

MINUTES – WAYLAND SCHOOL COMMITTEE

Special Session – June 5, 2014

A Special Session of the Wayland School Committee was held on Thursday, June 5, 2014, at 12:00 P.M. in the School Committee Room of the Wayland Town Building.

Present:

Barb Fletcher, Chair
Ellen Grieco, Vice Chair
Malcolm Astley
Donna Bouchard
Jeanne Downs

Also:

Paul Stein (arrived at 12:27 p.m.)
Superintendent of Schools

Brad Crozier
Assistant Superintendent

Marlene Dodyk
Director of Student Services

Barb Fletcher convened the Special Session at 12:10 p.m. and announced that the meeting is being recorded by WayCAM.

1. **Comments & Written Statements from the Public:**

There were no comments or written statements from the public.

2. **Conduct Brainstorming Session for FY15 District Goals and Possibly Beyond:**

Barb provided an overview of the goal setting process that has taken place in the past, the changes the Committee has expressed making in the process going forward and the framework for conducting today's workshop, which included a broad discussion about the process for setting district goals, a brainstorming session of specific goals and a summary from Paul about the work the Administrative Council has done to date related to setting district goals.

Each member of the Committee expressed his/her views about the goal setting process from a broad perspective.

- Malcolm wants the Committee to keep in mind the roles the School Committee and the administrators play in setting goals. He also commented on the issue of the system being "at capacity", made a reference to the Finnish model for public education, expressed his concerns about concussions, and wanted the Committee to consider the highest levels of thinking (e.g. creativity).
- Ellen expressed her belief that 65-70% of the district goals should be directly related to education. More time should be spent on education, as too much time has been spent on support areas.
- Jeanne echoed Ellen's comments and expressed her concern about the level of stress students experience.
- Donna referenced specific policies (AB & AE) to corresponding documentation that will help provide clarity as to the role and responsibility the School Committee takes in setting goals.
- Barb expressed her belief that the goals should be tied to teaching and learning and that the Committee should use the Superintendent, the educational leader, and the Administrative Council, the educational experts, as resources for setting goals.

Paul then provided a summary of the discussion he had with the administrators.

- The administrators felt that the HEART goals are known by the faculty and provide focus and, therefore, should not be discarded. Staff members feel overwhelmed by the various mandates put in place

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recently and the new ones expected next year (e.g. student feedback in educator evaluations, DDMs and RETELL).

- The Administrative Council also conducted a brainstorming session around the goals. They found that their brainstorming ideas for the most part fell into the HEART goals in the following ways:
 - Health – include levels of stress
 - Evaluation – include DDMs, student assessment of teachers, 100% evaluation from 50%
 - Achievement Gap – include ELL, Grit, TEC (study groups for homework at the elementary level)
 - RTI – include heightened personalized learning
 - Technology & STEAM – include art (creativity skill)
- Two ideas did not fit neatly into these goals so they put them under the general category of “Deeper Learning” for both students and staff.
 - For students that means taking them to a deeper place through “project based, authentic, hands on, community based, career development, service learning.”
 - For staff that means supporting professional growth by providing more professional development opportunities for diverse staff (e.g. instructional rounds).
 - The administrators feel that more work needs to be done in defining these terms and pulling them away from jargon and integrating aspects of these ideas into the goals.
- The administrators also considered the curriculum review process as a model for establishing goals for the district.
- The next step for the administrators is to come back to the next meeting with a three-year plan on the prioritization of the HEART goals that is building based. Each priority goal should reflect a commitment to use faculty meeting time, devotion of professional development resources, multiple strategic initiatives included in the school improvement plans for each priority goal, teachers having individual goals related to each priority goal and a focus of the ACE report.

The Committee then each took a turn describing their individual goal preferences, which included the following:

- Ellen – evaluation of foreign language in the elementary schools (K-6)
- Jeanne – strategies for students to deal with stress
- Donna – a more formal curriculum review process that includes the formation of a committee and parent input
- Barb – more heightened personalized instruction
- Malcolm – more emphasis on social and emotional learning and reflection, including understanding themselves and effective relationships
- Ellen – evaluation of the writing curriculum K-12
- Jeanne – evaluation of the Full Day Kindergarten program (e.g. offer it to everyone, not offer it all or offer a limited program)
- Donna – raise the bar for those students in the middle
- Ellen – understand percentage of resources committed to the students in the middle
- Barb – understand time devoted to assessments vs. teaching and learning
- Malcolm – conversations in larger context about revenue source limitations and about testing and the evaluation of testing
- Ellen – understand what the teachers think about testing (e.g. the value and benefits of testing)
- Jeanne – provide more time to teachers for creativity
- Donna – restructure resources to address mandates so there is more time/resources to devote to other district priorities
- Barb – understand time and resources devoted to professional development for teachers and staff
- Malcolm – understand School Committee’s view on concussions
- Ellen – evaluation of theatre arts and movie production at the elementary schools
- Donna – evaluation of how technology is used and the amount of technology used throughout the school day
- Barb – support for Early Childhood Education (Pre-K)

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- Malcolm – careful review of gender roles and cultural constraints

The Committee was then allocated a certain number of points to award to the goals suggested by the individual Committee members. The results were as follows:

- Foreign Language – 16
- Stress – 5
- Curriculum Review – 9
- Personalized Instruction – 14
- Social & Emotional – 12
- Writing – 18
- Full Day Kindergarten – 12
- Students in the Middle – 20.5
- Assessments – 0
- Larger Context Discussions – 5
- Teacher Input on Assessments – 7
- Creativity – 2
- Allocation of Resources – 0
- Professional Development – 2
- Concussion – 5
- Theatre and Movie Production – 0
- Technology in the Curriculum – 14
- Early Childhood Learning – 4.5

The Committee agreed that Paul would take this information back to the Administrative Council. He would then come back to the Committee with suggestions as to how the process should evolve for addressing these suggested goal areas.

Barb reviewed the possible meeting dates for the summer and will send out meeting dates to the Committee to confirm the summer schedule.

3. **Adjournment:**

Upon a motion duly made by Donna Bouchard, seconded by Ellen Grieco, the School Committee voted unanimously (5-0) to adjourn the Regular Session at 2:05 p.m.

Respectfully submitted,

Barb Fletcher, Chair
Wayland School Committee