

## WREA House of Delegates **MINUTES**: March 2, 2020

Call to Order

Roll call

Approve the agenda [Attendance Document](#)

### HOD News

- PD Committee update:
  - Timeline for PD day:  
Wed 4/15 → staff will be able to view offerings,  
Signup on Mon 4/27 at 4:30 PM, will close 5/1  
Members not enrolled in sessions will be automatically assigned  
Tues 5/5 → presenters will be told if their sessions will run based on enrollment  
Mon 5/11 PD day and survey
  - See full report below
- Election committee update
  - None due to absence
  - Heidi shared the mailchimp info with the committee

### All-Member News

- Members interested in joining the HOD (or returning) need to email the Eboard by **May 11**.  
An email will be sent to all members the second week of April.

### Old Business:

1. Update on addition of COTA, PTA, SLPA to WREA bargaining unit
  - a. 2 meetings before the end of the month, continuing to review contract to come up with a contract proposal. Will meet with the district to submit a proposal at the end of the month.
2. Update on best practices for dealing with student plans (Breen)
  - a. These concerns will be brought to the WREA meeting with central office staff so there is a record of our concerns.
  - b. Discussion about staff/power school access to plans, in general.
3. Update on use of Fountas and Pinnell in regards to phonics (Literacy Survey)
  - a. Heidi projected and reviewed survey responses
  - b. Heidi will share a survey summary and take aways with District Admin.
  - c. Are members concerned enough that they might want to show up at a school committee meeting in solidarity over our concerns.

### New Business:

1. Next steps regarding Fountas and Pinnell
  - a. Answers to questions identified in the survey will need to be shared by district admin.
  - b. Are members dissatisfied enough with the program that they are willing to come to a school committee meeting to speak about it?
  - c. Members should be allowed to supplement with Foundations and district should provide materials and ongoing training.
  - d. If we are to supplement with foundations, perhaps that should be implemented consistently.



- e. Also a comment about how much some schools are liking Storyworks! It is rigorous and tied to common core and has been effective in providing current and engaging articles, stories, play and poetry.
- 2. District Report Card Group K-5
  - a. Reach consensus on report card language changes.,
  - b. 2-3 90 minute meetings; 4:00-5:30 PM
  - c. Would like representation for grades K-5 and 1 or 2 representatives from each school
  - d. Maybe use another districts report card, like Worcester?
- 3. Medicare communication situation remains unchanged
- 4. EBoard will be communicating to the Central Office, this Thursday, that WREA intends to publish the WREA/WRSD meeting minutes.
- 5. Leadership Survey Group - Meeting Thursday, 3/5, at 4pm.
- 6. MTA Meeting Delegate INformation will be coming out soon, Fri., May 1 and Sat. May 2, in Springfield. Expenses are covered for WREA's 11 delegates.
- 7. Member from HS, complaining about room being 97 degrees. Student was passing out.
- 8. Lack of adequate HVAC staff. People do not have heat or they have too much heat. Problems are not addressed in a timely fashion. Is there a way to collect data? Custodial staff is also frustrated. There are some OSHA regulations. Is there enough dis-satisfaction for members to put on their union shirts and show up at a school committee meeting to voice concerns?  
ECC has been told to go into the boiler room and flip the fuse off.  
Chocksett had some rooms (last week) that were 47 degrees.
- 9. The (admin) point person for pd curriculum areas at middle school level, changes from time to time. Someone who missed previous pd, was recently told they needed to have some data for next pd, with inadequate time to prepare it. Should there be some communication from the point person following a curriculum pd, to let people know what is expected for next pd, if there are action items.

**Reports:** President: Heidi Lahey  
VP Negotiations & Sick Bank: Jen Lee  
VP Contract Maintenance: Megan Keller  
VP Membership: Mary Shepherd  
VP Treasurer: Kim McCormack  
Secretary: Stacey Duffy  
Chairperson: Tracy Kasparian

## **Adjournment**



## Upcoming Meeting Dates:

HOD meeting dates: Apr 6, May 4, Jun 1 (Annual Meeting)

Eboard meeting dates: Mar 30, Apr 27, May 18 (held at Davis Hill)

MTA Annual Meeting May 1 & 2 in Springfield

WREA Annual Meeting: June 1 (MTV)

## Professional Development Committee February 24, 2020 Meeting

- Reviewed PD proposals that came in since our last meeting
- Staff surveys for May PD and End of Year
  - May PD day survey edited as a group - changes made to the survey for that day
  - EOY survey discussed - changes will be made at next meeting
- Expansion of PD Newsletter discussion
  - January newsletter - Bob did not send this out
    - Survey involving asking membership about changing PD days in future will now go out in an email from the PD committee. This will be sent after Bob reviews the survey; should be by the end of the week.
  - Discussion with Curriculum Team about adding content to PD newsletter by Bob - committee needs more information about what info these teams want to/wish to include - would this be just about PD from these teams or would this be more like a district info? Will continue to call it Professional Development Newsletter and include other "authors" - more information coming (Bob said he will have to ask the other "departments" what they feel they want to include and the newsletter is otherwise "on hold".)
- Other Items
  - Bob will email members who have submitted proposals by the end of the week
  - Timeline for PD day:
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    - Mon 5/11 PD day and survey
    - (Member inquired about offering food during the pd. Could we order lunch in advance? Will members know in advance of pd what they have been assigned to, if they have not signed up for something? Eboard will make an inquiry at the WREA superintendent meeting this coming Thursday.)
- Remaining Meeting Dates
  - 3/16/20, 4/13/20, 5/28/20, 6/8/20



## **Emails Since last Meeting**

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From Suzanne Breen on 1/13/20

Dear PD Committee, Racheal Bellemer and I have been working with our home-town visual art publisher Davis Publications in Worcester to host a range of workshops to meet the needs of District Art teachers at all levels.

This year, the high school art department was provided resources to purchase digital art texts through Davis Publications. Two teachers attended a training session, but the entire department needs time to train. We have designed two workshops to meet those needs. Davis also offers many resources for elementary and middle school art, as well as PD for those grade levels. Elementary and middle school teachers expressed interest in learning about these resources. We designed two workshops specifically for elementary and middle school teachers. The last workshop of the day showcases contemporary art for teachers at all grade levels. We have very few opportunities to work together as district-wide art teachers. We specifically requested a session to allow all of us to work together to build collegiality.

Please find a quote from Davis attached. The quote is a list of options rather than a fixed cost. Davis is willing to work with us to choose from the list of workshops and resources, or to work within a fixed budget number. Also attached is a GoogleSheet with further descriptions of the line items. Many support materials are priced per participant, and will only be invoiced for the number of attendees. We can design the exact combination of workshops and resources we need. Since Racheal and I are high school teachers, we also built in the option for elementary and middle teachers to select the exact workshop that will best meet their needs for session 2, if this proposal is granted.

Session 1. Two separate workshops:

- 1A. Davis Digital Textbook Training: Training for high school teachers on the Visual Experience and Exploring Graphic Design digital textbooks, recently purchased.
- 1B. Davis Publications Resources for Elementary and Middle School Visual Art: Information on all of the visual art resources Davis has to offer elementary and middle school teachers and students. [If the District approves the cost, see quote attached], attendees will receive a 1-year subscription to Davis's SchoolArts magazine.

Session 2. Two separate workshops:

- 2A Davis Digital Textbook Implementation: High school teachers will have the opportunity to implement learning from the morning session to create lessons with the guidance of a trainer, and in collaboration with each other.
- 2B Therapeutic Approaches to Visual Art Education: A workshop for elementary and middle school art teachers. Elementary and middle school teachers have the option to run this workshop, or can decide collectively to choose from other Davis workshops. TBD if these workshops are approved.

Lunch

Session 3. One workshop

- 3. Davis Publications Contemporary Art Showcase: One session, all grade level. Non-visual art teachers are also welcome.

Racheal and I would be happy to discuss the possibilities or questions the committee has regarding these proposals.

Thank you very much, Suzanne and Racheal

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**From Kayla Lewis <[kayla\\_lewis@wrsd.net](mailto:kayla_lewis@wrsd.net) (with Ben Smith)**

**What topic do you propose to focus on?**

Primary: Social Emotional Learning. Secondary: Acceptance and Respect of Others, Commitment of Excellence

**Audience:**

This PD will be applicable for all teachers in the district who would like to create a gender-inclusive classroom. Strategies specific to middle and high school classrooms will be our focus, but applications for younger grades will be discussed.

**Please provide a brief description of the presentation you would like to facilitate. If the Committee requires additional information during their review process, it will be requested.**

This session will provide research on the need for a more inclusive school environment and the benefits of a gender-inclusive classroom. Participants will be provided peer-reviewed research on the impact of marginalizing transgender, non-binary, and gender-non-conforming (TNBGNB) youth in schools, particularly in the classroom. Written testimonials by TNBGNB students on the impact of classrooms on their school experience will be provided, as well as specific strategies that teachers can utilize to create a gender-inclusive classroom. Structured discussions and activities will give educators the opportunity to practice using terms and interacting with TNBGNB youth.

Research has shown that students attending schools with climates supportive of Lesbian, Gay, Bisexual, and Transgender (LGBT) youth report lower odds of bullying, and that all students, regardless of sexual orientation, benefit from a school-wide supportive culture (Gower, et al. 2018). Providing educators in the WRSD a safe place to learn about and reflect on the TNBGNB students in their classroom can improve the overall culture in the WRSD and provide a more inclusive environment for one of the marginalized populations in our district.

At the end of the session, participants will develop an understanding of the gender spectrum, practice using TNBGNB terminology, and develop concrete strategies to create a gender-inclusive classroom. Participants will leave with a "Safe Space Kit" provided by the Gay, Lesbian and Straight Education Network (GLSEN).

**Works Cited:**

- Gower, A., Forster, M., Gloppen, K., Johnson, A., Eisenberg, M., Connett, J., & Borowsky, I. (2018). School practices to foster LGBT-supportive climate: Associations with adolescent bullying involvement. *Society for Prevention Research*. 19(6), 813-821
- Sears, J. (2005). Gay, lesbian, and transgender issues in education: Programs, policies, and practices. Harrington Park Press. Binghamton, NY.
- GLSEN. (2019). Safe Space Kit: A Guide to Supporting Lesbian, Gay, Bisexual, Transgender, and Quer Students in Your School.