

*Natick Public Schools
SCHOOL COMMITTEE MEETING MINUTES
October 15, 2018*

The School Committee held a meeting on Monday, October 15, 2018 at 6:50 p.m. in the School Committee Room, third floor, Town Hall. Chair Tabenkin called the meeting to order and took roll call at 6:50 p.m.

Members Present: Matt Brand, Paul Laurent, Dr. Donna McKenzie, Julie McDonough, Dave Mangan, Lisa Tabenkin

Members Absent: Haley Sonneborn

Hayley Sonneborn arrived at 6:56 p.m. while the Committee was in Executive Session

Others Present:	Anna Nolin	Interim Superintendent
	Timothy Luff	Assistant Superintendent
	Kirk Downing	Interim Assistant Superintendent
	Rose McDermott	Recording Secretary

Chair Tabenkin moved for approval for the School Committee to enter into Executive Session:

- I. To discuss complaints or charges brought against, a public officer, employee, staff member or individual (open meeting law complaints filed by Mr. Ron Alexander (Reference complaint #'s 401 through 510) in accordance with the provisions of Chapter 30A, Section 21(a) of the Massachusetts General Laws.

Mr. Mangan seconded. Chair Tabenkin called for a roll call vote. All in favor of entering into Executive Session for this purpose:

Mr. Brand-Yes

Dr. McKenzie - Yes

Mr. Laurent- Yes

Mrs. McDonough-Yes

Mr. Mangan - Yes

Chair Tabenkin – Yes

It was unanimously approved by a vote of the six members present, 6-0-0.

Chair Tabenkin stated that the School Committee will be returning to open session at approximately 7:15 p.m.

At 7:15 p.m., the Committee returned to open session.

Others present at this time:

Mr. Jefferson Wood
Hannah Savoia

Teacher Representative
Student Representative

Public Speak

Chair Tabenkin asked if anyone wished to come forward for Public Speak. No one came forward.

Chair Tabenkin announced that this meeting is being broadcast live and being recorded for future public distribution.

Co-teaching and Self Determination Presentation

This following staff members were involved in presenting:

Tim Luff – Assist Superintendent Student Services

Katie Brown – Transition Coordinator at Natick High School

Ann McAvinn – Learning Center Teacher – Johnson Elementary

Michelle Mitchell – Learning Center Teacher – Wilson Middle School

Amanda Curley – Teacher – Natick Preschool

What is self-determination?

“A combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.” (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p.2).

What are self-determination qualities?

- Goal Oriented
- Self-Efficacy- Belief in one’s self
- Motivation
- Ability to Address Challenges
- Persistence
- Self-Awareness
- Ability to make choices
- Access Supports
- Self-Advocacy

Goal Attainment Strategies:

- Identify Strengths
- Identify Challenges and Areas of Need
- Set a Goal
- Develop a Plan to reach that Goal
- Act on Plan
- Experience Outcomes
- Reflect and Assess
- Adjust Practice
- Realize benefits of Success or Opportunities for Growth

Self-determination district goal:

During the 2017-2018 school year students receiving special education services will increase self-determined behaviors in order to increase their participation in the IEP Team process as measured by the following targets:

- By June 2018, 80% of students who have an Individualized Education Plan(IEP) will become aware of, and implement, the “Self Determination Learning Model of Instruction” (SDLMI) goal planning and attainment process to incorporate one specific goal into their IEP.
- By June 2018, 10% of students with an IEP will increase active participation in their IEP by piloting the “Student Led IEP Process” (direct instruction around participation skills)to engage the IEP Team in discussions around their specific goal and/or other parts of their plan.

Process and Timeline:

2015-2016:

- Staff and SEPAC presented with the book, “Getting the Most out of IEPs, An Educator’s Guide to the Student-Directed Approach” by Colleen Thoma & Paul Wehman
- Research done on Field experts to assist Natick in implementation of Student Led IEP
- Dr. Lori Peterson, University of Northern Colorado, selected.
- Best approach is through the development of Self Determination Skills.

2016-2017:

- All special education staff received overview and training in Self Determination
- Determination made to use “Self Determination Learning Model of Instruction(SDLMI)” and “Student LED IEP” research based practices
- “Champions” from each level picked to train and pilot “SDLMI” process with 3-5 students on caseload
- Champions implemented SDLMI process in Spring of 2017

2017-2018

- Champions trained all other special education staff in SDLMI Goal Attainment process to implement for students on caseloads
- Champions received training in and piloted the “Student LED IEP” strategy for a minimum of 3-5 students on their caseloads
- Ongoing consultation with Dr. Lori Peterson has continued as we implement and collect data on this model

The teachers discussed what the conferencing looks like at the different grade levels. Several videos were shown of the IEP engagement in action.

How this looks at an IEP meeting? Answer: Different for every child

- All students learned self-determination skills
- All students learned and completed Goal Attainment Process
- These students either:
- Have that goal incorporated into their IEP Team Meeting, or,
- Discuss pieces of that process in the IEP team meeting by,
- At minimum talking about strengths, or more, or even...
- Taking on the discussion of the whole goal
- A small percentage of our students learned to facilitate the IEP team process

Elementary and Middle School:

- All students directly taught Self Determination Skills through Special Education Classrooms
- Elementary-63 Students engaged the IEP Team in discussions around their specific goal and/or other parts of their plan.
- Middle School- 62 Students engaged the IEP Team in discussions around their specific goal and/or other parts of their plan.

High School:

- 212 students who receive special education support engaged in the goal attainment process during Skills Development Classes
- To introduce process, students chose personal goals unrelated to academics
- After teaching the process, students chose one personal goal related to academic, social/emotional or organizational progress
- 32% of students who receive special education supports at NHS participated in the Student Led IEP Process, as demonstrated by:
- Students created check lists to guide them through the IEP meeting from introducing all team members to identifying the components of the Transition Planning Form

- Students created a powerpoint or video articulating their concerns, vision, strengths and areas of growth
- SDLMI will continue to be the student achievement goal focus for the NHS Special Education Team during 18-19 SY

Next Steps:

- We are looking for 50% of our special education students to engage in the IEP process--Current year we had 25% surpassing goal by 15%
- Develop a district wide goal that broadens SDLMI instruction to the general education population--perhaps incorporate the instruction in to the RTI process
- Blend the SDLMI process into a broader Social Emotional Learning Scope

The team went on further to discuss co-teaching. The definition of co-teaching is when two or more teachers delivering both content and skills based instruction at the same time in the general education classroom to both students with and without special education support. The benefits are:

- ❖ Better for students
- ❖ Access to the general education for all students
- ❖ Specialized instruction; Individualized and differentiated
- ❖ Teachers learning from teachers
- ❖ Reduce pull-out/small group instruction
- ❖ Connection among students

Erin Miller and Laura Ives from Natick High gave an overview of co-teaching for SY 18-19

A look at the numbers from 2015 and 2018:

YEAR	#Small Group Classes	#CT Classes	#of students on IEP's in small group classes*	#students on IEP's in Co-taught*
2015	11	1	71	6
2018	4	25	11 (64%decrease)	189

The number of CT classes in Gr. 9/2016=10 sections, now in Gr. 11/2018 =4 sections...what does this mean? Continued Work in SY 18-19:

Co-Teaching Goal: During the 2018-19 SY, I will evaluate the effectiveness of co-teaching on both special education and general education students to promote the long term viability of the co-teaching model.

- In evaluating the model, I will engage in a minimum of 8 shared walk-throughs in co-taught classroom with other department heads.
- I will evaluate test scores, MCAS scores and other pertinent data points to evaluate progress for all students.
- I will analyze the methods in which general education students are placed in the CT model in conjunction with department heads and guidance staff.
- I will survey both general education and special education students and families regarding their experience and satisfaction of the co-teaching model at NHS

Co-teaching at the middle schools:

	KENNEDY		WILSON			
#of CT classes	L&L	MATH	L&L	MATH	SCI	HISTORY
Gr. 5	3	3	4	3	2	1
Gr. 6	2	2	4	2	1	0
Gr. 7	2	2	2	2	2	2
Gr. 8	2	2	2	3	0	2

PreSchool & Elementary School Improvement Plans Presentation

Principals from the elementary schools presented their School Improvement Plans. Present were:

MaryBeth Kinhead - Principal of Natick Preschool

Karen Ghilani – Principal of Bennett-Hemenway School

Ben Gatto – Principal of Brown School

Jordan Hoffman – Principal of Johnson School

Anne Carothers – Principal of Lilja School

Susan Balboni – Principal of Memorial

The Principals reviewed their overall common goals for the 2018-2019 school year and reviewed steps to achieve these goals.

Goal 1: All students will make effective progress in literacy. All students will meet or exceed grade level reading expectations on district determined measures or make at least one year's growth.

Strategies and Action Steps: Implement Calkins-based balanced literacy scope and sequence

Continue K-4 literacy professional development (year 2 of 3) to improve and enhance our Reader's and Writer's workshop models. Continue to build foundational skills through phonemic awareness, phonology and environmental print at preschool level. Identify material needs and supplies required to support robust reading and writing workshops. Continue to define and revise our literacy assessment systems. Create additional opportunities for teacher teams to construct purposeful lessons through collaboration, coaching, observations and feedback.

GOAL 2: At the elementary level, we will identify and take inventory of practices that support the social and emotional learning of our students.

Strategies and Action Steps: Audit current practices for SEL implementation across all elementary schools including preschool. Our school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. Build capacity in staff to develop connections with students that foster inclusion and social emotional capacity and enhance engagement in teaching, learning and school-wide activities

- Create common expectations for students in common areas throughout the school
- Create common language to support these expectations to be used by all adults in the building
- Recognize and acknowledge prosocial behaviors in staff and students publicly to reinforce intended expectations
- Use common language to craft classroom compacts/rules to ensure students see the consistency across setting
- Bennett Hemenway: I-Teach targeted Open Circle (2015 publication version) K-4 as highlighted and identified by teachers on our OC vertical map.

The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

- Examine elements of Responsive Classroom, PBIS, Social Thinking curriculum to enhance SEL toolkits in the general education classroom
- ELL training
- Special Education workshops to highlight strengths and challenges of students

Bennet Hemenway: Complete baseline/benchmark student voice surveys for grades 2-4 to better understand student's feelings of inclusion and connectedness.

- Based on student results, implement a Check and Connect system for students that identify at risk for anxiety/social challenges.
- Amend and adjust based on research and learning to build a tool K-4 district wide and refine the RtI process to support and include students with SEL challenges.

Goal 3: Ensure that all students have their needs met systematically through purposeful review of performance data and adjustment of practice.

Strategies and Actions Steps: Re-examine the elementary RtI process and practices to develop a common and consistent plan across all five schools. Create venues for teachers to share best practices as evidenced by student success in the classroom. Present the unified RtI Parent Workshop at the elementary level to the community. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

Natick High, Kennedy, and Wilson School Improvement Plans Presentation
Principals from the high school and middle schools presented their school improvement plans.

Present were: Brian Harrigan – NHS, Teresa Carney – WMS, Andrew Zitoli – KMS

Kennedy and Wilson Middle Schools

Goal 1(Wellness):

District Goal: Develop a systematic, developmentally appropriate social-emotional learning (SEL) and healthy living framework for student learning and parent engagement and partnership.

Strategic Objective: Build relationships with students, students with each other, and staff with each other

Building Goal #1: Based on the Metrowest Health Survey administered in 2016-2017 and Wellness survey administered in 2017-2018 school year, there are three areas we will focus on improving: school attendance, student connectivity with adults and sources of stress.

We intend to decrease the number of unexcused absences by 5%, increase the number of students who will talk to adults at school by 5%, and reducing stress for students by 5% as measured by the 2019 MetroWest Survey. *The intended outcome is to promote a healthy, emotionally supportive, and positive climate & culture for our students and staff.

Goal 2 (Student Growth in Math and Reading):

District Goal: Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.

Strategic Objective: Use assessment data to follow learners and make instructional decisions.

Building Goal: By the end of the 2018-2019 school year, each grade level will show at least a 3% increase in their median student growth percentile measured by the Renaissance STAR Assessments in both Math & Reading.

High Growth= 66% to the 99%

Typical Growth= 35% to 65%

Low Growth= 1% to 34%

Action Steps for 18-19

- Renaissance assessments, RTI cycles, data meetings and focus areas established through the year (4x this school year)
- ACT (Assisting Children & Teachers) Structure with Math & Reading specialists
- Monthly Data Meetings to determine intervention groups for skill development & enrichment opportunities
- Analysis of Renaissance universal screening tool for Math and Reading (instructional planning reports, progress monitoring, & goal setting)
- Teacher coaching from Math & Reading Specialists

Goal 3 (Deeper Learning & Profile of a Graduate)

District Goal: Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.

Strategic Objective: Use relationship knowledge to engage students and their passions

Building Goal 3: 100% of students will have deeper learning experiences with encounters in project-based learning that are linked to the learning outcomes and incorporate the competencies of our Profile of a graduate (critical thinking & problem-solving, communication, collaboration, & empathy, and resilience).

Action Steps for 18-19:

1. Renaissance assessments, RTI cycles, data meetings and focus areas established through the year (4x this school year)
2. ACT (Assisting Children & Teachers) Structure with Math & Reading specialists
3. Monthly Data Meetings to determine intervention groups for skill development & enrichment opportunities
4. Analysis of Renaissance universal screening tool for Math and Reading (instructional planning reports, progress monitoring, & goal setting)
5. Teacher coaching from Math & Reading Specialists

Natick High School

Goal 1: Relationships Matter - Build relationships with students, students with each other, and staff with each other

- Ensure that every student has a Trusted Adult
- Continue to make NHS a safe space for all our students
- Continue to improve the mental and physical health of our students
- Continue to make NHS a supportive and collaborative school for teachers and staff

Goal 2: Student Engagement - Use relationship knowledge to engage students and their passions

- Ensure that all students achieve the goals articulated in the Profile of a Graduate
- Redefine the Senior year to include project-based learning and capstone experience
- Dramatically improve the attendance of NHS students
- Expand offerings, add staff and use space more efficiently

Goal 3: Student Learning - Use assessment data to follow learners & make instructional decisions

- Continue to support academic achievement of all students
- Align written curriculum to the Profile of a NHS graduate
- Initiate discussions around grades, assessments and levels

Natick High School Key Club Report

Mr. Dave Casey, the advisor to the Key Club spoke about returning the community service club back to NHS after a 22 year absence. Mr. Casey reported that he has 80 students involved in the program. He spoke about the fundraising efforts of the students for hurricane victims. The club will begin their leaf raking projects shortly.

NHS Parking Issues and Proposed Solution

Principal Brian Harrigan and Vice Principal Zach Galvin presented parking issues. The current state of affairs is that demand exceeds supply. Currently there are 3 lots where students park with a total of 306 parking spaces. The current challenge is there are currently 323+ student drivers. 504 Students have reported that they will begin driving to school at some point this year. These numbers were self-reported by students. Mr. Harrigan said we need to do something and he and his staff are motivated to figure out this issue immediately. Parking fees are a good option. No one wants extra fees but we are hoping that this

is a way to encourage students to do what's right for them. There must be a solution that will be sustainable going forward. Some solutions are:

Students to apply for a parking pass.

- Students must show a valid license and registration
- All Seniors will be issued a BLUE decal
- Juniors will be issued RED decal by lottery
- Sophomores will not be offered parking at school
- \$50 annual fee - revenue to support Student Activities
- Memorial (Senior) Lot will now be called the Memorial Lot (blue decals)
- Mahan (Junior) Lot will now be called the Mahan Lot (red decals and blue decal overflow)

Encourage student car-pooling

- Students who routinely drive to school with three or more occupants may apply for HOV parking
- Parents will be asked to sign a form verifying HOV status
- Up to six spaces in the Faculty/Visitor Lot reserved for HOV
- Students pay the same \$50 fee
- Decals will be issued by lottery if greater than six students apply

Proposed additional parking with number of spaces

Front loop left curb: 17 spaces

Back loop left curb: 15 spaces

Maple Street dirt lot across from tennis courts: 45 spaces (this lot cannot be paved and has no stripes)

The Mrs. Sonneborn asked for a historical review of the parking problems and areas. She also asked about future enrollment numbers and how that would impact the parking situation. Dr. McKenzie feels that this is a problem of affluence. She feels having all of these students driving vehicles to school doesn't seem sustainable. She felt it's important to provide incentives to encourage sustainability. Mr. Laurent hopes this is the beginning of a discussion that will have a lot of input from faculty, parents and students. Mr. Harrigan and Mr. Galvin want students to get to school safely, parking safely and want them to have access to a lot. Dr. Nolin reminded everyone about the process of fees. We never go to FPC for fees. They come up at budget time and we try to do them in mass. She is worried that we bump kids out of that and then they have to buy a more expensive bus pass. Which then turns into transportation issues. She also reminded everyone that we lose 41 spaces to snow. Dr. Nolin does agree that we need a solution to give some relief to the parking situation at the high school. Chair Tabenkin said we will discuss this again at the next School Committee meeting.

Chair Tabenkin informed the School Committee that it was very late and she recommended we move the discussion of some agenda items to the next meeting. These were the less critical items. The report on class sizes and the formalized sub-committee discussion will be at the November 19, 2018 meeting.

Kennedy Middle School Building Project Update

There is a community forum on Wednesday evening at 7p.m. at Kennedy Middle School regarding construction and phasing. This is the first meeting and there will be many more. This is not the only opportunity to hear about the phasing but simply the first.

Update on Superintendent Search

Chair Tabenkin reported that surveys are coming in to MASC. The School Committee will not see the actual surveys but they will receive a report. This is for confidentiality. Focus groups are beginning this week. We hope that all will come and participate.

Reports on Warrants Signed

Dr. Nolin, in accordance with School Committee Procedures, reviewed the following warrants that were reviewed and signed by the School Committee Chairperson during the months of September and October:

<u>Warrant Type</u>	<u>Warrant Number</u>	<u>Date Signed</u>	<u>Amount</u>
Accounts Payable	2019-11S	09/17/2018	\$ 207,952.76
Accounts Payable	2019-12S	09/17/2018	\$ 281,518.55
Accounts Payable	2019-13S	09/17/2018	\$ 343,547.51
Accounts Payable	2019-14S	10/01/2018	\$ 179,411.90
Accounts Payable	2019-15S	10/01/2018	\$ 786,064.66
Accounts Payable	2019-15SB	10/01/2018	\$ 492,051.29
Payroll	6	09/17/2018	\$ 2,126,979.41
Payroll	6B	10/01/2018	\$ 9,048.91
Payroll	7	10/01/2018	\$2,163,024.20

If anyone wishes to review the details regarding any of these warrants, please feel free to contact Mr. Gray.

Approval of Donations

The following donations have been received by the Natick Public Schools and require School Committee acceptance. These donations had been fundraised prior to authorization from this committee. It was a misunderstanding in the funding mechanism. Someone had registered the Wilson School in a grand prize winner scenario. The teacher then wrote an essay on why they loved using this product. The teacher won. There was no cost to the district and no fee charged. The Brown Elementary PTO had fundraised for 21st century classroom furniture. This classroom has been discussed and shared with everyone on many occasions. It has been in the school plan.

<u>Source/Donation</u>	<u>Amount/Value</u>	<u>Purpose</u>
Pear Deck for Google Slides (Wilson)	\$500.00	Grand Prize Winner Classroom Supplies
Brown Elementary School PTO	\$10,821.50	21 st century classroom furniture

Mr. Laurent moved to approve these donations. Mr. Brand seconded. They were unanimously approved by a vote of 5-0-0. Dr. McKenzie had to leave the meeting prior to the vote and Mr. Mangan was not present for the vote. He had temporarily left the meeting.

School Lunch Price Increase for Adults

Kristin Gentili, Director of Food Services has requested that in order to be in compliance with federal and state guidelines, she is requesting the adult meal pricing for Natick Public Schools be changed to \$2.25 for breakfast and \$4.00 for lunch. Mr. Laurent moved to approve the increase to the cost of an adult lunch. Mr. Brand seconded. It was unanimously approved by a vote of 5-0-0. Mr. Mangan was not present for the vote. He had temporarily left the meeting.

Addition of Learning Center Teacher - Wilson Middle School

Dr. Nolin explained that this position is in relation to the class size report. This is due to the rise in enrollment at Wilson, the numbers within co-taught classrooms as well as leveling, band and electives. We a paraprofessional position that will not be filled. Mr. Luff explained therefore the salary and benefits that we have allocated for that position may be used for this new position. We have been able to create this position without any undue impact. Dr. Nolin informed the School Committee that in the future, along with quarterly staffing update, there will be a financial update so they may see where the cash flow is moving. This will allow it to be manageable and meaningful to the School Committee and the public.

Approval of Gender Identity Support Policy

Dr. Nolin had reviewed this policy at a previous meeting. At that time, the School Committee had asked that she run it through the High School and Middle School Gay Straight Alliance. Dr. Nolin received extensive feedback from the President of the High School GSA and her advisor. Their recommendations were more procedural. Things to do once the policy is implemented. The School District's legal team has asked us to put the final sentence in the first paragraph. She asked that the School Committee accept that friendly amendment. Mr. Lauren motioned to approve the Gender Identity Support Policy. Mrs Sonneborn seconded. It was unanimously approved by a vote of 5-0-0. Mr. Mangan was not present for the vote. He had temporarily left the meeting.

Approval of Retreat Minutes for September 27, 2018 and October 4, 2018, School Committee Minutes of October 1, 2018 and Executive Session Minutes of October 1, 2018

Mr. Laurent motioned to approve the Retreat Minutes for September 27, 2018 and October 4, 2018, School Committee Minutes of October 1, 2018 and Executive Session Minutes of October 1, 2018. Mrs. Sonneborn seconded. It was unanimously approved by a vote of 5-0-0. Mr. Mangan was not present for the vote. He had temporarily left the meeting.

Member Concerns

It was brought to Mr. Laurent's attention that this past Saturday a couple of members of the cross country team had gone down to the track for some informal training. On the field was youth football and they told the cross country students they had to leave because there wasn't enough insurance to cover them. The fields were built for High School students and in his opinion no student trying to train should be asked to leave their facility. Mr. Laurent was questioning whether there was a minimal level of insurance coverage for others to use our facilities. Dr. Nolin agreed that the situation does not align with our expectations and she will look into it.

Mr. Wood asked for clarification regarding the survey results. Ms. McKenzie explained MASC's process for collecting and collating the report. Mr. Wood asked if the report will be shared with other interested parties or staff members or if it will be for the School Committee to review only. Mr. Wood wanted to know how will they condense the information if it's in written form. Chair Tabenkin explained that the information will be used in their decision making process and that they will discuss it amongst themselves and MASC. Chair Tabenkin and Ms. McKenzie will ask MASC for the exact process. Chair Tabenkin also reminded Mr. Wood that no School Committee member will be attending the staff focus groups. Only a member of MASC will be there to encourage staff to speak freely.

At 10:24 p.m., Mr. Laurent moved to adjourn. Mrs. Sonneborn seconded. It was unanimously approved by a vote of 5-0-0. Mr. Mangan was not present for the vote. He had temporarily left the meeting

Anna Nolin
Interim Superintendent
Executive Secretary to the School Committee

Rose McDermott
Recording Secretary

Attest: _____

Documents Provided in Novus Agenda

Approval of Donations

Approval of Retreat Minutes for September 27, 2018 and October 4, 2018, School Committee Minutes of October 1, 2018 and Executive Session Minutes of October 1, 2018

School Lunch Price Increase for Adults

Addition of Learning Center Teacher - Wilson Middle School

Approval of Gender Identity Support Policy

Update on Superintendent Search

Report on Warrants Signed – Reports on Warrants

School Improvement Plans – All Schools

Co-teaching and Self Determination Presentation

NHS Parking Issues and Proposed Solutions

Kennedy Middle School Building Project Update

Agenda and materials used at this meeting can be found here: [Agenda & Materials](#)