



SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

86 Powder Mill Road, Southwick, MA 01077
Phone (413) 569-5391 FAX (413) 569-1711
www.stgrsd.org

Jennifer C. Willard
Superintendent
of Schools

Jenny L. Sullivan
Assistant Superintendent of
Curriculum and Instruction

Joseph P. Turmel
Director of
Finance and Operations

Robin L. Gunn
Director of
Student Services

AGENDA

TO: Southwick Town Clerk
Tolland Town Clerk
Granville Town Clerk

The Southwick-Tolland-Granville Regional School Committee has scheduled the following meeting:

School Committee Workshop
Monday, August 21, 2023

9:00 a.m. – 3:00 p.m.

Superintendent's Conference Room, 86 Powder Mill Road, Southwick, MA 01077

AGENDA for Southwick-Tolland-Granville Regional School Committee Workshop:

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

1. School Committee Meetings: Robert Stevenson
2. District Strategic Plan: Superintendent Willard and Assistant Superintendent of Curriculum and Instruction Jenny Sullivan
3. Draft Health Frameworks and STGRSD Health Curriculum: Assistant Superintendent of Curriculum and Instruction Jenny Sullivan
4. Action Items:
 - Consent Agenda – Minutes of June 6, 2023; Home Education Plans for 23/24
 - Warrants
 - School Choice Seats
5. New Business:
 - Staff Opening Day
 - School Committee Meeting Dates for 23/24
 - ADL Training

Jennifer C. Willard, Superintendent

Southwick-Tolland-Granville Regional School District

Strategic Plan ~ 2023-2027

Vision (future)

The Southwick-Tolland-Granville Regional School District (STGRSD) will prepare students to persevere, adapt and thrive in an ever-changing world as both independent thinkers and scholars.

Preparing students to persevere, adapt and thrive in an ever-changing world

Mission (now)

The Southwick-Tolland-Granville Regional School community fosters a culture where all students learn the skills and dispositions to adapt and thrive in an ever-changing world. The STGRSD community, including students, parents and staff, is compassionate, respectful, and responsible. We act with the highest integrity and take initiative for continuously learning throughout our lives.

Core Values

Scholarship

We believe in seeking knowledge for knowledge's sake. We strive to learn new things every day. We reflect on the sources of our academic successes and failures and persevere when learning becomes difficult.

Compassion

We practice empathy for others, develop the capacity to forgive, and promote a peaceful, caring and safe community.

Integrity

We demonstrate strong moral character through honesty, fairness, and working diligently to fulfill commitments.

Respect

We believe in the inherent dignity of all people, celebrate individuality, value diversity and honor ourselves and others through our words and actions.

Responsibility

We take ownership of our behavior and learning, have the courage to think and act independently, demonstrate problem-solving skills, and strive to always be reliable and trustworthy.

Theory of Action

If the administrative team promotes a common vision of high-quality, student-centered instruction and support teachers in implementation of this vision... Then teachers will foster meaningful student engagement, depth of knowledge and social emotional growth with a common understanding of best practices... So that students will take responsibility for their learning, evaluate progress toward personal goals and have the intellectual, social, and emotional skills to be productive members of community.

Strategic Objectives

Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
As a student's sense of belonging is critical to academic success, the District will foster a sense of belonging and partnership among students, staff and families where all members of the school community feel socially connected, supported, and respected.	Teachers will work collaboratively to provide all students the opportunity to learn a rigorous curriculum built around common standards with differentiated resources and instruction, clear learning expectations for each grade or course, and tangible exemplars of student proficiency for each learning expectation.	By embracing educational technology district-wide, the district will aim to meet diverse learners' current and future needs by growing their capacity to innovatively demonstrate their understanding and fostering collaboration, critical thinking in the learning process.	With teachers as coaches, all students will have opportunities every day to engage in high-quality, student-centered learning experiences that have a clear purpose, challenge them to interact with the curriculum in a deep and thoughtful manner, and engage them in authentic tasks that require creativity and flexible thinking.

High Impact Initiatives to Support District Strategic Objectives

Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
<p>Update policies, with the support of MASC, based on Education Reform Law of 1993. The District will use an equity lens when updating its policies.</p> <p>Expand work with the Anti-Defamation League (ADL) to promote pro-inclusion practices in grades K-6. Continue ADL’s pro-inclusion efforts in grades 7-12 through their work with the Connections peer leader group.</p> <p>Develop specialized programs as part of the continuum of special education services for students with an Individual Education Program.</p> <p>Maximize 7-12 scheduling to ensure all learners have equitable access to meaningful and rigorous learning opportunities.</p> <p>Increase 7-12 students’ ability to succeed in college and career by participating in coursework and programs aligned to student directed post-graduation goals.</p> <p>Increase opportunities for family and community engagement with the schools and the district.</p>	<p>Develop a process for analysis of data generated by formative and summative benchmark assessments to monitor progress and inform curriculum and instructional decisions.</p> <p>Continue to support the development of MTSS frameworks for English language development, literacy, math, and social emotional and behavioral health.</p> <p>Continue to support the shift to a literacy model that focuses on both high-quality instructional materials and the science of reading, which emphasizes foundational skills instruction in the early grades and comprehension through the development of background knowledge and vocabulary in upper grades with additional support of the SIPPS reading intervention program and other evidence-based programs to close lingering skills gaps.</p> <p>Design specialized programs for students with special needs who need unique instructional strategies to access the curriculum.</p> <p>Implement phenomenon-based story line science curriculum in grades 5-8.</p> <p>Complete the evaluation and selection process for a core 7-12 English Language Arts and English as a Second Language curriculum; Begin the evaluation and selection process for a core K-12 Health/PE curriculum.</p>	<p>To ensure the effective integration of educational technology district-wide and meet the diverse needs of learners, the district will employ the TRUST model to educate students on responsible technology use, provide online assessments for timely performance data, and offer ongoing professional development to leverage assessment data for enhanced instruction and in support of the MTSS framework.</p> <p>The district will strategically transform and enhance the technology department, focusing on professional development for core technology literacies, ensuring network stability, managing device planning and maintenance, expanding LibTech resources, cultivating the document server project, collaborating with the DLCS Department, fostering digital literacies and citizenship, promoting privacy across all areas of data processing, and facilitating the safe and meaningful implementation of AI.</p> <p>Implement an Open-Source Learning Management System, along with a comprehensive Learning Resource Store, to support site strategic objectives by enhancing accessibility, promoting collaboration, enabling personalized learning, streamlining administrative tasks, supporting data-informed decision making, facilitating blended and online learning, integrating third-party tools and resources, and promoting continuous professional development.</p>	<p>Continue to support teachers in the effective implementation of high-quality instructional materials for cognitively guided problem-based math instruction K-12.</p> <p>Provide job-embedded support to teachers to deliver grade-level instruction and assignments with targeted scaffolds to ensure universal access (DCAP).</p> <p>Expand the pilot of literacy gamification at the middle grades.</p>

High Impact Initiatives to Support Site Strategic Objectives			
Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
		<p>Develop a district-wide rich-media presence, combined with the integration of library and media functions (LibTech), to serve as a positive support for high-impact learning that supports the district-wide Strategic Objectives by fostering interactive multimedia learning experiences, expanding digital resources and collections, promoting information literacy, facilitating media production and sharing, enhancing communication and collaboration, and empowering students and educators with engaging multimedia tools and platforms.</p>	



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Tuesday, June 6, 2023

TIME: 5:30 P.M. Executive Session

6:00 P.M. Regular Session

NOTE LOCATION: In-Person at Superintendent’s Conference Room

86 Powder Mill Road

Southwick, MA 01077

***NOTE TIME AND LOCATION**

MINUTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.
Agenda times are estimates.

I. EXECUTIVE SESSION (5:30 p.m.)

At 5:31 p.m., a motion was made to go into Executive Session and reconvene in open session. Ms. Petschke called the meeting to order.

With the members Pamela Petschke, Theodore Locke, Patrick Jubb, Ryan Korobkov, and Desiree Melloni all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Jubb 5/0/0

- 2. Move to go into Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel; and to reconvene in Open Session.

At 5:52 p.m., a motion was made to adjourn Executive Session.

With the members Pamela Petschke, Theodore Locke, Patrick Jubb, Ryan Korobkov, and Desiree Melloni all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Jubb 5/0/0

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

A. Attendance

The meeting was called to order by Ms. Petschke at 6:00 p.m.

Motion by Korobkov, seconded by Jubb 5/0/0

- | | | |
|--------------------------|-------------------------------------|---|
| School Committee | <input type="checkbox"/> | Robert Stevenson, Southwick, Chairman |
| (Participants): | <input checked="" type="checkbox"/> | Pamela Petschke, Granville, Vice Chairperson |
| | <input checked="" type="checkbox"/> | Ryan Korobkov, Southwick, Secretary |
| | <input checked="" type="checkbox"/> | Theodore Locke, Tolland |
| | <input checked="" type="checkbox"/> | Patrick Jubb, Southwick (exited at 6:05 p.m.) |
| | <input type="checkbox"/> | Erika Emmelmann, Southwick |
| | <input checked="" type="checkbox"/> | Desiree Melloni, Southwick |
| Administration | <input checked="" type="checkbox"/> | Jennifer Willard, Superintendent |
| (Participants): | <input checked="" type="checkbox"/> | Joseph Turmel, Director of Finance and Operations |
| | <input checked="" type="checkbox"/> | Erin Mountain, Recording Secretary |
| Student Representatives: | <input checked="" type="checkbox"/> | Lucas Caron |
| News Media: | <input type="checkbox"/> | unknown |
| Observers/ Attendees: | <input checked="" type="checkbox"/> | <u>Approximately 5</u> |

B. Opening Ceremony

Pledge of Allegiance

C. Consent Agenda – Minutes of 5/23/23

- D. Warrants
 - Circulating
- E. Correspondence
 - None

III. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting. In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

None

IV. STUDENT ADVISORY REPORT

Lucas extended his best wishes to the seniors of the Class of 2023. He reported that the SRS marching band performed at a Memorial Day parade. With regard to sports, Lucas noted that yesterday and today, three members of the SRS Track and Field team participated in a Decathlon at Frontier Regional, including Ms. Petschke’s son Aaron Petschke. Lucas said that the last of the MCAS testing is this week, and finals and iReady testing are coming up later this month.

V. EDUCATIONAL PRESENTATION

- Special Education Presentation – Robin Gunn, Director of Special Services & Jennifer Yelin, 504 Coordinator
 - Ms. Gunn and Ms. Yelin collaborated on a PowerPoint presentation about IEPs and 504 Plans because they said there are places where they intersect and others where they are different. The slideshow covered the following:
 - o Definition and purpose of a 504 Plan – addresses accommodations or modifications to give equal access to school-based services; focuses on how the student is learning.
 - o Definition and purpose of an IEP (Individual Education Plan/Program – addresses individual needs of a student with disabilities, required because of an educational law, considers what the student is learning, includes specialized instruction and related services.
 - o Venn diagram – differences and the overlaps of IEP and 504. They both require parents to consent to evaluation of student, have no cost to parents, work to meet the needs of the student receiving the plan, and provide accommodations. The main difference is what the student is taught and expected to learn. Ms. Gunn and Ms. Yelin mentioned that www.understood.org is a great resource.
 - o Similarities – access to the setting; demonstrating knowledge; access to the curriculum
 - o Differences/Modifications – These change what the student is taught and expected to learn, and these are not part of 504 plans. Common modifications are assignment modifications and curriculum modifications.
 - o 504 Data – Ms. Yelin does comprehensive check-ins and breakdown of instruction. The number of annual meetings and reconvene meetings is lower this year. She reported that 15 students graduated off of 504 plans this year (this year we had more come off of 504 plans), and she broke down the number of students on a 504 plan at each school (30 at Woodland, 58 at Powder Mill, and 128 at Southwick Regional).
 - o IEP Data – Ms. Gunn noted that this school year that meetings were held for 45 students in grades K-5 (nine were found ineligible) and 59 students in grades 6-12 (13 were found ineligible) to determine

eligibility for special education services. In the 21/22 school year, meetings were held for 58 students in grades K-5 (14 ineligible) and meetings were held for 72 students in grades 6-12 (16 ineligible).

- Multi-Tiered System of Support (MTSS) – This is a model we use when a student is not making academic progress. Within the MTSS model, universal supports such as high-quality, universally designed, culturally sustaining, and evidence-based curriculum, instruction, and assessments are provided for all students. Tier 1 is Universal Support, Tier 2 is Targeted Support, and Tier 3 is Intensive Support. After the pandemic, we now think in terms of a student’s deficit rather than disability. For the system to be effective, it is best for students to move from tier to tier depending on their needs – it is a fluid situation. Question (Ms. Petschke) – Who provides the supports? Answer: Reading and math interventionists at Woodland and Powder Mill, and special education teachers. Special education teachers at SRS provide the supports, as well as adjustment counselors. Question (Ms. Petschke) – How do we address eligibility vs. ineligibility? Answer: Students can be referred by the parents or teachers, and then a series of tests are administered. Question (Ms. Melloni) – How do we handle when testing shows that a student is ineligible? Answer: Ms. Gunn indicated that the interventionist is a big component of this, and we talk to the principal to see if the student is in reading or math intervention. She stressed the importance of communication, and she encourages parents to reach out to the special education staff because we want parents to be heard. If services are needed, then they absolutely are offered. Question (Ms. Petschke) – Do we have more students on 504s or IEPs? We have 230 students on IEPs and 86 students on 504s. Question (Superintendent Willard) – Are we seeing a greater increase in 504 for social-emotional learning issues post Covid? Answer: Yes. Superintendent Willard noted that the relationship that Ms. Yelin has built with the students has had a big impact and the personal connection means a lot. Ms. Yelin meets with every student in grades 7-12 and she emails the student their 504 plan so they know what language to use when communicating with teachers and others.
- Testimonials – Ms. Gunn and Ms. Yelin shared a slide featuring a variety of testimonies from students, staff and parents about what a positive impact having a 504 coordinator has had on their educational experience at STGRSD.

VI. POLICIES

First Reading – ECAF Security Cameras in Schools

The policy is contained in the packets and it was emailed to members earlier. There will be a vote to waive additional readings and accept the policy later in the meeting. This policy needed to be done separately from Section E because we need to make people aware that there are cameras in the schools.

VII. ACTION ITEMS

A. Approve Consent Agenda

Move to approve Consent Agenda items as listed above.

There were no questions or comments.

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

B. Accept Wage Increases – Non-Contract Employess

Move to accept the following wage increases for non-contract employees for the FY 2024: METCO Coordinator Charlene Diaz 2.25%; Speech Language Assistant Ami Barroso 2.25%; Internal Suspension Monitor Sean Conchieri 2%; Tutor-Translator Yekaterina Nedeoglo \$18.63/hr. (Para Class 1 Level 7); Tutor-Translator Nadezhda Gladyshev \$18.63/hr. (Para Class 1 Level 7).

There were no questions or comments.

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

C. Approve Contract – Director of Finance & Operations

Move to approve the agreement between the Southwick-Tolland-Granville Regional School Committee and Joseph Turmel, Director of Finance & Operations, for the period May 23, 2023 through June 30, 2026.

There were no questions or comments.

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

D. Approve Contract – Assistant Superintendent for Curriculum & Instruction

Move to approve the agreement between the Southwick-Tolland-Granville Regional School Committee and Dr. Jenny Sullivan, Assistant Superintendent for Curriculum & Instruction, for the period July 1, 2023 through June 30, 2026.

There were no questions or comments.

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

E. Accept Waiving 2nd and 3rd Reading – ECAF Security Cameras in Schools

Move to waive 2nd and 3rd reading of policy ECAF Security Cameras in Schools.

There were no questions or comments

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

F. Approve Policy: ECAF Security Cameras in Schools

Move to adopt policy ECAF Security Cameras in Schools.

There were no questions or comments

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

G. Approve School Handbook Changes for 23/24 School Year

Move to approve the 23/24 school year handbook changes for Woodland School, with policy ECAF included.

There were no questions or comments

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

Move to approve the 23/24 school year handbook changes for Powder Mill School, with policy ECAF included.

There were no questions or comments

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

Move to approve the 23/24 school year handbook changes for Southwick Regional School, with policy ECAF included.

There were no questions or comments

Motion by Korobkov, seconded by Petschke 4/0/0

Motion passes.

H. Retirement Resolution (**Taken out of order after II. E. Correspondence*)

Be it resolved, that the Southwick-Tolland-Granville Regional School Committee hereby extends its congratulations to Judy Frenette; In recognition of thirty-four years of paraprofessional excellence. We hereby convey our sincere appreciation for your valuable efforts, dedicated service, and assistance rendered, which has enhanced the image of the Southwick-Tolland-Granville Regional Schools, and a record of these resolutions shall be permanently entered into the minutes of this School District.

There were no questions or comments.

Motion by Korobkov, seconded by Locke 4/0/0

Motion passes.

VIII. REPORTS

A. Superintendent

Superintendent Willard updated the School Committee on the Health Advisory Committee. This group held meetings over the course of the school year, and the final/annual report was distributed to members tonight.

B. Director of Finance and Operations

Mr. Turmel reported that tomorrow he will review salary agreements for all teachers. The agreements will be signed and returned by the end of the school year. He indicated that we are going forward with the vestibule project, and he is working on the financing for the capital projects. He also noted that the last four buses will be leased to Lower Pioneer Valley Educational Collaborative on July 1, 2023.

Ms. Petschke asked if we send salary agreement letters to all teachers. He said yes, we do this so that everyone is on the same page. He also noted that people who are not being rehired already were informed.

IX. SUB COMMITTEES AND LIAISONS

Negotiations: Locke, Jubb – No report

Finance: Locke, Stevenson – No report

L.P.V.E.C. Bd. Collaborative: Emmelmann – Ms. Emmelmann is at the executive director finalist interviews tonight.

L.P.V.E.C. Bd. Corporation: Stevenson – No report

Policy: Petschke, Stevenson, Jubb – They are finished for the summer; meetings will resume in September.

Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson – No report

Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni – Met today. AP English and AP Calculus are requesting a new textbook (current books are more focused on memorization). These classes get both electronic and hard cover textbooks; the new books were approved by the ILT, they meet the course requirements, and they got the go ahead to purchase these new books. The math initiative at Woodland is designed to bring joy to learning math. The entire district is welcome to attend the math events. A Math Carnival held recently included National Honor Society and Math Team students from SRS who volunteered. Also, the literacy initiative is gaining traction – the recent Bingo for Books event had a great turnout. Results from the family survey are in, and the numbers highlight improved family engagement. Parents want to know more about the curriculum and how to help their students academically.

Superintendent Willard said this is where the brainstorming is now. She meets with all new teachers and today she met with a new SRS math teacher who sends a newsletter every week to parents. Another teacher at Woodland does this and parents are receptive. Ms. Melloni also indicates there are a few teachers at SRS who send newsletters. Emails to parents might be the best way to go regarding communication.

Wellness Liaison: Locke, Korobkov, Melloni – No report

SPED Liaison: Petschke, Korobkov, Emmelmann – No report

Technology Liaison: Petschke, Melloni – No report

Southwick Capital Committee Liaison: Jubb – No report

Southwick Master Plan Liaison: Jubb – No report

Athletics Liaison: Stevenson – No report

Legislative Liaison: Rotating attendance at MASC – No report

X. PUBLIC COMMENT – excluding personnel issues

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Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

None

XI. COMMITTEE DISCUSSION

A. Old Business

- ECAF Security Cameras in Schools – This policy was approved/adopted tonight and it will be added to the 2023/2024 school handbooks.

B. New Business

- No meeting June 20, 2023 – Tonight is the last regularly scheduled meeting of the school year.

XII. ADJOURNMENT

At 6:58 p.m., a motion was made to adjourn the meeting.

With the members Pamela Petschke, Theodore Locke, Ryan Korobkov, and Desiree Melloni all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Locke 4/0/0

Respectfully Submitted,

Ryan Korobkov, Secretary

XIII. STAFFING

Appointments

Resignations

Basile, Karen	Special Education Teacher	Woodland	6/20/23
Berard, Renee	Paraprofessional	Powder Mill	6/20/23
Martin, Laura	Math Teacher	SRS	6/20/23
Seavers, Heather	Paraprofessional	Powder Mill	6/9/23
Sullivan, Danielle	Paraprofessional	Powder Mill	5/19/23
Viens-Callaghan, Ashlee	Grade 6 Teacher	Powder Mill	6/20/23

Retirements

Frenette, Judy	Paraprofessional	Powder Mill	8/15/23
Irwin, Kathleen	Kindergarten Teacher	Woodland	6/20/23

XIV. LIST OF DOCUMENTS VIEWED OR DISCUSSED DURING THIS MEETING

- Agenda for the June 6, 2023 Meeting
- Minutes of the May 23, 2023 Meeting
- PowerPoint Slides – IEPs and 504 Plans: What’s the Difference?
- ECAF Security Cameras in Schools Policy
- Health Advisory Committee Cover Letter
- Health Advisory Committee Annual Progress Report 2023
- After High School Plans and Graduation Statistics: Class of 2023