

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

Minutes

Regular Meeting #1354

Monday, November 9, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Megan Weeks, Chair	Linda Long-Bellil
Michael Dennis, Vice-chair	Benjamin Mitchel
Melissa Ayala	Karl Ottmar
Nicole Amos	Deidre Shapiro
Krista Bennett	Asima Silva
Scott Brown	Christina Smith
Maleah Gustafson	Kelly Williamson
Sherrie Haber	Linda Woodland
Robert Imber	Adam Young
Laura Kirshenbaum	
Matthew Lavoie	

Committee Members Absent:

Kenneth Mills

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of Social Emotional Learning
Christine Smith, Administrator of Special Education
Barry Sclar, Supervisor of Information Technology
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi Kathryn Mangus

Chair Weeks called the meeting to order at 7:00 PM.

Chair Weeks announced the meeting was being conducted remotely, via Google Meet, and was being broadcast live on Channel 194 and holdentv.com. Members of the public could access the meeting via YouTube. Chair Weeks also spoke about members of the public submitting comments to questions@wrsd.net.

- I. Executive session to discuss strategy for contract negotiations with bargaining unit (Teamsters Union Local 170 (paraprofessionals)), to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, and to provide an update and to discuss potential litigation, as the Chair deems discussions in public session would have an adverse effect on the District's bargaining position, to return to public session.

Motion: To enter executive session to discuss strategy for contract negotiations with bargaining unit (Teamsters Union Local 170 (paraprofessionals)), to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, and to provide an update and to discuss potential litigation, as the Chair deems discussions in public session would have an adverse effect on the District's bargaining position, to return to public session.

(S. Brown)

(L. Kirshenbaum)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Christina Smith
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

The School Committee adjourned to executive session at 7:04 PM.

The School Committee reconvened at 8:48 PM.

Member Lavoie did not rejoin the meeting.

II. Public Hearing

Chair Weeks read aloud a public comment submitted electronically.

Heidi Lahey, WREA (attachment 1)

Lilly Michalowski, Holden (attachment 2)

Mary Lampron-Shepherd, WREA President (attachment 3)

III. Chair's Opening Remarks

Deferred

IV. Student Representatives (K. Gomi, K. Mangus)

Student Representative Mangus reported that the boys' soccer, girls' soccer, cross country, and field hockey teams are or will be participating in pod playoffs. Spirit Week took place at WRHS recently. *The Echo*, the WRHS newspaper, is now back in operation.

Chair Weeks explained that one item on the agenda will be taken out of order to allow representatives of the SEPAC to address the School Committee. SEPAC Co-chair Tammy Tod introduced herself and Melissa Martin, who also serves as a SEPAC Co-chair. Ms. Tod addressed the Committee. SEPAC will make similar reports to the School Committee on a regular/quarterly basis.

V. Superintendent's Report

A. Discussion of Report

Due to the time, Chair Weeks explained she will stick to a strict time limit for comments from members.

9:26 PM Member Brown left the meeting.

Superintendent McCall presented *Transition to Hybrid Planning Update* and he spoke to the information in the presentation (attachment 4). Superintendent McCall explained the purpose of the presentation is to provide an overview of the transition to hybrid and what plans the District and schools have in place. At the conclusion of Superintendent McCall's address, members were given the opportunity to ask questions and to make comments. Vice-chair Dennis suggested that teachers be included in upcoming Town Hall events. Member Gustafson suggested that upcoming Town Hall events be interactive, which she understands might be challenging since such is not an option using Google Meet.

Motion: To extend the meeting for 30 minutes, until 10:30 PM.

(K. Ottmar)

(A. Young)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

Member Haber voiced her concerns about teacher-directed professional development on Wednesday afternoons. She also noted that the FAQ sheet which is posted on the District website is not being updated on a regular basis. Member Imber asked that the Superintendent and District administration provide information about support services (i.e. technology support staff, custodial services, paraprofessionals, etc.) that are needed as hybrid is implemented. Member Kirshenbaum asked for clarity and a response to her inquiry about addressing structured instruction time requirements. Member Long-Bellil asked for an explanation about protocols to address a positive case in a classroom and other students needing to quarantine. Superintendent McCall spoke about close contacts and Boards of Health recommendations about quarantining, etc. Member Mitchel asked about guidelines to address use of time off for staff, as well as student sick days and how quarantining days might be recorded. He also asked about the 60 minutes set aside for teachers and remote students to connect daily.

10:16 PM Member Mitchel left the meeting.

Member Ottmar asked Superintendent McCall about class sizes, referring to Attachment 5 of the Superintendent's Report, specifically asked about Grade 3 at Houghton Elementary School and Paxton Center School. Member Williamson has concerns about staffing, in the event a number of teachers/staff must be out due to illness or the need to quarantine.

Motion: To extend the meeting for 30 minutes, until 11:00 PM.

(M. Gustafson)

(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Robert Imber
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Michael Dennis
Lauran Kirshenbaum
Asima Silva
Christina Smith

Opposed:

None

The motion passed 13-4.

B. Recommendations Requiring Action by the School Committee

Motion: To authorize the School Committee to appoint Fletcher Tilton, and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2020 – June 30, 2020.

(S. Haber)

(C. Smith)

Chair Weeks spoke to the motion, explaining renewing of these appointments has been reviewed and considered at the Legal Affairs Subcommittee level, and that subcommittee recommends approval.

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

VI. Unfinished Business

There was no unfinished business brought before the subcommittee.

VII. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on August 24, 2020

Deferred

- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 14, 2020

Deferred

- C. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 29, 2020

Deferred

- D. Approval of #1353 Regular Meeting Minutes of the Wachusett Regional School District Committee held on October 13, 2020

Deferred

VIII. Treasurer's Report/Financial Statements

Chair Weeks reminded the Committee that if there were questions regarding the Director of Business and Finance's report that Members should contact the Superintendent; if there were questions regarding the Treasurer's Report, Members should contact the Business/Finance Subcommittee Chair.

IX. Committee Reports

- A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, K. Mills, A. Silva, C. Smith, A. Young)

Chair Weeks reported on the October 21, 2020 meeting, and reported this subcommittee will meet on November 12, 2020.

- B. Education Subcommittee (C. Smith, Chair, L. Long-Bellil, Vice-chair, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, D. Shapiro)

Subcommittee Chair Smith reported this subcommittee met immediately before this meeting and will meet next on November 16, 2020.

- C. Business/Finance Subcommittee (M. Dennis, Chair, K. Mills, Vice-chair, M. Gustafson, B. Mitchel, K. Ottmar)

Subcommittee Chair Dennis reported on the November 2, 2020 meeting of this subcommittee, and reported the subcommittee will meet next on November 30, 2020.

Motion: To approve the second reading of Amended Policy 4323.2 **Policy Relating to Budget/Finance Bidding Requirements**, waiving the reading.

Deferred

- D. Legal Affairs Subcommittee (S. Brown, Chair, K. Ottmar, Vice-chair, R. Imber, K. Mills)

In Subcommittee Chair Brown's absence, Vice-chair Ottmar outlined topics being addressed by the Legal Affairs Subcommittee, and reported the subcommittee will meet next on November 19, 2020.

With no objection from members, Chair Weeks reported the remaining reports by subcommittees would be taken out of order.

- E. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland)

Facilities and Security Subcommittee Chair Young reported on the November 4, 2020 meeting, and he reported the subcommittee will meet next on November 16, 2020.

Motion: To approve the first reading of Amended Policy 6612.3 *Policy Relating to Pupil Services Face Coverings*, waiving the reading.

(A. Young)
(S. Haber)

Subcommittee Chair Young spoke to the proposed amendments to the current policy, explaining the intent of the amendments, after which he opened the floor to questions and comments. Member Smith had suggested edits to the amended motion, specific to the fifth paragraph, including the four bullets.

10:51 PM Member Amos left the meeting.

Motion: To strike the last two bullets (during physical education classes; while outside) in the fifth paragraph of the amended policy.

(C. Smith)
(R. Imber)

Motion: To amend the amendment on the floor.

(K.Bennett)

Motion died due to lack of second

Roll call vote on amendment:

In favor:

Melissa Ayala
Krista Bennett
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Deidre Shapiro
Asima Silva
Christina Smith

Opposed:

Megan Weeks
Michael Dennis
Maleah Gustafson
Sherrie Haber
Karl Ottmar
Kelly Williamson
Linda Woodland
Adam Young

The motion failed 8-8.

Roll call vote on main motion:

In favor:

Megan Weeks
Michael Dennis
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

Motion: To extend the meeting for 30 minutes, until 11:30 PM.

(L. Long-Bellil)

(L. Woodland)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Michael Dennis
Robert Imber

Karl Ottmar
Christina Smith

The motion passed 12-4.

10:58 PM Vice-chair Dennis left the meeting.

- F. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil)

Subcommittee Chair Silva reported on the October 29, 2020 meeting of this subcommittee, and that the subcommittee will meet next on November 19, 2020.

Motion: To approve the first reading of Amended Policy 6436 *Policy Relating to Pupil Services Appreciation of Diversity*, waiving the reading.

(A. Silva)

(S. Haber)

Subcommittee Chair Silva gave an overview of the proposed amendments.

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

11:04 PM Member Smith left the meeting.

- G. Superintendent Goals and Evaluation Subcommittee (K. Mills, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)

Motion: To recommend approval of the Superintendent's Goals 2020-2021.
(L. Kirshenbaum)
(A. Young)

Subcommittee Vice-chair Kirshenbaum addressed the Committee, speaking about the meetings of the subcommittee and the development of the Superintendent's goals (attachment 5). At Vice-chair Kirshenbaum's invitation, Superintendent McCall addressed the Committee, walking members through the four 2020-2021 goals. Discussion ensued. Members were invited to make ask questions and make comments, which included some members strongly disagreeing with the absence of fiduciary oversight being a goal and a staffing plan not being an action step.

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Robert Imber
Linda Long-Bellil
Karl Ottmar

The motion was approved 11-3.

H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)

Per Vice-chair Young, there is not update to report.

I. Ad Hoc Subcommittees

J. Building Committees

K. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle

School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (K. Mills), Early Childhood Center (L. Woodland), Special Education Parents Advisory Council (SEPAC) (M. Gustafson)

Deferred

X. Public Hearing

No members of the public wished to address the School Committee.

XI. New Business

There was no new business brought before the School Committee.

11:14 PM Member Imber left the meeting.

XII. Adjournment

Motion: To adjourn.

(A. Young)

(K. Ottmar)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 11:15 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Public comment by Heidi Lahey
- Attachment 2 – Public comment by Lilly Michalowski
- Attachment 3 – Public comment by WREA President Mary Lampron-Shepherd
- Attachment 4 – Presentation *Transition to Hybrid Planning Update*
- Attachment 5 – Administrator Plan Form, Draft 11/3/2020

Attachment 1

Good evening. Heidi Lahey, 166 Bullard St, Holden. I am the multisensory reading teacher for the Wachusett Regional School District, writing as an individual educator to ask this committee to join other school committees in supporting the Mass Association of School Committees Resolution on MCAS 2020/21.

Our Governor Charlie Baker, the Secretary of Education Jim Peyser and the Commissioner of Education Jeff Riley continue to demand the reopening of schools to address the educational, physical and emotional wellbeing of students. Pediatricians are seeing unhealthy weight gain in children, and an uptick in mental health issues. We know there have been significant challenges in many districts around providing and engaging students in ongoing learning. Clearly there will be gaps to close when we have come out on the other side of this pandemic. This is not that time.

The state is demanding that districts do in person ACCESS testing for our English Language Learners. They are proposing in person MCAS, possibly as early as January- in the height of flu season.

Meanwhile, Wachusett inches ever closer to returning large numbers of our children to schools under hybrid, with a variety of options for students. The strength of the connections created between teachers and students even during remote instruction has prompted parents to demand that the same teachers will continue to teach all students who were assigned to them in September, regardless of cohort choice. This continuation of current teachers during hybrid was published on the WRSD Reopening FAQs site under the Teaching and Learning tab.

Parents should understand that this decision prioritizes connection over education. Teachers who are already working at maximum capacity to manage one model of instruction are not going to be able to manage multiple models under hybrid simultaneously with the same level of expertise and support for students. The multitude of demands being placed on educators must be clearly stated to the students and families. Otherwise, educators are being set up to fail and take the blame...our staff and our students deserve better.

Students working fully remote **deserve** a teacher who is available to work with them to provide focused and targeted synchronous and asynchronous instruction and feedback at various points in the day.

Students returning to school buildings **deserve** the full attention of the teacher. Teachers now will be responsible for educating kids on covid protocols and procedures, monitoring safety, teaching content curriculum and addressing the physical and psychological needs of students during an pandemic.

Students working at home on the alternating remote days **deserve** a teacher who can instruct and support them in real time, without having their attention split between the students in the classroom and the remote students.

When educators tell you that they are already working at full capacity, you need to believe and support them. Parents should understand that they are sacrificing the best possible pandemic education in exchange for a preferred location...while assuming a significant public health risk to their families and the community at large.

Given everything this committee and the community appear to expect from our educators, I call on the Wachusett Regional School District School Committee to sign on to the Massachusetts Association of School Committees Resolution to suspend MCAS for the 2020/21 school year. There is no educational value whatsoever in administering MCAS during a pandemic, and the administration of MCAS will further decrease time on learning while adding yet another mental health stressor for children. Let's get one thing done to reduce the stress on children and educators. Support the MASC Resolution. Thank you.

Attached: pdf of MASC Resolution on MCAS 2020



Attachment 2

Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Adaptive PE classes

1 message

Megan Weeks <megan_weeks@wrsd.net>
To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Mon, Nov 9, 2020 at 9:14 PM

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

----- Forwarded message -----

From: The Michalowskis <amy.michalowski@gmail.com>
Date: Mon, Nov 9, 2020 at 6:26 PM
Subject: Adaptive PE classes
To: <questions@wrsd.net>

Dear School Committee Members,

My name is Lilly Michalowski. I live in Holden and I am a freshman at Monty Tech. I am writing to you because I wanted to share with you an experience I had last school year in the hopes that it will start a conversation in the district about adaptive games in PE classes.

I was born with Spina Bifida, which is a physical disability that impacts me in a lot of different ways and makes doing sports and other physical activities more challenging than it is for others. I participated in PE classes throughout elementary school, but in middle school my physical challenges were the primary reason I didn't take PE. Missing PE was OK with me, but it did take away a "fun" class where I would have had a chance to interact with my classmates in a different way. Outside of school I have been participating in adaptive sports for a number of years, training in swimming and track.

Last school year, before schools were closed down, I completed my Girl Scout Silver Award project. For my project, I hosted a sitting volleyball clinic, and my goal was to educate others and spread awareness for adaptive sports. During the project I worked with Ms. Leblanc and some of the members of last year's volleyball teams, and after the clinic was completed, I was able to come to a couple eighth grade gym classes and teach some students who might not have participated in my clinic, how to play sitting volleyball. One thing I learned as a result of my project was that many students didn't know anything about adaptive sports. They thought it would be less competitive than traditional volleyball, but changed their minds at the end of the clinic.

When I came to PE classes to teach sitting volleyball, a small number of students chose to learn that versus the traditional volleyball game. Though I really appreciate that my teacher let me come to the class, it would be great if the district considered a curriculum for PE that included adaptive games on a regular basis. There are lots of kids who could benefit from adaptive games, not just kids with physical issues, but many others who might feel that they aren't as athletic as their peers.

I hope the leaders of the district will think about my experience and consider changing the PE curriculum to include adaptive games. Thank you for considering my request.

Sincerely,
Lilly Michalowski
Holden, MA

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Attachment 3

Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public Hearing Comments

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Nov 9, 2020 at 9:13 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

----- Forwarded message -----From: **President WREA** <presidentwrea@gmail.com>

Date: Mon, Nov 9, 2020 at 6:37 PM

Subject: Public Hearing Comments

To: <questions@wrsd.net>

Hi Megan, Hope you have had chance to enjoy some of this nice weather. Please find my comments below. Mary

Good Evening, my name is Mary Shepherd, president of the Wachusett Regional Education Association, 1320 Wachusett Street, Jefferson. Tonight I ask the school committee and district administrators: are you listening to the educators in your schools? At Naquag Elementary School in Rutland, students are taught how to listen, with their ears, their eyes, their body language, and their hearts. They are instructed how to truly listen to others - a skill many adults still strive to perfect, myself included. Let's reflect on some district communication breakdowns.

First, because Wachusett is a large district any message sent to parents and students should be well developed, concise, and clearly written. For instance, and this is just one of several examples, teachers found out about the hybrid model, on a Friday afternoon via an email posted on Facebook from a parent. Why couldn't that message go out to teachers at the same time, or maybe ahead of time, with some directives, so staff were prepared to field our parents' questions? This lack of communication divides us as a community, staff members felt omitted from correspondence that should have brought everyone together as we move forward during a pandemic. We need the district administration to embrace - not reject - a community centered culture, and bridge the many personal agendas, by listening for understanding.

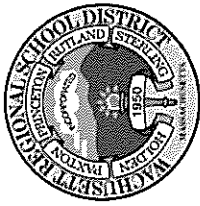
Second, in one of our professional development sessions with Jessica Minahan, a board-certified behavior analyst, author, special educator, and consultant to schools internationally, we learned when anxiety increases, these skills decrease: self-regulations, thought stopping, social skills, executive functioning skills, and flexible thinking. Let's think about this for a minute ... we are in a pandemic and anxieties are high for teachers, students, and parents. For many WREA members, who have transitioned and will transition into hybrid, these concerns consistently overwhelm them. *What do I need*

to teach in hybrid? Will I receive training to be successful? Or do I have to figure it out myself again? Do I or do my students wipe the desks down every hour, everyday, every cohort change? What kinds of chemicals will I be exposed to cleaning? What about the HVAC system? Is the air safe? How do I keep all the cohorts on the same pace? Do parents understand with the hybrid model there will be less face time with teachers? How come I haven't heard anything yet? When will I hear something? I want someone to listen, I have concerns, I want answers, my success and prior planning affects the success of my students. Please listen, if you understand, these challenges are real and need concrete solutions.

Third, we have teachers in the buildings. We have students in the buildings. What we do not have are district administrators in the buildings. In fact, the one administrator who did enter a school, declined to enter a room in order to "protect the bubble". What bubble? These students and staff go back into the community every day - just as this administrator does. If that person does not feel safe, how can WREA members? Safety concerns are real for special education educators in the buildings, special education staff are working in close proximity to students, reminding students to wear masks and socially distance throughout the day, and despite these efforts the classrooms have been affected by COVID positive cases. With the rising COVID cases in communities all around, the governor has increased precautions for the general public, yet decreased the metrics for keeping schools open, we understand this is blatantly contradictory. Don't hold Thanksgiving dinner with more than ten guests, but put twenty-three kids on a school bus and more in a school. Is DESE's office open to the public? Why aren't we holding school committee meetings in person, how will you lead by example? Educators are listening to understand and want to know how this contradiction will be cleared up.

Finally, WREA members would like to know: are we ready to bring even more students back? Planning takes time, it takes vision and intuition. Our orientation day originally scheduled for September 1st, is now a TBD day on the district calendar and must be used by the end of the school year. Teachers want this day to complete the transition into hybrid, and call for an opportunity to meet with Dr. McCall to answer questions about hybrid expectations. Not only would it show that the district understands the immense pressure teachers face entering the hybrid model, it would also empower district educators and allow us to pass that assurance and strength on to our students. We are all human beings on a life's journey, so let's start acting like it. We must raise our words, not our voices, and begin the healing process our nation's president-elect is talking about. Let us listen to understand each other and make connections to create a community centered culture where everyone belongs.

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Transition to Hybrid Planning Update

Report of the Superintendent
November 9, 2020

1

Transition to Hybrid Planning Update

- Facilities Capacity Analysis
 - Buildings Ventilation Capacity
 - Classroom Social Distancing Capacity
 - Transportation Capacity Analysis
 - Family Model Selection Results
- Health & Safety Metrics
 - Health & Safety Guidelines
 - WRSD Safety Protocols
 - PPE
- Instruction
 - WRSD Instructional Goal
 - Supports for Learning
 - Daily Procedures & Protocols
- Communication Plan

2

Facilities Analysis

3

Building Ventilation Capacity

4

DESE Guidance

Overall Guidance

Schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system.

5

DESE Guidance for Ventilation

- Adjust HVAC settings: Adjust settings to increase the flow of outdoor air.
- Open windows or doors (when appropriate and safe): For facilities without the above HVAC capability, evaluate the options to open windows and doors when safe to do so, as well as the feasibility of increasing outdoor air intake with fan boxes in windows.
- Prevent or minimize air recirculation: Facilities staff should evaluate how to eliminate or minimize air recirculation in their HVAC systems to the extent possible.
- Maintain ventilation for longer hours: If possible, schools should leave ventilation systems running longer than normal. Ideally, ventilation systems would run continuously, but it is recommended they run at least two hours before and after school, as there may still be individuals in the building (students or staff).

6

Other Guidance

CDC (Centers for Disease Control and Prevention)

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility

OSHA (Occupational Safety and Health Administration)

- Installing high-efficiency air filters.
- Increasing ventilation rates in the work environment.

7

Schools for Health - Harvard School of Public Health Risk Reduction Strategies for Reopening Schools

"In some cases, it is not reasonable to bring in additional outdoor air. For example, on very hot summer days or very cold winter days it may not be [possible] to maintain a comfortable temperature in the classroom if the windows are open. Mechanical ventilation systems, similarly, may need to recirculate more indoor air and bring in less fresh outdoor air when extremely hot or cold outdoor air cannot be sufficiently cooled or heated before it is blown into classrooms. Other factors may also impact the ability to increase outdoor air ventilation, particularly for naturally ventilated buildings, including but not limited to, security concerns, high outdoor air pollution or pollen levels, or high outdoor noise levels. In these cases, the highest tolerable amount of outdoor air ventilation should still be used, even if students, teachers, and administrators have to adjust their clothing to be comfortable (e.g., wear a jacket indoors in the winter)." Page 33

8



Environmental Engineers

- ATC - Contracted to provide air assessments in buildings
 - Have conducted 2 air assessments in the past 6 weeks.
 - One report has been shared with District thus far
 - Administered prior to reopening for special education
 - Corrected any issues associated with air exchange
- Currently in process of completing second report
 - Sampling of classrooms and common areas throughout schools
 - Will correct any issues associated with air exchange

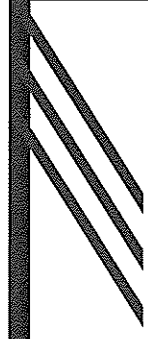
9

School Heating and Ventilation Update

- All air handler units have new filters and checked to ensure that they are operating correctly
 - Any problems discovered either have been fixed or will be corrected before the November 18th reopening date
- The District has purchased meters to measure air flow rates and carbon dioxide levels
 - These meters will be used in to monitor air quality throughout the year
 - Air exchange rates can now be calculated using the air flow meter
- Exhaust fans have been checked to ensure that they are operating as designed
- Air dampers have been set to be fully open during the day to maximize the amount of fresh air a room will receive
- Building air handlers set to start an hour before occupancy and run for an hour after occupancy to promote safety

10

Classroom Social Distancing Capacity



11

Social Distancing in Schools

- The District used a tool developed for the Department of Education to establish the number of desks each classroom could hold.
- This tool, developed by Cannon Design, calculates the socially-distanced classroom layout and capacity.
- WRSD classrooms are set up with 3-6 feet of spacing between desks
- All cafeteria seating has at least 6 of spacing between students.



12

Transportation Capacity Analysis

13

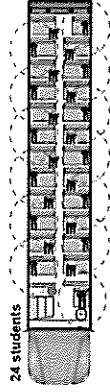
State Guidance on Transportation

- **Masks**
All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons
- **Distance**
Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- **Ventilation**
Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Seat assignments**
Students should be assigned to a single bus and a particular seat.

14

Transportation

- Bus capacity for current DESE guidance is 24 students or 32% of typical capacity
- Our average ridership based upon the most up-to-date numbers is currently 18 students
- Bus routes are currently being finalized over the next week and will be fine tuned based upon student ridership



15

Transportation

- More entryways in the school will be used to help with social distancing with handwashing stations at entry points
- Defined parent pick up and drop off areas
- Hand sanitizing stations on each bus
- Walker suggested times to stagger entrances

16

Family Model Selection Results

17

Learning Model Selection Results

School	Hybrid Model		Remote Only	
	Student	%	Students	%
Central Tree	284	82%	63	18%
Chocksett	258	85%	45	15%
Davis Hill	366	85%	63	15%
Dawson	378	86%	63	14%
Glenwood	275	80%	69	20%
Houghton	263	85%	45	15%
Mayo	400	83%	81	17%
Mountview	625	81%	151	19%
Niaquag	247	84%	48	16%
Paxton	386	87%	56	13%
Thomas Prince	292	86%	48	14%
WRHS	1324	67%	661	33%
Total	5098	79%	1393	21%

Families were asked to select a learning model through PowerSchool by October 23rd

18

Model Selection Change

Families Can Change Their Child's Model Selection

Due to the curriculum and structure of developing a learning pathway for a student, the complexity of staffing, and in order to provide students with a coherent educational experience, transitioning a student to a different model will require consultation and the development of a transition plan. The District will accommodate these requests on an individual basis, please know that there will be a waiting period in order for schools to meet the required health and safety standards while bringing additional students back into school.

19

Health & Safety Metrics

20

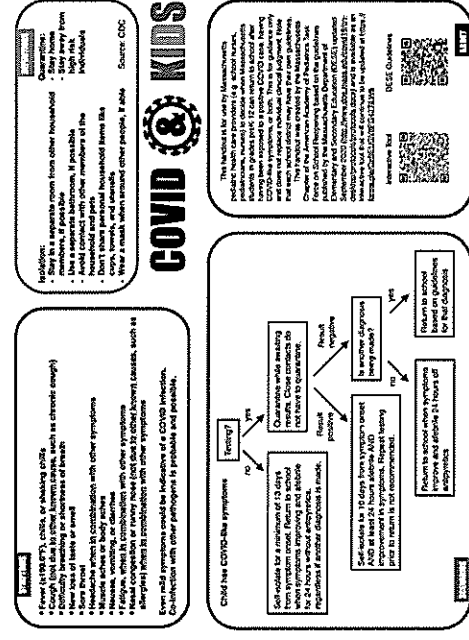
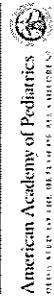
Key Considerations from CDC Guidance

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.



- The MCAAP supports the MDPH's requirement that, as long as they have no contraindications, all children six months of age and older, those enrolled in child care, pre-school, K-12, and post-secondary educational institutions, should receive the annual flu vaccine this 2020-2021 flu season.
- [Pediatric Decision Tool and Parent FAQ](#)

Massachusetts Chapter



Key Considerations from DESE Guidance

- A safe return to in-person learning requires a culture of health and safety
- A combination of mitigation strategies is needed to substantially reduce the risk of transmission.
 - Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.
 - Masks are among the most important single measures to contain the spread of COVID-19
 - Hand hygiene is critical
 - Physical distance greatly reduces the risk of transmission
 - Cohorts/assigned seatings helps mitigate transmission of the virus
 - Schools must have Robust and reliable ways to communicate with families, students, and staff

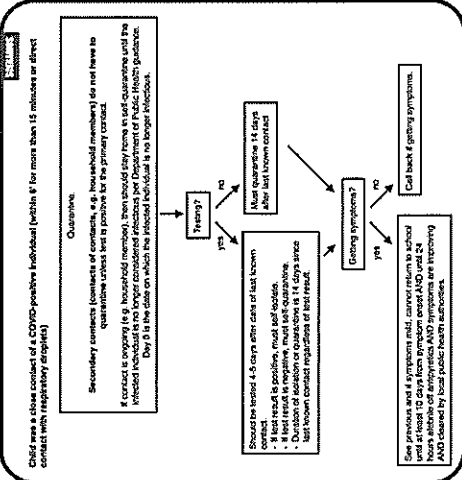


26

WRSD Return to School Plan

Have Symptoms and Test Positive for COVID-19	A Close Contact tests Positive for COVID-19	COVID-19 symptoms diagnosed as alternative diagnosis	COVID-19 Symptoms and Negative COVID test result	COVID-19 symptoms but not tested
<ul style="list-style-type: none"> • 10 Day period of isolation. • May return when symptoms have improved and fever free for 24 hours. 	<ul style="list-style-type: none"> • Must Quarantine for 14 days after exposure, <u>even if you test negative</u>. 	<ul style="list-style-type: none"> • If a provider has documented an alternative diagnosis, the student/staff may return based on the recommendations of the provider. 	<ul style="list-style-type: none"> • Individual may return when symptoms improve AND fever free for 24 hours without medication. 	<ul style="list-style-type: none"> • Individual may return 10 days after the start of symptoms IF symptoms have improved AND fever free for 24 hours without fever reducing medication.

Local Boards of Health will lead and direct the response when there is a positive case in our schools, following DPH guidelines.



May 18th 2020 12:00 PM

QR Code: <https://www.ohio.gov/COVID19>

QR Code: <https://www.ohio.gov/COVID19>

QR Code: <https://www.ohio.gov/COVID19>

COVID KIDS

Office of Public Health

25

Helpful Parent Resources

CDC

[Back to School Decision Making Tool](#)

[Planning for In-Person Classes Checklist](#)

[Planning for At Home/Virtual Classes Checklist](#)

27



When will the district notify my family about a COVID-19 Case?

NO Notification if a member of your school community:

Is symptomatic and at home

OR

Is a close contact of a confirmed case (see below)

OR

Tests negative for COVID-19

A close contact is defined as anyone who has been within 6 feet of a person who is infected for at least 15 minutes

Notification if and when:

A member of your school community tests positive,

THEN:

If you or your child is identified as a close contact, you will receive a letter.

Students and staff in that building only will receive a notification that someone in their school community tested positive. The individual who tested positive will not be identified, nor will that information be shared.

Families and staff will also be notified in the event that there is multi-building or community spread.

"School community" refers to the physical school building where the student or staff attend/work. The District will not notify families of COVID cases for students enrolled in the fully remote program.

29

Protocols for Closure of a Classroom, Building, District

In alignment to the new DESE guidance that was released this past Friday, November 6th, we will work to draft protocols for closure of a classroom, a school building, and the school district. These protocols will be discussed at the next Facilities and Security Subcommittee Meeting.

30

Updated DESE guidance

- Districts are expected to prioritize in-person learning across all color-coded categories, unless there is suspected in-school transmission, in accordance with DESE's Guidance on Responding to COVID-19 Scenarios.
- Districts and schools in communities designated gray, green, or yellow are expected to have students learning fully in-person, if feasible.
- Schools in red communities should implement hybrid models while maximizing in-person learning time for high-needs students.
- In those communities with the highest COVID-19 caseloads and test positivity rates (currently Chelsea, Lawrence, and Revere), DESE and DPH will work with local school officials to develop and implement customized strategies to reduce in-school health risks.
- Fully remote instructional models should be implemented only as a last resort.

31

Key to color coding:

Red

- Under 10K: More than 25 total cases
- 10K-50K: Greater than 10 average cases per 100K AND greater than 5% positivity rate
- Over 50K: Greater than 10 average cases per 100K AND greater than 4% positivity rate

Yellow

- Under 10K: Less than or equal to 25 total cases
- 10K-50K: Greater than 10 average cases per 100K OR greater than 5% positivity rate
- Over 50K: Greater than 10 average cases per 100K OR greater than 4% positivity rate

Green

- Under 10K: Less than or equal to 15 total cases
- 10K-50K: Less than 10 average cases per 100K AND greater than 10 total cases
- Over 50K: Less than 10 average cases per 100K AND greater than 15 total cases

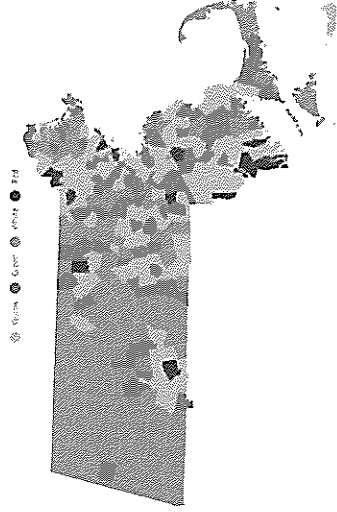
Grey

- Under 10K: Less than or equal to 10 total cases
- 10K-50K: Less than or equal to 10 total cases
- Over 50K: Less than or equal to 15 total cases

32

Updated Color Coded Map

Average daily COVID-19 case rate
per 100K over past two weeks



33

Personal Protective Equipment (PPE)

- Disposable Masks: The District has received 60,000 with another 140,00 due in before November 18th
- KN95/N95 Masks: The District has received 5,000 with another 3,000 due any day
- Sanitizing Wipes: The District has received 6,000 packets/canisters of wipes, with another 16,800 packets due in tomorrow
- Hand Sanitizer: All schools have at least one gallon of hand sanitizer with a dispensing pump for each classroom and at least one 8 oz. container of sanitizer for every adult
- Disposable Gloves: The District has received 6,000 pairs with another 80,000 pairs scheduled for delivery in a few days
- Sprayers: All schools have at least one portable sprayer
- Disposable Gowns: The District has 1,500 gowns with another 3,000 gowns due in before November 18th
- Face Shields: The District has provided schools with 200 face shields and have another 100 in storage

34

Instruction

WRSD Instructional Goal

It is the intent of the Wachusett Regional School District to provide all students independent of their mode of instruction (in-person or remote) with daily high quality effective instruction aligned to the Massachusetts Curriculum Framework Standards and focused on depth of understanding, critical thinking, creativity, and collaboration.

35

36

Supports for Learning

37

Structures to Support Learning

- Meet the requirements for structured learning time hours that are required by the Department of Elementary and Secondary Education
- Classrooms (both school-based and virtual) are well-organized
- A variety of learning experiences will be provided each day to ensure students are not on their computers continuously throughout the day
- Differentiated instruction and supports are provided to meet the individual needs of all students. This may include mini lessons, individual and small group instruction, graphic organizers, outlines, simplified texts, models, and online tutorials
- Regular, on-going, timely, specific and descriptive feedback will be provided to assist students in refining their thinking and performance.

38

Structures to Support Learning

The District has expanded the use of existing tools to better support remote student learning, such as:

- Increased use of Clever, the dashboard where students, parents and staff access many of our online textbooks and applications
- Providing more features for all users of Google Classroom by purchasing G Suite Enterprise for Education
- Purchasing Seesaw, an online learning platform specifically designed for use by the primary grades
- Renewing Actively Learn, a digital curriculum that drives student engagement and equity through deeper learning
- Increasing licenses for Star Assessments to identify existing student learning gaps and monitor student progress

39

Structures to Support Learning

The District has also purchased a variety of new tools to better support remote student learning. These include:

- Lexia Core5 Reading: an online program that provides individualized, differentiated literacy instruction for students
- In Sync for Eureka Math: provides students and families with video clips, fillable electronic worksheets, and online lessons, all aligned to our math program
- MobyMax: a standards-aligned learning platform for math, literacy, science and social studies with adaptive assessments, activities, and motivational tools
- Mathspace: an adaptive online math program to challenge top students and provide support for struggling students
- Science2go and Pivot Interactives: 2 different programs that allow students to participate in lab experience while being remote
- BookWidgets: an app that allows for the creation of interactive, remote lessons
- Turnlebooks: a collection of curriculum-aligned elementary and teen e-books
- ScreenCastify: a video creation and editing tool for teachers and students
- Pear Deck: an app that enhances Google Slides to make them more engaging
- edpuzzle: an app that allows any video clip to be turned into an interactive learning experience

40

Technology to Support Learning

The District has purchased a variety of technology devices to better support remote student learning, including:

- 2,550 new Chromebooks for student and staff use
- Mobile hotspots to provide internet access for families in need
- Expanded our internet bandwidth, increasing the overall bandwidth by over 50% across the district to better support student and staff learning needs.
- iPads, iPens, and Notability for use in providing remote feedback to student work and problem solving in high school math classes
- 400 webcams with integrated microphones to facilitate video conferencing on staff desktop computers
- Providing staff with additional monitors as needed
- Tech Help Center supporting students, parents, and staff

41

Daily Protocols & Procedures

42

School Reopening Plans

Each School has developed reopening plans that include school specific details for students and families, such as start and end times, student sample schedule(s), arrival & dismissal procedures, etc.

Central Tree Middle School
Chocksett Middle School
Davis Hill Elementary School
Dawson Elementary School
Early Childhood Center
Glenwood Elementary School
Houghton Elementary School

Mavo Elementary School
Mountview Middle School
Naguag Elementary School
Paxton Center School
Thomas Prince School
Wachusett Regional High School

43

Remote Learning

Remote learning students will follow the same schedule as in-person students. Student learning opportunities will include:

- Daily Check-ins with teachers
- Synchronous and asynchronous instruction
- Independent learning

As with all instruction, classroom teachers are responsible for designing specific learning opportunities for students. It needs to be noted that certain guidelines and parameters around remote learning are part of current teacher negotiations, which are still in progress.

44

Communication Plan

45

Importance of Robust Communication

Communication between families and school is important for student success. During these uncertain times it is even more critical.

- Families have expressed the need for more communication
- District and School administrators need input from students and families to:
 - Keep all informed and knowledgeable about school protocols and procedures
 - Address issues/concerns
 - Meet the individual needs of all students

46

Communication Action Steps October, 2020

1. Task Force Meeting: Wednesday, October 14th
2. Established feedback@wrsd.net email to promote two-way communication
3. Town Hall events
 - Wednesday, October 21st @ 3:30 PM
 - Thursday, October 22nd @ 9:30 AM
4. Frequently Asked Questions website
5. WRSB COVID-19 Data Dashboard (www.wrsd.net)
6. Hybrid/Remote survey completed by parents/guardians

47

Task Force Meeting (October 14, 2020)

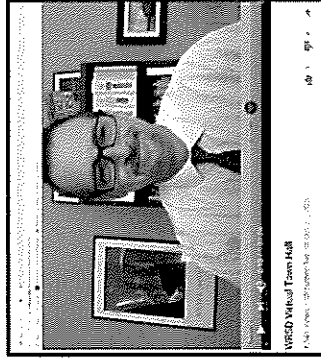
Parabola Project: Communication

- What is the problem?
"District and school leaders are making complex decisions in dynamic ways in response to the COVID-19 pandemic."
Parents, guardians, and other stakeholders commonly received conflicting (and often confusing) information about the pandemic, readiness for return, and the reasoning behind decisions that have been made.
Leaders must adopt strong messages that clearly explain decisions about reopening and their plans for the process in ways that align with family needs."



48

Town Hall virtual meetings



- 10/21/20: 1,546 views
- 10/21/20: 452 views
- feedback@wrsd.net

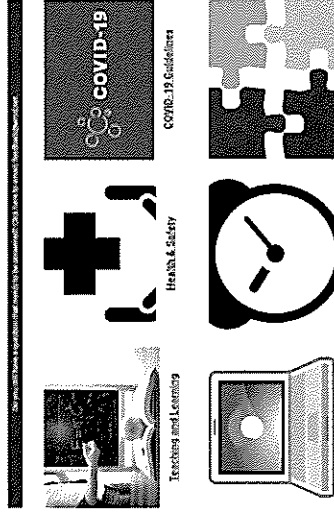
49

WRSD School Reopening & COVID-19 FAQs

This site is intended to provide timely answers to questions posed by members of our district regarding school reopening and COVID-19. We hope you find the information helpful as we work to respond to everyone's questions and concerns.

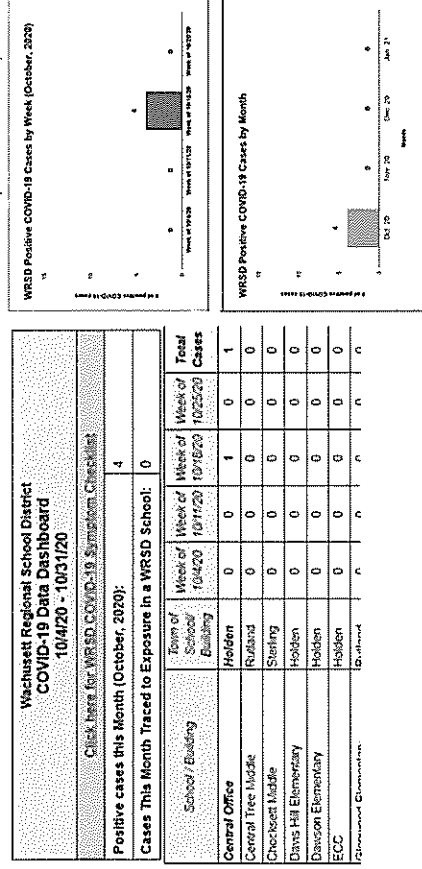
WRSD FAQ
Website

www.wrsd.net



50

WRSD COVID-19 Data Dashboard (www.wrsd.net)



51

School Based Communication Opportunities

Multiple opportunities monthly at each school

- Principal Chats, Coffees, newsletters
- SIMCO meetings
- Parent/Guardian conferences
- Encourage continued ongoing communication with teachers

52

Upcoming District Town Hall Meetings

- November 16th -5pm Student Forum
- December 17th - 10am Parent Forum
- January 27th - 6pm Parent Forum
- February 24th - 6pm Student Forum
- March 25th - 10am Parent Forum
- April - TBD Parent Forum
- May - TBD Student Forum

53



THANK YOU

Report of the Superintendent
November 9, 2020

54

Administrator Plan Form

DRAFT - WRSDC 11/03/2020

for approval by WRSDC 11/9/2020

Administrator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

Student Learning Goal

Check whether goal is individual or team; write team name if applicable.

Individual

x Team:

- By June of 2021, the Superintendent, and his team, will provide an outline identifying and prioritizing improvements to technology, resource acquisition, and newly discovered educational best practices that informs the vision of our next Strategic Plan.

Student Learning Goal(s): Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none"> • Assess what is working with remote learning. How does the delivery of instruction need to change and how do we assess learning? 	<ul style="list-style-type: none"> • School administrative team • Superintendent/District level administration 	<ul style="list-style-type: none"> • 1/2021
<ul style="list-style-type: none"> • Assess how learning has occurred best and identify areas that are working well and areas in need of improvement and share document with principals 	<ul style="list-style-type: none"> • Superintendent/District level administration • Teachers • Panorama • online assessments 	<ul style="list-style-type: none"> • 2/2021

<ul style="list-style-type: none"> • Assess how has occurred best and identify areas that are working well and areas in need of improvement and share document with principals • Document an examination of various learning models currently being utilized in comparable school districts • Draft an outline of what resources including technology, developed and shared with committee 	<ul style="list-style-type: none"> • Superintendent/District level administration • Teachers • School administrative team 	<ul style="list-style-type: none"> • 3/2021
	<ul style="list-style-type: none"> • Superintendent/District level administration • School administrative team 	<ul style="list-style-type: none"> • 3/2021
	<ul style="list-style-type: none"> • Superintendent/District level administration • School administrative team 	<ul style="list-style-type: none"> • 06/2021

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Administrator Plan Form

District Improvement Goal

Check whether goal is individual or team; write team name if applicable.

Individual

X Team:

- By June of 2021, the Superintendent, working with district and school leadership, will promote diversity, equity, and inclusion District-wide by defining and outlining sustainable practices needed to transform our culture.

District Improvement Goal(s): Planned Activities

Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none">• Lead discussions on diversity, equity and inclusion during monthly PLT meetings. Minutes of meetings, study guides, questions.	<ul style="list-style-type: none">• Case Studies on Diversity and Social Justice Education• Unconscious Bias in Schools• Superintendent/District level administration	<ul style="list-style-type: none">• 12/2020 through 06/2021
<ul style="list-style-type: none">• Conduct a Book Study using Unconscious Bias in Schools.	<ul style="list-style-type: none">• Book: Unconscious Bias in Schools• Book: Case Studies on Diversity and Social Justice	<ul style="list-style-type: none">• 12/2020 through 06/2021

¹ Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

<ul style="list-style-type: none"> • Collect anecdotal feedback from administrators on what they feel next steps are for them - school and leadership team • Research and secure external strategic partnership(s) to develop sustainable, multi-year effort to embed equitable mindsets and practices at all levels District-wide • Develop preliminary multi-year plans, in collaboration with external partner, to embed equitable mindsets and practices at all levels District-wide 	<ul style="list-style-type: none"> • Exit surveys/Minute paper • Central Office administration conducting outreach and meeting with potential partners • District and building-level administration collaborating to align plan to existing and new school structures and practices 	<ul style="list-style-type: none"> • 02/2021 • 03/2021 • 06/2021
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Administrator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

Professional Practice

Check whether goal is individual or team; write team name if applicable.

Individual
x Team:

- By June of 2021, the Superintendent will establish and implement a system that enhances the communication between home and school for all families with school aged children who reside within the district.

Professional Practice Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none">• Utilize DESE Building Blocks of Equitable Remote Learning program	<ul style="list-style-type: none">• Superintendent/District level administration• https://app.equitableremotelearning.org/communicate-clearly	<ul style="list-style-type: none">• 12/<u>2020</u>
<ul style="list-style-type: none">• Analyze current system to determine what has worked well, what has not worked, and what needs to be repaired	<ul style="list-style-type: none">• Superintendent/District level administration• School administration• Staff• Families	<ul style="list-style-type: none">• 01/2021
<ul style="list-style-type: none">• Identify the primary source of information and outline the system and organization of distribution.	<ul style="list-style-type: none">• Superintendent/District level administration• School administration	<ul style="list-style-type: none">• 03/2021

<ul style="list-style-type: none"> • Work with administrative team on development of communication plan and share with community 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration 	<ul style="list-style-type: none"> • 06/2021
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*Additional detail may be attached if needed.

District Improvement

Check whether goal is individual or team; write team name if applicable.

Individual
x Team:

- By June 2021, the District will create a plan of action that proactively addresses student retention issues in the school district.

Professional Practice Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none"> Review data trends concerning retention of students 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 12/<u>2020</u>
<ul style="list-style-type: none"> Review NESDEC and other relevant documentation pertaining to current and projected enrollments 	<ul style="list-style-type: none"> Superintendent/District level administration 	<ul style="list-style-type: none"> 12/2020
<ul style="list-style-type: none"> Survey, Town Hall meetings, listening forums, with families concerning reasons for students being unenrolled in the WRSD 	<ul style="list-style-type: none"> Superintendent/District level administration 	<ul style="list-style-type: none"> 02/2021
<ul style="list-style-type: none"> Gather and analyze student retention trends through direct conversations 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 03/2021
<ul style="list-style-type: none"> Assess survey results and data trends 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 04/2020

<ul style="list-style-type: none"> • Work with administrative team on creation of plan and share with community 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration 	<ul style="list-style-type: none"> • 06/2020
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This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (see 603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)

Signature of Evaluator _____ Date _____

Signature of Educator* _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see 603 CMR 35.06(3)(c)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see 603 CMR 35.06(4))