

**Minutes of Meeting**  
**September 12, 2019**  
**6:00 p.m.**  
**FWH Middle School**

The Blackstone-Millville Regional School District School Committee met in the media center of the Hartnett Middle School at 6:00 p.m. with the following members present:

Jane C. Reggio, Chairperson  
Erin P. Vinacco, Vice Chairperson  
Tara L. Larkin, District Secretary  
Sarah E. Williams, Member  
Jack R. Keefe, Member  
Tammy A. Lemieux, Member  
Wendy L. Greenstein, Member

Caryn D. Vernon, District Treasurer was absent from the meeting.

Also in attendance were Superintendent Jason DeFalco, EdD, and Assistant Superintendent Matthew J. Ehrenworth.

Cassandra and Jacob the new Student Representatives gave an overview of Sports, Student Council and Freshman Orientation. Both are seniors with 151 school days remaining. Jacob plans to study Microbiology at UMASS Amherst and Cassandra plans to go to Bridgewater State for Elementary Education.

There were no items for Public Forum.

**Motion:** It was moved by Mrs. Lemieux, seconded by Mrs. Larkin and voted 5 in favor, 3 abstain - Mrs. Greenstein, Mr. Keefe and Mrs. Vinacco (on the July 8, 2019 minutes) to approve Consent Agenda A which includes Warrants and Minutes of the August 15, 2019 meeting with the addition of the Minutes of July 8, 2019.

Regional Agreement Meeting - Sept. 25th @ 6:30 at HMS.

**Planning, Teaching and Learning Coaches**

Newest members of the team introduced by Dr. DeFalco. Very nice blend of someone who knows the district and one with a fresh set of eyes.

Jeffrey Curran and Stephanie Lanoue the District's Planning, Teaching and Learning Coaches were here to discuss the program.

Ms. Lanoue stated she is facilitating PLC meetings, looking at data from last year and using the data to inform the R.T.I. groups. They will review instructional practices and compile a list of 3 common practices they can look to incorporate. She is coaching individual teachers who are looking for assistance within their practice.

Mr. Curran is meeting with the Middle School and High School teachers and collaborating with staff and principals in PLC groups. They are discussing best practices with MCAS and STARS data and sharing what folks are doing in the classrooms. They analyze each others tests and lessons. They are using it as a sharing moment.

They are looking through the lens of what is best for students and through the lens of what the students are doing. Mr. Curran sat in the back of the room a few times and wished he had this when he was teaching to ask questions on "is your lesson going where you think it is going?" The main focus is helping teachers and providing assistance.

Dr. DeFalco stated there was a leadership team meeting with staff this week and they ran out of room. They went to adjoining classrooms to pull in more desks. Instructional leadership team meetings are driving the work forward.

Mr. Curran is meeting with teachers every day at the High School and more in the afternoons at the Middle School. He is getting to know the Middle School schedule.

Ms. Lanoue is meeting weekly at MES and the Complex rotates every other week by grade.

Mrs. Greenstein would like to invite Mr. Curran and Ms. Lanoue to return in February to see how things progress and how things are flowing into the classrooms. By then they will have a 3rd Special Education Coach.

**Representative Michael Soter**

Representative Soter spoke on Chapter 70 reform. They are reaching the end with decision making time. Bills to be debated on the floor. He is hoping it will happen by

October or November. They are trying to put District's at ease going into the budget season.

Representative Soter is pushing for the skills work grant program. The RFP opened up for that and he encourages the school district to apply. Uxbridge had great success. Keep the students in District which is very important to your formulation numbers. It is being revamped to make it an even better, bigger program. The money is there and they may even add more to it. The program promotes a whole new sense of energy for the Districts. Schools are adapting to it. There is a void in Massachusetts with a lack of skills in the manufacturing sector. The Blackstone Valley Chamber of Commerce is active in the program.

He feels the Skills grant program is great. It creates a kind of college environment. You go to a certain school with a group of kids for a certain skill. They want to give kids who will not go to college a skill they can get a job with. He is so happy to see Blackstone-Millville participating in this program.

Regional School Transportation went from 70% to 80%. He wishes it was 100%. They are on the right track. He doesn't anticipate it going backwards. There is a big push through the House Weighs and Means to emphasize regional transportation.

Circuit Breaker is going to 70% which should help out tremendously.

He is committed to helping BMR.

Representative Soter spoke about Jill and Phil Dixon who began researching pre-school options for their two children and were shocked to realize early childhood education is both costly and not an opportunity that is affordable to all children. It became clear in the State of MA alone who were unable to attend pre-school. The Tally Foundation bases tuition on need. Parents should not have to worry about early childhood education. Representative Soter is proposing for more early childhood education.

They are running pilot programs. It is a smart investment early on and savings on the back end. The pilot was with 12 kids who are mostly 4 years old at a daycare in Framingham. How do you get assistance for your special needs child that really needs the early childhood education? They are trying to respond to this need. They also help parents get job placement. By year 3 or 4 the parents start paying for their own tuition. He feels it can be done without pressure on the taxpayer. It's a new way of thinking with new energy.

Representative Soter stated that School Choice is not going away. The will of the people across the state is stating that is what they want. He met with the Dept. of Education. He asked how do I get kids in my District's to not go to the charter schools. The answer he received was Innovation School. Try to keep the kids and the dollars within the school district. By doing this you are focusing on the charter school programs in your own school district.

The Triple E outbreak in our area has forced spraying at the high stage. He encourages parents to protect their kids in Blackstone and Millville.

### **Jill Pilla-Gallerani - Overview of Special Education Program**

The goal of special education is to develop happy, healthy, and proficient students who are prepared for college, career and community.

### **Where we have been:**

#### **Program Model**

Interim Director of Special Education

BMR Team Chairperson/Teacher 8-12+

FWH Team Chairperson/Teacher 6-8

AFM/JFK Team Chairperson K-5

MES Team Chairperson (.7) PK-5

324 students

Millville - 5 teachers, 12 para-professionals

AFM/JFK - 9 teachers, 12 para-professionals

FWH - 3 teachers, 6 para-professionals

BMR - 6+ teachers, 7 para-professionals

2 occupational therapists

1 physical therapist

2.5 speech/language pathologist

1 Speech/Language therapy assistant

1 Board Certified Behavior Analyst

Teacher created schedules

### **Curriculum/Instruction**

Varied instructional methodologies, content and strategies

Inconsistent access to regular education programs

Lack of consistent implementation of programs across and within grade levels, buildings and district as a whole.

Data collection strategies and techniques varied and inconsistent

Limited use of data to drive instruction

Use of varied programs

### **Continuum of Services**

Full Inclusion

Partial Inclusion

Substantially Separate

Out of District 24/1

Millville - Integrated Pre-K, Sub Separate PK

AFM/JFK - Upper essentials, Lower essentials, pragmatic learning

FWH - No specialized programs

BMR - Community Connections, Essentials, Alternative Learning

### **Where we are- building our foundation for change**

#### **Program Model**

Director of Learner Support Services

Planning, Teaching and Learning Coach

Team Chairperson 7-12+

Team Chairperson 4-7

Team Chairperson PK-3

307 students

Millville - 8 teachers and 14 para-professionals

AFM/JFK - 7 teachers and 9 para-professionals

FWH - 4 teachers and 6 para-professionals

BMR - 6 teachers and 9 para-professionals

2 Occupational Therapists

1 Physical Therapist

2.5 Speech/Lang. Pathologists

1 Speech/Language Therapy Assistant

1 Board Certified Behavior Analyst

Administration supervision/creation of teacher schedules with 1:1 teacher review

Curriculum/Instruction

Planning, teaching and learning coach

Increased feedback, supervision and support

Development of focused instructional methodologies, content and strategies

Consistent access to regular education programs

Consistent implementation of programs across and within grade levels and buildings

Use of data to drive instruction

Wilson Training - 10 Specialist/Teachers

Program access and implementation

Focused Professional Development

Envisions

Big Ideas

Empowering Writers

Novels/Anthologies

Ascend Math

Foundations

Wilson Reading

Read Live/Naturally

Edmark

Touch Math

Reading A-Z

### **Continuum of Services**

Full Inclusion

Partial Inclusion

Substantially Separate

Out of District 22/1

## **Millville**

Integrated Pre-K

Sub Separate PK

Pragmatic Learning Classroom

Alternative Learning Program

K-5 Math Focused Special Ed Teacher, K-5 Literacy focused special education teacher

## **AFM/JFK**

Essentials

K/1 Math Content Focused Special Education Teacher

K/1 Literacy Content Focused Special Education Teacher

## **FWH**

Essentials

Investigating a model for content focused special education teachers

BMR - Community Connections, Essentials, Alternative Learning

Content Focused/Highly Qualified Special Education Teachers.

Inclusion - purposeful placements and support with specialized instruction.

## **Where we are going - developing our future**

### **Program Model**

Consistent review of Programs/Models

Director of Learner Support Services

Assistant Administrator of Special Education

Planning, Teaching and Learning Coach

Team Chairperson 7-12+

Team Chairperson 4-7

Team Chairperson PK-3

Scheduling - planned, collaborative, purposeful and ready to go

### **Curriculum/Instruction**

Consistent feedback, supervision and support

Focused instructional methodologies, content and strategies

Consistent access to regular education programs

Consistent implementation of programs across and within grade levels and buildings

Use of data to drive instruction  
Consistent use of data to drive instruction - formal/informal

Envisions  
Big Ideas  
Empowering Writers  
Novels/Anthologies  
Ascend Math  
Foundations  
Wilson Reading  
Read Live/Naturally  
Edmark  
Touch Math  
Reading A-Z

### **Continuum of Services**

Consistent Review of Continuum of Services  
Full Inclusion  
Partial Inclusion  
Substantially Separate  
Out of District

Millville  
Integrated Pre-K  
Sub Separate PK  
Pragmatic Learning Classroom  
Alternative Learning Program  
AFM/JFK  
Essentials  
FWH  
Essentials  
BMR - Community Connections, Essentials, Alternative Learning

Expansion of Content Focused special education model - elementary  
 $\frac{2}{3}$  and  $\frac{1}{5}$

FWH Model for increased content focused special education teachers  
Inclusion - purposeful placements and support with specialized instruction



## **As We Move Forward**

Continued focus on becoming a District of One

This is an ongoing never ending process

## **Portrait of A Graduate**

Dr. DeFalco wants to clearly define what a graduate profile of a student is. Coming at just the right time for this district. The strategy and initiatives are going to lead to this. The why is more important than the what.

Sitting at Ed Hub recently the students looked like Student B. Empowering the learner with 21st century skills is what the teacher at the Ed Hub was able to do. We have 5 students at the Ed Hub from Blackstone-Millville Regional. We in education tend to value a particular type of student. Some students fall into line and others do not. We need to try to do it differently because every single student matters. We are trying a different way to get the work done. Let kids wrestle with what they are learning and get to the answer the way they need to. Very clear plan on how they want to roll out the work.

We need to know where we are starting from to know where we need to go. Want to take it a step further. What is the change that needs to be brought forward to get to Student B. Learning tours are hugely important. See other schools to see the great things happening there. See best practices. This is helping us define what we want our kids to be able to do in their experience here. What are the shifts we need to make to put this in place. When all of the pieces come together you will have the graduate. It is not a different process. It defines clearly the type of student we want to produce from the work.

Unlike a mission or vision statement, a graduate profile is a document that a school or district creates and uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. This profile integrates seamlessly into the Blueprint for District Improvement.

The “why” is far more important than the “what”

Content Mastery, Communication, Collaboration and other 21st century skills are used.

## **The community team plan**

### **Sept. goals:**

Create a portrait of a graduate design team

Needs Assessment: Comprehensive school and classroom level walkthroughs

### **October goals:**

Convene the Portrait of a graduate design team

Review data from the needs assessment

Define Overall timeline

### **November goals:**

Research review and book club

Meet with teacher team

Draft POG graphic

### **December:**

Continue to work on the POG

Prepare to share with School Committee and Community in January

### **January:**

Share POG work with School Committee and Community for first draft review

Learning Tour: Community Team, Teacher team, and Interested community members visit schools implementing personalized learning

### **Feb - March**

The District's Portrait of a Graduate will begin to take shape. With focused conversation about the knowledge, skills, mindsets, and literacies essential for student success, the Community Team will craft the meaning behind the Portrait.

Over the course of these meetings, the Community Team will discuss, create, and refine a visual representation of the competencies within the district's Portrait of a Graduate.

The Team will discuss and create the policies, structures, and professional learning opportunities to ensure the district can move from portrait to practice.

### **April:**

Convene the Community Team to:

Review the Blueprint for District Improvement and crosswalk the plan with the vision for Portrait of a Graduate.

### **May:**

Convene the Community Team to plan for parent/school community presentations.

### **June:**

At the June school committee meeting present the final products of this work.

Recognize and appreciate community team and teacher team members.

**The Community team will consist of:**

Superintendent Jason DeFalco  
Elementary Principal  
MS Principal  
HS Principal  
3 School Committee Members  
3 Community Members  
3 students  
3 teachers

Mrs. Reggio feels we look to the best and the brightest and pull them in but sometimes we need to look at the wanderers who will surprise us. They step up when challenged. She wants to pick the ones they may not normally pick.

Mr. Ehrenworth stated this is the team that is driving the work and maybe the first graders can come for a part of the meeting and not sit for 2 hours.

**Business Office Report**

Matthew Ehrenworth, Assistant Superintendent

Mr. Ehrenworth presented all sources of income that they see coming into the District. There will be some changes that take place. Sometimes there is no way of budgeting for a certain revenue. They may put together a separate food service budget.

He also presented the expenditure review. You will see some change in the document. He has not allocated the grants yet. There are things budgeted in other areas that will move to the grant line. The total bottom line will never change. There are positions that have not been filled yet and have not been encumbered. Focus is on the budget and the process. The projection column will start to change.

Last year we struggled with 9200 and 9300 lines. We never really budgeted for them. This is different this year.

Personnel changes were handed out to the Committee members.

2 persons in District retired recently, Barbara Finn-Campopiano (title I teacher) and Karen Breault (Administrative Assistant.) Mrs. Greenstein wished them well in their retirement.

Mrs. Vinacco stated on September 21st at 2:00 p.m at the Bellingham High School will be the BMR Marching Band Home show. She can get tickets for anyone who wants to go.

**Motion:** Mrs. Reggio entertained a motion by Mrs. Lemieux to adjourn the meeting at 8:20 p.m. and to Enter into Executive Session for the purpose of M.G.L. chapter 30A, section 21 (a) and not to return to the regular meeting. A roll call vote was taken.

Respectfully submitted,



Monique F. Simard  
Recording Secretary

ATTEST:

  
Tara L. Larkin, District Secretary