

**School Committee Meeting  
November 3, 2016  
Frederick Hartnett Middle School**

The Blackstone Millville Regional District School Committee met in the library of the Frederick W. Hartnett Middle School at 7:00 p.m. with the following members present:

Erin P. Vinacco, Chairperson  
Wendy L. Greenstein, Assistant Chairperson  
Tara L. Larkin, District Secretary  
Steven J. Tringali, Member  
Georgette A. Jarret, Member  
William F. Chaplin, Jr. - Arrived late to the meeting

Superintendent Himmelberger was absent from the meeting as well as Mrs. Reggio and Mrs. Watson.

Also in attendance was Assistant Superintendent of Schools, David Thomson, Ed.D.

**Report of Student Representatives**

Brittany Dwyer –NHS takes old jeans and milk jugs and make shoe forms out of them. They send all of this to Uganda and the people of that area make the shoes themselves. They had dress up for Halloween for the seniors and prizes were awarded.

Jack Keefe- mock election held in school –

Jack gave the statistical breakdown for sports for Cross Country, Field Hockey, Football, Soccer and Volleyball. You can log onto Dual valley conference to see all of the standings.

Brittany - Marching Band Nationals will be held on November 12<sup>th</sup> at Metlife Stadium in New Jersey. Currently the band are Massachusetts and New England champions.

There was no one present for Public Forum

**Motion:** It was moved by Mrs. Larkin, seconded by Mr. Tringali, 4 in favor, 1 abstain Mrs. Greenstein (Minutes of meeting) to approve Consent Agenda A which include Warrants, Field Trip Requests and Minutes of the October 20<sup>th</sup> meeting.

Personnel Updates – Bianca Brannigan-Jones new Adjustment Counselor to replace John Staples starting on November 28<sup>th</sup>, Maria Powers, Grade 5 Special Education teacher at AFM, Lisa Gallo BCBA starting on November 21<sup>st</sup> and David Cividino started as a Special Education teacher at the HMS on October 17<sup>th</sup>.

**SPECIAL EDUCATION UPDATE**

Loretta Braverman, Special Education Director and intern Haley Carroll a Junior at the high school gave a presentation.

Special education enrollment is at 17.2 percent with the student body which is the same as the state.

## **Instructional Supports**

Placement in full inclusion - 48.2 percent

The state is at 61.9 and we need to work to align with this.

A PPI (Progress and Performance Index ) of 75% or higher indicates the District is narrowing the gap. BMR is at 63% and the state 51%.

Last year they had BBST (Building Based District wide support team), kid talk at the HMS, under use of 504, and no use of DCAP.

This year includes kid talk, RTI MTSSP, creation of 3 tier intervention flip charts, DCAP, 504 related services and special education. This year Kid Talk – 30 minutes each day among regular education and special education and individual parent meetings twice a week. Data sheets will be collected daily and monthly report completed by principal and given to Superintendent at leadership meetings, whereby leadership team will analyze data.

DCAP promises to parent that they will use certain types of intervention. If student struggles with DCAP they need to see if there is a disability and may need a 504 plan. This gives them accommodations. If the student needs specialized instruction it rises to a special education placement.

A parent could call and say my child is struggling and I would like to come in and talk to teacher. The kid talk team will come together and address the parent. The parent has 2 opportunities to come in. This is to bring the parent voice into the problem solving and perhaps have some carry over at home. They are using PD to finalize the data sheets. This is the expectation so all students can learn. They want general educators and special educators to come together to discuss kids. They will take data before, during and after the interventions. This is an issue in the district and identified as a need. The principals have been pretty vocal about this. Now we have a plan and it doesn't all fall on the general educator. The special education teachers will collaborate also.

CO TEACHING. There was PD over the summer and assessed co-teaching strengths and challenges, observations and teacher intervention. The biggest barrier was the lack of co-planning.

This year they will have frequent and consistent walk through's in the co-teaching classrooms. Provide systematic co teaching feedback on the six co teaching approaches, informal evaluations of the co-teaching approaches.

Lisa Dieker will sponsor Professional Development on April 13<sup>th</sup> in electronic lesson planning. One side is filled out by the general education teacher and one by the special education teacher which will include goals, assessments and data collecting. Allows for common planning to happen. It will be electronic lesson planning.

We have a co teaching class at every grade.

Mrs. Greenstein wants to be sure that we are moving properly and co teaching effectively.

The co teaching informational sheet will be very helpful. She needs the special education teacher in the room teaching and not pointing and redirecting.

We have a bit of a territorial issue going on. The general education teacher and the special education teachers are both the teachers in the classroom. They need to share the teaching in their classroom. Lisa Dieker is coming here in April to help with this. In the spring people will come to it with a more robust conversation. At some point she will talk about inclusive practices. There will be an a.m. and a p.m. session.

### **SOCIAL EMOTIONAL SUB SEPARATE SERVICES**

In 2015 there was an elementary program and high school program.

In 2016 there will be a middle school program.

Small group instruction, behavior management, counseling, social skills groups, time management, study and organizational skills development, occupational, physical speech and language therapies.

This newly created sub separate program will provide a consistent therapeutic milieu and rigorous academics as a foundation providing a state of the art, vigorous and engaging program aligned with the Mass Curriculum frameworks.

#### **DIP Goal #1**

Continue to refine and develop curriculum improvements to increase student achievement. To analyze schedule to create time for RTI, PD in RTI/MTSS implemented with integrity.

#### **DIP Goal #2**

Improve delivery of special education. Develop and publicize district philosophy of the use of inclusive settings.

She wants to change the culture and expectations to not immediately go to a pull out setting. Be very mindful of pulling students out of the classroom.

Mrs. Greenstein thinks that the fully inclusive classroom is working properly. She wants to know where they get to in the process. They need to perfect the team work between the classroom teacher, the special education teacher and the para-professional.

She will go into observations with the principal as well.

They will enhance and expand co teaching model and provide protocols on the use of co teaching method in inclusion settings.

Dr. Thomson – this is a process and not an easy one. Students do considerably better when they are in the regular education classroom. It will be multi-faceted.

### **ELEMENTARY PRINCIPAL UPDATE**

PARCC/MCAS Results 2016 – a new medium, new questions and new test.

The good part is that our kids did quite well even though it is a tougher test. They will be trying to make comparisons between three different tests.

This year 8<sup>th</sup> grade will be the 1<sup>st</sup> group that will have to pass MCAS 2.0 to get their diploma.

Dr. Thomson gave the 2015 PARCC and MCAS results statewide. Basically tells us this is a more difficult test. It is asking a different type of questioning and thinking and doing. They can pass it but it is tougher than the old MCAS test and MCAS 2.0 will probably be somewhere in between.

He also compared our PARCC results with the state results in math.

Mrs. Brown – AFM school principal –

PARCC comparison in Math and ELA vs. the State were given.

62% at 4 and 5 level for ELA. PARCC has five levels. 4 and 5 met or exceeded expectations. Each family received a report explaining the breakdown in the different areas. It gave only a broad based breakdown. This is the first time that the test is timed. They could not answer all the pieces because they did not have access to it. They wanted to see how many students were on the cusp.

Dr. Thomson stated the math scores were much higher than he expected them to be. We are seeing huge dividends with teachers using the new math program.

Students can now talk well about their thinking and reasoning in mathematics.

They were able to go through the reading and writing evidence tables and to help fine tune and address all that they need to address at each grade level.

For future considerations for improvement they will provide literacy coaching, writing programs for Kindergarten through Grade 5, revise and align to new science standards and enhance Tier II interventions.

It is not about pushing kids harder. It is about making adjustments to our instructions to be sure that kids understand and demonstrate growth.

They need to realign science with the new standards that have been rolled out in the Commonwealth.

Determine baseline data pre-assessment at start of school year.

Progress monitor and differentiate instruction/MTSS (RrI) concluding end of year activity: post assessment. It's one thing to put it in schedule but another to use it. They want to fine tune it. They have made considerable progress.

There are many districts across the Commonwealth in the same position as us in the area of science.

We do have teams of teachers that are breaking down the science on the scope and sequence piece.

Mr. Tringali – they are departmentalizing at the elementary level. They may blend things together.

There is a need for Foundations for K-5.

We are looking at writing programs this year and hoping to implement them next year. It is a need and with a lack of resources they had to put it off.

They must not overload a teacher with all new programs and roll out slower.

Gwen Swanson and Lauren Boyle, MCAS tutors are instrumental in helping the rest of the district get up to speed with STARRS.

Dr. Thomson wants Renaissance Learning to host a conference here in January in Starrs.

They are getting used to the format and the questions and having children get the experience.

We did do an overview and there is a detailed plan of MCAS.

Elementary Report Cards – we need to do adjustments with that. There is a large group of teachers doing this.

Mid- year they met and talked about report cards and they had a report card committee. They looked at ELA and Math and they submitted suggestions. They will go back and have a final conversation on this. They realized it needs to be a thoughtful process and teachers need to play a big role in developing this. By April or May they will present this and submit the changes to Aspen to have all the changes inputted. They want to roll it out next year.

#### **Dr. Haughey - School Improvement Plan-**

Goal #1 – Climate and learning environment core value: The goal is to create a positive classroom and school environment.

Goal #2 – Academic standards and expectations core value: Students in K through 5 will learn and apply the math concepts as identified in the Common Core standards.

Goal #3 - Students in K through grade five will learn and apply writing strategies as identified in the Common Core Standards.

Goal #4 – Staff will investigate and apply rigorous and engaging instructional methods.

#### **Water Sampling Update**

We have 25 questionable water fixtures in the District which are lightly used fixtures. Water sits in a fixture and it absorbs copper and lead which can give skewed results. They want to be proactive and transparent and a letter went home to parents. The 25 fixtures have been shut down and they will be retested and it will cost about \$500 to do this and they are flushing the fixtures to get the stagnant water out of there.

It is not a Blackstone water issue. The water source is just fine. This was the State reacting to the Flint, Michigan water crisis. The actual water reports were emailed home as well. They did receive some phone calls and Mrs. Cobb has contacted our water person in Millville and we do have steps to move forward. We did not test MES because we are constantly checking that water source.

Mrs. Larkin revised the letter from 2014 on the Regional Agreement to see if anyone had anything to add to it. She wants to invite the public in on December 8<sup>th</sup> to start the conversation again. They will need to post it as a workshop.

#### **School Committee Forum**

Mr. Chaplin – BMR volleyball had a big win on homecoming day. Mr. Dudek and Mrs. Desai got shirts with class of 2029 on them which was a great idea and made a connection. Please vote No on question 2 at the voting booth.

Mrs. Jarret- Remember to attend the bonfire Monday evening from 5:30 – 7:30.

Mr. Tringali – good luck to the marching band at Metlife Stadium.

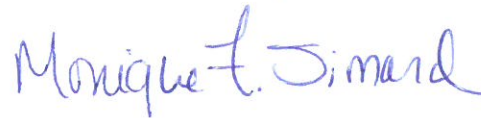
Mrs. Larkin – edits on our website – school committee page – add our budget to their page and the Regional Agreement information – the data is still important to see – Add departments or titles on teacher’s names. Hard to search for people. Is there a way to put the budget vs. expended to date so that people see where our money is going.

Mrs. Vinacco – shout out to band - safe travels, unbelievable performances-

Next meeting will be held on November 17<sup>th</sup>.

**Motion:** It was moved by Mrs. Greenstein, seconded by Mrs. Larkin and unanimously voted to adjourn the meeting at 9:00 p.m.

Respectfully submitted,



Monique F. Simard, Recording Secretary

ATTEST:



Tara L. Larkin, District Secretary