



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, November 6, 2025 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

This meeting will be broadcast to Channel 22 as well as live-streamed/recorded to the [MRSC YOUTUBE CHANNEL](#)

AGENDA

- A. Call to Order**
- B. Approval of Meeting Minutes**
 - i. October 23, 2025 MRSC Meeting
- C. MRHS Student Representative**
- D. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- E. Reports and Discussions**
 - i. Best Buddies Leadership Conference Field Trip Request **Vote Required**
 - ii. Second Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB) - School Committee Review Procedures **Vote Required**
 - iii. Surplus Equipment Approval **Vote Required**
 - iv. November 10 Professional Development Day Offerings
 - v. Reporting out on Executive Session - October 9, 2025
 - vi. Superintendent Search Update
- E. Subcommittee, Representative, Liaison Reports**
 - i. Superintendent Search
- F. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. Best Buddies Leadership Conference Field Trip Request
 - ii. Second Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB) - School Committee Review Procedures
 - iii. Surplus Equipment Approval
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons
November 4, 2025



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, October 23, 2025 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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Members present: Meredith Henderson, Brad Schiff, Stephen Davol, Jackie Zibrat-Long, Betty Gray, Ryan Edwards

Members not present: Ryan Clarke, Bre Rose

Administrators present: Dr. Scott Carpenter, Dr. Robin Millen, Michael MacMillan, Melissa Maguire, Joy Jordan

AGENDA

A. Call to Order

Meredith Henderson called the meeting to order at 6:30 PM.

B. Adjourn to Executive Session: Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(4) to discuss the deployment of security personnel or devices, or strategies with respect thereto. Regular Open Session to resume at or before 7:00 PM.

ROLL CALL VOTE: Ryan Edwards: aye; Betty Gray: aye; Jackie Zibrat-Long: aye; Stephen Davol: aye; Brad Schiff: aye; Meredith Henderson: aye

Meeting resumed at 7:04 PM

C. Approval of Meeting Minutes

- i. October 9, 2025

MOTION: Jackie Zibrat-Long moved to approve the minutes from October 9, 2025, seconded by Betty Gray

UNANIMOUS: the motion passes

D. MRHS Student Representative

None

E. Public Comment: Speakers are limited to three minutes; additional time is at the discretion of the Chairperson

None

F. Reports and Discussions

- i. MRHS Best Buddies Leadership Conference

Shana Grogan and Emma Santoni presented the MRHS Best Buddies field trip request for next summer to the National Best Buddies Leadership Conference being held at Indiana University. The conference highlights the importance of student engagement and leadership. Ms. Grogan and Ms. Santoni shared their inspirational experiences from last year's conference, emphasizing the value of friendship, collaboration, and community-building within the program, along with their goals for further student involvement. The School Committee agreed to vote on the field trip at the next meeting.

- ii. National ESP Day

Cindy Gushee spoke about the crucial role of Educational Support Professionals (ESPs) in schools and their valuable contributions. She also highlighted the various categories of ESPs and encouraged the community to recognize their dedication and service, while also mentioning upcoming events to promote awareness and appreciation. A reminder to celebrate our ESP's this year on November 19, 2025, National Education Support Professionals Day.

- iii. Middle School Renovation General Contractor Award

VOTE REQUIRED

Business Manager Michael MacMillan and ECC Project Manager Brian Frigon reviewed the procurement process for awarding the General Contractor for the MRMS Window and Siding project. The district received eleven General Contractor submissions after soliciting for General Contractor qualification packages. Our MRMS Building Committee then evaluated all those and scored them. Two of the general contractors were disqualified so we had nine general contractors that we qualified and put out a solicitation for bidding from them.

At the same time, we also went out for solicitation for file sub-bids. File sub-bids are certain categories of construction that the State allows to bid directly to the owner so that we get the multiple bids and the General Contractor is required to utilize the lowest bid on that. We had six file sub bid categories,

waterproofing, roofing, metal windows, painting, electrical, and HVAC. We received bids and packages for all those except for one of them, the roofing one. So we end up having to go back out to the General Contractors in their bid to make sure they carry the roofing piece of it. Out of the nine pre-qualified bidders, we ended up getting three qualified bids in and they all utilized the file sub-bids. After reviewing the bids, the MRMS Building Committee recommends that we award the project to Pearl Construction, a local company based in Mashpee. The bid was for \$6,983,000 which was two million less than our anticipated cost.

MOTION: Jackie Zibrat-Long moved to approve that Monomoy Regional School District enter into a contract with Pearl Construction LLC as the general contractor for the middle school siding and window replacement project for a contract price of six million nine hundred and eighty three thousand dollars (\$6,983,000), seconded by Betty Gray.

UNANIMOUS: the motion passes

- iv. First Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB)
- School Committee Review Procedures, BGE - Policy Dissemination

Robin Millen explained the revisions being made to Policy File IKF which are due to new guidance from the State of Massachusetts as to what the policy should include. The updated policy is written very closely to the model policy that the state provided to the high schools in the Commonwealth.

Ryan Edwards reviewed the changes made to Policy File BDG and Policy File BGE. After a brief discussion, School Committee members requested the Policy Subcommittee review Policy BGE again and clarify the revised language. Policy Files IKF and BDG will move forward for a second reading.

- v. Second Reading Policy Files: IM-MSP - Middle School Pathway Exploration Policy, File BEDC: Quorum, File BEDD: Rules of Order, File BEDF: Voting Method, File BEE: Special Procedures for Conducting Hearings, File BGB/BGC: Policy Adoption/Policy Amendment

VOTE REQUIRED

MOTION: Ryan Edwards moved to approve the Policy Files as presented to the School committee, seconded by Jackie Zibrat-Long

UNANIMOUS: the motion passes

- vi. Budget - 5 Year Outlook Presentation

Michael MacMillan presented a five-year financial and enrollment outlook to help guide long-term planning and budgeting decisions. The purpose is not to predict the future exactly but to analyze current trends, anticipate challenges, and adjust strategies as conditions change.

Key upcoming budget factors include:

- Major capital and debt-funded projects such as middle school siding and roofing, track and field replacement, and possibly Chatham Elementary roof and siding.
- Collective bargaining agreements scheduled for 2028–2029.
- A potential universal pre-K program under discussion.
- Broader town issues (affordable housing, wastewater projects) that could affect town and school budgets.

He compared last year's projections and current realities, emphasizing that capital projects are frequently adjusted based on updated assessments of building needs.

On demographics and enrollment, projections show:

- Both Chatham and Harwich have aging populations and fewer young families, which likely means continued declines in student enrollment.

- Enrollment estimates are more reliable for upper grades than for early grades (pre-K and kindergarten) due to uncertainty in birth rates and migration.
- The district's FY25 enrollment was slightly below projections, particularly in lower grades, though the middle school saw a modest increase due to more school choice students.
- A declining enrollment trend may continue, affecting federal grant funding, town budget assessments, and operational efficiency, as fixed costs (like building maintenance) remain even with fewer students.

Overall, the report highlights the need for ongoing monitoring, flexibility, and long-term financial planning to maintain stability amid changing demographics and fiscal pressures.

vii. Special School Committee Meeting added to Schedule

Meredith Henderson explained the necessity of adding a December 18, 2025 Regular Business meeting to the 2025-2026 School Committee schedule to announce and vote on a new Superintendent.

viii. Superintendent Search feedback from the survey and forums, final composition of the search committee, the "ad", and the posting

Meredith Henderson presented the final make up of the Superintendent Search Screening Committee identifying who will be representing all the different stakeholders as we continue through the process. A question was raised regarding how the number of roles was decided and if the Screening Committee was diversified enough. In response, it was shared that the size of the Screening Committee was decided based on the recommendation of the MASC consultant while taking into consideration the size of our district, who the stakeholders were and how we would represent them. The Subcommittee feels confident with the number and roles on the Screening Committee and is ready to move forward. It was also noted that several of the members of the Screening Committee are wearing more than one hat, i.e., both a parent in the district and a school employee. The brochure/invitation to apply to be Superintendent of Schools at Monomoy Regional School District will be posted on our website as well as the link to masc.org/Monomoy where the application will be.

E. Subcommittee, Representative, Liaison Reports

i. Building Committee

Jackie Zibrat-Long discussed the roofing presentation at the last MRMS Building Committee meeting. After review, the committee asked for revisions with some asphalt roof options for the portions that had metal on because of noise concerns during rain storms. The timeline going forward will include a vote for the School Committee for the November 20, 2025 meeting and then we will have another one for the December 11, 2025 meeting since the MSBA deadline is December 18, 2025.

ii. Superintendent Search

The first Screening Committee meeting will be held on Monday, October 27, 2025.

F. Superintendent's Report

The Boston Globe has announced its 2024-2025 Scholastic Awards, and Monomoy Regional High School was recognized in the top 3 in its division. The awards honor the schools with the best performance in the previous academic year, based on their regular-season win percentage. For the 2024-2025 school year, Monomoy's high school athletic programs as a whole had the 3rd best winning percentage in the state in Division 4, after Norwell at No. 1 and Lynnfield at No. 2. MRHS athletics teams had a win percentage of 63.24 for all three athletics seasons.

Monomoy Regional School District has been awarded a grant by the Massachusetts Department of Elementary and Secondary Education for the pursuit of Innovation Career Pathways programs that give high school students hands-on

learning experiences in high-demand fields. The \$15,000 planning grant awarded to Monomoy is the first step toward bringing Innovation Career Pathways to the district.

H. Action Items -Vote Required

- i. Second Reading Policy Files: IM-MSP - Middle School Pathway Exploration Policy, File BEDC: Quorum, File BEDD: Rules of Order, File BEDF: Voting Method, File BEE: Special Procedures for Conducting Hearings, File BGB/BGC: Policy Adoption/Policy Amendment

MOTION: Ryan Edwards moved to approve the Policy Files as presented to the School committee, seconded by Jackie Zibrat-Long

UNANIMOUS: the motion passes

- ii. General Contractor Award for Middle School Renovation project

MOTION: Jackie Zibrat-Long moved to approve that Monomoy Regional School District enter into a contract with Pearl Construction LLC as the general contractor for the middle school siding and window replacement project for a contract price of six million nine hundred and eighty three thousand dollars (\$6,983,000), seconded by Betty Gray.

UNANIMOUS: the motion passes

I. Presentation of the Warrants

Presentation of the Warrants Accounts Payable and Payroll Warrants were presented for MRSC member signatures

J. Adjournment

MOTION: Ryan Edwards moved to adjourn the meeting, seconded by Brad Schiff.

UNANIMOUS: the meeting adjourns at 8:39 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary

MONOMOY REGIONAL SCHOOL DISTRICT FIELD TRIP REQUEST FORM

Coordinating Teacher: Shana Grogan Teacher Cellphone Number: 5088681731
 Other Teacher(s): Emma Santoni Grade(s): 8-post Grad
 School: CES HES MRMS MRHS Date(s) of Trip: July 18 - July 21
 Time of Departure: TBD - est. 8am Return Time to School: TBD - est. 12p
 Destination: Indiana University
This request must be approved by your School Nurse, Principal and Superintendent at least four weeks prior to US trips and International trips.

Purpose of Trip – Include Direct Connection to Curriculum Standards:

See attached

School Nurse Needed on Trip: Yes No

Other accommodations needed: _____

IF Airport Travel: Too early for this info
Please provide Airline name, flight # and arrival time

Type of vehicle requesting (School bus 45 – 2/seat (MS/HS) or 71 @ 3/seat. Coach Bus = 54 seats)

Motor Coach/#: _____ School Bus/#: _____ Handicap Accessible Bus: _____
 (Parents driving)
 Walking-No Bus: ✓ School Van _____

Total Number students: 10 Total Number of Teachers: 2 Total Number of Chaperones**: 1
Please plan on at least one (1) chaperone per group of 10 students
 CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

Sources of Funds (must be indicated prior to approval): School Budget Student Fee Grant *+ fundraising*

<p>Budget For Day Trips: If using the bus company: Hourly rate \$42.47. Mileage Rate \$1 per mile. Please attach Google Map directions</p> <p>_____ hours x \$42.47 = _____ _____ miles x 2 (Round Trip) x 1 = _____</p> <p># of Buses: _____</p> <p>Total Transportation Costs: \$ _____ Admissions Cost: \$ _____ Total Cost: \$ _____ Total Cost per student: \$ _____</p> <p><small>Please email to Faith Rushnak@frushnak@monomoy.edu</small></p>	<p>For out of state and overnight trips, please attach a budget and itinerary.</p> <p>APPROVALS</p> <p><u>Shana Grogan</u> <u>10/12/15</u> Teacher Date</p> <p><u>Jean Kohn</u> <u>10/6/15</u> School Nurse Date</p> <p>_____ Principal Date</p> <p>_____ Superintendent Date</p> <p style="text-align: center;">APPROVED NOT APPROVED</p>
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Best Buddies Conference – Alignment Matrix

Conference Theme / Session Type	Massachusetts Framework / Regulation	Alignment / Rationale
Keynote: The Power of Inclusion in Education & Beyond	Massachusetts Curriculum Frameworks (Vision of the Graduate); 603 CMR 28.02 (Access to general education)	Reinforces that all students, including those with disabilities, must have access to rigorous academics and civic engagement opportunities.
Workshop: Understanding Disability Rights & Responsibilities	603 CMR 28.00; IDEA (federal law)	Provides educators, families, and students with clarity on rights under IEPs, LRE, and procedural safeguards.
Breakout: Universal Design for Learning (UDL) in Practice	Inclusive Practice Guidebook; Curriculum Framework cross-cutting practices	Helps educators plan instruction that addresses diverse learner needs, aligns to state standards, and ensures equity.
Panel: Youth Voice in Advocacy & Leadership	History & Social Science Framework (Civic Engagement strand); Student Voice initiatives in DESE	Students apply civic learning standards by advocating for inclusion and sharing lived experiences.
Session: Transition Planning & Life Skills	603 CMR 28.05 (IEP transition requirements); Career Development Education (CDE) Benchmarks	Aligns with transition planning mandates and CDE benchmarks to prepare students for postsecondary life, work, and community participation.
Small-Group Discussion: Building Peer-to-Peer Connections	SEL Competencies (MA DESE SEL Guidance); Health/PE Framework (Interpersonal skills)	Promotes social-emotional learning, relationship skills, and peer mentoring consistent with state SEL goals.
Workshop: Inclusive Practices in Core Academics	ELA, Math, Science, and Social Studies Curriculum Frameworks	Explores strategies to adapt lessons so students with disabilities engage meaningfully with grade-level standards.

**Session: Family
Engagement in
Disability Rights**

603 CMR 28.07 (Parent
Participation); DESE Family
Engagement Framework

Supports families in
understanding their rights and
roles, aligning to state
requirements for active parent
involvement.

**Closing Session:
Action Planning for
Schools & Districts**

Educator Evaluation
Framework (Professional
Practice Goals); Inclusive
Practice Guidebook

Encourages participants to set PD
goals and district action steps to
sustain inclusive culture and
compliance.

BESTBUDDIES.

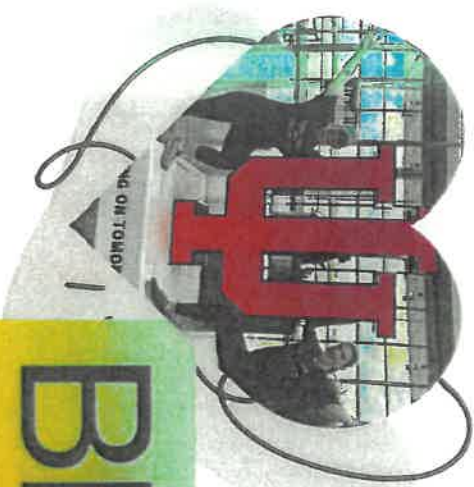
(<https://www.bestbuddies.org/bblc>)



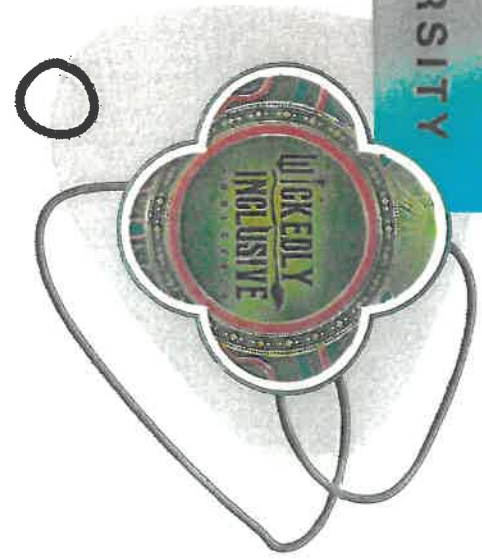
Best Buddies Leadership Conference (BBLC) unites Best Buddies leaders, volunteers, and community advocates from around the globe to **imagine, create, lead** and **empower** the future of the disability rights and inclusion movement.

Over the past 30 years, BBLC has inspired thousands of leaders to be Best Buddies advocates and to bring about **social change** in their communities.

Special guests this year: Tanner Smith (Love on the Spectrum), Broadway Performer David Burham, Miss America 2025 Abbie Stockard, keynote speakers Kevin Wanzer and Dr. Laymon Hicks, the Indianapolis Colts Cheerleaders, fitness influencer Billy Blanks, Jr., The Improvaneers (World's first ever Improvisation Troupe cast with individuals with disabilities), DJ Iron Mike, Richard Goodall – America's Got Talent Season 19 Winner, and Broadway Performers and Actors – Echo Picone and Riki Stephens.



BESTBUDDIES
LEADERSHIP CONFERENCE
JULY 17-20, 2026 | INDIANA UNIVERSITY



Monomoy Regional School District
Competency Determination Graduation Requirement - DRAFT REVISION

The awarding of a fully certified diploma from the Monomoy Regional School District requires, in addition to the MRHS Graduation criteria as outlined in the MRHS School Handbook, a demonstration of mastery of the tenth-grade Massachusetts Curriculum Framework Standards in the areas of English language arts, mathematics, and science. Mastery is determined when a student successfully earns one full-credit for the identified courses below. Mastery is determined in accordance with the district's grading policy (e.g. course grade equal to or greater than 60) and obtained by the (1) final assessment of MRSD curricular priority standards for the course; or (2) an equivalent measure outlined in the high school's handbook. The district must determine that every student has met the Competency Determination (CD) outlined in this policy and the local graduation requirements prior to graduating that student.

For the Class of 2026, a successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 or the demonstration of mastery based on the outlined CD courses below:

For the class of 2027 and beyond, only the coursework stated below will be used to determine certification of the competency determination (CD)

- The equivalent of two years of high school English Language arts courses. These courses must be taken in grades 9-12 and include English 9, 10, 11, or 12.
- The equivalent of one year of both Algebra and Geometry courses or the equivalent of one year of both Integrated Math I and Integrated Math II. Middle school math courses may be certified by the district as meeting the coursework requirement when the district confirms that the middle school courses align to the 2017 MA Mathematics Curriculum Framework.
- The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry or Technology/Engineering. These courses must be taken in grades 9-12.
- The equivalent of a one-year United History (US History I or II) course. This course must be taken in grades 9-12.

Special Circumstances:

- Students with disabilities have under IDEA or M.G.L. c. 71B the right to be provided a Free and Appropriate Public Education (FAPE), and as such, the district must determine that the student has met the CD and local graduation requirements prior to graduating that student.
- Students with disabilities placed in out-of-district placements must meet the requirements of the CD policy of the placing school district.

- Districts are responsible for selecting and certifying the courses that meet the CD requirements for English Learners including determining that English as a Second Language (ESL) courses may count towards the English Language Arts (ELA) coursework component provided that the school explicitly integrates grade-appropriate ELA standards with English Language Development (ELD) standards, using instructional scaffolds that are appropriate to students English proficiency levels.
- Students who enroll in an MA public high school after their ninth-grade year must be afforded the opportunity to earn the CD. Monomoy Regional School District reserves the right to substitute any courses for the above-stated courses provided they align with the appropriate MA Curriculum Framework Standards and the State Law regarding Competency Determination M.G.L. Title XII Ch. 69 S.1D.
- Students who do not meet the required passing grades in the above-prescribed courses may enroll in an approved summer school program, credit recovery courses, or be scheduled to take additional coursework by their guidance counselor that meets the same MA Curriculum Framework Standards.
- In limited circumstances, where a district is unable to document a student's prior coursework, the regulations allow for a student to earn the CD by:
 - Attaining a qualifying score of at least "meeting expectations" or "exceeding expectations" achievement levels on the relevant high school MCAS assessment; or
 - Meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Monomoy Regional School District will offer eligible students in the classes of 2003 through 2024 who did not earn a diploma as a result of failing to meet the state's CD requirement an opportunity to determine their current eligibility for a diploma pursuant to the district's CD requirements.

An eligible student is one who:

1. Was previously enrolled in the district; and
2. Previously met the criteria for a Certificate of Attainment (ie, met local graduation requirements but did not receive a high school diploma because they did not earn a CD); and
3. Was not previously reported as a graduate in any district's Student Information Management System (SIMS) submission.

Any student who has not previously met the criteria for a Certificate of Attainment (indicating that they did not meet all local graduation requirements when they exited high school) must meet the district's current CD requirements and local graduation requirements in order to earn a diploma.

If a student is determined to now meet all requirements to graduate, the student must be reported to the MA Department of Education as a graduate via SIMS.

The Principal shall be the arbiter for all disagreements in transcript review. An appeal of the principal's decision may be made to the superintendent. The superintendent's decision on transcript reviews as related to CD is final.

Legal Reference: M.G.L. c. 69, § 1D(i)

Department of Elementary and Secondary Education Update on Student Competency Determinations 12/11/2024

Department of Elementary and Secondary Education Update on Competency Determination Guidance and Policy Submission Process, July 2025

Adopted: 2/13/25

Revised:

Monomoy Regional School Committee

School Committee Review of Procedures

It is expected that the Superintendent and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals, or objectives of the district, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law, or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Dept. of Elementary and Secondary Education for information purposes only.) Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

Legal References:

M.G.L. 71:37H

Adopted: 3/27/2013

Reviewed:

Monomoy Regional School District

Scott Carpenter, Ed.D.
Superintendent

Michael MacMillan
Business Manager

Melissa Maguire
Director of Student Services



Robin A. Millen, Ed.D.
Assistant Superintendent of Curriculum,
Instruction and Assessment

Paul G. Donlan
Treasurer

To: MONOMOY REGIONAL SCHOOL COMMITTEE
From: Michael MacMillan
Date: 11/3/2025
Re: Surplus Equipment – Vehicle & Phones

MOTION

To approve the disposal of surplus equipment, including a passenger vehicle and desk phones, as presented to the School Committee.

BACKGROUND

2006 Ford Ecovan: This vehicle is in very poor condition with substantial rusting throughout and multiple mechanical failures. This vehicle will no longer pass the 7D requirements and cannot be used for transporting students. The District has another 7D wheelchair-accessible vehicle which is currently in use, so this one will not be replaced. If this request is approved, the vehicle will be offered for scrap to 2-3 vendors and the District will sell the vehicle to the highest bidder.

PolyCom Desk Phones: The District recently replaced the phone system at the High School to integrate it with the system at the other three schools. As part of this overhaul, the phones were replaced. Some of the old phones were malfunctioning. The District posted these phones for sale on an online auction site (Municipid) but no offers were received. These phones will be recycled.

Michael MacMillan
School Business Manager



Monomoy Regional School District Disposal of Surplus Materials

Name of individual Completing the Form: Michael MacMillan Print Name Date: 11/03/2025

Submitted to: School Committee School Committee Date: 11/06/2025

Current Location of item (s) : MRHS / MRMS Print Name

For Administration Use *Yes* *No* *Approved by School Committee* *Date:*

Description	Make & Model	Condition	Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Passenger Vehicle	2006 Ford Ecovan	Very Poor	2006	1	\$300	Sell for scrap
Desk Phones	PolyCom VVX500	Fair	2014	11	\$0	Trash/Recycle
Desk Phones	PolyCom VVX310 phones	Fair/Poor	2014	99	\$0	Trash/Recycle



Monomoy Regional School District Disposal of Surplus Materials

Please provide below photographs of the items listed above.

Item 1: Vehicle - Side Photo

Click below to insert photo



Item 2: Vehicle - Front Photo

Click below to insert photo



Item 3: Phone - model 1

Click below to insert photo



Item 4: Phone - model 2

Click below to insert photo



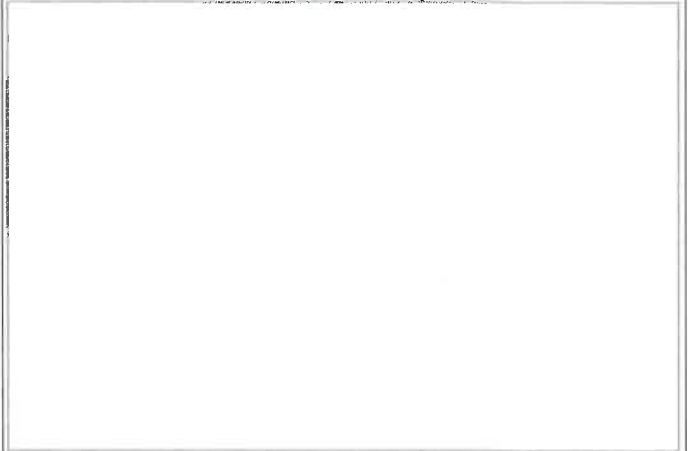
Item 5:

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Item 6:

Click below to insert photo





MONOMOY REGIONAL SCHOOL DISTRICT



Professional Development Day
November 10, 2025



Professional Development Committee

Margaret Turco-Grade 2 CES

Oona Melanson-Grade 1 CES

Jennifer Kelly-Principal CES

Lindsey Hooper-Director, ELA/Humanities g.5-12

Kristen Callahan-Director, Math/STEM g. 5-12

Kristen Groves-Math Interventionist CES

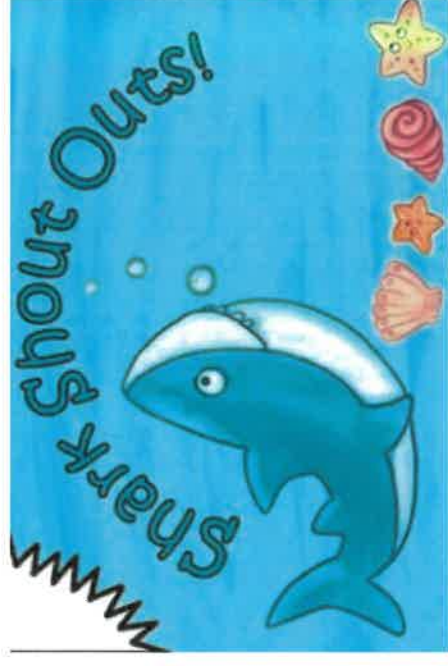
Cynthia Gushee-Instructional Assistant MRMS

Scott Carpenter-Superintendent

Mackenzie Yarletts-Director of Technology

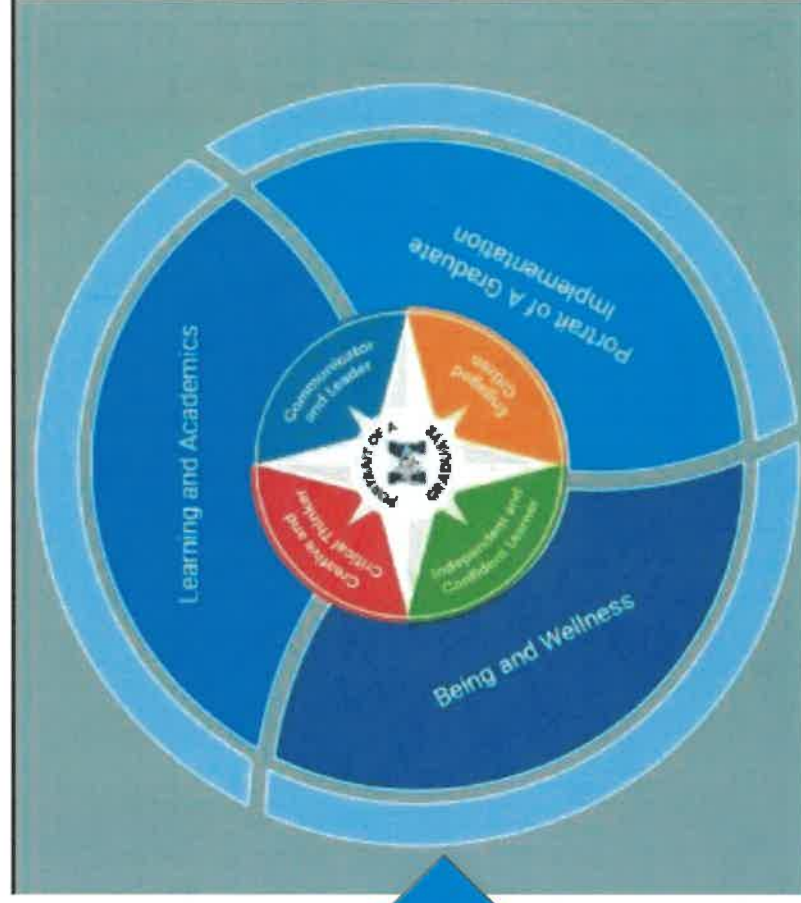
Sara Peters-Latin MRHS

Caitlin Imparato-Math/ELA interventionist CES



Professional Development Pathways

- Professional Development Workshops
- Professional Development Series
- Professional Development Courses
- Professional Development for Instructional Assistants
- Monomoy Professional Learning Communities
- Other Professional Development Opportunities



Strategic Plan Connection



Goal 2: Learning and Academics

2.1 Curricular Excellence

1. Utilize culturally responsive teaching strategies and diverse curricular materials to support various learning styles and needs
2. Continue to identify and address systemic inequalities that contribute to achievement disparities
3. Allocate resources to ensure all students have access to high-quality learning experiences

Mid-Atlantic Equity Consortium Keynote
Consultant Jenny Portillo-Nacu Ed.M.

Strategic Goal Connection



Goal 2: Learning and Academics

2.1 Curricular Excellence

1. Integrate literacy and mathematics across all disciplines with effective instructional strategies, evidence-based resources, and professional development for all educators

iReady Math Curriculum Professional Learning Sessions
iReady Diagnostic Professional Learning Sessions

Strategic Plan Connection



Goal 2: Learning and Academics

2.1 Curricular Excellence

1. Promote early literacy development through partnerships with families and caregivers, early childhood providers, and community organizations
2. Continue to identify and address systemic inequalities that contribute to achievement disparities
3. Allocate resources to ensure all students have access to high-quality learning experiences

PRISM Grant Professional Development Session
TNTP Consultants, Teresa Rodriguez and Sharday Melton

Strategic Goal Connection



Goal 1: Portrait of a Graduate Implementation

1.1 Portrait of a Graduate Curriculum

1. Offer ongoing professional development for educators to equip them with the tools and strategies needed for effective implementation
2. Foster collaboration and learning communities among educators to support implementation

1.2 Engagement

1. Engage students and educators in understanding and supporting the Portrait of a Graduate initiative

MRHS Portrait of a Graduate Session:
Reconnect, Review, and Reflect



On behalf of the MRSD PD Committee, we want to extend and invitation for the members of the school committee to join us at one of the MAEC Equity PD sessions (8:30am or 12:30pm).



Thank you for your ongoing support of professional development plans and pathways.

Margaret Turco, Oona Melanson, Jennifer Kelly, Lindsey Hooper, Kristen Callahan, Kristen Groves, Cynthia Gushee, Scott Carpenter, Mackenzie Yarleets,
Sara Peters, Caitlin Imperato, Robin Millen



MONOMOY REGIONAL SCHOOL DISTRICT



November 10, 2025

Professional Development Day @ Monomoy Regional High School

8:30am-3:30pm

Lunch will be provided by the district [*updated lunch menu](#) (11/3)

- About Mid-Atlantic Equity Consortium-Keynote..... 2
- PreKindergarten Classroom Educators..... 3
- Grades K-2 Elementary Classroom Educators-iReady Implementation Sessions..... 4
- Grades 3-4 Elementary Educators..... 6
- Elementary and Middle School UA Educators..... 8
- Elementary Special Education (K-2)..... 10
- Special Educators (grades 3-4)..... 12
- Elementary EL Educators (K-2)..... 14
- EL Educators (grades 3-4)..... 16
- Administration..... 18
- Administrative Assistants..... 20
- preK-12 Related Service Providers..... 21
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Lunch will be provided by the district. Lunch session: 11:30-12:30pm



About Mid-Atlantic Equity Consortium-Keynote

Equity, excellence, opportunity to learn, and social justice are at the heart of everything we do at MAEC. Over the past 25 years, we have operated many projects directed towards these goals. We are the long-time home of a regional technical assistance center funded by the U.S. Department of Education. The federal equity assistance centers were created to serve state departments of education, districts, and schools and help them address issues relating to race, gender, religion, and national origin (English Learners). As of 2016, MAEC's region now encompasses 15 states and territories. Designated as Region I, the [Center for Education Equity \(CEE\)](#) at MAEC reaches Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, and West Virginia. MAEC also supports the Region II equity assistance center which stretches across the South.

We strongly believe that every student matters and should be afforded the opportunities, resources, and supports necessary to succeed. To achieve educational equity, efforts must be intentional, accountable, and contextual. This goal requires an examination of systemic policies and practices, school climate, student access to support for rigorous curriculum, and teaching and learning. MAEC facilitates this process by reviewing the cultural, structural, and material dimensions necessary for making transformational change. We provide technical assistance, professional learning, and tools necessary to operationalize equity into practice. ([maec.org](#))

Keynote speaker: Jenny Portillo-Nacu

Bio:

Jenny Portillo-Nacu is a Senior Education Equity Specialist for the Mid-Atlantic Equity Consortium (MAEC) where she supports the work of the Center for Education Equity, one of four Equity Assistance Centers funded by the US Department of Education. She is also a Senior Training and Technical Associate for the Education Development Center (EDC). In her work, Jenny specializes in providing high-quality training and technical assistance (TTA) that builds the capacity of state departments of education, districts, and schools to adopt and sustain effective, culturally responsive instructional and family engagement practices.

Previously, Jenny was an elementary school teacher, school administrator, professional development facilitator, and curriculum designer. She holds an EdM from the Harvard Graduate School of Education, an MA from Teachers College, Columbia University, and a BA from Fordham University.



PreKindergarten Classroom Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	preK educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30am	PLC Reflection Session	preK educators	A163-Howe	
PLC reflection: Layering the Learning as a Team				
Time	Session	Who	Where	Notes
12:30-3:30pm	PRISM PD	All preK educators	Howe A163	
<p>Session: Online and self-directed modules designed by PRISM consultants. Outline and resources will be sent via TNTIP consultants, Teresa Rodriguez and Sharday Melton.</p>				

Grades K-2 Elementary Classroom Educators-iReady Implementation Sessions

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-11:30am	iReady Mathematics and Diagnostic Training	K-2 educators implementing iReady Mathematics	Library Media	
<p>Session Detail: <i>In Developing Mathematical Thinkers through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</i></p> <p>Reflecting on the Try-Discuss-Connect Framework</p> <ul style="list-style-type: none"> ● <i>Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.</i> <p>Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success</p> <ul style="list-style-type: none"> ● <i>Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.</i> <p>Using Data to Plan Instruction</p> <ul style="list-style-type: none"> ● <i>Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and inform their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.</i> <p>Monitoring and Responding to Personalized Instruction</p>				

<ul style="list-style-type: none"> Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data. 				
Time	Session	Who	Where	Notes
12:30-2:30pm	MAEC Equity Keynote	Grades K-2 educators	Double classroom, A161-A160	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
2:45-3:30pm	PLC reflection session		K-Room A179 1-Room A181 2-Room A139	
PLC reflection: Layering the Learning as a Team				

Grades 3-4 Elementary Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Grades 3-4	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30	PLC reflection session	Grades 3-4	3-A218 4-A220	
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	iReady Mathematics and Diagnostics training	grades 3-4 educators implementing iReady Mathematics	Library Media	
<p>Session Detail: <i>In Developing Mathematical Thinkers through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</i></p>				
<p>Reflecting on the Try-Discuss-Connect Framework</p> <ul style="list-style-type: none"> ● <i>Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.</i> 				
<p>Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success</p>				

- Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.

Using Data to Plan Instruction

- Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and inform their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.

Monitoring and Responding to Personalized Instruction

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.

Elementary and Middle School UA Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Elementary and Middle School UA Educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30am	PLC reflection session (MS and elementary)	Elementary and Middle School UA Educators	A-212	
<p>PLC reflection: Layering the Learning as a Team</p>				
Time	Session	Who	Where	Notes
12:30-3:30pm	Portrait of a Graduate Session	Elementary UA Educators	Cafeteria	
<p>Session: Elementary UA Educators will join the MRHS teams to co-design POG "look fors" aimed at Grade 12 learning outcomes.</p>				
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	Middle School UA Educators	Auditorium	
<p>Using Data to Plan Instruction</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, 				

teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.

Monitoring and Responding to Personalized Instruction

- *Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.*



Elementary Special Education (K-2)

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-11:30am	iReady Mathematics and Diagnostics professional learning	K-2 special education educators implementing iReady	Library Media	

Session Detail:

In Developing Mathematical Thinkers through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.

Reflecting on the Try-Discuss-Connect Framework

- Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.

Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success

- Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.

Using Data to Plan Instruction

- Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and inform their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.

Monitoring and Responding to Personalized Instruction

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.

Time	Session	Who	Where	Notes
12:30-2:30pm	MAEC Equity Keynote	grades K-2 special education educators	A161-160 (double room)	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
2:30-3:30pm	PLC reflection session	K-2 special education educators	K-A179 1-A181 2-A139	Special education IL will attend iReady training at this time.
<p>PLC reflection: Layering the Learning as a Team</p>				

Special Educators (grades 3-4)

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30	MAEC Equity Keynote	Grades 3-4 special educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30am	PLC reflection session w/MS special educators	Grades 3-4 special educators	A202	
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	iReady Mathematics and Diagnostic professional learning	grades 3-4 special education educators implementing iReady Mathematics	Library Media	w/IL
<p><i>Session Detail:</i> <i>In Developing Mathematical Thinkers through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</i></p>				
<p>Reflecting on the Try-Discuss-Connect Framework</p> <ul style="list-style-type: none"> ● <i>Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.</i> 				
<p>Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success</p>				

- Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.

Using Data to Plan Instruction

- Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.

Monitoring and Responding to Personalized Instruction

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.



Elementary EL Educators (K-2)

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-11:30am	iReady Mathematics and Diagnostics professional learning	K-2 EL Educators	Library Media	
<p><i>Session Detail:</i> In Developing Mathematical Thinkers through <i>Instructional Routines</i>, educators examine how to use the <i>i-Ready Classroom Mathematics' Try-Discuss-Connect Framework</i> to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</p> <p>Reflecting on the Try-Discuss-Connect Framework</p> <ul style="list-style-type: none"> ● Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework. <p>Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success</p> <ul style="list-style-type: none"> ● Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts. <p>Using Data to Plan Instruction</p> <ul style="list-style-type: none"> ● Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. <p>Monitoring and Responding to Personalized Instruction</p>				

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.

Time	Session	Who	Where	Notes
12:30-2:30pm	MAEC Equity Keynote	K-2 EL Educators	A161-160 (double room)	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
2:45-3:30pm	PLC reflection session	K-2 EL Educators	A181 (w/grade 1)	
<p>PLC reflection: Layering the Learning as a Team</p>				

EL Educators (grades 3-4)

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Grades 3-4 EL Educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30am	PLC reflection session w/MS EL	Grades 3-4 EL Educators	A227	w/IL
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	iReady Mathematics and Diagnostics professional learning	grades 3-4 EL educators	Library Media	IL will attend this session
<p>Session Detail: <i>In Developing Mathematical Thinkers through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</i></p>				
<p>Reflecting on the Try-Discuss-Connect Framework</p> <ul style="list-style-type: none"> ● <i>Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.</i> 				
<p>Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success</p>				

- Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.

Using Data to Plan Instruction

- Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.

Monitoring and Responding to Personalized Instruction

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.

Administration

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-11:30	<p>Cultivating an Inclusive and Productive Learning Community; Leading the Shift to Student-Centered Learning ; Analyzing Grade-Level Data and Action Planning</p> <p>Diagnostic-focusing on personalized (including ELA) instruction- "my path"</p>	All K-8 Administrators CO Administrators	Sharkness	
<p><i>Session Detail:</i></p> <p>Cultivating an Inclusive and Productive Learning Community</p> <ul style="list-style-type: none"> This session guides leaders in developing a clear vision and expectations for <i>i-Ready Classroom Mathematics</i> classroom implementation. Leaders plan for how they will clearly communicate those expectations to teachers, ensuring that classrooms feel safe and provide opportunities for all students to achieve their academic goals. <p>Leading the Shift to Student-Centered Learning</p> <ul style="list-style-type: none"> Leaders deepen their understanding of the instructional shifts required as teachers evolve their practice from a teacher-led instructional approach to a student-centered learning approach. Leaders explore how the Try-Discuss-Connect Instructional Framework and additional <i>i-Ready Classroom Mathematics</i> tools can be leveraged to promote student learning of mathematics through collaboration, conversations, and critical thinking. <p>Analyzing Grade-Level Data and Action Planning</p> <ul style="list-style-type: none"> Leaders analyze their data to create instructional plans that support a strong implementation. <p>Diagnostic-focusing on personalized (including ELA) instruction-"my path."</p>				
Time	Session	Who	Where	Notes
12:30-3:30pm	Portrait of a Graduate	Admin (facilitators)	Cafeteria	

	Session			
<p>Session: MRHS (no math or ELA) with some additional teams (Elem and MS UA, Elem and MS related service, Elem/MS counselors, elem/MS nurses, elem/MS psychologists, elem/ms team chairs) begin to co-design POG "look fors" aimed at Grade 12 learning outcomes (no ELA/Math educators).</p>				



Administrative Assistants

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Administrative Assistants	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:30-11:30 (11:30-12:30 lunch) 12:30-3:30pm	ASPEN training	Administrative Assistants	A149	
<p>Aspen training plus review of best practices and procedures, student cumulative file maintenance and data retention, Cybersecurity, AI, and other topics the team wanted to discuss in person</p>				

preK-12 Related Service Providers

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	preK-12 Related Service Providers	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30am	PLC reflection session	preK-12 Related Service Providers	A148	
PLC reflection: Layering the Learning as a Team				
Time	Session	Who	Where	Notes
12:30-3:30pm	Portrait of a Graduate Session	preK-12 Related Service Providers	cafeteria	
Session: preK-12 Related Service Educators will join the MRHS teams to co-design POG "look fors" aimed at Grade 12 learning outcomes.				

preK-12 Counselors, Career Education and Community Service Learning Coordinator, and HS Restorative Justice Coordinator

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	preK-12 Counselors	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30	PLC reflection session	preK-12 Counselors	A146	w/Restorative Justice Coordinator
PLC reflection: Layering the Learning as a Team				
Time	Session	Who	Where	Notes
12:30-3:30pm	Portrait of a Graduate Session	preK-12 Counselors	Cafeteria	
Session: preK--12 Counselors will join the MRHS teams to co-design POG "look fors" aimed at Grade 12 learning outcomes.				

preK-12 School Psychologists, Team Chairs, Mental Health Coordinator, BCBA

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity & CAST UDL Keynote and breakout session	preK-12 Psychologists, team chairs, mental health coordinator, BCBA	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30am	PLC reflection session	preK-12 Psychologists, team chairs, mental health coordinator, BCBA	A140	
<p>PLC reflection: Layering the Learning as a Team</p>				
Time	Session	Who	Where	Notes
1:00-3:30pm	Portrait of a Graduate Session	preK-12 Psychologists, team chairs, mental health coordinator, BCBA	cafeteria	
<p>Session: preK-12 psychologists, team chair, mental health coordinator will join the MRHS teams to co-design POG "look fors" aimed at Grade 12 learning outcomes</p>				

preK-12 Nurses

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:00am (leave early to attend next session)	MAEC Equity Keynote and breakout session	preK-12 nurses	auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:00-11:00	Narcan training	preK-12 nurses	Nurse's office	
AIDS support group of Cape Cod will provide Narcan training for the nurses. This training is required by DPH.				
Time	Session	Who	Where	Notes
11:00-11:30pm	Nurse PLC reflection session about keynote	preK-12 nurses	Nurse's office	
PLC reflection: Layering the Learning as a Team				
12:30-3:30pm	Portrait of a Graduate Session	preK-12 nurses	cafeteria	
Session: preK-12 nurses will join the MRHS teams to co-design POG "look fors" aimed at Grade 12 learning outcomes.				

Middle School Educators-iReady Mathematics Implementation Sessions

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Grades 5-7 educators implementing/piloting iReady Mathematics	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30	PLC reflection session	Grades 5-7 educators implementing/piloting iReady Mathematics	A181	
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	iReady Mathematics and Diagnostic professional learning	Grades 5-7 educators implementing/piloting iReady Mathematics	Library Media	
<p><i>Session Detail:</i> In Developing Mathematical Thinkers through <i>Instructional Routines</i>, educators examine how to use the <i>i-Ready Classroom Mathematics' Try-Discuss-Connect Framework</i> to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.</p>				
<p>Reflecting on the Try-Discuss-Connect Framework</p>				

- *Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.*

Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success

- *Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.*

Using Data to Plan Instruction

- *Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.*

Monitoring and Responding to Personalized Instruction

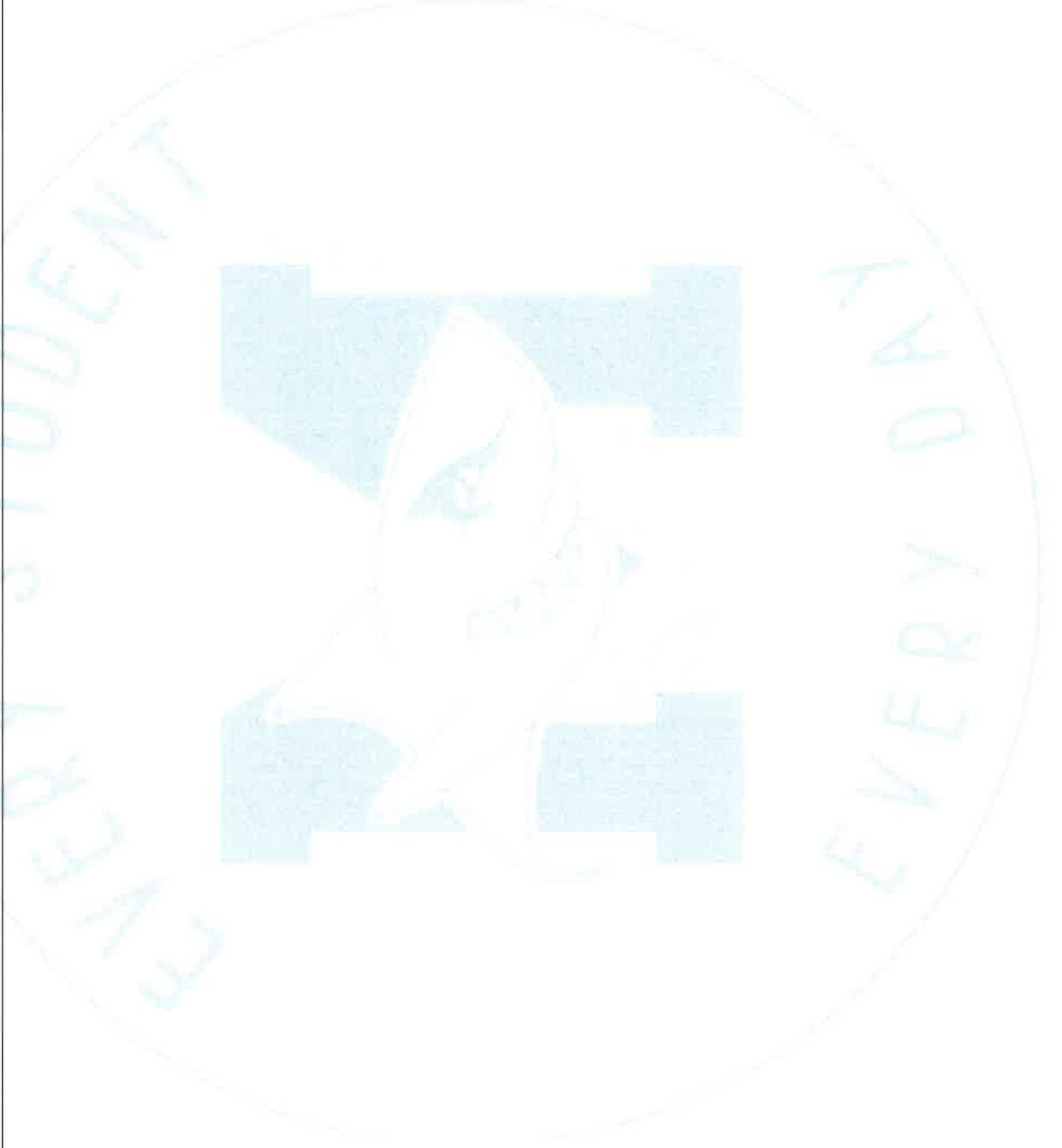
- *Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.*

Middle School Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Middle School Educators (non iReady mathematics educators)	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30am	PLC reflection session	MS educators (not mathematics)	ELA-A139 SS-A233 Science-A226	
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	Middle School Educators (non iReady mathematics educators)	Auditorium	
<p>Using Data to Plan Instruction</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and inform their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. 				
<p>Monitoring and Responding to Personalized Instruction</p>				

- *Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.*



Middle School Special Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	MS Special Educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
Time	Session	Who	Where	Notes
10:45-11:30am	PLC Reflection session w/elementary (g 3-4)	MS Special Educators	A202	
<p>PLC reflection: Layering the Learning as a Team</p>				
Time	Session	Who	Where	Notes
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	MS Special Educators	Auditorium	
<p>Using Data to Plan Instruction (Grades 6-8)</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. 				
<p>Monitoring and Responding to Personalized Instruction</p>				

- Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.

Middle School EL Teacher

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity & CAST UDL keynote w/breakout session	Grades 5-7 EL educators	Auditorium	

Session Description:

How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.

10:45-11:30am	PLC reflection session with elementary EL	Available EL educators	A227	
PLC reflection: Layering the Learning as a Team				
12:30-3:30pm	iReady Mathematics and Diagnostic professional learning	Grades 5-7 EL educator	Library Media	

Session Detail:

In **Developing Mathematical Thinkers** through Instructional Routines, educators examine how to use the i-Ready Classroom Mathematics' Try-Discuss-Connect Framework to support productive student discourse. Within each step of the Framework, educators reflect on students' opportunities to engage in the mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the Framework within the context of a day of instruction, focusing on effective ways to facilitate

student-led discourse that leads to a shared understanding of mathematical concepts. As needed, educators consider data showing students' prerequisite understandings and prepare for ways to address needs within their plan.

Reflecting on the Try-Discuss-Connect Framework

- *Reflect on instructional practices and analyze important discourse opportunities for students. Discuss key teacher and student actions for each step of the Try-Discuss-Connect instructional framework to increase efficacy in planning and implementation of the framework.*

Bridging Prerequisites and Grade-Level Instruction to Maximize Student Success

- *Educators gather research-based strategies that best support learning acceleration in whole group and small group settings. They analyze student data and reflect on ways to leverage these strategies to further support student learning. They develop an actionable plan to implement these strategies into upcoming instruction to bridge student understanding of prerequisite skills to grade level concepts.*

Using Data to Plan Instruction

- *Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games.*

Monitoring and Responding to Personalized Instruction

- *Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.*

HS Grade 8 (only iReady Diagnostic) Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	Grade 8 ELA and Math Educators, Interventionists	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30am	PLC reflection session	Grade 8 ELA and Mathematics Educators, Interventionists	ELA-A219 Mathematics-A179	
<p>PLC reflection: Layering the Learning as a Team</p>				
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	Grade 8 ELA and Mathematics Educators, Interventionists	Auditorium	
<p>Using Data to Plan Instruction (Grades 6-8)</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. <p>Monitoring and Responding to Personalized Instruction</p>				

- *Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data.*



HS Educators (not implementing iReady Diagnostic)

Lunch 11:30-12:30 (provided by district)

8:30-10:30am	MAEC Equity Keynote	All members not implementing iReady Diagnostic	Auditorium
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>			
Time	Session	Who	Where
10:45-11:30am	PLC reflection session	All members not implementing iReady Diagnostic	ELA-A219 Mathematics-A179 SS-A231 Science-A224 WL-A217 Wellness-A144 Fine Arts-A263 Special Ed-Guidance Conference (Corrigan's room)
<p>PLC reflection: Layering the Learning as a Team</p>			
Time	Session	Who	Notes
12:30-3:30pm	Portrait of a Graduate Session	All HS educators not implementing iReady Diagnostic	Cafeteria
<p>Session: MRHS teams with other teams will begin to co-design POG "look fors" aimed at Grade 12 learning outcomes.</p>			

HS EL Educators

Lunch 11:30-12:30 (provided by district)

Time	Session	Who	Where	Notes
8:30-10:30am	MAEC Equity Keynote	HS EL Educators	Auditorium	
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>				
10:45-11:30am	PLC reflection session	Available EL Educators	van der Burg-A219 Mecca-A179	
PLC reflection: Layering the Learning as a Team				
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	HS EL Educators	Auditorium	
<p>Using Data to Plan Instruction (Grades 6-8)</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and informs their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. <p>Monitoring and Responding to Personalized Instruction</p> <ul style="list-style-type: none"> Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data. 				



HS Special Education

Lunch 11:30-12:30 (provided by district)

8:30-10:30am	MAEC Equity Keynote	HS Special Education Educators	Auditorium
<p>Session Description: How can we create schools where all students feel a strong sense of belonging? In this session, educators will reflect on how they can create spaces that support student belonging in their classrooms and schools. Educators will reflect on their personal identities and how this affects their work with students. The session will also include opportunities for educators to consider student experiences and learn approaches to create a greater sense of belonging in their classrooms and schools. This will be the first session in a two-part series that will continue in December.</p>			
10:45-11:30am	PLC reflection session	HS Special Education Educators	Corrigan's room
<p>PLC reflection: Layering the Learning as a Team</p>			
12:30-3:30pm	Using Data to Plan Instruction; Monitoring and Responding to Personalized Instruction	HS Special Education Educators	auditorium
<p>Using Data to Plan Instruction (Grades 6-8)</p> <ul style="list-style-type: none"> Teachers practice effective data practices to analyze their own students' data from the first Diagnostic. Knowing the questions to ask and how to find the answers in the data and reports allows teachers to make instructional decisions and inform their own goals and goals they set with students. Utilizing a data analysis and planning process, teachers uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within upcoming instruction to maximize student access to grade-level content. As time permits, teachers explore critical steps for monitoring and managing Personalized Instruction, and/or how to engage students through data chats and tracking their own data, and/or use Learning Games. 			
<p>Monitoring and Responding to Personalized Instruction</p> <ul style="list-style-type: none"> Teachers learn guidance for monitoring i-Ready Personalized Instruction. They practice a purposeful, reflective process to analyze Personalized Instruction data and plan action steps in response to class and student data. 			