



**School Committee
Meeting Book**

**June 5, 2019
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**June 5, 2019 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

- | | | |
|-------|--|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:10</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Speech & Debate State Champions: Student Recognition | 7:10 – 7:30 |
| | B. Special Education Parent Advisory Committee: Annual Report | 7:30 – 7:50 |
| | C. Social & Emotional Learning: Report | 7:50 – 8:15 |
| V. | Curriculum | |
| VI. | Policy | |
| VII. | Finance & Operations | |
| | A. Fiscal Year 2020 Non-Represented Staff Compensation Adjustments: Vote | 8:15 – 8:25 |
| VIII. | Old Business | |
| IX. | New Business | |
| X. | Approval of Minutes | 8:25 – 8:30 |
| XI. | Executive Session | 8:30 – 9:15 |
| | A. For the purpose of collective bargaining with the Shrewsbury Education Association | |
| | B. For the purpose of negotiations with non-represented staff | |
| | C. For the purpose of reviewing, approving, and/or releasing executive session minutes | |
| XII. | Adjournment | |

Next regular meeting: June 12, 2019



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 6/5/19

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: **6/5/19**
A. Speech & Debate State Champions: Student Recognition

BACKGROUND INFORMATION:

The Shrewsbury High School (SHS) Speech and Debate program enjoyed another very successful year.

In April the SHS Speech Team became State Champions for the second time in four years with a win at the Massachusetts State Speech Finals held at Acton-Boxborough RHS. The team advanced into the final round of 11 of the 16 events resulting in a record breaking seven individual state championships:

- Team President, Paulina Hruskoci, in Original Oratory AND Programmed Oral Interpretation
- Leah DeHaemer in Dramatic Performance AND Prose Reading
- Sophia Peng in Informative Speaking
- Haleema Siddiqui in Poetry Reading
- Jessica Peng, Lanna Wang, Dan Stameris, Max Evers, Pranav Vadlamudi & Reeya Kansra in Multiple Reading

In May, 30 members of the SHS Speech & Debate Team attended the 68th annual National Catholic Forensic League Grand National Tournament in Milwaukee, Wisconsin. Shrewsbury was one of the top five teams out of over 500 schools in attendance and also earned a Founders Award for Excellence in Speech. Ten students advanced to elimination rounds including two national finalists: Leah DeHaemer was 2nd place in Oral Interpretation of Literature and Steve Asthana was 3rd place in Extemporaneous Speaking.

Team members and Advisor Marc Rischitelli will talk about their successful year and be recognized by the Committee.

ACTION RECOMMENDED:

That the Committee recognize the SHS Speech & Debate Team champions.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Marc Rischitelli, SHS Speech & Debate Team Advisor
The SHS Speech & Debate Team



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 6/5/19

B. Special Education Parent Advisory Committee: Annual Report

BACKGROUND INFORMATION:

Per statute, the district must have a Special Education Parent Advisory Committee (now known as SEPAC). SEPAC is a volunteer organization made up of parents and caregivers whose children receive special education services through Shrewsbury Public Schools. SEPAC board members will provide an update (enclosed) regarding the organization's activities and focus over the past year.

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. Blake Poggi, SEPAC Board Member

Ms. Colleen Corbett, SEPAC Board Member

Ms. Jill DeBender, SEPAC Board Member



Shrewsbury
SEPAC

**Special Education
Parent Advisory Council
June 5, 2019**



Acknowledgements

- o School Committee
- o Dr. Sawyer
- o Meg Belsito and Meghan Bartlett
- o Special Education Staff
- o Parents and Caregivers



Preview

- o About Shrewsbury SEPAC
- o SPS Investments in Mental Health
- o 2018-19 Highlights
- o 2018-19 Events
- o Looking Forward
- o Outreach to Pre-K Community
- o SEPAC Goals



Leadership Team

- o Colleen Corbett, President & Secretary
- o Jill DeBender, Outreach Chair & Treasurer
- o Blake Poggi, Membership Chair

"You can do
what I cannot
do. I can do
what you
cannot do.
Together we can
do great
things."

- Mother Teresa



Mission Statement

We believe in the power of parents working together to make an impact.

- o Shrewsbury Special Education Parent Advisory Council (SEPAC) is a volunteer organization made up of parents and caregivers whose children receive special education services through Shrewsbury Public Schools.
- o We serve as a voice for parents by advising the Shrewsbury school administration and School Committee on matters related to the education of students with disabilities.
- o SEPAC provides a forum for parents and caregivers to share experiences and exchange information. Together, we work for understanding, respect, support and the appropriate education of all children with special needs in our community.



What we do

We strive to help families participate effectively in the special education process by:

- Hosting opportunities for families to connect through general meetings and social events, where they can find support and advice from other members.
- Providing educational workshops and presentations to inform families and help them advocate for their children.
- Informing families about their rights regarding Special Education laws and procedures.
- Maintaining a Facebook page offering community resources and services, news articles, and a forum for members to post questions and information.



Investments in Mental Health

We applaud the District for the many ways they support students with social, emotional, and/or mental health issues.

- o For making Enhanced Well-being for All a strategic priority.
- o Paying attention to 2017 Youth Health Survey data about the alarming rise in mental health concerns among middle and high school students.
- o Congratulations to Meg Belsito and her team for securing two state grants that will fund much needed mental and behavioral health counseling positions at elementary and middle school levels.
- o For making Superintendent's Update episode discussing the vital importance of Social and Emotional learning.



2017 Youth Health Survey

29% OMS Females

34% SHS Females

16% OMS & SHS Males

Reported feeling so sad or hopeless every day for 2 weeks or more in a row that they stopped doing usual activities in the past year.





Thank you to Dr. Lizotte and the District for inviting Lynn Lyons, social worker and psychologist, to present on Preventing Anxiety and Depression: Skills we can (and should!) teach our children.

Childhood fears and worries are normal, but excessive worrying and the cycle of behaviors that follow adversely influence a child's learning, social development, and family life. For some, the impact can be severe.

-- Lynn Lyons

Anxiety presents itself in many different ways...

The desire to control people and events



Difficulty getting to sleep



Feeling agitated or angry



Defiance and other challenging behaviors



Having high expectations for self, including school work & sports



Avoiding activities or events (including school)

Pain like stomachaches and headaches



Struggling to pay attention and focus



Intolerance of uncertainty



Crying and difficulty managing emotions



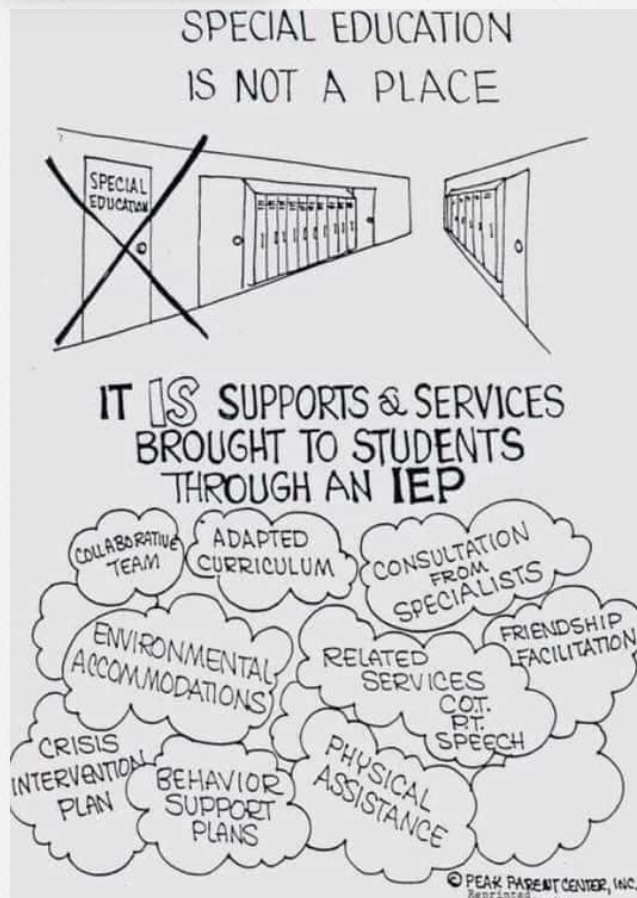
Over-planning for situations and events



Feeling worried about situations or events



Inclusive Educational Practices



- o Acknowledging the importance of inclusive practices by making it a strategic priority: Learning environments where everyone's success matters.
- o Inclusion, by definition, involves carefully assessing a child's needs and then implementing a strategic plan to support that child within the general classroom setting.
- o For committing to inclusion by providing training for teachers and staff and promoting inclusive practices like the co-teaching model.
- o Understanding that inclusion is the best practice for disabled and non-disabled students alike. Studies show that when inclusion is done well, the whole class benefits.



2018-19 Highlights

- o Hosted three General Meetings in October, February and May.
- o Hosted information tables at two community events.
- o Held two fundraisers by partnering with community and school groups.
- o Hosted six educational workshops.
- o Transitioned to a closed group on Facebook.
- o Began development of our website.
- o Recruited a new school liaison to connect with the pre-K community at Parker Rd.



In late August, we hosted an information table at Picnic in the Park – Promoting Love and Acceptance, organized by the Kindness Coalition of Massachusetts.





Ask the Advocate

- o 11/8/18 evening event at Shrewsbury Public Library
- o Co-hosted workshop with Westborough SEPAC
- o 25 attendees
- o Discussed topics related to IEP development, meetings, stay put status, local resources, accommodations, and teacher communications.



* This Advocacy Q&A session is a chance for families to ask questions regarding the special education process, regulations, IEP's, evaluations, meetings, rejections, etc.

*Any special education question or concern is open for discussion!



Presented by:
Melissa Carriveau, M.S.Ed.
Bay State Advocacy
www.facebook.com/BayStateAdvocacy
BayStateAdvocacy@gmail.com
[774-214-0603](tel:774-214-0603)

WESTBOROUGH and SHREWSBURY SEPAC's are co-hosting this free event for parents!

WORKSHOP LOCATION:
Shrewsbury Public Library
Meeting Room B
609 Main Street
Shrewsbury, MA 01545

RSVP Information:
To ensure that we can get to as many questions as possible, please RSVP to this event. Reserve your spot by emailing: Shrewsbury.Sepac@gmail.com by 11/5.



Textile Recycling Drive

Partnered with Sherwood Middle School PTO

Filled the truck and earned \$1,200 total (\$600 each)





Special Education Mediation and IEP Facilitation

- o 1/10/19 daytime event at Shrewsbury Public Library.
- o Presented by the Bureau of Special Education Appeals (BSEA).
- o Overview and introduction of the mediation process.
- o Mediation provides an opportunity for parties to start over and work toward achieving the best outcome possible that day.

Bureau of Special Education Appeals

- Due Process for Special Education
 - Free and Appropriate Public Education (FAPE)
 - Access to Education for All Students Despite Disability
- Individualized Education Program (IEP)





Getting Prepared for your Next IEP Meeting

- 3/14/19 daytime event at Shrewsbury Public Library
- Co-hosted with Westborough SEPAC



Advocate Tip of the Day™



THE SPECIAL ORGANIZER™

Taking your IEP paperwork from mess to success!™

Present

Getting Prepared for your next IEP Meeting?

Is your child making progress? Does the IEP reflect your child's potential? Should you request more testing? The key to making a successful proposal for services, supports, goals/objectives, etc. is data. Don't go to another IEP meeting unprepared!

Come learn how to mine and use the data you need from your student's records. Bring a **copy** of a recent IEP/progress report to take notes on during the presentation.

Thursday, March 14, 2019

10 am - 12 noon

Shrewsbury Public Library

609 Main Street

Shrewsbury, MA

RSVP to specialorganizer@gmail.com

Courtesy of Westborough and Shrewsbury SEPACs

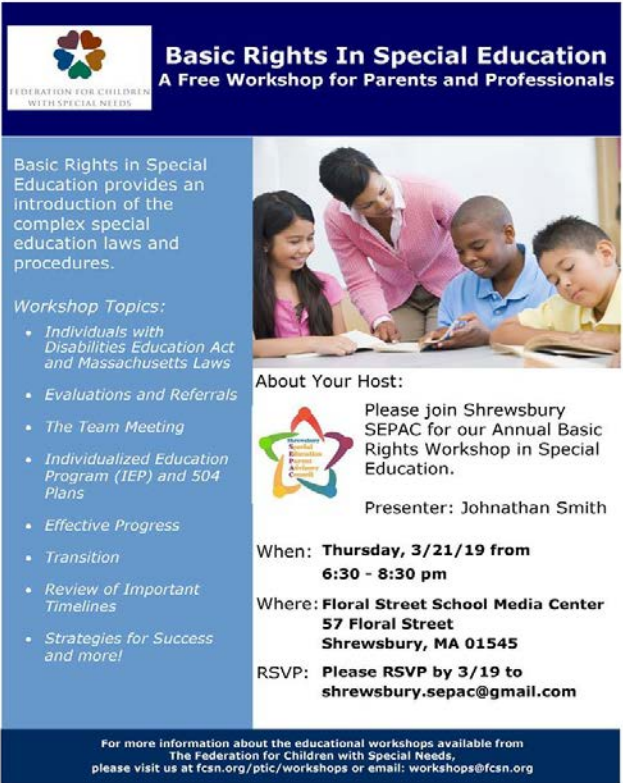
www.specialorganizer.com

www.advocatetipoftheday.com



Basic Rights in Special Education

- o 3/21/19 evening workshop at Floral Street School.
- o This workshop is for parents and professionals, provides a basic understanding of complex special education laws and procedures.



Basic Rights In Special Education
A Free Workshop for Parents and Professionals

Basic Rights in Special Education provides an introduction of the complex special education laws and procedures.

Workshop Topics:

- Individuals with Disabilities Education Act and Massachusetts Laws
- Evaluations and Referrals
- The Team Meeting
- Individualized Education Program (IEP) and 504 Plans
- Effective Progress
- Transition
- Review of Important Timelines
- Strategies for Success and more!

About Your Host:

Please join Shrewsbury SEPAC for our Annual Basic Rights Workshop in Special Education.

Presenter: Johnathan Smith

When: Thursday, 3/21/19 from 6:30 - 8:30 pm

Where: Floral Street School Media Center
57 Floral Street
Shrewsbury, MA 01545

RSVP: Please RSVP by 3/19 to shrewsbury.sepac@gmail.com

For more information about the educational workshops available from The Federation for Children with Special Needs, please visit us at fcsn.org/pttc/workshops or email: workshops@fcsn.org



International Fair & Diversity Celebration

Co-hosted fair with WE CAN and earned \$450

2nd Annual International Fair & Diversity Celebration

Hosted by: WE CAN aka Shrewsbury Farmers Market &
Shrewsbury Special Education Parent Advisory Council (SEPAC)

Join us for this family friendly and unique opportunity to experience the world right in your own backyard as we celebrate the vast cultures and communities in our town through art, food, performances, and literature.

Free Admission

Date: April 6, 2019

Location: Sherwood Middle School

Time: 4 to 7 pm



*In diversity there is beauty
and there is strength
- Maya Angelou*

WE CAN



Contact: Neena Mohanka: neenakedia@gmail.com or 508-451-2580;
Melisa Hollenback: melisahollenback@hotmail.com or 508-284-7314

Hosted information and
children's activities table






Reading Goals Workshop

- o 4/13/19 daytime event at Northboro Free Library
- o Co-hosted with Northboro/Southboro and Westborough SEPACs
- o 40 attendees
- o In-depth workshop presented by Nancy Duggan on the science of reading.

READING GOALS WORKSHOP
A Clear and Structured Process for Effective Reading Goals



Saturday, April 13, 1-3 pm
Northborough Library, 34 Main St.
Presented by:
Nancy Duggan, M.A.
Executive Director of Decoding Dyslexia Massachusetts


Decoding Evidence-based Interventions Fluency Comprehension

Reading is complex. Effective instruction is urgent for those with a disability like dyslexia or other learning challenges.

- Bring your evaluations and IEP
- Learn what you need to know about the science of reading
- Understand how to apply the correct data for making IEP decisions
- Is the instruction your child is receiving targeting the needs of your child?
- Is your child's instruction meeting the standards of IDEA law?

Please RSVP no later than April 6 at nspac1@gmail.com or on the Facebook event page.

Event is co-sponsored by



SHREWSBURY SEPAC WESTBOROUGH SEPAC
www.nspac.org



ADHD Workshop

- o 4/25/19 evening workshop at Floral Street School
- o 20 attendees
- o ADHD affects between 11-13% of 4-17 year olds in Mass.
- o Students with ADHD process dopamine differently.

ADHD WORKSHOP

With Brendan Mahan, M.Ed., M.S. of ADHD Essentials

Thursday, 4/25 from 7:00 – 8:30 pm
Floral Street School Media Center
57 Floral Street, Shrewsbury

All are welcome to attend this free workshop.

- Learn about the different types of ADHD
- Understand how dopamine and executive functioning affect the ADHD mind
- Explore the emotional impact of ADHD
- Discuss strategies & tactics for managing symptoms
- Q&A with presenter Brendan Mahan
- Go home with immediately applicable skills and ideas!

"The better we understand ADHD and the way it impacts our lives, the more effectively we can manage it. ADHD is driven by a lack of skills, but those skills can be taught and developed." -- Brendan Mahan

ADHD
ESSENTIALS

www.adhdessentials.com



Please RSVP by 4/23 to shrewsbury.sepac@gmail.com



Looking Forward



- o In October, Mass Advocates for Children will offer a presentation on Massachusetts Anti-bullying Law: IEP and Schoolwide Strategies to Prevent Bullying of Students with Disabilities.
- o The updated Mass Bullying Prevention and Intervention law (2014) will be reviewed.
- o Students with disabilities are 2-3 times more likely to be bullied.



Fall 2019

We plan to host Meg Belsito and her team to discuss the work the District is doing in the areas of:

- Social and Emotional Learning
- Mass Tiered Support Model
- SPS Bullying Prevention and Intervention Plan





Outreach to Pre-K Community

- We are excited to announce that we've recruited a volunteer to serve as our liaison to Parker Road Preschool.
- Through this position, we hope to build relationships with parents and caregivers of young children and provide support and information as they start their special education journey,
- We also hope to engage and collaborate with teachers and administrators at Parker Road Preschool, as well as agencies and professionals in the early intervention community.
- We plan to offer the Turning Three Essentials Workshop in early 2020, for those families transitioning from early intervention to pre-K.



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Turning Three Essentials

A Free Workshop for Parents and Professionals

Turning Three Essentials provides information about the procedures for transitioning a child from early intervention (EI) to special education.

Workshop Topics:

- Differences between EI and Special Education
- Eligibility
- Transition Planning Process
- Special Education Process
- Consent and Evaluations
- The Team Meeting
- Review of Important Timeline and more!



About Your Host:
Faith M. Morgan-Gaines, B.S. Ed., MPP has been advocating for children and families for over 25 years. She holds a bachelor's degree in Education and a Master's in Family and Child Policy. Faith is a former teacher and administrator of Integrated Classrooms.

When: **January 17, 2019 7:00-9:00 PM**

Where: **Westborough Early Childhood Center at 111 East Main Street Westborough, MA**

RSVP: **Email to: westboroughsepac@gmail.com**

For more information about the educational workshops available from The Federation for Children with Special Needs, please visit us at fcsn.org/ptic/workshops or email: workshops@fcsn.org



Growing Relationships

- Our outreach efforts this past year have further established SEPAC in the school and greater community, deepened our connections and relationships, and allowed us opportunities to successfully fundraise.
- We will continue to collaborate with Special Education Director, Meg Belsito, and Assistant Director, Meghan Bartlett through frequent meetings and communications.
- We were thankful this year for quarterly meetings with School Committee member, Erin Canzano, and Dr. Sawyer, as well as the opportunity to attend the PTO Presidents meetings.



SEPAC Goals

- o Continue growing our membership and pursuing efforts to recruit members to serve in school liaison and other board positions.
- o Visit PTOs in the fall to introduce SEPAC and the work we do, as well as explore opportunities to collaborate.
- o Complete our website to serve as a repository for SEPAC documents and provide links to useful resources.
- o Join an email server to enhance communication with members.
- o Solicit our members' opinions and concerns about their special education experience through an online survey this fall.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:
C. Social & Emotional Learning: Report

MEETING DATE: 6/5/19

BACKGROUND INFORMATION:

One of the Strategic Priorities & Goals for 2018-2022 for Shrewsbury Public Schools is *Enhanced Well-Being of All*. There are four 2022 Strategic Goals and a subset of 2018-2020 District Goals associated with this priority, and a number of these goals focus on social and emotional learning. Tonight Ms. Belsito, Ms. Clouter, and Dr. Lizotte will present an update on work done this year to address social and emotional learning in the district relative to the associated 2018-2020 District Goals.

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 Clouter, Assistant Superintendent for Curriculum, Instruction, and Assessment
Dr. Jane Lizotte Sherwood Middle School Principal



Shrewsbury Public Schools

May 31, 2019

To: School Committee

From: Meg Belsito, Assistant Superintendent for Student Services
Amy Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment
Jane Lizotte, Principal, Sherwood Middle School

Re: Social Emotional Learning Update

A community's aspirations are captured well in the hopes it holds for its children. In Shrewsbury, our Five-Year Strategic Priorities and Goals reflect the topics that our community said was most important for our schools. Chief among these priorities was *Enhanced well-being of all*. This memo seeks to update you on the progress we've made to date on the district goals related to this priority, namely:

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

- By October 2018, establish both district- and school-based steering committees for social emotional learning (accomplished)
- By December 2018, determine the social emotional learning definition and framework that will be utilized by the district (accomplished)
- By June 2019, complete an assessment of current status and practices with regard to social emotional learning in the district (partially accomplished; inventory of practices is complete, findings regarding how these practices compare to best practices and across schools is in process)
- By December 2019, create a district-level implementation plan for effective social and emotional learning expectations and practices (on track; work to be completed in fall of 2019)

Improve support systems and resources to enhance the well-being of students and staff

- By June 2019, identify the effectiveness of current systems and resources that

are in place regarding student and staff well-being and identify opportunities for improvements (in process)

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

- By June 2020, at least 50% of all staff will have participated in professional development regarding social and emotional learning (on track)

As noted above, we are pleased to report that the milestones we identified as goals for this school year have been largely met, with the remaining tasks being to analyze the inventory and make determinations regarding the effectiveness of current practices as we work to create an implementation plan by this coming December. We're compelled to add that this is largely because of the efforts of our educators, many of whom lent support and enthusiasm to the work. In particular, three staff stakeholder groups played key roles, and we want to begin by acknowledging them.

Early this year, Dr. Lizotte sought and received acceptance into the ExSEL Network, a coalition of districts working together to integrate social emotional learning needs into their schools (see enclosed information). That group included representatives from all levels, all of whom served on the district steering committee as well.

In each school, building based SEL committees informed our first steps. Together with central office administrators, representatives from these committees served their schools and supported district work on the larger SEL Steering Committee. ExSEL members are noted with an asterisk below:

Parker Road PreSchool
Rebecca Dumphy
Debra Cushman
Lisa Robinson

Beal Early Childhood Center
Chris Girardi
Lisa Drobinski
Margaret Aulenback

Coolidge Elementary School
Erin Kendrick
*Jennifer Flemming
Tiffany Ostrander
Brittany Johnson

Floral Street Elementary School
*Lisa McCubrey

Suzanne Margiano
Helene Bisceglia
Sarah Miller

Walter J. Paton Elementary
Lindsey Borraccino-Morrissey
Deena Sebell
*Angelina Adams

Spring Street Elementary School
Bryan Mabie
Donna Rice
Michelle LeMay
Allison Sullivan

Sherwood Middle School
*Jane Lizotte
Karen Gutekanst
* Aaron Gritter
*Bryant Clark
Kelly O'Connell

Oak Middle School
Ann Jones
Karley Newton
Kristen Clifford
*Jenni Lencioni

Shrewsbury High School
Todd Bazydlo
Liza Trombley
Sue Donofrio
Alicia Harrigan
*Beth Morin

In addition, a small group of educators from Shrewsbury High School participated in a program at William James College. Members from this group included:

Todd Bazydlo, Principal
Liza Trombley, Director of English
Sue Donofrio, Adjustment Counselor
Alicia Harrigan, Special Educator

SEL was a major focus of work at the district, school and classroom levels. We'd like to focus first on the work accomplished at the district level.

Our initial task as a committee was to consider various frameworks for social emotional learning and choose one that would unify our approach to SEL in Shrewsbury. After considering different models, we elected to adopt the CASEL "wheel" (see enclosed information). This gives us a common lens for understanding social emotional learning competencies and a common language to use across levels.

Next we began taking 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.

It's been said that educating the mind without educating the heart is no education at all. Collectively we take heart in your support of this important work.

A background image showing a group of diverse children smiling and looking towards the camera. The image is slightly blurred and has a blue tint, serving as a backdrop for the title text.

exSEL Network Orientation Packet *2018 – 2019*



Dear exSEL Network Members,

Welcome to the 2018-2019 exSEL Network! Like us, you know success in school and in life depends on more than academic ability alone. Research shows social-emotional skills have a significant impact on students' academic performance and persistence in school, as well as their lifelong health, wealth, and well-being. When students strengthen their social-emotional skills, they increase their college and career readiness and are better equipped to cope with anxiety, navigate bullying situations, and avoid substance abuse. But we also know making social-emotional learning (SEL) part of everyday learning isn't easy.

You're not alone in this challenge. Districts across the state are facing the same obstacles. By coming together we can multiply our ideas, expertise, and resources. This year, you will join 18 other districts to learn about the power of SEL and discover strategies to integrate SEL into your schools. You will benefit from one another's experiences, coming together as a network to share successful practices and work together toward common goals.

By joining this network, your district has committed to making SEL a priority. We are honored to work with you in this important endeavor and look forward to helping you make SEL a part of every lesson for every student.

Sincerely,

Chad d'Entremont
Executive Director
Rennie Center for Education
Research & Policy

Sara Krachman
Executive Director
Transforming Education

What is the exSEL Network?

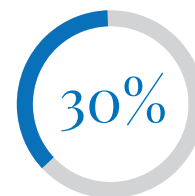
In 2016, the statewide associations of Massachusetts elementary and secondary principals, superintendents, school committees, and educational collaboratives came together to form a first-of-its-kind collaboration to advocate for social-emotional learning in schools. The next year this coalition, called Excellence through Social Emotional Learning (exSEL), partnered with the Rennie Center and Transforming Education to launch a network of nine Massachusetts school districts aimed at finding ways to enhance SEL in their classrooms.

This year, the network has grown to include 19 school districts from across the state (see details on page 5). The districts will work together to gain critical insight on strategies to support the development of social-emotional skills through changes in policy and practice at the district, school, and classroom levels. Participants will increase their understanding of SEL, build their capacity to use actionable data to assess and guide the development of students' social-emotional skills, and become part of a community where educators can learn from one another and support each other's systemic and practice shifts.

Some districts have also chosen to engage in deeper data analysis, using existing academic and behavioral indicators to guide their SEL efforts while developing new and effective strategies for tracking and measuring student progress.

By the end of the year we expect all districts to have a clear understanding of core SEL skills and knowledge of classroom-, school-, and district-level strategies to support the development of these skills. We also expect districts to identify key short- and long-term action steps to begin making their visions for SEL a reality.

WHY SEL?



Workforce Readiness

30% of employers believe college graduates lack the skills their businesses need, like goal setting, cooperation & awareness.



Student Achievement

SEL leads to better academic performance, higher college retention rates & increased employment.



Health & Wellbeing

SEL is linked to lower levels of aggression, depression, anxiety, substance abuse, obesity and criminal activity.



Return on Investment

Estimates suggest an average return of \$11 for every \$1 invested in effective school-based SEL programs.



exSEL Coalition

A statewide coalition of educators dedicated to expanding social-emotional learning whose members include the Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, Massachusetts Organization of Educational Collaboratives, and Massachusetts School Administrators Association.



The Rennie Center for Education Research & Policy

The Rennie Center for Education Research & Policy's mission is to improve public education through well-informed decision-making based on deep knowledge and evidence of effective policymaking and practice. As Massachusetts' preeminent voice in public education reform, we create open spaces for educators and policymakers to consider evidence, discuss cutting-edge issues, and develop new approaches to advance student learning and achievement. Through our staunch commitment to independent, non-partisan research and constructive conversations, we work to promote an education system that provides every child with the opportunity to be successful in school and in life.



Transforming Education

Transforming Education ("TransformEd")'s mission is to support educators and education systems in equipping students with the mindsets, essential skills, and habits they need to succeed in college, career, and life. Over the past five years, TransformEd has partnered with schools and districts serving over one million students in twenty U.S. states to directly support practitioners in their efforts to implement, integrate, and sustain evidence-based and research-informed practices focused on the development of students' social-emotional competencies and the learning environments that foster them. TransformEd's work is grounded in compelling, longitudinal research on the importance of social-emotional competencies and the learning environments that foster them, and informed by our on-the-ground experience, including as the lead strategic advisor on social-emotional learning (SEL) to California's CORE Districts, the facilitator of the Boston Charter Research Collaborative, and a lead SEL technical assistance provider to schools and school districts nationwide.

MEET THE DISTRICTS

North/West Cohort

Blackstone-Millville Regional School District
Grafton Public Schools
Fitchburg Public Schools
Lowell Public Schools
Millbury Public Schools
Mendon-Upton Regional School District
North Andover Public Schools
Shawsheen Regional Technical School
Shrewsbury Public Schools
Tantasqua Regional School District

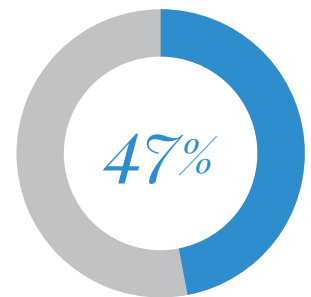
South Cohort

Attleboro Public Schools
Bridgewater-Raynham Regional School District
Brockton Public Schools
Brookline Public Schools
Marshfield Public Schools
Monomoy Regional School District
Norton Public Schools
Weymouth Public Schools
Whitman-Hanson Regional School District

EXSEL NETWORK DISTRICTS SERVE:

97,000
STUDENTS

6,700
TEACHERS



High Need Students

47% of students served by districts in the 2018-19 exSEL network are considered high need students. This includes students with disabilities, English language learners (ELL) and former ELL students, and low income students.

The Power of Networks

Too often, educators tend to tackle problems in isolation, whether in an individual classroom, school, or district. But when we come together to address challenges, we multiply our ideas, expertise, resources, and knowledge.

The members of this network share a common goal of expanding social-emotional learning in schools. By working together, you'll learn from a wide range of experiences from districts across the state. You will gain insight into key successes and lessons learned when implementing SEL strategies in diverse contexts, for different types of students and working with a wide range of available resources.

Network Year-Long Outcomes

Increase knowledge of SEL policy and practices

- What is SEL?
- Why is it important?
- How do we apply it?
- How do we know our efforts are working?

Increase capacity to apply SEL knowledge

- Was there any change to practice?
- Was there any change to systems?
- Was there any change in resource allocation?

Establish an impactful network

- What did districts learn from each other's efforts to implement SEL strategies?
- Do you have a sense of shared SEL purpose and outcomes?
- What have we learned that can inform state policy?

Meeting Location

Devens Commons Center
One Andrews Pkwy, Devens, MA 01434

Meeting Dates/Times

Sept 28, Nov 15, Jan 31, March 28
9:00 am - 3:30 pm

SESSION 1



SEPT
28

Empowered Students

How do we empower students to be agents of change in their own learning, in their school community, and in their lives?

Topics: Agency, self-awareness, engagement

SESSION 2



NOV
15

Strong Community

How do we create a safe and supportive school community in which students and adults have healthy relationships and feel a strong sense of belonging?

Topics: Relationships, sense of belonging, social awareness

SESSION 3



JAN
31

Positive Mindsets

How do we foster mindsets that help students embrace new challenges, persevere despite failures, and feel confident in their ability to achieve their goals?

Topics: Growth mindset, self-efficacy, perseverance

SESSION 4

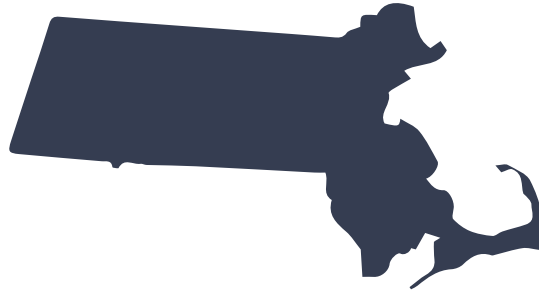


MAR
28

Mindful Regulation

How do we support students to be mindful learners who can confidently manage stress, set and work toward goals, and delay gratification?

Topics: Self-management, self-regulation, mindfulness



Statewide Social-Emotional Learning Summit

SESSION 5

**MAY
2019**

(DATE & VENUE TBD)

This spring we will gather together with educators both in and out of the exSEL network to further our learning and share what we have accomplished as a network throughout the year. The day will include skill-building workshops and the opportunity to highlight the progress your districts have made toward expanding SEL.

More details on the date, time, and location will be announced soon.

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **6/5/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **6/5/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **6/5/19**

A. Fiscal Year 2020 Non-Represented Staff Compensation Adjustments: Vote

BACKGROUND INFORMATION:

Rate changes are being requested for non-classified staff. A memo from Dr. Sawyer detailing the rate changes is enclosed, along with rate tables.

ACTION RECOMMENDED:

That the Committee vote to approve compensation adjustments to non-represented staff for Fiscal Year 2020 as presented.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barb Malone, Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

June 5, 2019

To: School Committee
From: Joe Sawyer
Re: Non-Represented Staff Cost of Living Adjustment

Please note the following requested rate changes for non-represented staff.

The first request is part of the FY 20 school budget as approved at town meeting in May. Administration is requesting that the role of door monitor be increased to \$12.75 per hour effective July 1 to match the state minimum wage adjustment that will occur during the next fiscal year, and to allow our organization to compete for workers in the marketplace. This represents a 10.8% increase in the hourly rate; the estimated fiscal impact will be \$3,500 of which \$650 was budgeted. The additional \$2,850 can be absorbed by the overall personnel budget for FY20.

Administration is requesting a 2.0% cost of living adjustment for non-represented roles that include administrative assistants, courier, out-of-district tutors, information technology salaried and hourly support positions, and the athletic trainer. This adjustment would also apply as a minimum adjustment to salaried administration support positions (namely, Executive Assistant to the Superintendent; Transportation, Safety & Security Coordinator; and Financial Coordinator/Budget Analyst), as well as salaried administrators who are not part of the Central Office administrators or principals (namely, Director of Information Technology, Director of Extended Learning, and Assistant Director of Special Education & Pupil Personnel Services); these salaried positions may receive adjustments greater than 2.0% at the discretion of the Superintendent based on market and/or performance, within budget resources. The total cost of the 2.0% baseline increase for non-represented roles is budgeted at \$56,490. Please note that some of these roles are offset by revolving funds. The \$56,490 reflects the total impact of the 2.0% increase, regardless of funding source.

Administration is also requesting an increase of 1.5% for Extended School Care Child Provider and Lead Child Provider roles as presented at your March 13, 2019 meeting by the the Director of Extended Learning, Karen Isaacson. The total impact of the 1.5% increase is \$20,000, all funded by the revolving account for the Extended School Care program.

Cafeteria substitutes would be increased to \$12.00 per hour plus 2% (\$12.24 per hour effective August 26, 2019) and again to \$12.75 per hour, effective January 1, 2020, to match minimum wage laws, and allow our organization to compete for workers in the marketplace.

The administration will be available to answer any questions. Thank you.

Clerical Pay Rate Schedule 2019 - 2020

Category		Step 1	Step 2	Step 3	Step 4	Step 5
SCAA-Full Year Admin. Support	2% COLA	22.93	24.04	25.10	26.19	28.09
SCA-Full Year Clerical						
SCAI-School Year Lead Clerical	2% COLA	21.24	22.28	23.27	24.31	25.92
SCBB-School Year Clerical	2% COLA	20.25	21.30	22.32	23.37	24.88
SCB-School Year Clerical-Support	2% COLA	17.88	18.72	19.49	20.40	21.68
SCC-Copy Center Clerical	2% COLA	16.33	17.13	17.88	18.72	19.88

Non-Rep Staff Pay Rate Schedule 2019 - 2020

Category		Step 1	Step 2	Step 3	Step 4	Step 5
NC-1 Student Assistant Door Monitor	10.8% COLA	N/A	N/A	N/A	N/A	12.75
Student Computer Specialist	2% COLA	N/A	N/A	N/A	N/A	15.30
NC-5 Systemwide Courier	2% COLA	19.65	20.56	21.53	22.50	24.00
NC-7C Out-of-District Tutors	2% COLA	23.34	24.26	25.03	26.76	28.50
NC-8 IT Support Specialist/Student Support Specialist- Guidance	2% COLA	30.16	31.02	32.23	34.28	36.04
NC-8B Tier II - IT Support Specialist	2% COLA	36.76	37.79	38.85	39.94	41.07
Category		Step 1	Step 2	Step 3	Step 4	Step 5
NC-6						
Childcare Provider-Extended Day	1.5% COLA	19.36	20.26	21.22	22.18	23.65
NC-7B Lead Childcare Provider - Ext. Day	1.5% COLA	23.17	24.07	24.89	26.60	28.29



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **6/5/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **6/5/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **6/5/19**

BACKGROUND INFORMATION:

The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Meeting held on May 15, 2019.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **6/5/19**

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

B. For the purpose of negotiations with non-represented staff

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

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association and for the purpose of negotiations with non-represented staff, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes, and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Director of Human Resources

ITEM NO: **XII. Adjournment**