

**Norwood Public Schools Board of Education**  
**Administrative Team Report**  
**DATE**

**Respectfully Submitted by Ken Lawrence, Perri Gipner, and Sara Rasmussen**

<b>Communication</b>
<p>We continue to do our best at communicating with parents, students and the board about the latest changes with shifts to online learning and back to in person. Our main tools are all-calls, Facebook posts and popup alerts on our website. We appreciate the board supporting the chain of command and directing parents to talk with teachers first when they have questions/concerns about what is going on in the classroom.</p>
<b>Facilities</b>
<p>Our heating system is becoming a problem. It is old and Frank is doing all he can to keep it working but something needs to be done soon. We are not alone in this issue. CDE is looking at providing grant opportunities for rural schools specifically for upgrading HVAC. We are gathering quotes for both necessary repairs and for system upgrades. Some of the ESSER II funds can be used for HVAC so we are also looking into that.</p>
<b>Finance and Budget</b>
<p>The revised budget will be presented at the board meeting for board approval. We received word that our share of the Education Stabilization Fund Program II, Fiscal Year 2020-2021 Elementary and Secondary School Emergency Relief Funds II (ESSER II) will be \$147,416. By contrast our initial allocation from ESSER I was \$44,397. These funds are to be used for COVID related expenses with the aim of making up for lost learning and limiting the impact of COVID shutdowns on our students. Funds can be used for technology, increased staffing time to prepare online learning, tutors to help students make up for lost learning time, HVAC system repairs to name a few. Fund can be spent from July 1, 2020 - December 31, 2023.</p> <p>We will also be receiving \$71,062.45 from CDE for Rural School Funding - Rural Schools Cash Fund.</p>
<b>Grants</b>
<p>See Leadership Support Team Report for MTSS ((Multi-Tiered Systems of Support), PBIS (Proactive Behavior Interventions and Supports), and Restorative grant updates</p> <p>Early Literacy Grant: Amy, our literacy coach, will be meeting with teachers virtually on February 2nd to review the recent data. She will also be in the building on February 8th and 9th to do walk-throughs and continue coaching teachers.</p> <p>We applied for the Colorado Connecting Students Grant which should be awarded the week of January 18th. We requested \$151,000 and hope to be awarded at least half of it. This</p>

grant will provide funds to help pay for internet service for at risk students, students with financial needs, students who do not currently have internet access and for teachers who need financial assistance to provide internet at home.

### **Instruction**

Teacher evaluation time is here and Sara Rasmusen and Perri Gipner are working through the process. For new board members, the evaluation process is about 30%-40% of the principal's role as we have it split now. This year, due to the COVID19, CDE is not requiring MSLS (Measures of Student Learning) due to the state assessment pause from last year. Teachers will be evaluated on their professional practices based on the teacher evaluation rubric.

### **Legislative**

### **Personnel Development**

The next SSaCC (Safe, Supportive, and Collaborative Culture) is scheduled for January 22nd. Ellen Metrick, MTSS Lead with the help of Dr. Darcy Hutchins from CDE will present to certified staff on Family, School, and Community partnering which is the focus of the MTSS leadership team. Also, Perri Gipner, Rick Williams, and Ellen Metrick will provide coaching on embedding affective language in our daily practice.

Perri Gipner and Shannon Dean are currently working through a School Climate Leadership certification.

### **Safety and Security**

On the last SSaCC day, the administrative team asked teachers and paraprofessionals to complete the Educator Stress Spectrum from the Center on Great Teachers and Leaders (GTL) as a check in for our staff's well-being. The GTL document is attached as are survey summaries for your information.

### **Other Items and Staff Reports**

## **Educator Stress Spectrum Results from Norwood Public Schools**

**See the Great Teachers and Leaders PDF for Specific Definitions of the Stress Levels**

### **Question 1: Self/Educator Health**

Approximately **75%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **25%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

### **Question 2: Student Health and Well-Being**

Approximately **30%** of teachers and paraprofessionals indicated that they are experiencing low-mid stress and approximately **70%** of teachers and paraprofessionals indicated that they are experiencing mid stress.

### **Question 3: Family/Community Well-Being**

Approximately **66%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **34%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

### **Question 4: Professional Context - Colleagues**

Approximately **70%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **30%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

### **Question 5: Professional Context - District Support**

Approximately **70%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **30%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

### **Question 6: Professional Context - School Support**

Approximately **82%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **18%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

### **Question 7: Professional Context - School Community**

Approximately **52%** of teachers and paraprofessionals indicated that they are experiencing low to low-mid stress and approximately **48%** of teachers and paraprofessionals indicated that they are experiencing mid to high stress.

**The Educator Context and Stress Spectrum** was designed to support teachers and principals in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19. Although contexts may change from day to day, using this tool carefully can lead to greater appreciation for the challenges at hand and, ideally, can lead to beneficial self-care strategies.

To complete the exercise, print out the PDF, read across the first row. Place a circle around the statement that most aligns with your experience. Circle the one that is most relevant.

No printer? Explore the interactive version [online](#).



	LOW STRESS	MID STRESS	HIGH STRESS	
<b>Self/Educator Health</b>	Educator is in a low-risk category for COVID-19; is experienced in distance learning; has strong, reliable support for mental well-being.	Educator is in a low-risk category for COVID-19; has limited experience in distance learning; has support for mental well-being.	Educator at some risk for contracting COVID-19; has little or no experience in distance learning; has limited support for mental well-being.	Educator in a high-risk category for COVID-19; has no experience in distance learning; in need of strong, reliable support for mental well-being.
<b>Students' Well-Being</b>	Students engage in digital learning; have access to materials; families are able to support distance learning; students' basic needs are met (e.g., food, shelter, care).	Students engage in digital learning; have access to materials; most families are able to support distance learning; most have basic needs met.	Students are challenged by distance learning and/or have limited access to technology. Many students' home environments are not able to support student need for a variety of reasons (e.g., learning disability, English language learner, loved one is sick); less than half of students have their basic needs met; some may experience threats to health and safety.	Students have very limited access to technology, and their context adds to the challenge; most students' home environments are not able to support student need for a variety of reasons (e.g., learning disability, English language learner, loved one is sick); only a few students have their basic needs met; there are considerable threats to health and safety.
<b>Family/Community Well-Being</b>	Loved ones are safe, supportive, and able to work from home; no distractions from children; lives outside of a hotspot; low population density; community supports for food, shelter, and public safety; no historical community trauma.	Loved ones are at risk for contracting COVID-19; minimal distractions from children; lives near a hotspot; low population density; some community supports for food, shelter, and public safety; minimal historical community trauma.	Loved ones have been temporarily laid off and/or are not feeling well; juggling work and family life is a significant challenge; lives in a hotspot with mid-high population density; limited community supports for food, shelter, and public safety; historical community trauma.	Loved ones have lost jobs, are sick, or may have passed away; juggling work and family life is impossible to manage; lives in a hotspot with high population density; has very minimal community supports for food, shelter, and public safety; significant historical community trauma.
<b>Professional Context</b>	<p><b>Colleagues:</b> Colleagues are safe, supportive, and engaged with each other in addressing each other's and their students' needs.</p> <p><b>District Support:</b> Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships with health and workforce organizations to provide additional support for teachers and students.</p> <p><b>School Support:</b> Leadership team is providing time, guidance, and solutions to problems, including the removal of roadblocks.</p> <p><b>School Community:</b> Strong, supportive, and engaged community; stable budgets; no historical community trauma.</p>	<p><b>Colleagues:</b> Colleagues are safe, supportive, and engaged, but teaching in this new format is a challenge, and colleagues have loved ones who are at risk of contracting COVID-19.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent but consistent and clear. Leadership is leveraging partnerships to provide some support for teachers and students.</p> <p><b>School Support:</b> Leadership team occasionally supports teachers with time, guidance, and solutions to problems, including the removal of roadblocks.</p> <p><b>School Community:</b> Supportive, engaged community; stable budgets; minimal historical community trauma.</p>	<p><b>Colleagues:</b> Colleagues not feeling safe or supported and need resources; some are concerned that they or their loved ones have contracted COVID-19.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent and inconsistent. Leadership is leveraging partnerships, but with minimal impact on supports for teachers and students.</p> <p><b>School Support:</b> Leadership team inconsistently supports teachers with time, guidance, and solutions to problems. They have not consistently removed roadblocks.</p> <p><b>School Community:</b> Supportive but disengaged community; unstable budgets; historical community trauma.</p>	<p><b>Colleagues:</b> Colleagues not feeling safe or supported and need resources; some are sick or have passed away.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent and contradictory. Leadership is not leveraging partnerships to provide additional support for teachers and students.</p> <p><b>School Support:</b> School leadership team and principal are not providing time and guidance, removing roadblocks, and offering solutions to problems.</p> <p><b>School Community:</b> Unsupportive and disengaged community; unstable budgets; significant historical community trauma.</p>

When you've finished filling out the chart, ask yourself, where do I fall on each item? How does this make me feel? What do these results mean for me? Next, explore the [Self-Care Self-Assessment](#) to find strategies to support your resilience and well-being.