

# 21<sup>st</sup> Century Community Learning Centers

2018-2019

## Site Visit Report

Central Vermont Supervisory Union

Submitted by Emanuel Betz

21<sup>st</sup> CCLC State Coordinator



**Project Director:** Sam Hagen

**Visit Dates:** March 27, 2019

**Visiting Team:** Emanuel Betz (Agency of Education) Carrie Becker (Mill River Unified Union School District) Chad Herman (Lamoille South Supervisory Union) Heather Moore (Franklin Northeast Supervisory Union)

**Report Date:** April 12, 2019

### **Authority to Monitor**

Title IV Part B of the *Every Student Succeeds Act* Section 4202 (a) (3) (A)

### **Goals**

1. To provide accountability and oversight as required by law
2. To provide projects with an on-going opportunity to reflect and improve in their practice
3. To promote regular dialog and information sharing with and among projects

### **Response to this Report**

Please submit a written response(s) to [Emanuel Betz](#). The responses should include detailed steps to address any “*Findings*” and “*Priority Action Items*” by the date indicated.

Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items needing a response are numbered sequentially within each column from top to bottom.

### **Definitions:**

- **Findings:** Steps that need to be taken immediately to be in compliance with a law or regulation.
- **Priority Action Items:** Action items requiring follow-up by the grantee to meet a 21C afterschool standard.
- **Recommendations:** Recommendations are judgments that could be classified as a “strong suggestions.” They do not require action on the part of a project.
- **Evidence Statements:** Evidence statements are -generated from the team or from observations that warrant sharing. No action is required of a statement.

## Overview Narrative

Three of Central Vermont Supervisory Union's Afterschool Programs (Orange Middle School, Washington Village School, Williamstown Middle School) were visited for one day during the school year where interviews were conducted and programs were observed. As new sites or new building configurations, the visit was timed to allow at least six months of operation prior to the visit to best be able to provide meaningful feedback and assessment.

Prior to the visit day, extensive documentation was provided and analyzed in its entirety. There was a robust amount of documentation, which speaks to the strong structures in place at the project that are being deployed at all seven sites. These included required items such as self-assessments, attendance, grant and budget information, but also covered all areas of operation including management, registration and program items, safety, planning, job descriptions, policy and protocols, evaluation, sustainability and promotional information. Interviews and/or discussions were completed on the visit day with the project and assistant project director, superintendent, business manager, site coordinators, principals, staff and students (on site). At programs, observations were completed and team notes are included at the end of the report for your reflection.

As new sites or those in a new configuration:

- Programs are operational and succeeding in the initial start-up mode
- There are solid organization structures benefitting all programs in the project and a program design underpinning their direction
- The project has executed an effective transition into the newly merged Supervisory Union as well as effectuating a thorough transition plan for project leadership

Potential areas to monitor in the future:

- Youth numbers and keeping regular attendee costs within reasonable expectations
- Micro-analyzing on-going costs and benefits by line item and by site (e.g. bussing and project benefit levels) to maintain access, equity and sustainability
- Promoting a variety of new approaches to recruit and best serve middle school youth
- Expanding culminating events, program end-products, and youth leadership options
- Bringing new partners into the Williamstown/Orange/Washington programs
- Dosing of internal program visits to help with flow, scheduling, staff and space at Washington Village School ( and all sites)
- Maintaining strong communication and linkage to needed governance structures

Thank you for all the hard work, as well as preparing for and participating in this process. We hope that the process has and will have a positive impact on the program and youth outcomes.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis</b> (Evidence Statements, Recommendations Priority Action Items, Findings)
<p><b>1. Success Stories</b>  <i>What is working well and how do you know?</i></p>	<p>Start-up phase is under way, students are “loyal and regular,” numbers are up from earlier in the year            Larger number of kids attending schools than with their prior 21C funded programs            Relationships with youth is positive            Positive social growth reported as noticeable            Integrating the 21C program into already existing extra-curricular programs such as the school play            Communication and buy-in reported as up over time            Three site coordinator positions have benefits and a new structure is in place            Coordinators are connecting with teachers, particularly in the middle schools            Transportation including working through bus stop routes (not door to door) is complete            Better community connections leveraged than in prior years (SafeArt, Norwich U, Girls Who Code,)            Communication between school day and afterschool exist to support students            Transition plan using a shared leadership model is excellent</p> <p>Superintendent: “I’m very excited, Expectations are aligned intentionally. I’ve walked into a better model.”            Orange Site Coordinator:” It’s really been awesome.”</p>
<p><b>2. Challenges/ Lessons Learned</b>  <i>What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?</i></p> <p><i>What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?</i></p>	<p>Washington Village School dropped its license            Merger and infrastructure changes have occurred            Staffing can be a challenge            Some teachers reported as overworked and tired with regard to afterschool availability            Administrative volume of work reported as high            Emergency safety plans need to be aligned to new school district plans when completed            Space is a challenge for some programs and leaders            Identifying student interests, youth leaving WMS building afterschool generally            Some students reported as feeling a loss of identity from moving to new schools            Space and flow at Washington Village School            Some internal concern was voiced about calling the program an “extension of the school day.”            Did not get as much income/subsidy as anticipated.</p>

<p><b>3. Youth Centered Leadership and Activity</b></p> <p><i>How are programs youth centered?</i></p> <p><i>How do programs support youth leadership?</i></p>	<p>Quote: "We could do better here"</p> <p>Youth are offered program choices</p> <p>Student survey exists</p> <p>Youth driven food drive completed</p> <p>Trusting youth centered communication observed during observations</p>
<p><b>4. Evaluation Plan</b></p> <p><b>5. Local evaluation outcomes</b></p> <p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Evaluation plan submitted with approved grant application, remains current</p> <p>Three Surveys a year (student, instructor, family)</p> <p>Budget efficacy tracked by director related to student cost per hour</p>
<p><b>6. Equity and Access; Dosage and Numbers</b></p> <p><i>Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p> <p><i>Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss</i></p> <p><i>Result 1.4: 21c funded programs have a solid base of regular attendees</i></p> <p><i>IEP and Low income rates meet or exceed school averages*</i></p> <p><i>Program income practices do not limit program access*</i></p>	<p>Project in start-up, programs are operating</p> <p>504 plans used</p> <p>Program has linkage and communication with Behavioral Interventionists</p> <p>Collaboration with Special Education department occurs</p> <p>Bussing exists at sites-cannot be as comprehensive as desired due to geography</p> <p>Observations: Youth feel welcome and safe during after-school</p> <p>Two program choices at some sites</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Remove fees at middle school programs. Consider keeping some kind of donation ask.</li> <li>2) Reduce enrollment barriers as possible. Consider an opt-out versus opt-in approach or a hybrid approach to registration. Consider unified beginning of school year paperwork with school to be pre-enrolled at middle school programs</li> <li>3) Branding- consider a unified tag line about all afterschool programs in your letterhead and materials</li> <li>4) Bring on programs irrespective of session timing when and if opportunities present themselves, consider all modes -E.g: 1x a week, 2x a week, new methods, one time youth led workshops, and new field trips.</li> <li>5) "How can we increase visibility at WMS?" "The more we connect to experiences like the play is good." - Principal.</li> <li>6) Having at least three choices at any one time is a good philosophy to follow including program options.</li> </ol>

<p><b>7. Leader information</b></p> <p><b>8. Staffing (Including Licensed Teachers)</b></p> <p><i>Result 3.1: 21c funded programs are led by experienced leaders ( includes adults and youth)</i></p> <p><i>Result 3.2: 21c funded programs utilize high quality staff to run programs</i></p> <p><i>Result 3.3: 21c funded programs have appropriate staff retention rates</i></p> <p><i>Result 3.4: 21c leaders participate in professional development and networking opportunities</i></p>	<p>Hiring procedures are in place and articulated</p> <p>Hiring qualifications chart in evidence</p> <p>Director and coordinators are qualified and devoted to program success</p> <p>Professional development is offered and required- Social Emotional Learning has a been a focus</p> <p>Regular meetings with Site Coordinators occur</p> <p>Williamstown uses all school day staff</p> <p>Orange has school day staff and paraprofessionals</p> <p>Limited teacher involvement at Washington Village School</p> <p>Staff at WMS and Orange reported as very supportive</p> <p>Volume of work on Director and Assistant Director deemed to be “high”</p> <p>Planning forms used in program development</p> <p><b>Recommendations</b></p> <p>For Washington Village School and in general: Consider that teaching in afterschool could be a stress relief or joy for some teachers. Some benefits reported on site visits by teachers: ability to work with other grades and different youth is exciting, ability to share and teach ones passion or a new topic, ability to build relationships with youth in new ways that assists work back in the classroom. Ability to work with youth to assist with core class goals/learning. Being open generally for teacher participation by choice is a worthy and recommended approach even in an environment of change, of course while respecting work load.</p>
<p><b>9. Physical activity</b></p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Williamstown and Orange have snack options and physical activity opportunities before and during programming. Examples: Movement Monday, Snowshoeing, Basketball, Recess</p> <p><b>Recommendations</b></p> <p>Williamstown Middle School: Water (not observed) should be present and made easily available during daily snack.</p>

<p><b>10. Linkage to the school day including principal involvement</b></p> <p><i>Result 4.1: 21cfunded programs link with the school day</i></p> <p><i>How does the program align and integrate with the regular school day programs and systems?</i></p>	<p>Mission statement is aligned to the Afterschool program</p> <p>Principals support programs</p> <p>Director is on the administrative team</p> <p>Director part of merger meetings last year</p> <p>Coordinators are very much a part of the school day, especially in the middle school, with merged positions</p> <p>Project job descriptions are clear and updated</p> <p>Policies and procedures closely linked or are the same as the school day ( E.g. hiring)</p> <p>Deep funding and staff alignment</p> <p>Prompting, universal design, responsive classroom is connected to program</p> <p>Tutoring program emerging</p> <p>5<sup>th</sup> and 8<sup>th</sup> grade Capstone programs aligned</p> <p>Two Site coordinators have positions split with school-day responsibilities</p> <p>Project Director and Coordinators work with Special Ed on behalf of students</p> <p>Title Funds exist but not being fully expended mainly due because of staffing and parent buy-in challenges</p> <p><b>Recommendations</b></p> <p>One leader’s dream is to have a working agricultural farm at the school. There is an operating greenhouse. Could implementing part of this vision be a student/adult led joint project(s) as part of middle school afterschool?</p>
<p><b>11. Culminating end products or performances</b></p> <p><i>Result 2.2: 21c funded programs allow participants to experience interests in depth</i></p> <p><i>Result 2.4: 21c programs support learning</i></p>	<p>Emerging as new project in start-up phase. Examples:</p> <p>Food Drive (\$4,000 in food collected),</p> <p>Lion King Play</p> <p>8th Grade Capstone Projects</p> <p>3D Printing projects and coding</p> <p>Art projects, Elf Sale (Raised \$700.00 for the program)</p> <p>Slime Activity - Learned about science and took home end product</p> <p>Art projects displayed prominently at Washington Village School</p> <p>Girls on the Run</p> <p>Plan is to use <i>Protean</i> to capture learning in the future</p> <p>Quote: “Special events- we could do better”</p>

	<p><b>Recommendations</b>  Instituting showcase events (ideally in concert with the school day) in year two or before will assist in goal orientation and building more high quality end products, as well as to support more parent engagement.</p>
<p><b>12. Intentional Academic Components</b>  <i>Result 2.4: 21c programs support learning</i></p> <p><i>Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?</i></p>	<p>Emerging tutoring program in morning and afternoon</p> <p><b>Recommendations</b>  Building off of the Williamstown Elementary model, approach, and structure over the last several years, consider trying to replicate or use the site’s experience to grow and align tutoring offerings in other sites.</p>
<p><b>13. Sustainability and partnerships</b>  <i>Result 4.2: 21c funded programs utilize diverse sources of funding</i></p> <p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Sustainability plan in existence  Communication and support “is up”  Receipt of charitable donation form exists</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Safe Routes to School Partnership</li> <li>Safe Art in Chelsea- works with kids and women at risk- working at WVS</li> <li>4-H borrowing sewing machines and astronomy equipment</li> <li>Norwich University- girls who code, outdoor classrooms are being built</li> <li>Williamstown PTO</li> <li>Local Police and Fire Rescue</li> <li>Vermont Center for International Learning-Global partners connecting with international students (goglobal.com)</li> </ul> <p>School budget, Title, fee and subsidy income exist</p>

<p><b>14. Family engagement and parent communication</b>  <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Family involvement and Support section is part of project handbook  Families mentioned in overview of handbook: “You the families, area critical part of the collaboration.”  Surveys are sent to families  Principal speak to parents about afterschool program  Washington and Orange to have a combined family night  Parents survey documents positive project communication with families  Newsletters and coordinator outreach to families completed  Some parents and a grandparent volunteers in programs  Automated email system is new for some families in the merged district  Reminder: Families can be offered programs or participate in programs, as appropriate</p>
<p><b>15. Private school participation</b>  <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>Not Applicable</p>
<p><b>16. Safety standards</b>  <i>See 21c safety standards and annual reporting safety questions</i></p> <p><i>Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>In process of redeveloping safety policies based on new merged district policy framework  Current emergency plans follow existing building plans and protocols  Sites follow school-day rules and safety policies  Information collected from school nurses  Aquatic safety plan exists  Incident report form exists  Accident form exists  “Protocol for dealing with difficult situations” exists  Summer and late bus policies are clear  Youth homes called if signed up and they don’t show for programs including middle school youth</p> <p><b>Priority Action Item #2 (July 1, 2019 and on-going if needed)</b></p> <p>1) The 21C safety standard on drills at the new middle school sites is currently not yet met. Hold one drill at each site by end of school year to test protocols.  2) Document that district-wide emergency plans/protocols are adopted if those plans are completed by July 1 and/or;</p>

	<p>3) Document that standard recommendations have been reviewed and /or addressed for afterschool and summer through an explanation or by submitting site specific interim afterschool emergency plans that will be used until new district policies are active.</p> <p><b>Standard Safety Recommendations</b></p> <p>A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.</p> <p>B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.</p> <p>C) Articulate command structure for afterschool inclusive of all programs and people in the building.</p> <p>D) Evaluate communication protocols including ‘button (intercom) control’ and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.</p>
<p><b>17. Governance</b>  <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Director is part of Leadership Team          Director meets with Supervisory Union board to provide regular updates on project needs and successes          Project Advisory Council not activated officially as part of new Supervisory Union in year one          Values and evaluation are intended to be the main focus for this year          Participant list with 14 participants exits          Meetings were attempted at the time of the site visit</p> <p><b>Priority Action Item #2 (July 1, 2019)</b></p> <p>Outline a basic overall governance structure, meeting schedule and approach and purpose for the next four years. Two to four gatherings annually are recommended. Including a digital feedback or approach as part of the structure is a good option to explore. Consider any and all areas of the statewide evaluation plan and this report as potential agenda items. Also consider a project wide middle school support structure or another program component embedded within the groups’ area of responsibility. Invite many parents.</p>

<p><b>18. Budget</b>  <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i></p> <p><i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	<p>Director processes paperwork and works with business manager on budget maintenance.          Budget Manager: "We work as a team, I don't worry about anything; the Directors are top of the line."</p>
<p><b>19. Annual Performance Report          Statewide Evaluation other items</b>  <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>Cost basis: At a rough estimated 2018-19 expenditure of \$650,000, using the state average of \$2000 per regular attendee 325 regular attendees should be generated. The number would be 260 regular attendees at \$2500, which is the upper 21C expected maximum. The current number at time of the site visit is 204 regular attendees. Depending on end of year actuals, budget may exceed state norms, and is estimated to be on the high end range of expenditure this year. While this might be expected in the start-up phase, close monitoring over time will be called for. AOE reserves the right add additional action items depending on end of year actual numbers.</p> <p><b>Recommendations</b>          Title one services managed under your umbrella during before school should certainly be counted for attendance if it is a core offering as part of your program.</p>

## Youth Observations

### Williamstown Middle School

Music was playing in background in the afterschool room. Soft furniture available and used. Youth choose painting, ping pong, or individual time.

"Paul you are helping me so much today"

"I'm painting a bi-sexual fly"

"People hate on the bi-sexual crowd"

"I'm downing on the haters"

"I was having a nice day until my mom texted me"

"Can I work by myself today?"

One youth listening to ear buds and painting by himself

Three girls were painting at a table effectively

Two boys were playing ping pong happily

### Orange Middle School

Nine young ladies came into the program talking, laughing, and socializing. "Chill" time relaxing with snack initially, followed by active basketball game in which all participated. *Slime* making was around a central table, all were involved. Youth were working together, laughing, learning together, collaborating and problem solving. "Who wants to be the timer?" "Nice Slime," "You are a star!" Several different students made suggestions throughout the program, and seemed highly engaged. Two students weren't engaged in social aspects as much, though participated fully in the activity itself. Youth seen helping one another, frequently. "I LOVE anything Mrs. Welch does." "I do the program almost every day. I like most anything." (Asked...what would you be doing if not in the program?) "I'd just be home with my little brother bothering me. And I'd have to help make dinner."

### Washington Village School

Site Coordinator set up a third table when it was observed that all seats were full. The last youth in meal line sat there by themselves. Three youth left their seats to join the one sitting alone.

Youth speaking over Site Coordinator while Site Coordinator trying to give directions.

Youth "I'll show you how to do a horse race" to peer during recess.

Youth approached Site Coordinator to tell her a joke.

Youth painting on table in front of Site Coordinator.

Youth often spoke while adults spoke.

Youth quiet for video introduction to project.

Older youth observed explaining information to younger youth.

Youth were observed smiling with peers and engaging in conversations with one another.

Youth were observed to be confused about recess rules. Site Coordinator said that youth could dive into the snow banks, but other staff did not allow this. Staff were observed discussing how the rules change during the school day.

## **Staff Observations**

### **Williamstown Middle School**

Staff engaging with students in a friendly manner, laid back, and talked to students about their day.

Staff were sitting painting and talking with youth

Staff were playing ping pong with youth

Staff were attentive and present for youth needs:

“If you want to help him, you should go for it”

“I’m happy to talk to someone at school [about this problem] if that would help”

“We can designate different jobs for different people” (discussing activity choices)

“In about five minutes, we will put phones away”

### **Orange Middle School**

Site Coordinator had very positive demeanor and attitude throughout, genuinely seemed to enjoy working with kids. He’s the Outdoor Learning Coordinator through the day, so says he has developed relationships with all students prior to them participating in the program. I found it interesting that he didn’t just facilitate “slime”, he fully participated, making his own batch for later testing. He “allows” those students who seem to chill in a quieter manner to do so, though is cognizant of whether they have taken snack, and also calls them by name a few times during activities, to share their products. Erika, the assistant, is vibrant and positive and has a strong Boston accent that the kids mimic in a playful way. She’s fully “in” 100% with helping as needed, took on the basketball physical activity while the Site Coordinator spoke with me. “Activator, tweezers STAT!”, “Did you use the baking soda?” There was helping students, and friendly, laughing, sharing stories; questioning about the project.

### **Washington Village School**

Site Coordinator asked youth to site for a circle time. Youth spoke with Site Coordinator spoke. Youth held her hands as a “wolf” to gain attention. Youth continued to talk. Site Coordinator said “Onward, Onward, Onward.” Youth replied “Yes, Yes, Yes,” in unison and became quieter.

Site Coordinator to youth: “did you hear what X said? He has a different version from you.” When youth was complaining to Site Coordinator about her big brother: Site Coordinator said: “You did not choose a good reaction” Youth: “He always does stuff like that to me.” Site Coordinator: “I know it’s hard being a big brother... My big brother used to do stuff like that to me. I think I may still hold a bit of a grudge”.

Staff were observed asking youth about their day.

Site Coordinator gave a 5-minute warning for the end of snack.

Site Coordinator at the end of snack time: "I have asked you all to quiet down several times now and you have disregarded that. Now I am going to ask you all to take a seat." Site Coordinator thanked them after they improved their transition.

Staff checked in with each other several times to confirm the new schedule for the afternoon.

Site Coordinator: "You are such a great helper, when you want to be" when youth helped with speakers.

Site Coordinator "The expectation is that you will stay seated until I am done explaining." Youth did not remain seated and Site Coordinator or staff did not follow up on this expectation. Staff "remember what we said about art? There are no mistakes in art." (You can't make a mistake) Staff proceeded to discuss with youth ways to adapt art project based on what the youth perceived as a "mistake".

Site Coordinator did most work with youth when in the room. Other adults were present, but were not observed interacting with youth much unless they were the staff leader in the classroom. When they were the leaders, they were observed to be engaged and supportive of youth.

One teacher from Washington works at the Orange Middle School program. (Quote: "I love everything Mrs. Walsh teaches")

## **Space-Climate-Materials**

### **Williamstown Middle School**

Space is safe, engaging activities, large, well lit, and student centered,

### **Orange Middle School**

Written on board was: "How do ingredients affect the properties of slime"

Terrific large, dedicated room with the exception of a desk/office space for technology director, who at times engaged as well with the students. He had an active 3D printer set up, student watched off and on through other activities as their 3D graphic projects materialized. Safe space, positive climate, appropriate for activities, materials for everyone, bright, inviting, open. Site Director plans to request the students be allowed to paint the walls at the end of the semester.

### **Washington Village School**

Attendance began in the library. Youth were able to sit in a circle to hear their directions for the day. Recess was in the playground. There were several different spots for youth to play different games. There were not enough tables set up for all youth to sit initially. Site Coordinator set out a third table.

During snack, youth got up and played in the gym. The acoustics in the gym/cafeteria make the noise level seem extremely high. Youth appeared not to hear Site Coordinator when she attempted to get their attention.

Youth began in one room for art activity. All youth were able to sit in the open floor space to watch an introductory video. Youth were then split by grade levels into two rooms for art project. Each youth had paper, paint, and a space to work.

## **Other**

### **Williamstown Middle School**

Orange slices and sandwiches available to eat. No drink offered. Minority took advantage of food. Not all students were fully engaged for the entirety of the observation period, yet all students seem to be enjoying each other and the activities. Youth climate was a little tense with one youth due to family issues, yet students and staff were understanding. There was a relaxed vibe from some youth and high energy from others.

### **Orange Middle School**

Principal takes pride in school, provided a tour as I entered

## **Analysis**

In Orange and Williamstown, both programs observed were successful in their own ways. Students had varying interest and needs were being met by coordinators and adult instructors in the space. Youth and Instructors seem to have good relationships and openly communicated with each other. It seems everyone involved is doing an amazing job with getting the program off the ground and meeting the needs of the students and families in these districts. Williamstown Middle School might use some more color in the room.

Overall in Orange, a highly engaging program with a popular site coordinator who is an active participant of well-planned, engaging activities within which students have choices, and are comfortable with active socialization.

### **Washington Village School**

The majority of youth appeared to enjoy their afternoon. Some youth were not interested in the art activity of the day. The staff helped encourage youth to engage and they did. Site Coordinator said that a kitchen staff person stayed late that day to help with the meals so Site Coordinator could be present during the visit. This reviewer wonders how behavior is generally managed if only two staff are available to oversee attendance, recess, and snack/meal.

Site Coordinator seems to manage the majority of the planning and discipline. Does this have to be the case? The art lesson had a connection to the  $\frac{3}{4}$  school-day art project, but staff did not seem connected to the activity. Staff seemed to be unaware of changes to the daily schedule, and Site Coordinator was unaware the front desk attendant had left early for the day, causing parents to knock at the door for several minutes. Overall, more communication between Site Coordinator, the school, and staff is needed along with more shared work for leading program instruction.

## Afterschool Observations

V= Washington Village School O=Orange

W=Williamstown Middle School

<b>Spirit:</b> Smiling ___ V-O-W ___ Laughing _____ V- O- W ___ Choosing ___ V-O-W _____ Playing _____ V-W _____ Calming/Relaxing _____ W ___
<b>Health/Physical:</b> Moving _____ V-O-W _____ Eating ___ V-W _____ Drinking ___ V _____ Handwashing ___ V ___
<b>Dialog:</b> Speaking ___ V-O-W ___ Listening ___ V-O-W ___ Questioning _____ Discussing ___ V- W ___ Explaining ___ V ___
<b>Doing:</b> Thinking _____ Reading _____ Writing _____ Making ___ O ___ Creating ___ V-O ___ Designing _____ Collaborating _____ V ___ Focusing/Immersing _____ Persevering _____ Productive Failing _____ Reflecting/Evaluating ___ V ___ Collaborative Problem Solving _____ Researching _____ Performing _____
<b>Leadership:</b> Leading ___ O ___ Facilitating _____ Planning _____ Prioritizing _____
<b>Social/Emotional:</b> Cooperating ___ O ___ Advocating ___ V ___ Helping ___ V-W ___ Negotiating ___ W ___ Empathizing ___ W ___
<b>Negativity:</b> Arguing _____ Complaining ___ V ___ Not-doing/Not-interested ___ V _____

Note: It is interesting that many of the “higher order” engagement items were not observed

## **Self-assessments key notes**

### **Directors**

Professional development does not have enough focus on instruction

Need SOP for staff induction

Many Staff need CPR training

Snack/service is wanting

Special events “not often enough”

### **WVS**

#2-support from school day staff, struggle with space and storage

Office in lobby

Dropped license but follow as a guide

#53-we need to practice more drills

Teachers are struggling with behaviors

We need to have an evening event

#52 a plan needs to be put in place-# 53-55 “in process”

### **Orange**

Diverse stakeholders for governance needed

More intentionality around habits of Success needed

Safety Plan evolving

All activities cross grades

No events yet

### **WMHS**

#2-need to make a priority-principal

Special events ranked low

#52-54 low ranked- lock down procedures, safety