

AGENDA
Maynard School Committee
Thursday, July 22, 2021, 6:00 pm
Remote Meeting

Posted at Town Hall
7/19/21 at 10:18 pm

(The School Committee may vote on all items listed on this agenda)

Pursuant to Gov. Baker's Executive Order dated March 12, 2020, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the School Committee has modified meeting procedures to ensure the safety of all participants. The public will not be allowed to physically access this School Committee meeting; video and audio will be turned off for the public. This meeting will be held via a virtual meeting (internet) using Zoom Technology.

All members of the public are invited to join the meeting virtually either by computer (internet) or phone at:

Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: SC2020
Choose to use Computer Audio, or join by phone at the number below:
Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 768250
View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>
Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/2XiCS4b>

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

- I Meeting Called to Order via Roll Call by Superintendent
- II. Annual Reorganization of School Committee (15 mins; D/VR)
 - A. Officer elections
 - B. Subcommittee & liaison appointments
- III. Superintendent's Annual Performance Review (20 mins; D/VR)
- IV. Approval of Minutes:
- V. Acceptance of Warrants:
- VI. Urgent Business
- VII. Citizens' Comments (15 mins; IO)
- VIII. Superintendent's Report (15 mins; IO)
- IX. Other Business
 - A. AVLL Softball/Keenan Field presentation - Jay Raschi (15 mins; I/D)
 - B. MTSS update (ESSER-funded positions) - Jen Gaudet (15 mins; I/D)
- X. Members' Comments (15 mins; IO)
 - A. Mary Brannelly
 - B. Natasha Rivera
 - C. Elizabeth Albota
 - D. Hilary Griffiths
 - E. Lydia Clancy
- XI. Adjournment

***IO [Info Only], P [Presentation], D [Discussion], or VR [Vote Required]**

Chairperson: Lydia Clancy
Posted by: Colleen Andrade
Date: 7/19/21

Maynard School Committee Virtual Meeting Public Comment Guidelines

Here are the general rules for the Committee's public comment period:

1. Any citizen wishing to make a comment during a virtual meeting may do so by:
 - a. Emailing comments in advance and up until the Citizens' Comments agenda item to **comments4SCmeeting@maynard.k12.ma.us**. **You must state in the subject line "Public Comment" and include your first and last name and home address to ensure your comment can be read.**
 - b. Please be sure to read the guidelines below in #3.
2. Any citizen wishing to comment for a virtual public meeting shall follow these guidelines:
 - a. All public comments are limited to 3 minutes, to ensure that everyone who wishes to comment has the opportunity to be heard.
 - i. Comments read by the Chair will only be read for 3 minutes. If the submitted comments are longer, they will be cut off at the 3-minute mark.
 - ii. To ensure that all the comments are read in their entirety, it is suggested that you keep them to approximately 350 words. Submitted messages longer than 350 words will be submitted for public record regardless.
 - b. No citizen may comment more than once without permission of the Chair. As time allows, the Chair could consider allowing citizens to comment a second time, especially if it is related to a topic that has not yet been brought up.
 - i. Note that citizens can submit any additional comment(s) for the public record, by providing a copy to the Chair via email up until the end of the meeting, specifically stating their desire to have these additional comments included.
3. Please be aware that the Citizens' Comments agenda item is a devoted time for the school committee to hear from the citizenry. As such, its structure primarily supports unidirectional public recording of citizen's comments, rather than a bidirectional conversation.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Brian Haas		<input type="text"/>
Evaluator: Lydia Clancy		<input type="text" value="7/17/21"/>
Name	Signature	Date

This evaluation is a compilation of all evaluations completed by the individual members of the Maynard School Committee and is reflective of that body, not the evaluator.

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture			X	

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

* Last Fall, when the School Committee initially met with Brian to discuss his goals for the year, we agreed that our expectations of his first year as Superintendent would be tempered by the unprecedented circumstances the District found itself navigating amidst a global pandemic. It was decided that 2020-21 would be the “foundation year” which would provide the basis for future, more specific goals and rigid evaluations. This is not to say that Brian was given a pass, or that progress on his goals wasn’t required. As you can see, the School Committee was not lenient in evaluating his performance on “Student Learning” and “District Improvement 2” goals.

“Overall, I have been very pleased with Brian’s first year as Superintendent of Maynard Schools. He was able to come into a new school system, hire and coach a number of new administrators, all while maneuvering the challenges of the pandemic and its effects on the Maynard Public School community. He has a very supportive, collaborative and calm demeanor. I think the teachers, guidance counselors, nurses, custodians and principals appreciated that, especially this year.”

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	IV - B & C	Support Effective Practices Focusing on Diversity, Equity, and Inclusion, and Anti-Racism			X		
Professional Practice Goal	I - C & D	Successful Participation and Completion of the New Superintendent Induction Program				X	
District Improvement Goal 1	III - A & D	Effective Entry and Action Plan				X	
District Improvement Goal 2	II - A & B	Collaboratively Build a Strong Administrative Team			X		
District Improvement Goal 3							
District Improvement Goal 4							

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)				
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)				
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)				

The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.

OVERALL Rating for Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

“Brian was able to take the information that he learned as part of his Superintendent Induction Program and incorporate it into this very challenging school year, including different learning models (remote, hybrid, regular classroom), metrics to assess whether/when to move from one model to another and revising structural learning time at each level. Additionally, all administrators engaged in classroom visits throughout the district to learn from one another to help enhance vertical learning.”

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)				
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)				
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)				
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			X	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): "It is clear that Brian's leadership team is very grateful for his leadership of the team. Brian excels at modeling true collaboration and teamwork; through his leadership, he engaged tools to draw out the complementary strengths of team members and, in turn, create a cohesive, empowered, and well-functioning group. His leadership style embodies the growth mindset and he is able to develop and execute effective principles and operating systems to further cultivate an environment that addresses the wide-ranging needs of the school community. A return to normal operations next year will allow Brian to make further strides in this area to grow employees, to build high-quality and effective practice throughout the District." "I have been consistently impressed by Brian's ability to unite people by fostering collaboration and modeling open and supportive communication. Brian has the unique strength of not taking negative feedback and criticism as personal attacks and, therefore, is able to listen openly, have difficult conversations, and make greater strides toward reaching the District's goals."				

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			X	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <p>“Brian met with a large number of stakeholders and attended many meetings prior to starting. This allowed him to hit the ground running, and engage with the community effectively from Day 1, as he had to navigate the pandemic while developing his entry plan. His level of and willingness to engage with the community has served him well in creating the initial entry plan effectively (to be finalized in ensuing months). He proactively creates opportunities for himself and the leadership team to engage with and welcome families' contributions, further informing his plan. Upon starting, he quickly implemented and modeled responsive communication around family concerns. Over time, he will further get to know and anticipate key community priorities to be more effective in his work (e.g., community concerns with the solar array project). As normal school operations resume, this will provide him the opportunity to consider a robust entry plan to engage families effectively per III-A.”</p> <p>“The emphasis on clear communication with families, while also ensuring that communications are accessible to all that may not speak English as their first language, is exactly what our community needed to bring them through this difficult year. He leads by example in how he expects other district leaders to follow. The weekly S'mores have been a great success, and are an excellent example as to how properly leveraged and the effective use of technology can benefit our school community with critical information sharing.”</p>				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)				
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)			X	
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)				
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)				
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			X	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): "The emphasis and important work surrounding improved cultural proficiency has many layers, of which Brian has made great strides towards improving through professional development. It is important that all District leaders are aligned with these efforts to support families and students. Brian's communication skills (intrapersonal, written, and verbal) set the tone for what he expects of all staff. He leads by example and continuously keeps decisions and discussions centered on student achievement outcomes."				

7/22/2021 Summative Evaluation Report: Superintendent Haas

Overall Summative Evaluation - Evaluator Comments continued from page 3

“The only District Goal that is a little behind is the Entry and Action Plan (Goal 1), but I still gave him a Proficient because of the challenges that definitely accounted for a good amount of his time. I look forward to seeing the Entry Findings and hearing the recommendations.”

“In spite of this past year, I feel that some progress has been made to improve education for our students. A number of social emotional protocols have been put in place to help students and staff. New technology skills were also introduced to staff; some will continue to be beneficial to them as they move into next year. I look forward to working with Brian during a “regular” school year!”

“This has been Brian's first year in the District, and his time has arguably spanned the most remarkable period of education in modern history with the ongoing pandemic. Also, there have been multiple new members to the leadership team this year. Overall, Brian has made significant progress on his goals, and, under his leadership, there has been good progress on District goals as well. I have been particularly struck with his ability overall to communicate effectively, truly listen without a set agenda and be responsive and flexible, interact with everyone on a human level, be willing to and open to learn, cultivate skills and talents for a cohesive team, and

act as a consummate professional under intensely stressful times. These skills have served him well in making progress towards his goals while also leading the District through the pandemic's ever-shifting circumstances, leveraging the parsimonious opportunities of forced innovations to in turn further our goals.”

“Without question, Maynard Public Schools weathered our pandemic circumstances with resilience under Brian's leadership. He has continuously engaged stakeholders with a presence that exudes sincerity and trust in his messaging. Brian's ability to receive feedback, process what he receives, and then subsequently responds after reflection and with thoughtfulness, has been a refreshing approach from our District leader.”

“Brian has quickly learned to navigate the many intricacies of Maynard's culture as a new Dept leader in our Town. He has formed positive relationships with fellow Dept Heads and Town Officials, and represents the District with professionalism and sincerity. Brian does not shy away from a challenge, and there have been many this year. His steadfast approach and mentorship of employees that are receptive to his mentorship, continues to elevate the bar of Maynard Education Leaders.”

“The expectation set by Brian in establishing regular and sustained communications from the leaders of each building has been reassuring for parents and caretakers, especially in a year when the need for effective communication has been critical for the many pivots in education we’ve experienced.”

“Brian’s work to create his thoughtful Entry Plan for the District regarding engagement on all fronts. He is an inspiring leader to his team and has laid a solid foundation of District improvement. I hope the School Committee will have the opportunity to delve into these findings over the summer, in more detail, which may lend for future SMART goals. Since continued professional developments as a new superintendent extends for 3 years through the New Superintendent Induction Program, I am excited to be able to witness how Maynard will further flourish from Brian’s continued growth as he gains proficiency.”

“As Brian continues to grow as a superintendent, I look forward to seeing improved information sharing with the School Committee, such as through subcommittees, to keep the Committee abreast of ongoing district happenings that may have heightened community sensitivities. The communication triggers as to when to engage the Committee, specific to budgetary and finance matters, should extend beyond “only what is required”. There have been recent incremental improvements, though the need for improved transparency is a mindset change that requires more work by all leaders, for which Brian is also accountable. I would also like to see growth in assessing community perception, understanding, and impact on budgetary decisions, which may come with time as Brian continues to “learn” Maynard.”

“The lack of transparency and shared vision in regards to the literacy review highlight the need to be more aligned with district goals. More accountability and collaboration seems to be required from leadership in order to become more efficient in the instructional leadership category.”

“Given that Brian began his career as Superintendent in a district unknown to him, with many newly hired administrators, in a town that struggles financially and is fraught with community tension, while having to manage and adapt the nearly constant changes in protocols for, expectations of, and demands of ensuring educational and nutritional provisions for Maynard’s K-12 students, I’d say Brian did a phenomenal job. I don’t believe we could have had a better leader than Brian, even a seasoned superintendent, because the skills necessary for success during this challenging year can not be taught. Brian’s ability to remain calm, rational, and personable in times of stress and uncertainty is what guided us through the unprecedented situations we faced this year.”

Performance Goals - Expanded Descriptions from page 4

Support Effective Practices Focusing on Diversity, Equity, and Inclusion, and Anti-Racism - As the Maynard School Committee has signed the Anti-Racist Resolution supported by the MASC, it is incumbent upon the leadership of the schools to work collaboratively to uphold the resolution and increase our staff and students' awareness and understanding of diversity, equity, inclusion, and what it means to be anti-racist.

Successful Participation and Completion of the New Superintendent Induction Program - Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least a rating of "Proficient" on each major assignment.

Effective Entry and Action Plan - By early spring 2021, there will be agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Collaboratively Build a Strong Administrative Team - Beginning in the summer of 2020, we will work together as the District Leadership Team (DLT), district and school-based administrators, to present as one group focusing on the district from a K-12 perspective.

Standard I - Evaluator Comments continued from page 5

"I'm not sure if formal evaluations were done this year based on the very challenging year."

"In a small district it can be extremely challenging to personalize and accommodate diverse learning styles, needs, interests, and levels of readiness. It takes collaboration, commitment, compassion, and competency. I look forward to the Superintendent being able to dig deeper into these challenges and figuring out more out of the box ideas to use our district's unique differences to our advantage."

"I look forward to a continued commitment to diving deep into all available data and assessments, both positive and negative. Making informed decisions based on available findings is critical to remain proactive vs. reactive. It was disappointing that a data equity walk could not be conducted, even with suggestions on how to make it successful and potentially well attended."

"Brian seems to be benefiting greatly from the MASS mentorship program. I know that he has found a core group of local superintendents with whom he consults on a regular basis. I would encourage him to seek input from his mentor more often, especially in matters that require

answers derived from experience outside of the Maynard bubble. Change is good and necessary - past precedents need to be reviewed and questioned from time to time.”

“I do have concerns about whether annual evaluations took place this year. I know this was an unprecedented academic year, but I believe employee performance assessments need to take place each year regardless of circumstances.”

“Brian has made significant strides as a new superintendent to better position Maynard Public Schools to ensure that educational practices that measure student learning and growth are varied and are adjusted to meet all students’ needs. I am hopeful that with continued additional growth as a superintendent, Brian will soon achieve proficiency that requires a demonstration of clear monitoring and accountability of all district leaders and all instructional staff through observations and feedback, to ensure practices are always aligned to meet our students’ needs required of assessments.”

Standard II - Evaluator Comments continued from page 6

“In addition to the incredible amount of work related to the pandemic, Brian has been involved in hiring a Green Meadow Elementary School Principal, Director of Building Operations, Business Manager, Director of Student Services and 2 Assistant Principals. He has worked extensively with most of them (the assistant principals are new hires) through this very challenging year to help them succeed in their roles. He was also very much involved in the many policies that were assessed and updated throughout the year. Additionally, Brian was involved throughout last summer in putting in place the safety protocols to create a safe environment for students returning to school.”

“Some initial work was done related to Universal Design & Blended Learning with the administrative team this year. According to Brian, the team agrees that we should move in that direction. I look forward to learning how this will begin to be incorporated into the 21-22 school year.”

“Brian’s strong commitment to the health and wellbeing of students and staff was never more apparent than during his leadership guiding us through the COVID-19 pandemic crisis. He worked tirelessly to liaison with local and state health officials, state education officials, and provided clear communications to the community at each step along the way. As a result of those extensive efforts, coupled with robust District protocols, Maynard experienced no in-school COVID transmission clusters to trigger school closures. Additionally, Brian’s extensive care for the social emotional wellbeing of all students and staff during the pandemic has been at the forefront of each decision he’s needed to make and discussed with the committee, and continues to be a primary tenant as students reintegrate back to school onsite, fulltime.”

“Brian’s leadership and management of the district is fair and compassionate when making important decisions with his team. Hiring policies, procedures, and job descriptions are being re-evaluated to ensure exceptional, high quality, and devoted staff that allows for a diverse faculty and leadership. I would like to see all recruiting and hiring practices extend beyond what has been customary used (i.e., School Spring) to cast broader nets of applicant pools.”

Standard III - Evaluator Comments continued from page 7

“After having to abandon his initial entry plan because of COVID, Brian carefully and thoughtfully executed a complicated, multi-phased program of instruction for students of all ages, grades, and abilities. This was no small feat given the logistical complexity of pivoting to a fully remote mode of instruction with little to no direction from DESE and ever-changing demands on school districts across the Commonwealth. He kept all stakeholders engaged and informed to the best of his ability. It wasn’t perfect. It wasn’t pretty. And he did the best job possible under the circumstances, and he did it with a positive “can do” attitude that encouraged others to do the same.”

“Several new methods of communication were explored this past year and I hope we expand on them in the coming year. Weekly S’mores bulletins from each of the building principles, virtual parent information forums via Zoom, and presentations from teachers, counselors, and nurses were exceedingly helpful this year and facilitated a new level of access to information for both the community and the School Committee.”

“As part of Brian’s Entry Plan to determine critical needs and the goals to address them as well as assessing progress, he has met with School Committee members, Board of Selectmen, Finance Committee members, Town Manager, Police Chief, Fire Chief, SEPAC, other members of the administrative team as well as other groups in town. He has also met with families. There have also been surveys sent to families but more based around the pandemic this year. I look forward to learning more about Brian’s observations vis-a-vie instructional strengths and areas that need attention as well as his goals and action steps related to the same as part of the 2021-2022 school year.”

“Brian’s consistent communication to the Maynard Public School community was definitely one of his strengths. He regularly kept families and staff up to date on changes coming from the State level as well as information related more specifically to our community. This included ongoing information on the academic side, social and emotional information, free breakfasts and lunches available to students, etc. He has also shared celebrations on the part of students at the various grade levels as well as his video clips with visits to the schools. Additionally, when families email him with concerns, he is very quick to respond to them and is also very good with following up to address their concerns.”

Standard IV - Evaluator Comments continued from page 8

“For this goal, Brian has made both proximal progress (e.g., ensuring inclusion and access for all learners during the pandemic), as well as significant progress towards longer-term culture proficiency through professional development, clarity in hiring policies, and initial steps to enact the SC's anti-racism resolution. He is harnessing the opportunity of pandemic innovations to cultivate new standard practices for diverse learners, etc. within the classroom. I anticipate further progress in the year ahead. Thanks to Brian's excellent communication skills, he utilizes multiple modes to meet varied families' needs for uptake of information. He demonstrated leadership in his community messages around tragic events such as George Floyd's killing, and respectfully navigated diverse viewpoints of varied community members. As we return to normal school operations, the year ahead will afford him the opportunity for further progress on this goal.”

“Especially given the fact that this was his first year as Superintendent and the extra strain related to the effects of the pandemic on our education system, Brian found the time to meet with MARA monthly to include them in discussions related to different decisions being made. He also incorporated professional development for the staff related to cultural proficiency. The high school staff and students have participated in various antiracism activities. I look forward to hearing how the middle school and elementary school include more discussion in their activities.”

“In general, Brian's communication through this year has been consistent, informative and timely. He has also been in a position to send out sensitive communication to the Maynard Public Schools community centered around diversity, equity, inclusion and antiracism. In each case, he was very thoughtful and provided empathy.”

“Although great strides to support diversity, equity, and inclusion were made this year, there is still a lot of work to be done - continue DEI trainings and conversations, review instructional materials and District policies through the DEI lens, increase opportunities to engage the families of ELL, At Risk, and minority students, and collaborate further with MARA in exploring ideologies that need to be challenged and/or changed.”

“The improvement in communication between the Central Office and staff/School Committee/Town, between the three schools, and between the District and PreK-12 parents and students was impressive and has raised the bar for what we can expect going forward.”

Letter from the Commissioner

Dear Massachusetts Educators,

The 2020-2021 school year has been like no other in my career as an educator. I want to extend my thanks to all of you for your hard work on behalf of the students in our Commonwealth, day after day, amid unprecedented challenges.

Despite the herculean efforts of educators and families, we must acknowledge that many of our students are facing unfinished learning heading into the summer and the next school year. While it is not a new challenge for educators to serve students with varied academic needs, the pandemic has made this challenge significantly more pronounced and widespread. To effectively meet the needs of our students – particularly those most impacted by the pandemic – we need to focus on making sure all of our kids receive the culturally responsive support they need to be successful in their grade level. At the same time, we need to support students and teachers as they socially and emotionally navigate the trauma they've experienced during the ongoing public health and economic crises.

While the pandemic has presented many challenges and disruptions to teaching and learning, we must also acknowledge the many ways our students grew throughout this past year. Many demonstrated the ability to adapt to constantly evolving circumstances, explore new ways of learning and collaborating, engage in civic processes, and advocate for what they need, among many other skills. The same can be said about the work of our dedicated and talented educators in the Commonwealth. This should be recognized as an important set of assets and expertise to leverage in the coming years. When students and staff begin the 2021-2022 school year, we should welcome one another with genuine curiosity about what each has learned in the last year and what everyone needs to be successful moving forward. This document builds on the practices demonstrated by educators across the Commonwealth this year and provides specific actions you can take during the 2021-2022 school year to address the diversity of learning needs in your classroom.

The strategies in this document are based on a philosophy of learning acceleration, which strategically prepares students for success in the present — *this week, on this content*. Past concepts and skills are taught, but always in the context of grade-level learning. Learning acceleration doesn't mean racing through the curriculum, but instead ensuring that students can spend as much time as possible engaging meaningfully with grade-appropriate work. If a student hasn't mastered the earlier skills that are required to complete a grade-appropriate assignment, the student receives "just-in-time support" — giving the student just the right amount of help to move forward, right when they need that help, through scaffolds and coordinated interventions. When this approach includes strong relationship-building efforts, social emotional support, and authentic partnerships with families, we know that we are setting our students up for success.

We have partnered with [TNTP](#), a national education nonprofit that has been supporting districts for more than two decades, to develop a roadmap for acceleration for the state. The **Acceleration Roadmap** sets the priorities needed to accelerate learning in our schools and classrooms. As part of the design process, we heard from educators, students, and community members from across the Commonwealth. We appreciate the time that everyone took to share their experiences and insights with us. Their perspectives helped shape this roadmap.

We know districts, schools, and educators are in different places in their planning and recovery efforts, and many of you may already incorporate many of the action steps outlined here. This guide is organized in a manner that allows you to chart your own course, starting at the beginning, identifying steps you already have in place, and then identifying priority additional steps as soon as your team is ready. The Department is committed to supporting you and will be in touch with webinar and professional learning opportunities over the next few months for you and your school and district administrators to support implementation of strategies in this guide. I look forward to our continued work together on behalf of the Commonwealth's children.

Sincerely,

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

Please consider providing feedback on this roadmap through [this survey](#). Your feedback will inform the content and structure of professional development aligned to this roadmap as well as future DESE guidance.

Introduction

The Acceleration Roadmap is a tool for teachers and school/building administrators in Massachusetts. It is designed to provide a focused and phased approach to supporting students as they begin the 2021-2022 school year, a year that will lay the foundation for accelerated learning over the next several years. The roadmap is organized around three overarching priorities, which are grounded in research and were developed through extensive stakeholder feedback. These priorities are to:

1. **Foster a sense of belonging and partnership among students and families,**^{1 2 3}
2. **Continuously monitor students' understanding, and**^{4 5}
3. **Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.**^{6 7 8}

Within each priority, our approaches are designed to create equitable experiences and outcomes for all of your students in a manner that is affirming of their race, identity, home language, and unique abilities.

Background

The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. A months-long disruption of school has exacerbated longstanding inequities and opportunity gaps, at a moment when the nation has been grappling with issues concerning systemic racism.

Despite the efforts of teachers, administrators and families, over this past year, many students missed out on critical instructional time, particularly our traditionally underserved students. Simultaneously, students participated in remote and hybrid settings, gaining skills, perspective, and knowledge about their unique ways of learning, and we should approach the fall with the intention of leveraging their expertise to design instruction that meets their needs. The same can be said for the resilience and expertise of our classroom educators.

As we plan to support the diversity of student needs this fall, with a focus on educational equity, a body of research supports the strategy of [learning acceleration](#).

Learning Acceleration	All students receive consistent access to grade-level work with targeted scaffolds to make it accessible. ⁹
Traditional Remediation:	Students mainly receive work better suited for earlier grades, based on the misconception that they must master all past concepts before accessing grade-level work. ¹⁰

A common approach to addressing unfinished learning is **remediation**, which is often based on the misconception that for students to learn new information, they must first go back and master everything they missed. In TNTP's report, "[The Opportunity Myth](#)," they found the remediation approach of starting the school year with months of prior year content, when used exclusively, practically guarantees that students will actually lose more academic ground. Further, these approaches serve to reinforce misguided beliefs that some students cannot do grade-level work. The students stuck in this vicious cycle are disproportionately students of color, English learners, students with disabilities, and those from low-income families.

Schools and classrooms that have been able to break this cycle (as highlighted in "The Opportunity Myth") have embraced a **learning acceleration** approach, which asserts that every student is capable of accessing grade-appropriate work with the right supports, and that regular access to grade-appropriate work is critical to their academic development.¹¹ Accelerating learning does not mean rushing through curriculum or teaching only certain portions of academic standards. In addition to providing grade-appropriate work, it requires collecting ongoing data on what students know and are able to do, incorporating the scaffolding strategies students need in the context of a school-wide multi-tiered system of support, and simultaneously developing a culture of belonging and inclusivity.

¹ Retrieved from <http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf>

² Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). [What is student engagement?](#) In *Handbook of research on student engagement*. Springer Science & Business Media.

³ Aronson, B., & Laughter, J. (2016). [The theory and practice of culturally relevant education: A synthesis of research across content areas](#). *Review of Educational Research*, 86 (1), 163-206.

⁴ Harbour, K. E., Evanovich, L. L., Sweigart, C. A., & Hughes, L. E. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure: Alternative Education for Children and Youth*, 59(1), 5-13.

⁵ Rosenshine, B. (2012). [Principles of Instruction: Research-Based Strategies That All Teachers Should Know](#). *American educator*, 36(1), 12.

⁶ TNTP. (2018). *The Opportunity Myth*. Brooklyn, NY: TNTP Retrieved from <https://opportunitymyth.tntp.org/>.

⁷ Matsumura, L. C., Garnier, H., Pascal, J., & Valdés, R. (2002). [Measuring instructional quality in accountability systems: Classroom assignments and student achievement](#). *Educational Assessment*, 8(3), 207-229.

⁸ Joyce, J., Harrison, J. R., & Gitomer, D. H. (2018). Modifications and accommodations: a preliminary investigation into changes in classroom artifact quality. *International Journal of Inclusive Education*, 1-21.

⁹ Retrieved 3 June 2020 from: <http://www.ascd.org/publications/books/114026/chapters/Acceleration@ Jump-Starting Students Who Are Behind.aspx>

¹⁰ Retrieved 3 June 2020 from: <http://www.ascd.org/publications/books/114026/chapters/Acceleration@ Jump-Starting Students Who Are Behind.aspx>

¹¹ <https://opportunitymyth.tntp.org/different-resources-different-results>

Overview of the Roadmap

This roadmap is designed to help educators and administrators plan to accelerate learning for all students during the 2021-2022 school year. It divides the year into four phases:

Phase 1: Diagnostic and Planning	Phase 2: Launch	Phase 3: Progress Monitoring	Phase 4: Reflection and Planning
Before the 1 st day of school 2021	September - October 2021	November 2021 - April 2022	May - June 2022

Within each phase, we offer guidance aligned to the three key priorities:

Priority 1: Foster a sense of belonging and partnership among students and families¹²

This past year has shown us how powerful it is when we leverage entire communities to ensure that every child has the support they need. As school systems plan for the next school year, it's essential to engage students, families, and a wide range of community organizations as full partners. Students' sense of belonging is a critical — and often undervalued — condition for academic success. Students who feel a sense of belonging “feel socially connected, supported, and respected”.¹³ They trust their teachers and their peers, and they “feel a sense of fit at school.”¹⁴ In order to engage with students and their families as authentic partners, we must approach engagement with a focus on equity. This means a) establishing meaningful engagement activities and systems that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education and b) acknowledging and navigating cultural differences through communication, humility, and sensitivity.¹⁵

Priority 2: Continuously monitor students' understanding.

To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. Accelerated learning requires that students consistently receive grade-level materials and tasks, along with targeted scaffolds that make the work accessible.¹⁶ In order to do this, educators need to have a strategic approach to collecting and using diagnostic data this year, so that they're identifying the highest priority prerequisite knowledge and skills “just in time” throughout the school year. As the Achievement Network states in [3 Principles for Assessments During Instructional Recovery and Beyond](#), “Data should never serve as a gatekeeper to grade-level content” but should instead inform educators of *how* to support students in accessing the content.

Priority 3: Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

Students need consistent access to grade-appropriate assignments that will help them master grade-level standards. This is especially important for students who are performing below grade level, who research has shown are the least likely to receive grade-appropriate assignments. In addition to providing grade-appropriate assignments, it's important that teachers use strong instructional practices, including addressing the unique needs of English learners and providing individualized, modified content and appropriate accommodations for students with disabilities.¹⁷

¹² Language and resources in Priority 1 draw on resources created by the Council of Chief State School Officers (CCSSO) <https://ccsso.org/coronavirus>

¹³ <http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf>

¹⁴ <http://studentexperiencenetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf>

¹⁵ https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

¹⁶ Retrieved 3 June 2020 from: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

¹⁷ TNTP. (2018). The Opportunity Myth. Brooklyn, NY: TNTP Retrieved from <https://opportunitymyth.tntp.org/>.

May 25, 2021

Superintendent Haas, Athletic Director Beaulieu, and Maynard School Committee Board:

Friends of Maynard Softball is a non-profit organization founded with the purpose of empowering young female softball players by way of financial support in order to participate in competitive softball while representing our community in a positive light. Some of our needs include but are not limited to: field upgrades, complex beautification, uniforms, equipment, team building events, camps/clinics and the ability to provide financial assistance to our players as needed.

Our first project is to upgrade the Keenan Softball field (Figure 1). Keenan is the ONLY regulation size softball field in Maynard and it sits on Maynard Public School property. Currently the boy's baseball program has 3 fields available for safe usage in Maynard: Crowe Park, DJs Field and the High School Field (Figure 2). Keenan field is used by the Fowler Middle School and Maynard High School softball teams (JV and Varsity) as well as multiple Assabet Valley Little League Softball divisions - not to mention out of town club softball teams too. The field is used on a regular basis (6-7 days per week) for both practices and games over the course of 7 months each year as we run spring, summer and fall softball programs. This field is adjacent to DJs field. DJs is the town's premier baseball field and our goal is to replicate the fencing, safety netting and field maintenance. This will improve the overall look of the Alumni Field Complex and give our girls a home field that they can be proud of.



Figure 1

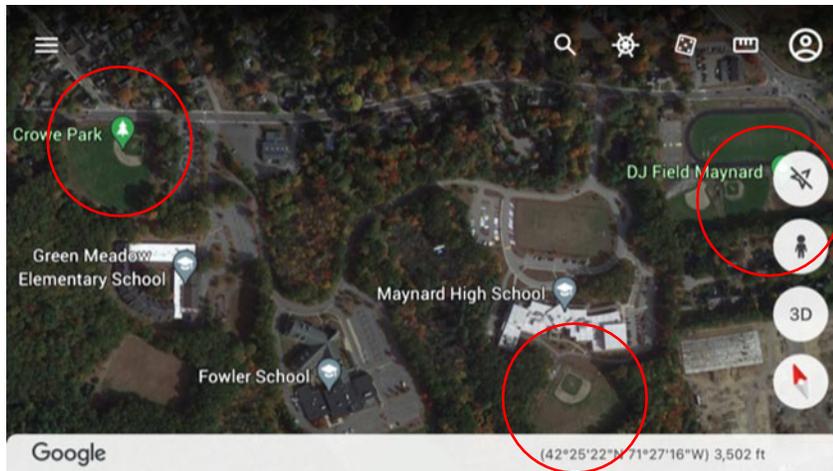


Figure 2

The field upgrade plans include: fencing, netting to protect spectators from foul balls, new dugouts, Maynard Softball Dugout Screen, an upgraded score board system and beautification of the island at the ramp entrance of the complex. We will be approaching the field upgrades in phases. The fencing is a safety hazard and in need of immediate repair to be addressed in Phase 1. (Figure 3). We do not want any of our student athletes or visiting student athletes getting injured by the decrepit and dangerous metal of the old fence and surrounding areas. It is an accident waiting to happen.



Figure 3

We plan to fund this project through fundraising, donations of goods and services from local contractors, and with assistance from the Assabet Valley Little League (AVLL), Maynard Public Schools and the Town of Maynard. We have already met with the DPW and the Recreation Committee and spoken with the treasurer of the AVLL. We have set up appointments with three companies for estimates for replacing the dangerous fence. We have a representative from Sportsfield Specialties, Inc. coming to do a field assessment in the next month to give us a quote on safety netting. Currently we have a local contractor who will donate goods and services to renovate the dugouts by adding concrete pads and wooden coverings to keep the players safe from foul balls and out of the elements. Lombardo Loam and Gravel will be donating organic mulch for the island, and local garden clubs will be donating draught loving, sun loving plants to spruce up the island that currently is filled with weeds and one happy little tree.

The players themselves have fundraisers planned throughout the year to purchase the Maynard Softball Screens for the back of the dugouts facing the spectators. Figure 4



Figure 4

We are requesting financial assistance from the Maynard Public Schools in replacing the aging and unsafe conditions surrounding Keenan Softball field. The current fence is an immediate safety hazard to all athletes using this field. We would like to present our proposal at an upcoming School Committee Meeting. What is the process to get on the agenda? We have a group of parents who are motivated and passionate in seeing this field get the upgrade that is so desperately needed and hope that you will partner with us and support us in this project. We would love to meet the board and administration at the field to you give a firsthand look at the fields current condition and share with you our vision for the field and the program. We want to give these girls the field that they deserve!

Thank you,

Coach Jay Raschi, President of Friends of Maynard Softball
Regan O'Donnell, Vice President of Friends of Maynard Softball
Coach Dan Nash, Friends of Maynard Softball Board Member