

# CARVER SCHOOL COMMITTEE

Monday, May 13, 2019

7:00 p.m. OPEN MEETING

Town Hall, 2<sup>nd</sup> Floor, Meeting Room 1

## School Committee Present:

James O'Brien  
Andrew Soliwoda  
Andrew Cardarelli  
Jason Greenwood

**Absent:** Jenna Sweeney, Student Advisory Council; Stephanie Clougherty

## Also Present:

Scott Knief, Superintendent  
Brad Brothers, Chief Operations and Finance Officer  
Meredith Cargill, Director of Curriculum, Instruction and Technology

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**Meeting Opened:** Scott E. Knief opened the meeting at **7:00 pm** with the Pledge of Allegiance.

## **Recognition:**

**Holly Lauzon, Grade 12 Student:** 1st Place for Ralph Salvucci Online Bridge Competition for Massachusetts. The purpose of the Ralph Salvucci Online Bridge Competition is to provide middle school and high school students with a realistic, engaging introduction to engineering. The contest is open to all students in grades 6-12. This is really a life-time achievement recognition for Holly as she has participated in bridge building competitions since the sixth grade. Holly shared about the competition and the time she put into preparing for each competition. She plans to study civil engineering in college.

**Laicey Ieronimo, Grade 12 Student:** \$2,500 AXA Achievement Scholarship Recipient and Community Service Recognition. The AXA Achievement Scholarship provides over \$1.4 million in scholarships to young people throughout the nation representing all 50 states, Washington DC and Puerto Rico. In addition, for every student who wins a scholarship, a grant in the amount of \$1,000 will be made to the winner's school. Scholarship winners are known as AXA Achievers. The recipients share these qualities: Ambition and drive, Determination to set and reach goals, Respect for self, family and community, Ability to succeed in college, Demonstrate ambition and self-drive as evidenced by outstanding achievement in school, community or work-related activities. Laicey was 1 of 4 students to receive the award in MA. Her award was based on the community service efforts she lead and initiated the past several years which included Children's Hospital care packages, cookies for the residents at the Stafford Hill Assisted Living Center, placemats for "Meals on Wheels" and oven mitts for their facility, books for foster children through "Project Smile", food drives for Shane Gives Thanks Food Pantry and the upcoming bake sale to benefit the troops through a united service organization. In these efforts, she involved the school as a whole and brought in other students. Her inspiration began when a guest speaker, Mike Smith, came to the school and talked about his own how he started his own community service action teams and wanted to do the same.

**Bob Baldo:** Mr. Baldo was recognized for his representation of the carver community and schools. On November 14, 2018, Bob was a key presenter at the Mass STEM Summit with Beyond Benign where he shared resources and lessons on sustainable science for grades 2-12. Bob also attended the national conference of the National Science Teacher's Association (NSTA) this year in St. Louis, where he presented a new elementary science curriculum based



- f) **Bus Drivers:** (1) **Jason Greenwood**  
Motion: Andrew Soliwoda  
Second: James O'Brien

- 5. Appointing Authority for: Old Colony Regional District School Committee (Chair plus 2) **Andrew Cardarelli, Jason Greenwood, Stephanie Clougherty**

Motion: Andrew Soliwoda  
Second: James O'Brien

*Chair serves as Ex officio*

- I. **Comments from the General Public:** None
- II. **Comments from the EAPC:** Tammy Johnson, EAPC Vice President shared that the documents created by the Evaluation Committee was ratified and received lots of positive feedback. In regards to the sustainability committee, the EAPC is interested in participating as teachers and residents of the community and asked to be kept in mind as that committee forms. Lastly, she shared information about the upcoming "Fund our Future" rally where they will have over 35 people from Carver in attendance.
- III. **Update by Student Advisory Council:** None
- IV. **Approval of Minutes**  
April 8, 2019 - Open Session Minutes  
**Motion:** Andrew Soliwoda  
**Second:** James O'Brien  
**Vote:** Unanimous [Jason Greenwood - abstained]
- V. **Communications**
  - A. End of Year Senior Class Events  
End of the events were shared with the members as all are welcome and invited to those events.
  - B. Upcoming CPS Events  
A list of events coming up school/district wide was also shared with the members.
  - C. Carver Middle High School Ranked Top 100 schools in MA  
Superintendent, Scott Knief, informed the committee that Carver Middle High School was ranked in the top 25 % of schools in Massachusetts; #99 of 335 schools. The rankings were based on the following criteria: percentage of students who took one A.P. course, the percentage of students who passed said course, the MCAS proficiency in Math among grade 10 students, the MCAS proficiency in English among grade 10 students, and the graduation rate. Mr. Knief explained that it is important to note the criteria for the ranking. For instance, one of the top ranked schools is a Charter school, which would make sense because one of the requirements is that every student has to take AB/AP tests.
  - D. Letter to Legislators - FY20 Budget  
Letters have been sent from the Superintendent to legislators, Senator Marc Pacheco, Rep. Susan Gifford, and Senator, Jason Lewis in support of the many proposals that have been made on a number of levels to help fully fund and support educational initiatives for public schools. Currently, Carver is considered a

“held harmless” district because the level of Chapter 70 aid we have been receiving has not been reduced even though out student enrollment numbers have decreased. At best additional aid equals \$30 per student, which would be an increase in state aid, but not enough. The letter sent to legislators asks them to please consider the following for Carver as they negotiate at the state level.:

1. Held Harmless: (which two thirds (%) of Massachusetts districts are in this same position) An increase in Chapter 70 funding to \$100 per student rather than \$30 per student.
2. Circuit Breaker is not fully funded each year and is an estimated \$48,000 for FY20.
3. Full funding of Charter School reimbursement: The state is supposed to reimburse 100% for the first year and then 25% reimbursement for years two to five. This is has not been fully funded.

Mr. Knief asked the School Committee’s permission to send the same letter from the committee to these legislators as well.

**Motion to approve sending the letter from the committee to legistors:** Andrew Soliwoda

**Second:** James O’Brien

James O’Brien suggested reaching out to others for support as well, perhaps even forming a committee that makes calls, etc.

**Vote:** Unanimous

## VI. Reports from the Superintendent:

### A. Personnel Updates:

Mr. Knief reviewed the following changes in personnel at Carver Public Schools.

**Resignations:** Douglas Borsari, *Paraprofessional, MHS*; Kelly Gibbs, *LT Sub, Paraprofessional, MHS*; Mary Langner, Adjustment Counselor, CES - retirement 6/2019,

**New Hires:** Jennifer McCann, *Transportation*; Krystle McColgan, *Food Services*; Marguerite Farnham, *LT Sub, Transportation*; Mike Schultz, Principal CMHS.

Mr. Schultz has a Masters from Bridgewater State University in Administrative Leadership and has successfully served two (2) terms as Interim Principal for Carver Middle High School. Scott Knief shared: *We had 31 people apply for the position. Christine Cabral and I reviewed the 31 candidates and selected 6 to be interviewed. We had several qualified candidates including current Principals in other school districts. We formed an Interview Committee of 18 people that consisted of students, teachers, parents, administrators and 1 member of the School Committee. The Committee selected 3 finalists. The finalists then each had a site visit of the school in which they toured the school, visited some classes, met with students and had the opportunity to meet with staff after school, then had an interview with me. As part of the site visits we asked students and staff to complete feedback forms on each of the candidates.*

Mr. Knief also provided some of the feedback from students and staff.

Mr Schultz said he was excited about the opportunity and has been working on ideas and initiatives for the future of Carver Middle High School. He is looking forward to getting going and continuing the good work of staff and is overwhelmed and humbled by their support. James O’Brien noted that the general

impression from the feedback is “He’s our guy!” and thanked Mr. Schultz for having the communities’ best interest. Andrew Soliwoda, who served as the school committee representative on the interview committee, believes that he clearly separated himself with his vision for the Middle High School.

**B. CAP | TAP Presentation, Kimberly Duane, Sara Charbonneau, Mrs. Ellis, Parent**

The CAP/TAP program at Carver Middle High School has been in operation for the past two years. The programs served two student populations. First, is the CAP (Carver Alternative Program) which provides students’ alternative pathways to graduation including a shorter school days, online courses, and internship opportunities. The CAP began with the work of Karen Teichert, Director of Special Education, who realized a large amount of students could be brought back to Carver from out of district placements due to social emotional issues if provided with the right supports. Current CAP students have a variety of social emotional issues such as Anxiety and MDD (Major Depressive Disorder), Oppositional Defiance Disorder, P.T.S.D., and Attachment Disorder. CAP students work in a substantially separate environment and do a lot of work online through “Ingenuity” where they are able to work at their own pace. This program also offers teacher led classes and internships outside of school. In its first year, CAP served 11 students (5 of which were brought back from out of district placements) and the end of year statistics are as follows:

- 5 students graduated from Carver Middle High School
- 1 moved to Gateway Dual Enrollment Program from which he graduated
- 1 student moved to Special Education classes at Carver Middle High School
- 1 transferred to M.A.P. Academy
- 2 moved out of district
- 1 went to outside placement

Currently the CAP is serving 9 students (8 of which would have been placed out of district)

- 2 are set to graduate this year
- 1 is set to move to Special Education classes at Carver Middle High School

The TAP (Transition Assistance Program) assists students in transition back to a regular school schedule after a hospitalization and social emotional crises that have caused them to be out of school. The TAP was born out of and modeled after the “Bridge Program” at Brookline High School and established with the work of Kimberly Duane, Adjustment Counselor/Guidance Department Chair after seeing an increased number of students with hospitalization and needing help moving back into school. The program has become part of the BRYT Network which gives guidance and support to over 100 schools with similar programs and they work closely with Carver as they observe the program and offer suggestions. TAP students’ backgrounds are usually based in anxiety, mood disorders or depression. As the primary purpose is to help students navigate the re-entry process after an extended absence, TAP staff work in collaboration with the student, their family, and the student’s teachers to create and navigate a plan for reentry to their regular class schedule. Each student’s plan is highly individualized to meet their needs upon entry into the program. In its first year, TAP served 5 students from January to June and 12 students in the current school year, 6 of which are still being served. Within the program 56% is focused on re-entry and 43% preventative and support offered during school.

Impact on students and their attendance has shown a significant drop in the last two years of high level attendance absences since the program opened. Similar data with hospitalization, day programs,

psychiatric admissions, etc.

Academic failures also show a sharp increase and then decline from 2017-current, same with the number of tardies which is a lack of learning time and possible loss of credit as well as dismissals. Ms. Charbonneau showed the committee images of the CAP/TAP classroom which features a traditional classroom desk area, a comfortable area and round table quiet area as well as the Adjustment Counselor's office right in the classroom which gives them access all day. The classroom is connected to an outside door which also helps students to be able to enter school and come right into the classroom.

Testimonials were given from Sharon Ellis, Parent, whose daughter Katie was a 2018 graduate of Carver Middle High School through the CAP. Sharon who shared that school had never been easy for her daughter Katie who suffered from severe social emotional needs. She said they had tried everything without success and Katie had every intention of dropping out of high school or if not, would have most certainly failed out. Katie was enrolled in the CAP program her senior year of high school and the program coupled with the one on one instruction led to her best year yet and changed everything for Katie who became a confident, willing, and motivated student.

Written statement was also shared from a from a family who dealt with transition twice, once before the TAP and once after: *I'm writing to let you know how much I appreciate the TAP (Transition Assistance Program) that Carver High School has implemented recently. The program has been wonderful helping my son with his struggles this year. Mrs. Charbonneau has been absolutely amazing in helping not only my son but myself, to navigate through this time. She has been great as a liaison between me and my son's teachers to keep him on track to finish out his junior year. I feel like if this program was not available, my son would have suffered and probably not be finishing his year as strongly. Ms. Gonsalves and Mr. Doyle have also been wonderful. This program is definitely an asset to Carver High School for students like my son and I'm grateful he has been a part of it.*

The teachers and staff of these programs were applauded as they looked to support students with the rise of many misunderstood issues. Mr. O'Brien noted the impact it must also have for parents who are also seeking to keep up supports for their students. Mr. Knief recognized Karen Teichert and Kim Duane for recognizing and identifying needs and responding to them with the creation of these programs.

### C. 7th Grade Teams

Next year the plan is to return teams to the seventh grade at the Middle High School. Mike Schultz and Christine Cabral will shared how the team model will be set-up and why Administration believes it is sustainable and what the benefits for students will be. Seventh and eighth grade teams were dissolved due to a reduction in staff as well as scheduling when the building went to one schedule which lent itself to teachers teaching multiple grade levels. Administration has been looking to plan this return for several years and for several reasons. The feedback from parents and teachers alike is that a team model in grade 7 will allow more support for student's social/emotional needs as well as foster student readiness and independence and offer organizational and additional support. The team model from a teachers perspective will allow for common planning time, interdisciplinary opportunities, the ability to manage student issues and concerns regularly, and collaboration and support. The model proposed still needs to be fine tuned, but will continue to be developed in department chair meetings and with the support of the

Superintendent. The model is for an all grade 6 team, and all grade 7 team, and a split team of sixth and seventh graders. The split team is not uncommon and is used both by Silver Lake and Plymouth schools. The only downside for a split team would be the difficulties in finding common planning time for the whole team. Beyond core classes, grade 6 and 7 students may have allied arts together, but health and PE would not be clustered.

Mr. Knief added that the model is sustainable by looking at upcoming class sizes and it would be sustainable model within current staffing and would offer better supports for students and staff. In addition this will lend itself well to the pathways programs that are being worked on for the higher levels.

Mr. Greenwood inquired as to whether or not there might be an opportunity for the split team to loop also and suggested it might be good for students who need familiarity over several years with additional support and maybe a build in for SEL.

#### **D. Sustainability Study Committee**

Alan Germain, Chair of the Finance Committee presented an overview of the Sustainability Committee to the School Committee. He acknowledged the school committee's autonomy and explained that the goal would be for all representatives to look at sustainability for the entire town's collective budget recognizing the upcoming challenges the town will face in several years with contracts from the school, positions needed in the Department of Public Works and the Town Hall, and Police Department, etc. The goal for the committee would be to look ahead and eliminate problems in the future to avoid layoffs and shortfalls, looking to support one another knowing the more we can work together, the more we can accomplish.

Brad Brothers, Chief Operations and Finance Officer agreed he will attend to help with data.

The committee agreed that a meeting like that could be beneficial for the town as the joint committee meetings between the School Committee and the Select Board for instance, did allow for open communication between the two boards and that we are all a huge community and need to all understand each other. They also expressed concerns about the voting aspect mentioned and were certain to note that the Sustainability Committee would have no voting authority or policy making ability and any "vote" from a School Committee representative would have to be approved by the School Committee first.

Mr. Germain clarified that this group would not a subcommittee, but rather just the finance committee and representatives in an open meeting round table discussion.

**Motion made to participate in the Sustainability Committee with two representatives:** James O'Brien  
**Seconded:** Jason Greenwood

### **VII. Recommendations from Superintendent**

#### **A. Teacher Evaluation System**

As part of the contract that was ratified by the School Committee in January, the committee agreed that Mr. Knief would set-up a committee to review the Teacher Evaluation System. The goal was that the committee would recommended revisions to the system to be ratified by the EAPC and School Committee by June. We have come to agreed upon changes that I will review during the meeting. An overview of the proposed changes are linked in the presentation above. Mr. Knief thanked members of the Evaluation

Committee who met for four full days at the Makepeace Literacy Leadership Center and offered rich and good discussions and great input, insight, and perspective.

The key agreements were:

- **2-3 pieces of evidence for each standard:** this was interpreted loosely and therefore some provided incredible amounts of evidence. The general expectation was 12-18 pieces of evidence, however, evidence became overwhelming in the amount of work it was to produce a huge amount and was anxiety producing. The team believed it became more about obligations to provide evidence to prove they were doing the work which took focus away from student learning. The new option allows people to follow old option, if they really loved it, but also allows teachers to provide summaries on how they met the standard.
- **Formatives:** the new option states that for a Formative Assessment for a teacher in the 1st year of a 2-Year Plan, the evaluator will only write about teacher's progress on achieving their goals - unless they have a change in rating for 1 or more standards. For a Formative Assessment for a teacher on a 1-Year Plan the evaluator will write about the teacher's progress on achieving their goals and a paragraph summary of the teacher's performance against the standards
- **Goal rating system:** New Ratings are simplified to: No Progress, Some Progress, Met
- **Defining observations** -- Observations will be changed to 15 minutes in length rather than 10 minutes as it is currently. In addition they established limits on observations:
  - 1st Year Teacher - Min of 1 announced and 3 unannounced/no Max
  - Teachers in Year 2 and 3 - Min of 1 announced and 2 unannounced/no Max
  - Teacher on a Directed Growth Plan - Min of 2 unannounced/no Max
  - Teacher on 2-Year Self-Directed Growth Plan (PST) - Min of 2 unannounced/Max of 4 over the 2-Year Period
  - Any rating of an observation as "Needs Improvement" or "Unsatisfactory" would remove and maximums.

The committee also established an alternative pathway for evaluation in new course design and implementation.

The committee believes the changes in evidence, numbers of observations, and formative evaluations will remove stress for educators and evaluators all around and lead to more dialogue and more discussions on best practice.

**Motion to Approve changes for Teacher Evaluation System:** Andrew Soliwoda

**Seconded:** James O'Brien

Tammy Johnson confirmed that the EAPC gave this unanimous approval and James O'Brien echoed that it seems to be what teachers are looking for and applauded their work. Jason Greenwood agreed and inquired if more evidence could be requested if there was a question or disconnect. Mr. Knief confirmed that would be a possibility and also noted that the updates made this year were just for teachers, but that they agreed with the EAPC to form a similar committee for paraprofessionals beginning in September.

**Vote:** Unanimous

**B. Elementary School Handbook** - Tanya Dawson

Ms. Dawson outlined the following few changes to be made to the Elementary school handbook

1. All dates and names will be updated
2. Pg.2 “IMC” Student Borrowing Procedure to “Coyote Book Collection” Student Borrowing Procedure
3. Pg.18 “A quiet work space free from distraction” to “A work space that works for your child”
4. Pg.19 Elimination of suggestion #5 - “turn off music”
5. Pg.21 Student will be considered tardy if they arrive after “8:25” to “8:15” AM

**Motion made to approve the proposed changes to the Elementary School Handbook:** James O’Brien

**Seconded:** Andrew Soliwoda

**Vote:** Unanimous

**C. School Committee Meeting Schedule for 2019-2020:** 2nd Mondays or 2nd Thursdays

Two calendars were presented at the recommendation of the committee to look at additional days that may be a possibility for meetings as sometimes the second monday is problematic because of monday holidays.

**Motion to move meetings to the second Thursdays for the 2019-20 School Year:** Andrew Soliwoda

**Seconded:** James O’Brien

**Vote:** Unanimous

**D. Field Trips**

Europe 2021: Paris, France & Rome, Italy April 2021

Grade 8: New York City, December 6, 2019

French Students Grades 9-12: Quebec, Canada, February 2020

**Motion made to approve field trips:** Andrew Soliwoda

**Seconded:** James O’Brien

**Vote:** Unanimous

**E. FY19 Budget Transfers** - Brad Brothers

Brad Brothers outlined the following proposed transfers for FY19:

- DW Sped Contracted Services: This line is short to date
- Teacher LT Subs: 3-5 maternity leaves with Long Term Substitutes covering until the rest of the year, there was a savings on short term substitutes
- Classroom Aides - MHS: Transfer needed to cover contractual accounts
- Elementary English Textbooks: transfer to Math textbooks based on curriculum needs
- Districtwide Special Ed: Additional equipment needed
- Special Ed Eval Text: This line is short to date
- Special Ed Out of District Transportation: This line is short to date
- Homeless transportation: Variable
- Electricity: rates are looking pretty good and have leveled out and landed at a good spot so far
- Health insurance: movement from family to individual and some to nothing
- Ply Carver Retirement: came in significantly less than expected
- Retiree Health Insurance - mid year adjustment and Harvard Pilgrim was dropped and everyone moved to Blue Cross Blue Shield, this movement saved \$45,000

- Secondary Special Ed tuition: Money from health insurance covered this expense
- Special Ed Tuitions/Collaboratives
- Savings from Utilities - formerly concerned because bills were coming in really high, however after the systems cycled through after 3-4 months it leveled out. \$40,000 was journalled back into the original building account.

**Motion made to approve budget transfers:** Andrew Soliwoda

**Seconded:** James O'Brien

**Vote:** Unanimous

## VIII. Reports from the School Committee

**Andrew Cardarelli:** Encouraged everyone to go to Sportsmen's Club Scholarship Breakfast, 8:30a - 11a on Saturday, May 18 and hopes everyone can attend graduation and senior events. He is humbled by the nomination and action to make him the new chairperson and he looks forward to serving. He thanked James O'Brien for his many years of service in the role and said he would seek to be as fair, level headed and open minded as he was.

**Andrew Soliwoda:**

Encouraged teachers to finish strong!

**James O'Brien:**

Noted the many events coming up and congratulated the Seniors, as they will graduate before we meet again.

**Motion to adjourn:** Jason Greenwood

**Seconded:** Andrew Soliwoda

**Roll Call Vote:**

Andrew Cardarelli, Chairperson: **Yes**

Andrew Soliwoda, Vice Chairperson: **Yes**

James O'Brien: **Yes**

Jason Greenwood: **Yes**

Motion Approved: 4 to 0

Meeting Adjourned at 9:57 p.m.

Minutes respectfully recorded and submitted by: Gina Marie Rush