

Superintendent Goguen's NEWSLETTER

February 28, 2020

Dear Students, Staff, Parents, Grandparents and Caregivers,

We hope everyone enjoyed time with family and friends during the Winter Break!

As we round the corner to March, we want to remind students and families of the MCAS testing dates. Please mark your calendars and make sure students come to school on time and ready to show off what they know on these assessments.

MCAS Dates

Park Avenue Elementary School

ELA ~ Grade 4 4/6 - 4/9

4/6 Mon. Session 1
4/7 Tues. Make-Ups
4/8 Wed. Session 2
4/9 Thurs. Make-Ups

MATH ~ Grade 4 5/4 - 5/8

5/4 Mon. Session 1
5/5 Tues. Make-Ups
5/7 Thurs. Session 2
5/8 Fri. Make-Ups

ELA ~ Grade 3 4/13 - 4/16

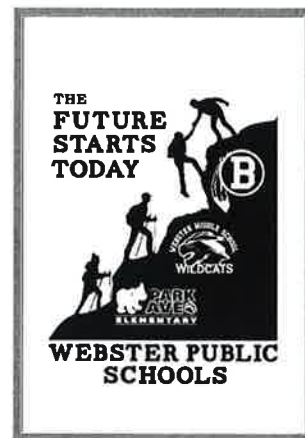
4/13 Mon. Session 1
4/14 Tues. Make-Ups
4/15 Wed. Session 2
4/16 Thurs. Make-Ups

MATH ~ Grade 3 5/11 - 5/14

5/11 Mon. Session 1
5/12 Tues. Make-Ups
5/13 Wed. Session 2
5/14 Thurs. Make-Ups

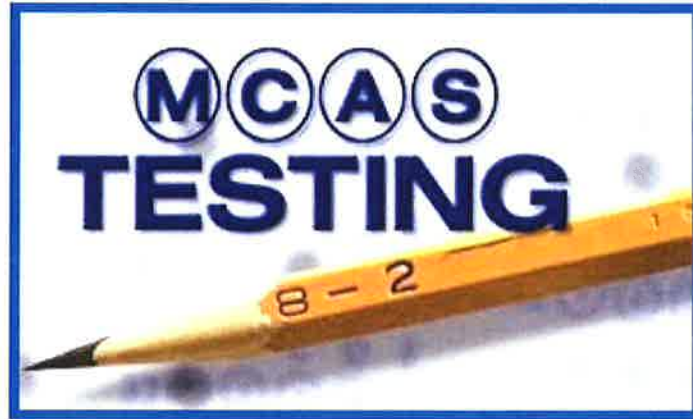
Webster Middle School

<u>Test Session</u>	<u>Session 1</u>	<u>Session 2</u>	<u>Deadline</u>
<u>English Language Arts</u>	April 7, 2020 Tuesday (Day 1) - Grs. 5 - 8 8:00 - 10:30 am (2.5 hours)	April 8, 2020 Wednesday (Day 2) - Grs. 5 - 8 8:00 - 10:30 am (2.5 hours)	Friday, May 1, 2020
<u>Mathematics</u>	May 5, 2020 Tuesday (Day 3) - Grs. 5-8 8:00 - 9:30 am (1.5 hours)	May 7, 2020 Thursday (Day 5) - Grs. 5 - 8 8:00 - 9:30 am (1.5 hours)	Friday, May 22, 2020
<u>Science Technology and Engineering (STE)</u>	May 12, 2020 Tuesday (Day 2) - Grs. 5 & 8 8:00 - 9:15 am (1.25 hours)	May 13, 2020 Wednesday (Day 3) - Grs. 5 & 8 8:00 - 9:15 am (1.25 hours)	Friday, May 22, 2020



Bartlett High School ~ MCAS Dates

ELA ~ Retest ~ March 2-5
Math ~ Retest ~ March 6-9
Makeups ~ March 10
Grade 10 ~ ELA ~ March 25, 26
Grade 10 ~ Math ~ May 19, 20
Grade 10 ~ Science ~ June 2, 3



Student Opportunity Act

The requirements of the new Student Opportunity Act require districts to submit a plan to the Department of Elementary and Secondary Education by April 1st. Attached you will find the Student Opportunity Plan for the Webster Public Schools. This plan outlines how we will use the anticipated additional funds in our Chapter 70 monies to assist with closing the learning gaps for specific subgroups. This plan aligns with our FY21 proposed budget and is focused on increasing support for our English Language Learner subgroup, Special Education subgroup, High Risk subgroup, All Students subgroup, and the social emotional learning and medical support for our students.

This plan will be open for your input and feedback until March 4th and we ask parents, caretakers, staff, and stakeholders, to fill out the survey on our website www.webster-schools.org

**Coronavirus Disease (COVID-19) Information from the
Massachusetts Department of Public Health
and
Centers for Disease Control and Prevention**

As you may know from the news, the new Coronavirus Disease (COVID-19) has been confirmed in the United States. Outbreaks of new virus infections are always public health concerns. We take this very seriously and we are receiving information from the Massachusetts Department of Public Health (DPH), who works closely with the Center for Disease Control and Prevention (CDC), federal agencies, local boards of health, and clinical partners, to share up to date information.

Although the symptoms of the COVID-19 mimic the flu, the Massachusetts Department of Health has informed us that Massachusetts residents are much more likely to become sick with a cold or flu than to be exposed to the COVID-19. They have provided us with the following precautions to assist with the minimization of spreading viruses:

- Wash your hands often with soap and water for at least 20 seconds, if unable to wash, use alcohol-based hand sanitizers
- Avoid touching your eyes, nose, and mouth
- Cover your coughs or sneezes with a tissue or your sleeve (not with your hands)
- Stay away from people who are sick and stay home when you are sick

It is important to note that our district follows a regular cleaning and disinfection program. Our school nurses, administrators, and the District Safety Team are meeting to develop a response plan, in the possible event of a confirmed case of COVID-19 in Webster.

As we continue to monitor this situation, we ask parents and caregivers to minimize the spread of any virus by keeping students home who have fevers and/or flu-like symptoms. We strongly recommend that you seek medical advice from your doctor with any illness.

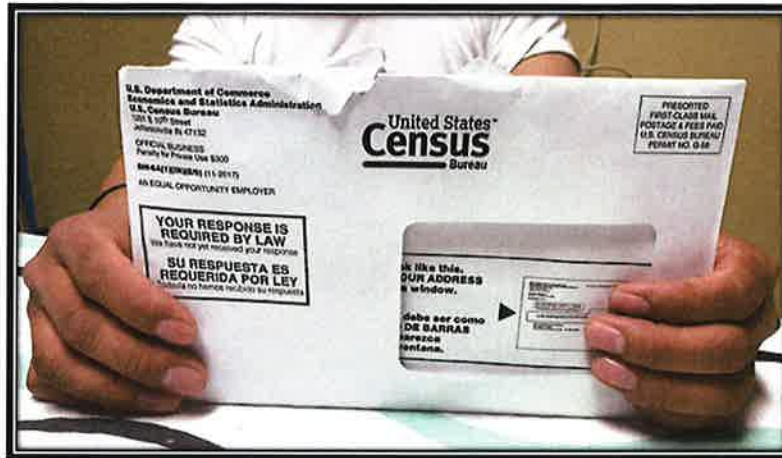
DPH has created a website updated constantly with the latest guidance, including printable fact sheets in multiple languages. Visit: www.mass.gov/2019coronavirus.

For questions, call the DPH Epidemiology Line at 24 hours a day/7 days a week at 617-983-6800.

For more, visit the CDC website at: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.



United States Census



In March you will be receiving the **2020 United States Census**. Do not throw this out!

Across the country the 2020 Census counts every person living in the United States and its territories and communities receive funding based on this data. The Census only comes around every 10 years and the collection of this data impacts federal funding distributed to states and communities each year for schools, health care facilities, roads, transportation, recreation centers, social services and much more.

Please help the Town of Webster by filling out this important document accurately because each community makes a difference in school aid which can impact the quality of services offered to students. See flyers attached for more information.

Adult Education / ABE Linkages

If you or someone you know is looking to earn their HiSET/GED or learn English. See the attached flyers.

Daytime and Evening Classes in Webster and Southbridge Adults 16+ are welcome
Please contact us by phone or email for more information 508-949-8282 Leslie Baker
lbaker@webster-schools.org Jenna Gouin jgouin@webster-schools.org



Recognitions

1. Thanks to Sokleap Khem, for assisting with designing the Webster Pride t-shirts for the Webster Public Schools. Sokleap is 17 and a half years old senior at BHS. Sokleap was born in Phnom Penh, Cambodia and is half Cambodian and half Chinese. She has lived in the US for three years and enjoys art. Her hobbies are drawing dresses and playing adventure genre games. She loves to watch movies like Moana and King Kong. Sokleap plans to go to Worcester State University after graduation.



2. Thanks to everyone who voted! 👍 😊

The Safety video we made with Mapfre/Boston Children's Hospital at Park Avenue, has been selected as one of the nine finalists for the Boston College Center for Corporate Citizenship!

<https://ccc.bc.edu/content/ccc/blog-home/2020/02/corporate-citizenship-film-festival-finalists-2020.html>

SMALL Company Category Finalists

- Amica Insurance | Amica Insurance and Frisco Family Services: Providing More Than a Backpack
- MAPFRE Insurance | "Safe Play Starts Here" - Injury Prevention Program
- Royal Neighbors of America | Making A Difference - Nation of Neighbors

MEDIUM Company Category Finalists

- Bosch | Surprising Community Partners
- CareFirst BlueCross BlueShield | CareFirst's Day of Equity and Action
- Morneau Shepell | Kakuma Hope

LARGE Company Category Finalists

- Honeywell | Making An Impact In India with Honeywell Hometown Solutions
- Thermo Fisher Scientific | Mobile BioClass Brings Science to Students in Lithuania
- U.S. Bank | Pullman - Coming Together

From the nine finalists, the winner of each category, including a special award for Fan Favorite (based on public votes) and Best in Show (based on overall excellence in storytelling, production, and the connection of corporate citizenship to business value) will be announced at the [2020 International Corporate Citizenship Conference](#) on March 30 – April 1, 2020 in San Francisco.

3. Congratulations to the Webster Middle School Cheerleading Squad for coming in 1st Place in their first ever competition! Way to go! They will now compete in the Regional on Sunday March 8th.



4. NHS DECA in Boston!!! They made it! Wishing them well in the State Competition in Boston February 27-29th.



5. PAE Kindergarten Information Night

A wonderful turn out (over 50) of incoming Kindergarten families for this information night:
"Everything You've Ever Wanted to Know About Kindergarten, but We're Afraid to Ask!"



Park Ave Elementary School is in need of a lunch monitor

Mon-Fri 11:45- 1:15

This is a paid position \$12.00 per hour

Call (508-943-4554) or email Mrs. Mackay (pmackay@webster-schools.org)



Upcoming Events

- February 28, 2020 ~ BHS Boys Basketball Game @ 6:30
- March 1, 2020 ~ **BHS Drama presents Café Murder**, a mystery dinner theatre event at the Raceway Restaurant in Thompson, CT. See the flyer attached.
- March 3, 2020 ~ PAE PTO Meeting 6:00 pm
- March 3, 2020 ~ Park Avenue Elementary School PTO Meeting 6:00PM
- March 4, 2020 ~ 1/2 Day for all students; PD for staff
- March 5, 2020 ~ Grade 3 ~ Concert 1:30-2:30
- March 11, 2020 ~ Special Education Parent Advisory Council Meeting @ WMS - 6:30PM
- March 12, 2020 ~ Mr. Bartlett Competition at BHS
- March 17, 2020 ~ Grade 1 concert 9:30-10:30
- March 18, 2020 ~ Grade 1 concert 9:30-10:30
- March 27, 2020 ~ WMS Dodgeball Tournament - WMS Gymnasium - 5-7pm

Please see the 2020-2021 School Calendar attached.

In Webster...Kindness Matters,
Dr. Ruthann Petrino-Goguen

What you need to know about coronavirus disease 2019 (COVID-19)

What is coronavirus disease 2019 (COVID-19)?

Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person. The virus that causes COVID-19 is a novel coronavirus that was first identified during an investigation into an outbreak in Wuhan, China.

Can people in the U.S. get COVID-19?

COVID-19 is spreading from person to person in China, and limited spread among close contacts has been detected in some countries outside China, including the United States. At this time, however, this virus is NOT currently spreading in communities in the United States. Right now, the greatest risk of infection is for people in China or people who have traveled to China. Risk of infection is dependent on exposure. Close contacts of people who are infected are at greater risk of exposure, for example health care workers and close contacts of people who are infected with the virus that causes COVID-19. CDC continues to closely monitor the situation.

Have there been cases of COVID-19 in the U.S.?

Yes. The first case of COVID-19 in the United States was reported on January 21, 2020. The current count of cases of COVID-19 in the United States is available on CDC's webpage at <https://www.cdc.gov/coronavirus/2019-ncov/cases-in-us.html>.

How does COVID-19 spread?

The virus that causes COVID-19 probably emerged from an animal source, but now it seems to be spreading from person to person. It's important to note that person-to-person spread can happen on a continuum. Some diseases are highly contagious (like measles), while other diseases are less so. At this time, it's unclear how easily or sustainably the virus that causes COVID-19 is spreading between people. Learn what is known about the spread of newly emerged coronaviruses at <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>.

What are the symptoms of COVID-19?

Patients with COVID-19 have had mild to severe respiratory illness with symptoms of

- fever
- cough
- shortness of breath

What are severe complications from this virus?

Many patients have pneumonia in both lungs.

How can I help protect myself?

The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

There are simple everyday preventive actions to help prevent the spread of respiratory viruses. These include

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

If you are sick, to keep from spreading respiratory illness to others, you should

- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

What should I do if I recently traveled to China and got sick?

If you were in China within the past 14 days and feel sick with fever, cough, or difficulty breathing, you should seek medical care. Call the office of your health care provider before you go, and tell them about your travel and your symptoms. They will give you instructions on how to get care without exposing other people to your illness. While sick, avoid contact with people, don't go out and delay any travel to reduce the possibility of spreading illness to others.

Is there a vaccine?

There is currently no vaccine to protect against COVID-19. The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

Is there a treatment?

There is no specific antiviral treatment for COVID-19. People with COVID-19 can seek medical care to help relieve symptoms.



What to do if you are sick with coronavirus disease 2019 (COVID-19)

If you are sick with COVID-19 or suspect you are infected with the virus that causes COVID-19, follow the steps below to help prevent the disease from spreading to people in your home and community.

Stay home except to get medical care

You should restrict activities outside your home, except for getting medical care. Do not go to work, school, or public areas. Avoid using public transportation, ride-sharing, or taxis.

Separate yourself from other people and animals in your home

People: As much as possible, you should stay in a specific room and away from other people in your home. Also, you should use a separate bathroom, if available.

Animals: Do not handle pets or other animals while sick. See [COVID-19 and Animals](#) for more information.

Call ahead before visiting your doctor

If you have a medical appointment, call the healthcare provider and tell them that you have or may have COVID-19. This will help the healthcare provider's office take steps to keep other people from getting infected or exposed.

Wear a facemask

You should wear a facemask when you are around other people (e.g., sharing a room or vehicle) or pets and before you enter a healthcare provider's office. If you are not able to wear a facemask (for example, because it causes trouble breathing), then people who live with you should not stay in the same room with you, or they should wear a facemask if they enter your room.

Cover your coughs and sneezes

Cover your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in a lined trash can; immediately wash your hands with soap and water for at least 20 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60 to 95% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty.

Avoid sharing personal household items

You should not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people or pets in your home. After using these items, they should be washed thoroughly with soap and water.

Clean your hands often

Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry. Soap and water should be used preferentially if hands are visibly dirty. Avoid touching your eyes, nose, and mouth with unwashed hands.

Clean all "high-touch" surfaces every day

High touch surfaces include counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets, and bedside tables. Also, clean any surfaces that may have blood, stool, or body fluids on them. Use a household cleaning spray or wipe, according to the label instructions. Labels contain instructions for safe and effective use of the cleaning product including precautions you should take when applying the product, such as wearing gloves and making sure you have good ventilation during use of the product.

Monitor your symptoms

Seek prompt medical attention if your illness is worsening (e.g., difficulty breathing). **Before** seeking care, call your healthcare provider and tell them that you have, or are being evaluated for, COVID-19. Put on a facemask before you enter the facility. These steps will help the healthcare provider's office to keep other people in the office or waiting room from getting infected or exposed.

Ask your healthcare provider to call the local or state health department. Persons who are placed under active monitoring or facilitated self-monitoring should follow instructions provided by their local health department or occupational health professionals, as appropriate.

If you have a medical emergency and need to call 911, notify the dispatch personnel that you have, or are being evaluated for COVID-19. If possible, put on a facemask before emergency medical services arrive.

Discontinuing home isolation

Patients with confirmed COVID-19 should remain under home isolation precautions until the risk of secondary transmission to others is thought to be low. The decision to discontinue home isolation precautions should be made on a case-by-case basis, in consultation with healthcare providers and state and local health departments.



For more information: www.cdc.gov/COVID19

Coronavirus Disease 2019 (COVID-19)

About Coronavirus Disease 2019 (COVID-19)

There is an ongoing investigation to determine more about this outbreak. This is a rapidly evolving situation and information will be updated as it becomes available.

Latest Updates on this Outbreak



How it spreads



Symptoms



Prevention & treatment



Stigma and COVID-19



What to do if you are sick



Frequently asked questions

What you need to know



- [English](#)  Updated
- [Simplified Chinese](#)  Updated
- [Spanish](#) 

What to do if you are sick



- [English](#)  Updated
- [Simplified Chinese](#)  Updated
- [Spanish](#)  Updated



You can add content from CDC's Coronavirus Disease 2019 (COVID-19) website to your website using our content syndication services.

[Visit the Public Health Library to Learn More](#)

They grow up so fast.

Now's your chance to shape their future.



A kindergartener counted in the 2020 Census this spring will be starting high school when the next census comes around in 2030: That's 10 years of school supplies, teachers, school lunches, and so much more. This is your opportunity to help ensure they have a bright future.

Right now, students across the country are getting an introduction to the 2020 Census through the Statistics in Schools program. This program offers free activities and resources to schools to help prepare their students for an increasingly data-driven world.

Students are learning that the 2020 Census is a count of every person who lives in the United States and its territories. Responding to the census helps your community get its fair share of funding. Census data guides how more than \$675 billion in federal funding is distributed to states and communities each year for schools, health care facilities, roads, transportation, recreation centers, social services, and more.

You have the power to shape your future, and the future of all children, by counting everyone in your home in the 2020 Census.

Learn more about how you can shape your future at [2020CENSUS.GOV](https://2020census.gov).

Get more information about the Statistics in Schools program at [CENSUS.GOV/SCHOOLS](https://census.gov/schools).

Students are also learning these key things about the 2020 Census—and we want you to know them too:

- Starting in March 2020, everyone living in your home needs to be counted. That includes children and newborn babies, citizens and noncitizens, relatives and nonrelatives, and even those staying with you temporarily.
- It's easier than ever to respond to the census. You can respond in 13 different languages, and you can complete it online, by phone, or by mail.
- Your responses to the census are safe and secure. The law requires the U.S. Census Bureau to keep your information confidential, and your responses cannot be used against you in any way.



Shape
your future
START HERE >

United States[™]
**Census
2020**

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

The Webster Public School's (WPS) mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society. As noted in the WPS Strategic Plan, the instructional strategy objectives are: ensuring quality teaching, maintaining rigorous curriculum and aligning school improvement and turnaround plans to the district's long term goals of closing achievement and opportunity gaps for the noted subgroups below.

In 2019, the MCAS Accountability report moved the WPS district's overall classification to *Not Requiring assistance or intervention*. The district is showing substantial progress toward targets at 53%. Over the past three years, the district purchased researched based curriculum and resources (ELA, Mathematics, Science) to ensure an aligned curriculum to the MA Curriculum frameworks. Currently, the district provides ongoing professional development to teachers/staff building content knowledge and effective instructional strategies to close students' achievement and opportunity gaps.

The 2019 MCAS Accountability Achievement data for ELA indicates a decline for all non-high school students in the lowest performing, high needs, economically disadvantaged, and white subgroups. The high school's ELA Accountability Achievement data shows high needs and white subgroups met their target, and the all students, lowest performing, and economically disadvantaged subgroups showed no change.

The 2019 MCAS Accountability Achievement data indicates all non-high school subgroups exceeded targets for Mathematics (all students, lowest performing, high needs, economically disadvantaged, multi-race, non-hispanic/latino and white subgroups). The high school's Mathematics Accountability Achievement data show a decline for the all student and white subgroup, no change for the high needs, economically disadvantaged, and hispanic/latino subgroups, and an improved below target for the lowest performing subgroup.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

1. Increase staffing - Content Teachers, Special Education Teachers, and Related Service Providers. The Webster Public School's FY21 proposed budget includes funding for **additional staff** to meet the diverse needs within our student population by increasing personnel services to support holistic student needs, increase inclusion/co-teaching for Students with Disabilities (SWD) and English Language Learners (ELL). Specifically, the FY21 proposed budget will focus on the following targeted student supports:

- **English Language Learner Subgroup** - Hire an additional **0.5 FTE. ELL Teacher** to ensure compliance with the required hours of services for the growing ELL student population at the middle school. Currently, there is a total of 5.0 FTE. ELL Teachers serve 203 ELL students across the district. District data indicates, 13.1% First Language No English and 9.6% English Language.
- **Special Education Subgroup** - Hire additional **2.0 FTE. Special Education Teachers** at the elementary school. Two additional Special Education Teachers will focus on early intervention and early literacy skills. The elementary school currently has 4.0 FTE. Special Education Teachers (note: this does not include Pre-K or any substantially separate programs.) District data indicates, 21.3% of the district's population qualifies for special education services.
- **Special Education Subgroup** - Hire an additional **0.5 FTE. Speech Assistant** at the elementary school to focus on the increased speech and language needs of students in Pre-K thru grade 4.
- **High Risk Subgroup** - Hire an additional **1.0 FTE. Counselor** to ensure the social, emotional, and behavioral needs of high risk students at the middle school are adequately supported. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **High Risk Subgroup** - Hire additional **2.0 FTE. Paraprofessionals** at the middle and high school to increase the support for the "Journey" Tier 2 SEL program. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **All Students** - Hire **4.0 FTE. additional classroom teachers at grades 4, 7 and 8** to decrease class size and provide increased opportunity for teachers to differentiate instruction. District data indicates, 62.3% of the district's population are high needs, and 52.9% is economically disadvantaged.
- **All Students** - Hire a **1.0 FTE. Nursing Assistant** to be shared between the middle and high school. Currently, WPS has a full time nurse at all three schools and a float nurse who travels between the schools. The 2019 October 1st data indicates: 818 students at the elementary, 591 at the middle school, and 432 at the high school. Like many other schools across the state, WPS sees an increase in student medical needs on a daily basis.

PAE - Park Avenue Elementary School (PreK-4)

WMS - Webster Middle School (5-8)

BHS - Bartlett High School (9-12)

FY21 budget item	Amount	Foundation Category
Classroom Teacher, Gr. 4 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Speech Assistant, PreK-4 (0.5 FTE)	\$18,025	Classroom & Specialist Teachers
Special Education Teachers, K-2 (2.0 FTE)	\$132,636	Classroom & Specialist Teachers
ELL Teacher, 5-8 (0.5 FTE)	\$33,159	Classroom & Specialist Teachers
ELA Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Math Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Social Studies Teacher, 7-8 (1.0 FTE)	\$59,141	Classroom & Specialist Teachers
Journey Paras for Tier-2, 5-12 (2.0 FTE)	\$44,082	Pupil Services
Guidance, 5-8 (1.0 FTE)	\$66,318	Guidance and Psychology
Nurse Assistants, 5-12 (1.0 FTE)	\$42,306	Pupil Services
Foreign Language Teacher, 9-12 (0.4 FTE)	\$26,527	Classroom & Specialist Teachers
Evidence-based program identified by DESE:		Increased personnel and services to support holistic student needs Inclusion/co-teaching for students with disabilities and English learners
SOA program categories:		D - Hiring school personnel that best support improved student performance

2. Dropout prevention and recovery programs.

The QUEST program utilizes a Tier 3 prevention approach that is designed to provide intensive, individualized interventions to students with serious or chronic social, emotional, academic, and/or behavioral difficulties. It is designed to support students who are significantly at-risk of dropping out or of non-advancement with their graduating cohort. QUEST offers small group instruction with a focus on academics, standardized test preparation, 21st Century Skills development, and attainment of a high school diploma. The curriculum parallels the general education requirements of Bartlett High School and the Webster Public School District. Ongoing support is delivered through the QUEST level system, coping skills development, task completion, health and wellness classwork, and continuous access to counseling services throughout the school day. Within the QUEST Program, student goals are identified, data is collected and analyzed, intervention plans are implemented, and an ongoing monitoring system is used to promote student growth and success.

Quest Program at Bartlett High School <ul style="list-style-type: none"> Teacher (2.0 FTE) Paraprofessionals (3.0) 	\$212,988	
Evidence-based program identified by DESE:		Dropout prevention and recovery programs
SOA program categories:		C - Social services to support students' social-emotional and physical health D - Hiring school personnel that best support improved student performance I - Developing additional pathways to strengthen college and career readiness

3. Aligned Curriculum. The WPS has an established six year curriculum plan to meet the needs of all students and continuously improve teaching and learning. The Directors of Curriculum work with teams of PreK-12 teachers and administrators on a regular basis to evaluate and revise curriculum to ensure that it is rigorous, relevant, and aligned to standards. The Directors of Curriculum and building Principals work with teachers to study the effectiveness of curriculum and instruction.

Over the past three years, the district used local and federal funds to purchase resources and materials in all core content areas K-12. As stated in the WPS Strategic Plan, the district is committed to providing a rigorous curriculum that is aligned to the MA Curriculum Frameworks, using data to inform instructional practices in all classrooms, and incorporating researched based practices. The instructional practices are designed to increase students' ability to articulate their thinking through various modalities (speaking, writing, and creating products), to expand students' abilities to understand the reasoning and various perspectives of others, and to develop confidence and critical thinking skills.

Curriculum Resources and Materials - PAE	\$31,170	Instructional Materials
Curriculum Resources and Materials - WMS	\$32,102	Instructional Materials
Curriculum Resources and Materials - BHS	\$41,560	Instructional Materials
District Curriculum Renewal <ul style="list-style-type: none"> ● McGraw-Hill StudySync (6-10) ● McGraw-Hill Social Studies (5-8) ● MA, Our Home (3) ● I-Ready Diagnostic & Instruction (K-10) ● STEMscopes (3-8) ● ST Math (K-4) ● Biology/Environmental (9) ● My Math Lab (12) 	\$154,935	Instructional Materials
Evidence-based program identified by DESE:		Research-based early literacy programs in pre-kindergarten and early elementary grades Supporting educators to implement high-quality, aligned curriculum
SOA program categories:		E - Increased or improved professional development F - Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks

4. Professional Development.

The WPS provides valuable opportunities within targeted areas of focus for meaningful and relevant professional development that results in professional growth for teachers and staff. The district provides professional development learning opportunities that transfer into the classroom and improve education while closing students' achievement and opportunity gaps for our lowest subgroups. The district ensures that all staff is offered high quality and relevant content and pedagogical professional development that provides opportunities for individuals to grow professionally, share and collaborate, strengthen skills, improve teaching practices, and foster the ongoing growth and change necessary to provide students with knowledge, skills, and values they will need to lead meaningful lives in the 21st century.

PD for Park Avenue Elementary School <ul style="list-style-type: none"> ● PD Conferences ● Wonders ● Responsive Classroom ● Polly Bath - SEL / Behavior Management 	\$8,850	Professional Development
PD for Webster Middle School <ul style="list-style-type: none"> ● PD Conferences ● Stemscope training 	\$3,000	Professional Development
PD for Bartlett High School <ul style="list-style-type: none"> ● PD Conferences ● AP training 	\$10,500	Professional Development

PD for District <ul style="list-style-type: none"> Looney Math Consulting (K-12) CPM College Preparatory Math (8-12) STEMscopes (3-8) i-Ready / Ready (K-8) District PD Days 	\$50,200	Professional Development
District Induction and Mentoring Program	\$14,045	Professional Development
Evidence-based program identified by DESE:	Research-based early literacy programs in pre-kindergarten and early elementary grades Supporting educators to implement high-quality, aligned curriculum	
SOA program categories:	E - Increased or improved professional development	

5. Extended day opportunities.

Research informs us that extra-curricular activities enhance student voice and engagement in their school communities. The WPS district offers a high number of free extra-curricular activities for our students. The middle and high school have athletic programs, cheerleading, Show Choir, Art Clubs, and Student Council. The high school has additional programs that include, Drama, Medical Careers and DECA Clubs. The district is increasing the FTE. to have a full time Athletic Director to build offerings for all students. WPS is focused on specific programs for our second language learners and has recently been awarded a substantial grant from the "Real Madrid Program" of Spain to offer a goal oriented basketball and soccer program to our second language learners ages 13-18.

District Athletic Director (1.0 FTE)	\$55,000	Administration (Extracurricular)
Extracurricular Activities, 5-12	\$61,532	Other Teaching Services
Evidence-based program identified by DESE:	Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers	
SOA program categories:	D - Hiring school personnel that best support improved student performance - J - Any other program determined to be evidence-based by the commissioner.	

6. Family outreach and engagement.

The WPS developed an **ELL Parent Advisory Council** in the 2018-2019 school year. This council meets periodically with central office and school building administrators as well as ELL teachers to discuss ELL programming. The purpose of this council is to provide parents/guardians with an opportunity to offer input and feedback. The district consistently translates newsletters and school communication into Spanish and Portuguese as well as any other language necessary. In 2018-2019 the district hired a part time bilingual Family Liaison. In the 2019-2020, YOUInc. hired this family liaison as a full time employee, and now the Webster Public Schools has access to her as needed. In 2020, WPS centralized registration and hired a bilingual central office administrative assistant who manages the intake process and supports families

Each school has a **School Council** comprised of parents/ guardians, teachers, and community members. School Councils meet to review school improvement plans and provide input on the budget process. Building Principals use the feedback from the councils to improve their schools.

There is a **Special Education Parent Advisory Council** for the Webster Public School. This group meets periodically to discuss special education programs and practices. The feedback from parents is shared with the Director of Student Services and all building administrators.

The elementary school has a **PTO** and this group works with the elementary building administrators on special school events, fundraising and field trips.

The WPS district offers our support to all families. Teachers and administrators communicate directly with families in person, by phone, or through Class DoJo. The WPS' goals are to keep families deeply engaged in their child/children's learning experiences.

The WPS has a number of partnerships with local businesses and colleges to provide additional support to our students. The community of Webster as a whole supports its schools. The WPS partner with Mapfre, Webster Town Library, Quinsigamond College, Nichols College, Webster Head Start, Webster Police, Webster Fire and Webster EMS.

Centralized Registration (0.5 FTE)	\$20,353	Pupil Services
Evidence-based program identified by DESE:		Family Outreach
SOA program categories:		H - Bilingual Staffing - Diversifying the educator and administrator workforce

7. Operations and Maintenance.

The WPS will increase the Maintenance and Groundskeeper position by 0.35 FTE at the elementary school. This additional time will help to upkeep the outdoor facility for students, staff, and community's safety.

Grounds Maintenance (0.35 FTE)	\$18,793	Operations and Maintenance
Evidence-based program identified by DES		Facilities improvements to create healthy and safe school environments
SOA program categories:		J - Any other program determined to be evidence-based by the commissioner

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ MCAS - ELA mean SGP
- ✓ MCAS - Math mean SGP
- ✓ Four-year cohort graduation rate

2) Custom district metrics:

- ✓ Family Outreach Survey
- ✓ Conditions for Learning (Staff and Parent Survey)

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs? [Insert text here]

The WPS is committed to increasing parental and community involvement through opportunities that target improving student outcomes especially for our high needs subgroup population such as economically disadvantaged, EL students, and students with disabilities. As noted above, the district has an **ELL Parent Advisory Council, a Special Education Parent Advisory Council, School Councils, a PTO, and bilingual central registration office and access to a bilingual Family Liaison through You.Inc.** The district also has **YOUinc. Counselors** on site at each school to ensure all students have access to therapy if needed.

The District Leadership Team (DLT) will review all family outreach programs for their effectiveness through pre and post surveys to all families. The DLT will use the results from survey data to make actionable steps for improving areas of need. Two-way communication will continue at the building and district levels through monthly newsletters, family engagement activities, and available media outlets.

Certifications:

☐

By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act Please summarize your stakeholder engagement process, including specific groups that were engaged:

[Insert text here]

☐

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan. •
Date of vote: Outcome of vote:

Do you want to earn your HiSET/GED?

Do you want to learn English?



March 2020 ~ Last Chance to Register

****FREE** Webster ABE *Linkages* **FREE****

Daytime and Evening Classes in Webster and Southbridge

Adults 16+ are welcome

Please contact us by phone or email for more information

508-949-8282

Leslie Baker lbaker@webster-schools.org

Jenna Gouin jgouin@webster-schools.org

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Webster ABE Linkages does not discriminate on the basis of race, color, creed, national origin, ancestry, age, sex, religion, physical or mental disability,
homelessness, sexual orientation or gender identity.

2020 - School Calendar - 2021

☐ = Student/ Teacher Days

☐ = Half Day of School for Students

☐ = School Committee Meetings

<p>0 days July</p> <p>S M T W Th F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>3 Independence Day ~ Observed</p> <p>4 Independence Day</p>	<p>0 day August</p> <p>S M T W Th F S</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>26 New Teacher Orientation</p> <p>31 District Opening - PD Day</p>	<p>19 days September 19 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>1 & 2 Professional Development</p> <p>3 First Day for Students -Gr 1-12</p> <p>7 No School; Labor Day</p> <p>9 First Day for PreK & K students</p> <p><i>Open House-See Schedule below</i></p>
<p>21 days October 40 /180</p> <p>S M T W Th F S</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>7 1/2 day of school for students;PD</p> <p>12 No School; Columbus Day</p>	<p>18 days November 58 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p> <p>10 1/2 day Parent Conferences(Gr K-12)</p> <p>11 No School; Veteran's Day</p> <p>12 Evening Parent Conferences (Gr K-12)</p> <p>25 1/2 day before Thanksgiving</p> <p>26-27 Thanksgiving Holiday</p>	<p>17 days December 75 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> <p>2 1/2 day for school for students;PD</p> <p>23 1/2 day for school for students</p> <p>24 - 31 Holiday Break</p>
<p>18 days January 93 /180</p> <p>S M T W Th F S</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>1 No School; New Years Day</p> <p>18 No School; Martin Luther King Jr Day</p> <p>19 No School; Prof Dev Day</p>	<p>15 days February 108 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28</p> <p>3 1/2 day of school for students;PD</p> <p>15 Presidents' Day</p> <p>15 - 19 Winter Vacation</p>	<p>23 days March 131 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p> <p>3 1/2 day of school for students;PD</p>
<p>16 days April 147 /180</p> <p>S M T W Th F S</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p> <p>2 No School; Good Friday</p> <p>7 1/2 day of school for students;PD</p> <p>19 No School; Patriots Day</p> <p>19 - 23 Spring Break</p>	<p>19 days May 166 /180</p> <p>S M T W Th F S</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>5 1/2 day of school for students; PD</p> <p>28 No School; Prof Dev Day</p> <p>31 No School; Memorial Day</p>	<p>14 days June 180 /180</p> <p>S M T W Th F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>11 BHS Graduation</p> <p>18 180th Day - 1/2 day students</p> <p>25 185th Day</p>

Bartlett High School & Webster Middle School

First Quarter	Sept. 3 - Nov. 6	(45 days)
Second Quarter	Nov. 9 - Jan. 29	(48 days)
Third Quarter	Feb. 1 - April 9	(44 days)
Fourth Quarter	April 12 - June 18	(44 days)

Park Avenue Elementary School

Trimester 1	Sept. 3 - Dec. 4	(62 days)
Trimester 2	Dec. 7 - March 19	(61 days)
Trimester 3	March 22 - June 18	(57 days)

OPEN HOUSE 6-8PM Bartlett High School =9/17 Webster Middle School =9/16 Park Avenue Elementary=9/15

School Committee Approved 2-25-2020