
North Middlesex Regional School District Final Presentation



Presented by



June 30th, 2026, 11a

Project Schedule and Timeline

	April	May	June
Notification of contract award (March 2026)			
Kickoff meeting/coordination meeting with ADA Coordinator and Commission	✓		
Task one – ongoing collaboration	✓	✓	✓
Task two – self-assessment survey draft shared with the commission	✓		
Task two – self-assessment survey issued	✓		
Task two – response deadline for survey	✓		
Task three – Building and facility surveys	✓		
Task four – model policies/procedures		✓	
Task five – draft ADA self-evaluation report		✓	
Task six – complete Transition Plan			✓
Task seven – complete final plans following feedback			✓
Task eight – provide a detailed outline of methods and proposed costs			✓
Task nine – provide implementation schedule			✓
Final presentations			✓
Last invoice 30 June 2026			✓

Task 2: Survey Findings & Summary

Respondents

- District/School Administrators
- School Faculty/Staff
- Guardians/Caregivers

Findings

Strengths: strong foundational commitment to accessibility, with engaged leadership, dedicated staff, and households who are actively invested in student success. Administrators report clear understanding of legal responsibilities, staff describe consistent efforts to implement inclusive practices, and households highlight instances of effective collaboration and support.

Areas of Development: gaps in staffing, training, communication, and facility conditions that limit consistent implementation across schools. Responses reflect variability in how accommodations are delivered, how information is shared, and how students experience access depending on setting, staff capacity, and available resources.

Summary

Addressing these challenges through increased staffing, expanded and role-specific training, improved communication systems, targeted facility upgrades, and stronger district-wide coordination will significantly strengthen accessibility efforts. Moving toward more proactive, standardized practices grounded in inclusive frameworks will help reduce variability and ensure that all students have equitable access to learning, school activities, and support services.

Task 3: Building and Facility Surveys

- Hawthorne Brook Middle School
- Nissitissit Middle School
- North Middlesex Regional HS
- Spaulding Memorial School
- Squannacook Early Childhood Center
- Varnum Brook Elementary School

Checklist Ref	Description	Applicable to this site	
		Yes	No
Checklist 1	External Spaces, Sidewalks	X	
Checklist 2	Parking Lots	X	
Checklist 3	External Ramps	X	
Checklist 4	External Steps	X	
Checklist 5	Entrances	X	
Checklist 6	Service Desks	X	
Checklist 7	Corridors & Internal Surfaces	X	
Checklist 8	Internal Doors	X	
Checklist 9	Internal Ramps	X	
Checklist 10	Internal Stairs	X	
Checklist 11	Elevators	X	
Checklist 12	WCs: General Restrooms	X	
Checklist 13	ADA Wheelchair Accessible Toilet Compartments	X	
Checklist 14	Facilities	X	
Checklist 15	Way Finding	X	
Checklist 16	Lighting & Acoustics	X	
Checklist 17	Means of Escape	X	
Checklist 18	Building Management	X	

Task 4: Model Policies/Procedures

- ❖ Reviewed 270 policies
- ❖ Modified 97 policies (36%)
- ❖ Wrote/proposed 3 new policies
 1. Educational Opportunities for Students with Disabilities
 2. Referrals for Academic and Behavioral Supports & Multi-Tiered System of Support (MTSS)
 3. Emergency Preparedness for Students with Disabilities

Task 4: Policies Key Takeaways

- ❑ Strong policy foundation, but accessibility is not yet embedded consistently across all policies.
- ❑ Greater clarity is needed for accommodations, modifications, and auxiliary aids procedures.
- ❑ Complaint and grievance processes need to be more accessible, defined, and responsive.
- ❑ Effective communication standards need stronger operational direction across the district.
- ❑ Staff training and implementation accountability need to be more consistent and ongoing.
- ❑ Policy coordination with facilities, capital planning, and the ADA Transition Plan should be strengthened

Task 6: ADA Transition Plan

- Provides a districtwide roadmap to improve accessibility in facilities, programs, communication, and operations.
- Addresses recurring barriers such as entrances, doors, signage, restrooms, stages, emergency egress, classroom setup, and communication access.
- Combines immediate fixes and long-term capital projects with policy updates, staff training, governance, and annual monitoring.
- Moves the district from isolated corrections to a coordinated, sustainable accessibility program that strengthens safety, independence, and equal participation.

Task 6: ADA Transition Plan

Strengths

- Strong policy and governance foundation, including Section 504, and accessible policy framework.
- Most policies are in good shape, with 66% rated fully compliant.
- Audits provide clear findings, priorities, and actions to guide district planning.
- A structured implementation approach supports more proactive accessibility management.

Areas of Development

- Recurring barriers remain in entrances, doors, signage, restrooms, stages, egress, and program spaces.
- Key policy gaps persist in complaints, accommodations, emergency planning, communication, and digital accessibility.
- Emergency access issues create life-safety concerns.
- Program access is uneven, limiting full participation in some school spaces and activities.

Task 8: Methods/Proposed Cost

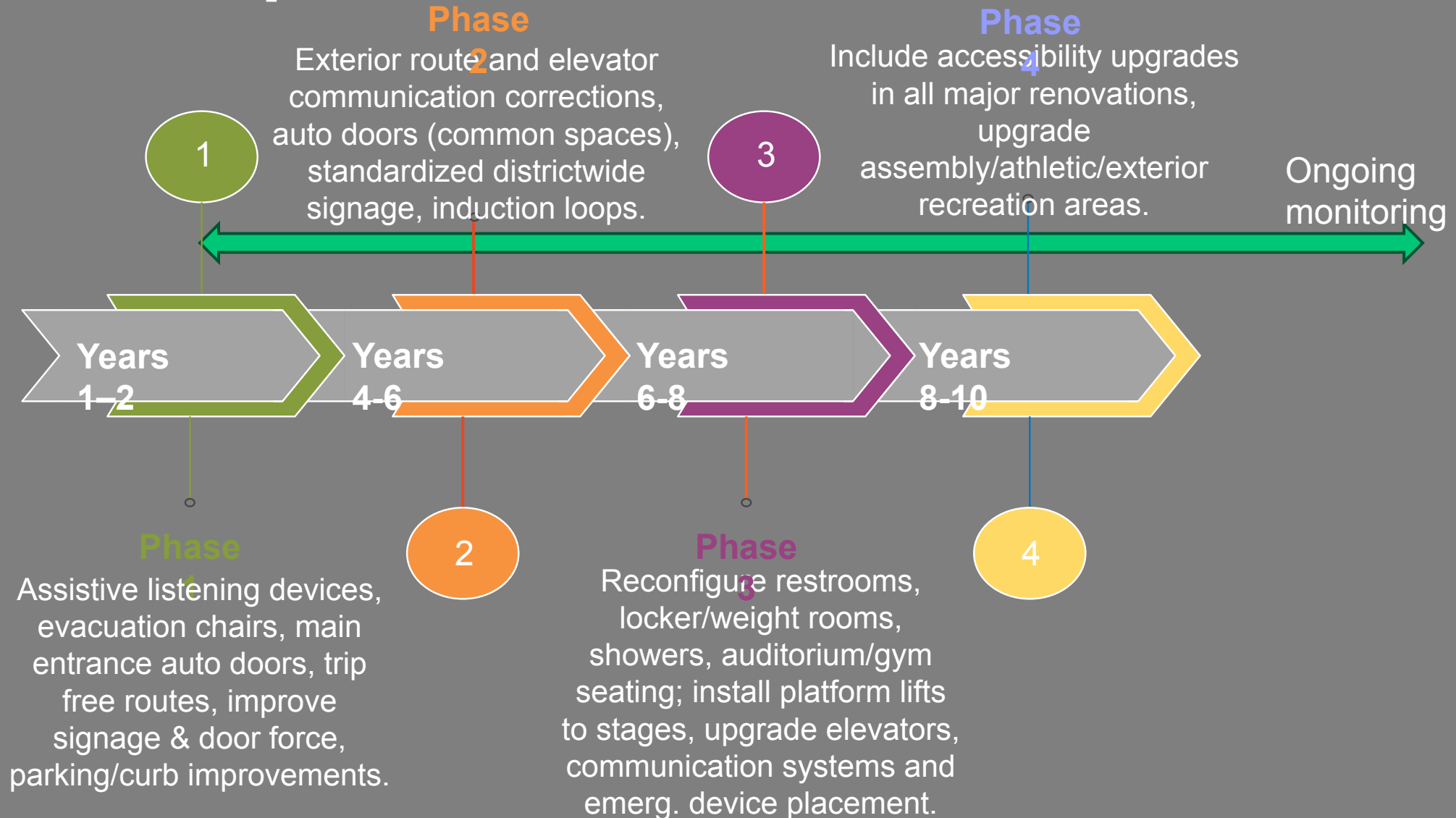
Facility Accessibility Audit Reports

Section 6: Accessibility Audit Action Plan

6. Accessibility Audit Action Plan

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Task 9: Implementation Schedule



Thank you!!!

Questions or comments?