



**School Committee
Meeting Book**

**December 18, 2019
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**December 18, 2019 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. Unit B of Shrewsbury Education Association Contract: Vote	7:10 – 7:20
	B. Mindfulness Partnership at Shrewsbury High School: Report	7:20 – 7:45
V.	Curriculum	
	A. Social & Emotional Learning Implementation Plan: Report	7:45 – 8:15
VI.	Policy	
VII.	Finance & Operations	
	A. Foster Child Transportation State Reimbursement Program: Discussion	8:15 – 8:25
	B. Preschool Tuition Rates and Program Offerings	8:25 - 8:45
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:45 – 8:50
XI.	Executive Session	
XII.	Adjournment	8:50

Next regular meeting: January 8, 2020



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation MEETING DATE: 12/18/19

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **12/18/19**
A. Unit B of Shrewsbury Education Association Contract: Vote

BACKGROUND INFORMATION:

The contract negotiation with the Shrewsbury Education Association, Unit B has been concluded, and the Unit B members voted to approve the changes on December 10, 2019. The three-year contract is effective with the current school year (FY20, FY21, and FY22), and changes are noted in the attached memo from Ms. Malone. Dr. Magee and Mr. Wensky were the School Committee representatives on the bargaining committee. Per state law, Mr. Kevin Mizikar, the Town Manager, is entitled to a vote regarding this collective bargaining agreement, and it is anticipated that he will be present to exercise his vote.

ACTION RECOMMENDED:

That the Committee vote to ratify the contract with the Shrewsbury Education Association Unit B per the terms outlined in the enclosed Memorandum of Agreement.

MEMBERS & STAFF AVAILABLE FOR PRESENTATION:

Mr. Jon Wensky, Vice Chairperson & Negotiating Team Member
Dr. B. Dale Magee, Secretary & Negotiating Team Member
Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Barbara Malone, Executive Director of Human Resources
Mr. Kevin Mizikar, Shrewsbury Town Manager



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

December 18, 2019

To: Shrewsbury School Committee
Mr. Kevin Mizikar, Town Manager
Re: Unit B of the Shrewsbury Education Association Negotiations

The contract negotiation with the Shrewsbury Education Association, Unit B has been concluded, and their members voted to approve the changes on December 10, 2019. Dr. Dale Magee and Mr. Jon Wensky were the School Committee representatives during this negotiation.

Unit B represents the Athletic Director and all Assistant Principals.

We were able to negotiate a three-year contract, effective with the current school year (FY 20, FY21, and FY 22).

Contract changes include:

- Cost of living increases of 2.2%, 2.9%, and 2% for each of the three contract years
- Increase of \$500 to base salary in years one and two to acknowledge the increased workload due to educator evaluation regulations
- Change to family sick, bereavement, and personal day language to match the Unit A (teachers) language
- Increase to the Athletic Director's work year

I am asking the School Committee and Mr. Mizikar to vote to approve the new contract. Please see the attached signed Memorandum of Agreement for more information, including the wage charts.

Thank you.

MEMORANDUM OF AGREEMENT

The Negotiating Subcommittee of the Shrewsbury School Committee (hereinafter "the Committee"), acting subject to the ratification of this Memorandum of Agreement (hereinafter "the Agreement"), by the School Committee to whom the Subcommittee agrees to recommend acceptance, and the Negotiating Team of Unit B of the Shrewsbury Education Association ("Unit B"), acting subject to ratification of this Agreement by the membership of Unit B, to whom the Negotiating Team agrees to recommend acceptance, hereby mutually agree to the following terms and conditions of settlement for the successor collective bargaining agreement that will be in effect for the three-year period from July 1, 2019 through June 30, 2022.

1. All terms and provisions of the predecessor Collective Bargaining Agreement that was effective from July 1, 2016-June 30, 2019 shall, except as modified by the terms of this Memorandum, be extended for a three-year period from July 1, 2019 through June 30, 2022.
2. All references to dates in the successor Collective Bargaining Agreement shall be changes to reflect the terms of the successor Agreements unless otherwise provided for in this document.
3. **Article I-Recognition:**
 - a. A.Change date of agreement to new date of agreement (housekeeping)
 - b. B.The Committee recognizes Unit B as the exclusive bargaining agent and representative of **all Shrewsbury Public Schools** ~~the High School, Middle Schools, and Floral Street School~~ Assistant Principals and the district-wide Athletic Director for the purposes of collective bargaining with respect to wages, hours and other specific conditions of employment as itemized in this Agreement. No other employees are included in this agreement. (housekeeping)
4. **Article II-Salaries:**
 - a. C. Change dates to reflect July 1, 2019, 2020, 2021 in 1, 2, and 5--no change to amounts (housekeeping)

5. Article III-B.Work Year:

2019-2020

- **2.2%** COLA +\$500, Steps
- Work Days:
 - High School Assistant Principal 215
 - Middle School Assistant Principal 208
 - **Elementary** Assistant Principal 208
 - Athletic Director 208 changed to 213 (additional \$2725 this year)

2020-2021

- **2.9%** COLA +\$500, Steps
- Work Days:
 - High School Assistant Principal 215
 - Middle School Assistant Principal 208
 - **Elementary** Assistant Principal 208
 - Athletic Director 213

2021-2022

- **2.0%** COLA, Steps
- Work Days:
 - High School Assistant Principal 215

- Middle School Assistant Principal 208
- **Elementary** Assistant Principal 208
- Athletic Director 213

6. **Article V-Leaves of Absence- (housekeeping)**

- a. A. Personal Days reflects SEA language
- b. B. Temporary Leaves of Absence with pay reflects SEA language for Bereavement
- c. C. Sick Leave reflects SEA language for family sick language
- d. E. Eliminate E as redundant (Bereavement Language is already covered under B. Temporary Leaves of Absence).

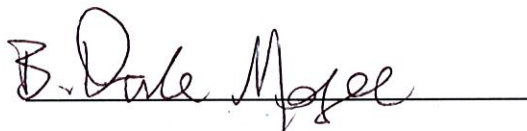
7. **Article XII- (housekeeping)**


- a. B. Combining Sick Leave days and personal days shall reflect SEA language
- b. E. Sick Leave Bank shall reflect SEA language
- c. F. Jury Duty: ~~Provided that where applicable the employee involved uses his/her best efforts to be excused, a~~ An employee required to perform jury duty shall be compensated in the amount of difference between his/her regular pay (including stipends) and jury duty pay (exclusive of mileage). (housekeeping)

For Unit B

For the Shrewsbury School Committee







Date



Date

FY20= +2.2%+ \$500

Work Days	Step	1	2	3	4	5	6	7	8	9	10
215	SHS Asst Principal	\$ 103,454	\$ 105,924	\$ 107,726	\$ 109,529	\$ 111,331	\$ 113,134	\$ 115,272	\$ 121,270	\$ 123,685	\$ 126,149
213	Athletic Director	\$ 94,533	\$ 96,884	\$ 99,293	\$ 101,764	\$ 104,294	\$ 106,889	\$ 109,549	\$ 112,274	\$ 114,510	\$ 116,790
208	Middle and Elem Asst. Principal	\$ 100,063	\$ 102,552	\$ 104,297	\$ 106,042	\$ 107,785	\$ 109,529	\$ 111,601	\$ 114,433	\$ 116,711	\$ 119,035

FY21= +2.9%+\$500

Work Days	Step	1	2	3	4	5	6	7	8	9	10
215	SHS Asst Principal	\$ 106,954	\$ 109,496	\$ 111,350	\$ 113,205	\$ 115,059	\$ 116,914	\$ 119,114	\$ 125,287	\$ 127,772	\$ 130,307
213	Athletic Director	\$ 97,774	\$ 100,193	\$ 102,672	\$ 105,215	\$ 107,819	\$ 110,489	\$ 113,226	\$ 116,030	\$ 118,331	\$ 120,677
208	Middle and Elem Asst. Principal	\$ 103,465	\$ 106,026	\$ 107,822	\$ 109,617	\$ 111,411	\$ 113,205	\$ 115,337	\$ 118,251	\$ 120,595	\$ 122,987

FY22=+2.0%

Work Days	Step	1	2	3	4	5	6	7	8	9	10
215	SHS Asst Principal	\$ 109,093	\$ 111,686	\$ 113,577	\$ 115,469	\$ 117,361	\$ 119,253	\$ 121,497	\$ 127,792	\$ 130,327	\$ 132,913
213	Athletic Director	\$ 99,730	\$ 102,197	\$ 104,726	\$ 107,319	\$ 109,975	\$ 112,698	\$ 115,491	\$ 118,351	\$ 120,697	\$ 123,091
208	Middle and Elem Asst. Principal	\$ 105,534	\$ 108,146	\$ 109,978	\$ 111,809	\$ 113,639	\$ 115,469	\$ 117,644	\$ 120,616	\$ 123,007	\$ 125,446



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 12/18/19

B. Mindfulness Partnership at Shrewsbury High School: Report

BACKGROUND INFORMATION:

In September, the Committee voted to approve an opportunity for SPS to partner with The Mindfulness Director Initiative (MDI) for 2019-2020 that would be funded entirely by MDI for the year. Dr. Lizotte is the primary liaison between MDI and the District, and MDI provides a Mindfulness Director, Mr. James Frank, who is physically located at Shrewsbury High School two to three days per week for every week that school is in session. The partnership provides a diverse set of optional offerings on the practice of mindfulness to interested students, staff, families and community members. Tonight, Dr. Lizotte, Mr. Bazydlo, Mr. Frank, and Mr. Waxman, MDI Co-Founder, will present an update on the partnership.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships & Well-Being
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Marc Waxman, Co-Founder, Mindfulness Director Initiative
Mr. James Frank, Mindfulness Director, Shrewsbury High School



Shrewsbury Public Schools

Jane O. Lizotte, Ed.D.
Assistant Superintendent
Community Partnerships & Well-Being

December 12, 2019

Dear Members of the Shrewsbury School Committee,

I am writing to update you regarding the current partnership between the Mindfulness Director Initiative (MDI) and the Shrewsbury Public Schools. This memo and accompanying slide deck are intended to provide you with initial results of collected data and other pertinent information regarding student, staff, parent, and community programming through MDI since September, 2019. I look forward to sharing more with you in person at the upcoming School Committee meeting on Wednesday, December 18th. At that time, I will be joined by co-presenters including Mr. Todd Bazydlo, SHS Principal, Mr. Marc Waxman, Co-founder of the Mindfulness Director Initiative, and Mr. James Frank, Mindfulness Director.

Background

At the School Committee meeting on 9/4/19, you listened to a presentation by Mr. Todd Bazydlo and me that outlined the mindfulness efforts in which we sought to engage with MDI during this school year, and the rationale for this programming. Since that time, the Mindfulness Director Initiative, and specifically, Mr. James Frank, has supported interested students, staff, families and community members with the practice of mindfulness by offering a diverse set of optional offerings, opportunities, and supports, fulfilling and surpassing the initial goals of the collaboration between with Mindfulness Director Initiative and the Shrewsbury Public Schools.

Action Steps Completed:

Since the start of the school year, the MDI/SHS Collaboration has allowed for:

- 8-week Mindfulness Courses attended by approximately 10 staff, 15 students, and 50 parents:
- Professional development provided to SHS staff as well as the Shrewsbury District Media team, Beal Early Childhood Center, Information Technology staff, and Sherwood Middle School staff
- Regular meetings with AP and Honors Biology classes to offer basic mindfulness practices
- Support for Studio Art classes: Mindfulness and Free-Drawing as an exercise in stress-reduction and creativity
- Support for AP and Creative Writing English and Junior Honors English classes: Introduction to Mindfulness
- Individual sessions with senior English: Mindfulness and Games
- Support for music classes: World Drumming and Mindfulness
- 3-session mindfulness class for music department: Performance Anxiety
- Consultation with Health classes: Stress-Reduction and Mindfulness Practices
- Support for individual teachers with strengthening their own mindfulness practice

MDI and Shrewsbury High School coordinated an assessment of the 8-week Mindfulness Courses that have been offered. The research protocol was designed and implemented by, and results prepared in collaboration with, Sarah Hopkins, MS, Class of 2010 Shrewsbury alumna. Sarah is a third-year doctoral graduate student, studying clinical psychology in PhD program at Suffolk University. Her research areas and experiences include the following:

- The impact of social relational and group processes on social and emotional adjustment in youth and college students
- Current clinical training at Boston University's Center for Anxiety and Related Disorders (CARD)
- Graduate lecturer specializing in undergraduate general psychology

The research questions asked of participants in who engaged in mindfulness programming over the past several weeks focused on three areas:

1. Satisfaction with the Mindfulness Program
2. Participant Expectations
3. Program Helpfulness

I am pleased to report that results were overwhelmingly positive in all three areas, as indicated below:

- 100% of students, 87% of parents, and 86% of staff reported being satisfied with their experience participating in the Mindfulness Program
- Of those students, parents, and staff who were satisfied with their experience, 84% reported being very satisfied with the experience
- Across all student, parent, and staff participants, the average level of satisfaction endorsed was 4.53 out of 5.

Additionally, Mr. Frank engaged the entire SHS community during an Advisory period, at which time students and all faculty were invited to participate in the practice being offered. A survey was provided to the SHS community following this experience. Results of the survey will also be shared during the 12/18 School Committee meeting.

Overall themes

- The program was found to be useful, applicable to daily life
- Participants endorsed mindfulness as a powerful tool, when practiced
- General positivity towards experience

Anecdotes

- "It's helped me to be less stressed in particular situations" - student
- "I'm really glad the school is trying it. It has been helpful" - student
- "I think it is a very important course that teaches critical coping skills for life. I think it works well when teaching students how to be aware/accepting of their thoughts and emotions" - student
- "This program is an apt and necessary addition to our community" – staff member

Future Directions for Continued Assessment:

- Mental health, wellbeing variables
 - Perceived stress across domains
 - Individual and group-level cohesion
 - Sense of belonging

- Mindfulness-related factors
 - Self-awareness
 - Present-moment focus
- Academic factors
 - Multitasking, attention, concentration
- Change in psychosocial variables
- Key components *of social-emotional learning*

I look forward to continuing our conversation on December 18th.

Thank you for your time and attention.

Respectfully,

Jane O. Lizotte

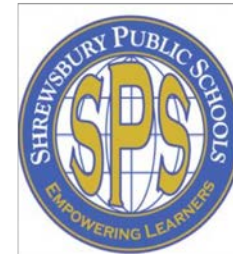
Mindfulness Director Initiative & Shrewsbury Public Schools Collaboration

Initial Results

December 2019



Mindfulness Director Initiative



**Initial Goal of
Partnership
with
Mindfulness
Director
Initiative**

The Mindfulness Director Initiative (MDI) will support interested students, staff, families and community members with the practice of mindfulness by offering a diverse set of optional offerings, opportunities, and supports.

SPS Strategic Goals and Priorities

Strategic Priority:

Enhanced well-being of all

2022 Strategic Goals:

- Ensure that all staff actively participate in professional development focused on the skills, habits, and mindsets of social and emotional learning that improve students' learning, resilience, and focus
- Improve support systems and resources to enhance the well-being of students and staff

Overview of Activities Enabled through this Partnership

Since the start of the school year, the MDI/SHS collaboration has allowed for:

- 8-week Mindfulness Courses attended by approximately 10 staff, 15 students, and 50 parents.
- Professional development provided to SHS staff, as well as the Shrewsbury District Media Team, Beal Early Childhood Faculty, the IT Team, and Sherwood and Oak Middle School Staff (January)
- Regular meetings with AP and Honors Biology classes to offer basic mindfulness practices
- Support for Studio Art classes: Mindfulness and Free-Drawing as an exercise in stress-reduction and creativity

Additional Activities Enabled Through Partnership

- Support for AP and Creative Writing English and Junior Honors English classes: Intro to Mindfulness
- Individual sessions with senior English: Mindfulness and Games
- Support for music classes: World Drumming and Mindfulness
- 3-session mindfulness class for music department: Performance Anxiety
- Consultation with Health classes: Stress-Reduction and Mindfulness Practices
- Support for individual teachers with strengthening their own mindfulness practice

Research Overview

MDI and SHS coordinated an assessment of the 8-week Mindfulness Courses that have been offered.

The **research protocol** was designed and implemented by, and results prepared in collaboration with, **Sarah Hopkins, MS, Class of 2010 Shrewsbury alumna:**

- 3rd year Doctoral graduate student
 - Clinical Psychology PhD Program, Suffolk University
- Research/Clinical work: The impact of social relational and group processes on social and emotional adjustment in youth and college students
- Current clinical training at Boston University's Center for Anxiety and Related Disorders (CARD)
- Graduate lecturer

Research questions focused on three areas:

1. Satisfaction with the Mindfulness Program
2. Participant Expectations
3. Program Helpfulness

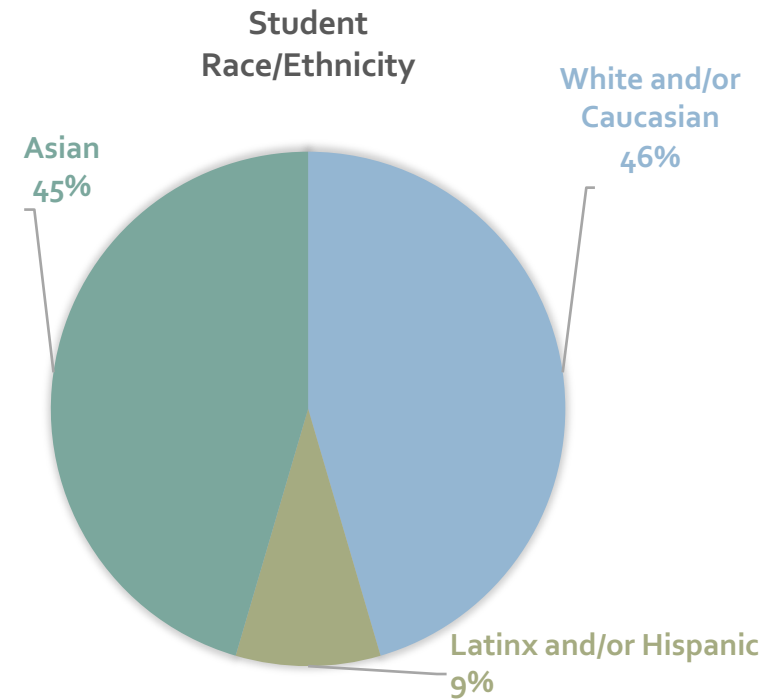
Results were overwhelmingly positive in all three areas.

Who participated?

- Students
 - 10 participants
 - 2 groups: School day, after school
- Parents
 - 29 participants
 - 4 groups: Monday AM, Monday PM, Friday AM, Friday PM
- Staff
 - 7 participants
 - 1 group: Tuesday

Participant Demographics: Students

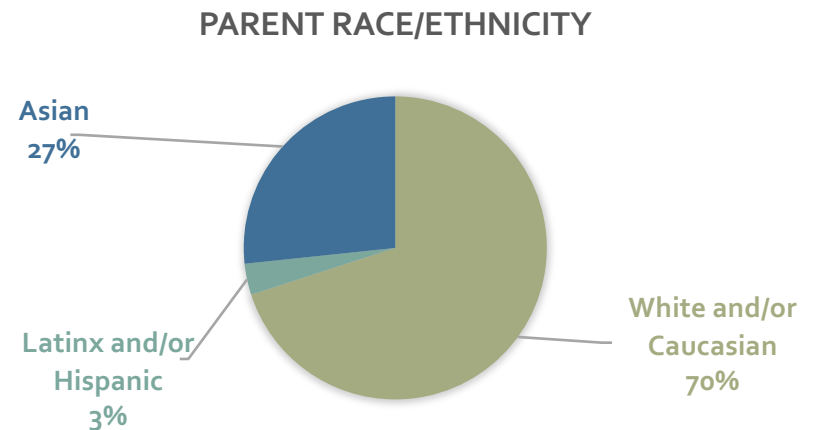
- Aged 16-18 years
 - $M = 16.8$
- Grade 11 – 12
- 70% Female



Participant Demographics

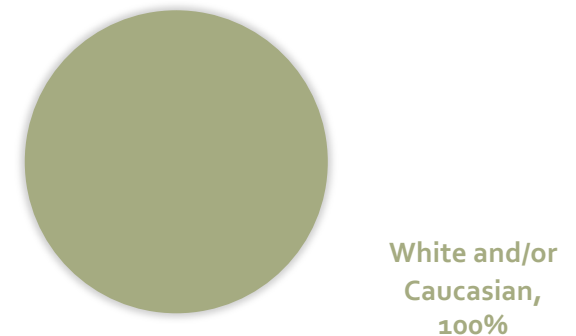
Parents & Staff

- Parents
 - Aged 42 – 58 years
 - $M = 49.1$ years
 - 93% Female



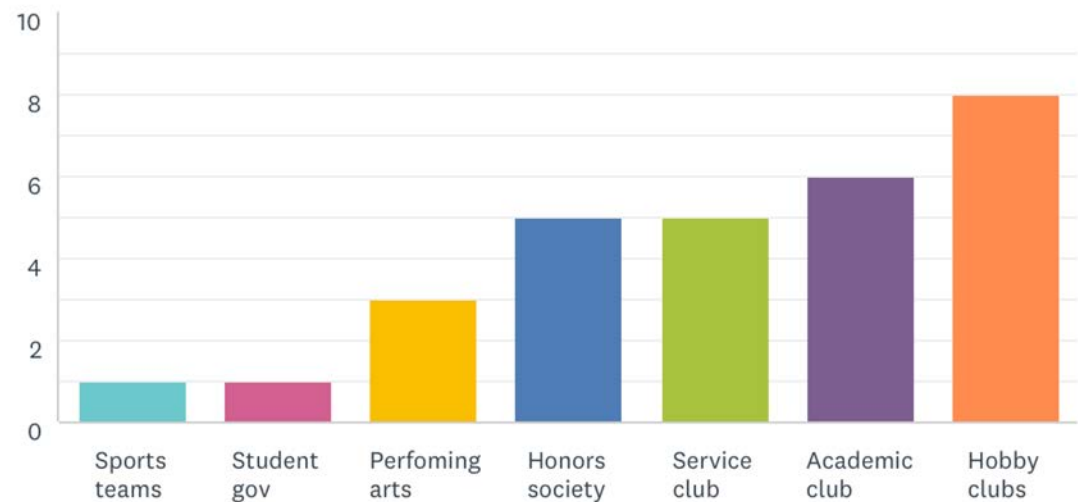
- Staff
 - Aged 29-60+
 - $M = 44.7$ years
 - 71.4% Female

STAFF RACE/ETHNICITY



Student Extracurriculars

- All students reported involvement in at least 1 extracurricular activity
- Students participate in an average of 3 different extracurricular domains





RESULTS

Participant Attendance

Students

- At the point of survey administration...
 - 70% of students had attended at least half of classes
 - 50% of students had attended 100% of classes

Parents

- At the point of survey administration...
 - 60% of parents had attended at least 80% of classes
 - 80% of parents had attended more than half of classes

Staff

- At the point of survey administration...
 - 86% of staff had attended more than half of classes

Satisfaction with Mindfulness Program

- 100% of students, 87% of parents, and 86% of staff reported being satisfied with their experience participating in the Mindfulness Program
- Of those students, parents, and staff who were satisfied with their experience, 84% reported being very satisfied with the experience
- Across all student, parent, and staff participants, the average level of satisfaction endorsed was 4.53 out of 5.

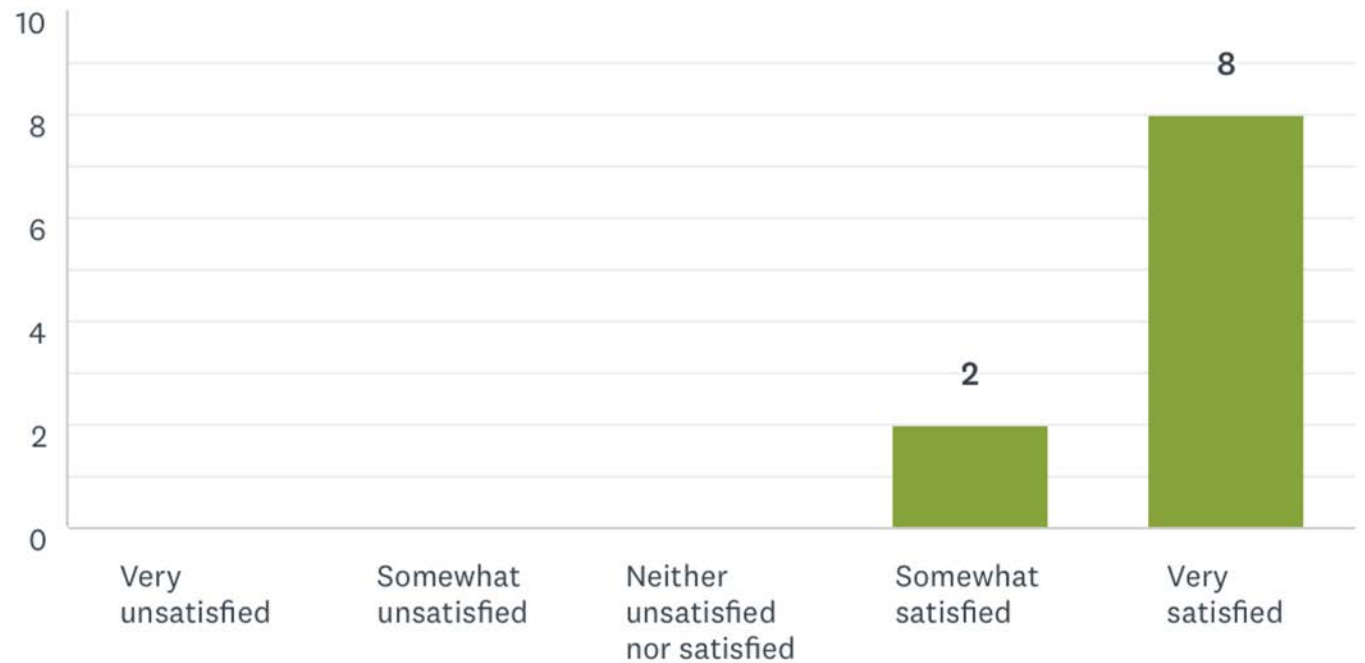
Student Satisfaction

$n = 10$

Min-Max: 4 – 5

Mean: 4.80

SD: 0.40



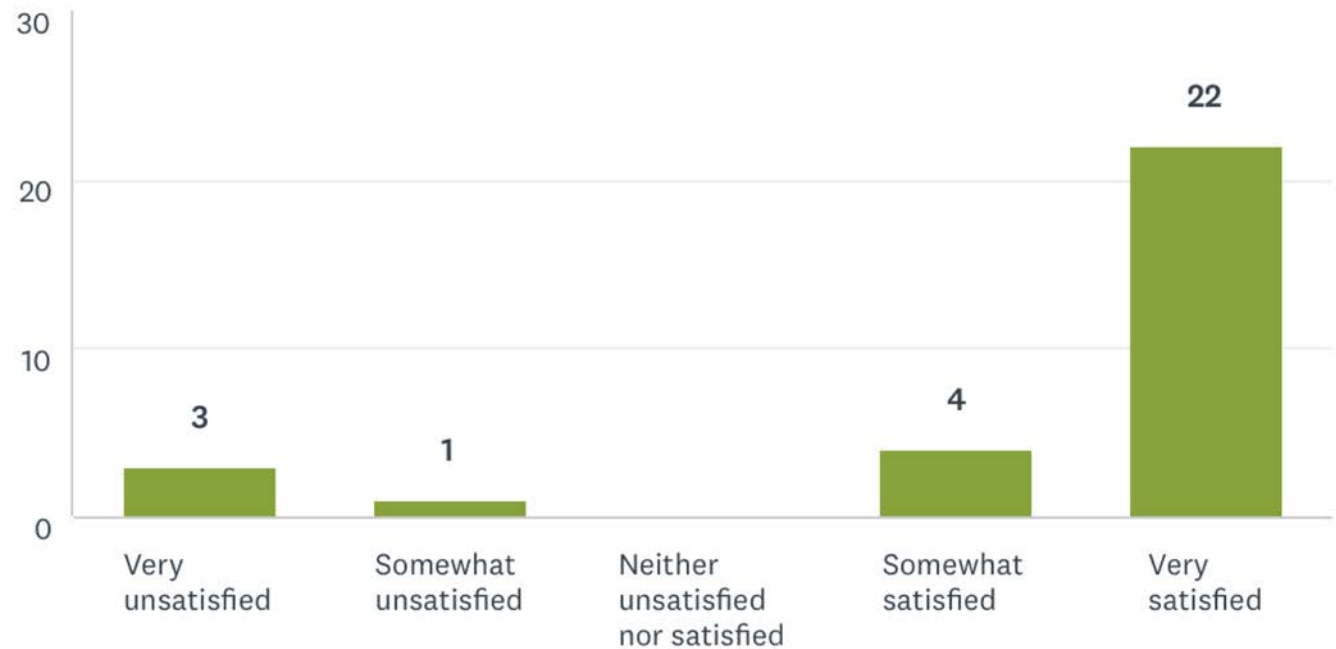
Parent Satisfaction

$n = 30$

Min-Max: 1 – 5

Mean: 4.37

SD: 1.28



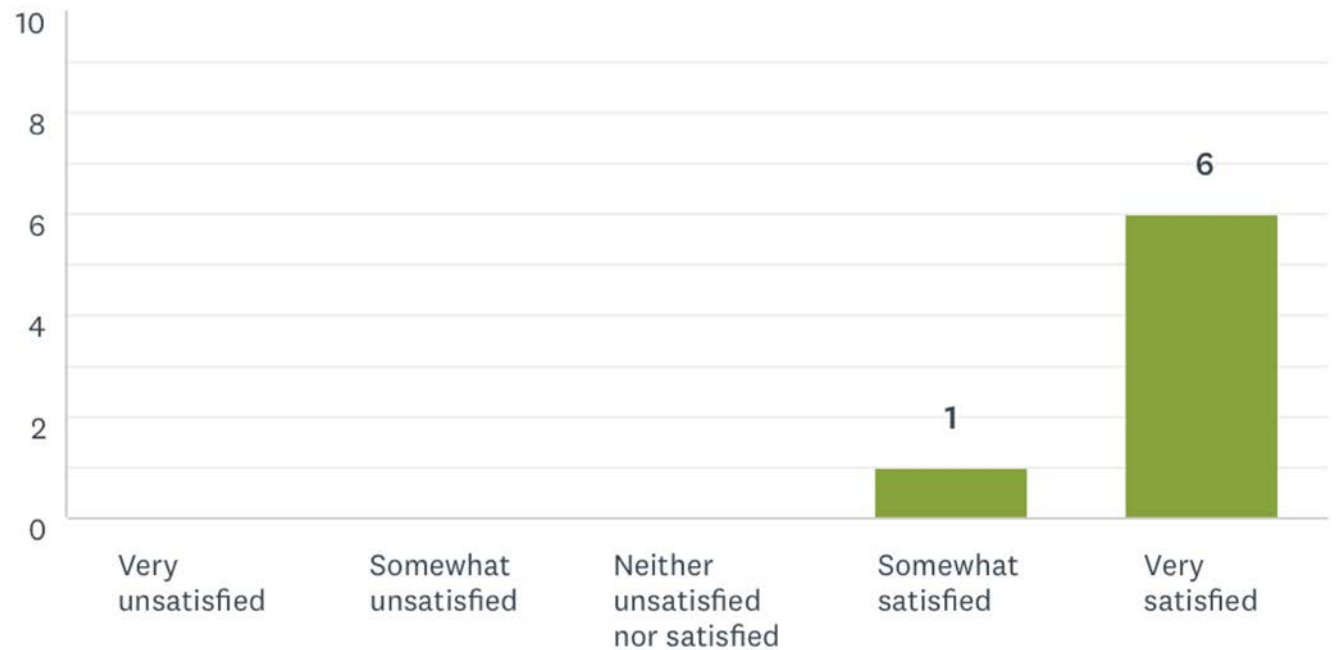
Staff Satisfaction

$n = 7$

Min-Max: 4 – 5

Mean: 4.88

SD: 0.33



**Student
Future
Participation
&
Recommendation
to Others**

- **70% of students reported being interested in participating in future courses of the mindfulness program**
- **100% of students were likely to recommend the program to others**

Parent Future Participation & Recommendation

- **83.3% of parents reported being interested in participating in future courses of the mindfulness program**
- **96.6% of parents were likely to recommend the program to others**

**Staff
Future
Participation
&
Recommendation**

- **86% of staff reported being interested in participating in future courses of the mindfulness program**
- **86% of staff were likely to recommend the program to others**

Participant Expectations

- 98% of all student, parent, and staff participants reported that the mindfulness program was at least meeting their expectations ($N = 48$)
- 50% of student participants reported that the mindfulness program was *exceeding* ($n=3$) and *far exceeding* ($n=2$) expectations
- More than half of parent participants reported the mindfulness program to be either *exceeding* or *far exceeding* their expectations (63%, $n = 19$)
- More than half of staff participants reported the mindfulness program to be either *exceeding* or *far exceeding* their expectations (62.5%, $n = 5$)

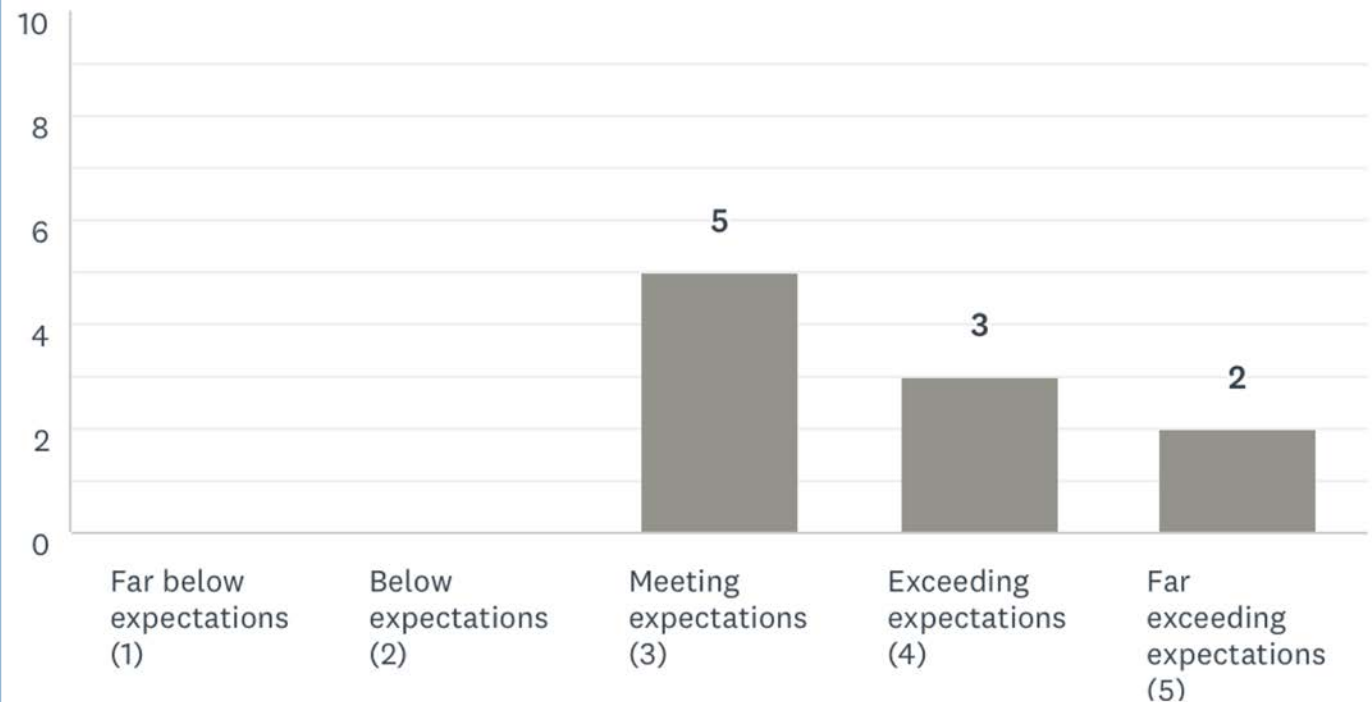
Did the Program Meet Student Expectations?

$n = 10$

Min-Max: 3 – 5

Mean: 3.70

SD: 0.78



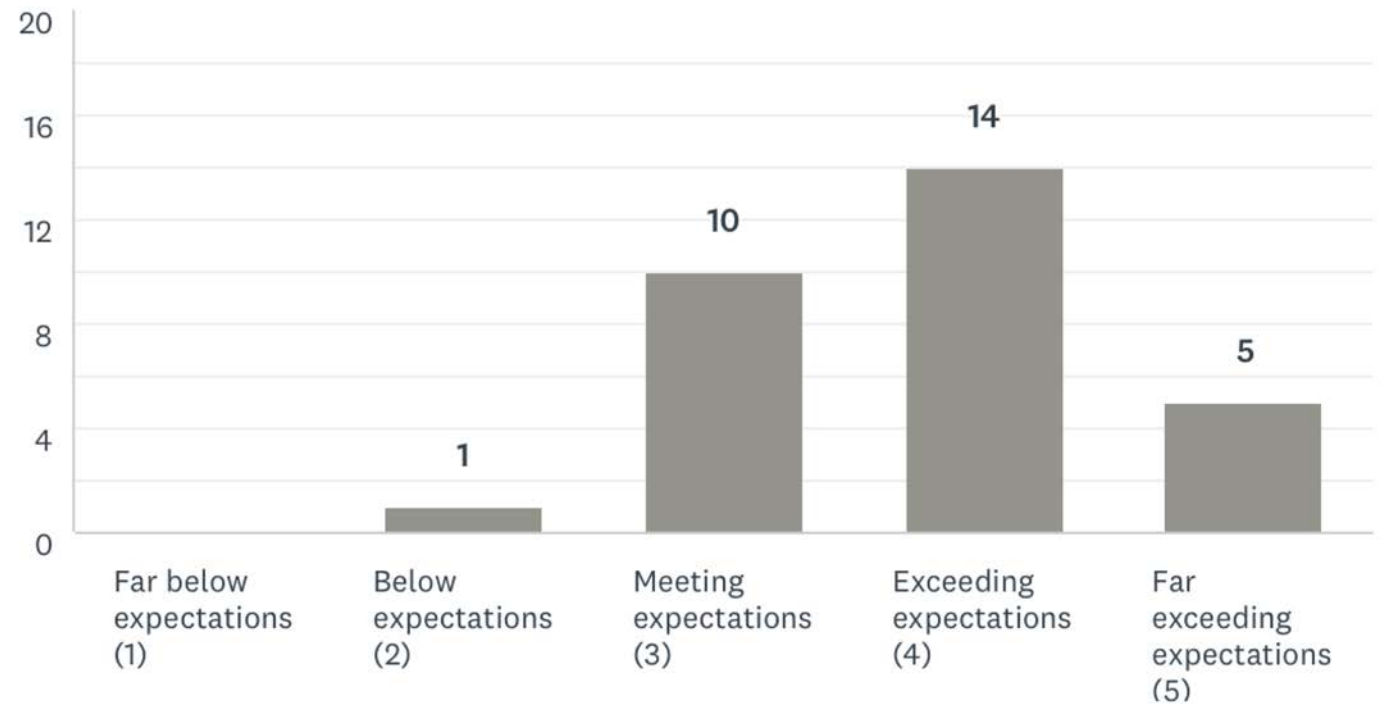
Did the Program Meet Parent Expectations?

$n = 30$

Min-Max: 2 - 5

Mean: 3.77

SD: 0.76



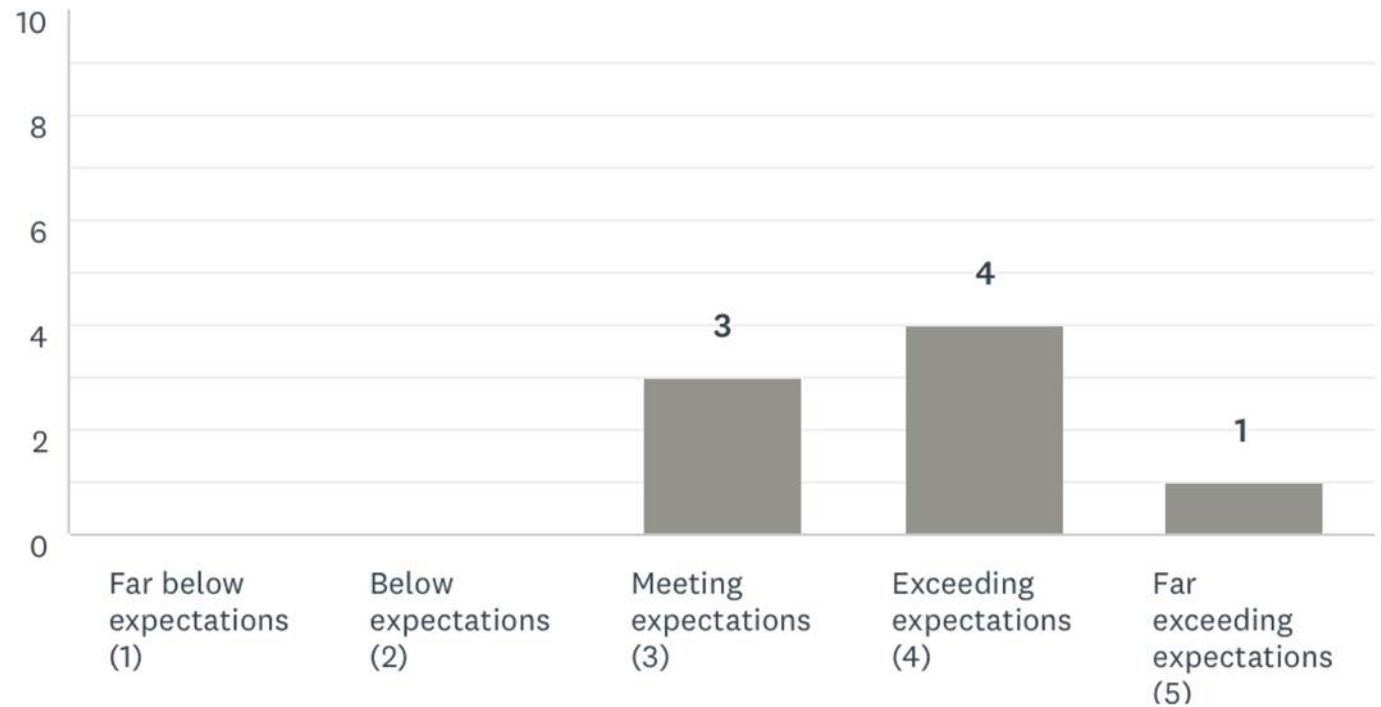
Did the Program Meet Staff Expectations?

$n = 8$

Min-Max: 3 - 5

Mean: 3.71

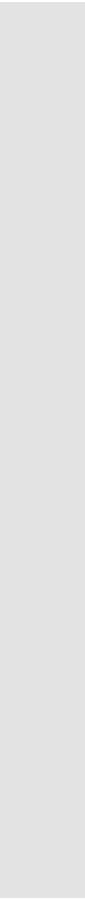
SD: 0.70





Program Helpfulness

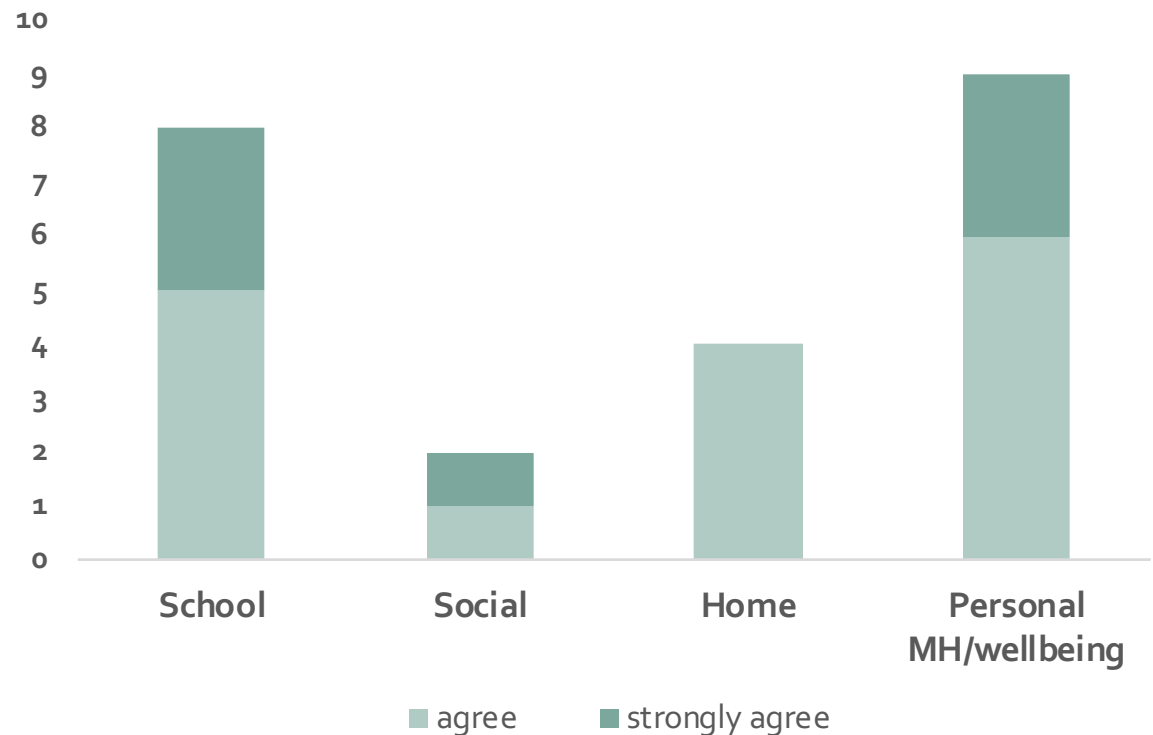
**Assessed across specific student,
parent and staff domains**

- **Students: School, social, home, personal mental health/wellbeing**
 - **Parents & Staff: Professional work, family, social, personal mental health/wellbeing**
- 

How was the Mindfulness Program Helpful to Students?

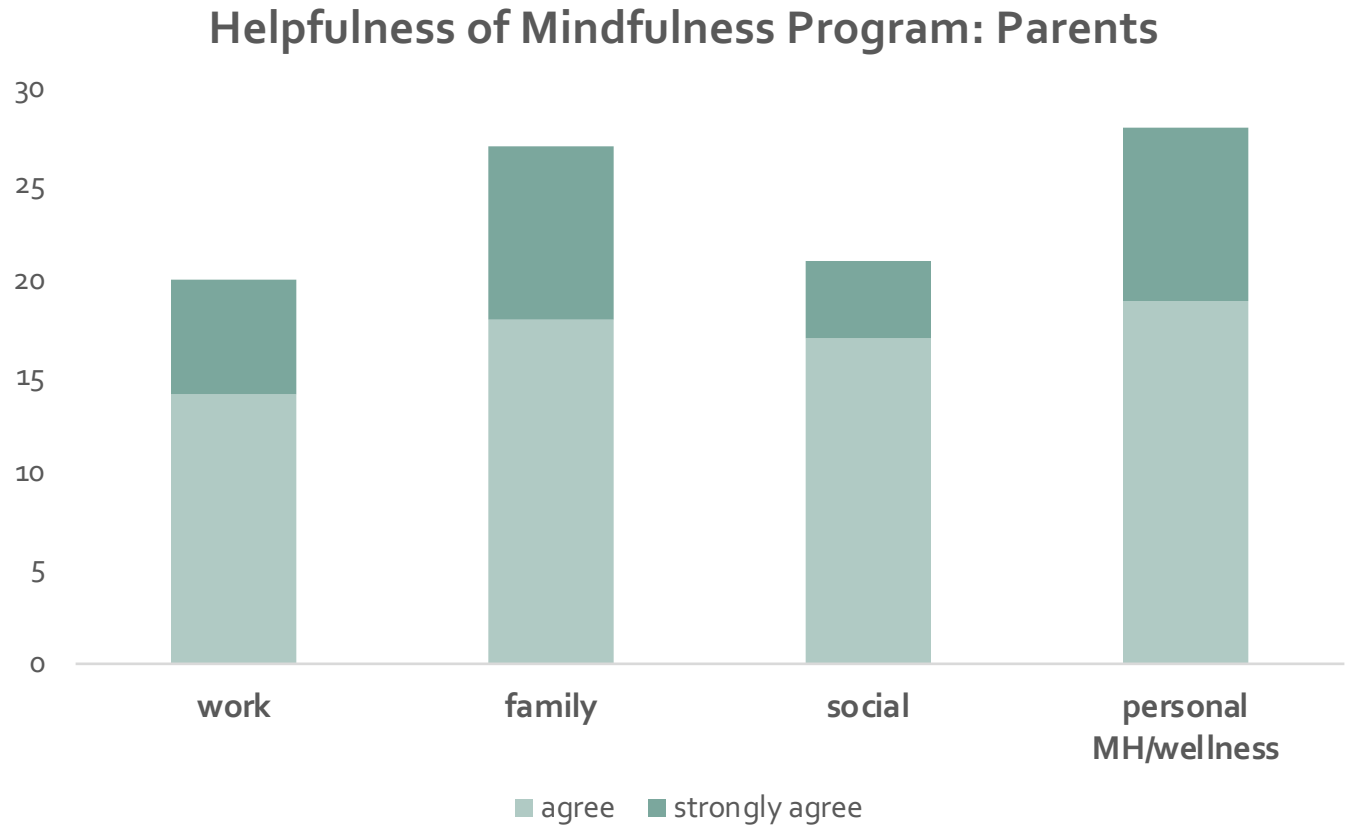
- Mindfulness was found to be most helpful in personal mental health/wellbeing, followed by school
- Students found the mindfulness program to be helpful in an average of 2 domains of functioning
- 50% of students reported the program to be helpful across 3-4 areas of functioning

Helpfulness of Mindfulness Program:
Students



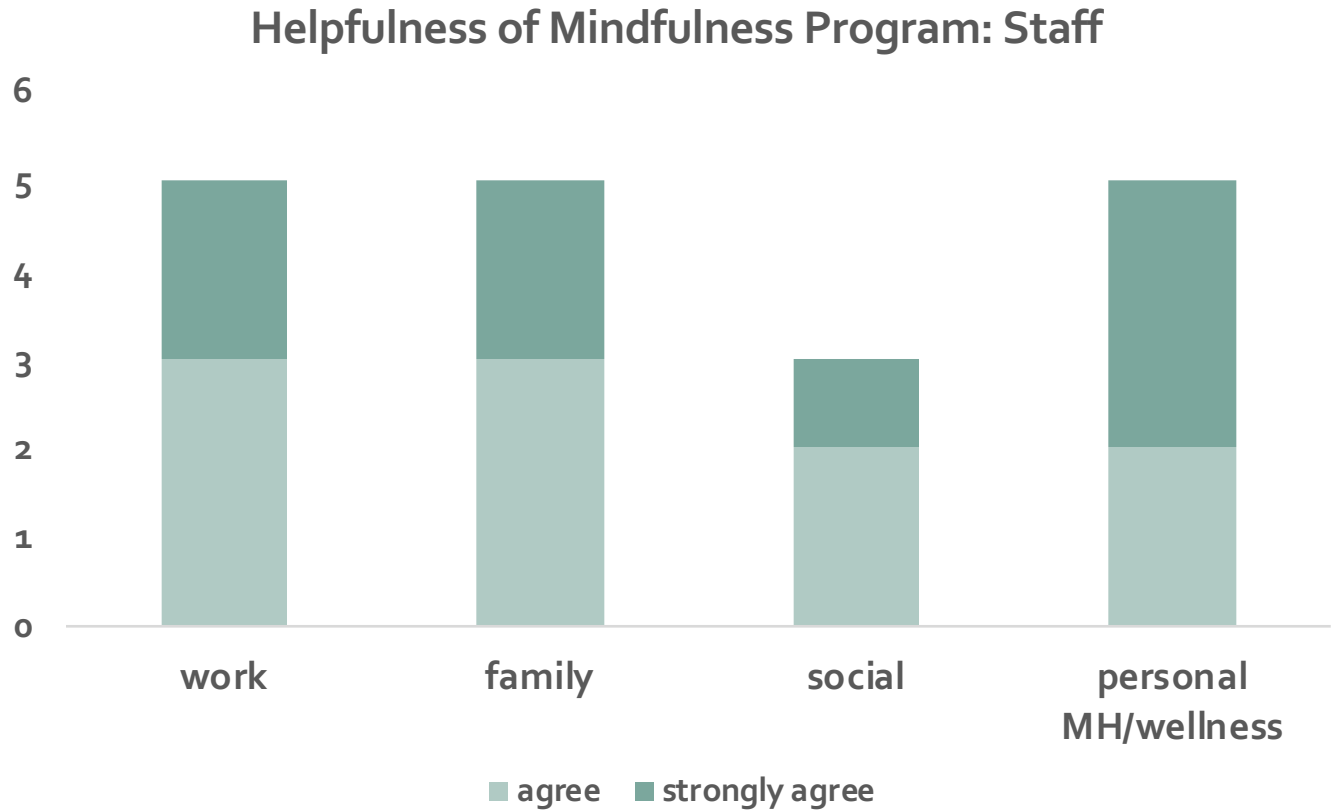
How was the Mindfulness Program Helpful to Parents?

- Mindfulness was found to be most helpful in personal mental health/wellbeing, followed by family
- Parents found the mindfulness program to be helpful in an average of 3 domains of functioning
- 80% of parents reported the program to be helpful across 3-4 areas of functioning



How was the Mindfulness Program Helpful to Staff?

- Mindfulness was found to be equally the most helpful across work, family, and personal mental health/wellbeing
- Staff found the mindfulness program to be helpful in an average of 2.5 domains of functioning
- 57% of staff reported the program to be helpful across 3-4 areas of functioning



Impression Themes & Anecdotes

Overall themes

- The program was found to be useful, applicable to daily life
- Participants endorsed mindfulness as a powerful tool, when practiced
- General positivity towards experience

Anecdotes

- “It’s helped me to be less stressed in particular situations” - student
- “I’m really glad the school is trying it. It has been helpful” - student
- “I think it is a very important course that teaches critical coping skills for life. I think it works well when teaching students how to be aware/accepting of their thoughts and emotions” - student
- “This program is an apt and necessary addition to our community” – staff member

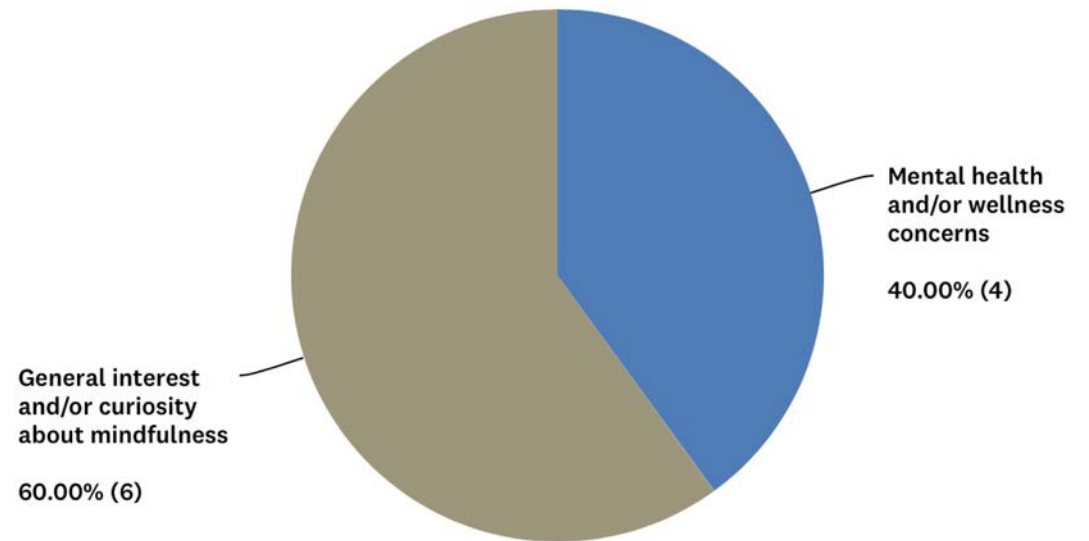


Appendix Slides

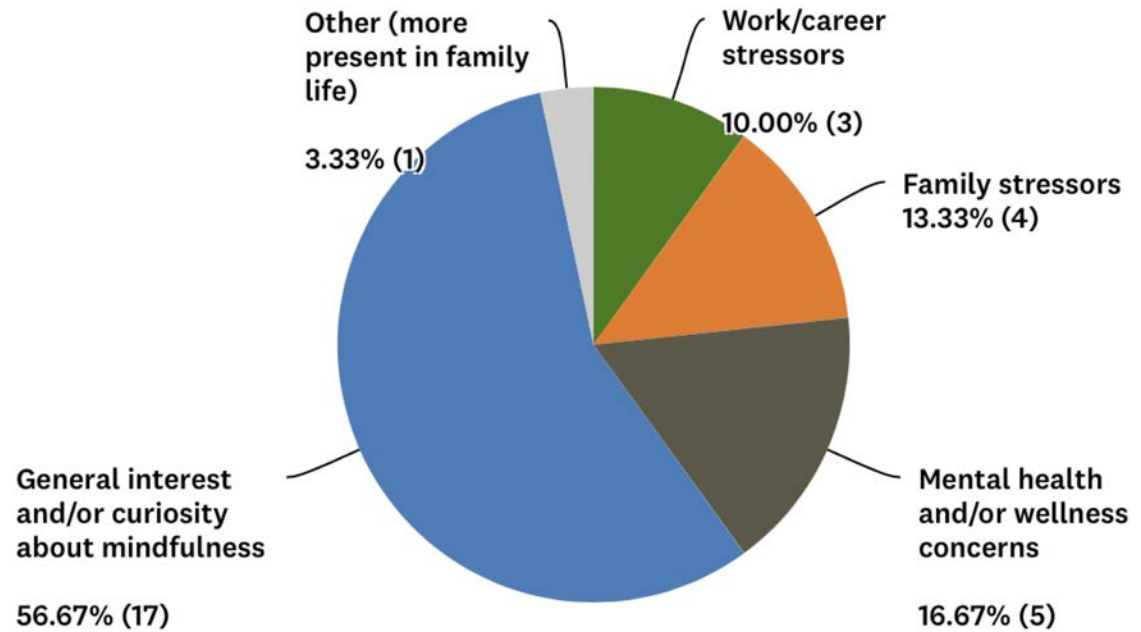
Survey Administration

- **Students**
 - Administered post-session 6
 - 11/25/19 - 11/26/2019
- **Parent**
 - Administered post-session 5 and post-session 6
 - 11/22/19-11/26/19
- **Staff**
 - Administered post-session 6
 - 11/25/19

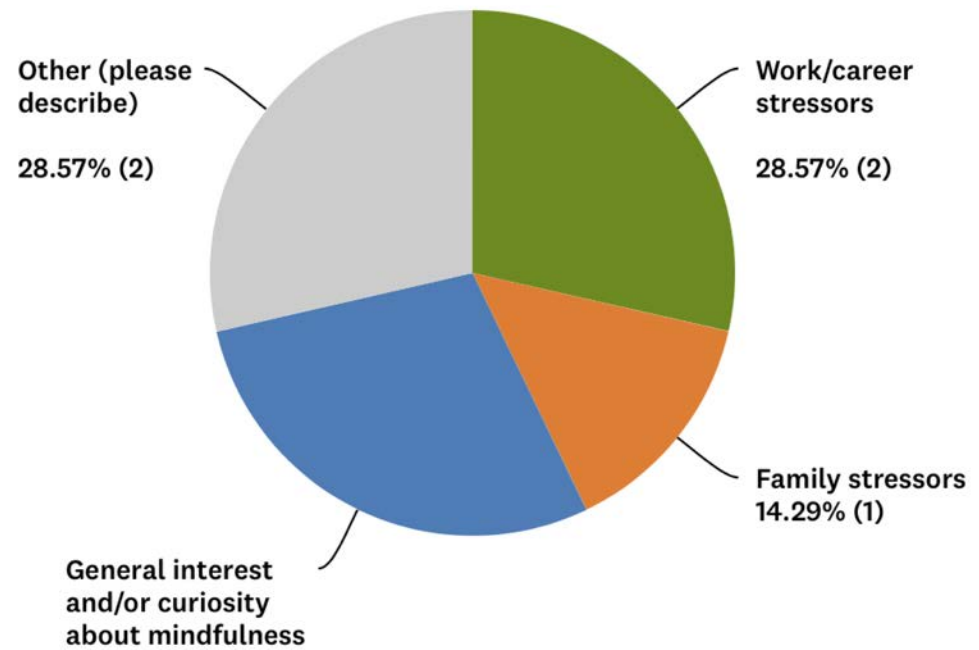
Reasons for Participating: Students



Reasons for Participating: Parents



Reasons for Participating: Staff



Other:

"Take advantage of a learning opportunity that I could apply positively to my life."

"Augment current practice."

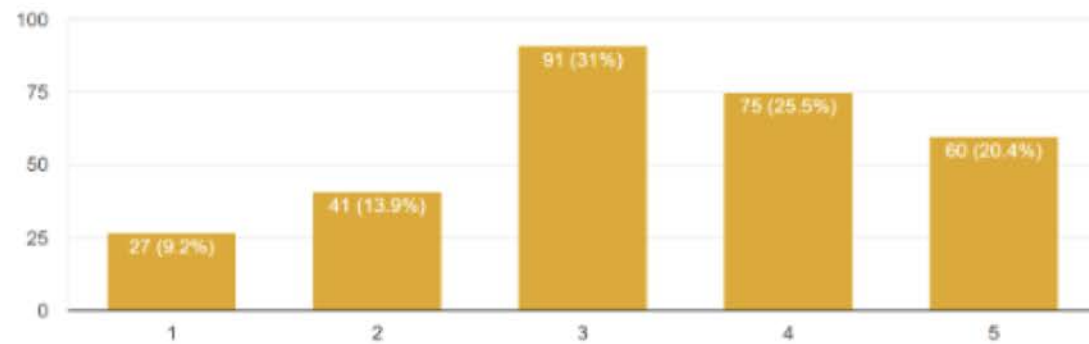
Future Directions for Continued Assessment

- Mental health, wellbeing variables
 - Perceived stress across domains
 - Individual and group-level cohesion
 - Sense of belonging
- Mindfulness-related factors
 - Self-awareness
 - Present-moment focus
- Academic factors
 - Multitasking, attention, concentration
- Change in psychosocial variables
- *Key components of social-emotional learning*

Student Interest after Recent Advisory Slide 1

Did you like the meditation exercise?

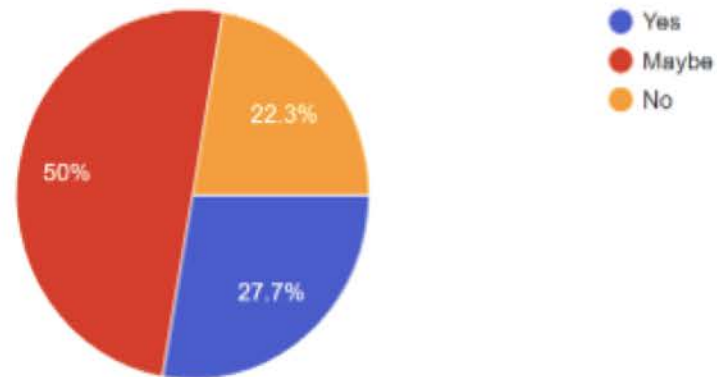
294 responses



Student Interest after Recent Advisory Slide 2

Having experienced the meditation, do you want to learn more about mindfulness?

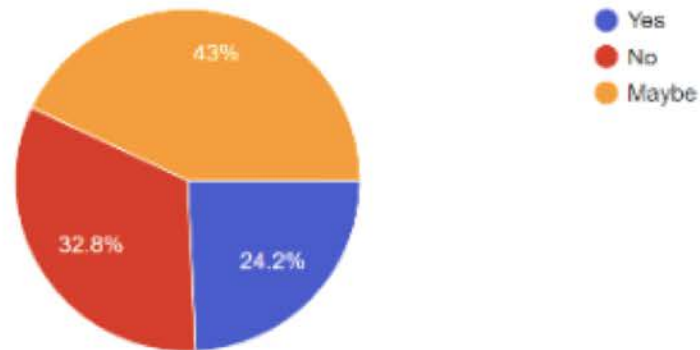
292 responses



Student Interest after Recent Advisory Slide 3

If Mindfulness was offered here at Shrewsbury as a class you could take during the day would you take it?

293 responses





SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum**

MEETING DATE: **12/18/19**

A. Social & Emotional Learning Implementation Plan: Report

BACKGROUND INFORMATION:

In June, Ms. Belsito, Ms. Clouter, and Dr. Lizotte presented information on work done in FY19 to address social and emotional learning in the district relative to the associated 2018-2020 District Goals. At that meeting, the “next steps” identified included creating a district-level implementation plan for effective social and emotional learning expectations and practices by December 2019. Tonight, they are returning to provide the implementation plan for your review.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Meg Belsito, Assistant Superintendent for Student Services

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction

Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships & Well-Being



Social and Emotional Learning in Shrewsbury

Overview

A community's aspirations are captured well in the hopes it holds for its children. In Shrewsbury, one of our Five-Year Strategic Priorities includes the *Enhanced Well-being of All*. One of the goals supporting this priority is the following: “***By December 2019, create a district-level implementation plan for effective social and emotional learning expectations and practices.***” We are tasked to “Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies.” In December, 2018, the district adopted a common framework for social emotional learning (SEL), which set the stage for identifying our approach to implementation, beginning with a definition of SEL that comes from the Collaborative for Academic, Social, and Emotional Learning (CASEL): *SEL is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.*

This report includes information regarding:

- CASEL's recommendations for implementation
- Guidance from the Department of Elementary and Secondary Education (DESE) on SEL, and
- our recommendations for Shrewsbury's SEL plan

Related documents and additional information can be located under the Resources addendum.

Social Emotional Learning

The Collaborative for Academic, Social and Emotional Learning (CASEL) identifies five core competencies of social emotional learning:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

In addition to a framework, CASEL's website has a wealth of information, including research that demonstrates the importance of a cohesive approach to implementation. Our own survey results suggest that it's time to organize building-based efforts into a comprehensive district plan. Further, staff attendance at state conferences held by the Department of Elementary and Secondary Education and organizations including Transforming Education and the Rennie Center, fueled our efforts to:

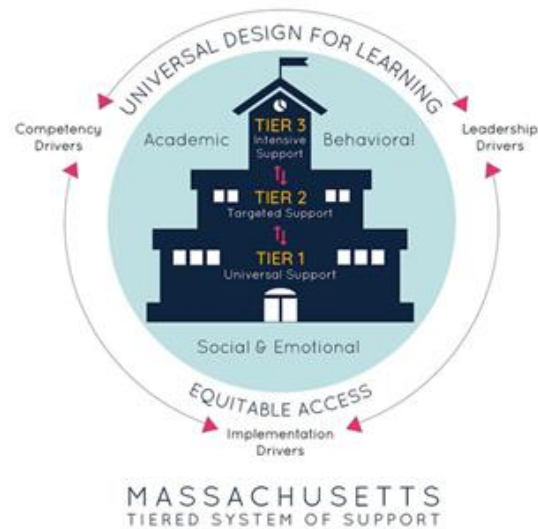
- **Engage** with our stakeholders, especially our teachers, administrators, and specialized instructional support personnel
- **Integrate** SEL principles with existing policies, resources, and initiatives; and
- **Explore** useful, well-aligned resources

Our vision for how SEL will be integrated into district prek-12 classrooms was also informed by the Massachusetts Tiered System of Support model, which pairs academic standards with social emotional learning competencies and advocates for a differentiated approach to instruction.

Developing SEL Competencies - a tiered approach

In each of our schools educators have begun learning about and implementing programs that strengthen character, work habits and emotional regulation. All of these efforts contribute to a shared vision of student support. However, given the homegrown nature of these building-based initiatives, to date school efforts have not been coordinated. Using the multi-tiered systems of support (MTSS) blueprint helped district leaders to recognize the importance of moving forward together to meet students' academic and behavioral needs. In part this report is a response to meeting those needs.

Recently, the Department of Elementary and Secondary Education (DESE) updated its MTSS Blueprint to incorporate a tiered approach to SEL as well as Academics and Behavior. In a tiered approach, educators provide high quality SEL



instruction (free-standing as well as integrated into other subjects) and general practices that support SEL, to help all students develop SEL core competencies (tier one). Educators and support staff also use data to inform when additional efforts are needed, and provide (or help access) supplemental supports based on individual students' social and emotional needs (tier two). Additionally, more intensive supports are provided for individual student needs that are more urgent and/or intensive (tier three). Tier one SEL will generally occur in whole-school, whole-class settings, while tier two and three supports may be provided through targeted group instruction, embedded within a classroom setting, in individualized work with students, in counseling sessions, or in other settings as appropriate.

Social Emotional Learning in the Shrewsbury Public Schools

Shrewsbury is justifiably proud of the contributions our educators make to teaching and learning. We want to acknowledge that our understanding of the importance of Social Emotional Learning (SEL) has been shaped by the experiences of students and teachers in our classrooms. Across the district, individual educators and teams have developed resources that translated knowledge into practice. As a result, we have an array of models for SEL to consider. At the same time, these models depict a diversity of approach rather than common commitments. In order to craft a district plan we needed to engage educators at both the building and district level.

In the fall of 2019, each of our nine school principals formed an SEL committee. These building-based groups sent representatives to the District SEL Steering Committee. In this way we were able to build a common understanding and to elicit a lot of information about district strengths, weaknesses and opportunities. As mentioned previously, the first task of the Steering Committee was to select an SEL framework. In turn the CASEL framework guided the development of this plan.

Building-Based SEL Committee Contributions

Building based committees took inventory of current practices. We took note of building-based efforts to promote safe and supportive school climates and instructional moves that foster social emotional learning in our classrooms. We also began to identify which topics were taught by grade and/or level. As part of the process, we heard about many promising practices. Identifying "bright spots" was important, because it's clear that we will grow from strength. Every school has already begun this work in some way. Now our challenge is to coordinate our efforts, within and across each level. As we go forward, staff leaders will no doubt play a part of professional development. In this way we will ensure that all our students receive a guaranteed and viable¹ curriculum, with opportunities to develop and apply SEL competencies across grade spans. This is especially important at the PreK-Elementary level. Students at this age are still developing emotionally and socially, and it is vital that they are supported in their transitions to next level. Common language and a consistent approach will help students to make sense of new expectations at every grade span.

District SEL Steering Committee Contributions

¹ A "guaranteed" curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. For a curriculum to be "viable," there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or "nice to know" content. (Marzano, 2003)

Members of the district steering committee were key contributors to the planning process; each representative served a dual role. Members bring their insights to the Committee meetings and shape our agendas. Just as importantly, teachers and specialists on the Committee share information with colleagues back in their home school(s).

For this reason, our district steering committee consists of three smaller subcommittees for Curriculum, Culture and Student Supports. Each group has worked collaboratively to gather information regarding current practices to identify areas of strength and need, and to make recommendations for next steps. This plan reflects the input of each committee, as well as the thoughts of the district leaders in each of our schools, that have been championing SEL work to date.

As part of our implementation plan, we believe it's important to reinforce, extend and apply skills in each competency area in age-appropriate situations at each grade level and throughout the academic day. In order to do that, district representatives will need to come to consensus on SEL outcomes by grade level span. In addition, each school will continue to develop routines and practices that offer students opportunities to practice and apply their skills across settings and environments and to receive feedback and reinforcement on their use of the skills. Finally, school leaders will act to develop and sustain school cultures where all the adults model social emotional skills.

What will this look like over time? The timeline below depicts our initial thinking about how best to begin.

2019-2020	2020-2021	2021-2022
Inventory <i>What's in place now?</i>	Identify resources <i>How will we develop SEL competencies?</i>	Explore feedback mechanisms <i>How will we monitor progress?</i>

What does SEL look like in action?

Research supports a multi-pronged approach to SEL instruction. In fact, both CASEL and the DESE have both identified [four general approaches](#) to SEL instruction in the classroom:

- Free-standing lessons that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters;
- General teaching practices that create classroom and school-wide conditions that facilitate and support social and emotional development in students;
- Integration of skill instruction and practices that support SEL within the context of an academic curriculum; *and*
- Guidance to administrators and school leaders on how to facilitate SEL as a school-wide initiative.

With the adoption of the CASEL framework we are beginning to look at the challenge of balancing consistency of expectations with the importance of allowing our educators flexibility to meet the needs of their students. At all levels, educators and district leaders are working together to identify

common language, common approaches, and common resources. Each level will work to identify free standing lessons, general teaching practices, integration of skills instruction in the curriculum and guidance to leaders for school wide engagement.

At all levels (Pre-K, Kindergarten, Elementary, Middle and High) SEL practices support the development of skills necessary for success in school and life. These include spending time getting to know students, forming a welcoming classroom community at the beginning of the school year, having regular, predictable classroom routines contributes to a safe learning environment, and allowing for student involvement in class decision-making. These efforts increase student engagement and motivation for learning and prepares them to set meaningful goals, to reflect, and ultimately, to grow.

Pre-K through Grade 4

All six of our Elementary schools already share some common structures for furthering student learning. [*Responsive Classroom*](#) is a commonly used approach for students in grades [Pre-Kindergarten](#) through Grade 8. This approach emphasizes social, emotional, and academic growth. The components of Responsive Classroom at the elementary level include:

- Morning Meeting
- Interactive Modeling
- Academic choice
- Establishing Rules and Routines

Each component is tied to a different aspect of social emotional learning. Taken together, these structures are the vehicles that educators use to model and teach explicit skills, to meaningfully practice SEL competencies in daily interactions and to reinforce a growth mindset.

For the remainder of the year steering committee curriculum subgroup members will consider the array of resources available and decide on research-based program(s) that educators will use to explicitly target SEL competencies. Some programs we may consider are listed under the Resources section at the end of this report.

Middle School, Grades 5-8

Sherwood Middle School has adopted Responsive Advisory. This meeting model provides a space and structure for teachers to support middle school students on a daily basis, both individually and collectively, as they develop their sense of self and identity in connection to their relationships with peers. Responsive Advisory Meeting uses four components (arrival welcome, announcements, acknowledgments, and activity) to meet students' needs for belonging, significance, and fun while helping them build skills and explore their interests. Responsive Advisory Meeting serves as an anchor for middle level students, a predictable routine that students need more than ever as they undergo rapid physical, emotional, and intellectual changes. Advisory provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.

Oak Middle School is in the process of exploring scheduling options for an advisory program. This work has been on-going over the past few years, and was identified as an important component of OMS's self-study. An Advisory program is a crucial component of middle school because it connects an educator (the advisor) with a group of students (the advisees) to provide academic and social-emotional support, and to strengthen the community of the school. This structured approach is done with intention. The objectives include:

- Support students in building positive, meaningful relationships with one or more caring adults at school
- Help students develop positive relationships with their peers
- Provide a safe place for students to strengthen their academic and social-emotional competencies, explore their interests more deeply, and nurture the development of new skills and talents

Sherwood Middle School and Oak Middle School assess students' social, emotional, and academic progress using the Habits Of Work and Learning Standards (HOWLS) in all areas of the curriculum. Research demonstrates that it is critical for students to receive consistent messages from the adults with whom they interact at school and beyond the school day. Adult-student relationships strengthen the level of connectedness that the student feels between home and school.

Leadership and service opportunities are offered to all students at SMS and OMS. For example, Student Voice Crews (SMS) and the Community Service and Leadership Club (OMS) provide students with diverse learning experiences that seek to meet the needs of our school, local, and global communities.

High School, Grades 9-12

Shrewsbury High School has endorsed an Advisory approach to teaching social emotional learning skills. Beginning this year, a small group of staff facilitated the gradual implementation of Advisory meetings with the goal that teachers would lead four meetings in all. This experience led to consensus that more meetings- and a program to inform meeting topics- was necessary. For that reason, leaders at this level have elected to train all staff using [Character Strong](#), a program that seeks to develop social emotional learning competencies in students and educators alike. With the firm belief that 'SEL is for everyone,' the Character Strong program features:

- vertically aligned, 30 minute lessons for grades 9-12 that target character strengths and SEL skills such as Empathy, Healthy Habit Development, Resilience, Emotional Intelligence, Mindfulness, Influence, Stress Regulation, Growth Mindset, Civil Discourse
- interactive games and activities designed to help students practice
- CharacterDares challenges that task students and staff to apply SEL skills outside the classroom, and
- resources for families

The Character Strong curriculum for this level was designed with the adolescent learner and a high school schedule in mind. As a result, educators that use the program draw on an array of multimedia materials to teach and reinforce SEL competencies in short bursts over time.

The timeline below outlines SPS' Social Emotional Learning objectives for the next 3 years.

Year 1: 2019-2020	Year 2: 2020-2021	Year 3: 2021-2022
SLT training on MTSS and progress monitoring tools to build understanding of how we are all accountable for the work	Training focused on MTSS with information regarding how we are all accountable for the work Identify consistent programming to deliver social, emotional and behavioral support through the MTSS lens	Implement and monitor effectiveness of programming as a tiered approach; make modifications as needed
Research and identify specific professional development for all staff for a phased roll out of SEL approaches across the district	Provide professional development related to consistent programming to staff (SEL Competencies/Responsive Classroom/Advisory/Character Strong)	Define SEL growth and progress in SEL Competencies/Responsive Classroom/Advisory. Share and collect progress monitoring tools to begin to collect student data Monitor the effectiveness of the PD through Early Intervening Teams data/HOWLS marks/Student Support Teams
Identify staff to be trained as SEL teacher leaders/trainers across all levels	Trainers will work together across buildings to build consensus and programming	Additional staff will be identified to become trainers/mentors/new staff training

In conclusion, the Shrewsbury Public Schools is committed to the social emotional learning for all students in and out of the classroom and community. John Dewey once said, “What the best and wisest parent wants for his own child, that must the community want for all its children.” It’s our sincere hope that through the adoption of the CASEL Social Emotional Learning wheel and competencies, guidance from the Department of Elementary and Secondary Education (DESE) on SEL and the implementation Shrewsbury’s SEL plan at the building and district level, the Shrewsbury Public Schools will continue to achieve the very best- academically, socially and emotionally- for all our students.

Addendum: Related Research & Resources

Teaching social emotional competencies in schools

2011 [meta-analysis](#) of 213 school-based, universal SEL programs

2017 [meta-analysis](#) reviewed 82 school-based, universal SEL interventions. The study found that school-based SEL interventions continue to benefit students for months and even years to come. [Columbia University report](#) found that every \$1 invested in SEL programming produced on average an \$11 return.

Implementation guidance

This summary document provides brief highlights of the Department's efforts to support SEL and notes that the DESE is beginning the process of revising the 1999 Massachusetts Comprehensive Health Curriculum Framework.

Massachusetts districts may find CASEL's Collaborating Districts Initiative website to be a valuable source for SEL resources.

Educator Resources

[Guidebook](#) for Inclusive Practice

[Professional Standards](#) for Teachers and Administrators

[Massachusetts Multi-Tiered Systems of Support](#) (MTSS)

CASEL: [What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?](#) October, 2015

DESE Leading Educational Access Project [webpage](#)

DESE [Cultural Proficiency Resources](#) SEL for All

Curriculum Resources

CASEL Guide to [Preschool & Elementary SEL](#) program reviews

CASEL Guide to [Middle and High School SEL](#) program reviews

SEL Learning Targets

PreK-K [Standards](#) on SEL and Approaches to Play and Learning (APL)

CASEL document outlining [state-based learning targets](#) for grades K-12 across the United States



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **12/18/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **12/18/19**

A. Foster Child Transportation State Reimbursement Program: Discussion

BACKGROUND INFORMATION:

In order to support educational stability for children who are placed in foster care, the 2015 Every Student Succeeds Act (ESSA) requires that children in foster care remain in their school of origin, unless it is determined not to be in the child's best interest to remain in that school, and that they be provided transportation to their school of origin. Under federal law, a portion of the costs to transport children may be reimbursed to Local Education Agencies (LEAs) through Title IV-E. This is a voluntary reimbursement program. Tonight, Mr. Collins will provide some details on this new reimbursement program and its eligibility requirements.

ACTION RECOMMENDED:

That the School Committee engage in a discussion about the Foster Child Transportation State Reimbursement Program.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations

New Foster Care Student Transportation Reimbursement Program

Patrick C. Collins

Asst. Superintendent for Finance and Operations

Topics

- Background Information/Project Introduction
- New Reimbursement Program Being Introduced
- Eligibility Requirements
- Estimated Reimbursement
- Next Steps

Background Information//Project Introduction

- Under Every Student Succeeds Act (ESSA), children in foster care are required to remain in their School of Origin as long as it is deemed to be in the best interest of the child. The School of Origin is responsible for funding the cost of this transportation
- EOHHS, in a partnership with DCF and DESE, has developed a methodology that could reimburse a share of these transportation costs through Title IV-E (a section of the Social Security Act that provides federal reimbursement to states for services provided to children in foster care)
- This voluntary program allows LEAs to report their eligible transportation expenditures for children in foster care to the state to be claimed for federal reimbursement
- It is estimated that LEAs will receive about 20% of reported costs in reimbursement
- Reimbursement for transportation expenditures covered by any other federal funding source is not allowable (e.g., special education, homeless, Title I, etc.) even if that transportation is for a child in foster care in order to avoid potential duplication of claiming



This slide provided by the Mass. Exec. Office of Health and Human Services

Example Situations


- #1: A student who lives in a Foster Care Home in Worcester moves to a new Foster Care Home in Shrewsbury.
 - If it were determined to be in best interest of student, then Worcester Public Schools [WPS] would allow retention of that student in the WPS and WPS would be responsible for transportation coordination and costs to transport that student back to their “school of origin”. *No impact on Shrewsbury Public Schools.*
- #2: A student who lives in a Foster Care Home in Shrewsbury moves to a new Foster Care Home in Holden.
 - If it were determined to be in best interest of student, then Shrewsbury Public Schools [SPS] would allow retention of that student in the SPS and SPS would be responsible for transportation coordination and costs to transport that student back to their “school of origin”. *SPS would bear these costs and submit for reimbursement under this new program.*

Eligibility Requirements

- In order to be eligible for partial reimbursement [estimated at 20%] for such costs:
 - Town Meeting must vote affirmatively to approve the Memorandum of Understanding [see related document]
 - The District must separately keep track of students and specific costs related to providing this service
 - The District must report such costs on the annual End of Year Report

Recent Historical Costs & Estimated Reimbursement

Fiscal Year	Students Eligible	Annual Eligible Costs	Reimbursement
FY18	5	\$15,487	NA
FY19	1	\$10,446	NA
FY20 YTD	0	\$0	NA
FY21	TBD	TBD	\$0



The reimbursement program affords **approximately 20% reimbursement** of eligible costs in the succeeding fiscal year after expense.

Next Steps

- The recommended Memorandum of Understanding [MOU] was sent to the Town Manager along with a message about the program. (*The Town Manager may opt for a legal review of the MOU.*)
- A warrant article must be drafted for the next Town Meeting [likely the Annual Town Meeting in May 2020].
- If approved, then the District will report any/all costs for FY20 with expectation that partial reimbursement would be sent in FY21.
- The reimbursement money would be a General Fund receipt subject to future appropriation by the Town Meeting as part of the annual budget process.

Questions?

**Memorandum of Understanding – Every Student Succeeds Act
Transportation Claiming Under Title IV-E of the Social Security Act**

This Memorandum of Understanding (MOU) has been created and entered into on _____, 2019 by and between the following parties in relation to the administration of school of origin transportation costs under the Every Student Succeeds Act (ESSA) to maximize Federal Financial Participation from the Federal Government through Title IV-E of the Social Security Act (Title IV-E):

Executive Office of Health and Human Services (EOHHS);

Department of Elementary and Secondary Education (DESE);

Department of Children and Families (DCF); and

_____**(Enter name)**
**Commonwealth City/Town/Regional School District or Local Education
Agency**

The Commonwealth of Massachusetts, Executive Office of Health and Human Services, Department of Elementary and Secondary Education, Department of Children and Families and _____ the City or Town or Regional School District of [] by and through [] (legal name and address of the Local Education Agency, hereinafter, the LEA), hereby agree to the following terms and conditions as they relate to reporting costs and receiving Title IV-E allowable federal reimbursement for said costs as they relate to transporting children eligible under Title IV-E foster care to and from their foster placement and their School of Origin, effective for dates of service on or after April 1, 2019.

RECITALS

WHEREAS, DCF is the single state agency designated to submit claims to the Administration of Children and Families (ACF) for the purposes of obtaining Title IV-E cost reimbursement; and

WHEREAS, the LEA desires to participate in the Title IV-E Claiming of Transportation Expenditures for Children in Foster Care (hereinafter, the “Program”) under the terms and conditions set forth in this Memorandum of Understanding (MOU);

WHEREAS, the scope of services and providers payable under the Program is defined by this MOU; and

NOW, THEREFORE, in consideration of the mutual obligations contained in this MOU, the parties agree as follows:

Section 1. DEFINITIONS

The following terms that appear capitalized throughout this MOU shall have the following meanings, unless the context clearly indicates otherwise.

Administration of Children and Families (ACF) – The agency responsible for the oversight and administration of services pertaining to children, youth, and families nationwide, as established under the authority of Section 6 of the Reorganization Plan No. 1 of 1953.

Certification of Qualified Expenditures or Certification of Qualifying Expenditures – For purposes of this agreement, an expenditure for Transportation that is certified, or attested to, by a contributing public agency or designated authority at a public agency that is eligible for reimbursement under Title IV-E of the Social Security Act.

Department of Children and Families (DCF) – The constituent agency within EOHHS providing services to children 0 through 22 years old who are at risk or have been victims of abuse or neglect, as well as their families, established under M.G.L. c. 18B, § 1.

Department of Elementary and Secondary Education (DESE) – The constituent agency within the Executive Office of Education responsible for the provision of a public education system of a sufficient quality to extend to all children, established under M.G.L. c. 69, § 1.

Every Student Succeeds Act (ESSA) – Federal Law passed in December 2015 governing United States K-12 public education policy (Public Law 114-95).

Executive Office of Health and Human Services (EOHHS) – The executive secretariat of the Commonwealth of Massachusetts established under M.G.L. c. 6A, § 2 that oversees DCF.

Individualized Education Program (IEP) – A written statement, developed and approved in accordance with federal special education law in a form established by the Department of Elementary and Secondary Education, that identifies a student's special education needs and describes the services a school district shall provide to meet those needs.

Local Education Agency (LEA) – See definition for Local Government Entity.

Local Government Entity – Pursuant to MGL c. 44, § 70 and for purposes of this MOU, a city or town, that by vote of its town meeting, town council or city council with the approval of the selectmen, town manager or mayor, authorizes the LEA to enter into this MOU and that is responsible, or assumes responsibility, either directly or indirectly through an agency or other political subdivision, for the non-federal share of the Program expenditures. Local Governmental Entity is also referred to as Local Educational Authority (LEA) in this MOU.

Metropolitan Council for Educational Opportunity (METCO) – a state-funded grant program run by DESE intended to expand educational opportunities, increase diversity, and reduce racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate, pursuant to M.G.L. c. 76, § 12A.

Reporting Tool – The mechanism, designed and agreed upon by EOHHS, DESE, and DCF, by which the LEA will report on costs associated with the Program and attest to the accuracy of said costs.

School of Origin – The school in which a child is enrolled at the time of placement in foster care. Pursuant to Elementary and Secondary Education Act, § 1111 (g)(1)(E)(i)), DESE and the LEAs must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child’s best interest.

State Fiscal Year – The 12-month period commencing July 1 and ending June 30 and designated by the calendar year in which the fiscal year ends (e.g., State Fiscal Year 2019 starts on July 1, 2018 and ends June 30, 2019).

Title IV-E – an amendment to the Social Security Act that allows states to claim federal reimbursement for the costs of administering foster, adoptive, and guardianship services based on specific eligibility criteria.

Title IV-E Allowable Transportation Claiming Activities – The process through which an LEA requests payment based on Title IV-E-allowable actual incurred costs related to Administrative Activities. Administrative Activities Claiming is further described in Section 2.3 of this MOU.

Title IV-E Claiming of Transportation Expenditures for Children in Foster Care Program – The program through which Local Government Entities participate in administrative activities claiming of Title IV-E allowable expenditures of transportation for children in foster care.

Title IV-E Eligibility – children in foster care that meet the federal eligibility requirements outlined in the Social Security Act for foster care maintenance payments claimed on their behalf.

Title IV-E Federal Financial Participation (Title IV-E FFP) – The amount of the federal share that may be available based on the Certification of Qualifying Expenditures of an LEA for administrative activities related to the provision of transportation services to IV-E eligible foster care children to their School of Origin provided pursuant to this MOU.

Section 2. TERMS AND CONDITIONS

1. Subject to (a) the City/Town/Regional School District, hereinafter, Local Education Agency’s (LEA) voluntary compliance, as determined by EOHHS, with all submission and other requirements established by EOHHS, DESE, and DCF, hereto referred to as “the Commonwealth”; (b) all other state approvals; (c) federal approval of all necessary payment and funding methods and payment limits; and (d) the availability of Title IV-E

FFP, the Commonwealth will pay the LEA an amount equal to the final Title IV-E FFP amount received by the Commonwealth for the allowable Certification of Qualifying Expenditures of the LEA for that state fiscal year, less any contingency fees and other administrative costs.

2. The LEA shall submit to the DESE no later than October 1 of each year, a cost report and Certification of Qualifying Expenditures on a form designated by the Commonwealth and completed in accordance with the Commonwealth's instructions and signed by an officer who is an authorized signatory of the unit of government providing the non-federal share of Title IV-E allowable transportation expenditures associated with transporting children to/from his/her School of Origin.
3. Said certification shall provide that the LEA's reported expenditures are allowable costs for children in foster care who are covered under ESSA and exclude the following costs:
 - a. Any Individualized Education Program (IEP) transportation costs incurred for a child who is enrolled in MassHealth where transportation services are required under the IEP;
 - b. Any costs for children and youth considered homeless as defined by the McKinney-Vento Homeless Assistance Act's, 42 USC 11434(a)(2);
 - c. Participate in METCO as set forth in M.G.L. c. 76, § 12A; or
 - d. Any other federally funded form of transportation services.
4. The LEA shall comply with all Title IV-E transportation administrative and billing requirements set forth in this MOU or incorporated by reference and applicable laws, regulations or subregulatory guidance regarding these requirements.
5. The LEA must repay to the Commonwealth any amounts resulting from any overpayment, erroneous reporting, administrative fine, or otherwise, in accordance with this MOU, DESE's rules and regulations, and all other applicable state and federal laws.
6. In the event that a review by the Commonwealth, ACF, or any other state and federal oversight entity reveals that the LEA's claim resulted in a duplicate payment under one or more state or federal programs or that LEA did not follow the requirements in accordance with the terms specified herein or applicable state or federal laws for any fiscal year the Commonwealth retains the right to recover payments from the LEA for that fiscal year(s).
7. At any point during the MOU, if the Commonwealth, in its sole judgment, identifies any deficiency in the LEA's performance under the MOU, the Commonwealth may require the LEA to develop a corrective action plan to correct such deficiency. The corrective action plan must, at a minimum:
 - a. identify each deficiency and its corresponding cause;
 - b. describe corrective measures to be taken to address each deficiency and its cause;
 - c. provide a time frame for completion of each corrective measure;

- d. describe the target outcome or goal of each corrective measure (i.e., how the action taken will be deemed successful);
- e. describe the documentation to be submitted to the Commonwealth as evidence of success with respect to each corrective measure; and
- f. identify the person responsible for each corrective measure, and any other information specified by the Commonwealth.

The LEA shall submit any such corrective action plan to the Commonwealth and shall implement such corrective action plan only as approved or modified by the Commonwealth. Under such corrective action plan, the Commonwealth may require the LEA to (1) alter the manner or method in which the LEA performs any MOU responsibilities, and (2) implement any other action that the Commonwealth may deem appropriate.

The LEA's failure to implement any corrective action plan may, in the sole discretion of the Commonwealth, be considered breach of the MOU, subject to any and all agreement remedies including, but not limited to, termination of the MOU.

- 8. Any costs incurred by the Commonwealth to administer the LEA's participation in the ESSA transportation claiming program, including contingency fees payable to the Commonwealth contractors, if necessary, will be offset against amounts of federal revenue payable to the LEA under an ongoing MOU or withheld in a special payment arrangement in the case of MOU termination.
- 9. The LEA shall immediately disclose to the Commonwealth any non-compliance by the LEA with any provision of this MOU, or any state or federal law or regulation governing this MOU.
- 10. In the event that the Commonwealth receives written notification of a deferral or disallowance of Title IV-E FFP claimed on behalf of the LEA's services through the Certification of Qualifying Expenditures, receives written notification of an audit finding requiring the return of any such Title IV-E FFP, or otherwise reasonably determines that any such Title IV-E FFP will be deferred or disallowed if claimed, the Commonwealth shall so notify the LEA. At any time after the Commonwealth's receipt of such notice or other information, it may require the LEA to remit to the Commonwealth the amount of payment(s) under review, pending final disposition of such review. The Commonwealth shall specify such amount in a written remittance notice to the LEA and, within 30 days of the date of such remittance notice, the LEA shall repay to the Commonwealth an amount equal to the amount specified. In the absence of such a remittance notice, the LEA may, on its own initiative remit such amount to the Commonwealth. In the event the LEA for any reason retains payment amounts subject to deferral, disallowance, or audit findings as described herein, the LEA shall be liable for such amounts plus any interest assessed by the federal government on the Commonwealth. The Commonwealth shall provide to the LEA written notification of the amount of any federal interest assessed on

payment amounts retained by the LEA. In the event that the final disposition of the deferral, disallowance, or audit described herein requires the Commonwealth to return an amount previously paid by the LEA to the Commonwealth under these provisions, no such payment due to the LEA shall constitute a late payment or otherwise obligate the Commonwealth to pay to the LEA any interest on such payment. Any remittance pursuant to the provisions of the paragraph shall be in accordance with all applicable state law.

11. The LEA must maintain records that are accurate and sufficiently detailed to substantiate the legal, financial, and statistical information reported on the Certification of Qualifying Expenditure form. These records must demonstrate the necessity, reasonableness, and relationship of the costs (e.g., personnel, supplies, and services) to the provision of services and must be furnished upon request to the Commonwealth or its designees, or to any other federal and state officials and agencies authorized by law to inspect such information or their designees, including the United States Secretary of Health and Human Services, the Comptroller General of the United States, the Administration for Children and Families, the Governor of Massachusetts, the Massachusetts Secretary of Administration and Finance, the Massachusetts State Auditor, the Massachusetts Department of Elementary and Secondary Education, and the Massachusetts Department of Children and Families. These records include, but are not limited to, all relevant transportation payments, service dates related to transportation payments, and child count. The LEA must maintain documentation supporting the transportation costs: (1) associated with transporting children eligible under Title IV-E in foster care, including their names and dates of services provided; and (2) that the costs are associated with transporting these children to/from their School of Origin; and (3) that the costs are not excluded pursuant to Section 2.3 of this MOU. The LEA is required to maintain cost report work papers for a minimum period of seven years beyond the last quarter that a child's transportation costs are included on a claim or until the completion of any audit, whichever is longer, following the end of each cost reporting period.
12. The LEA and any of their business associates/subcontractors shall comply with the terms, conditions, and obligations relating to data privacy, security, and management of personal and other confidential information applicable to the LEA under this MOU, as well as any other laws, regulations and other legal obligations regarding the privacy and security of such information to which the LEA is subject.
13. The Terms and Conditions set forth in this MOU may be terminated by any party upon written notice to the other at the address set forth below. Notice shall be sent to:

Executive Office of Health and Human Services
Office of Federal Finance and Revenue
600 Washington Street, 7th Floor
Boston, MA 02111
Attn: Michael Berolini, Director

Local Education Agency Name

Local Education Agency Address

Local Education Agency Address

Attn: _____
Local Education Agency Contact

14. The Terms and Conditions may be amended at any time in writing, signed by all parties.
15. The Terms and Conditions shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts.
16. No provision of the Terms and Conditions is or shall be construed as being for the benefit of, or enforceable by, any third party.
17. Rights and obligations, which by their nature should survive or which these Terms and Conditions expressly states will survive, will remain in full force and effect following termination or expiration of this MOU. Notwithstanding the generality of the foregoing, the rights and duties under paragraph 12 survive the termination or expiration of this MOU.

Signed by the respective duly authorized representatives of the parties hereto.

**COMMONWEALTH OF MASSACHUSETTS, EXECUTIVE
OFFICE OF HEALTH AND HUMAN SERVICES**

By: _____
EOHHS Authorized Signatory

Name: _____(Print)

Date: _____

By: _____
DESE Authorized Signatory

Name: _____(Print)

Date: _____

By: _____
DCF Authorized Signatory

Name: _____(Print)

Date: _____

_____(Name)

Local Education Agency Authorized Signatory

By: _____
Local Education Agency Authorized Signatory

Date: _____

Name: _____(Print)

Position: _____

Phone Number: _____

Email Address: _____



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **12/18/19**

B. Preschool Tuition Rates and Program Offerings

BACKGROUND INFORMATION:

The Shrewsbury Public School district preschool programs provide three, four, and five year old children with high quality preschool experiences that contribute significantly to later learning success. Tonight, Mr. Collins and Mrs. Robinson will provide an overview of the District's Preschool Program, the rationale for why it is required, and suggested session offering changes and associated tuition rates for the 2020-2021 school year.

ACTION RECOMMENDED:

Because of the recommended program offerings and timing of the mid-January lottery, we ask that the School Committee take the report under review with the goal of voting on the rates and new offerings at the January 8, 2020 School Committee meeting.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations

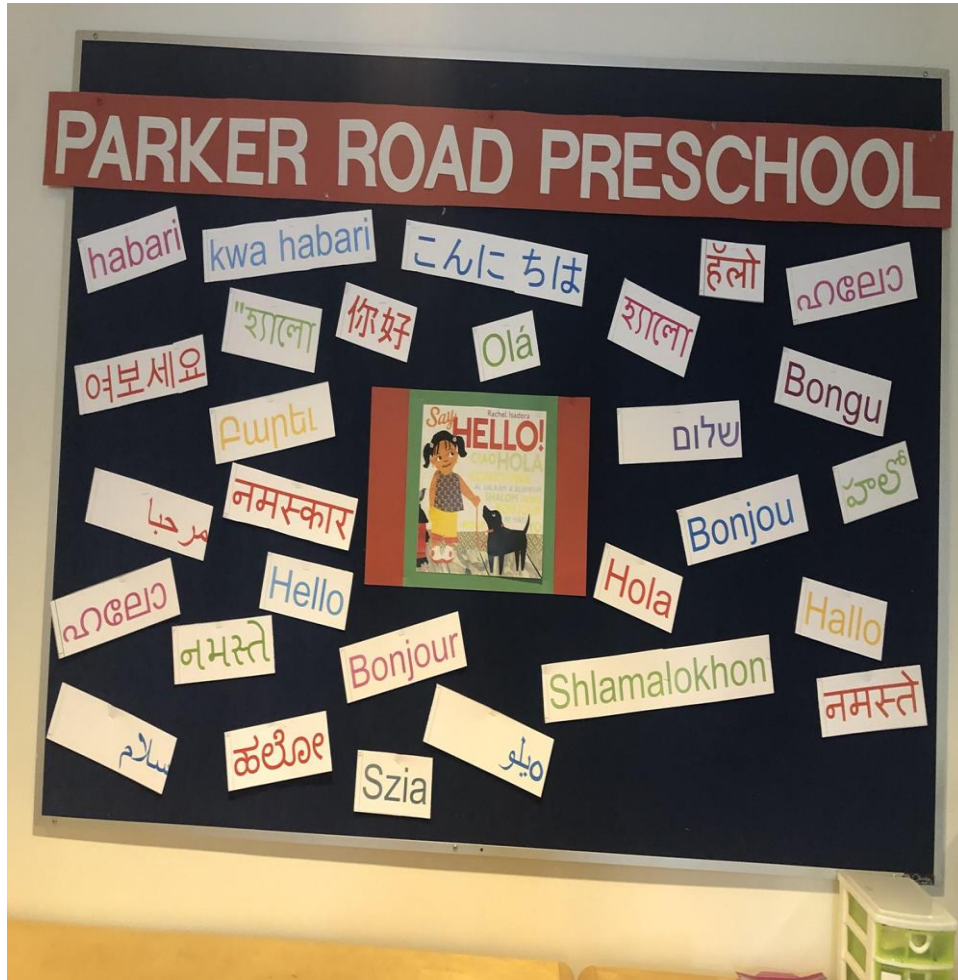
Ms. Lisa Robinson, Principal, Parker Road Preschool

Shrewsbury Public Schools

Preschool Programs



Our Preschoolers



- Shrewsbury residents
- 3 to 5 years old
- With and without disabilities
- 30 languages
- Parker Road Preschool at
 - 15 Parker Road
 - 2 Wesleyan Terrace
 - Little Colonials [at Shrewsbury High School]

Our Sessions

15 Parker Road [PR] & 2 Wesleyan Ter. [WT]

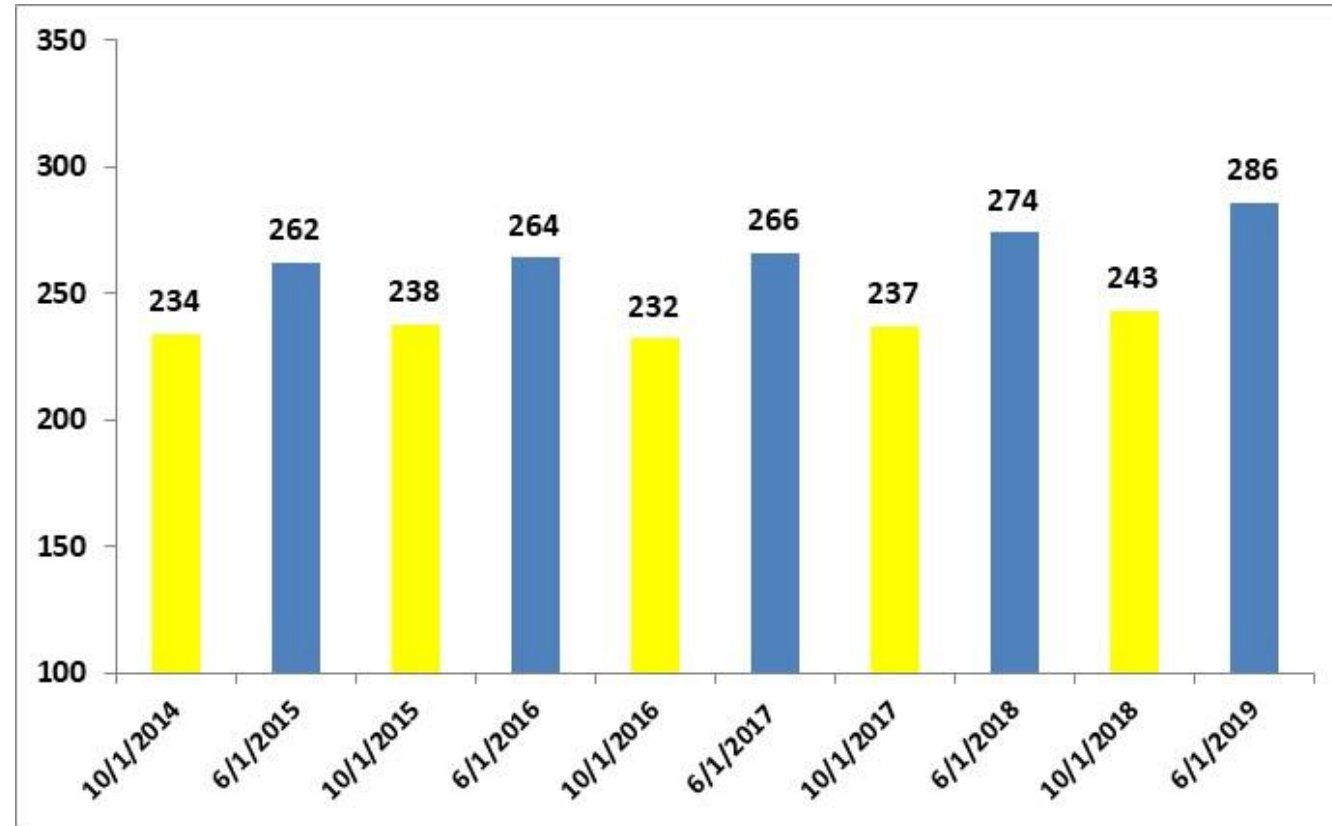
- Preschool 2 mornings - 1 section of each at PR & WT
- Preschool 3 mornings - 1 section of each at PR & WT
- Preschool 5 mornings - 5 sections at PR & 1 section at WT
- Preschool 4 afternoons - 6 sections at PR & 2 sections at WT

Little Colonials

[Includes integration with SHS Child Development class for Shrewsbury High School students.]

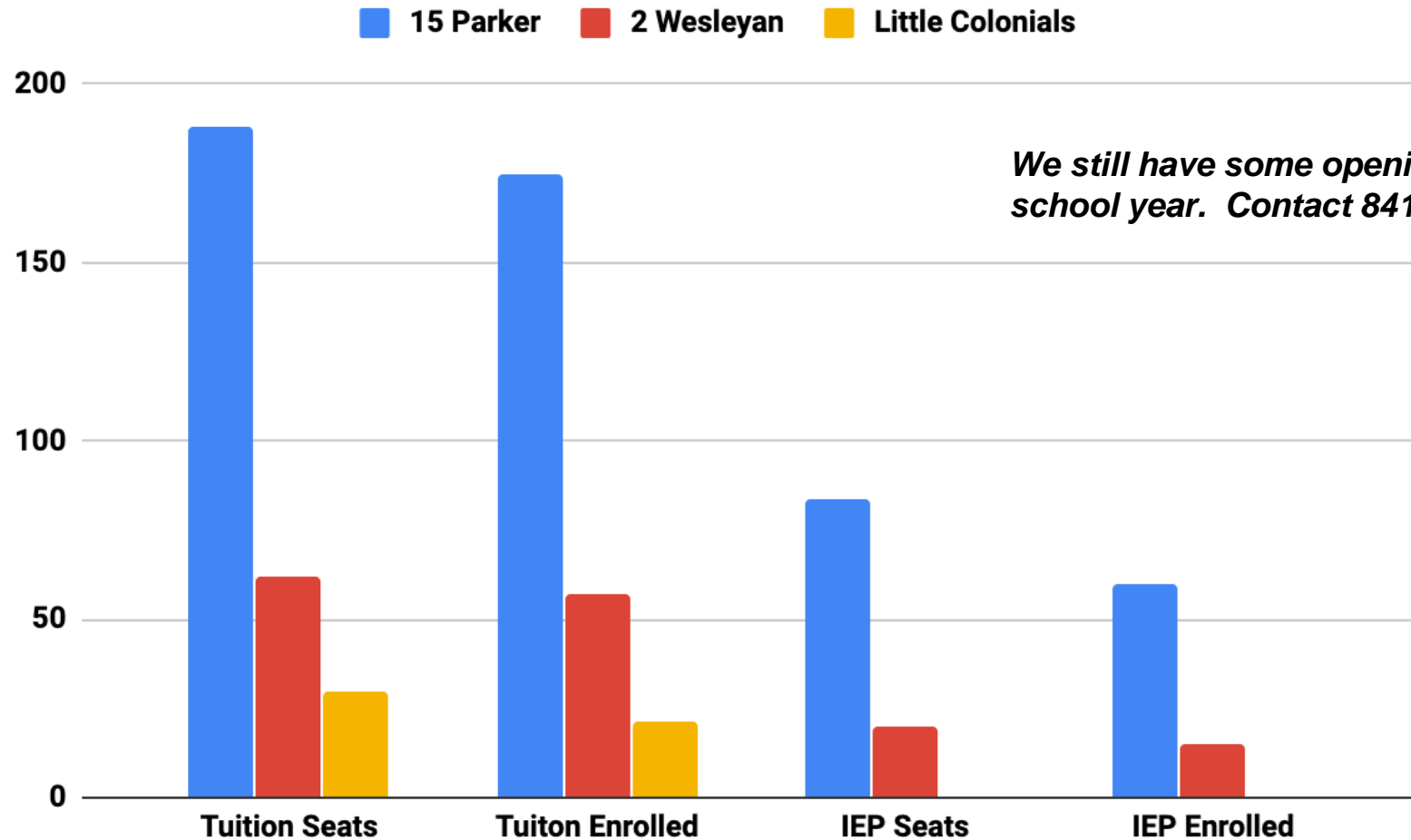
- Preschool 4 mornings - 1 section
- Preschool 4 afternoons - 1 section

Enrollment History



Each year the Preschool enrollment grows during the school year as students turn age 3 and become eligible for special education services. Enrollment grows by an average of 14% during each school year and seats must be available for them.

Our Enrollment



We still have some openings for programs this school year. Contact 841-8666 for details.

Our Space



Parker Road Occupational/Physical
Therapy Room



Parker Road One-to-One
Instruction Room



Wesleyan Terrace classroom

Our Learning



Programming Recommendation: 2020-2021

Transition all Parker and Wesleyan morning sessions to 5-mornings

15 Parker Road & 2 Wesleyan Ter.

- Preschool 5 mornings - 6 sections at PR & 2 section at WT
- Preschool 4 afternoons - 6 sections at PR & 2 sections at WT
- Eliminates 2 and 3 days/week sessions

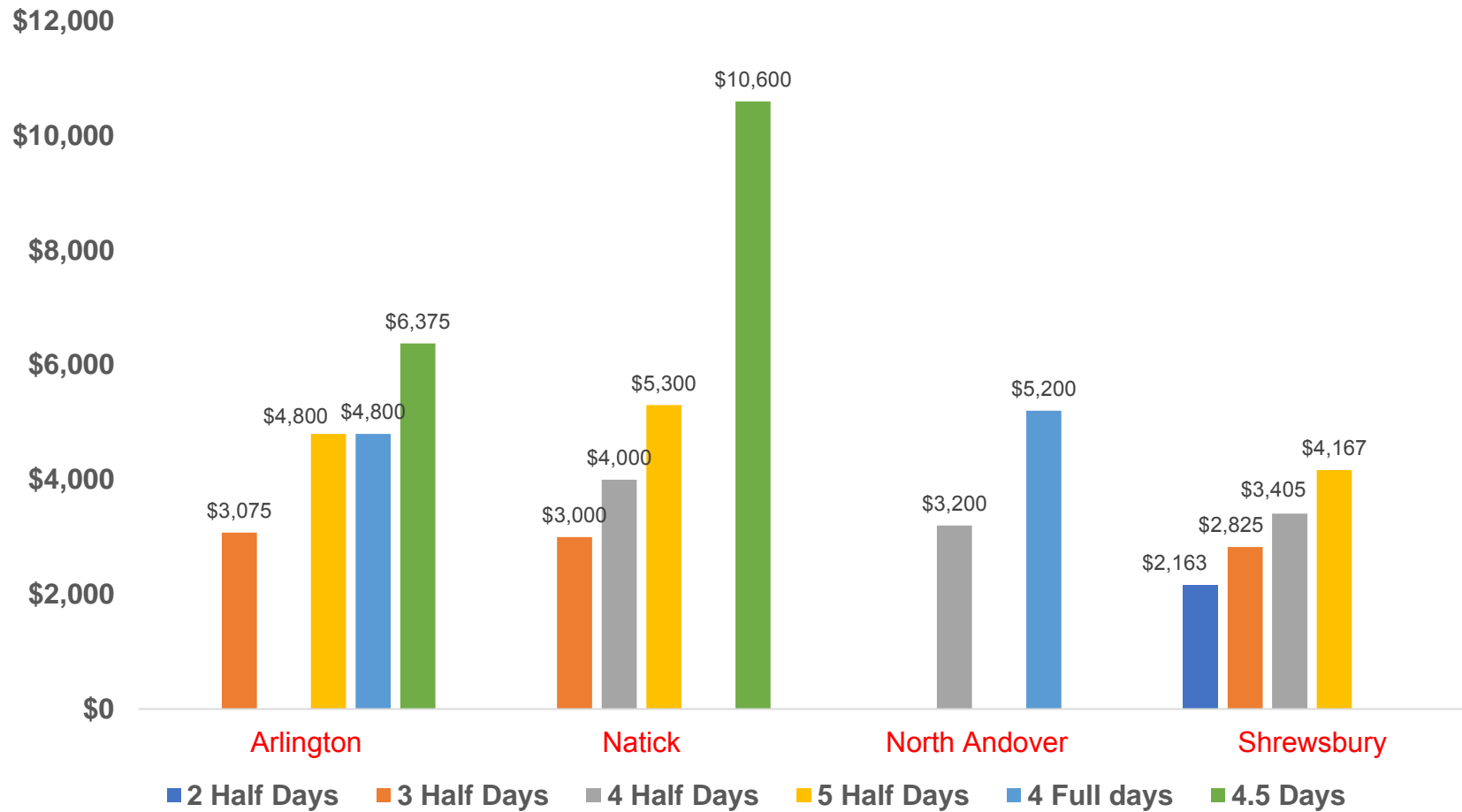
Little Colonials [no change]

- Preschool 4 mornings - 1 section
- Preschool 4 afternoons - 1 section

Parent interest and demand is for 4 and 5 day programs and less interest in 2 and 3 day a week programs.

Expanding 4 and 5 day offerings [by eliminating 2 and 3 day a week programs should lead to greater fulfillment of tuition-based seats from outset of school year.

Tuition and Session - DART



Tuition and Session - Neighbors



Tuition Rates Recap:

Recommend Increase 3% for FY21

Program	FY20	FY21	Dollar Increase
4 days/week [half day program]	\$3,405	\$3,507	\$102
5 days/week [half day program]	\$4,167	\$4,292	\$125

Late Fees & Financial Assistance

- **Late Fee for Overdue Monthly Tuition Payments**

- \$25 if not paid by the 15th of the month [No change recommended]

- **Financial Assistance**

- For families in need who meet certain requirements

- 1. Household income at or below 50% of the state median income (SMI)
 2. Family size and gross monthly income

- For example:*

- Family of 4*

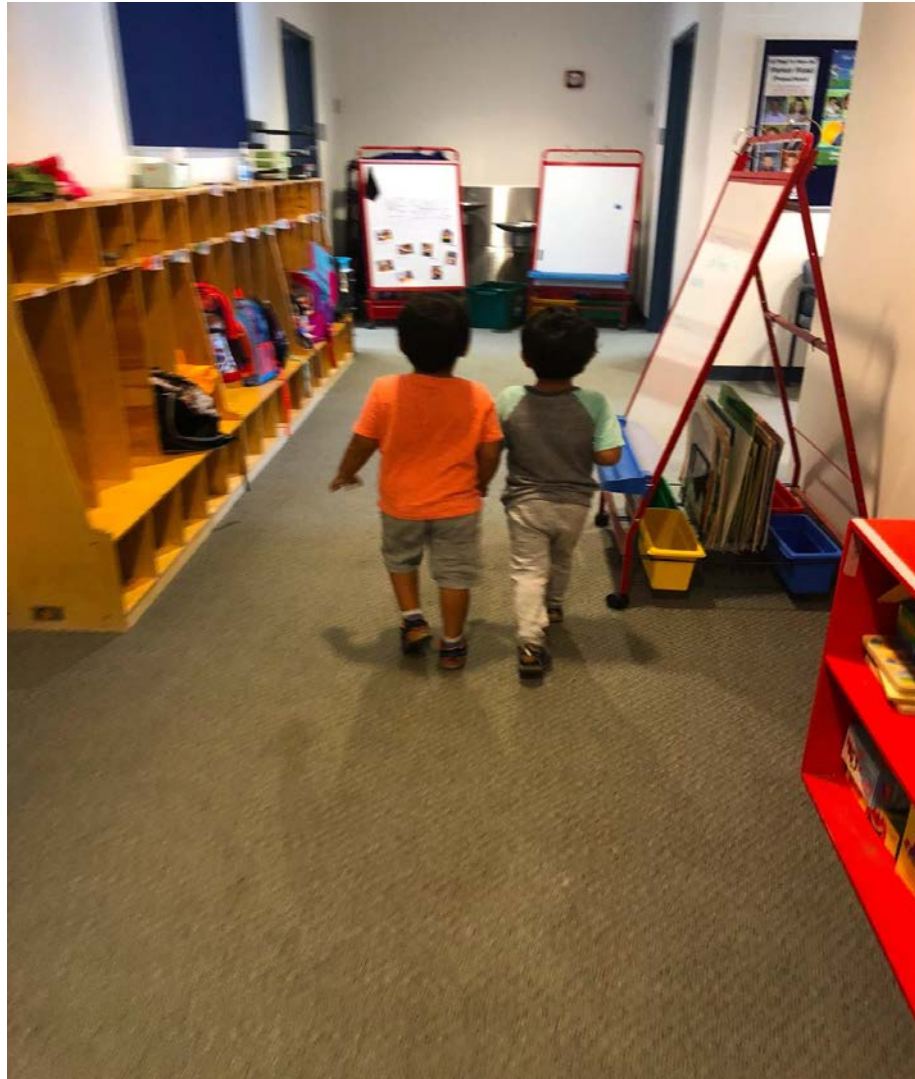
- Monthly income \$2,800= % of State Median Income (SMI) is less than 50%*

- Full-price Monthly Tuition \$463*

- Financial Assistance/Discount \$320*

- Family Monthly Payment \$143*

Thank you and Questions?





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **12/18/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **12/18/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **12/18/19**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on December 4, 2019 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on December 4, 2019.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, December 4, 2019

Present: Ms. Sandy Fryc, Chairperson; Dr. B. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Barb Malone, Executive Director of Human Resources (by phone for Executive Session); and Dr. Joseph Sawyer, Superintendent of Schools.

Not present: Mr. Jon Wensky, Vice Chairperson

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened at 7:04 pm by Ms. Fryc.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Ms. Fryc reported that she, Mr. Wensky, and Mr. Palitsch, judged successful spelling bees in November at Sherwood Middle School (SMS) and Oak Middle School (OMS), and congratulated winners Saketh Madhusudhan (SMS) and William Chen (OMS).

III. Superintendent's Report

Dr. Sawyer congratulated SHS Cheerleaders on winning the 2019 Fall Cheerleading Central Regional Championship, and thanked the Town of Shrewsbury Department of Public Works for their work clearing school campuses and streets during the recent long-duration storm that closed schools for two days.

IV. Time Scheduled Appointments:

A. Athletics: Annual Report

Mr. Jason Costa, Director of Athletics, and SHS student-athletes Colleen McNamara, Lauren Lemay and John West (all class of 2020) gave the report. They presented program highlights, SHS and OMS participation statistics, student-athlete successes, Championship Team information, and financials; acknowledged support groups; noted the positive impact of the new turf field on the athletics program; and (the students) gave their perspectives on a number of leadership opportunities available to them. In response to questions from the Committee and Dr. Sawyer, the students described their personal experiences and the culture of acceptance for all players at SHS relative to athletics, noted student involvement in the hiring process for coaches, and described their future plans.

B. Enrollment Projections: Report

Mr. Collins began his report by describing the two projection methodologies historically utilized (from the Town Manager - TM - and the New England School Development Council - NESDEC) and displaying detailed cohort survival method information. For the FY21 kindergarten - grade 12 enrollment projection comparison, Mr. Collins noted that a third internal projection was being utilized by SPS that incorporated higher current actual enrollments in kindergarten, Grade 1, and Grade 9, for a total of 6011 students, which was thought would prove more accurate and was higher than the other projections. He went on to provide detailed information for actual and projected enrollments by grade span (TM and NESDEC); FY21 initial projections for elementary and secondary schools; preschool enrollment patterns; projected and actual enrollments for FY20; Massachusetts School Building Authority's (MSBA) ten year enrollment projection for kindergarten - grade 4; and finished with a summary of highlights.

Committee members asked clarifying questions on the internal projection utilized, and on registration data for students moving into the district or transferring from private schools. Mr. Palitsch noted the cohort survival method was useful for year to year projections, but suggested exercising caution around long-term projections as they have historically predicted a dip in enrollment that so far has not been realized.

C. District Communications: Report on Survey & Recommendations

In his report, Dr. Sawyer noted excellent participation in the survey across groups (parents, staff, community members, and Town Meeting members); illustrated parent and staff participation across levels; and described the rating system employed in the survey. He provided detailed summary information and analysis for overall ratings (since ratings were consistent when data was filtered by group) for the ten top-rated forms of communication; the nine middle-rated forms of communication; and the seven lower-rated forms of communication. Dr. Sawyer presented data on ratings relative to the effectiveness of communications related to the work of the School Committee, communications from the Superintendent, and communications from the School District; summarized comments added by respondents by themes; and described next steps.

Committee members noted the information provided by the survey lends itself to actionable items and provides insight into what consumers find valuable; gives direction to how SPS leadership can best balance time relative to communications; cautioned that some middle-rated forms of communication provide important information to the broader community; and suggested that a section of frequently asked questions be added to the SPS website to answer queries like those currently being posted on social media platforms.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

None.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on November 13, 2019, and the Workshop held on November 18, 2019, were accepted as distributed.

XI. Executive Session

A. For the purpose of collective bargaining with the Shrewsbury Education Association – Unit B

B. For the purpose of reviewing, approving, and/or releasing executive session minutes

C. For the purpose of acting on a student residency issue

Ms. Fryc requested a motion to adjourn to Executive Session for the purposes of collective bargaining with the Shrewsbury Education Association - Unit B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; reviewing, approving, and/or releasing executive session minutes; and acting on a student residency issue, and return to Open Session only for the purpose of adjourning for the evening. On a motion by Dr. Magee, seconded by Mr. Palitsch, on a roll call vote: Dr. Magee, yes; Mr. Palitsch, yes; Ms. Heffernan, yes; and Ms. Fryc, yes; the School Committee voted to adjourn to executive session at 8:34 pm.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Ms. Heffernan, the committee unanimously agreed to adjourn the meeting at 8:52 pm. Roll call votes were as follows: Mr. Palitsch: yes; Ms. Heffernan: yes; Dr. Magee: yes; and Ms. Fryc: yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

SHS Athletics Report

SHS Athletics Slide Presentation

Enrollment Projections Report

Enrollment Projections Slide Presentation

NESDEC Enrollment Projection

Town Manager's Enrollment Projection

Projected Enrollment by School Spreadsheet

District Communications Survey Report/Slide Presentation

District Communications Survey Results

Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **12/18/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**