

**Franklin School Committee
Minutes
February 28, 2017
Municipal Building – Council Chambers**

Meetings are recorded by Franklin TV and shown on Comcast Channel 11 and
Verizon Channel 29

Michael Gleason, Milford Daily News was present.

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

Pledge of Allegiance: Amy Gabriel, 8th Grader, Horace Mann Middle School

Attendance: Mrs. Bilello (arriving 8:00 p.m.), Mrs. Scofield, Mrs. Douglas, Dr. Bergen, Dr. O'Malley, Ms. Schultz, were present. Dr. Jewell was not present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Dr. Joyce Edwards, Assistant Superintendent for Teaching & Learning; Miriam Goodman, School Business Administrator; Ms. Deborah Dixon, Director of Student Services; Mr. Brian Wildeman, Principal, Remington Middle School; Ms. Kate Peretz, Principal, Oak Street Elementary School; Mr. Chandler Creedon, School Psychologist, Horace Mann Middle School

Moment of Silence:

1. Routine Business

- **Citizen's Comments:** None
- **Review of Agenda:** None
- **Minutes:** I recommend approval of the minutes from the February 7, 2017 and February 14, 2017

Motion: Dr. Bergen

Second: _____

Approve: 5

Oppose: 0

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- **Payment of Bills** – Dr. O’Malley reviewed the bills and found them to be in order.
- **Payroll** - Ms. Douglas reviewed payroll for February 14, 2017 and February 28, 2017 and found same to be in order.
- **FHS Student Representatives** - Alexander Chitarra, Student Government President - not present
- Nicolas Gnaman, Class President - not present

Correspondence: None

2. Guests/Presentations:

a. Social Emotional Learning Presentation – Peter Light, Debbie Dixon, Kate Peretz, Brian Wildeman and Chandler Creedon (See powerpoint)

Mr. Light advised the Committee that the Social Emotional Learning Team’s mission is connected to the District Vision. It is about helping students build knowledge and skills to find satisfaction in life. He read the Strategic goal.

Mr. Light explained that a Social Emotional Learning Team was established this year to align the concept of this team with the vision of Social Emotional Learning which is not just counseling. The team put together a ‘Statement of Purpose’ so that they have clear vision of what they do as a Social Emotional Learning Team.

Mr. Light advised the Committee of all the counselors in the District. He explained the different programs in all the schools.

Ms. Dixon explained to the Committee what SEL is. She advised that the District has adopted the work of CASEL which stands for the Collaborative for Academic Social & Emotional Learning. CASEL is a world renowned group which devotes its time to policy and practice around Social Emotional Learning. The State is now in the process of adopting CASEL in our schools, however, Franklin was ahead of them as we had already adopted CASEL. Ms. Dixon read the slide explaining how CASEL defines Social Emotional Learning.

Ms. Dixon explained in answer to Dr. O'Malley's question as to why we have social emotional learning and why it is important, that research is growing that without social emotional competencies, one will not be effective in middle school or high school, achievement will not be as high, college and career readiness will be compromised and we want to see the reverse of that. We want to see very positive outcomes for all of our students and it begins with the social emotional learning. Ms. Dixon explains that if social emotional learning is not in place, students are not able to learn the very rich curriculum that is in front of them, no matter how good the curriculum or the teachers, if they do not have the competencies, they will not be able to learn what they are capable of.

Mr. Light explained the draft of the Multi-Tier System of Support. (see slide) The green tier is when 80% of students are going to be successful when good instruction is happening in the classroom. The second tier is when you identify a set of students who are not meeting success based on initial instruction, you would provide supplemental supports for them. That would help about 15% of students. The top tier represents about 5% of students who will need targeted intervention and support.

Mr. Light explained that this draft should be in place to roll out for the 2017-2018 school year.

Mr. Light advised the Committee of the 5 main areas of focus in the video that will be shown. He advised that the Community Partnerships focus did not make it into the video.

Mr. Wildeman explained to the Committee the School Climate and Culture focus. He advised that each school has their own set of CORE values and gave the example of Remington's Core Values.

Ms. Peretz explained to the Committee about Responsive Classroom, that all elementary teachers have been trained. She advised that it is an approach, not a curriculum. Ms. Peretz also explained to the Committee about Whole School meetings.

Ms. Peretz explained to the Committee about the Curriculum and Direct Instruction focus and more about Responsive Classroom and that it is used

throughout the school day. Ms. Peretz advised that when students needs are being met, there is a less disruptive behavior.

Mr. Light explained what Developmental Guidance is. At the elementary level, the curriculum is developed by the Guidance Counselors and delivered by the classroom teacher, at the Middle and High School level, it is delivered through the Guidance counselors.

Mr. Creedon explained to the Committee about Developmental Guidance and Signs of Suicide and Stress Management.

Mr. Wildeman gave a shout out to all the teachers in Franklin. Teaching has changed over the years, he wanted to be sure the teachers were recognized for all their hard work in the Social Emotional Learning to make it a strong program in Franklin. He advised that there is a common saying that if you cannot reach the child, you cannot teach the child. Mr. Wildeman continued to explain about the environmental modifications, mindfulness strategies and yoga.

Ms. Peretz explained to the Committee what Zones of Regulation is and how it is helpful to have the common language with all students.

Mr. Light gave an overview of the Systems of Support in the district.

Ms. Peretz advised the Committee of how the district engages the parent community in all the work of Social Emotional Learning.

Ms. Dixon advised the Committee of another parent group called SEPAC which is the Special Education Parent Advisory Council. SEPAC offers workshops through the school year. Ms. Dixon advised that on March 14th, 2017 there will be a presentation on resilience and coping skills.

Mr. Light highlighted some of the partnerships that the District has been developing. He noted that it is exciting to have a partnership with William James Professional School of Psychology in Newton. William James is going to be piloting and offering a certificate program in Social Emotional Learning in school climate and culture. This will be opened up to initial cohort of about 8 schools in Massachusetts and Franklin has been working with them to become one of the districts to be involved in the pilot program. We have an application in and we

are excited to announce tonight that we have forwarded the Oak Street Elementary School as our team, we had a great turnout from all the elementary schools, all of them wanted to participate. Because it is a pilot program, we could only send one. We are awaiting to hear about the final approval process. Mr. Light continued to explain about the other partnerships, i.e. YMCA, Solutions, Substance Abuse Task Force.

SEL Video was shown.

Mr. Light and Ms. Dixson advised the Committee of the next steps with SEL, i.e. Focus on Classroom Practices, Continue to Develop Strategies to Identify Students at Risk, and Ensure a Robust System of Supports is in place for all students.

Dr. Bergen had a question for Middle School, can you speak to how having more counselors at the Middle Level would help in your mission and what you are doing?

Mr. Creedon advised that he had an agenda at school one day and when he got to school there was a student who needed help, his day didn't end until after the child was sent to the hospital. Having more counselors being able to work on the Tier 1 level and work with classroom teachers would be essential.

Mr. Wildeman advised that having more staff at the Middle Level would allow them to be more proactive.

Dr. Bergen asked if there is a way to find out who does not join a club and who does, is that a piece of the proactive?

Mr. Wildeman advised that yes, when teachers and administrators are meeting about students for a variety of reasons, the question is asked if the student is involved.

Mr. Creedon advised that it goes back to the student relationships, hearing what the students need and build trust.

Dr. Bergen inquired as to those students who do not stand out and how are they noticed?

Mr. Creedon feels that we would find those students more if there were more counselors doing the Tier 1 work.

Ms. Schultz commented that on the Multiple Support Tiers that everyone receives the support that they need, however, she pulled out notes from the budget presentation where it states that there is a desperate need at the Elementary level. Ms. Schultz commended the team on the incredible work being done with the scarce resources that are available and we need to work to solve it. She wishes that we had the full support that we need.

Mr. Light clarified that counseling is available to any student that needs it, but it does not mean that we have enough staff to provide the level of service that we want to.

Discussion ensued.

3. Discussion Only Items: NEASC SITE VISIT - March 12 -15, 2017

Dr. Sabolinski gave an update on the NEASC visit beginning March 12th. There will be a team of about 16 and they will begin their day at the High School. At 1:00 p.m. there will be a welcome panel presentation beginning with opening remarks from the Principal, Mr. Peri, educators will also be on the panel as well as the co-chairs of the NEASC team, students, etc. All School Committee members, parents, etc. are invited. There is a new piece of the NEASC process which is the focus on this work and how can we improve Franklin High School.

On March 12th, the NEASC will be meeting with all Stakeholder Groups. At 2:00 p.m., the NEASC team will meet with the School Committee members. The NEASC chair will facilitate the conversation. Teacher interviews will also take place on that day later in the afternoon.

There is a welcome reception from 4:00 p.m. - 5:00 p.m. in the media center.

On March 13-15th, the NEASC team will be at the High School. There will be student led tours, shadowing students including in the cafe, examine student work & assessments, observations in classrooms, and finally a variety of meeting/interviews.

On March 15th the team will complete their draft reports, vote on the standards rating, have a brief meeting with the Administration and Faculty.

Dr. O'Malley commented that it is enormously important.

4. Action Items:

- a. I recommend budget transfers as detailed.
Motion: Dr. Bergen Second: Ms. Douglas
Approve: 6 Oppose: 0

- b. I recommend acceptance of a check for \$900.00 from the Parmenter PCC for field trips.
Motion: Dr. Bergen Second: Ms. Douglas
Approve: 6 Oppose: 0

- c. I recommend acceptance of the donations totaling \$1,462.00 for the Kitanosono Scholarship.
Motion: Dr. Bergen Second: Ms. Douglas
Approve: 6 Oppose: 0

- d. I recommend acceptance of checks totaling \$2,023.25 from the Oak Street PCC for in-house enrichment and field trips.
Motion: Dr. Bergen Second: Ms. Douglas
Approve: 6 Oppose: 0

5. Information Matters:

● **Superintendent's Report:**

Dr. Sabolinski advised that on Thursday, March 16th, 2017 at 7:00 p.m. at the High School Auditorium, the S.A.F.E. coalition will be sponsoring Dr. Ruth Potee, an addiction specialist. She will be giving a presentation on the adolescent brain and the physiology of addiction.

Dr. Sabolinski advised that during February vacation, the final phase of repairing the High School office from the flood happened last week. The new carpet was installed. All schools were cleaned and sanitized. All fire systems, sprinkler systems were all tested. Continuing to replace all the lighting with LED lighting

at Horace Mann/Oak and Jefferson.

Mr. Light advised the Committee about the Substance Abuse Task Force which started today. This Committee would like to engage a broad base of constituents, looking at issues related to substance abuse, everything from the School and District Policies around substance abuse, support systems that we have in place not only in schools but what are the community based support systems and also to identify additional needs. Mr. Light advised the Committee of the range of constituents represented on the Task Force.

6. School Committee - Sub-Committee Reports

- **Policy Sub-Committee - None**

- **Community Relations Sub-Committee - Ms. Schultz**

Ms. Schultz advised that the Community Relations Sub-Committee will be holding a coffee on Saturday, March 4, 2017 at 9:00 a.m. at the Franklin TV studio.

- **Budget Sub-Committee - Dr. O'Malley** advised that the Budget Sub-Committee will be meeting on March 2nd, 2017.

- **Superintendent Search - Dr. O'Malley**

Dr. O'Malley advised the Committee that HYA has reported that they have had pretty good success with the second round of Superintendent Candidates. HYA will be at the next school committee meeting on March 14th to present the final applicants, On March 17th the School Committee will interview the candidates. On March 20th and March 21st, the preferred candidate(s) will be presented to constituencies in Franklin. At the March 28th meeting, the School Committee may choose the preferred candidate.

Ms. Schultz advised that she would be attending the Communications meeting with Glenn Jones on Wednesday, March 1st.

7. New Business: None

8. **Adjourn:** Dr. O'Malley made a motion to adjourn.

9:30 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 2-28-17.pdf
February 14, 2017 SCMinutes-DRAFT
February 7, 2017 SCMinutes-DRAFT
Payroll Warrant #1715 summary.pdf
Payroll Warrant #1715.pdf
Payroll Warrant #1715M summary.pdf
Payroll Warrant #1715M.pdf
Payroll Warrant #1716 summary.pdf
Payroll Warrant #1716.pdf
Payroll Warrant #1717 summary.pdf
Payroll Warrant #1717.pdf
FPS Summary & Sign Off 2.pdf
SCWarrant020917.pdf
SCWarrant021617.pdf
SEL Update 2.28.17
COREVALUESPROCESSFHS.pdf
NEASCOOverview2017.pptx
NEASCSC.docx
NEASCSTANDARDS.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
Pledge Student.docx

FRANKLIN PUBLIC SCHOOLS

SOCIAL + EMOTIONAL
LEARNING UPDATE

FEBRUARY 28, 2017

PRESENTING TONIGHT

Chandler Creedon, School Psychologist, Horace Mann Middle School

Kate Peretz, Principal, Oak Street Elementary School

Brian Wildeman, Principal, Remington Middle School

Debbie Dixon, Director of Student Services

Peter Light, Assistant Superintendent



DISTRICT VISION

DISTRICT VISION



*The Franklin Public Schools will foster within its students the **knowledge and skills** to find and achieve **satisfaction in life** as productive global citizens.*

WE BELIEVE THAT...



If we nurture a **safe, supportive and collaborative learning environment** where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin **students will develop the necessary social emotional**, academic and career skills to be productive global citizens in an ever-changing world

2016-17 STRATEGIC GOAL



To help students develop **connections to school**, support **positive behaviors** and **increase academic achievement**, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the **core competencies for social emotional learning**.

THE SEL TEAM

OUR PURPOSE....

The Social-Emotional Learning Team of the Franklin Public Schools is a collaboration of the district's professional counseling staff and other school and community stakeholders who seek through regular meetings, plans, and actions to:

1. Communicate the definition and need for Social-Emotional Learning in our community;
2. Develop shared responsibility with administration and faculty to create a systemic culture that promotes social and emotional learning and improved climate and culture within our schools;
 - a. Identify and advocate for resources needed to support social and emotional learning;
3. Build socially and emotionally well-rounded students by helping them learn and practice key competencies recognized as hallmarks of SEL: Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness, and Relationship Skills;
4. Promote student acquisition of key competencies through a developmentally appropriate K-12 curriculum that can be shared and implemented by the larger school community, while still recognizing other aspects of our multifaceted jobs/roles as counselors and educators;
5. Create students who can advocate across academic, social, and emotional realms in a manner that can be assessed - and lead to an adaptation of practice as needed;

THE SEL TEAM

ECDC



Jennifer Curry, School Psychologist (0.4)

DAVIS THAYER

Rebecca Ballinger, Adjustment Counselor (0.7)



Chrishelle Leonard, School Psychologist (0.6)

HELEN KELLER



Melissa Newman, School Psychologist (1.0)

THE SEL TEAM

JEFFERSON



Michelle Brent, Adjustment Counselor (1.0)



Jennifer Curry, School Psychologist (0.6)

JF KENNEDY



Greg Lee, School Psychologist (1.0)

PARMENTER



Michael Tarasenko, School Psychologist (1.0)

THE SEL TEAM

OAK STREET



Sarah Almanas, REACH Adjustment Counselor (1.0)

Diane Petit, School Psychologist (1.0)



HORACE MANN



Sara Lazzaro, REACH Adjustment Counselor (1.0)

Chandler Creedon, School Psychologist (1.0)



Hannah Hinde, Guidance Counselor (1.0)

THE SEL TEAM

ANNIE SULLIVAN



Robert Flanagan, School Psychologist (1.0)



Jennifer D'Amico, Guidance Counselor (1.0)

REMINGTON



Francis Fitzgerald, School Psychologist (1.0)



Melanie McElroy, Guidance Counselor (1.0)

THE SEL TEAM

FRANKLIN HIGH



Heather McVay, Director of Guidance (1.0)

Kathleen Giles, Adjustment Counselor (1.0)



Rene Schneeweis, Adjustment Counselor (1.0)

Laurie Turenne, Adjustment Counselor (1.0)



Michael Bowes, School Psychologist (1.0)

Chrishelle Leonard, School Psychologist (0.4)



THE SEL TEAM

FRANKLIN HIGH



Lauren Dellelo, Guidance Counselor (1.0)

Patricia Gardner, Guidance Counselor (1.0)



Julianne Horner, Guidance Counselor (1.0)

Joshua MacCreery, Guidance Counselor (1.0)



David Soulard, Guidance Counselor (1.0)

Jodie Walsh, Guidance Counselor (1.0)



Kathleen Woods, Guidance Counselor (1.0)



WHAT IS SEL?



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. - Casel.org

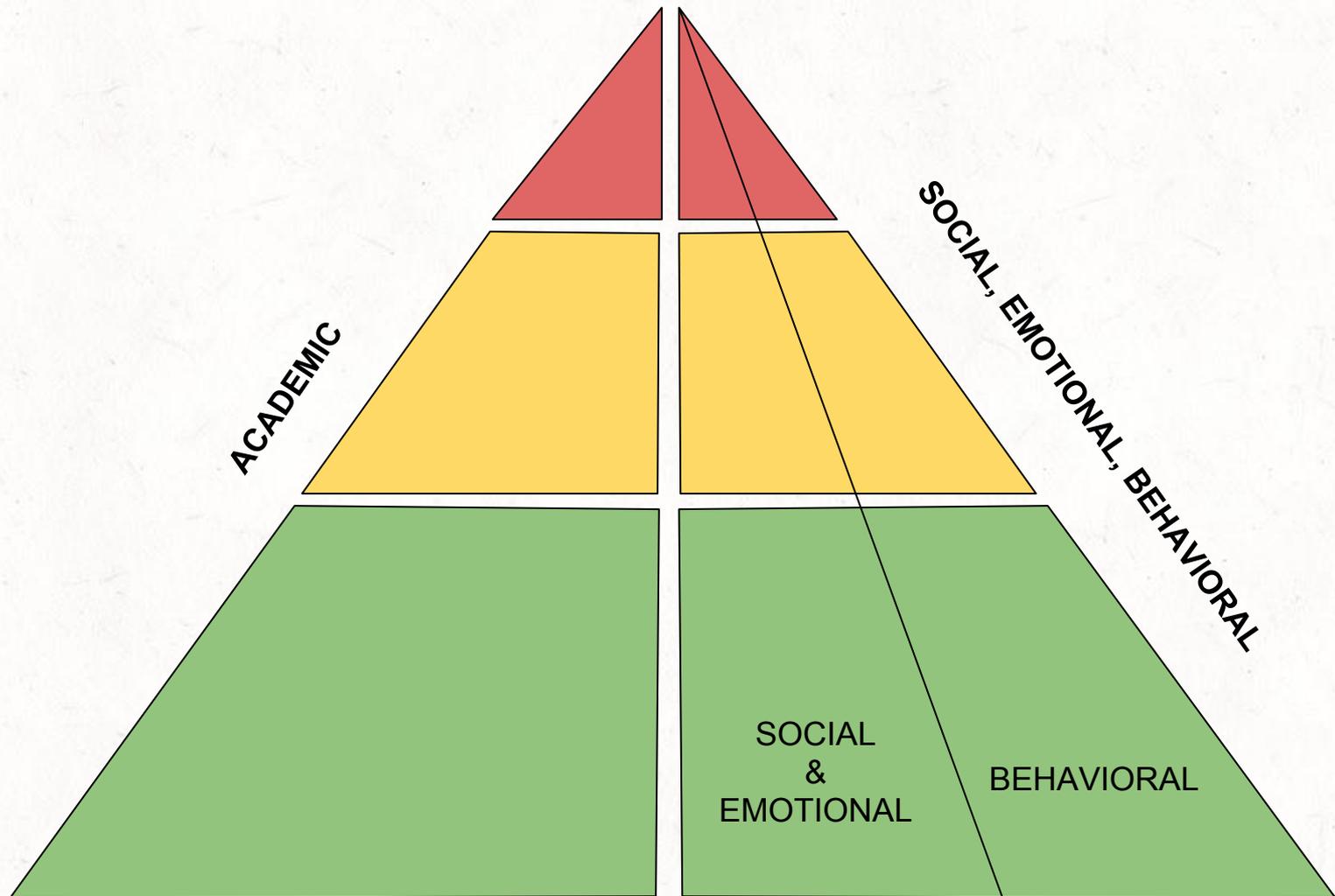
SOCIAL + EMOTIONAL COMPETENCIES

Social & Emotional Learning Core Competencies

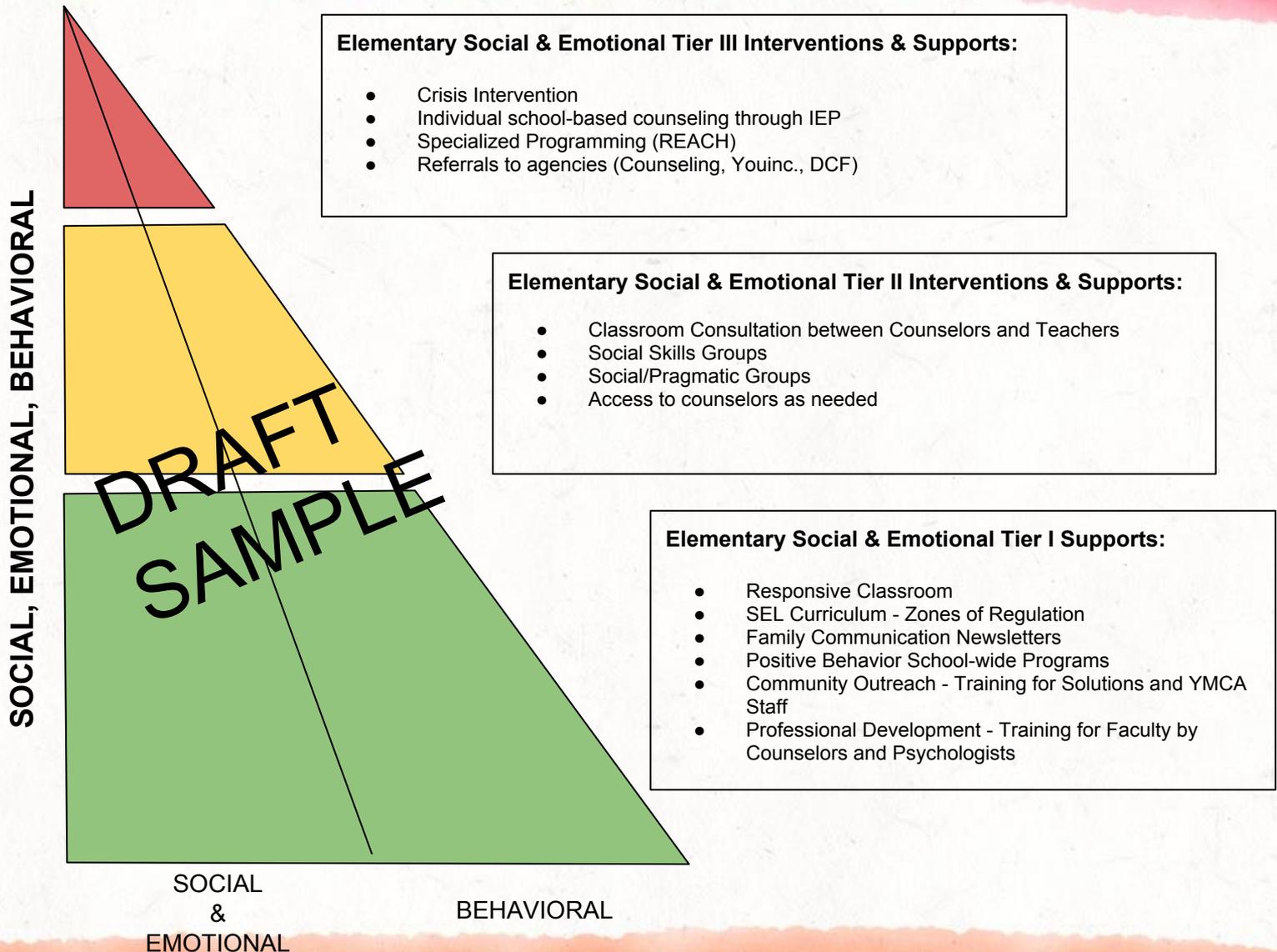


Source: Casel.org

MULTI-TIER SYSTEM OF SUPPORT (MTSS)



MULTI-TIER SYSTEM OF SUPPORT (MTSS)



FIVE MAIN AREAS OF FOCUS

- I. School Climate & Culture
- II. Curriculum and Direct Instruction for SEL
- III. Classroom Practices to Promote SEL
- IV. Robust Systems of Support
- V. Community Partnerships

FIVE MAIN AREAS OF FOCUS

I. School Climate & Culture

- A. Core Values (K-12)
- B. Responsive Classroom/Morning Meeting (PreK - 6, planned 7-8)
- C. Advisories (6-12)
- D. Whole School Meetings
- E. Clubs/Activities



FIVE MAIN AREAS OF FOCUS

II. Curriculum and Direct Instruction

- A. Responsive Classroom (PreK - 6)
 - Grades 7-8 planned
- B. Zones of Regulation (PreK - 5)
- C. Developmental Guidance (PreK - 12)
- D. Health & Wellness
 - Signs of Suicide (7, 10)
 - Stress Management (6 - 10)



FIVE MAIN AREAS OF FOCUS

III. Classroom Practices to Promote SEL

- A. Student-Faculty Relationships
- B. Environmental Modifications
 - Fidgets, Standing Desks, Medicine Balls
- C. Mindfulness Strategies
- D. Yoga



FIVE MAIN AREAS OF FOCUS

IV. Systems of Support

- A. Small Group Counseling
- B. Individual Counseling
- C. Referral & Collaboration w/ Agencies
 - You, Inc., Riverside, Counseling, Substance Abuse, etc.
- D. Programs
 - REACH (K-12)
 - Pathways (11-12)



Having trouble picking an elective for next year? @lycfel reports on what the Seniors consider the best. franklinpanthers.us/student-life/2 ...



FIVE MAIN AREAS OF FOCUS



V. Family & Community Partnerships

- A. Parent Outreach & Education
 - Newsletters, Parent Nights, PCCs
- B. SEPAC
- C. William James College
- D. YMCA
 - Zones of Regulation Training
- E. Solutions
 - Zones of Regulation Training
- F. Substance Abuse Task Force
 - Safe, Community Leaders, Students, Parents, School Personnel



Jefferson Labradors @JeffersonLabs · 16 Jun 2016
5th grade DARE graduation today!
[@franklinpolice](#)



SEL IN ACTION K-12



A look into our practices that support SEL in all of our schools PreK-12



NEXT STEPS...

OUR NEXT STEPS WITH SEL...

FOCUS ON CLASSROOM PRACTICES

- ▶ **SEL Leadership** structure to engage stakeholders including classroom teachers, counselors, administrators
- ▶ **Classroom Practices** PreK-12 that help develop 5 core competencies and increase academic achievement
- ▶ **Professional Development** for classroom teachers

CONTINUE TO DEVELOP STRATEGIES TO IDENTIFY STUDENTS AT RISK

- ▶ Integration of SEL into **Instructional Support Team (IST) processes**
- ▶ Explore the *viability* of **screening and assessment** tools

ENSURE A ROBUST SYSTEM OF SUPPORTS IS IN PLACE FOR ALL STUDENTS

- ▶ **Complete MTSS Framework** by continuing to document current practices
- ▶ **Complete Needs Assessment** for SEL Supports
- ▶ **Continue to develop community partnerships** as a means of supporting students and families

THANKS!

