

King Philip Regional School District

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School Committee Summer Retreat Agenda

August 1, 2022

8:30AM – 1:30PM

School Committee Norms:

- **Commit to confidentiality & trusting relationships**
- Prioritize and value the time by being present
- Ensure everyone's opinion is heard
- Practice honest & respectful feedback
- Infuse humor
- Assume positive intent
- Treat one another with dignity and respect
- Withhold judgements
- Share challenges, successes and failure
- Demonstrate humility

1. Welcome and Review of Agenda
2. Confidentiality, Communication Protocols & Procedures
3. Diversity, Equity and Inclusion Committee Update
4. Students Mental/Emotional Health
5. Review of 2019-2024 District Strategic Plan
6. Succession Planning
7. Review of the subcommittee roles and responsibilities
8. Goal Review 2021-2022 and Goal Setting for 2022-2023
9. Graduation 2023 and beyond

10. New Business, Closing Discussion & Next Steps

**King Philip Regional School Committee
August 1, 2022 Minutes -Retreat- Approved
King Philip Regional High School-Library
201 Franklin Street, Wrentham, MA 02093**

Mr. Knott, Chair, welcomed everyone and opened the meeting at 8:35am.

Roll Call of Members:

Members Present:

Norfolk:	Mr. Jim Lehan, Mr. Eric Harmon
Plainville:	Mr. Bruce Cates, Mr. Greg Wehmeyer
Wrentham:	Mr. Marc Waxman, Mr. Trevor Knott, Ms. Erin Greaney

Members Absent:

Norfolk:	Ms. Jennifer Wynn
Plainville:	Mr. Christopher Brenneis
Wrentham:	None

Ms. Greaney joined the meeting at 9:03a.m.

Delegations and Visitors:

Mr. Paul Zinni, Superintendent, Dr. Susan Gilson, Assistant Superintendent, Mr. Larry Azer, Director of Finance, Mrs. Venessa Petit, Administrative Assistant

This meeting is not being recorded.

1. Welcome and Review of Agenda:

Mr. Knott said that this retreat is an opportunity, working with Mr. Zinni, to set our expectations and ground rules on how to work together as a committee. It is also an opportunity to come up with a plan to identify/re-evaluate priorities and engage the superintendent and administration to help accomplish these goals. The chair's role is to help facilitate that process, with the help of all members, and to operate as a committee.

2. Confidentiality, Communication Protocols & Procedures

Mr. Zinni facilitated a discussion on group norms for the school committee to work together and have productive meetings. He distributed a list for discussion.

- Commit to confidentiality and trusting relationships
- Prioritize and value the time by being present
- Ensure everyone's opinion is heard
- Practice honest and respectful feedback
- Infuse humor
- Assume positive intent
- Treat one another with dignity and respect
- Withhold judgements
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Mr. Zinni informed the committee that the committee conducts its business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items. Meetings are held in public with meeting goals to be effective and efficient. Trust needs to be developed on all levels to build relationships, and allow us to celebrate successes. The committee should work through Mr. Zinni to address any communication concerns. The superintendent and the school committee recognize the importance of proactive communications and agree that there will be no surprises. If school committee members have questions or concerns, they agree to contact the superintendent well in advance of a meeting. School committee members will channel requests for information through the superintendent and school committee chair rather than directly to staff.

3. Diversity, Equity and Inclusion Committee Update

Mr. Zinni discussed:

- 1) learning loss and covid (state/national levels)

The committee further discussed:

- 1) what the visual representation of the King Philip Warrior should be. (Future agenda item)
- 2) KPRSC role in regards to the DEI committee and the regional committee.
- 3) having an equity audit completed
- 4) identifying a clear vision for the DEI committee.

The KPRSC came to an understanding that the DEI committee would not continue meeting as it had in the past. It will continue to meet as a subcommittee of the school committee with goals reinforced throughout the district as a part of Strategic Goal #2 and reviewed with the broader school committee. The regional committee will continue its monthly meeting. Mr. Zinni explained the book "Equity by Design" will support Professional Development districtwide. Mr. Zinni identified the importance of transparency in our process with ways to support and engage the community.

Mr. Zinni informed the committee that a job offer has been made to fill the DEI position.

4. Students Mental/Emotional Health

Mr. Zinni reviewed the "Multi-Tiered System of Support" with the committee. A copy of this presentation is attached to these minutes.

5. Review of 2019-2024 District Strategic Plan

Mr. Zinni reviewed the 2019-2024 KPRSD Strategic Plan with the committee. This is the third year of a five year plan. Copies of the current plan and the upcoming plan for the year ahead are attached to these minutes.

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6. Succession Planning

Mr. Zinni informed the committee that he would not seek another contract after 2024. Committee agreed there should be a contingency plan put in place.

7. Review of the subcommittee roles and responsibilities

Mr. Zinni reviewed the school committee subcommittee listing and explained each committee's responsibilities.

8. Goal Review 2021-2022 and Goal Setting for 2022-2023

Mr Zinni informed the committee that district goals are set through 2024 and the school committee goals are written annually. The committee reviewed the goals for 2021-2022 and made changes to the action steps. The committee also set goals for the upcoming 2022-2023 school year. Copies of these goals are attached to these minutes.

The committee agreed that at least two meetings should be held each year to discuss status updates on each goal, the action steps, and benchmarks to reflect on progress.

9. Graduation 2023 and Beyond

The committee discussed many pros and cons about the venue for graduation ceremonies for graduating classes 2023 and beyond. Stonehill College vs King Philip High School. Members would like to see the event held on a Saturday instead of a Sunday.

10. New Business, Closing Discussion & Next Steps

Mr. Zinni informed the committee of a \$5,000 wellness grant from Southeastern Mental Health group that was awarded to the district and written by Ms. Dot Pearl. Ms. Pearl also applied for a continuing grant for social and emotional grant funding. Mr. Zinni gave credit to Dr. Gilson for writing the 100,000 grant awarded for early college opportunities that will go to the South Shore consortium of which KP is a member.

Mr. Zinni included all district accomplishments aligned with the Strategic School plan that would complete the categories related to the Superintendent evaluation.

Mr. Zinni informed the committee that school walkthroughs will be done on opening day September 6, 2022. The middle school 6:00-6:30pm. The high school will be 6:30-7:00pm.

ADJOURNMENT:

- At 1:25 PM, a Motion was made by Mr.Cates, seconded by Mr. Lehan, to adjourn. All in favor by roll call vote: Yes (7): Mr. Wehmeyer, Mr. Waxman, Ms. Greaney, Mr. Knott, Mr. Cates, Mr. Lehan, Mr. Harmon; No (0); Abstain (0). Motion carried: 7-0-0

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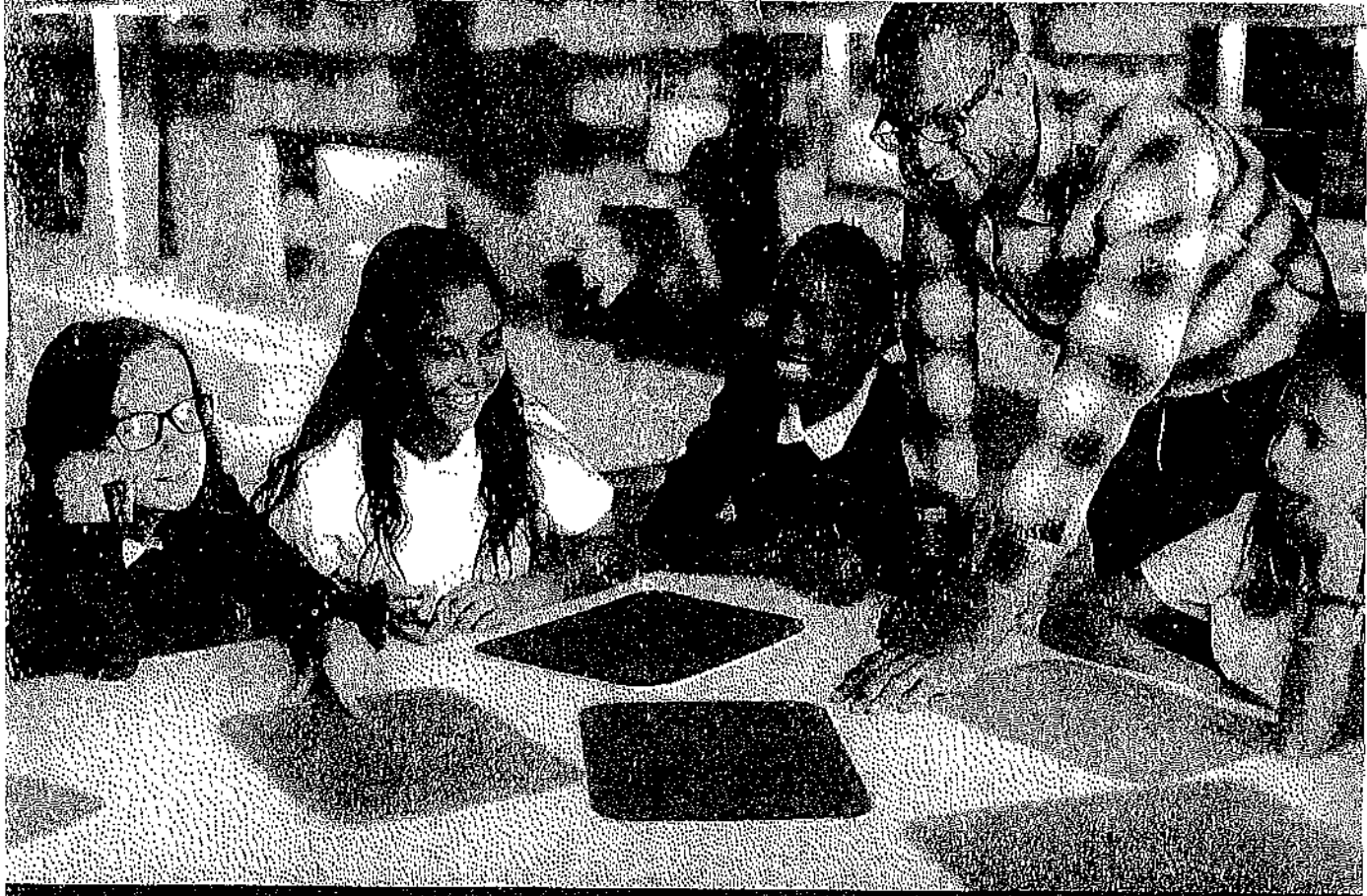
Mr. Knott, Chair, adjourned the meeting.

Respectfully submitted,

Mrs. Venessa Petit
Administrative Assistant to the School Committee

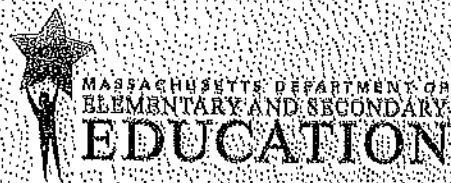
Documents presented on August 1, 2022:

- MultiTiered System of Support
- KPRSD Strategic Plan 2019-2024 (2 versions)
- KP School Committee Subcommittees Amended & Approved 7/14/22
- KP School Committee Goals 2021-2022



MULTI-TIERED SYSTEM OF SUPPORT

A Blueprint for Massachusetts Educators



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



This document was developed in collaboration with Novak Education Consulting and Rodriguez Educational Consulting Agency (RECA); with additional contributions from the University of Connecticut and the HILL for Literacy.

Special thanks to the multitude of district, school, and state stakeholders who provided input in the design of this reenvisioned MTSS Blueprint.



Novak
EDUCATIONAL
CONSULTING



Why MTSS?

All students are capable of success. While Massachusetts leads the nation in performance on multiple measures, we still have students who are not experiencing the success they deserve.

Recent reports such as the "Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report" by Hehr and Associates (2014) and "No, 1 for Some: Opportunity and Achievement in Massachusetts" by the Massachusetts Education Equity Partnership (2018) demonstrate the consequences of an inequitable education system for students with disabilities, students who are English learners, economically disadvantaged students, and students of color in Massachusetts.

This is not because these students can't or don't want to learn. We must recognize that many of our schools are not organized to meet the needs of all learners (Meyer, Rose & Gordon, 2014).

Although some students face barriers that have the potential to interfere with their ability to make optimal progress, there is evidence that schools and classrooms can raise student achievement despite these barriers (Hattie, 2018; Meyer, Rose, and Gordon, 2014).

For example, through efforts such as wrap-around services, the use of high-quality core curricular materials, evidence-based interventions, trauma informed practices, and strategies to engage all learners, schools have the ability to address all factors that may impact student learning. Schools can minimize or eliminate barriers and improve student outcomes when they design equitable, tiered, universally-designed systems of support that address students' academic, behavior, and social emotional well-being in ways that are culturally sustaining.

MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students.

To realize this success, multi-tiered systems must be supported by leadership, competency, and implementation drivers to ensure that district resources and efforts are focused on supporting all students, who can and will learn and succeed with our support.





MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

What is MTSS?

According to the Every Student Succeeds Act, (ESSA, 2015), a multi-tiered system of support is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."

Harlacher et al. (2014) described six key tenets of the MTSS framework:

- ★ All students are capable of grade-level learning with adequate support.
- ★ MTSS is rooted in proactivity and prevention.
- ★ The system utilizes evidence-based practices.
- ★ Decisions and procedures are driven by school and student data.
- ★ The degree of support given to students is based on their needs.
- ★ Implementation occurs school-wide and requires stakeholder collaboration.

The current MTSS model in Massachusetts has been refined from previous versions. For example, this blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social emotional and behavioral supports with academic supports (Lane, Oakes, Cantwell, & Royer, 2016).

What is the difference between MTSS and RtI?

Response to Intervention (RtI) was added to the Individuals with Disabilities Education Act in 2004 as an alternative evaluation procedure.

The goal of RtI was to provide screening for all students, deliver academic interventions, monitor student progress, and use the students' responses to those interventions as a basis for determining special education eligibility (Turse & Albrecht, 2015).

ESSA distinctly references multi-tiered systems of support, but there is no reference to Response to Intervention (RtI), and in fact they are two distinct tiered approaches.

While RtI focuses on direct services, supports, and interventions for students at risk, MTSS is a systematic approach that addresses conditions for creating successful and sustainable system change while also supporting students and staff.

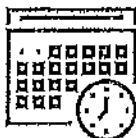
As opposed to a reactive model that responds to student achievement declines as a rationale for resources and services, MTSS puts the onus on the system, not the student, and is proactive in getting all students what they need.



Foundational
Framework
& Focus



Tiered Support



System
Drivers

Foundational Framework and Focus

This blueprint will unpack the components of a multi-tiered system of support (MTSS) through the foundational framework of universal design for learning (UDL) and a focus on equitable access.

Tiered Support

MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeyer, 2016).

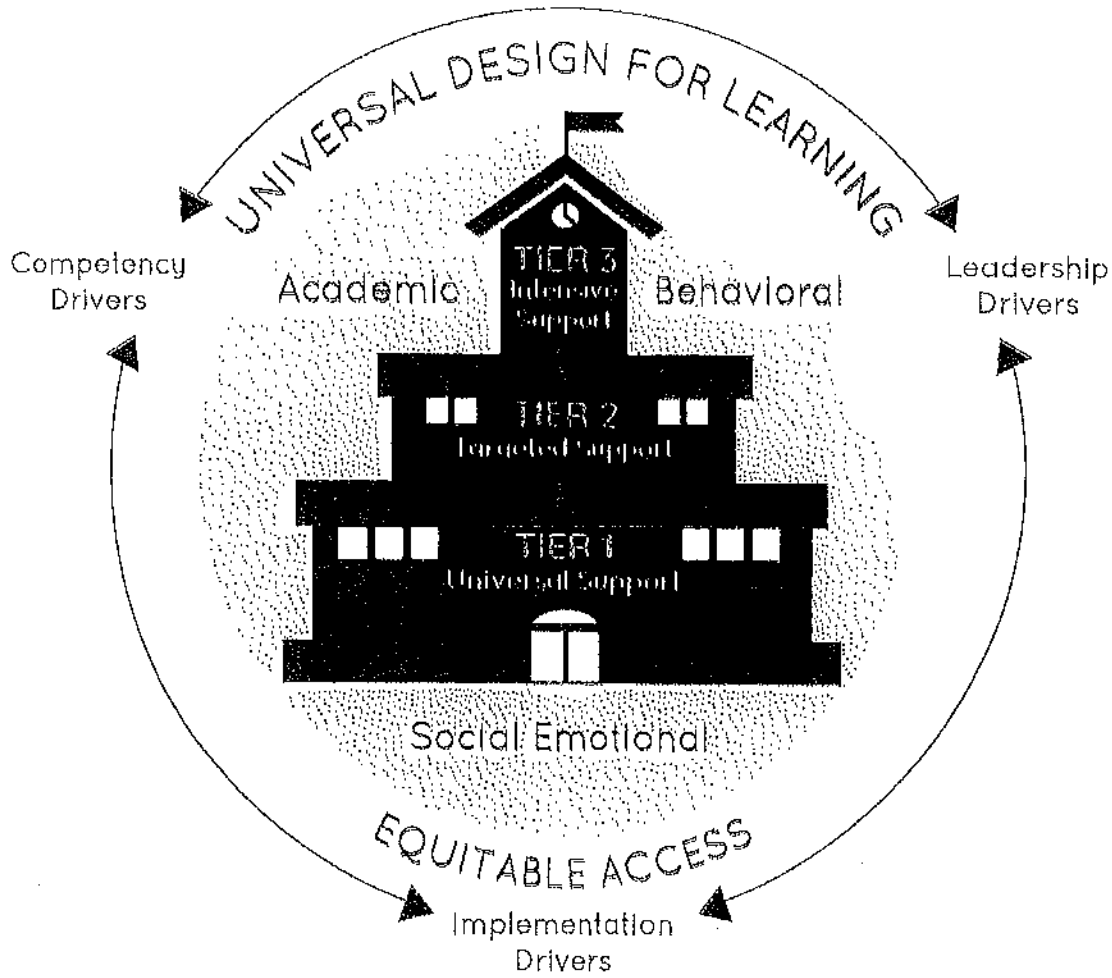
These tiers represent the level of support a student may need at any point in his/her/their schooling. All tiers are universally designed using the principles of UDL and ensure equitable access for all students.

- ★ Academic
- ★ Behavioral
- ★ Social Emotional

System Drivers

This section will review the conditions and systems necessary to support a robust and effective MTSS approach, inclusive of the following drivers.

- ★ Leadership Drivers
- ★ Competency Drivers
- ★ Implementation Drivers



MULTI-TIERED
SYSTEM OF SUPPORT

FOUNDATIONAL FRAMEWORK & FOCUS

UDL (Universal Design for Learning)

Universal design for learning (UDL) is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, regardless of their unique strengths and challenges. This is done by providing options and choices for students to personalize their learning. UDL is an educational framework based on research in cognitive neuroscience that guides the development of flexible learning environments that can accommodate learner variability.



Multiple Means of Engagement

The Why of Learning



Multiple Means of Representation

The What of Learning



Multiple Means of Action & Expression

The How of Learning

The UDL framework, first defined by David Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990's, calls for creating curriculum from the outset that provides:

- * Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn,
- * Multiple means of representation to give learners various ways of acquiring information and knowledge, and,
- * Multiple means of expression to provide learners with options for demonstrating knowledge and skills.

Instructional planning, as defined in the UDL literature, has four parts: goals, methods, materials, and assessments (Meyer, Rose & Gordon, 2014). UDL is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, as well as other obstacles. Instructional goals, through the UDL lens, focus on standards-based instruction and the design of instruction that allows all students to have equitable access to grade-level standards in learning experiences that are engaging and personalized to their needs. UDL principles also lend themselves to implementing inclusionary practices in the classroom, including behavioral and social emotional teaching and learning.

Equitable Access

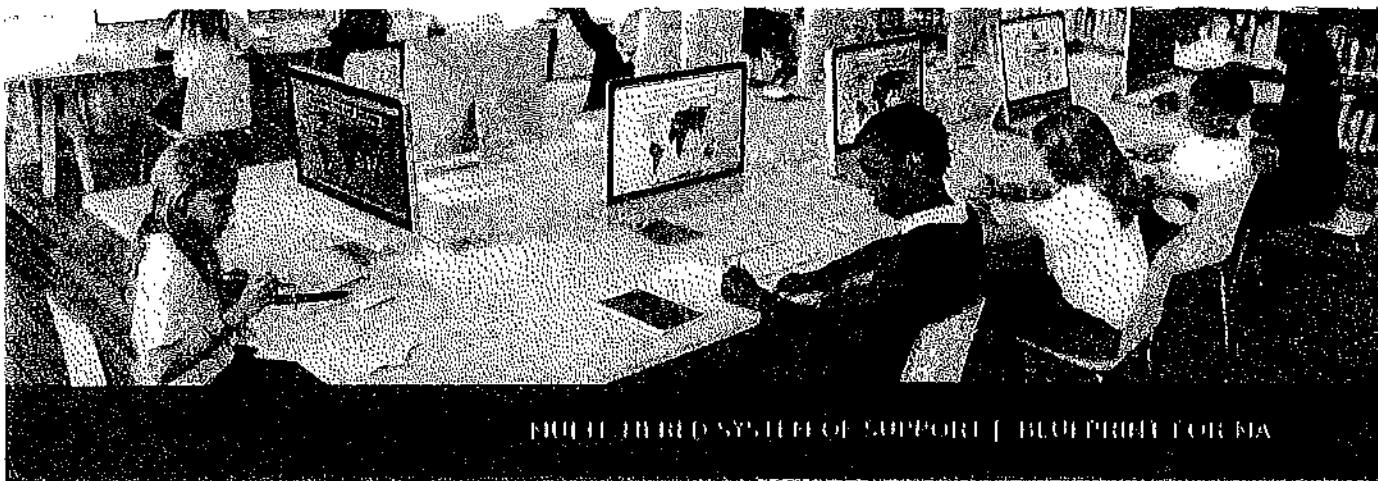
All students receive challenging, grade-appropriate tier 1 instruction and have equitable access to high quality, universally designed academic, behavioral, and social emotional curriculum and instruction that integrates culturally sustaining pedagogy and is linguistically responsive. In our planning, it is important to ensure equitable access to highly qualified teachers along with comprehensive efforts to diversify our workforce.

Piper et al. (2006) define access as the ability to obtain a seat in a classroom or to receive services, whereas equity is the ability to obtain that seat or service regardless of "ethnicity, language spoken at home, gender, rural or urban location, or regional differences" (p. 2). All students, regardless of disability, English language proficiency status, income, race, or academic performance can receive tier 1, 2, and 3 services.

Culturally sustaining pedagogy "describes teaching and learning that seeks to perpetuate and foster linguistic, literary, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change" (Paris, 2017, p.2). To provide equitable access to tier 1, districts need to ensure that all teachers have access to high-quality curricular materials that support them in crafting learning experiences that are inclusive and socially just for all students. To do this, school systems have to implement asset and strength-based approaches to teaching and learning.

For example, we must ask ourselves how we can support the dynamic mix of abilities, races, ethnicities, classes, genders, neighborhoods/regions, religions, and interests of our students, staff, families, and communities. When planning instruction, we must consider critical questions like, "Do our schools represent the students and families as they believe themselves to be?" "What interests and engages our students, staff, families, and community?" and "How do we leverage the skills, capacities, and strengths within our community as we design learning experiences that meet the needs of all students?"

To ensure equitable access, districts must recognize all students as general education students first, and recognize diversity and inclusion as a necessary good. As a result, the focus of MTSS should be creating strong tier 1 systems and supports that are supplemented, not replaced, by tier 2 and tier 3 supports.



SECTION 3

TIERED SUPPORT

The problem-solving process in MTSS is an ongoing methodology for effective decision making at all levels of the system and across all three tiers (Council of the Great City Schools, 2012). The tiers in this model represent instruction and supports.

Within the MTSS model, universal supports such as high quality, universally designed, culturally sustaining, and evidence-based curriculum, instruction, and assessments are provided for all students.

Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

Any and all students should have access to supports when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem-solving.

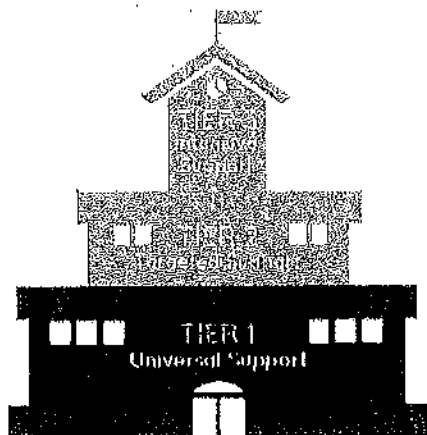
When data suggests that students require more or less intensive supports to aid either remediation or enrichment, they will move throughout the tiers based on that need.

No student should be labeled by an intervention tier. For example, a child is not a "tier 2 student" but rather a student requiring tier 2 supports in a specific skill/content area(s). In addition, when a student receives interventions in tier 2, it should not replace tier 1 supports. These supports build upon one another. Moreover, students can move fluidly through tier 1, 2, and 3 supports as needed. For example, if data suggests that students are not meeting the standards, what additional supports may they need? Similarly, if students significantly exceed the standards, what tier 2 supports may be necessary to optimize challenge and promote growth? It's also important to note that students may need tier 2 supports in one area (e.g., math standards) but may need only tier 1 supports in another area (e.g., relationship-building).



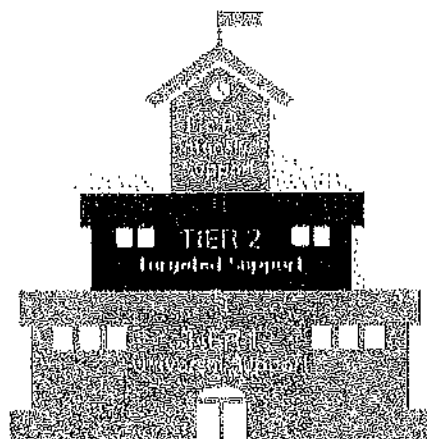
Tier 1

These are supports available to all students through a general education program, inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1. Inclusive practice is defined as "instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings" (Educator Effectiveness Guidebook for Inclusive Practice, 2017). For example, providing students with a high-quality, coherent curriculum that provides options and choices for how they learn (i.e. access to books, videos, or direct-teacher instruction), what materials, scaffolds and supports they need to learn (i.e., visuals, exemplars, graphic organizers, rubrics, etc.), and how they can express what they have learned will allow more students to access rigorous, standards-based instruction.



Tier 2

Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment.



Tier 3

Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.





Case In Point: Tiered Support

Imagine a grade 6 classroom where all students have access to a high-quality core curriculum that is universally designed and attends to social emotional learning in all content areas.

There is also a strong school-wide Positive Behavioral Interventions and Supports (PBIS) system, which is supported by teacher classroom management.

The classroom teacher utilizes universal screening tools with all students, consistently monitors their progress, and receives high-quality professional development in evidence-based practices and ongoing coaching support aligned to the curriculum.

All students receive tier 1 supports in the classroom and the teacher frequently monitors student progress. While reviewing student data with the school data team, the team notes that there are a few students whose needs are not being fully met by the tier 1 supports.

The teacher has two students who have recurring behavioral challenges during her literacy class. The grade/cohort level team should compare

notes on whether those students have persistent behavioral challenges or if they only occur during literacy. If the former, they may collectively confer with the student support worker and decide

whether a social skills/ tier 2 or tier 3 support would be helpful and appropriate. If the latter, it may have more to do with that particular teacher's instructional style or relationship with the students.

Two additional students struggle with decoding multi-syllabic words, which significantly affects their reading comprehension. In addition to working with the students in small groups during reading workshop, the teacher refers those students to the reading specialist who determines that they would benefit from an evidence-based reading intervention. After six weeks, the data team will review student progress and determine next steps.

Although these students have varying needs, MTSS allows all of them to access rigorous and engaging learning opportunities in tier 1 as well as research-based supports in tiers 2 and 3.

Although students have a range of different needs, MTSS allows all of them to access rigorous and engaging learning opportunities in tier 1 as well as research-based supports in tiers 2 and 3.



SYSTEM DRIVERS

Leadership Drivers

Implementation requires leaders who address the adaptive issues (such as consensus building and identifying/removing barriers that interfere with the development of an effective multi-tiered system) paired with technical support (such as finding time for teachers to collaborate and providing curriculum resources). Hall and Hord (2011) found a .74 correlation (significant to the .01 level) between the adaptive leadership style of an administrator and implementation success. This driver also refers to the structures that foster collaboration and stakeholder input.

Shared Responsibility & Collaboration

In an effective multi-tiered system, representative stakeholders with decision-making authority team together to collaboratively lead planning and implementation efforts using communication feedback loops and purposeful meeting structures. District and school leadership teams regularly use formative and summative data to evaluate systems, strategies, policies, and student outcomes. This data is used to inform action plans at the district, school, classroom, and individual student levels.

Leaders are encouraged to consider the process of supporting MTSS as a long term commitment. Robust changes take ongoing prioritization and commitment along with long-range planning. Without thoughtful planning, initiatives are not likely to be implemented with fidelity. We sometimes refer to this pattern as the "rain not hitting the ground" (i.e., high level decisions are made but the changes and practices are not seen at the classroom level).

Leaders should consider the following stages in their planning. The planning stages below were adapted from the National Implementation Research Network¹:

EXPLORATION

During the exploration stage, the team learns more about multi-tiered systems and recognizes the need to build a system that meets the needs of all students. During this stage, teams may ask themselves:

- * What is MTSS?
- * What will it take to implement a multi-tiered system of support in our school or district?
- * How will we assess our readiness for change so we can eliminate barriers that may prevent successful implementation of MTSS?

1. National Implementation Research Network, 2018. Used with permission.

PLANNING

During the planning stage, teams create strategic plans for how they will acquire the resources needed to create an effective multi-tiered system of support. For example, providing initial training for staff, finding or establishing performance assessment tools to measure success, and ensuring teachers have access to high-quality curricular materials are steps that need to be in place before the work can be done effectively. During this stage, teams may ask themselves:

- ★ What are our goals and do we have a defined action plan?
- ★ What early professional learning needs to occur to build the foundation for implementation?
- ★ How will we measure success?
- ★ How do we engage all stakeholders in understanding the relevancy of this work?

INITIAL IMPLEMENTATION

During the initial implementation phase, schools and districts begin to implement a multi-tiered system of support. During this stage, teams may ask themselves:

- ★ What structures are in place (e.g., new schedules) to support early implementation changes?
- ★ How do we support early innovators with robust scaffolds and supports such as PD and coaching?
- ★ How are we using data to drive our work?
- ★ How much time is provided for early adopters to collaborate and reflect on their new practices? (Senge & Kleiner, 1999).

FULL IMPLEMENTATION

Full implementation is reached when 50% or more of the intended practitioners, staff, or team members are implementing the identified strategies with fidelity and seeing strong outcomes for all students.

During this stage, teams may ask themselves:

- ★ How will we scale up the professional learning options to meet the needs of the early adopters as well as those just beginning?
- ★ How are we using data to refine our system of support?
- ★ How do we maintain a focus on this work through transitions in leadership?

Below are samples of what this may look like in practice.

- ★ **Leadership Team** - There is an active leadership team that takes on the responsibility of ensuring that systems meet the needs of all learners. The team has the authority to make resource, scheduling, programmatic, and staffing decisions and has representation from a range of stakeholders (including curriculum & instruction, student support, special education, and English learner departments).
- ★ **Communication & Collaboration Structures** - The leadership team uses effective mechanisms to not only collaborate internally (e.g., agendas, protocols), but to regularly seek input and feedback from key stakeholders (including staff, students, families, and the community) and to communicate important information and decisions. All stakeholders are committed to the work and regularly participate in planning and implementation activities.
- ★ **Policies and Procedures** - Policies are established by the school committee to support equity (e.g., ensuring the annual budget funds schools equitably according to need; requiring an equity audit to be conducted on a regular basis to determine factors such as institutional bias). Similarly, administration defines procedures to ensure that all students can be successful in the school system (e.g., proportional scheduling is used to ensure that all students have access to higher level courses; codes of conduct are developed with an equity lens). All policies and procedures are followed with fidelity.

- ★ **Scientifically-Based Planning Model** - A multi-year planning process is used to thoughtfully examine data and identify priorities, conduct a root cause analysis and develop a logic model for how to address those priorities, and create an action plan to sustainably roll out, implement, and monitor the required systems and strategies identified through the logic model. The action plan is integrated into existing district and school improvement/strategic plans and details who is responsible for what, by when, and what foundational actions need to be taken so that the work can occur.

Resource allocation

It is essential that resource mapping occurs and districts prioritize and allocate their people, time, and funding in a way that optimizes the tiered systems needed to support their students. The National Implementation Research Network (NIRN) (2018) outlines how proactive, vigorous, and enthusiastic attention by the administration is used to reduce implementation barriers while supporting practitioners.

School leaders are encouraged to make strategic use of staffing, scheduling, and budgeting. Resource allocation is a tangible way that leaders show their priorities. If MTSS is a focus, what resources have been provided to support it? How is staffing prioritized to support tiered systems of support? How have we organized our schedules to support tiered instruction? Do we offer substantive time for professional development? These questions can be used as starting points to determine priorities for building effective multi-tiered systems.

Below are samples of what this may look like in practice.

- ★ **Tiered Scheduling** - The schedule allows time for evidence-based instruction and interventions to be delivered across all three tiers in order to meet the academic, social emotional, and behavioral needs of students. In addition, the schedule does not remove students from the school's educational program to receive intervention (i.e., schools are supplementing and not supplanting tier 1 services and are not removing students from lunch/recess and specials like physical education and music). The schedule allows for time to administer assessments to determine the specific needs of all students.
- ★ **Common Planning Time** - Time is scheduled for department-, grade-, and student-level team collaboration and critical follow-up activities. Common planning times allow for planning across grade levels and content teams and are inclusive of interventionists, special educators, English learner teachers, and student support staff. There are effective protocols to guide these meetings. There is also time allotted for staff to analyze assessment data and determine the appropriate supports for each student (e.g., who needs support in intervention blocks; time for the pre-referral process) and what monitoring is needed.
- ★ **Inclusive and Equitable Resources** - The budget, staffing models, and master schedule are reviewed with a lens of inclusion and equity (e.g., do we ask questions like, "What is the typical proportion of learners with diverse needs in the general education classroom--for example, students who are English learners (ELs) or students with individualized education programs (IEPs)?" and "What is the composition of students enrolled in advanced, honors, and AP courses?"). Based on answers to those questions, the team makes decisions to modify the schedule and allocation of resources to move toward a more inclusive learning environment. Student needs and performance data drive the fiscal and asset management process.

Student, Family, & Community Engagement

Collaboration between students, staff, families, and community partners is a key component in determining and providing appropriate supports for all students. Defined strategies for engagement are essential, such as the use of collaboration protocols, communication plans, feedback loops, stakeholder surveys, targeted outreach efforts, etc. (Durlak & Bunjaveac, 2017). Involving families in the development of an effective tiered system helps to ensure the development of culturally sustaining and linguistically appropriate models of support.

Below are samples of what this may look like in practice.

- * **Welcoming Environment & Relationships** - The district and schools create a welcoming culture and environment for all families/caregivers, students, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development and wellbeing.
- * **Effective Communication** - Families/caregivers, school/district staff, and administration engage in regular, meaningful dialogue about learning, high academic expectations, and the healthy development of students. Schools systematically share information using multiple communication pathways and solicit input about school goals and initiatives with students, families, and the broader community.
- * **Engagement in Student Support** - Families/Caregivers and students are actively engaged in student support processes/decisions and regularly informed about progress. Families/caregivers receive the information they need to advocate for their children and are informed of their rights to request a special education evaluation at any time during the tiered support process.



MULTI-TIERED SYSTEM OF SUPPORT | OROVILLE, CALIFORNIA

Competency Drivers

Competency drivers revolve around building educator capacity to affect positive student outcomes through thoughtful staffing models, offering high quality professional development, research based coaching strategies, and effective, aligned systems for feedback and evaluation (NIRN, 2018).

Staff Recruitment, Selection, & Onboarding

We need to look at our students' needs and specifically hire staff who have the relevant expertise to meet them. This requires a mindset and belief that all students can learn at high levels. This belief should be evidenced in our procedures for recruitment, in the staff we select, and how we purposefully integrate our core beliefs in our onboarding programs (O'Connor & Freeman, 2012).

Below are samples of what this may look like in practice.

- ★ **Core Understanding and Beliefs** - All staff have a firm understanding of the components and value of MTSS and believe that all students can be successful with appropriate levels of support.
- ★ **Hiring and Onboarding** - Hiring criteria, recruitment, and selection for all district/school administrators, educators, and other staff include knowledge, skill, and experience implementing MTSS. Onboarding programs and strategies support the building of MTSS expertise and skill sets.
- ★ **Staffing Design** - The staffing model and staff roles are designed to support implementation of MTSS based on students' needs. Careful consideration is given to staff titles and duties to foster a positive approach to meeting the needs of all students. In addition, staff are (re) allocated based on student need annually and throughout the year (e.g., if additional tier 2 supports are identified as a need, staff schedules should be adapted to offer the necessary supports).



Professional Development & Coaching

Districts need a sustainable professional development plan that offers high-quality, on-going support, individualized and team professional development and coaching, as well as options to establish academic, behavioral, and social emotional expertise at all three tiers (Freeman, Miller & Newcomer, 2015). This professional development needs to be designed to meet the needs of all learners while also aligning to the Massachusetts Standards for Professional Development (Massachusetts Department of Elementary and Secondary Education, 2015). These standards remind implementation teams to ensure that professional development is goal-directed, data-informed, and collaborative so that all educators are engaged in learning experiences that allow them to apply the professional learning in their practice.

Facilitators of professional development should model good pedagogical practice and engage all educators using the principles of universal design for learning (UDL), the same principles that increase access and engagement for students in a multi-tiered system (Nevak & Rodriguez, 2016). Designing professional development using UDL principles ensures that all educators have options and choices to learn about multi-tiered systems of support in ways that are relevant, authentic, and meaningful; have access to numerous scaffolds and resources that support both understanding and implementation; and have numerous opportunities to demonstrate their understanding and application of multi-tiered systems and receive feedback on their professional journey. Teachers need ongoing, job-embedded professional development opportunities to practice skillful use of the district's curricular materials and deepen their understanding of how strong tier 1 instruction supports greater access to grade-appropriate content for all students.

In addition to high-quality professional development, educators need coaching systems to apply their conceptual understanding of MTSS by implementing new skills, engaging in reflective dialogue with someone with experience in using the strategies, and embedding these skills into daily practice (Freeman, Miller, & Newcomer, 2015).

Below are samples of what this may look like in practice.

- ★ **High Quality PD** - Adequate time is provided for professional development to support the foundations of MTSS (such as PD on Universal design for learning and culturally sustaining practices) and those professional learning options are embedded into the district and school PD plans. Staff actively participate in high-quality, universally designed, and ongoing PD with the goal of improving instructional practice and student outcomes. The PD meets the Massachusetts Standards for Professional Development and focuses on student academics as well as the social emotional/behavioral/mental health dimensions of learning.
- ★ **Adult Learning Culture** - District and school culture is conducive to adult learning, where all staff hold themselves jointly responsible for student outcomes and regularly share their strengths and struggles in the spirit of helping each other continually improve practice. Professional development offerings are guided by data and student outcomes.
- ★ **Coaching** - Specific staff are identified for advanced training in meeting the academic, social emotional, and behavioral needs of students (i.e., coaches). Coaches use multiple points of evidence to identify potential professional development priorities for teachers. Both teachers and their coaches work to draw out the connections between teacher actions, student actions, and student outcomes. Coaches work with teachers to determine the most appropriate professional development activities to efficiently close gaps in their practice or to build upon existing strengths. Coaching needs and functions are identified at both the district and school-levels and are reviewed at least annually.

Feedback & Evaluation

It is also important to align MTSS efforts with the Massachusetts Educator Evaluation Framework. Existing DESE resources (e.g., the Educator Effectiveness Guidebook for Inclusive Practice (2016b)) support these efforts with resources such as sample SMART goals, sample artifacts/evidence of practice, and related rubric elements.

DESE's Turnaround Practices Research (2016a) provides some examples of how to support feedback and evaluation.

- ★ **Defined expectations for rigorous and consistent instructional practices** - School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs
- ★ **Administrative observations leading to constructive, teacher-specific feedback, supports, and professional development** - There is a defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. The system includes frequent observations of instructional practice and the impact of instruction on student work, team-based and job-embedded professional development, and teacher specific coaching, when needed.

In addition, feedback loops will help with fidelity checks. It is important to ask students and staff for their opinions about MTSS implementation from the end-user standpoint.

Below are samples of what this may look like in practice.

- ★ **Feedback to Support Implementation** - The district utilizes feedback data (e.g., learning walk data, evaluation ratings) to inform ongoing PD, planning, and implementation support.
- ★ **Academic Focused Feedback & Evaluation** - The educator evaluation process is used to provide formal and informal feedback related to meeting the academic needs of students. The feedback is used to develop meaningful, actionable goals to improve practice and impact student achievement. Academic and social emotional/behavioral practice goals are integrated where appropriate.
- ★ **Social Emotional & Behavioral Focused Feedback & Evaluation** - The educator evaluation process is used to provide formal and informal feedback related to meeting the social emotional and behavioral needs of students. The feedback is used to develop meaningful, actionable goals to improve practice and impact student outcomes. Social emotional/behavioral and academic practice goals are integrated where appropriate.

Implementation Drivers

Implementation drivers are the organizational systems that leaders create in order for tiered instruction and interventions to take place.

Tiered Continuum of Evidence-Based Practices

Evidence-based practices, instruction, and systems are provided to students by tier. Universally designed practices and supports are intrinsic to all tiers. The supports provided to students are defined by their needs.

The Every Student Succeeds Act (ESSA, 2015) emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as "interventions").

The term "evidence-based" means an intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. The criteria for identifying "evidence-based" interventions based on each of ESSA's four levels are as follows:

- ★ **Strong evidence** from at least one well-designed and well-implemented experimental study;
- ★ **Moderate evidence** from at least one well-designed and well-implemented quasi-experimental study;
- ★ **Promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- ★ **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The Massachusetts Department of Elementary and Secondary Education (DESE) has identified the following required and allowable uses of the ESSA evidence-based provisions. Unless otherwise specified, "evidence-based" means "meets any of the four evidence levels described above."

Below are samples of what this may look like in practice.

- ★ **Academic Supports & Interventions** - Tier 1 academic expectations are articulated and known by all. Within tier 1 there is a range of supports to meet the needs of all learners. In addition, there is a range of tier 2 and 3 academic interventions (supplemental to tier 1) targeted to specific skills/needs of the student and identified by assessment data. All instruction, interventions, and supports are evidence-based, culturally sustaining, and universally designed. Data is used to monitor the effectiveness of interventions regularly.
- ★ **Social Emotional and Behavioral Supports & Interventions** - Tier 1 social emotional and behavioral supports are articulated and known by all. Within tier 1 there is a range of supports to meet the needs of all learners. In addition, there is a range of tier 2 and 3

social emotional and behavioral interventions (supplemental to tier 1) targeted to specific needs of the student and identified by data. All instruction, interventions, and supports are evidence-based, culturally sustaining, and universally designed. Data is used to monitor the effectiveness of the interventions regularly.

- * **Supporting Students with Disabilities** - IEPs are designed to enable the student to progress effectively in the content area of the general curriculum and within the life of the school. This ensures the student has access to the least restrictive environment and tiered supports as appropriate. Inclusive practice and inclusion are cornerstones of educational programming.
- * **Supporting English Learners** - The district and schools ensure English learners are able to access the general curriculum and the tiered system of support. Data (e.g., ACCESS) is used to measure student proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. This data is used to inform supports provided to students.

Implementation Fidelity

Often, schools deliver professional development to staff but then do not have systems in place to follow up on whether staff are utilizing the practices effectively. A core component of this work is to establish a systematic approach to monitoring our adherence to the designed tiered system of support. In addition to practice, it is important that we have mechanisms to review future improvement plans, planning procedures (e.g., the budgeting process), and policies to support MTSS throughout the implementation stages.

Below are samples of what this may look like in practice.

- * **Measures & Processes to Monitor Fidelity** - Fidelity measures are identified to assess the implementation of evidence-based strategies, instruction, and interventions. Measures can be at the district, school, and classroom levels and build a common understanding of what success looks like (e.g., you might regularly assess that evidenced-based curriculum and instructional systems exist through curriculum reviews and classroom observations). Clear processes are in place to determine how, when, and who will assess the fidelity measures.
- * **Mid-course Corrections & Continuous Improvement** - Based on the data collected through the fidelity monitoring and feedback loops, decisions are made about how to enhance the effectiveness of the work (e.g., shifting approaches, providing additional professional development and support, etc.). These processes are designed to support open communication and productive feedback to ensure the work can be successfully implemented and sustained.

Data-Based Decision Making

Teams of educators use formative and summative evaluation procedures to make decisions about student intervention/instruction using scientifically-validated assessments for screening, diagnostic, and progress monitoring purposes. These teams engage in a strategic problem solving process to identify student needs and designate intervention and progress monitoring protocols. The district and school leadership teams will also use student assessments to evaluate district/school-wide outcomes, consider how to make programmatic and instructional decisions based on those outcomes, and use this data to inform the MTSS action plan.

Below are some examples of what this looks like based on the DESE Turnaround Practices, 2016a.

- * **Teachers and teacher teams use student data to adapt and improve instructional strategies** - Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified.
- * **Using data to identify student-specific academic, social emotional, and behavioral needs** - Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.
- * **Monitoring progress to evaluate the effectiveness of an intervention** - The school engages in ongoing monitoring of the impact of tiered interventions and adjusts school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

Below are additional samples of what this may look like in practice.

- * **Data Culture and Competency** - A culture exists that supports the use of data not solely for accountability purposes, but to drive instructional decisions and identify and address inequities. Staff can articulate the value of using aggregated and disaggregated data to support all students and professional development time is dedicated to help staff learn how to use data to drive instruction and monitor interventions. Data is used to assess systems in the district and schools that may be impacting equity and outcomes for all students. For example, regular equity audits are conducted at the school and district levels to identify where students are disproportionately impacted by policies, practices, and/or instruction.
- * **District and School Data Systems** - District and school-level data systems are used to track student performance over time. These data systems are used to provide regular performance feedback to school teams, coaches, and individual staff for problem solving, professional development, and action planning. Data systems are not only inclusive of the data sets/platforms, but the meeting times and protocols needed to utilize the data effectively.
- * **Assessment Maps** - The district and schools have annual assessment maps. The assessment map includes universal screeners, diagnostic assessments, and progress monitoring tools focused on academic skill development as well as social emotional and behavioral development.

High Quality Curriculum and Instruction

Educators should not see the Implementation of standards as a distinct Initiative from the focus on MTSS. We must assess the resources and planning tools we use at all three tiers and review their alignment to the standards. Whether we are using grade level standards or entry and access points, planning models for all students should focus on foundational skills in collaboration with standards.

Below are samples of what this may look like in practice.

- * **Universally Designed and Culturally Sustaining Instruction** - The district has a process to review instructional methods and strategies to ensure that they are universally designed (e.g., to determine accessibility and engagement) with a lens of equitable access (e.g., materials are free of bias). In turn, teachers' pedagogy reflects the principles of UDL and is culturally sustaining.
- * **Standards Incorporated Into Tiers** - State standards are addressed across all three tiers. For example, the instructional goals and resources used at all three tiers are reviewed and assessed for their alignment to the standards (grade level, access, or entry points).
- * **High Quality Materials** - Materials across all three tiers exhibit a coherent sequence of target skills and knowledge (i.e., they are vertically and horizontally aligned), have an empirical evidence of efficacy, and include engaging content and inclusive design.



FOCUS AREAS

To optimize student success, schools must address the academic, behavioral, and social emotional needs of students through tiered support. All three areas are mutually-reinforcing and should be at the core of our MTSS work. Depending on local context and needs, many districts may choose to broaden the scope of their MTSS approach to explicitly include tiered supports for safety, physical & mental health needs, and social & family service needs. The systems and principles of the MTSS Blueprint can also be applied to those domains (or others).

Academic Support

The design of academic instruction should allow all students equitable access to grade-level standards, or entry points, in learning experiences that are engaging and personalized to meet their needs. Academic instruction integrates evidence-based practices in all content areas so students can make effective progress. Below is an excerpt from the Resource Guide to the Massachusetts *Curriculum Frameworks for Students with Disabilities* that explains the role that entry points play in this work.

"Students with disabilities are expected to achieve the same standards as their non-disabled peers. However, they may need to learn the necessary knowledge and skills differently, including their presentation at lower levels of complexity, in smaller segments, and at a slower pace. While the standards define the concepts, skills, and content that should be taught and learned by all students in each grade, the 2018 Resource Guide identifies "entry points" for each standard that allow educators to teach standards-based skills that encourage students to approach the grade-level standard. It is especially suited for instructing students with significant disabilities who take the MCAS Alternate Assessment (MCAS-Alt) because it aligns less complex skills and content with grade-level subject matter, and allows students to progress along a continuum as they approach grade-level complexity (Massachusetts Department of Elementary and Secondary Education, 2018)."

Students need to be actively involved in the learning process using evidence-based curriculum and pedagogical strategies to foster engagement. For example, the principles of UDL remind educators to provide options and choices for students to set goals for their improvement as they work toward standards, choose the appropriate level of challenge by selecting the methods and materials that will increase motivation, select the scaffolds and supports that best meet their learning needs, and minimize threats and distractions in the classroom so all students can work collaboratively on their personalized learning plans with support from the teacher. When implementing the principles of UDL, all students have opportunities to engage in rigorous academic work, as this access is a primary predictor of student achievement (Council of the Great City Schools, 2012).



Case In Point: Academic Support

In many classrooms, teachers design a “one-size-fits-all” academic curriculum for learners. For example, when designing instruction, many teachers expect students to read printed text like novels, primary source documents, and/or textbooks to learn content and then answer questions about the content using textual evidence in predictable formats, like the five-paragraph essay.

Printed materials result in barriers for some students, who may not be able to access the text because they cannot decode at that level, have visual impairments, or are English learners.

In a universally designed high school classroom, students may have options about which texts to read, or they may be encouraged to choose a novel based on interest, that is relevant, authentic, and meaningful as they work to meet the standard.

If reading the same text, students may have the option to read the hard copy or access the text online, where they can customize the display of

information, listen to the audio version, translate the document into their first language and/or collaborate with peers to highlight important

information and summarize sections to build comprehension.

When expressing their understanding of the text, teachers may ask questions at different depths of knowledge and encourage students to answer in writing in a traditional

constructed response, or using dictation software, through a short presentation, in an infographic, or through video or audio mediums.

As they are working, students may have access to multiple materials such as exemplars, sentence stems, graphic organizers, highlighters, peer-editing, and writing conferences with the teacher.

When students have options and choices to access texts and express what they have learned in more flexible ways, they can be educated together in an inclusive classroom, regardless of variability.

When students have options and choices to access texts and express what they have learned in more flexible ways, they can be educated together in an inclusive classroom, regardless of variability.

Behavioral Support

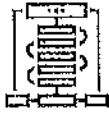
Educators expect to teach academic skills, but when it comes to behavior, often the response is a simple set of rules that students are expected to follow and a series of negative consequences if they fail to do so. However, in schools implementing MTSS, educators understand that behavior, like academics, is learned. As a result, those skills must be explicitly taught, modeled, and positively reinforced and students must be given ample feedback and opportunities for practice.



Tiered behavioral systems use primary, secondary, and tertiary levels of support to provide a proactive and preventative approach to behavior for all students. The use of a multi-tiered model provides students with supports built into daily routines where staff and students review expected behavior, and teach that behavior across the school building. In addition, consistent school-wide systems are in place to support frequent methods to provide both positive and corrective feedback to students. It is important that data is incorporated to both identify needs across these tiers, as well as provide feedback on the on-going effectiveness of various individual, classroom, and school-level efforts. Because it is systematic and comprehensive, tiered behavioral systems allow schools to implement screening to identify students who may be at risk, and provide increasingly intensive support for those who need it (Menzies & Lane, 2011).

Behavioral approaches should support all students, and school teams should work with families and the community to determine how to contextualize support so that it is reflective of the values and norms of the community in which the school is located. Similarly, data should be reviewed regularly to examine how behavioral systems and supports differentially impact specific student groups (e.g., disaggregated by race, ethnicity, gender, disability, etc.).

Effective classroom management and positive behavior supports are essential for supporting teaching and learning. Schools can maximize success for all students when they: a) develop tiered behavioral systems that are data-driven and responsive to student needs, b) emphasize that classroom management and positive behavioral supports must be integrated and aligned with effective academic instruction, and c) establish a positive, safe, and supportive school climate that is culturally sustaining.



Case In Point: Behavioral Support

A middle school worked with staff and students to develop the core values of P.R.I.D.E. (Patience, Respect, Integrity, Determination, and Excellence). Visuals are placed on the walls and video monitors in hallways, classrooms, the cafeteria, and media center, reminding students and families about expected behaviors in all school settings.

All the faculty and staff in the school setting have received training about adult expectations and receive ongoing in-service training specific to universal screening, progress monitoring, and effective, inclusive classroom management techniques.

School staff have worked with families to identify what P.R.I.D.E. looks like at home and the community. They have identified

engaging positively in the community, sharing successes and challenges, making healthy choices, and leading by example as guiding principles. This is reviewed with all interactions between school and family members.

Students are reminded about expected behaviors in all school settings.

Occasionally students require greater support, and additional interventions have been identified at the secondary level. Two interventions are commonly utilized at this

level, including mini social skills lessons and Check-in Check-out (CICO). The latter, CICO, is a standardized intervention whereby students receive more frequent reminders and review of expected behavior, as well as increased formalized feedback throughout the day.



Social Emotional Development

For a growing number of schools and districts, social emotional learning (SEL) is recognized as a critical dimension to support student success. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Self-awareness



When students receive social emotional supports that are aligned with academic and behavioral efforts, they fare better on many indicators including academic achievement metrics, positive social behaviors and attitudes, skills such as self-regulation and teamwork, and graduation rates. They also have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits.



Self-management

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines the key SEL competencies as:

- * Self-awareness
- * Self-management
- * Responsible decision making
- * Relationship skills
- * Social awareness



Responsible decision making



Relationship skills

DESE's Guidance

Developing students' social emotional competencies can provide an opportunity to develop a sense of positive self-worth in connection to a student's race, color, sex, gender identity, religion, national origin, and sexual orientation. Educators should develop examples and illustrations of these competencies that are congruent with the social and cultural experiences of their students. SEL

instruction that is not culturally responsive can risk becoming a source of acculturative stress for students who are not members of the dominant group.



Social awareness

SEL needs to be embedded in school and district strategic plans, staffing, professional learning, and budgets. It must guide curriculum choices and classroom instruction — both direct practice in SEL as well as integrated instruction with reading, math, history, and other subjects and enrichment opportunities. It drives schoolwide practices and policies and supports

how adults and students relate with each other at all levels of the system, creating a welcoming, participatory, and caring climate for learning. Integrating SEL into an effective multi-tiered system shapes partnerships with families and community members, highlighting engagement, trust, and collaboration.



Case in Point: Social Emotional Support

In a middle school, social & emotional learning is integrated into all educational priorities at the classroom and school levels. The school-wide SEL focus for the quarter includes building self-awareness and relationship management skills. Before the quarter started, teachers were given professional development to support the integration of these competencies into their lesson plans. At weekly common planning meetings, teachers are asked to reflect on their capacity to incorporate these strategies and given support to improve their practice.

At the tier 1 level, in a 7th grade science classroom, students are working on a group lab experiment. To foster self-awareness, before beginning the experiment students are asked to reflect individually and engage in small group discussions about how they might react if the experiment goes well or poorly. Students then reflect on those reactions after the experiment. Students are also asked to set group norms around

how they will work together and collaborate on the experiment. At the end, students reflect on their group's dynamics, how well they followed their norms, and how they might improve their collaboration in the future.

In the cafeteria, students and staff write "Conversation Starter" cards to help foster communication and deeper relationships at lunch.

These are replicated for the teacher's lunch room as well.

At their bi-weekly data team meeting, the eighth grade team noted that five students were struggling to form meaningful

relationships with peers. The team created a plan to check-in individually with each student to unpack their perception about the context and contributing factors of the situation. Ultimately the team, with input from these students, established an opportunity for them to meet weekly as a small group to focus on relationship building with the guidance counselor.

Social & emotional learning is integrated into all school priorities.



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Transforming Education's SEL Integration Approach: Teacher Self-Check Tool

This tool is intended to be used in conjunction with Transforming Education's SEL Integration Approach. Its purpose is to help you reflect on the role that each component of SEL Integration currently plays in your day and identify ways to more intentionally embed SEL into your classroom.

Tips for completing a self-check:

- Start by reflecting on which of the six components you're presently incorporating in your classroom activities. What are your strengths? Where do you see opportunities to expand your existing skills?
- Then, think about which components you would like to focus on integrating more intentionally. It might be helpful to start by focusing on 1-2 components and adding in more as you become more comfortable with the process.

Guiding questions to consider after completing the self-check:

- What are your goals for supporting your students' social-emotional development? How do your goals align with the six components of the SEL Integration Approach?
- How can you leverage your students' strengths and engage their interests, backgrounds, and experiences to practice SEL? What are you currently doing, and where are there opportunities to draw more heavily on students' assets and interests?
- Are there some components that feel more seamlessly integrated into your classroom than others? How can you use other components to meet students where they are and scaffold their learning in different ways? Which components make sense to combine in a lesson?

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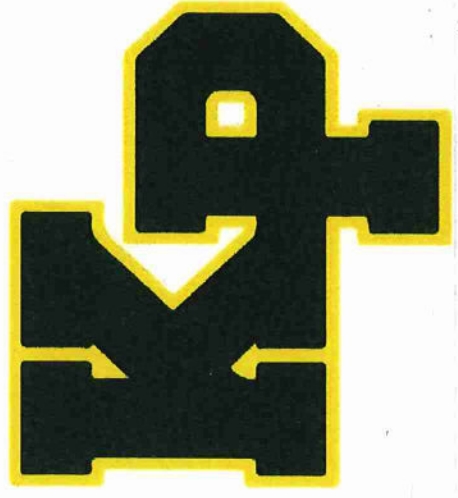
Component	Elements for Optimal SEL Integration	Self-Check and Plan
	<ul style="list-style-type: none"> ▪ I create and maintain a learning space that is warm and inviting to all students and their families. ▪ I foster student agency (e.g., voice, choice, autonomy, input, student-led goal-setting) in developmentally-appropriate ways. ▪ The content I use in lessons is authentically representative of my students' cultural identities. • The content and practices I implement reflect rigorous expectations for all of my students. • My students and I regularly offer positive, actionable feedback to one another. • I have co-constructed classroom norms with my students, and we discuss them explicitly throughout the year. We make sure to talk about how our norms help maintain a great learning environment. ▪ There are readily-available resources in my classroom to support different learning and social-emotional needs. We have ongoing conversations about these resources, and I offer my students reminders about how they can be helpful. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/>
	<ul style="list-style-type: none"> • I make intentional efforts to get to know all of the students in the classroom, both academically and personally. ▪ I incorporate personal check-ins with students regularly throughout the school day, week, and year. I track interactions to ensure that I am connecting often with <i>all</i> of my students. • I find ways to celebrate students' academic mastery, growth, and other strengths regularly. • I consistently engage in reflective practices to learn about my own identities, experiences, and potential biases, and how they might influence my interactions with students and families. ▪ I offer opportunities for my students to collaborate on work and build relationships with one another, while providing scaffolding and strategies to facilitate positive interactions. ▪ I use restorative practices in my classroom to help my students prevent and resolve conflicts and promote empathy. • The events I host for students' families are scheduled in a way that is inclusive of different family needs and schedules. • I engage in positive interactions and communications with my students' families regularly and throughout the year. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/>

Component	Elements for Optimal SEL Integration	Self-Check and Plan
<p>Explicit Instruction</p> <ul style="list-style-type: none"> • I incorporate mini-SEL lessons into academic learning time and make explicit connections to ongoing academic content. • I set aside a reasonable amount of time to allow SEL lessons to be effective, while minimizing the loss of instructional time. • My SEL lesson content is drawn from evidence-based resources. • My SEL lessons are interactive, balancing teacher instruction and student participation in activities and discussions. • My SEL lessons discuss the importance of SEL skills for the self, the classroom, and the community, and include conversations about how students find personal meaning in these skills. • My SEL lessons are culturally responsive and do not reflect preference for one cultural group's values over another. • Any SEL content I introduce includes strategies that are accessible in multiple ways and support different learning abilities. • I adapt lessons and strategies to meet the needs of all students. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/>	
<p>Thoughtful Modeling</p> <ul style="list-style-type: none"> • I plan how I will model SEL strategies during academic lessons. • I model behaviors to demonstrate what students should and could do (as opposed to what students "shouldn't" do, to avoid confusing them). • I incorporate peer modeling to showcase my students' own existing and developing skills. • I provide time for students to engage in reflective conversations about the modeling behaviors they have observed and how they can put the demonstrated skills to use. • I invite conversation when a student offers a perspective different from the popular opinion. • I develop my own skills and model self-regulation and conflict resolution strategies in my interactions with students. • When modeling strategies, I adapt my language and actions so that all students can understand and practice the strategies themselves. • I model skills and strategies that are culturally inclusive. They are reflective of my students' values, experiences, and cultural backgrounds, and do not focus solely on the dominant culture's values. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/>	

Component	Elements for Optimal SEL Integration	Self-Check and Plan
<p>Practice Opportunities</p>	<p>I intentionally plan how I can incorporate SEL practice opportunities into my lessons and draw explicit connections to academic learning.</p> <ul style="list-style-type: none"> The skills and strategies that I ask students to practice are familiar to them because I have introduced them before. The practice opportunities I offer include choices for students to practice and demonstrate the skills in ways that are accessible and meaningful to them. The practice opportunities I integrate offer students the chance to explore how to apply skills and strategies in new contexts and in nuanced ways (e.g., within the classroom, after school, and in their home communities). 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/>
<p>Teachable Moments</p>	<ul style="list-style-type: none"> I can identify relevant, opportune, and spontaneous moments to recognize SEL in the context of what the class is doing and/or learning. I can often anticipate where these teachable moments might arise during a lesson or interaction. I use relevant language and actions to highlight SEL happening in the classroom in real time. The teachable moments I embrace include recognition of my students' growth and development of SEL skills as well as opportunities to reassess a situation or discuss a different approach. I can recognize when a strategy or skill is being applied in a new way and bring it to a student's attention (and to the attention of the larger group, if applicable and appropriate). 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements.</p> <p><input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/>

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The King Philip Regional School District



The King Philip Regional School District

Excellence today,

Excellence tomorrow

The Warrior Way

Warriors are.....

Welcoming

Achievers

Respectful

Responsible

Inclusive

Open

Resilient

Safe

Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize.

Imagine an environment where every student has a champion, a voice and the support needed to overcome their challenges and achieve their aspirations.



Strategic Plan

2019 - 20124

Goal 1: Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding.

Rationale: Most measures used in the district such as SATs, Advanced Placement Exams, and common assessments demonstrate strong performance. Over the past two years, MCAS scores show that students in grades 7, 8, and 10 are out performing their peers throughout the state of Massachusetts in mathematics, English Language Arts and Science. Yet the overall achievement in some of these areas has declined or not reached state set achievement targets. Additionally, King Philip Regional students have consistently demonstrated low, moderate growth.

Outcome: King Philip Regional students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment, MCAS, and will consistently demonstrate moderate to high growth rates.

Action Steps:	Date of Completion:	Progress to Date:
<p>1) Foster continued collaborative analysis of district and state assessments for the purpose of measuring and informing instructional practices.</p> <p>Provide materials, training, and time for departments and data teams to continue collaborative analysis of district and state assessments for the purpose of measuring and informing changes in instructional practices.</p>	<p>Ongoing</p>	<p>MCAS Growth Percentages were reviewed which resulted in the adoption of a new Math curriculum in grades 7 and 8.</p> <p>KPMS administered the MAP Growth Assessment (Math and Reading) testing Fall and Spring.</p> <p>KPMS identified intervention groups and did progress monitoring for these students throughout the year.</p> <p>KPMS made recommendations for 2022-2023 for any students still needing monitoring/support.</p> <p>KPHS administered the MAP Growth Testing (Math) in grades 9 and 10.</p> <p>KPHS experienced some system issues with administering to 330 students at once. Approximately 2/3's of the responses were felt to be valid.</p>

<p>66% of 9th and 57% of 10 grade tested were found to not be on track.</p> <p>KPHS developed and carried out the following plan to address the learning gaps:</p> <p>Teachers of 9th and 10th-grade students differentiated instruction (based on classroom progress monitoring) by spending more time with foundations of solving equations and graphing functions. In geometry classes, teachers spent more time in more of the topics that the students are underperforming in. Spring 2022 MCAS data to be analyzed over the summer to assess success.</p>	
<p>KPMS & KPHS completed the Washington Model for Bias Check in October 2021 and the forms are on file with Dr. Gilson.</p> <p>KPMS has implemented a Civics Curriculum in grade 8. Throughout the year there has been monitoring and revisions.</p> <p>KPMS developed and implemented a history unit on Hinduism and Buddhism in grade 7 in order for the curriculum to be aligned with history frameworks</p> <p>KPMS created an implementation plan for Open Up Resources by Illustrative Mathematics which includes training with the elementary schools and oversight from the HS Department Head. Implementation is scheduled for the 2022-2023 school year.</p>	<p>Ongoing</p>
<p>2) Review, revise and develop curricula to support and align with state frameworks and Social Emotional initiatives.</p>	

KPHS & KPMS has begun a review of Health and PE courses to meet state requirements for participation and inclusive representation of our population.

KPMS has implemented the Second Step SEL Curriculum into the Gr. 7 Foundations classes.

KPHS has developed a team (counselors and teacher leaders) which has attended three MyCAP Trainings and have begun an implementation plan. (Meeting June 2022)

KPHS teachers of Foundations of Chem/Physics/Earth worked for a full in-house PD Day to refine common assessments and curriculum.

KPHS teachers of chemistry met (December 1, 2021) to design a new project aligned with the standards to be used as a common assessment.

KPHS Department Heads led the training and the creation of the mid-term ALE's (Alternative Learning Experiences)

March and April HS Departments meetings in 2022 to complete the review and revision of course finals.

Special educators and interventionists were trained and implemented:

- SMARTs program in order to meet the needs of students with challenges in executive functioning. HS will be implemented in 2022-2023.

		<ul style="list-style-type: none"> • Mobymax, an interactive comprehensive curriculum to help struggling learners close educational gaps with comprehensive assessments, accurate diagnostic and progress monitoring tools. <p>New high school courses developed NEURO MAKER Hand I and II, AP Computer Science Principles, Ukulele, Printmaking, Digital Photography, Intro to Marketing.</p> <p>KPHS established a partnership with Middlesex Community College (MCC) to Offer college credited courses in Math, History and English.</p> <p>KPHS staff became approved professors to deliver these MCC Courses.</p>
<p>3) Ensure continued development of transition plans and processes for elementary to middle school, middle to high school, and high school to career/college to support successful student academic learning.</p>	<p>June 2021</p>	<p>KPMS collaborated with elementary districts to provide a summer Bridge transition program for students entering grade 7.</p> <p>Step-up Day - Rising grade 7 students from the tri-town elementary schools visited KPMS for a tour, presentation, and questions.</p> <p>Collaboration with High School students and staff to organize a high school student visit to KPMS. KPHS students worked with KPMS, talked about the culture of the high school and gave a presentation.</p> <p>KPMS hosted a New Student Registration Help Night and a separate Curriculum Night for incoming 7th grade families.</p>

		<p>KPMS Caregiver Night where KPMS Guardians met with administration, guidance, current students and took a tour of the building.</p> <p>KPHS conducted Town Halls regarding the transition to High School and from one grade to another. Specific focus was placed on transition to high school and building a transcript to meet your post-secondary expectations. (Curriculum nights)</p> <p>KPHS Guest speaker for the Affinity group who focused on belonging, personal success and taking charge of your destiny.</p> <p>KPHS Participation in Nurses Day to expose students to the profession of nursing.</p> <p>KPHS Affinity Group tours of Harvard University.</p> <p>KPHS Continuation of college admission counselors visits, military information visits.</p> <p>New Student HS Orientation--delivered through a partnership between KP Cares, Healthy KP and Student Council.</p>	
		<p>The district budget, staffing models and master schedules have been reviewed with a lens of inclusion and equity during planning meetings as well as administrative retreats.</p> <p>KPHS assessed the current composition of students in our standard classes to determine their potential success in our higher level courses.</p>	<p>June 2024</p>
	<p>4) Implement the Multi-Tiered System of Supports framework to meet the needs of all students by ensuring data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.</p>		

KPHS assessed the disproportionality of marginalized students to ensure that they selected challenging courses.

In conjunction with the Counselors, the Department Heads encouraged the students who are typically marginalized and who had not self-selected in honors, AP or Concurrent College to consider choosing these higher level courses.

A district team of mental health staff participated in DESE's COINN Project, a multi-tiered system of comprehensive school mental health. The team defined the 3 tiers and interventions and supports.

KPHS counseling team established a system of tracking student absences to address chronic absenteeism.

Implemented the Reasons for Chronic Absenteeism screener

The MTSS Team presented professional development to the high school staff.

KPMS Positive Behavior Support team met 4 times planning a multi tiered support system for behavior

KP was awarded the ASOST-Q Grant \$45,000 --The After School and Out of School Time Grant - It focuses on summer school instruction, credit recovery and social emotional health. It also addresses equity through providing transportation. All students participated in the "Why Try" program delivered by the Safe Coalition. Why Try is a blueprint of strategies which is an evidenced based dropout prevention program.

Ongoing

5) Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.

	<p>KPHS Designed a Draft Visual to ensure beliefs around learning highlight transferable skills that focus on resilience and opportunity for all. VOG Visual Draft</p> <p>KPMS completed a book study on equitable grading practices at the middle school level. Teachers piloted practices in their classrooms as a result of the book study.</p> <p>KPHS teacher goals focused on “problems of practice” They identified interventions, collected and analyzed data and refined the interventions.</p> <p>KPHS & KPMS implemented affinity groups for students of color.</p> <p>The District continued to gather information from families and student input to guide priorities for the Director of Diversity, Equity, and Inclusion.</p>	
<p>6) Fully implement a team approach at the middle school to allow teachers to establish stronger teacher-student relationships based on an improved understanding of the students and their specific learning needs, provide a feeling of continuity and mentorship for students, and create a stronger sense of community and belonging among students.</p>	<p>June 2021</p> <p>The team model has been fully implemented at the middle school.</p> <p>Special education teachers have been assigned to be a member of a specific team.</p>	
<p>7) Organize students in heterogeneous learning groups to create a culture of high expectations for all students by providing a safe and personalized learning environment for each student. Provide focused professional development for teachers to enable them to acquire the skills and dispositions needed in detracked schools. These include high expectations for all, differentiated instruction, cooperative learning, co-teaching, and complex instruction.</p>	<p>June 2021</p> <p>KPHS focused on increasing enrollment in honors and AP courses through increasing accessibility and support.</p> <p>Provided support to KPMS teachers in universal design for learning with training from a nationally recognized professional (Dr. Becky Hines).</p>	

8) Provide all students with high quality, differentiated instruction designed to both remediate and enrich all students based on their individual needs through the creation of inclusive learning environments which utilize a co-teaching model of instruction between general and special education teachers.	Ongoing	Universal design for learning and co-teaching professional development provided to KPMS staff. KPHS Staff training and development on authentic assessment.
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Goal 2: Develop a supportive learning community through a social emotional initiative to encourage the healthy development of all students.

Rationale: Based on data gleaned from the 2018 MetroWest Adolescent Health Survey, 22% of King Philip students in grades 7 and 8 and 40% of students in 9 through 12 reported that life was very stressful. Additionally, 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression during the past 12 months. Fifteen percent of middle school, as well as, 15% of high school students have considered suicide over the past 12 months. Twenty-eight percent of KP middle school students and 23% of KP high school students reported being the victims of bullying during the previous 12 months. When asked if they are able to identify a caring adult within the school that they would turn to when dealing with a significant problem, only 60% of King Philip middle school students and 67% of high school students responded yes to this question. While these percentages are in line with Massachusetts state averages, these statistics all show an increase from previous surveys.

Outcome: Fewer King Philip students will report/demonstrate concerns associated with healthy social-emotional development such as; stress, depression, suicidal thoughts, and bullying. Students will show an increase in access and use of protective factors such as; support from caring adults within the school.

Action Steps:	Date of Completion:	Progress to Date:
1) Review current programs, supports, policies and protocols to conduct gap analysis	June 2020	Completed a review of the Comprehensive School Mental Health Systems Quality Assessment to identify gaps and inform action steps. KP Wellness Advisory reviewed Wellness Policy through State's School Wellness Coaching Program using WellSAT tool.
2) Review data on student needs and trends of the MetroWest Adolescent Behavior Survey, discipline and social-emotional data	June 2020	Reviewed 2021 Health Survey data with Wellness Advisory,

		<p>Review of year end data on risk assessments and hospitalized students.</p> <p>Review of year end data of counseling cases, evaluation requests and re-evaluations.</p>
<p>3) Develop an action plan to implement a comprehensive social emotional framework</p>	<p>August 2020</p>	<p>The action plan to implement a comprehensive social emotional framework was created with a focus on:</p> <ul style="list-style-type: none"> Established clearly delineated roles for "who's who" in school counseling. Shared out with the staff to ensure they could appropriately refer students. Plan is to share out to students in the fall. Staff currently have a clear understanding of how their roles work within the tiered intervention system. There is documentation of tiered mental health supports in place. Identified and piloted universal Mental Health/Social Emotional screeners. Addition of a general education Adjustment Counselor at both High School and Middle School to support the general education students' social emotional health. Involved student voices to acquire their perspectives on SEL and the curriculum.
<p>4) Review and revise resources for students and staff based on gap analysis outcomes.</p>	<p>December 2020</p>	<p>Review of resources through School Mental Health Quality Assessment from University of Maryland and MTSS Self Assessment to develop additional student mental health resources.</p> <p>Staff Wellness Newsletter</p> <p>Added Suicide Prevention Hotline Numbers to student IDs.</p>

<p>5) Provide ongoing and sustained professional development to provide staff with the tools to support the social emotional learning needs of all students</p>	<p>Ongoing</p>	<p>Continue funding for Interface Referral Services through SEL/MS grant to support student access to matched outside referrals.</p>
		<p>Established building based substitute cohort to ensure that ongoing sustained professional development could occur.</p> <p>2021-2022 Evaluation focus Elements : Curriculum Planning and Instruction, Learning Environment and Cultural Proficiency.</p> <p>Teachers and Evaluators were trained by HS Administration in September on the focus elements. Focus elements were used to strengthen practices that support Equity in the classroom.</p> <p>Evaluators were trained by the Director of Diversity and Inclusion to recognize culturally responsive teaching.</p> <p>Completed October 1, 2021 Both teachers and evaluators <u>Evaluation Training</u></p> <p>Evaluations were examined by the Superintendent and High School Principal to check for consistency amongst evaluators.</p> <p>Provided student wellness resources to staff.</p> <p>Safe and Supportive Schools training for Administrative team and MS Staff on supporting LGBTQ+ students.</p> <p>Additional focused training for school nurses and health/pe teachers</p>

<p>6) Increase family awareness and understanding of wellness through programming that includes Healthy KP and community resources.</p>	<p>Ongoing</p>	<p>Provided (4) parent/ caregiver wellness education presentations Spring 2022</p> <p>Launch of Family Wellness Resource site and inclusion of family wellness information in Principals' newsletters.</p> <p>Established five concurrent college offerings. Held Three Town Halls and three coffee hours to communicate curricular changes with families. (March 2022)</p> <p>KPFS Curricular Presentation</p> <p>Conducted stakeholder surveys to elicit input for the development of our Vision of the Graduate. (Students, Staff, Alumni and Parents surveyed)</p>
<p>7) Conduct a feasibility study to consider the implementation of a later start time to support the social emotional growth of all students</p>	<p>June, 2020</p>	<p>Study conducted and no change to the late time is recommended at this time</p>

Goal 3: Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.

Rationale: The King Philip Schools service 3 distinct and unique communities. Many members of these communities do not have a direct connection to the schools. It is important for community members to have a clear understanding of how the schools operate so that trust and pride can grow and be sustained. When the communities demonstrate a sense of pride in their schools they are more likely to provide support and assistance when needed. Additionally, parents and guardians play an integral role in the education of their children. It is imperative that they receive accurate and timely information about the schools and their children's progress so that they can serve as well informed partners in the learning process.

Outcome: Parents and community members will receive timely, comprehensive and ongoing communication through a variety of mediums and modalities about the status of each school, the welfare of its students and individual student progress.

Action Steps:	Date of Completion:	Progress to Date:
<p>1) Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.</p>	<p>August 2020</p>	<p>Establishment of Affinity Groups at the MS and HS. Planning for MYCAP which will eventually engage every stakeholder in the HS building. Consistent Department Head meetings (2x per month) as a mechanism for shared leadership</p>
<p>2) Sustain effective and purposeful communications with external stakeholders.</p>	<p>Ongoing</p>	<p>Published new website that went live during September 2021 Conducted monthly meetings with the Wrentham, Norfolk, and Plainville superintendents. Held curriculum meetings with the Tri-town elementary school districts. Conducted quarterly meetings with Tri-town Special Education Director. Superintendent attended Town of Norfolk department head meetings Superintendent hosted a monthly cable show. Superintendent hosted quarterly meetings with the town managers from Wrentham, Norfolk and Plainville. Superintendent negotiated parameters around posting grades to increase parent engagement/awareness. Enlisted the support and guidance from the three towns' health boards to manage the safety concerns associated with the pandemic. Principals from KPMS and KPHS published monthly newsletters to all parents/caregivers. .</p>

<p>Provided substantial resources on the District website during the pandemic to mitigate issues related to the COVID pandemic..</p> <p>Strengthened the partnership with the Safe Coalition to support students with substance use issues.</p> <p>Continued to utilize the Public Relations Company in creating frequent press releases to inform the public about important information needed during the pandemic.</p> <p>Communicated frequently with administration from neighboring school districts to share resources and assist with continuity of services across the region.</p>		
<p>Consistent Newsletters released by the HS and MS Administration.</p> <p>Town Hall Curriculum afternoons and evenings for families</p> <p>HS and MS Open House Evenings</p> <p>Senior Award Night</p> <p>KPHS counseling team established a system of tracking student absences to address chronic absenteeism and increased purposeful collaboration with families.</p>	<p>Ongoing</p>	<p>3) Foster a positive working partnership with families by improving methods of communication-related to student academic learning.</p>
<p>Continued collaboration with elementary districts for shared Director of Wellness and Director of DEI</p> <p>KPMS collaborated with tri-town admin to plan and implement a Step-up Day for rising grade 7 students to visit KPMS for a tour, presentation, and questions.</p> <p>Collaboration with High School students and staff to organize a visit to KPMS. KPMS students worked with</p>	<p>Ongoing</p>	<p>4) Develop and sustain a mutually supportive and trusting relationship with Wrentham, Norfolk, and Plainville communities.</p>

KPMS, talked about the culture of the high school and gave a presentation.

Collaborated with district administration from Norfolk, Wrentham, and Plainville on developing and implementing the Bridge Program. This grant funded program is offered to rising grade 7 students entering KPMS during 3, 4 day summer sessions for the purpose of assisting students transition to middle school in the fall.

Provided COVID 19 Vaccination Clinics for students and families in the four districts.

Goal 4: Provide and enhance the integration of technology resources available to staff and students.

Rationale: Technology continues to take on an increasingly important role in 21st century education. Students need to both learn how to use technology and must have tools to assist them in the learning process.

Outcome: Based on the input of students and staff, the district will follow a clearly articulated comprehensive technology plan where KPRSD staff and students are supported with appropriate infrastructure, hardware, web-based technology, and training to utilize in an efficient manner.

Action Steps:	Date of Completion:	Progress to Date:
1) Create, implement, and analyze a survey for staff and students to better define the current and future technology needs of the district	November 2020	In addition to completed surveys, the Instructional Technologist has continued to meet with individual teachers to evaluate and propose new tools and technologies.
2) Each department will conduct a needs assessment to assist in the creation of a district wide vision for technology integration.	November 2020	Based on the departmental needs several new district wide software to support digital learning were introduced. Installation, and mounting of cleartouch in every classroom

3) Each department will create a department based vision for technology integration.	December 2020	Each department completed this step prior to the pandemic but time must be allotted to update based on the influx of technology which occurred during the pandemic
4) Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.	January 2021	District technology plan developed and implemented 2020 this is a living document and is updated annually incorporating department's vision

Goal 5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Rationale: Member towns support and sustain the district by providing the financial resources to enable the district to educate its students. A well defined clearly articulated and fiscally responsible budget is necessary. To accomplish this, the district needs well-maintained, safe and appropriate facilities which provide an environment where students can learn and staff can teach effectively. Dedicated faculty, staff, and administrators are the district's most valuable assets, and we need to recruit, develop, and retain the best possible workforce to educate our students.

Outcome: Develop and sustain the effective and efficient use of resources, provide a safe and well-maintained learning environment, and employ highly-qualified employees.

Action Steps:	Date of Completion:	Progress to Date:
1) FINANCE: Develop a budget which supports the district's vision, mission, and goals, while allocating and managing expenditures consistent with district and school-level goals and available resources.	Annually	<p>FY 2023 budget prepared by the Director of Finance is responsive to student learning needs as well as changing fiscal climates.</p> <p>The budget process required significant interactions with district and building administrators, department heads and curriculum team leaders, and other critical stakeholders in alignment with district and school goals.</p>

<p>2) FACILITIES: Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.</p> <ol style="list-style-type: none"> 1. Update emergency response guidelines 2. Maintain and enhance video monitoring systems 3. Maintain and enhance access control systems 4. Update district's capital improvement plan 5. Relocate central office personnel 	<ol style="list-style-type: none"> 1. Fall 2019 2. Ongoing, in phases 3. Summer 2020 4. Winter 2019/20 5. Summer 2019 	<ul style="list-style-type: none"> ● Implemented new grants including MyCAP, SEL, Teacher Diversity, and others ● Received record-high \$375k from Medicaid in FY 2022 ● Received almost \$70k in COVID EPSL reimbursements
<p>3) HUMAN RESOURCES: Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</p>	<p>Initially, by summer 2020, and then ongoing</p>	<ol style="list-style-type: none"> 1. Flip-chart emergency guidebooks completed in Fall 2019 and ready for next round of review 2. Camera server system upgraded in FY 2022 to be on district-wide network; new cameras also added 3. New district-wide access control system implemented in Spring 2022; all employees issued new proximity (swipe cards) 4. Capital plan completed in Spring 2020, beginning to prioritize and act on top items (MS boilers, HS main office roof) 5. Successfully managed mitigation of air quality issues in HS guidance section 6. Began work to reimagine / repurpose HS library space 7. Started receiving net metering solar credits from a second project (for HS electricity) 8. Upgraded sound system in middle school auditorium 9. Completed installation of bottle filling stations at all water drinking fountains
		<p>Participated in year-long DESE program during FY 2022 about recruiting a diverse workforce</p> <p>Started advertising in Indeed and other non-traditional avenues</p> <p>Successfully negotiated successor contracts for Unit C (secretaries) and Unit D (teacher assistants), as well as MOA for athletic coach stipends</p>

Began process to create new licensure tracking database

Hired new Payroll Coordinator

HR Manager was trained as backup for Payroll

Updated individual employment contracts to create consistency among them all

Added staff wellness information to the Human Resources webpage



Strategic Plan 2019 - 2024

Goal 1: Ensure rigorous and relevant 7-12 curricula that foster active engagement and depth of understanding.

Rationale: Most measures used in the district, such as SATs, Advanced Placement Exams, and common assessments, demonstrate strong performance. Over the past two years, MCAS scores show that students in grades 7, 8, and 10 are outperforming their peers throughout the state of Massachusetts in mathematics, English Language Arts, and Science. Yet, the overall achievement in some of these areas has declined or not reached state set achievement targets. Additionally, King Philip Regional students have consistently demonstrated low, moderate growth.

Outcome: King Philip Regional students will increase achievement at or greater than state targets as evidenced by the Massachusetts assessment, MCAS, and will consistently demonstrate moderate to high growth rates.

Action Steps:	Date of Completion:	Budget Implications:
<p>1) Foster continued collaborative analysis of district and state assessments for the purpose of measuring and informing instructional practices. Provide materials, training, and time for departments and data teams to continue the collaborative analysis of district and state assessments for the purpose of measuring and informing changes in instructional practices.</p> <p>1) Continue the analysis of local, district, state, and national assessments by data teams and departments in order to measure and inform instructional practices throughout the district.</p> <p>2019-2020 Accomplishments:</p>	<p>Ongoing</p>	<p>Professional Development Web-Based Assessment Tools- Universal Screener</p>

- Materials, training, and time have been provided to staff to build collaboration and analysis around standardized assessments using Edwin (state data tool that promotes data disaggregation) for Math, Science, ELA Analysis. MCAS results are not available due to test cancellation due to COVID in Spring 2020.
- Results on the 2020 AP Exams indicate strong results (657 students took the exams) and achievement (81% with scores 3-5).
- Implemented Universal Screener (NWEA MAPS) Grades 7/8 ELA/Math Year 2
- Presented MCAS data by administration to the staff in both buildings to increase understanding of growth percentiles with continued analysis by 7-12 department level groups in relation to curriculum and instruction.
- Departments align special education instruction with the general education curriculum.
- Department Head positions fully utilized 7-12 to increase and focus the collaboration on building and district analysis.

2020-2021 Accomplishments:

- Continued implementation of NWEA MAP Growth assessment data.
- Analysed data for NWEA MAP Growth assessment.
- Identified interventions for students and monitored progress.
- MAP Accelerator was used at the middle school for progress monitoring in math.
- Dedicated time provided in both buildings for teacher teams to review student data.
- Data from the 2021 AP exams were analysed and changes to the curriculum were made and submitted to the College Board to promote student growth.
- Original data from the Stamp exam was analysed to make improvements in the world language program for future participants pursuing the Seal of Biliteracy.
- Building based groups met throughout the year to look at individual student progress and create intervention plans.
- Conducted the Panorama survey to determine social emotional needs as it relates to diversity equity and inclusion and student well being.

As a result of the pandemic additional achievements:

- Continuous COVID data monitoring and reporting to make decisions in the areas of teaching modalities and safety protocols.
- Teachers utilized formative assessments on a more regular basis to assess curriculum pacing.

- **Modified methods of delivering instruction based on survey data from parents, students and staff.**

2021 - 2022 Accomplishments:

- MCAS Growth Percentages were reviewed which resulted in the adoption of a new Math curriculum in grades 7 and 8.
- KPMS administered the MAP Growth Assessment (Math and Reading) testing Fall and Spring.
- KPMS identified intervention groups and did progress monitoring for these students throughout the year. KPMS made recommendations for 2022-2023 for any students still needing monitoring/support.
- KPMS administered the MAP Growth Testing (Math) in grades 9 and 10.
- KPMS experienced some system issues with administering to 330 students at once.
- Approximately 2/3's of the responses were felt to be valid.
- 66% of 9th and 57% of 10 grade tested were found to not be on track.
- KPMS developed and carried out the following plan to address the learning gaps:
- Teachers of 9th and 10th-grade students differentiated instruction (based on classroom progress monitoring) by spending more time with foundations of solving equations and graphing functions. In geometry classes, teachers spent more time on more of the topics that the students are underperforming in. Spring 2022 MCAS data to be analyzed over the summer to assess success.

<p>2) Review and revise existing curricula to support and align with state frameworks and Social-Emotional initiatives.</p> <p>2019-2020 Accomplishments: A continued goal has been to strengthen curriculum alignment and make significant changes as required by MA State Curriculum Frameworks.</p> <ul style="list-style-type: none"> • Transitioned from World History in Grade 8 to Civics curriculum implementation • Supported teacher training/ resources grant (\$28,000) with grant-funded code.org programming (CSDiscoveries and Bootstrap Algebra which applies mathematical concepts to programming principles), which increased alignment with 2016 MA Digital Literacies FrameworksIncreased alignment of Grade 8 to Grade 9 MA ELA Frameworks through professional development. • Implemented STEMSCOPES within the middle school science program. • Completed initial review of evidence-based programs identified in MA CURATE for implementation in MS math in progress. • Revamped HS Physical science curriculum to better align with 2016 MA Science Frameworks and MS science. • Collaboration between HS Math and Special Education to review the alignment of the math curriculum. • Curriculum Directors at both the Elementary/ Secondary levels have instituted regular meetings between elementary and middle school curriculum to establish greater consistency in programming from grade 6 to grade 7. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • HS Civics Project (US History course) completed per state requirement. • Alignment of MS STEM courses with MA Digital Literacy Frameworks. • Initiated HS Digital Literacy Continuation Grant Planning. • Through tri-town collaboration, a middle school orientation and academic program was developed as part of the transition from 6th to 7th grade. • Summer programming for students who demonstrated learning loss or need as a result of COVID. • MS History implemented a new curriculum. • MS Math is reviewing and assessing curriculum tool options. • MS Science aligned units and lessons with the state frameworks. • In response to needs identified during the pandemic a new course called “Speech and Writing” was developed and implemented at the middle school level. 	<p>Ongoing</p>	<p>ATLAS- Parent and Staff View Professional Development</p>
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- HS added AP Physics (Algebra based) and Intro to Computer Programming (Python) to its program of studies.
- English 11 honors and all honors level students participated in AP language and composition.
- High School increased sections of academic support to support students who struggled during the pandemic.
- High School adapted its STEPs program to focus on school avoidant, failing, and emotionally unstable children as a result of increases in these populations for the 2020-2021 school year.
- Reviewed and purchased Second Step SEL Curriculum for the Middle School.

2021 - 2022 Accomplishments:

- KPMS & KPMS completed the Washington Model for Bias Check in October 2021 and the forms are on file with Dr. Gillson.
- KPMS has implemented a Civics Curriculum in grade 8. Throughout the year there has been monitoring and revisions.
- KPMS developed and implemented a history unit on Hinduism and Buddhism in grade 7 in order for the curriculum to be aligned with history frameworks
- KPMS created an implementation plan for Open Up Resources by Illustrative Mathematics which includes training with the elementary schools and oversight from the HS Department Head. Implementation is scheduled for the 2022-2023 school year.
- KPMS & KPMS has begun a review of Health and PE courses to meet state requirements for participation and inclusive representation of our population.
- KPMS has implemented the Second Step SEL Curriculum into the Gr. 7 Foundations classes.
- KPMS has developed a team (counselors and teacher leaders) which has attended three MyCAP Trainings and have begun an implementation plan. (Meeting June 2022)
- KPMS teachers of Foundations of Chem/Physics/Earth worked for a full in-house PD Day to refine common assessments and curriculum.
- KPMS teachers of chemistry met (December 1, 2021) to design a new project aligned with the standards to be used as a common assessment.
- KPMS Department Heads led the training and the creation of the mid-term ALE's (Alternative Learning Experiences)

<ul style="list-style-type: none"> • March and April HS Departments meetings in 2022 to complete the review and revision of course finals. • Special educators and interventionists were trained and implemented: • SMARTs program in order to meet the needs of students with challenges in executive functioning. HS will be implemented in 2022-2023. • Mobymax, an interactive comprehensive curriculum to help struggling learners close educational gaps with comprehensive assessments, accurate diagnostic and progress monitoring tools. • New high school courses developed NEURO MAKER Hand I and II, AP Computer Science Principles, Ukulele, Printmaking, Digital Photography, Intro to Marketing. • KPHS established a partnership with Middlesex Community College (MCC) to Offer college credited courses in Math, History and English. • KPHS staff became approved professors to deliver these MCC Courses. 		
<p>3) Ensure continued development of transition plans and processes for elementary to middle school, middle to high school, and high school to career/college to support successful student academic learning.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Continued to hold and improve 7th-grade and 9th-grade orientation with informational materials developed to support these transitions. • Transitioned from traditional open house events to virtual open houses to support a remote school opening. • Offered small group and virtual building tours to support the remote to hybrid model transition for new students. • Created 7-12 grade level guidance department Google Classroom to update parents and students about school information pertinent to the grade level. • Added, updated, and shared frequent district communication with multiple stakeholders through the district website. • Reviewed transition plans between elementary and middle school curriculum to establish greater consistency through meetings of curriculum directors. • Developed special education transition support from 6th to 7th grade. • Communication has been improved between the tri-towns with the Directors meeting quarterly. 	<p>June 2021</p>	<p>NA</p>

2020-2021 Accomplishments:

- Through tri-town collaboration, a middle school orientation and academic program was developed as part of the transition from 6th to 7th grade.
- Through frequent tri-town collaboration, vertical alignment of programming in history and math was discussed with a focus on grades 6-8 transitions and materials.
- Links program moved to the Norfolk school site which provided additional opportunities for independent living skills.
- Building administration designed virtual student orientations to ensure smooth transitions during the pandemic.
- Town hall meetings for parents to support the transition.
- Provided facility spaces for the elementary districts to hold programs and celebrations.
- Reviewed and purchased Second Step SEL Curriculum for the Middle School which is aligned with two of the elementary districts.

2021 - 2022 Accomplishments:

- KPMS collaborated with elementary districts to provide a summer Bridge transition program for students entering grade 7.
- Step-up Day - Rising grade 7 students from the tri-town elementary schools visited KPMS for a tour, presentation, and questions.
- Collaboration with High School students and staff to organize a high school student visit to KPMS. KPMS students worked with KPMS, talked about the culture of the high school and gave a presentation.
- KPMS hosted a New Student Registration Help Night and a separate Curriculum Night for incoming 7th grade families.
- KPMS Caregiver Night where KPMS Guardians met with administration, guidance, current students and took a tour of the building.

<p>4) Implement the Multi-Tiered System of Supports framework to meet the needs of all students by ensuring data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> Engaged a team of KP Admin Representative and Teaching Staff in 2019 DESE Training on the Multi-Tiered System of Supports framework Continued MTSS training with teams from four district schools with funding from the Systems for Student Success grant focused on Universal Student Support (\$40,000). This resulted in completing the MTSS course and the district MTSS Self Assessment, leading to action planning. Received FY21 continuation of the regional Systems of Student Success grant (\$35,000), which will support stipends for members of both KP teams to engage in action planning and implementation informed by the MTSS Blueprint Self-Assessment. Finalized the District Curriculum Accommodation Plan in June and presented it to staff through training in September, 2020. The DCAP is posted on the District Website for all to access. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> MTSS team engaged and participated in foundational learning. Reviewed MTSS Self-Assessment completed summer of 2020 to identify action steps for implementation. Added tier 3 support through partnership with Community Counseling of Bristol County for access to counseling. Full implementation of DCAP through student success teams. Implemented suicide prevention plan guide. School counseling teams identified tiered supports and actions to support students during COVID return to school. The Bullying Intervention Plan was developed and accessible to all on The District website. Implemented a comprehensive summer school program for students who demonstrated learning loss as a result of COVID. Reviewed and purchased Second Step SEL Curriculum for Middle School as a Tier 1 support. 	<p>June 2024</p>	<p>Substitute Coverage Professional Development Possible Staffing Increases</p>
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<p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● The district budget, staffing models and master schedules have been reviewed with a lens of inclusion and equity during planning meetings as well as administrative retreats. ● KPHS assessed the current composition of students in our standard classes to determine their potential success in our higher level courses. ● KPHS assessed the disproportionality of marginalized students to ensure that they selected challenging courses. ● In conjunction with the Counselors, the Department Heads encouraged the students who are typically marginalized and who had not self-selected in honors, AP or Concurrent College to consider choosing these higher level courses. ● A district team of mental health staff participated in DESE's COINN Project, a multi-tiered system of comprehensive school mental health. The team defined the 3 tiers and interventions and supports. ● KPHS counseling team established a system of tracking student absences to address chronic absenteeism. ● Implemented the Reasons for Chronic Absenteeism screener ● The MTSS Team presented professional development to the high school staff. ● KPMS Positive Behavior Support team met 4 times planning a multi tiered support system for behavior. 	
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<p>5) Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Trained administrative staff in summer 2019 with Dr. Darnisa Amante (racial equity strategist) and Gene Grove Thompson (School Reform Initiative) to provide all tri-town administrators in foundational training for systemic change on how to create and support conditions for educational equity and social justice in our schools, and examine issues related to race, gender, and implicit bias. • Training with Amante and Thompson influenced the 2019-2024 Strategic Plan Vision, Mission, and Guiding Beliefs. • Extended training is supported through book studies by administrators and teachers. • Completion of annual process of reviewing instructional materials for BIAS with support tools drawn from DESE's MA Civil Rights Toolkit. • Partnered with Lesley University to support the Arts Team in their integration of culturally responsive teaching through the newly released 2019 MA Arts Frameworks. KP organized the training for the K-12 art teachers throughout the tri-town communities. • Included two Representative Teams from KP to Statewide Sessions on Equity and Access. • Continued interest clubs for students that address diversity and LGBTQ where topics are based on the interests of the student membership and guided by district advisors. • The 7-12 English Department updated course units and instructional materials based on the 2017 MA Framework which emphasizes that curriculum supports divergent cultures and diverse experiences. • Curated and published resources and supports for families following school closure in March as well as Resources for Navigating Conversations on Race and Racism at Home. <ul style="list-style-type: none"> ◦ Reviewed state data indicators that reflected the DESE three year annual review of KPRSD on equity and access for students with disabilities as released on November 23, 2020, has identified no significant disproportionality by race or ethnicity in special education identification, placement, or discipline. This analysis is conducted pursuant to requirements under the Individuals with Disabilities Education Act (IDEA). 	<p>Ongoing</p>	<p>Substitute Coverage Professional Development</p>
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<p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> Established Tri-Town Equity Committee and hired Director of Diversity, Equity, and Inclusion. Conducted the Panorama survey to determine social emotional needs as it relates to diversity equity and inclusion and student well being. Determined staff and parent input to guide priorities for the Director of Diversity, Equity, and Inclusion. Virtually continued clubs and groups that address SEL, DEI and LGBTQ. Continued non-academic student-centered activities (sports, music, student gov't) while following COVID guidelines. Student led groups conducted virtual events that included students, teachers and the community. Offered Unified Athletic Programs to create an inclusive community for all students. Continued to implement co-teaching through remote, hybrid, and in-person learning models. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> KP was awarded the ASOST-Q Grant \$45,000 --The After School and Out of School Time Grant - It focuses on summer school instruction, credit recovery and social emotional health. It also addresses equity through providing transportation. All students participated in the "Why Try" program delivered by the Safe Coalition. Why Try is a blueprint of strategies which is an evidenced based dropout prevention program. KPHS Designed a Draft Visual to ensure beliefs around learning highlight transferable skills that focus on resilience and opportunity for all. <u>VOG Visual Draft</u> KPMS completed a book study on equitable grading practices at the middle school level. Teachers piloted practices in their classrooms as a result of the book study. KPHS teacher goals focused on "problems of practice" They identified interventions, collected and analyzed data and refined the interventions. KPHS & KPMS implemented affinity groups for students of color. The District continued to gather information from families and student input to guide priorities for the Director of Diversity, Equity, and Inclusion. 		June 2021	Professional Development
<p>6) Fully implement a team approach at the middle school to allow teachers to establish stronger teacher-student relationships based on an improved understanding of the students</p>			

<p>and their specific learning needs, provide a feeling of continuity and mentorship for students, and create a stronger sense of community and belonging among students.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Implemented team approach at the middle school where students are placed with a core group of ELA, History, Math, Science teachers that work together to optimize the student learning experience. ● Sequenced professional development offered in the 2019-2020 school year on middle-level teaming and collaboration. The teaming model was maintained throughout the pandemic in the formation of the remote and hybrid learning approaches. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Refinement of district department structure to include MS curriculum team leaders. ● Designated time for teams to plan and to support behavioral and academic interventions for students. ● Held team-building activities for students. ● Implemented a cross-team voluntary book study. ● Created a grade 7 and 8 remote learning team. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● The team model has been fully implemented at the middle school. ● Special education teachers have been assigned to be a member of a specific team. 	<p>Possible Staffing Increases</p>
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<p>7) Organize students in heterogeneous learning groups to create a culture of high expectations for all students by providing a safe and personalized learning environment for each student. Provide focused professional development for teachers to acquire the skills and dispositions needed in detracked schools. These include high expectations for all, differentiated instruction, cooperative learning, co-teaching, and complex instruction.</p> <p>A differentiated learning model respects individual differences and responds appropriately with targeted support and learning. Our students have been organized in heterogeneous groupings at the middle school and in some high school courses.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Continued to infuse differentiated instructional techniques within lesson design by all teachers. • Provided support to teachers in this area with training from a cadre of nationally recognized professionals (Alan Blume, Carolyn McKearney, Lisa Dieker, Deb Spinelli). <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • Continued training in differentiated instruction. • Full implementation of DCAP. • English 11 honors and all honors level students participated in AP language and composition. • Moved to two levels of mathematics at the middle school. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • KPMS focused on increasing enrollment in honors and AP courses through increasing accessibility and support. • Provided support to KPMS teachers in universal design for learning with training from a nationally recognized professional (Dr. Becky Hines) 	<p>June 2021</p>	<p>Professional Development</p>
<p>8) Provide all students with high-quality, differentiated instruction designed to remediate and enrich all students based on their individual needs through the creation of inclusive learning environments which utilize a co-teaching model of instruction between general and special education teachers.</p>	<p>Ongoing</p>	<p>Professional Development Possible Staffing Increases</p>

2019-2020 Accomplishments:

- Completed District Curriculum Accommodation Plan (DCAP) as a result of staff training in Differentiated Instruction. The goal of the DCAP is to ensure that all students can improve through various teaching modalities. Specific strategies have been identified for use throughout the district to facilitate and support organization, instruction, assignment/assessment, development of literacy, mathematics, and writing, motivation, behavior, processing, and attention.
- Instituted a co-teaching model beginning in the fall of 2019, which required sequenced training and consultation services.

2020-2021 Accomplishments:

- Co-teaching professional development provided to special education staff.
- District wide training for differentiation to assist all learners in hybrid learning environments.
- Provided differentiated instruction in a virtual environment.

2021 - 2022 Accomplishments:

- Universal design for learning and co-teaching professional development provided to KPMS staff.
- KPMS Staff training and development on authentic assessment.

Goal 2: Develop a supportive learning community through a social-emotional initiative to encourage the healthy development of all students.

Rationale: Based on data gleaned from the 2018 MetroWest Adolescent Health Survey, 22% of King Philip students in grades 7 and 8 and 40% of students in 9 through 12 reported that life was very stressful. Additionally, 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression during the past 12 months. Fifteen percent of middle school and 15% of high school students have considered suicide over the past 12 months. Twenty-eight percent of KP middle school students and 23% of KP high school students reported being the victims of bullying during the previous 12 months. When asked if they can identify a caring adult within the school that they would turn to when dealing with a significant problem, only 60% of King Philip middle school students and 67% of high school students responded yes to this question. While these percentages are in line with Massachusetts state averages, these statistics show an increase from previous surveys.

Outcome: Fewer King Philip students will report/demonstrate concerns associated with healthy social-emotional development such as; stress, depression, suicidal thoughts, and bullying. Students will show an increase in access and use of protective factors such as; support from caring adults within the school.

<p>1) Review current programs, supports, policies, and protocols to conduct a gap analysis.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Reviewed programs, supports, policies, and protocols to establish a baseline of current programs and practices related to social-emotional learning and wellness through multiple stakeholder lenses (Health/Wellness, School Counseling, Special Education, General Education, Climate and Culture). • Initiated school counselors mapping of programming/initiatives in academic, career, and social-emotional domains by comparing to MASCA/ASCA state and national models. • Evidence-based wellness integration within Grade 9th-grade and 10th-grade wellness courses of the “Break-Free from Depression” program for all students to improve the 2018 Metrowest Survey outcome where 15% of middle school students and 21% of high school students acknowledged experiencing symptoms of depression. New Data on this indicator is estimated to be available in 2022. • Continued use of the regional grant to support student’s behavioral and mental health and wellness (\$246,448). Grant funding supported the Regional Director of Wellness and Family Support Specialist/Social Worker, professional development, and other wellness initiatives. • Increased the number of support groups offered at the HS by 50% to connect students with adults further. The 2018 Metrowest Survey indicated that 60% of King Philip middle school students and 67% of high school students reported identifying with a caring adult who could help students respond to problems. New Data on this indicator is estimated to be available in 2022. • Added Family Support Specialist and partnership with Arbour Counseling to support students with behavioral or mental health concerns. • Reviewing possible addition of a contract (to be grant-funded) with Interface Referral through William James College to increase student access to outside providers for mental health needs. • Added HS school psychologist to increase student access to counseling. • Partnered with Hockomock YMCA to provide summer meals programs to ensure food access. 	<p>June 2020</p>	<p>NA</p>
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<p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Contracted with Interface Referral Services. ● Developed partnership for school site-based counseling with Community Counseling of Bristol County for high-risk students with barriers to accessing counseling (began through telehealth). ● Provided health and physical education teachers and school counseling teams with evidenced-based curriculum resources for review. ● The Director of Wellness continued collaboration with elementary districts to identify gaps and needs to align with King Philip. ● Added a school adjustment counselor to the FY2022 budget. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● Completed a review of the Comprehensive School Mental Health Systems Quality Assessment to identify gaps and inform action steps. ● KP Wellness Advisory reviewed Wellness Policy through State's School Wellness Coaching Program using WellSAT tool. 		
<p>2) Review data on student needs and trends of the MetroWest Adolescent Behavior Survey, discipline (MWABS), and social-emotional data</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Conducted data review of MWABS by District Admin, Counseling teams of Metrowest Data Adolescent, and ongoing data review of district attendance and discipline. ● Analyzed the number of risk assessments and hospitalizations to inform consistency in practice, including identification, referral, post-intervention. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Reviewed data from guidance counselors' "Return to School Survey" to assess student needs on returning amidst the COVID pandemic to guide counselor practices and outreach to support students. ● Surveyed students using Panorama Social-Emotional Wellness and Equity Survey, including 16 questions related to substance use, Spring 2021. ● Revision of District Suicide Prevention and Bullying Intervention Plans. 	June 2020	NA

<p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● Reviewed 2021 Health Survey data with Wellness Advisory, ● Review of year end data on risk assessments and hospitalized students. ● Review of year end data of counseling cases, evaluation requests and re-evaluations. 			
<p>3) Develop an action plan to implement a comprehensive social, emotional framework.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Reviewed current frameworks existing in the elementary districts to consider social, emotional competencies of students as they transition to the middle school to inform middle/high school frameworks. ● Examined current social-emotional learning lessons through school counseling, health/physical education, or MS Foundations course. ● Results show that the district's next steps will be to form an SEL steering committee to identify and determine middle/high school SEL delivery systems. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Reviewed and purchased Second Step SEL Curriculum for Middle Schools (aligned with 2 of the elementary districts). ● Partnered with Project Nan to supplement health/suicide prevention unit of High School Health Classes. ● Provided health and physical education teachers and school counseling teams with evidenced-based curriculum resources for review. ● Launched KP Student Chapter of Active Minds to raise awareness, reduce stigma, promote help seeking and support mental health. ● Samaritans presented to Grade 7 Wellness classes, assessed students and conducted outreach. ● Provided parent component of Samaritans presentation. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● The action plan to implement a comprehensive social emotional framework was created with a focus on: ● Established clearly delineated roles for "who's who" in school counseling. ● Shared out with the staff to ensure they could appropriately refer students. ● Plan is to share out to students in the fall. ● Staff currently have a clear understanding of how their roles work within the tiered intervention system. 	<p>August 2020</p>		<p>NA</p>

<ul style="list-style-type: none"> ● There is documentation of tiered mental health supports in place. ● Identified and piloted universal Mental Health/Social Emotional screeners. ● Addition of a general education Adjustment Counselor at both High School and Middle School to support the general education students' social emotional health. ● Involved student voices to acquire their perspectives on SEL and the curriculum. 		
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<p>4) Review and revise resources for students and staff based on gap analysis outcomes.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Updated wellness resources for students for all four districts and additional secondary school-specific resources. • Continued updates to counseling teams of area referral resources. • Developed employee resources for wellness, including partnerships with Borislow Insurance/Harvard Pilgrim, based on employee wellness survey. • Release of Employee Wellness Resource Guide. • Explored partnerships with the SAFE Coalition to support restorative approach to substance violations. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • Provided health and physical education teachers and counselors with evidenced-based curriculum resources for review. • Continued to update area referral resources for families, counselors, and staff. • Partnered with Community Counseling of Bristol County (a provider for 25 school districts) for school-site based counseling for high risk students with access barriers. • Partnered with Interface Referral Service. • Partnered with Transitions Counseling to provide staff support services during return to school in fall of 2020. • Outreach to eligible families regarding extended Pandemic EBT for food access. • Continued Summer Meals Program in partnership with Hockomock YMCA. • Launched KP Student Chapter of Active Minds to raise awareness, reduce stigma, promote help seeking and support mental health. • Applied and accepted to participate in the Massachusetts Comprehensive School Mental Health Systems Collaborative Improvement and Innovation Network in 2021-2022. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • Review of resources through School Mental Health Quality Assessment from University of Maryland and MTSS Self Assessment to develop additional student mental health resources. • Staff Wellness Newsletter • Added Suicide Prevention Hotline Numbers to student IDs. 	<p>December 2020</p>	<p>Resource materials Possible Staffing Increase</p>
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<ul style="list-style-type: none"> Continue funding for Interface Referral Services through SEL/MS grant to support student access to matched outside referrals. 		
<p>5) Provide ongoing and sustained professional development to provide staff with the tools to support the social-emotional learning needs of all students.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> Provided suicide prevention training for staff - HS- " Suicide Prevention in the Age of COVID-19" per national expert, Dr. Poland, MS Samaritan Prevention. Riverside Mobile Crisis Team update presentation for counselors and psychologists. Began work with the guidance team related to comprehensive school counseling model alignment. Made available access to professional development workshops for staff through Mass Partnerships for Youth on supporting students, and other online offerings related to grief, trauma, and SEL. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> Professional Development focused on Adult SEL and supporting students, Finding Our Strength for Success, Resiliency and Hope, Trauma Informed Teaching/Mindfulness. Question, Persuade, Refer Suicide Prevention Training for HS staff with Jon Mattleman through Minding Your Mind provided through support of Kyle Cares Foundation to 35 High Schools. Initiated professional training and certification of counselors in telehealth protocols. Guidance Counselors applied learned skills to create guidance content through use of Google Classroom and Screencastify to support students during remote/hybrid. Continued subscription with Mass Partnerships for Youth for staff access to professional learning related to supporting students. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> Established building based substitute cohort to ensure that ongoing sustained professional development could occur. 	Ongoing	Substitute Coverage Professional Development

<ul style="list-style-type: none"> ● 2021-2022 Evaluation focus Elements : Curriculum Planning and Instruction, Learning Environment and Cultural Proficiency. ● Teachers and Evaluators were trained by HS Administration in September on the focus elements. Focus elements were used to strengthen practices that support Equity in the classroom. ● Evaluators were trained by the Director of Diversity and Inclusion to recognize culturally responsive teaching. ● Completed October 1, 2021 Both teachers and evaluators ● <u>Evaluation Training</u> ● Evaluations were examined by the Superintendent and High School Principal to check for consistency amongst evaluators. ● Provided student wellness resources to staff. ● Safe and Supportive Schools training for Administrative team and MS Staff on supporting LGBTQ+ students. Additional focused training for school nurses and health/pe teachers. 		
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<p>6) Increase family awareness and understanding of wellness through programming that includes Healthy KP and community resources.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Hosted five regional parent wellness education events: <ul style="list-style-type: none"> ○ Viewing of documentary Angst and panel* ○ Making Sense of Health Care Financing ○ Healthy KP Youth Substance Use in Our Community ○ Tweens, Teens, and Quarantines* ○ Mindful Parenting: Supporting the Social-Emotional Needs of Children* *funded through a grant from Kyle Cares Foundation (\$2,150) ● Provided resources for families following school closure in March (also Resources for Navigating Conversations on Race and Racism at Home). ● Healthy KP Coalition implemented actions focused on “Seven Strategies for Community-Level Change <ul style="list-style-type: none"> ○ Provided Information to parents ○ Enhanced Skills of Coalition Members ○ Provide families with Support and resources ○ Enhanced & Reduced Barriers ○ Changed Consequences ○ Changed Physical Design ○ Modified/Changed Policies <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Developed Family Wellness Resource Guide (Fall 2020). ● Offered Parent/Caregiver Wellness Programming virtually: <ul style="list-style-type: none"> ○ Building Resilient Families in the Shadow of COVID ○ Evidenced-Based Parent Coping Groups through MassSupport ○ Introduction to Suicide Prevention Training ○ Understanding the Mental Health Implications of COVID for Students and Preparing for a Return to “Normalcy” ○ Dancing with Pandemic Anxiety-How Parents and Educators Can Support Kids ● Published to Family Wellness Resource Updates (SMORE). ● Created Regional Family Wellness Resources website. 	<p>Ongoing</p> <p>NA</p>
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<ul style="list-style-type: none"> ● Healthy KP: <ul style="list-style-type: none"> ○ Onboarded Drug-Free Communities Grant Coordinator to support the growth of the coalition. ○ Increased student population's awareness around "misperceptions" they may have regarding substance use among their peers. (Alcohol, Tobacco/Nicotine, Marijuana) ○ Promoted accurate, healthy norms about alcohol use to decrease substance use among KP youth ○ Identified and recruited student leaders to take on the Social Norms Campaign. ○ Created and distributed Social 'normative' Posters showing photos of real KP students who choose not to use drugs or alcohol <ul style="list-style-type: none"> ■ Both Print/Digital Campaign ○ Created a website to provide education, awareness, and resources for the community <ul style="list-style-type: none"> ■ Completed: working with KPHS Tech Teacher and tech students to maintain the site actively. ● Established and Launched the "Family Meals Matter" Campaign <ul style="list-style-type: none"> ○ In progress: working on a partnership with the Big Y Supermarket Chain to promote the importance of "family meals/conversations" as an intervention for youth. ○ KPHS posted a "Family Meals Matter" message on Marquis on Route 140. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● Provided (4) parent/ caregiver wellness education presentations Spring 2022 ● Launch of Family Wellness Resource site and inclusion of family wellness information in Principals' newsletters. ● Established five concurrent college offerings. Held Three Town Halls and three coffee hours to communicate curricular changes with families. (March 2022) ● <u>KPHS Curricular Presentation</u> ● Conducted stakeholder surveys to elicit input for the development of our Vision of the Graduate. (Students, Staff, Alumni and Parents surveyed) 		June 2020	To Be Determined through the study
<p>7) Conduct a feasibility study to consider the implementation of a later start time to support the social-emotional growth of all students.</p>			

2019-2020 Accomplishments:

- The superintendent led a community group with multiple stakeholders (teachers, parents, admin, community representatives, students) to assess the district's feasibility of a later start time.
- Superintendent conducted meetings with elementary school committees to determine if elementary districts would consider changing their start times to an earlier time to allow KP to start later.
- Results of elementary districts' meetings determined that they could not make adjustments to a KPRSD later start time. Various start times will be further explored through the bidding process for the bus contract in January 2021.

2020-2021 Accomplishments:

- Bids for transportation with the current start times and the proposed later start time were acquired.
- After an extensive analysis of all factors involved in changing the start times for students, it was determined that implementing a later start time for grades 7-12 would have a significant adverse impact to the budget of each of the four school districts.

2021 - 2022 Accomplishments:

- Study conducted and no change to the late time is recommended at this time

Goal 3: Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.

Rationale: The King Philip Schools service three distinct and unique communities. Many members of these communities do not have a direct connection to the schools. Community members need to understand how the schools operate so that trust and pride can grow and be sustained. When the communities demonstrate pride in their schools, they are more likely to provide support and assistance when needed. Additionally, parents and guardians play an integral role in the education of their children. They must receive accurate and timely information about the schools and their children's progress to serve as well-informed partners in the learning process.

Outcome: Parents and community members will receive timely, comprehensive, and ongoing communication through various mediums and modalities about the status of each school, the welfare of its students, and individual student progress.

Action Steps:	Date of Completion:	Budget Implications:
<p>1) Implement a plan for connecting, building trust, and engaging internal stakeholders to support the mission and vision of the district.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Roll out of Strategic plan to all staff during Fall 2019 PD. • Developed MS/HS School Improvement Plans from Strategic Plan as part of the School Council process. • Initiated Professional Development Plans, Technology Plan, and Budget such that they link to the Strategic Plan. <p>2020-2021 Accomplishments:</p> <p>Created a Covid committee of various stakeholders to develop an action plan that aligned with the district's vision:</p> <ul style="list-style-type: none"> • Engaged internal stakeholders in identifying resources needed to teach in a pandemic. • Engage internal stakeholders more frequently to update them on changes to our pandemic plans, both at the building and district level. 	August 2020	NA

<ul style="list-style-type: none"> ● Engaged internal stakeholders to assess students' progress, emotional health and plan for improvement in those areas. ● Engaged internal stakeholders in various training to connect them with the resources they needed to support students. ● Successfully negotiated successor agreements for Unit A Teachers and Food Services, each in only one negotiating session. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● Establishment of Affinity Groups at the MS and HS. ● Planning for MYCAP which will eventually engage every stakeholder in the HS building. ● Consistent Department Head meetings (2x per month) as a mechanism for shared leadership 		
<p>2) Sustain effective and purposeful communications with external stakeholders.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Initiated Bi-Weekly Newsletters and Town Halls to support both parent and student engagement. ● Conducted monthly meetings with four tri-town superintendents, school councils, and Tri-town curriculum meetings. ● Instituted quarterly consultations with tri-town Special Education Director meetings. ● Attendance of Superintendent at Norfolk Dept. Head meetings ● Superintendent and Business Manager attend bi-monthly Plainville finance meetings. ● Superintendent hosts a monthly cable show. ● Superintendent hosts quarterly town manager meetings. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Successfully negotiated successor transportation contracts within budget constraints. ● Enlisted the support and guidance from the three towns' health boards to manage the safety concerns associated with the pandemic. 	Ongoing	NA

- Held evening and weekend athletic and academic town halls with staff, families, and students.
- Sent out weekly building-based newsletters to all families.
- Consistently updated website to provide resources during the pandemic to mitigate issues related to social determinants of health.
- Communicated COVID testing and vaccine information to families and provided vaccine clinics for students.
- Established a partnership with Safe Coalition for student substance use support.
- Enlisted the PR company in creating frequent press releases to inform the public about important information needed during the pandemic.
- Developing and implementing surveys to improve the communication process.
- Developed a survey to assess technology needs for remote learning and distributed devices and hotspots to those in need.
- Communicated frequently with administration in neighboring school districts to share resources and assist with continuity of services across the region.
- Created a transportation registration process to ensure safe transportation of students.

2021 - 2022 Accomplishments:

- Published new website that went live during September 2021
- Conducted monthly meetings with the Wrentham, Norfolk, and Plainville superintendents.
- Held curriculum meetings with the Tri-town elementary school districts.
- Conducted quarterly meetings with Tri-town Special Education Director.
- Superintendent attended Town of Norfolk department head meetings
- Superintendent hosted a monthly cable show.
- Superintendent hosted quarterly meetings with the town managers from Wrentham, Norfolk and Plainville.
- Superintendent negotiated parameters around posting grades to increase parent engagement/awareness.
- Enlisted the support and guidance from the three towns' health boards to manage the safety concerns associated with the pandemic.

<ul style="list-style-type: none"> ● Principals from KPMS and KPHS published monthly newsletters to all parents/caregivers. ● Provided substantial resources on the District website during the pandemic to mitigate issues related to the COVID pandemic.. ● Strengthened the partnership with the Safe Coalition to support students with substance use issues. ● Continued to utilize the Public Relations Company in creating frequent press releases to inform the public about important information needed during the pandemic. ● Communicated frequently with administration from neighboring school districts to share resources and assist with continuity of services across the region. 		
<p>3) Foster a positive working partnership with families by improving methods of communication related to student academic learning.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Instituted live-streamed Town Halls to provide information to parents/guardians on college admissions, guidance, and athletic town halls. ● Collaboration with School Councils holds monthly meetings with representative council members to address School Improvement Planning. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● District-wide use of Google Classroom among teachers and students. ● Created shared documents that allowed for all internal stakeholders to track struggling students. ● Building based student support team meetings were held for all students who were recommended to the team, and progress meetings were held at regular intervals. ● Middle School Team pages to highlight team information for families and students. ● Use of one platform, Zoom, to reinforce communication with families. ● Held grade level assemblies on Wednesday mornings during remote and hybrid learning models to answer student questions and present critical information. 	Ongoing	Possible Technology tool purchases and updates

<ul style="list-style-type: none"> ● The administration intervened and communicated with the families of the students who were struggling. ● Personal calls home and or virtual meetings by teachers, guidance, and administration. ● Routine emails to families and students. ● Posting of middle school daily announcement video to inform families of daily and weekly events. ● Surveyed students and parents perceptions/opinions about teaching and learning and social/emotional health. ● Textbook distribution and return, graduation material distribution, Chromebooks distribution, etc., were arranged with remote students who needed to take care of these things outside of the school day. ● Surveyed students four times to assess and reassess learning model choice. ● Surveyed sophomore and junior students on their MCAS testing preferences and made arrangements for all students who chose to test in May 2021. ● Revamped the Hospital Transition program to a program that addressed the needs of failing students. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● Consistent Newsletters released by the HS and MS Administration. ● Town Hall Curriculum afternoons and evenings for families ● HS and MS Open House Evenings ● Senior Award Night ● KPHS counseling team established a system of tracking student absences to address chronic absenteeism and increased purposeful collaboration with families. 		Ongoing	NA
<p>4) Develop and sustain a mutually supportive and trusting relationship with Wrentham, Norfolk, and Plainville communities.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Collaboration between four tri-town Superintendents occurs monthly. ● Collaboration between four districts occurs monthly to discuss curriculum and professional development. ● Directors of Student Services in 4 districts meet quarterly. 			

- Director of Wellness works with the four districts on wellness initiatives.

2020-2021 Accomplishments:

- Collaboration with the tri-town superintendents to support the hire of new Diversity Equity and Inclusion Director.
- Met with D.A. as a tri-town with the four schools to discuss at-risk students in the court system.
- Met with the administrators of the four tri-town schools and their Boards of Health to discuss Covid related concerns and policies.
- Four superintendents meet monthly to discuss related school district issues.
- Four districts collaborate to write grants for each community.
- Provided facilities for elementary districts for events such as town meetings, field days, and end-of-year events.
- Four districts collaborated to produce and send covid related updates and/or policy changes to families.
- Donated PPE to the tri-town public safety departments at the start of the pandemic.
- Superintendents collaborated on budget issues and presentations.

2021 - 2022 Accomplishments:

- Continued collaboration with elementary districts for shared Director of Wellness and Director of DEI
- KPMS collaborated with tri-town admin to plan and implement a Step-up Day for rising grade 7 students to visit KPMS for a tour, presentation, and questions.
- Collaboration with High School students and staff to organize a visit to KPMS. KPMS students worked with KPMS, talked about the culture of the high school and gave a presentation.
- Collaborated with district administration from Norfolk, Wrentham, and Plainville on developing and implementing the Bridge Program. This grant funded program is offered to rising grade 7 students entering KPMS during 3, 4 day summer sessions for the purpose of assisting students transition to middle school in the fall.
- Provided COVID 19 Vaccination Clinics for students and families in the four districts.

Goal 4: Provide and enhance the integration of technology resources available to staff and students.

Rationale: Technology continues to take on an increasingly important role in 21st-century education. Students need to both learn how to use technology and must-have tools to assist them in the learning process.

Outcome: Based on the input of students and staff, the district will follow a clearly articulated comprehensive technology plan where KPRSD staff and students are supported with appropriate infrastructure, hardware, web-based technology, and training to utilize efficiently.

Action Steps:	Date of Completion:	Budget Implications:
<p>1) Create, implement, and analyze a survey for staff and students to better define the current and future technology needs of the district.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> ● Survey was created, staff completed the survey, analysis of survey guiding writing of technology plan. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> ● Surveyed staff multiple times during the school year to determine ongoing and changing needs during the pandemic. ● Surveyed students, staff, and parents regarding access to technology for remote learning. ● Provided staff, students, and families with technology as needed based on survey results. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> ● In addition to completed surveys, the Instructional Technologist has continued to meet with individual teachers to evaluate and propose new tools and technologies. <p>2) Each department will conduct a needs assessment to assist in the creation of a district-wide vision for technology integration.</p>	2020	N/A
	November 2020	N/A

<p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Action step 2 requires a restart based on the technology changes made to the district during the pandemic. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • Technology Integration Specialist job description developed. • Technology Integration Specialist position filled. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • Based on the departmental needs several new district wide software to support digital learning were introduced. • Installation, and mounting of cleartouch in every classroom 		
<p>3) Each department will create a department-based vision for technology integration.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Action step 3 requires a restart based on the technology changes made to the district during the pandemic. <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • Action step 3 requires a restart based on the technology changes made to the district during the pandemic. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • Each department completed this step prior to the pandemic but time must be allotted to update based on the influx of technology which occurred during the pandemic 	<p>December 2020</p>	<p>N/A</p>
<p>4) Develop and implement a District Technology Plan to support the mission, goals, and objectives of the district.</p> <p>2019-2020 Accomplishments:</p> <ul style="list-style-type: none"> • Technology plan developed <p>2020-2021 Accomplishments:</p> <ul style="list-style-type: none"> • 2020 - 2022 Technology plan in process. • See Technology plan for specifics regarding progress made to date. 	<p>January 2021</p>	<p>N/A</p>

<p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • District technology plan developed and implemented 2020 this is a living document and is updated annually incorporating department's vision 	
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Goal 5: Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.

Rationale: Member towns support and sustain the district by providing the financial resources to enable the district to educate its students. A well-defined, clearly articulated, and fiscally responsible budget is necessary. To accomplish this, the district needs well-maintained, safe, and appropriate facilities which provide an environment where students can learn, and staff can teach effectively. Dedicated faculty, staff, and administrators are the district's most valuable assets, and we need to recruit, develop, and retain the best possible workforce to educate our students.

Outcome: Develop and sustain the effective and efficient use of resources, provide a safe and well-maintained learning environment, and employ highly-qualified employees.

<p>Action Steps:</p>	<p>Date of Completion:</p>	<p>Budget Implications:</p>
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<p>1) FINANCE: Develop a budget that supports the district's vision, mission, and goals while allocating and managing expenditures consistent with district and school-level goals and available resources.</p> <p>2019 - 2020 Accomplishments:</p> <ul style="list-style-type: none"> • FY 2021 budget was prepared by the Director of Finance to be responsive to student learning needs as well as the changing fiscal climates. • Budget required significant interactions with district and building administrators, facilities and cafeteria directors, human resources, payroll, and consistency in the alignment of the budgeting process with district and school-level goals. <p>2020 - 2021 Accomplishments:</p> <ul style="list-style-type: none"> • FY 2022 budget prepared by the Director of Finance is responsive to student learning needs and the changing fiscal climates, with per-pupil expenditures 12% below the state average and lowest among all regional districts which have only a middle and high school. • The budget process required significant interactions with district and building administrators, department heads and curriculum team leaders, and other critical stakeholders in alignment with district and school goals. • Awarded several COVID-related grants adding up to \$1.6 million, which aided in the purchase of the 1:1 Chromebook program, ClearTouch equipment, and other technology needed for remote learning. • Awarded CDC Drug-Free Communities Grant of \$625,000 over five years. • Excess & Deficiency (E+D) certified at its highest level in at least ten years. • Successfully negotiated successor transportation contracts within budget constraints. <p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • FY 2023 budget prepared by the Director of Finance is responsive to student learning needs as well as changing fiscal climates. • The budget process required significant interactions with district and building administrators, department heads and curriculum team leaders, and other critical stakeholders in alignment with district and school goals. • Implemented new grants including MyCAP, SEL, Teacher Diversity, and others • Received record-high \$375k from Medicaid in FY 2022 	<p>Annually</p>	<p>None - It literally <u>is</u> the budget</p>
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<ul style="list-style-type: none"> Received almost \$70k in COVID EPSL reimbursements 		<ol style="list-style-type: none"> Fall 2019 Ongoing, in phases Summer 2020 Winter 2019/20 Summer 2019 	<ol style="list-style-type: none"> Printing emergency guidebooks Purchase of cameras Purchase of control system Architect & engineer contracts No impact to general budget
<p>2) FACILITIES: Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.</p> <ol style="list-style-type: none"> Update emergency response guidelines Maintain and enhance video monitoring systems Maintain and enhance access control systems Update district's capital improvement plan Relocate central office personnel <p>2019 - 2020 Accomplishments:</p> <ul style="list-style-type: none"> Emergency guide books printed and installed in every occupied space in each building. Phase 3 cameras have been installed as part of our video monitoring system and are running at the HS. Not done due to budget constraints. A facilities condition assessment has been performed for a 20 year planning period and indicates high-value repairs and replacements in a prioritized order. All central office personnel have been relocated. Communications to staff during the pandemic from the Director of Facilities included needs surveys, written documentation, and video conferences which were recorded to ensure that all staff was fully informed. Instituted professional development for Custodial Staff during the Pandemic to include mandated safety training. <u>Documentation</u> of summer 2020 building upgrades and enhancements to create safer buildings. <p>2020 - 2021 Accomplishments:</p> <ul style="list-style-type: none"> Paging systems are being upgraded in both buildings to enhance security coverage for emergency announcements. Additional cameras have been installed in both buildings and the camera server system has been upgraded. Access control system has been upgraded to connect both buildings and additional access panels have been installed to move away from exterior building key usage. 			

<ul style="list-style-type: none"> • Some minor capital improvements have started, including boiler at middle school, hot water heater at high school, and roof repairs at high school. • Paving of the central office parking area to be completed in August 2021. • Links program moved into Norfolk location, as well as Director of Diversity, Equity & Inclusion and Healthy KP Coalition Coordinator. • Numerous facilities upgrades for COVID safety, including plexiglass shields, bathroom dividers, hand sanitizing stations, and HVAC system maintenance. • Began receiving approx. \$2,000 per month in net metering credits from solar projects. • Decrease of 65% in facilities overtime since FY 2017. • Created a transportation registration process to ensure safe transportation of students. 		
<p>2021 - 2022 Accomplishments:</p> <ul style="list-style-type: none"> • Flip-chart emergency guidebooks completed in Fall 2019 and ready for next round of review • Camera server system upgraded in FY 2022 to be on district-wide network; new cameras also added • New district-wide access control system implemented in Spring 2022; all employees issued new proximity (swipe cards) • Capital plan completed in Spring 2020, beginning to prioritize and act on top items (MS boilers, HS main office roof) • Successfully managed mitigation of air quality issues in HS guidance section • Began work to reimagine / repurpose HS library space • Started receiving net metering solar credits from a second project (for HS electricity) • Upgraded sound system in middle school auditorium • Completed installation of bottle filling stations at all water drinking fountains 		
<p>3) HUMAN RESOURCES: Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</p> <p>2019 - 2020 Accomplishments: The HR department consolidated many duties that had been decentralized to various areas of the district, creating more efficiency and effectiveness in the process, including but not limited to the following:</p>	<p>Initially, by summer 2020, and then ongoing</p>	<p>Advertising Professional development</p>

- Posting all positions internally and externally (such as SchoolSpring and Indeed)
- Screening resumes for Facilities and Food Services postings
- Scheduling new hire meetings with Superintendent and/or Director of Finance
- Onboarding and set up new employees in Infinite Campus and Frontline eSped
- Preparing all correspondence such as appointment letters, retirement, FMLA and FFCRA leaves, RIF, RIF Recalls, and stipends
- Tracking mandatory trainings
- Rolling out STD and LTD for IEC Employees
- Implementing new HSA Health Plans offering

2020- 2021 Accomplishments:

- Human Resources Manager position created and filled.
- Successfully negotiated successor agreements for Unit A Teachers and Food Services, each in only one negotiating session.
- Introduced Permanent Building-Based Substitutes with higher daily rate and benefit eligibility to create more consistency and reliability.
- Continued retirement incentive program to enhance budget savings.
- Conducted exit interviews with departing staff for the first time.
- Began the process of cross-training human resources and payroll staff.
- Managed almost 40 RIF's and subsequent recalls in Summer 2020.
- Managed over 45 requests for COVID accommodations/leaves.
- Continued the process of standardizing the terms and language of various individual employment contracts (IEC's).
- Cumulative 14% increase over 4 years to health insurance premiums (average 3.5% per year).
- Dental insurance renewed for two additional years at no increase to premium.
- Vision insurance renewed for two additional years with a 4.5% decrease to premium.
- Began to establish connections to local college career offices.

2021 - 2022 Accomplishments::

- Participated in year-long DESE program during FY 2022 about recruiting a diverse workforce
- Started advertising in Indeed and other non-traditional avenues

<ul style="list-style-type: none"> ● Successfully negotiated successor contracts for Unit C (secretaries) and Unit D (teacher assistants), as well as MOA for athletic coach stipends ● Began process to create new licensure tracking database ● Hired new Payroll Coordinator ● HR Manager was trained as backup for Payroll ● Updated individual employment contracts to create consistency among them all ● Added staff wellness information to the Human Resources webpage 		
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2022/2023 KPRSC
 School Committee Subcommittees
 Amended & Approved 7/14/22

Subcommittee	Norfolk	Plainville	Wrentham
Need to post meetings			
Policy	Eric Harmon	Greg Wehmeyer	Marc Waxman
Finance	Jim Lehan	Bruce Cates	Trevor Knott
Collective Bargaining	Eric Harmon	Greg Wehmeyer	Trevor Knott
Representatives to Sick Bank	Jennifer Wynn	Bruce Cates	Marc Waxman
Health and Wellness Trust	Jim Lehan	Chris Brenneis	Trevor Knott
School Committee Goals	Eric Harmon	Greg Wehmeyer	Erin Greaney
Do not need to post meetings			
Superintendent's Evaluation	Eric Harmon	Bruce Cates	Trevor Knott
Diversity, Equity and Inclusion Working Group	Jim Lehan	Greg Wehmeyer	Marc Waxman
KPRPS Wellness Special Liaison	Eric Harmon		
Legislative Liaison			
Norfolk Sheriff's Task Force on Substance Abuse			



Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize.

Imagine an environment where every student has a champion, a voice and the supports needed to overcome their challenges and achieve their aspirations.

King Philip Regional School Committee Goals 2021 – 2022

Approved - September 20, 2021

District Goal 1	Ensure rigorous and relevant 7-12 curricula that fosters active engagement and depth of understanding	Target Date	Status
School Committee Actions for Goal 1	<ol style="list-style-type: none"> 1. Review data on educational programs on an ongoing basis. Use the evaluated data to determine budgetary needs to support continuous growth and improvement. 2. Review data on special programs, grants, and initiatives. 3. Monitor progress on district and state assessments. 4. Continue to support (through budget and policy) staff, administrative, and community initiatives that demonstrate the district's willingness to be a state and national education innovator. 5. Continue to support (through budget and policy) high quality, diverse, and rigorous program offerings that provide ongoing challenges and opportunities to students throughout their learning careers. 		
School Committee Benchmarks for Goal 1	<ol style="list-style-type: none"> a. The School Committee will review budgetary recommendations for the fiscal year to support curriculum and instructional needs or/and changes. b. The School Committee will review reports on special programs, grants, and initiatives on an ongoing basis. c. The School Committee will review district and state assessment data on an annual basis. d. The School Committee will encourage presentations that highlight the benefits of programs and the achievements of students and staff on an ongoing basis. 	<ol style="list-style-type: none"> a. Winter 2022 b. On-going c. Fall 2021 d. On-going 	

District Goal 2	Develop a supportive learning community through a social emotional learning (SEL) initiative to encourage the healthy development of all students.		
School Committee Actions for Goal 2		Target Date	Status
<p data-bbox="402 1549 435 1990">School Committee Benchmarks for Goal 2</p>	<ol style="list-style-type: none"> <li data-bbox="402 739 435 1507">1. Review the administration's recommended action plan to implement a comprehensive social emotional framework. <li data-bbox="435 739 467 1507">2. Continue to foster a district-wide climate that encourages inclusion and promotes tolerance. 	<p data-bbox="402 436 435 646">Target Date</p>	<p data-bbox="402 205 435 352">Status</p>
	<ol style="list-style-type: none"> <li data-bbox="441 676 474 1507">a. The School Committee will review administration's recommended SEL action plan (with any budget implications), to implement a comprehensive social emotional framework. <li data-bbox="474 676 571 1507">b. The School Committee will create a subcommittee to look at issues of diversity, equity, and inclusion within the King Philip Regional School District. <li data-bbox="571 676 669 1507">c. The School Committee will support the DEI Subcommittee by reviewing progress updates and will act on their recommendations as appropriate. 	<ol style="list-style-type: none"> <li data-bbox="441 487 474 646">a. On-going <li data-bbox="522 487 555 646">b. Fall 2021 <li data-bbox="636 487 669 646">c. On-going 	<p data-bbox="441 205 474 352">Status</p>

District Goal 3	Grow and sustain a mutually supportive and trusting relationship with stakeholder groups for the benefit of the mission and vision of the KPRSD and sustain a positive connection with and among the community at large.		
School Committee Actions for Goal 3		Target Date	Status
School Committee Benchmarks for Goal 3	<ol style="list-style-type: none"> 1. Continue to work with the three elementary districts to maintain open communication and increase collaboration. 2. Foster a positive working partnership with families by improving methods of communication. 3. Develop and sustain a mutually supportive and trusting relationship with Wrentham, Norfolk, and Plainville communities. 4. Work Collaboratively with the Chair of the Committee and the Superintendent of Schools to speak with "One Voice" when communicating with the three communities. 	<ol style="list-style-type: none"> a. On-going b. Fall 2021 c. On-going d. On-going 	Status

District Goal 4	Provide and enhance the integration of technology resources available to staff and students.	
School Committee Actions for Goal 4	Target Date	Status
<p>1. Review the administration's needs assessment to assist in the creation of district wide vision for technology integration.</p> <p>2. Review the administration's recommended action plan to implement a District Technology Plan to support the mission, goals, and objectives of the district.</p>		
<p>School Committee Benchmarks for Goal 4</p> <p>a. The School Committee will review the administration's needs assessment to assist in the revision of the district wide vision for technology integration by November 2021.</p> <p>b. The School Committee will review the administration's recommended action plan to implement a revised District Technology Plan to support the mission, goals, and objectives of the district by January 2022.</p>	<p>Target Date</p> <p>a. Fall 2021</p> <p>b. Winter 2022</p>	Status

District Goal 5	Develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibility.	
School Committee Actions for Goal 5	Target Date	Status
<ol style="list-style-type: none"> 1. Present a FY 2022 budget that supports the district's vision, mission, and goals – including student achievement, safety, and staff development – while allocating and managing expenditures consistent with district and school-level goals and available resources. 2. Continue to invite member town administrators, finance committee members, and elementary district leadership to all budget discussions and share information on a regular basis; strive to ensure KP is invited to appropriate town budget discussions. 3. Continue to present budget information in a way that is easily digestible for constituents that are not familiar with the budget process. 4. Continue to improve the budgeting process from initial requests through seeking approval at town meetings, working with a transparent “no surprise” attitude. 5. Continue to drive operational efficiencies to maximize expenditures with direct impact on teaching and learning. 		
School Committee Benchmarks for Goal 5	Target Date	Status
<ol style="list-style-type: none"> a. Members should attend meetings to fully understand budget dynamics and programs they support, so to be able advocate for responsible budgets to the community. b. School Committee will do its due diligence in reviewing budget recommendations and approving and advocating for a responsible FY 2022 budget for the district. c. Invite selectmen and members of the finance committee from the three towns to appropriate KP School Committee and Finance Subcommittee meetings. d. Set calendar for public budget meetings and distribute to member town officials. e. Engage community and parent groups in the 2022 budget and encourage them to advocate for school budgets in the three towns. 	<ol style="list-style-type: none"> a. On-going b. Winter/Spring 2022 c. Winter 2022 d. Fall 2021 e. Winter/Spring 2022 	