

UXBRIDGE SCHOOL COMMITTEE MINUTES

October 3, 2017

UXBRIDGE HIGH SCHOOL LIBRARY

School Committee Members in Attendance:

	Present	Absent
Matt Keane, Chair	X	
John Morawski, Vice Chair	X	
Stephanie Fernandez, Secretary	X	
D. Brett Pomeroy,, Member	X	
Jen Modica, Member	X	
Debbie Stark, Member	X	
Heidi Happy, Member	X	

1. Call to Order: 7:00 Matthew Keane called this meeting to begin.

2. Student Council Update- James Stark: Homecoming went successfully. Collected funds for the natural disasters in TX.

3. Special Recognitions: Special student awards.

Boys State Representation request through James Stark and fulfilled this past summer.

James Stark and Seth Wojakowski will start meeting with the Congressman McGovern group quarterly.

4. Public Comment: No Public Comment

5. UHS: Early College and Innovation Pathways:

-Big topic at the School Committee conference this November.

-Preliminary process- three phases of the process.

-Letter of intent was submitted; not looking for funding; only looking for pathways.

-Final phase would happen in Feb/March.

Early College is a partnership with Quinsigamond Community College- cohort of kids would provide kids graduating with a maximum of 12 credits (credits for 'core' classes).

-This program focus' on first generation college students, students with disabilities, and/or underprivileged population

-The school needs to make a commitment to a cohort of students (6-10) This includes funding books, transportation, etc.

Meeting Minutes

10/3/17

7. Curriculum Director's Update-

Thursday, October 5 and Friday, October 6- Professional Development Days- guided reading training (TLC), science curriculum training (WES) and restraint training (SPED) and NEASC (HS).

-Forming a Social Emotional Learning Team- teachers, admin, school committee member and community member.

-Wilson Foundations are teaching k-2 teachers using the Foundations program through coaching.

8. Superintendent's Update-

Response to Pam Yukna's comment.

- McCloskey Middle School tests results came back as negative for asbestos.
 - Air filters get changed every three months.
 - Air quality was moved up and tested 10/2.
 - Board of Health will inspect on 10/4

Title 6 and Title 9 Coordinator is meeting with staff and creating a report and investigation.

-Help staff identify concerns and properly report allegations.

Clarification of negative comments on the cultural committee- The committee was able to successfully identify 3 areas of concern for staff: state mandates, collaboration, and labor retaliation.

-More teachers are involved with curriculum.

Fear of teachers losing jobs: there has been no disciplinary action for speaking out in disagreement with administration. Only 7 staff members in 3 years have been placed on needs improvement. Most others have been labeled proficient on teacher evaluations.

Teachers have been lost because of shrinking resources and loss of funding. This can lead to decline of morale. Additionally the decaying of buildings can also lead to this decline.

Discussed grievance procedure.

9. Uxbridge Basketball Facility

Brain Hyde- spoke with MAIA- would recommend a certificate of insurance for \$1,000,000.

The Agreement states that the Association will be responsible to maintain the cleanliness, lights, and doors at the site. Additionally they will be responsible for the trash removal.

-Recommended the policy sub committee meets to look at this policy to include the certificate of insurance, release form and different provisions such as securing necessary permits from the Board of Health for any food services.

Heidi Happy encouraged Superintendent to check in with the principal and classroom teachers to learn what their recommendations are for increased staffing support.

Brian Hyde proposed spending from the Athletic Revolving Account to contract for Athletic Trainer services..

11. SWCEC- Appoint Superintendent as a member of the board. John Made a motion to add Kevin to the board and Jen seconded the motion.

John Morawski moved the motion and Jen Modica seconded the motion.

6-0.

12. Policy 1st Readings: DK-Payment Procedures, DGA-Authorized Signatures

Heidi Happy made a motion to accept the minutes as written. Jen Modica seconded the motion.

7-0

13. Old/New Business:

Upcoming process of budget - will be discussed at next meeting.

Looking for full cost analysis of before/ after school program with retirement included.

New member orientation - email will come out this week asking preference towards team building or individual training.

BSG (Building Study Group) - Mapped out plan by Nov. 1 for reductions in FTE and what it would look like for the buildings with this closure.

-Ponderings: Where are we at with closure? Have we heard from MSBA?

-Jen Modica recommend to get a report to FinnComm and BOS.

Debbie Stark gave a shout out to Mr. Rubin.

14. Regular Meeting Minutes:

9/19/17-

Meeting minutes approved by Heidi Happy and seconded by Brett Pomeroy

7-0

15. Vote to release executive session minutes- (A)

6/7/16, 8/2/16, 1/3/17, 3/21/17- John Morawski made a motion, Heidi Happy seconded

7-0

16. Next School Committee Meeting- October 17, 2017

PAYMENT PROCEDURES

As the Uxbridge School Committee is elected by the citizens of the Town, it is accountable to safeguard and spend with great care the moneys that are appropriated to operate the school system. In order to insure that this is done all invoices, vouchers, and other requests for payment other than the regular payrolls will be processed in the following manner:

1. All invoices, vouchers, etc. shall be checked for the authorization, computations, and price, in the central office.
2. They shall then be approved by the Superintendent or his/her designee.
3. The list shall then be put on a sub-warrant for payment by the School Business Administrator.
4. The warrant shall then be signed by School Committee or designated member and along with other proper documents be forwarded to the proper town officials for processing and subsequent payment.

First Reading: April 7, 2015
Second Reading & Approved: May 5, 2015
First Reading: October 3, 2017

AUTHORIZED SIGNATURES

The School Committee or a designated member thereof; and the Superintendent or designee are authorized to review and sign payrolls and warrants for bills or payment presented for approval.

The town treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.

LEGAL REF.: M.G.L. 41:52 41:45; Chapter 218 of the Acts of 2016 (An Act to Modernize Municipal Finance and Government)

First Reading: April 7, 2015
Second Reading & Approved: May 5, 2015
First Reading: October 3, 2017



William T. Kessler, Chief

September 19, 2017

To: Michael Rubin, Uxbridge High School Principal

Re: Athletics medical coverage

Mr. Rubin,

Thank you for taking the time with Marc Calarese to meet with me this morning regarding medical coverage for athletic events. I appreciate the opportunity to explain the strict protocols EMTs must follow when operating under the authority of an entity (Uxbridge Fire), which operates under the medical license of a Medical Control doctor at Milford Hospital. In addition, protocols are established by the State Office of Emergency Medical Services, which the state certified EMT must follow.

In summary, EMTs (this includes those at the Paramedic level) do not have the authority to release an individual that they have made contact with for medical evaluation/care. This means that when summoned, an EMT must either provide for transport to a hospital, or obtain a refusal of care signature from the individual if they are 18 or older or from a parent/legal guardian if they are under 18. These requirements essentially prevent an EMT from acting in the role of a quick evaluation to determine whether a player can continue in an athletic event. EMTs are trained and certified to handle emergency situations, not your normal sprains, bruises, or "stingers". As a result, EMTs covering games should not be called upon to handle the routine injuries that can occur and usually don't require emergency treatment.

I realize that this puts the coaches and players in an uncomfortable situation where an individual should probably be evaluated to make sure they are okay, but the coaches are not trained beyond a first responder level. In reality, EMTs also are not trained to evaluate orthopedic injuries such as knees, ankles, and shoulders to determine if it is a sprain or something more serious, they are trained to splint, provide pain management, and transport to a higher level of medical care for more definitive care. The role of initial injury contact is typically filled by an athletic trainer whose training for orthopedic and athletic injuries allows them to diagnose the severity of an injury and determine whether further care is necessary, especially emergency care. My knowledge of trainer's protocols is limited, however they are not bound by emergency protocols to transport or obtain a refusal of care, they are able to make a determination of whether a player can continue to play or not.

Uxbridge Public Schools (UPS) & Uxbridge Youth Basketball (UYBB) 2017-18 Facility Use Procedures Agreement

General

1. Use is subject to availability. Preference is given for use of the buildings and grounds to the Uxbridge School Department. UPS reserves the right to displace, suspend, reschedule or cancel assigned events due to a yet to be determined event or other unforeseen circumstances.
2. A Certificate of Insurance with General Liability of at least \$1,000,000 Occurrence/\$3,000,000 (or \$2,000,000 is also acceptable) General Aggregate. The Town of Uxbridge shall be named as an "Additional Insured". A copy of this Certificate shall be submitted to the UPS seven (7) days prior to use of the facility.
3. The Attached *Recreational and Volunteer Activities Release Form* shall be signed and submitted to the UPS seven (7) days prior to use of the facility. The Town of Uxbridge is not responsible for any injuries to persons or property resulting from the use of Town property. The Town further accepts no liability for injury or damage caused by use of equipment. A copy of the accident report for any accident occurring on Town property shall be filed with the UPS within 48 hours of the time of the accident.
4. Upon approval of an application by the UPS, a deposit equal to 100% of building use fees and 75% of all estimated service fees shall be paid to reserve the building/facility. The deposit shall include all applicable service fees, rental fees, and administrative costs. It shall be paid a minimum of fourteen (14) days prior to the scheduled event/activity. Nonpayment of the deposit shall result in cancellation of the event/activity.
5. No tobacco or alcoholic beverages are allowed in or on School/Town property. If alcohol and/or tobacco are discovered on the premises during an event/activity, UYBB permit will be revoked.
6. Use of the facility is limited to the portion of the premises/property included in the application and only for the activity/event listed. Use of unauthorized portions of the premises/property may result in additional fees and/or revoking of UYBB permit.
7. In the event of damage to the property or theft of equipment, UYBB shall be charged for the cost to repair or replace the damage or theft.

18. UYBB shall have a first aid kit and cellular telephone in their possession at all times during use of the facility.

19. Use of the building shall be kept in good repair and in neat order.

20. Sale of concessions shall be by written agreement only. Said agreement shall contain conditions outlining the responsibilities of UYBB including but not limited to the requirement that the user secure the necessary permits from the Board of Health for any food service, the requirement that UYBB keep the facility clean and free of debris, and the requirement that UYBB provide for disposal of trash generated by the concession stand (see #16 above).

21. Any food preparation and/or sales shall require a Food Permit from the Board of Health. A copy of this permit shall be submitted prior to approval of the application.

22. Dogs are not allowed on the property.

UYBB Representative (print): _____

Signature: _____ Date: _____

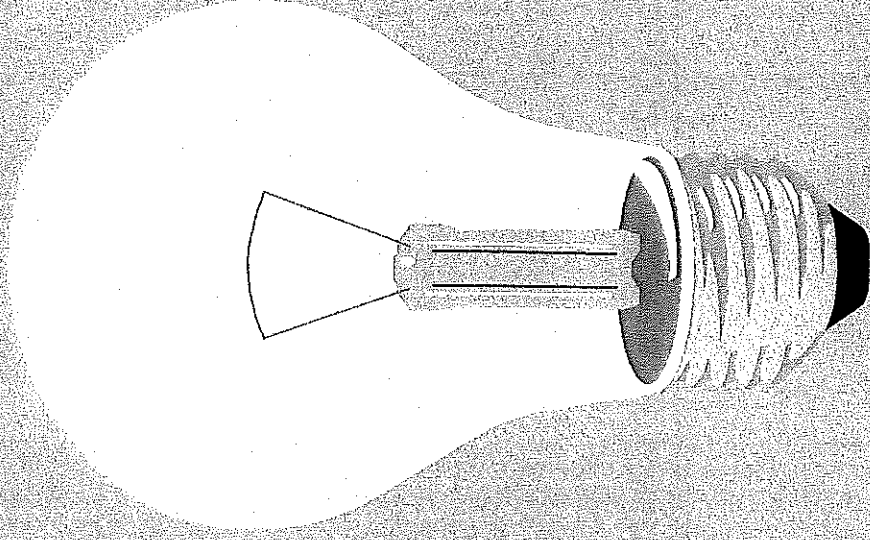
2017-18 Scheduling Changes at Taft ELC and Whitin ES

Uxbridge Public Schools
School Committee Meeting

October 3, 2017

BIG PICTURE IDEAS

- Increase time on learning for students, particularly in Math & ELA/Literacy
- Improve/increase teacher collaboration time
- Make improvements in scheduling practices at the elementary level
- Reduce/eliminate inequities



Curriculum Director

Dr. Rich Drolet

- Summarize analyzing Taft and Whitin schedules last winter and recommendations
- Beginning of day/middle of day/end of day observations
- Compare 1 Taft and 1 Whitin teacher schedule from last year to this year
- Increase Math and ELA/Literacy time
- Increase instructional time/rigor

Curriculum Director (cont.)

Dr. Rich Drolet

- Increasing equity in what is taught and how much time is spent on it
- Eliminating or reducing discrepancies/inconsistencies
- Taking out built-in chunks of time spent for bathroom breaks, snack time, etc. to reducing class-wide interruptions
- Maximizing the use of time toward the end of the day

Taft ELC

Goals for Schedules 2017-2018

- Improve instruction through providing common planning time for teachers
- Increase time on learning especially in ELA, Math, and Science
- Ensure that students can be reached for RTI
- Provide consistency

Lesley Literacy Leadership Team :

What our Team Learned

INCREASE TIME FOR ↑	DECREASE TIME FOR ↓
<ul style="list-style-type: none"> • Reading instructional level and independent level texts • Participating in guided reading groups • Managing independent learning, for example: <ul style="list-style-type: none"> • Reading books, charts, poems and other materials • Writing • ABC Center • Interactive Writing in whole and small groups • Writers' Workshop • Integrating content areas with reading and writing • Children's talk – oral language 	<ul style="list-style-type: none"> • Getting started- opening, calendar, etc • Management • Recess • Worksheets • Snack • The holiday curriculum (decorations – costuming) • Inefficient ways of and long sessions for sharing time • Whole class reading instruction • Travel back and forth to special areas • Intercom • Unnecessary assemblies • Inefficient systems for special areas • Separated lessons for content curriculum • Teacher talk

Full Day Kindergarten
Suggested Framework for Teaching and Learning
Six Hours

Approximate Time	Activity	Sample Activities
10	Circle Time	<ul style="list-style-type: none"> Community meeting Calendar, birthdays, helpers Weather Sharing Storytelling Phonics/oral games (letter and word games) Songs, marches, movement, fingerplays, circle games
20	Interactive Read Aloud Shared Reading Phonics Minilesson (letters, words)	<ul style="list-style-type: none"> Songs, poems, chants Fiction and Nonfiction
60	Reading Workshop Minilesson Centers Conferences Guided Reading (midyear) Share	<ul style="list-style-type: none"> Computer Listening Play corner Bookmaking Letter/word activities Book activity Library
45	Projects	<ul style="list-style-type: none"> Inquiry-based activities: science, math, social studies, cooking, art, drama, music
45	Lunch	<ul style="list-style-type: none"> Games, outdoors
45	Math Workshop	<ul style="list-style-type: none"> Manipulative activities
15	Interactive Writing	<ul style="list-style-type: none"> Related to reading of writing, literature, social studies, science, math
50	Writing Workshop Minilesson Conferences Share	<ul style="list-style-type: none"> Shared writing Storytelling Independent writing/drawing Bookmaking
60	Choice Time	<ul style="list-style-type: none"> Play corner Blocks Music Library Puzzles and games Sand/water table Art Special table (inquiry projects, etc.)
10	Circle Time	<ul style="list-style-type: none"> Songs, marches, movement, oral games Sharing Home preparation Dismissal

A Possible Schedule for the Language and Literacy Framework Grades 1 and 2	
20 - 30 minutes	Community Meeting Shared Reading and/or Word Study Minilesson Interactive Read Aloud (could be related to literature study or the content areas)
60- 75 minutes	Readers' Workshop Reading Minilesson : "Think about..." Guided Reading Managed Independent Learning (grade 1 - early grade 2) Independent Reading Sharing
60 minutes	Writers' Workshop Minilesson (might include interactive writing occasionally) Independent Writing/Guided Writing/Conferring Sharing
10 - 15 minutes	Interactive/Shared Writing (could be integrated into content area)
20 minutes	Interactive Read Aloud and/or Word Study Minilesson

Schedule - Forestdale

8:45 Busses Unload - Teachers on Duty

** There will be a bell at the end of the day (3:20) signaling end of academic day.
Dismissal to start at 3:25

Kindergarten A	Start	End	Total Time	Subject/Activity	STEM Block: Thursdays - 11:15- 12:25
	9:00	9:20	20 min	Morning Meeting	
	9:20	11:48	1 hr 28 min	ELA Long (LLI: 9:55-10:25)	
	10:48	11:13	25 min	Recess	
	11:13	12:28	1 hr 15 min	Math (11:55 - 12:25 Small group & intervention)	
	12:28	12:53	25 min	Lunch	
	12:54	1:55	61 mins	ELA Short	
	1:55	2:35	40 min	Science/Social Studies	
	2:37	3:17	40	Specials/Prep	
Kindergarten B	9:00	9:20	20 min	Morning Meeting	
	9:20	10:40	1 hr 20 min	ELA Long (LLI: 9:20 -9:50)	
	10:40	11:35	55 min	Math (Small group & intervention - 10:40 - 11:10)	STEM Block: Thursdays - 9:20- 10:35
	11:35	12:00	25 min	Lunch	
	12:00	12:40	40 min	Calendar and Read Aloud	
	12:40	1:05	25 min	Recess	
	1:05	1:55	50 min	ELA Short	
	1:55	2:35	40 min	Prep	
	2:35	3:20	45 min	Science/Social Studies	
Grade 1 A	9:00	9:20	20 min	Morning Meeting	
	9:20	10:40	80 min	Math (Small group & intervention - 9:20 - 9:50)	
	10:40	11:40	60 min	ELA Short (LLI: 10:40- 11:10)	
	11:42	12:22	40 min	Specials/Prep	STEM Block: Wednesdays- 1:55 - 3:20
	12:24	1:04	40 min	Science/ Social Studies	
	1:05	1:30	25 min	Lunch	
	1:30	1:55	25 min	Recess	
	1:55	3:20	1 hr 25 min	ELA Long	
Grade 1 B	9:00	9:20	20 min	Morning Meeting	
	9:20	10:40	80 min	Math (Small group & intervention - 10:00-10:30)	
	10:40	11:40	60 min	ELA Short (LLI: 11:15- 11:45)	
	11:42	12:22	40 min	Science/ Social Studies	STEM Block: Wednesdays- 9:20 - 10:50
	12:24	1:04	40 min	Specials/Prep	
	1:05	1:30	25 min	Recess	
	1:30	1:55	25 min	Lunch	
	1:55	3:20	1 hr 25 min	ELA Long	

Schedule - Forestdale

8:45 Busses Unload - Teachers on Duty

** There will be a bell at the end of the day (3:20) signaling end of academic day.
Dismissal to start at 3:25

Grade 2 A

Start	End	Total Time	Subject/Activity
9:00	9:20	20 min	Morning Meeting
9:20	10:18	58 min	ELA Short
10:18	10:58	40 min	Science/Social Studies
11:00	11:40	40 min	Specials/Prep
11:42	12:07	25 min	Lunch
12:07	12:32	25 min	Recess
12:34	1:54	80 min	Math (Small group & intervention - 1:00 - 1:30)
1:54	3:20	86 min	ELA Long (LU: 2:00 - 2:30)

STEM Block:
Tuesdays - 1:50 - 3:20

Grade 2 B

Start	End	Total Time	Subject/Activity
9:00	9:20	20 min	Morning Meeting
9:20	10:18	58 min	ELA Short
10:18	10:58	40 min	Specials/Prep
11:00	11:40	40 min	Science/Social Studies
11:42	12:07	25 min	Recess
12:07	12:32	25 min	Lunch
12:34	2:00	86 min	ELA Long (LU: 1:25 - 1:55)
2:00	3:20	80 min	Math (Small group & intervention 2:20 - 2:50)

STEM Block:
Tuesdays - 12:35 - 2:00

Problem of Practice

The team:

Blackstone Valley Curriculum Directors
Consortium

The problem: Maximizing the use of staff to streamline lunch/recess and dismissal

In a Nutshell

- **Maximize time on learning**
- **Streamline non instructional times to maximize teacher collaboration**
- **Utilize resources effectively and efficiently**

Whitin ES

Ms. Lori Fafard

- Schedule changes made at WES
 - Lunch/Recess Schedules – “WATCH IT TO FIX IT.”
- End-of-day scheduling changes – “WATCH IT TO FIX IT.”

Whitin ES (cont.)

Ms. Lori Fafard

- Consulted with principals from Bellingham, Blackstone-Millville, Mendon-Upton about elementary schedules
- What I found – Two out of the three schools do not have transition times on their schedules
- All three schools have 45 minute blocks
- Two out of the three schools have common planning times built into their schedules

WES (cont.)

- Common planning time at one school is two 40 minute blocks each week. The other has common planning time twice a month
- One school has a 30 minute block daily for each classroom at the end of the day for RTI (Response to Intervention)

In CONCLUSION

- Schedules are similar to suggested Lesley University Literacy Blocks (90 minutes); Math (90 minutes) Instructional times
- Increasing the number of two-person teams at Whitin for Math/Science & ELA/SS
- Collaboration amongst teachers re: common assessments, standards, & analyzing student writing

Professional Development Overview
Uxbridge Public Schools
October 5th and 6th, 2017

October 5, 2017 (half day PM)

Taft: Guided Reading (Day 2) through Lesley University for **full day** at UHS (not Taft) in Rm. A230 from 8:30 AM- 3 PM

Whitin: Science curriculum alignment/TBA by Mrs. Fafard

McCloskey: TBA by Mrs. DeMarco

UHS: NEASC work facilitated by Mr. Rubin

All paraprofessionals:

*Restraint information sharing 12:30-1 PM with Stephanie Geddes/Kristin Drainville in the Whitin library

*LLI (Leveled Literacy Intervention) training 1-2 PM with Lisa Hartman in the Whitin library

October 6, 2017 (full day PD)

Taft: Guided Reading (Day 3) through Lesley University in the Taft cafeteria from 8 AM- 2:30 PM

Whitin: Guided Reading (Day 2) through Lesley University in the Whitin library from 8 AM - 2:30 PM

McCloskey: Dr. Bill Daggett in Bellingham in the AM (8:30-11:30); 2 hours of ELL training with Angela Woislaw in PM (12:30-2:30)

UHS: Dr. Bill Daggett in Bellingham in the AM (8:30-11:30); TBA in the PM

Taft/Whitin paraprofessionals: Full day CPR PD/training with Christine Ahern/Chris Hadfield in the UHS Exercise Room (basement) from 8:15 AM - 2 PM

McCloskey/UHS paraprofessionals: With the teachers for building-based PD in the PM

*Music teachers have all day PD off site at Foxborough HS through LSDO

*Counselors, Social Workers, School Psychologists, Team Chairs, and Special Education Teachers of Specialized Programs have PD with Dr. Linda Dusenbury in Mendon-Upton in the AM (8:30-11:30) for a workshop/session related to social emotional learning (see below for description)

Bill Daggett workshop/session

Audience: Gr. 6-12 Teachers & paraprofessionals, district administrators

LOCATION: Bellingham High School Auditorium, 60 Blackstone Street, Bellingham, MA 02019

TIME: 8:30-11:30 AM

11:30 AM -12:30 PM: Please use this time to get lunch and travel back to Uxbridge and get lunch on your own, then report to your school.

12:30 PM: Report to your school for building-based professional development

Bill Daggett workshop/session overview in Bellingham:

Dr. Daggett is the Founder and Chairman of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors

Association, and many other national organizations. He also serves on several advisory boards. The purpose of this session is to help attendees envision the future of education. Dr. Daggett has spoken to hundreds of thousands of educators and education stakeholders in all 50 states. His presentation at our professional development day will provide enlightening, entertaining, and motivating messages that help our districts and educators look at education differently by challenging their assumptions about the purposes, benefits, and effectiveness of American schools. At the end of his presentation, attendees should feel a sense of inspiration both to embrace what is best about our education system and to make the changes necessary to meet the needs of all students in the 21st century.

Dr. Daggett will be speaking specifically, on the topic: **Educating for the Future: It Can Be Done!** Rules, regulations, teaching practices, and traditions that exist in today's American education system were created during the Second Industrial Revolution. As we attempt to meet the needs of today's students, who have lived their entire lives in the technological/information-based Third Industrial Revolution, this system is being challenged. It's about to be challenged even more as we enter the Fourth Industrial Revolution—a fusion of technologies that most

can't yet fathom. To be prepared for this changing world, today's students need a future-focused education program that prepares them with a higher and different set of skills and knowledge than what is currently being taught. It can be done, but how? In this presentation, Dr. Daggett will explain how these 20th century practices came about and describe why and how transformation is needed. He will share various strategies from the nation's most rapidly improving schools that have successfully addressed these challenges, such as zero-based budgeting, various staffing patterns, and innovative instructional practices, to prepare all students for the world in which they will live and work.

Linda Dusenbury workshop/session in Mendon-Upton

Audience: Counselors, Social Workers, School Psychologists, Team Chairs, Special Education Teachers of Specialized Programs, PK-5 Teachers from other districts

LOCATION: Nipmuc Regional High School Auditorium, 90 Pleasant Street, Upton, MA 01568

TIME: 8:30-11:30 AM

Linda Dusenbury workshop/session overview:

Dr. Dusenbury is a nationally recognized expert with 25 years experience planning, implementing, and evaluating evidence-based strategies and policies designed to create a safe and nurturing world for children and adolescents. Linda was an early pioneer in the field of primary prevention. Although she has been involved in many initiatives and significant research throughout her career, since 2010 Linda has directed CASEL's scan of state policies to promote social and emotional learning (SEL), preschool through high school, in all 50 states. In 2016 she helped CASEL launch the Collaborating States Initiative to facilitate development of policies and guidance that would promote statewide implementation of evidence-based SEL. Linda also assists CASEL with

their ongoing reviews of evidence-based programs and, more recently, with their exploration of the intersections between social and emotional learning, and mindfulness.

The purpose of Dr. Dusenbury's PD session on social and emotional learning (SEL) will be to define what SEL is (including the 5 core competencies of SEL) and present an organizing framework for SEL in education. The session will review key research on the social and emotional needs of children, as well as research on the effectiveness of SEL approaches in schools. Research clearly demonstrates that it is possible for teachers to effectively teach social and emotional competencies, and we will explore and more deeply understand evidence-based programs and practices designed to promote academic, social, and emotional competence in all children. A variety of tools and resources will be introduced and shared, including guides for selecting evidence-based approaches to SEL, as well as many tools and resources (available from CASEL and from MA ESE) that districts and schools can use support implementation of SEL ...so that students become fully equipped for success (academically, social, and emotionally), now – in school, and in the future – in work and beyond.



Guided Reading K-2
October 5-6, 2017

On day two of Guided Reading, we will continue to build our knowledge of the reading process and think about the readers. We will think together about how building systems of strategic actions enables students to become effective readers. We will observe, assess, and analyze students' reading behaviors in several instructional contexts. Using Running Records, we will systematically observe reading behaviors. As we look closely at readers, we'll continue to explore *The Fountas & Pinnell Literacy Continuum* and use it as a tool to help us think about what to notice, teach for, and support.

On day three of Guided Reading, we will think about texts. We will consider how text characteristics can be used to analyze texts and place them along a text gradient, ranging from easier to harder, more complex texts. We will examine how a teacher can use the supports and challenges in a text to make decisions about his or her lesson. Together we will develop text introductions that consider the readers, teaching, and the challenges and supports of the text. Later on, we will dig into assessment information and think about how it can be used to help us group students for guided reading.



Guided Reading 3-5
October 6, 2017

On day two of Guided Reading with the intermediate teachers, we will continue to build our knowledge of the reading process and think about the readers. We will observe and analyze students' reading behaviors to infer what students understand and can do. Using reading records, we will systematically observe these behaviors, then practice using *The Fountas & Pinnell Literacy Continuum* for specific language to capture behaviors that can be observed during guided reading. Additionally, we will explore how to refer to assessment information for dynamic grouping of students.



UHS: Preliminary Pathways

Early College and Innovation Pathways



What is the Early College Pathway?

Partnerships between high schools and colleges that provide students with the opportunity to experience and complete college-level coursework in a rigorous and supportive environment

To be designated an early college program, high schools will need to offer students at no cost the opportunity to earn a minimum of 12 college credits prior to graduation.

What is the Innovation Pathway?

Partnerships between high schools and local employers that connect student learning to broadly-defined industry sectors that are in demand in the regional and state economy.

Participation in this kind of pathway can lead students to opportunities for meaningful careers, while preparing for postsecondary education and training

What have we done?

- Submitted the letter of intent and first round of application
- Partnered with Quinsigamond Community College to determine best academic pathway and area of pursuit
- Partnered with the Blackstone Valley Chamber of Commerce and MassSTEMHub to enhance existing partnerships and connections between our engineering program and the local workforce

What do the applications also ask?

In what way are these pathways going to encourage students from underrepresented populations?

How do we plan on supporting students who undertake the pathway?

What sort of existing partnerships do we have that can be enhanced?

How does this marry to our existing curricula?

What happens next: Early College

- Consider the number of students who can reasonably complete the 12-credit sequence over two years
- Consider the budgetary impact. For those students who we anticipate completing the formal pathway, we need to pick up the cost.
- Consider if this is the best course of action, or if continuing on our prior trajectory of offering courses at family expense for books, fees, tuition, etc., is more appropriate
 - Either way, we have a commitment from the school to continue supporting us.

What happens next: Innovation Pathway

What sort of challenges could inhibit a student's ability to complete the Pathway? (i.e. transportation, off-site work)

What sort of business partnerships can we guarantee to merge the academic work with the work experience?

How does this impact overall course choice for students who may have a variety of interests?

UHS as a Leader

We have been identified by the One8 Foundation as a leader in engineering and pathway programming.

Our leadership team has been invited to lead a statewide study team visiting Nashville (TN) Public Schools later this month.

Teacher, Principal, Curriculum Director, Superintendent will be looking at the Pathway school model that has been implemented successfully in Nashville, and providing insight to how these pathways can help drive curricular and school redesign in the next generation in all school types.

UHS as a Leader

While Nashville is a city, we are studying the design elements that can translate to our school and our curricula (a smaller context)

Our Innovation Pathway is planned to look similar to what Nashville has redesigned - and how we can integrate career-aligned course sequences, interdisciplinary project-based learning, and opportunities for work-based learning.

Our work over the past two years has been validated!