

Regular Meeting: February 12, 2018

REGULAR MEETING OF THE FALL RIVER SCHOOL COMMITTEE

Monday, February 12, 2018

5:30 PM

Kuss Middle School Auditorium

52 Globe Mills Avenue

Fall River, MA 02724

MEETING MINUTES

Mayor Correia called the meeting to order. A roll call for attendance showed at 5:31 p.m.:

Mr. Aguiar: Present

Mr. Khoury: Present

Mr. Coogan: Present

Mr. Martins: Present

Mr. Costa: Present

Mayor Correia: Present

Mr. Hetzler: Present

Also present were Attorney Assad, Superintendent Malone, and Student Delegate Ruben Santos. Student Delegate Joseph Camara was absent.

Mayor Correia read the Open Meeting Law.

A salute to the flag followed.

CITIZENS' INPUT

Mayor Correia announced that there was no one signed up for Citizens' Input.

RECOGNITION AWARDS

Mayor Correia announced that there were no Recognition Awards to present this evening.

SUPERINTENDENT'S REPORT

- *FY19 Governor's Budget (House 1)*

Superintendent Malone stated that the Governor released what is known as House 1 on January 24, 2018. The foundation budget figure for the Fall River Public Schools is \$148 million for FY19. Their budgeted net school spending this year is almost \$142 million for FY18. When they look at the delta between next year's 100% and what they're funding at 101%, it's about \$6.1 million. When the Governor built his budget, there were several increases: one is the inflation factor of 2.6% and another is through fixed benefits. Fall River Public Schools has grown their ELL student numbers. As Chapter 74 is weighted, more money comes with those figures. They have also increased their vocational students from 404 to 775. This leaves them in good stead to build their budget. However, transportation has gone up as well as charter reimbursement. They will have to build things in the budget which will take up some of that growth as will increasing the overtime line items and starting to build better preventative maintenance programs in the Fall River Public Schools. He's feeling pretty good about building the budget. He will be delivering a budget at the next meeting close to 101% net school spending. Right now, his team has been working in their sites putting together their zero-based budget. They're beginning their internal budget hearings this week.

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- *DESE Framework for Next Generation Accountability System*

Superintendent Malone stated that this was still in the provisional phases and has not been approved yet. The department will be looking to vote on it at some point in the next few months. However, there are many changes in this new accountability system. They will no longer be ranking school districts based on the lowest performing school. In the future, if this passes, schools and systems will be ranked differently. ELL and achievement will be a major part of the new accountability system as well as incentives to bring back students who have dropped out. Instead of looking at cohorts around four-year graduations, they will be looking at five and six-year cohorts. The work that they have done with Resiliency will really help them as they look at the new accountability rankings. However, there are some areas where they are really going to have to be strategic: (1) the first-time credit acquisition for 9th graders. The more 9th grade students to fail will hurt the system so they really need to focus on 9th grade and ensuring that that transition is in place. (2) Looking at how they close achievement gaps. Not the overall achievement gap but specifically looking at the lowest 25% of each school and monitoring how those students do. The indicators are definitely changing and it's in line with the new federal law.

- *LOOK Act DESE presentation on new state Law ELL*

Superintendent Malone stated that, on November 22, the Governor signed the New LOOK Act which is the new act on how they educate second language students. One of the great things about this act is it allows local systems and school committees to make decisions on how to best educate second language learners whether it be shelter-based immersions, dual language or other, there's going to be multiple opportunities for the system to figure out what works best in the city of Fall River. The new law creates a new accountability system for research-based programming, it creates new licensure endorsements for second language learner teachers and those who teach in dual immersion programs. It also requires any district with over 100 ELL students to establish a parent advisory council similar to SEPAC which will work to advise the District in their work on how to best deliver services. The new law also creates a state seal of bi-literacy on students' diplomas which will be marketable. The new changes won't go into effect until FY20 so they have a year to look at what they want to do and get back to the committee as to what that means in the near future.

- *New Durfee Project*

Superintendent Malone stated that on Valentine's Day they will be travelling to the MSBA to find out the awarding of the grant on the Durfee High School. There is an election in Fall River on March 6 on the new Durfee High School. He is hopeful that folks are engaged and paying attention to all the talks about what this means for each of them. He is really excited about where they stand. He distributed a draft of a document that they put together over the last couple of weeks. They are starting to put together the District's preventative maintenance plan. He knows that people have questioned what the point is in putting money into a new building that they can't maintain. They will be putting together a preventative maintenance plan. Right now, they budgeted \$1.4 million for maintenance and they're going to grow that over the next several years to include getting them to a percentage where it's about 2.5% of the annual operating budget.

He added that they had a great winter. They have February vacation coming up. He encouraged students to stay in school and finish up the year strong.

Mr. Aguiar asked if they were going to try to keep their budget close to 101%. Superintendent Malone stated that he was going to build his budget to try to stay close to 101% which is slightly south of \$150 million.

Mr. Coogan stated that the preventative maintenance topic came up at city hall and one of the speakers was very concerned about that. He asked how much preventative maintenance in the new building is covered by MSBA and how much turned over to the School Department. Superintendent Malone said that there were 1-3

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year ranges in terms of warranties. They would immediately get started on getting used to what they need to do with preventative maintenance. He strongly believes that there will be savings. They will probably break neutral as they build this new line item in the budget but there will be savings with the new systems. About 24.7% of their maintenance budget right now is the current Durfee High School. Mr. Coogan asked if this will all be documented so that they will be able to determine why a maintenance issue occurred. Superintendent Malone stated that they will have a whole new system of accountability and project management.

Mayor Correia asked that a Finance Subcommittee meeting take place regarding the maintenance and what costs will be in the budget and what costs are not picked up by the City. If they're going from 1% to 2.5%, that's a pretty big jump. He just wanted to make sure that the City is prepared long term to continue to fund education. He asked that the Finance Subcommittee meet with the City's Finance Team to discuss this issue.

Mr. Martins asked if Superintendent Malone could repeat the number of students that are Chapter 74. Superintendent Malone said that they have grown from 404 to 775. They have also grown two programs and they're going to do the best they can to grow those programs. Mr. Martins said that if they multiply that by \$5,000 each, that is a good number of state aid coming to Fall River. More importantly, every single one of those programs has a college component to them.

STUDENT COMMENT/STUDENT DELEGATE REPORT

Mr. Santos announced that there was nothing to report.

APPROVAL OF MINUTES

MOTION: Mr. Coogan-Mr. Hetzler: To approve the meeting minutes from the January 8, 2018 Regular Meeting of the School Committee.

No discussion

All were in favor

None were opposed

Motion passed

TRAVEL REQUESTS

MOTION: Mr. Costa-Mr. Hetzler: To approve all travel requests.

No discussion

All were in favor

None were opposed

Motion passed

DONATIONS

MOTION: Mr. Coogan-Mr. Hetzler: To accept all donations.

No discussion

All were in favor

None were opposed

Motion passed

CONTRACTS

MOTION: Mr. Martins-Mr. Hetzler: To approve the MATSOL contract.

No discussion

A roll call showed:

Mr. Aguiar: Yes

Mr. Khoury: Yes

Mr. Coogan: Yes

Mr. Martins: Yes

Mr. Costa: Yes

Mayor Correia: Yes

Mr. Hetzler: Yes

All were in favor

None were opposed

Motion passed

Employee Assistance Program

Mr. Martins asked many employees have been helped by the Employee Assistance Program during the 2016-2017 school year. Mr. Tom Coogan stated that he did not have that number. He requested it from the service provider. It's his understanding that it's been two years since they have provided that number to the District. He said it was not requested the previous year so they did not have it prepared. They are in the process of working on that number now and Mr. Coogan will get it to the Committee once he has it. Mr. Martins said that, if people are being helped by the program, it's worth it. He asked what this program provided that medical insurance does not cover. Mr. Coogan stated that this program worked as a triage service. In some cases, there are counseling and local agencies that provide counseling services. In other cases, they may be referring them to an agency where their health insurance would help pay for the cost of that to the other agency which can help the employee or his/her family. Mr. Martins asked if this amount was for coordination. Mr. Coogan said that it was and that they have been working under the same cost agreement for about nine years.

Mr. Costa stated that, in the past, the individual from Southcoast has come before the Committee to explain the services provided to the District and the total number of individuals who have utilized the service in the past. He asked if that is something that he could do again. Mr. Coogan stated that he asked this individual to create a report for the District and he can submit questions for him to bring back this information at the next meeting. Mr. Costa stated that he agreed with Mr. Martins that, if they have employees and family members using this, it's fine. However, he also questioned how often this was being utilized. He asked if individual insurance cover some of the services. The cost is \$32,000 which is a significant amount of money. He would like the individual to come before the Committee to answer questions.

MOTION: Mr. Costa-Mr. Aguiar: To table the contract for Southcoast Hospitals Group.
No discussion

A roll call showed:

Mr. Aguiar: Yes Mr. Khoury: Yes
Mr. Coogan: Yes Mr. Martins: Yes
Mr. Costa: Yes Mayor Correia: Yes
Mr. Hetzler: Yes

All were in favor None were opposed Motion passed

GRANTS

MOTION: Mr. Costa-Mr. Martins: To approve the McKinney-Vento Homeless Emergency Support grant.

Discussion:

Mr. Aguiar asked if there was something in the supplemental budget that showed that more money came out or if this was what they're getting total for all the kids they took in. Superintendent Malone said that this was leftover Title I monies that were divided out. About \$5,000 per system was distributed to districts that had more than 100 kids that came to them after the hurricanes in the Caribbean. The Governor built in FY19 monies but there was supposed to be a supplement that was approved coming out that has additional money this year. He doesn't know what the plan on the Hill is. They've met with local delegation and have written letters. He doesn't know if more money is coming. Mr. Aguiar asked, if they accept this, if it will prohibit them from getting more money. Superintendent Malone stated that it would not.

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

DISCUSSIONS

1. **Presentation and Discussion:** Fonseca Elementary School's Level 4 Update, *as presented by Ms. Alicia Lisi, Principal of Fonseca Elementary School*

Principal Lisi stated that she was in her second year as principal of Fonseca Elementary School. She has been a teacher for five years in a suburban district in Rhode Island as a special education teacher before coming to Fall River. She was hired in 2010 at Doran as a special education teacher in one of the sub separate programs. After that, she worked as a Grade 5 math teacher at Doran for four years. She worked as a part of the instructional leadership team (ILT) completing an internship with Maria Pontes when they went from a Level 4 to a Level 1 school. In 2015, she ventured into administration and completed her 10th year of teaching and wanted to work on helping support more children than she was able to in the classroom. She spent the year at Spencer Borden as a vice principal. She moved to the city recently and loves the kids and the work they are doing at Fonseca. They started some of this work last year which was their bridge year. During their bridge year, they spent time at their designated Level 4 school working to hire teachers and staff that would partake in the turnaround work. There were many different things that were a part of that work. They met with the District and the state to develop a turnaround plan. They had to meet with all bargaining groups as well as interview and appoint new staff. After that, they worked on developing a 100-day plan and master schedule to really focus on the priorities of the turnaround plan.

As she and Superintendent Malone worked on the plan, they wanted to try to figure out what all of this looks like. They have five areas that sum up the work: distributive leadership, instructional practice, systems of support, social emotional learning, and community engagement that is at the heart of the work in hopes that they will provide their students with authentic, engaging learning experiences each and every day and across all content areas.

Dr. Elizabeth Dunn introduced herself as the redesign coach for Fonseca. She has been with the Fall River School Department for the last 12 years primarily at Durfee where she was an English Language Arts teacher as well as a curriculum coordinator for a course called Freedom Writers. She was a club advisor and she sat on the NEASC board of the core beliefs, values, and mission committee. Last year, she was appointed as the administrative intern at Fonseca and was able to finish her dissertation on the reform efforts at Fonseca.

Dr. Dunn stated that for Turnaround Practice #1 they are focusing on strengthening leadership at Fonseca. This is done through a distributive leadership model, when they're all focused on the responsibility of moving their school forward. It's through this shared responsibility that they are building toward social efficacy and accelerated improvement in student learning and teacher capacity. They now have teacher leadership at Fonseca. They currently have four teacher leaders who serve as models for others. They support teachers and facilitate professional learning time and professional development. They serve on both the principal advisory team and the instructional leadership team. They are also building the capacity of the instructional leadership team with the help of Empower Schools which is their partner. They have 10 teacher representatives on the ILT which includes coaches, administrators, and the four teacher leaders. They have two subcommittees: one is an academic subcommittee focused on academic priorities and the other is their wellness team that is focused on their non-academic priorities, including their positive support behavior system.

According to their turnaround plan, one of the major requirements of their ILT was to establish an academic priority and a non-academic priority. Their academic priority is comprehending complex text. They will develop a systematic approach to empower all students to be independent leaders who utilize comprehensive

reading strategies in order to understand complex text demonstrated by measurable growth on school-wide, district, and state assessments. Their non-academic priority is self-awareness. They will develop a systematic approach to empower all students to demonstrate measurable growth in their self-awareness as evidenced by the social emotional rubric. These priorities are woven into their school every day through teacher lesson planning, professional learning time, data analysis, and both teacher and administrator professional practice goals and evaluations. There is also evidence in the classrooms, social emotional learning groups, the hallway and the cafeteria. Through adopting and focusing on a school-wide improvement priority, they are creating teacher buy in and the school climate and culture is also changing as a result.

The central focus of improving student learning outcome occurs through building the capacity of all staff. They've really been working hard this year at Fonseca on this. One pillar of effective school reform is to give people concrete experiences so that they can change their beliefs and increase their motivation to continually learn and improve. Through enhancing professional learning opportunities at their school, including 40 hours of summer professional development and monthly professional development and providing ongoing job embedded professional development, teachers are growing in their content and pedagogical knowledge which is increasing engagement and achievement results for their students. Administratively, they are also purposely coaching their teachers. This year, they have strategically distributed the instructional coaching that was better able to concentrate on building the capacity for all teachers. They have an instructional coach that focuses on ELA and ELL and a math department head and they're both targeting literacy and numeracy skills at the early grade levels for kids grades K-2. They are implementing interventions in the primary grades to design differentiated learning for students as well as closing academic gaps prior to students moving to the upper elementary. In Grades 3-5, they've departmentalized. They have two teachers who teach ELA and social studies, two teachers who teach math and science and one teacher who teaches all subjects for Grades 3-5. She and Principal Lisi are working on building the content knowledge using their own background in math and ELA. This allows for targeted professional development, increased collaboration in vertical teaming to build awareness and understanding of standards among the different grade levels. In addition, the teachers seek them out on a regular basis to work with them on designing lessons outside of the school day.

They've recently received feedback from the American Institute for Research (AIR) who performed their monitor site visit on December of 2017. Some of the evidence that they highlighted that's tied to priority #1 includes the turnaround effort articulated by most staff. Leaders and teachers identified close reading, social emotional learning, and shared or distributed leadership as a school's priority for turnaround. It also showed that the majority of staff has a shared responsibility for student success. It is evident that there is a collaborative culture that is emerging stemming from not only their professional development at the beginning of the year but also their ongoing professional development on a monthly basis. Instructional staff described relationships that are solution oriented and focused on improvement. The teachers described collaborating with an administrator and redesign coach to talk about the data they've gotten from their different assessments. They talk about what's working and what's not working in their classrooms. Trusting relationships are now present at Fonseca. One teacher mentioned that all teachers at Fonseca are leaders. When teachers see that their voices are valued and they share in the decision making, they became committed to the decisions that emerge. In this way, there is a buy in and change is beginning to happen because of the teacher commitment.

Building instructional capacity through ongoing professional development is the strategy to address Turnaround Practice #2. The following areas are where they are strengthening their instruction in Year 1:

1. They've developed project-based learning and hands on, inquiry-based learning. They started to embed blended learning in their school. They are also beginning the process and intent to grow their science technology engineering arts and math center as they move into Year 2. They're in the planning phase right now.
2. They are starting to use interventions in the lower grades from K-2. Up until this point, there have not been any research-based interventions provided at Fonseca. This year, several research-based intervention programs are being used to target gaps and improving instruction in learning. For ELA, they are using Lively Letters which turns abstract letters and sounds into lively colorful characters and also Framing Your Thoughts which is sequential in multi-central programs that teach students eight

graphic sentence parts and how they function to conduct accurate, creative sentences. For math, they are using Math Advantage which allows them to design, implement, and analyze mathematic instruction at the lower grade levels based on a diagnostic test and focused on individual student learning.

3. They've partnered with Achievement Network (or ANet) for online testing in Grades 3-5 for ELA and math and paper based testing for Grade 2 in ELA and math. Through their protocol, students are exposed to a high level of complex text and testing designated to increase academic rigor and realize increased achievement scores. At this point of Year 1, they've taken two benchmark test assessments with ANet. They are beginning to see the needle move in the right direction for student achievement. They also know that students struggle with reading comprehension after reviewing multiple years of MCAS and benchmark data. In line with their academic instructional priority as a school, they are focused on increasing their instructional capacity around close reading. As a result, their efforts are concentrated on professional development and monitoring of close reading occurring at every grade level in every content area at Fonseca. They observe teacher practice and have had model teachers in both primary and upper grades deliver professional development to their colleagues. In addition, close reading is revisited not only at school-wide professional development but also weekly in their grade level professional learning time.
4. In addition, they are also embedding sheltered, instructional observation protocol within all classrooms. Twelve of their teachers are in a targeted SEI professional development course with the goal of developing knowledge best practices for English language learners. Other strategies used to increase structural capacity include co-teaching, observations and walkthroughs. They have co-teachers at every grade level which include homeroom teachers along with special education teachers and English language learner teachers.

They complete regular observations and learning walks focused on professional development that has been delivered to monitor the limitations, assess effectiveness, reflect and revisit in any areas that need to be improved. The AIR observations provide evidence that Fonseca is building capacity of staff and adhering to the elements of the turnaround plan. Both the ILT and PLT are in place and are consistently used to regularly communicate action steps among all staff and teams to build and sustain a professional culture of learning. Communication is paramount in any school but particularly in a Level 4 school. Instructional leaders at Fonseca conduct regular frequent classroom observation no less than once a week, strengthening the teacher's instructional practice, instructional coaches and other ILT members provide specific and actionable feedback about the quality and effectiveness instruction to individual teachers and teacher teams. Close reading operations help teach leaders to determine the effectiveness of the professional development teachers had received on the topic and whether additional support might be needed.

Principal Lisi stated that priority #3 was systems of support and improvement strategies. They started their year off in August with summer professional development. This professional development allowed their teachers, administrators, and support staff to come together as one and to work on two different priorities. The first one was establishing school-wide behavior expectations and how they were going to build a community through a responsive classroom. The second one was facilitated by Empower Schools which they started to develop and look at their data for their turnaround plan, identify the academic and non-academic priorities as well as work together as a staff to determine what items needed to be implemented this year in their turnaround plan and which areas they would be attacking in Year 2. Since the beginning of the year they have had a huge increase in teacher and student attendance. Their teacher attendance went from the worst in the District to one of the best. Their student attendance continued to be a struggle; however, they have an attendance team that is dedicated each week to discuss the students and contact those families to let them know that there are walking school bus routes that they could have their children join if they have difficulty getting their children to school. Their discipline and their conduct are something that they've been monitoring very closely. The number of their initial conduct referrals this year has increased; however, the number of teachers reporting those conduct referrals have done so with fidelity.

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The out-of-school suspension is on a track record and has been decreasing. They have been implementing in-school suspension and Saturday school to keep children in the school. They've also worked together to develop a PBIS model where they are trying to have as a whole staff promote safe, open-mindedness, accountability, and responsibility for all. They have social emotional learning groups that are run by the counselors. They are meeting with students in Grades K-5. They've developed systems of support for response to intervention and that is something they can expand on and strengthen the structure on an ongoing basis.

New to Fonseca this year is two K1 classrooms for four year olds. They also have the extra 20 minutes of learning time so they could run morning meetings. In addition to that, they have a new student support coordinator and a parent outreach worker. Both of them are bilingual and they work on outreach to families and service providers to help get students ready and prepared for school. In regards to school climate and culture, they've had a huge turnover in staff. They had about 57% teacher turnover this year. They have a lot more family engagement and multiple partnerships with the City and community outreach.

Mr. Costa asked where Principal Lisi was seeing the most progress in their turnaround to date and, of the strategies, which ones were getting the most traction from the students. Principal Lisi said that it would be a combination of the instructional practice and the systems of support. She thinks a lot of it overlaps with each other and identifies clear distinctions of what's working and what's not. She thinks their approach to supporting the whole child by having the counselors in the classrooms and meeting with the teachers and having the administrators coaching the teachers more with the instruction preparing and developing rigorous and engaging lessons increases student engagement and decreases students off-task behavior which impacts conduct. Mr. Costa asked if she would measure that through observation. Principal Lisi said that she would. They would also see the conduct data. Now they are seeing that the children are more active and learning so their off-task behaviors minimized. Mr. Costa asked what was taken a little longer to see traction in this plan. Principal Lisi said that it was the community engagement component. She has two new staff on that team and she thinks its taken a little bit of time for them to become adapted to the Fonseca community but also to start to see what they have for community connections. She would say, other than that, the STEAM Center hasn't had a full-time technology teacher in there. They are working on filling that position and it will be a Year 2 strategy. Now that their Tier I instruction in the classroom is tightening up, they will be able to take the learning a step further and incorporate the technology. Mr. Costa asked if that was a position that was budgeted for. Principal Lisi said that it was a vacant position. They had someone who had started and ended up accepting another position. Mr. Costa asked if Principal Lisi anticipated that they will be able to fill that position this year. Principal Lisi said that she does. Superintendent Malone added that they were processing the paperwork right now and they will have that person onboard very shortly. Mr. Costa thanked Principal Lisi for her presentation. He said that Fonseca has had its struggles but he knows there are a committed group of teachers there. He had served for a short period of time on the NEA team that was there and it was evidenced by their commitment to the students and to the collaboration that was needed. He's confident that they will be seeing a lot of good things coming from Fonseca in a short time. If there are needs that she has, they may be able to provide resources to her and to her staff. If it's something that's not built into this budget, maybe it's something they could look to give for future budgets. He also suggested that central administration may be able to offer up technical assistance that is in house already to assist there.

Mr. Martins asked what the turnover rate was. Principal Lisi said that in 2016 they were at about a 30% turnover rate and this past year it was 57%. Superintendent Malone asked Principal Lisi to explain the Level 4 statute and how that works. Principal Lisi stated that one of the things that they had embedded in the FREA MOU is that she had the opportunity to meet with and interview all teachers and faculty and staff to discuss the level of work that needs to be done. At times with the Level 4 work, it's very fast paced. That work may not be something that all teachers are up for. Within these meetings there are options for teachers who feel it's not a good fit for them but have been members of the District for a long time and have professional teacher status to opt out and join a different school to take on some of the work that those schools are doing. Mr. Martins asked if there has been any turnover from September to now. Principal Lisi said that they had one teacher who was hired as a part of the turnaround who resigned and there was another teacher who accepted another position. Mr. Martins asked what the turnover rate was for 2016-2017. Principal Lisi said that it was 30%. When she started on August 8 of that year, she was responsible for hiring 13 new staff members before the

school year started. Mr. Martins asked how many faculty they had. Principal Lisi said that there were a little over 85. Mr. Martins asked if these were all teachers. Principal Lisi said that there were 46 teachers, 12 paraprofessionals, school adjustment counselors, and student support coordinators. Mr. Martins asked how many non-professional status teachers Fonseca had. Principal Lisi said about 80%. Mr. Martins said that he understands why they need a lot of professional development. Principal Lisi said that even the teachers who are veteran teachers, in order to help them grow and meet the needs of students, they have also been a part of professional development both for academic and non-academic supports for students. Mr. Martins said that they have spent a lot of money on professional development. The grant for the first year was \$577,000. A good chunk of that money was for professional development.

Mr. Martins pointed out that from 2013-2016 their percentile ranking was flat. He agreed that teachers respond better and more pleasantly when they are consulted and when they are believed in but he doesn't see direct help in the classroom. He asked how much more gain she would have if every single one of the teachers had a paraprofessional helping in the classroom. Principal Lisi said that, if the paraprofessionals had the professional development and training that was needed to work with their population, they would see more success and gains. Mr. Martins said that they are better off having professional development for the paraprofessionals that are helping in the classrooms. The goal is to achieve whatever the state comes up with for targets. Superintendent Malone said that the new accountability system will change how the state manages and ranks systems in the Commonwealth. Mr. Martins said that he saw in the report that Principal Lisi indicated that they would meet state goals. Principal Lisi said that that was the end goal. Mr. Martins stated, without additional assistance in the classroom, that is going to be very difficult. Principal Lisi said that one of the things that she's noticed in the district as a teacher in a Level 1 school, professional development has been an essential component of the Level 4 turnaround that they've had at Doran. If they have teachers who are unprepared to meet the needs of their learners, they could have multiple teachers in the room who are unprepared. She is hoping that they will show sustainable growth and there will not be as much turnover and they're going to prepare the teachers with what they need in order to provide services for students. Mr. Martins stated that he will be monitoring their goals when the state determines what the accountability rankings will be. Principal Lisi said that they have a set of goals in their turnaround plan that he can review and she'd be happy to discuss those with him. Mr. Martins suggested that Principal Lisi look at her budget to see where she can increase the number of paras to assist teachers in classrooms. He thinks there will a larger increase in proficiency scores.

Mr. Khoury noticed that Dr. Dunn in her presentation used terms like "trusting relationships" and "building commitment from the teachers." Any time they work on those values, he knows that a turnaround is on good ground and that this will start to turn the morale of the building around. He's had the opportunity to visit Fonseca several times to see it in action. He commended Dr. Dunn for using those terms because he is really concerned about teacher retention in their schools. They want to have consistent teaching for a good number of years. That's the way to really turn a school around. He asked Principal Lisi what the Math Advantage program looked like. He asked if they are seeing any progress in numeracy and literacy. Principal Lisi said that they have their math department head working and focusing on Grades K-2. She is working on Grades 3-5 using the Math Advantage and Math Recovery as a way to assess students and build their core understanding in early numeracy. They're starting to see gains in those early grade levels. They hope that they will see the kids when they come up in Grades 3-5 with a basic understanding of number sense and they can support them on some more difficult concepts that are a part of the 3-5 standards. Mr. Khoury asked what parent outreach looked like at Fonseca. Principal Lisi said that they have a Parent Outreach Coordinator who started in November. She is starting to get herself settled in the school and meet with the student support coordinator to understand the families and communities they work with. She previously worked with an agency where she did some outreach. She would go into the families homes and work with the families to figure out what they needed to do with their medicare, Medicaid, and Mass Health. What they're trying to do with that is some of the work their student adjustment counselors were doing after the counseling referrals were made. The parent outreach coordinator is able to work on that with the student coordinator. They are also reaching out to families who are showing chronic absences. They're having them come in and they're doing home visits as well. Mr. Khoury asked if Principal Lisi was seeing any response from the parents themselves.

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Transcriber's Note: At 6:39 p.m., Mayor Correia stepped out of the meeting.

Principal Lisi said that she has seen a lot less parents coming in upset and angry and uninformed like last year to parents now coming in wanting to be a part of the team and the events that they have. They saw an increase in participation of the number of parents who participated in their Conditions for Learning survey. They have a ton of families who support their basketball students.

Mr. Aguiar asked what the paraprofessionals' duties were. Principal Lisi said that they had paraprofessionals that did different things. They have some paraprofessionals who support one classroom. When there are students who are off-task, the paras are maintaining data records to determine what behaviors the students are having, what time of day students are struggling, and they offer supports for students and taking them on breaks. In addition, they are also working in small groups. The paras this year have been receiving a lot of professional development in social emotional learning support to meet the needs of the child but they're also providing them with professional development around the academic priorities that they have so the children who are not misbehaving or off-task can be supported academically. They also do recess and lunch duties as needed.

Transcriber's Note: At 6:41 p.m., Mayor Correia returned to the meeting.

Mr. Aguiar stated that he thought that coverage was a big part of the job. If they're covering recess, that's a big chunk of time that they are not working with students in the classroom. Principal Lisi said that they are trying to minimize that and they try to make sure that they schedule the paraprofessionals so that it's fair and equitable but also so they know that the classroom that needs the most support is getting the additional support. Mr. Aguiar asked who else covered recess and lunch duty. Principal Lisi stated that Dr. Dunn, the vice principals, and paras cover recess. They also have an all-hands-on-deck approach where counselors and other support staff fill in. Mr. Aguiar pointed out that Dr. Dunn said that there was no research-based interventions until this year at Fonseca which he found to be alarming. Dr. Dunn clarified that they didn't have a dedicated intervention period until this year because they noticed there were so many struggling students in the lower grades and up to upper elementary with these massive achievement gaps, they incorporated a dedicated intervention period at the end of the day for first grade and second grade students. Within that intervention period, the students are divided and grouped based on interventions they need. They do the Lively Letters and Framing Your Thoughts. They also do comprehension. Anything they need to do to move the kids forward that's what they're doing on the last period of the day.

Transcriber's Note: At 6:43 p.m., Mayor Correia stepped out of the meeting.

Mr. Aguiar stated that he read it to be that, without that intervention block, there were no interventions happening. Principal Lisi said that they would have some small group instruction but they had very few staff members because turnover had been so significant at Fonseca since it had opened. There weren't a set number of teachers that were using a set Tier III research-based intervention program in a way that was providing the supports for the students looking at data. She thinks it happened in pockets. They have two interventionists: one for ELA and one for math. They pull children but, as far as having multiple staff members and paraprofessionals, teachers, administrators who were trained in the research-based interventions, it wasn't structured or happening on a regular basis. Solid data wasn't collected or analyzed on an ongoing basis. Even if they were meeting once a week in a small group, there was no data to show if it was effective. Mr. Aguiar asked if the budgeted \$500,000 was maintained. Principal Lisi stated that for the turnaround plan it was a three-year \$1.6 million budget that they worked within. Some of the costs that came out in Year 1 and other items in the budget would continue throughout. Mr. Aguiar asked where the money came from. Principal Lisi said that the money came from the state. Mr. Aguiar asked how the budget looked overall compared to other schools in the District. Principal Lisi said that they're doing what they can with it. That's the same amount of money that was awarded to Watson which has 250 students compared to Fonseca's 700. Working with that money, they are making sure that they invest in having a sustainable growth moving past the budget. Mr. Aguiar said that he was curious to see how that will look after the three years are up and what they are going to do with the budget. Superintendent Malone stated that they will need to find money to continue to support the schools. It's a three-year grant in funding on Title I. The state used federal money set aside to do

interventions. It's a limited pot of money that the state has for Level 4 schools. They've extended the day, added more support positions and administration, they've built in smaller class sizes and built in other teacher leader type positions. The goal is to build this into the operating budget so that, when the sunset cliff comes, they don't fall off. The school is funded at a rate roughly \$500,000 more a year over the next three years than the other schools in the system. Mr. Aguiar asked if this was Year 1 or Year 2. Superintendent Malone stated that this was Year 1. Mr. Aguiar said that they have a few years to worry about it. His concern is where the school was before. If the state gives them \$577,000 that means that the school was underfunded that amount. Superintendent Malone said that they funded their elementary schools the same way using their staff projection and average FTE salaries they built in their zero-based budget. They're on par with everyone else. He agreed that there are some schools that need additional support. The reason the school has become a Level 4 school is because over a number of years there was an eroding of the ability to meet the needs of kids. Their goal is to take a lot of the practices that they are seeing and apply them in other buildings because they want to target their low Level 3 schools because they don't want any more Level 4 schools in the city. Mr. Aguiar said that his concern is that they have a school that's underperforming and they provide the school with all the resources they need to become a better school and then they take the funding away and the school goes backwards. He asked if the administrative team agreed with the ratings in the report and if it was accurate.

Transcriber's Note: At 6:48 p.m., Mayor Correia returned to the meeting.

Principal Lisi said that they have done walkthroughs and have had the state come in for AIR and do their research. What they've noticed is that they are very in line and very aware and on the same page of what they are seeing. They know areas where they're heading in the right direction and they know that they're far from where they need to be. One of the things they've been working on is professional development that's going to support the kids. If money is taken away, they're working on building up teachers who are working with the kids. Mr. Aguiar asked if they could get an organizational chart because it will be an easy visual. Mr. Coogan stated that he has visited Fonseca and noticed a drastic change in the climate and the temperament of the staff.

2. **Presentation and Discussion:** Watson Elementary School's Level 4 Update, *as presented by Ms. Cathy Carvalho, Principal of Watson Elementary School*

Principal Carvalho stated that this was her 6th year at Watson and 4th year as a Level 4 principal. She comes from being a teacher in Providence and Central Falls. This is Year 38 for her in education. It was a hard year this year at Watson to learn that they would be staying at Level 4 because of the new testing and not having the criteria to move schools out of Level 4. In 2014, there was a staff turnover rate of 85%. Since then, she's only lost two teachers per year. This year, she did lose a para in the middle of the year because she chose another position. She has replaced that para and does not have any open positions. The folks that she hired four years ago are still with her which has given them great continuity in building the capacity of all of the teachers and staff who are really coming together as a community. They had to develop three priorities back in 2014 which are still their priorities: Tier I instruction, engaging students in early literacy, and social emotional.

In 2014, the former superintendent said that Principal Carvalho had to do something about their attendance since they had 30% chronic absenteeism. As of Wednesday, they are down to 4%. They work on it steadily each and every day. There are a lot of incentives for perfect attendance. They've really turned over the culture and climate. Every year AIR has come as well as Empower Schools and have given feedback. They don't have support this year from Empower Schools but they always dig very deeply into their data and make changes that they feel necessary to keep pushing onward and upward to lose the Level 4 status. They have changed their intervention every year. Their challenges are the same as everyone in the district: class size and an influx of students needing more individualized instruction and a lot more social emotional support. They're coming in with more trauma history. That is a challenge but they are working on that with support from efficient professional development that the system provided. She thinks that they were very strategic for the first three years. They provided a lot of professional development for teachers so, when the money went away, they didn't lose anything. They didn't lose any of the programs. They figured out a schedule that would

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include the same amount of programs for the students. They are working very hard to remove the Level 4 designation. She is hopeful that the state figures out how to do that work and give Watson a chance to show their hard work. She invited the School Committee to visit Watson and go into the classrooms to see the work that is being done. They're still doing professional development on the district release days.

Superintendent Malone explained that Watson was on track to be released from Level 4 status but the state changed the test and held all districts harmless meaning no one moved out of Level 4 status. Watson's trajectory is strong. This fall they're hoping to announce that Watson has been released from Level 4 status. They're expecting a great year on the assessment and how the state measures that but they won't know until the coming fall.

Mr. Costa thanked Principal Carvalho for staying the course. He was disappointed to hear that the state switched things up and held the line on previously designated Level 4 schools. He felt that, with the information that had been shared, Watson was on the move. He understands the frustration with the designation but appreciated Principal Carvalho's positivity and encouragement of her staff.

Mr. Martins asked if the school evaluation under Empower Schools was from their site visits. Principal Carvalho stated that Empower Schools was her partner but they are at Fonseca now. They did professional development and attended an ILT meeting once a month. Twice a year they would bring a team in and did an evaluative walk using these indicators. Mr. Martins said that he could see progression but high-quality instruction is 3.66 and he doesn't understand what that means. Principal Carvalho said that she could share the full document with the Committee which explained each indicator. Mr. Martins asked what the unit of measure was for the Summary Table Average Rating for each dimension. Principal Carvalho stated that this was a part of AIR's two-day visit. During the first visit, two people from AIR came in to do classroom visits. They visited the classrooms 14 times on average and they have a document next to negative climate that gives them points that they look for and they average them out from 1-7. One person observed K-2 and the other person observed 3-5. Mr. Martins asked how long the person was in the classroom. Principal Carvalho said that they were in there for about 10-15 minutes but sometimes longer. They sit in the classroom with a checklist and a book with indicators that they're looking for. The second day involved focus groups and interviews with staff. Mr. Martins pointed out that the emotional support domain was 4.4-5.1 for the 2016-2017 school year. Principal Carvalho stated that that was for Grades 4 and 5. Mr. Martins asked what the 5.1 meant. Principal Carvalho said that it was in the high mid-range. If he wanted the whole document that explains it, she could send him a copy. Superintendent Malone asked Principal Carvalho if she could email it to him and he would email it to the rest of the Committee.

Mr. Martins asked if they met their target in 2016. Principal Carvalho stated that they met all their other targets but not the CPI. Mr. Martins asked if 35% was their absenteeism rate. Principal Carvalho said that was their chronic absenteeism rate. Mr. Martins asked how they accomplish blended learning, individualized instruction and small group instruction at Watson. Principal Carvalho stated that, at the very beginning when they became a Level 4 school, they decided on certain initiatives that they wanted to do and they stayed true to them for the four years. They gave a lot of professional development on accountable talk, blended learning, responsive classroom, analyzing text and collaborative grouping and all different avenues to up the rigor in the classroom because that was one of the things that was missing in the initial report. They measured those within the building. They have teacher coaches and they work with those teachers to make sure it's continuing. Mr. Martins asked how many paraprofessionals Watson had. Principal Carvalho said that they have five: one in each kindergarten, one in each first grade, and a floater. Mr. Martins asked if there was an additional teacher that allowed for team teaching. Principal Carvalho stated that their language-based classroom went to Greene and she requested that she retain that teacher because she was dually certified in

ESL and special education. Her numbers in both of those areas were large. She does all the pull outs for special ed students and ELL which allows the other ELL teacher and the two inclusion teachers to push in and do team teaching for the staff. Mr. Martins said that he highly supported additional paraprofessionals in the classroom but they should be doing more. Principal Carvalho said that her paras have one coverage every day. They cover recess and lunch with their grade level and the rest of the time they are in the classroom. Mr. Martins likes that and he likes the team teaching. He thinks it goes a long way in increasing the knowledge of the students. On the narrative portion on page 6 on the turnaround plan, he appreciated her honesty that things are the way that they are but they need to do something about it. He asked how many teachers were at Watson. Principal Carvalho said that there were 25. Mr. Martins asked if each of the 25 teachers had their own classroom. Principal Carvalho said that they did not since two were interventionists, two were coaches, two were special ed inclusion teachers, one was an ESL teacher, and one did both special ed and ESL. She has 12 classroom teachers. Mr. Martins asked if it would help if she had seven more paraprofessionals. Principal Carvalho said that it would. Mr. Martins stated that it would also be helpful if paraprofessionals received professional development. Principal Carvalho stated that they did. Mr. Martins said that he was a firm believer in having dual teaching where it's really necessary. He firmly believes the scores will increase if they had more support in the classroom.

Mr. Coogan stated that, with their building size and the way they move their teachers around most of the time, he noticed that there are almost always two adults in the classroom. Most of the day those classrooms have a combination of special education, paraprofessionals, or coaches. Principal Carvalho acknowledged that the coaches don't just work with the teachers on common planning but they also do small groups.

Mr. Khoury said that it looked like the data was on an upswing. Regardless of their Level 4 status, it seemed to be a transition with the state and the new accountability system. He wouldn't let that be a deterrent. He's more concerned about staff morale in the building. He asked what morale was like. Principal Carvalho stated that she had a wonderful staff. Because they've been together for four years, they celebrate things and they are friends outside of the building. Mr. Khoury asked what the social skills group looked like at the school. Principal Carvalho stated that two years ago they adopted the state's rubric on social emotional. Each year, they choose one of the indicators to focus on. This year, they're doing self-awareness. They created a rubric, the teachers give the students a baseline, they meet with them every six weeks and have a SEL common planning time with the SEL team. The students who aren't quite making it have small social skills groups. During intervention time, they're pulled for social skills groups for six weeks. Mr. Khoury asked if they had any outside people coming in running those social skills groups. Principal Carvalho said that they have two counselors from another agency come in and see students one-on-one. Mr. Khoury asked about the ELL population. Principal Carvalho said that she believed they were up to 48 students. They have received some students from Puerto Rico. The staff is SEI endorsed. That was her background so she jumps in when she can.

Mr. Aguiar asked if the attendance number was prorated. Principal Carvalho stated that the number was as of Wednesday. Their attendance team meets every Wednesday with the attendance officer and they look at the number of chronic students based on how many students they have on a given day. Mr. Aguiar asked if it was based on how many days they've been out already. Principal Carvalho said that it was their chronic students which were absent 10% or more. Mr. Aguiar said that that was really good. If that number sticks for the rest of the year, they should look at that as a potential model. In regards to suspension, they were at 10% in 2013. He asked if there was anything from then to now that was majorly different in the building. Principal Carvalho stated that she thinks that it has to do with the culture and climate. The teachers believe in the students. The relationships are very positive. Students like structure and calmness. They do fun things now like celebrations and using Chromebooks.

Mr. Hetzler asked if they were still receiving grant funding for the turnaround plan. Superintendent Malone stated that they were not. The staff voted to reduce their length of day to keep the number of staff they have. Principal Carvalho added that that said a lot about the staff because they gave up salary.

3. **First Read:** Durfee Program of Studies, *as presented by Mr. Matthew Desmarais, Principal of Durfee High School*

MOTION: Mr. Costa-Mr. Hetzler: To approve the first read of the Durfee Program of Studies.

Discussion:

Mr. Aguiar stated that he thought that a first read meant that there would be a presentation of the materials. Mayor Correia clarified that a first read was for the Committee to review the materials in the binder but said that the Durfee team was welcome to present. Principal Desmarais said that he and his team were there to answer any questions that the School Committee may have with the documents they provided. The program of studies doesn't contain a lot of changes but there were some new additions that they included in the 5-page executive summary. Mr. Aguiar asked, in regard to summer school, if there was a number that a student would need to get. Principal Desmarais stated that they used the number 50 as a starting point but sometimes there are extenuating circumstances where a student is below average but they should be allowed to go to summer school. At that point, they would weigh heavily on a recommendation from the teacher. Mr. Aguiar asked if there were any students who participated in early graduation. He always thought there was a policy that a student starts 9th grade and they have four years of high school. Superintendent Malone said that state law says that they can be in school until age 22. Mr. Aguiar said that he thought that they had to be in school for a minimum of four years. Superintendent Malone said that unless they graduate early. This has been pushed by athletes who have been accepted to Division I programs because they start early. Mr. Costa stated that they had a number of students over the last few years who have completed all the requirements and they've come before the Committee to request to graduate early. Mr. Aguiar asked about the evening school at Durfee and if there was any kind of work with them to increase the numbers and if they had alternative options. Principal Desmarais said that the evening school was a separate operation. The other options that have evolved in the district along the way contributed to some of the numbers going down for that program.

Mr. Costa asked when the school was back in its window for accreditation. Principal Desmarais said that their next visit was in 2023. Their last visit was in 2012 but they pushed all visits a year out because of their change in standards. They're giving schools an extra year to prepare for their next visit. Mr. Costa asked if the Superintendent could provide for the Committee the 2012 NEASC report and its finding. Superintendent Malone said that he will send that out this week.

All were in favor None were opposed Motion passed

4. **First Read:** Student Registration/Assignment presentation, *as referred by the Policy Subcommittee*

MOTION: Mr. Costa-Mr. Coogan: To approve the first read of the student registration/assignment policy.

No discussion

All were in favor None were opposed Motion passed

5. **Discussion:** Overtime account for School Resource Officers and Custodians, *as referred by the Finance Subcommittee*

Mr. Costa stated that they met in Finance to discuss the issue of overtime particularly custodial and SRO overtime. The direction that the subcommittee offered was to (1) refer it to the full School Committee so that

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they could have a broader discussion regarding overtime and (2) reinforce to the Superintendent that, within his authority, he can meet with the chief to talk about the needs of the SROs, the needs of the district, and how it's related to the use of the SROs and the services they provide.

Mayor Correia stated that it was his understanding that the chief of police and the Superintendent have worked out the SRO issue. The City is comfortable with the compromise. He commended the superintendent for negotiating in good faith with the City.

Superintendent Malone stated that they have always had three SROs. When they got the grant in 2013, there was an MOU for the life of that grant that articulated what the SROs would do and how it would work. In their conversations over the last several weeks, they've come to an agreement that they will need to work out and negotiate another MOU which they will. They've made movement in looking at the use of overtime. One of the reasons there is an uptick in overtime is because they have SROs in extended learning time schools. In the police contract, they work 34 hours per week but they work 40 for the School Department. In the ELT schools, they're working 47.5 hours per week. The School Department pays for that additional time. Within that, they also have the traffic details at 3+ buildings which has an additional cost of an hour. This week, the chief agreed to no longer charge the School Department overtime for any arrests or anything that happens as far as the daily work in their schools. The police department will pick up any overtime that is accrued by the SROs.

Mr. Aguiar asked how much the overtime was for last year. Superintendent Malone said that he couldn't give an accurate number off the top of his head but he can get that information. He knows that it's not an excessive figure. Mr. Aguiar said that he didn't think that they had all the information that they need relative to how much is being paid and how much is not. He asked who was approving the overtime. He think that the police department should know which SROs are on duty and when they are on duty. Superintendent Malone said that the supervisors in the police department manage the administration and the human capital resources that they have. They are going to create a template of who works at what school, what the hours are, what the responsibilities are and how it works with the supervisor. Mr. Aguiar asked what's been happening since the MOU ended at the end of August 2016. Superintendent Malone stated that the MOU remains in place. Mr. Aguiar said that it was his understanding that the MOU was related to a grant and that it would end when the grant ended. Superintendent Malone explained that they've always had three SROs but in 2013 they got another 10 SROs. They always funded three SROs. There was no MOU before. The grant caused a need to create an MOU. The lack of a successor MOU means that the current MOU stays in place. They're going to work on a new MOU moving forward. He doesn't think there are going to be many changes other than some things that they are trying to make concessions on. Mr. Aguiar pointed out the paragraph that states that "SROs are required to complete at a minimum a 40 hour work week unless a school has extended hours and then a minimum of 47.5 hours per week is required." He asked how much overtime was beyond the 47 hours. Superintendent Malone said that they pay overtime for anything over 40 hours. Mr. Aguiar stated that he didn't see anything in the MOU about overtime. Superintendent Malone said that in the police contract, anything beyond 40 hours is overtime. Their collective bargaining agreement is 34 hours per week. They're also working five days and two days off rather than the traditional four days and two days off. Mr. Aguiar stated that he didn't believe that the MOU was in effect because it should have ended when the grant ended. He also thinks that they need the data to show how many hours they work, and what they are doing. They should get backup information for why these individuals are receiving overtime. He'd like to see the same process done here as it is done within the School Department where overtime needs to be signed off on by the supervisor with the justification of the overtime. He asked if the Superintendent could provide them with who worked overtime in the past, how much, and for what reason. Superintendent Malone said that he will provide that information.

Mr. Khoury said that he knows that the SROs work closely with the administration of the school and with the counselors. They develop connections with the students and they begin to build a different idea of what a cop is. SROs have become a fabric of the public school education in Fall River. He asked if there was a SAFER grant or other grants that could be tapped into to help them fund SROs in the future. Superintendent Malone said that they don't have any right now but they're hopeful that the federal government will release some. There is a pending bill on the Hill that's looking at requiring SROs in every school system. He doesn't think it's a funded bill. He thinks it's an unfunded mandate. The cop's grant was a federal grant. Mr. Khoury asked if this was a trend at the federal level. Superintendent Malone stated that it was. It's an ebb and flow depending on administration and what's happening in the world. Mr. Khoury said that he would like to see CEDA reinstated because it puts hundreds of kids to work in the summer time and takes them off the streets. He believes that SROs are a crucial part of the social emotional health that schools need. The cops develop great and trusting relationships with the kids.

Mr. Hetzler asked where the line item for custodial overtime was in the budget. Mr. Almeida said that it fell under the 513000. Mr. Hetzler asked if the custodians take up the majority of the overtime. Mr. Almeida said that they did. Mr. Hetzler asked if the building use overtime came out of this line. Mr. Almeida said that it used to but not anymore.

Mr. Aguiar asked if they had vacant custodial positions. Mr. Almeida stated that they did not. Mr. Aguiar said that he thought that he saw that they had 11 vacancies listed. Mr. Pacheco said that those positions did say "vacant." They haven't been funded for a few years but they are areas that need to be covered. Those positions are being covered by three hours of overtime or they're being covered by part-timers. The part-timers are put in the areas first. Whatever they can't cover with part-timers they are giving overtime to a person in that building to cover those hours. Mr. Aguiar asked if it was automatic overtime every day. Mr. Pacheco said that it was automatic if that area requires the overtime. If it's an area that needs to be sanitized every day, like the bathrooms, they're going to need to be covered every day. Not necessarily by an overtime situation. Mr. Aguiar asked where the money for the part-timers come from. Mr. Pacheco said that it comes from the custodian account. Mr. Aguiar asked how much was budgeted at the start of the year for custodial overtime. Mr. Almeida said \$300,000. Mr. Aguiar asked why they budgeted \$350,000 less than what was expended last year. Mr. Almeida said that he monitors the overtime account. If overtime is needed and essential, they cover it. Through savings in the budget, they'll cover that overage. Mr. Pacheco said that the snow is also a factor and generates overtime for the custodians. Mr. Aguiar asked how they could control overtime for custodians. They have snow every year. He knows that the only difference this year was the pipe burst at Durfee. He doesn't understand how they could spend a certain amount in overtime for the last three years and cut \$300,000 from that line this year. Mr. Pacheco said that they will be doing things a little different this budget season and changing some of the methods where they report overtime.

Mr. Coogan asked how it was recorded if a custodian calls out sick and someone else covers his shift. Mr. Pacheco said that Joe Correia and Jim Medeiros keep track of who's out and which sub is going into that position whether it's a full-time person getting a three-hour overtime or whether it's a part-time employer covering the shift. Mayor Correia said that with zero-based budgeting the process is not exactly what they are going to expend but getting down to the zero and building the budget fresh and transfers are naturally going to happen. They don't want to see the Superintendent and his finance team prepare a budget that is heavy on custodial overtime and affects class size. This is something that was happening a few years ago. He would rather see what's happening now. The finance team is concerned with the bottom line and working with the School Committee on potential transfers in overtime for custodial services as opposed to a negative hit which will sacrifice class size reduction.

Mr. Costa said that he knows that there is a request tonight to transfer \$250,000 into the overtime account. That takes away the option for the School Committee to use that money from the area it is coming from. His concern is that they have vacant areas that need to be serviced. If they're using that money from overtime, they should consider looking at the cost of funding positions to do that work so they are not having to pay overtime. He thinks that the cost of overtime is more than it would be to hire another couple of individuals to cover those areas. They've expended \$407,375 in overtime to date. They're asking for another \$250,000 which will bring them to about \$657,000 in overtime. His concern is that the School Committee is going to take action to put another \$250,000 in the overtime account which is going to come from other areas in their operating budget. He wondered if they had any other needs in their budget where they could use that \$250,000. He thinks that the administration really needs to reel in the overtime because it's growing exponentially. Last year, they spent \$785,000 in overtime. Overtime should be for situations where they don't have any other options. Mr. Pacheco said that some of the issues that they are dealing with are collective bargaining issues. He thinks there are ways that they can work around that. Mr. Costa said that he understands that there is a need for overtime but he questioned if the Committee wants to use the \$250,000 to replenish the overtime account or if they want to leave it where it is because they have other needs in the budget. He questioned if it made sense to fill the vacancies rather than use overtime for the coverage.

Mayor Correia stated that they needed to be careful because the opposite could be true. They need to consider that filling these positions would include salaries and benefits. They don't want to increase the health care cost and pensions. If they're looking at options, they could look into privatization. Mr. Aguiar asked if there was a limit for part timers. Mr. Pacheco said that they are limited to eight approved positions. Mr. Aguiar asked if they were all filled. Mr. Pacheco said that they were. He added that they have first rights to open positions when they come up. Mr. Aguiar asked, in regards to the insurance if there's an accident, if they refund the expenses. Mr. Pacheco said that any overtime they incurred because of the accident would be put in for a claim. He's not sure what they will get out of that. Mr. Aguiar asked when Mr. Pacheco finds out that number if he could forward it to the School Committee. Mr. Pacheco said that he would. Mr. Aguiar agreed with Mr. Costa that they were spending money on overtime that they could be spending on other things. The last three years of overtime were \$647,000, \$703,000, and \$785,000. When he hears that they are doing a zero-based budget, he understands that they look at every single line item and come up with an actual number based on actual costs. It doesn't sit well with him that they created a budget for this overtime that was \$350,000 less.

Mr. Martins said that he thinks that having a couple of floating custodians could help. For coverage, he suggested superficial cleaning rather than full cleaning. He agrees that they need to cut back on the overtime account.

6. **Vote to Approve:** To authorize the Superintendent to hire an individual for the Transportation Department, *as referred by the Facilities and Operations Subcommittee*

MOTION: Mr. Hetzler-Mr. Aguiar: To authorize the Superintendent to hire an individual for the Transportation Department.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

7. **Vote to Approve:** To authorize the Superintendent to begin the process of procuring transportation software for the District, *as referred by the Facilities and Operations Subcommittee*

MOTION: Mr. Hetzler-Mr. Coogan: To authorize the Superintendent to begin the process of procuring transportation software for the District.

Discussion:

Mr. Costa stated that he would like the Superintendent to come back with the cost of this. He wants the process to begin so that they can look at what the costs are going to be. He asked about the wording on the agenda “to begin the process of procuring.” Superintendent Malone said that he would start the process then he would come back to the Committee for vetting. Mr. Costa asked if this was giving him authority to enter into an agreement. Superintendent Malone said that it was not.

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

8. **Vote to Approve:** The proposed job description for the Director of Parent and Community Engagement Center, *as referred by the Policy Subcommittee*

Mr. Coogan stated that he noticed that there were no educational requirements for the position. Superintendent Malone said that there should be a degree requirement. Mr. Coogan said that it has master’s listed as “preferred” but there is no required degree. Superintendent Malone said that they should have a minimum of a bachelor’s. Mr. Coogan asked if there was any kind of certification needed. Superintendent Malone said no. He added that there are no plans to hire for this position. If the funds are in their favor, they may bring this position forward. They just wanted to get a job description approved.

MOTION: Mr. Aguiar-Mr. Costa: To table the proposed job description for the Director of Parent and Community Engagement Center.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

9. **Vote to Approve:** The revised policy on Citizen’s Input at School Committee Meetings, *as referred by the Policy Subcommittee*

MOTION: Mr. Costa-Mr. Coogan: To approve the revised policy on Citizen’s Input at School Committee Meetings.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

10. **Vote to Approve:** Second Quarter Revolving Funds, *as presented by Mr. Kevin Almeida, Chief Financial Officer*

MOTION: Mr. Coogan-Mr. Hetzler: To approve the second quarter revolving funds.

Discussion:

Mr. Aguiar asked if the FY17 use of schools balance was the actual balance as of now. Mr. Almeida said that it was the balance as of December. This report is for the second quarter of the year through December. Mr. Aguiar said that he would like to see what has been expended from that account. He asked if there were any revolving accounts that have surpluses that they could focus on. Mr. Almeida said that there were funds in the athletic revolving account but they use that for extraordinary circumstances where things come up in athletics such as bigger expense items. Mayor Correia asked, if there is a deficit in this account, would Mr. Almeida request a transfer. Mr. Almeida said that he would. Mr. Aguiar asked if the amount that was in school lunch was the minimum requirement to keep in there by law. Mr. Almeida said that the minimum requirement was at least three months of working deposits which was roughly \$500,000-\$600,000 per month or \$1.5-\$1.8 million. Mr. Aguiar asked if the school lunch program was self-sufficient. Once all the expenses are paid, he asked if they make money on it. Mr. Almeida said that they make money on it but health insurance benefits are not charged to the account. Mr. Aguiar asked how many employees were getting benefits in school lunch. Mr. Almeida said that there were 40+ full timers but only about 30 or 35 have benefits. Mr. Aguiar asked if, even with the privatization, there was still 35 or 40 people that actually worked as Fall River employees. Mr. Almeida said that they didn't privatize. Whitson's is just the management company that oversees the operation. The employees are Fall River Public School employees. Mr. Aguiar requested a detailed report showing all the expenses including benefits so that they know whether it's self-sufficient or not. If there are 30 people getting benefits at \$20,000, that leaves them \$500,000-\$600,000 in the negative. Mr. Costa asked if benefits for every other employee was picked up by the City. Mr. Almeida confirmed that that was correct. Mr. Costa asked how that made this account self-sufficient. Mr. Almeida said that it was just showing them the total cost for the employees in that account. Mr. Costa asked if Mr. Aguiar was looking for the cost including benefits for that particular department. Mr. Aguiar said a few years ago the School Committee questioned if they could save money on food services. They get benefits from the federal government and most of their kids are free and reduced lunch. If that program itself could become self-sufficient, including benefits for the workers, that would free up \$400,000-\$500,000 for the City so that they could use it for other things. There are districts that have privatized food services, including benefits. He wondered if this would be a savings that they could put in programs for kids.

Mr. Costa said that his understanding was that, not only were they not able to cover the benefits but they were also not able to sustain the product that they needed and the salaries that they needed for the people in nutrition. They've now been able to account for the salaried positions plus they're not running a deficit anymore. Mr. Almeida said that when he first started here they had just come off a deficit in the account of \$240,000. That's what triggered them to look at all the options. Mr. Costa asked, since that deficit, if they have had another deficit in that account. Mr. Almeida said that they have not. Mr. Aguiar asked how much money was taken out of school lunch to reimburse the overtime account for cafeteria workers. Mr. Almeida said that he didn't know. Mr. Aguiar asked, if there was built in overtime for cafeteria workers, if the cafeteria

account was able to refund money to the regular budget. He questioned if they were charging the right amount and, if Whitson's charge is what they need to have a program that is actually going to make money for the District or reimburse things, he asked why they wouldn't do that. Mr. Almeida said that they paid for five custodians through this account. That's a way they were able to save in the budget. Five custodians that are fully dedicated to the cafeteria are charged to the cafeteria account. Things such as paper towels that they use in excess because of breakfast in the classroom program are also charged to the school lunch account. They've also put meters in the cafeteria for electricity so they charge a portion of that. If they shifted those expenses back to the operating budget, they'd be doing the same thing.

Superintendent Malone asked what information Mr. Aguiar was looking for. Mr. Aguiar said that he would like to see a detailed report of the cafeteria account of any revenue that's come in, any expenses that have gone out, how many custodians are reimbursed, and any issues related to the budget, including how much the benefits are for that department. Superintendent Malone asked the Committee if they would like this report. His time is limited and this is a lot of work in the middle of budget season. He would like a formal vote from the Committee directing him to do this. Mayor Correia asked Mr. Aguiar if he would be willing to wait until after the budget process is completed. Mr. Aguiar said that he didn't think that it would take long to generate this report because they pay people to manage these reports. The Superintendent should not be involved in the report. They pay people in finance to manage the cafeteria account. He would like the report in a reasonable amount of time. Mayor Correia said that they needed to evaluate the best use of the financial team and the people that evaluate these reports, especially during budget time. It may need to be a new policy as far as what people are going to be charged to research this information and put together these reports. Mr. Coogan asked Mr. Almeida how difficult it was to get this report and, if it didn't have to be as detailed, if he could provide a one-pager. Mr. Almeida stated that a one-pager is not a problem but putting the details on some of the benefits will take a little while. Superintendent Malone said that if Mr. Aguiar wants the details, he'll provide it, but he wants to make sure that this information benefits the full Committee. Mr. Coogan said that this should be an easy report to run in X2. Mr. Aguiar said that, if these types of reports and analyses aren't happening, he's concerned about that. Mayor Correia said that he will talk to all members of the Committee about how they should handle this going forward.

Mr. Martins asked if there was a maximum limit that the cafeteria account can reach. Mr. Almeida said that the working deposit is three months of expenses. In school lunch that amount is \$1.5-\$1.8 million. Mr. Martins asked if the money in the cafeteria account could only be used for cafeteria activities. Mr. Almeida said that this was correct. Mr. Martins asked if they exceeded the limit, if the option was to decrease the cost of meals for students. Mr. Almeida said that it would.

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

11. **Vote to Approve:** Second Quarter Budget Transfers, *as presented by Mr. Kevin Almeida, Chief Financial Officer*

MOTION: Mr. Khoury-Mr. Hetzler: To approve the second quarter budget transfers.

Discussion:

Mr. Hetzler asked what accounts they were taking the money from. Mr. Almeida said that they were taking the money from five accounts: Substitutes (\$29,396), Worker's Comp (\$120,000), Uniforms (\$1,350), Contingency (\$91,928), and Other Insurance for Athletics (\$7,326) for a total of \$250,000. Mr. Costa asked what the intended purpose was for the contingency account. Mr. Almeida said that this was for unforeseen expenses. Superintendent Malone said that he built that into this year's budget because they don't have a contingency line item. Mr. Costa asked if \$250,000 in overtime would be enough to get them to the end of the fiscal year. Mr. Almeida said that he was going to make it work. Mr. Costa asked if anyone has taken a look at the substitutes for the last quarter of the year to see how much they've expended in years past. Mr. Almeida said that he has. Mr. Costa said that typically staff members go out on medical leave in the spring which would prompt the need for additional substitutes. He asked if they have looked at the cost of substitutes in the last quarter for previous budgets. Mr. Almeida said that this school year the substitutes budget is at its lowest point it's ever been compared to previous years. Mr. Costa asked what the number was that was expended in the last quarter for previous budgets. Mr. Almeida said that he would have to get that exact amount. Mr. Costa asked if he was confident that they would not need that \$30,000 for substitutes in spring. Mr. Almeida said that he was.

Mr. Aguiar pointed out where they spent \$41,000 in November and \$48,000 in December. He asked when they would see the January number for the Durfee overtime. Mr. Almeida said that he is going to work with Mr. Pacheco to get that number. Mr. Aguiar asked what month it will show up in the chart. Mr. Pacheco said that it will show up in March. Mr. Almeida said that they have the January report in their binders. It's in the total of the report but not in the details. Mr. Aguiar said that his concern is that they have five more months. He asked Mr. Pacheco if he was also confident that they could make this amount in overtime work. Mr. Pacheco said that he was. Mr. Aguiar asked if there were any other lines that they had contingencies in. Mr. Almeida said no. Superintendent Malone said that they were confident that they are going to be able to manage the budget through. He feels good about having the contingency line item built into the budget and he's hopeful to grow it for next year.

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed

12. **Vote to Approve:** Year-to-Date Budget Report, *as presented by Mr. Kevin Almeida, Chief Financial Officer*

MOTION: Mr. Costa-Mr. Hetzler: To approve the year-to-date budget report.

Discussion:

Mr. Aguiar asked if Mr. Almeida could add the circuit breaker account to the out-of-district line item. Mr. Almeida asked him how he wanted him to add it. Mr. Aguiar said that under the Tuition line it showed that the original appropriation was \$6.6 million but it was really \$9.6 million. He's looking for the true cost. Superintendent Malone said that they were working on getting greater transparency. Mr. Aguiar asked what

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salaries were taken out of the operating budget for student transportation. Mr. Almeida said that the transportation coordinator and half of the couriers' salaries. Mr. Aguiar asked if there was anyone else who worked full time in transportation. Mr. Almeida said that there was one clerk whose salary comes out of the clerical line item in an end-of-year report. The report they have in front of them contains expenses for transportation not salaries.

Mr. Khoury asked how much the cost of transportation changed in the past 3-4 years. Mr. Almeida said that it has been significant in the past few years. Mr. Khoury asked if it was trending upward. Mr. Almeida said that it was. When he was first here, it was close to \$5 million. Mayor Correia asked if the contract was coming to a conclusion. Mr. Almeida said that they have one more year. Mayor Correia said that, in that time, they will have an opportunity to craft an RFP process that is hopefully more advantageous in pricing.

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor	None were opposed	Motion passed
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FOR YOUR INFORMATION

MOTION: Mr. Costa-Mr. Coogan: To place the FYI portion of the agenda on file.

No discussion

All were in favor	None were opposed	Motion passed
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NEW BUSINESS

Mr. Khoury stated that he would like to pay tribute to the former school department employees who passed away: (1) Ed Machado, former music director, who was a stage band director while he was at Durfee and (2) J. Barry McDonald who was his freshman football coach.

REQUEST FOR EXECUTIVE SESSION

MOTION: Mr. Costa-Mr. Coogan: To enter into executive session.

Attorney Assad read items that were requested for Executive Session.

- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL Administrators and Employees represented by the Fall River Administrators' Association.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL professional teaching employees of the Fall River School System including coaches, Title I, teachers, nurses, occupational behavioral and physical therapists, Physical Therapy Assistant, Licensed Practical Nurses, Certified Occupational Therapy Assistants, School Administrative Managers, and specialists in the teaching profession represented by the Fall River Educators' Association.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL maintenance employees of the Fall River School System represented by the American Federation of State County and Municipal Employees Council 93, Local 1118.

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- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL custodial employees of the Fall River School System represented by American Federation of State County and Municipal Employees Council 93, Local 1118.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL cafeteria employees of the Fall River School System represented by American Federation of State County and Municipal Employees Council 93, Local 1118.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL school safety/security officers of the Fall River School System represented by American Federation of State County and Municipal Employees Council 93, Local 1118.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL paraprofessional employees of the Fall River School System represented by the Fall River Federation of Paraprofessionals.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL civil service clerical employees of the Fall River School System represented by The Fall River Department of Civil Service Clerical Employees Association.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to litigation regarding Massachusetts Commission Against Discrimination Complaint of Kenneth Hileman.
- M.G.L. Chapter 30A Section 21(a)(1): To review the Open Meeting Law Complaint dated January 16, 2018, filed by Patrick Higgins regarding his request for School Committee Minutes.
- M.G.L. Chapter 30A, Section 21(a)(7): To review and approve Executive Session Committee Minutes for the January 8, 2018 Regular Meeting of the Fall River School Committee.

Mayor Correia asked for a roll call to enter into executive session.

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor

None were opposed

Motion passed (8:42 p.m.)

At 9:45 p.m. the meeting reconvened. A roll call for attendance showed:

Mr. Aguiar: Present	Mr. Khoury: Present
Mr. Coogan: Present	Mr. Martins: Present
Mr. Costa: Present	Mayor Correia: Present
Mr. Hetzler: Present	

MOTION: Mr. Costa-Mr. Hetzler: To approve the Massachusetts Commission Against Discrimination settlement between the Fall River Public Schools and Mr. Kenneth Hileman.

No discussion

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A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor	None were opposed	Motion passed
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MOTION: Mr. Costa-Mr. Khoury: To approve the executive session minutes from the January 8, 2018 Regular Meeting of the Fall River School Committee.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor	None were opposed	Motion passed
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MOTION: Mr. Costa-Mr. Hetzler: To authorize legal counsel to respond to the Open Meeting Law Complaint dated January 16, 2018, filed by Mr. Patrick Higgins regarding the request for School Committee minutes.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor	None were opposed	Motion passed
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MOTION: Mr. Costa-Mr. Khoury: To adjourn.

No discussion

A roll call showed:

Mr. Aguiar: Yes	Mr. Khoury: Yes
Mr. Coogan: Yes	Mr. Martins: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Mr. Hetzler: Yes	

All were in favor	None were opposed	Motion passed (9:47 PM)
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Respectfully submitted,



Administrative Assistant

Documents Referred to:

- Framework for a Next-Generation Accountability System
- Introduction to the LOOK Act
- District Preventative Maintenance
- Minutes
 - Regular Meeting of the Fall River School Committee Minutes – 1/8/2018
 - Facilities and Operations Subcommittee Meeting – 1/25/2018
- Travel Requests
 - NECA Cheer Competition – New Haven, CT
 - Providence College – Providence, RI
 - International Beauty Show – New York
 - Washington, D. C.
 - McGuire Air Force Base – New Jersey
 - New York City
 - Brownstone - Portland, CT
- Donations
 - BayCoast Bank
 - Boston Diocese
 - Leidos
 - Donor's Choose – Spencer Borden
 - Donor's Choose – Watson
 - Donor's Choose – Greene
 - Donor's Choose - Durfee
- Contracts Memo
- Grants
 - McKinney-Vento Homeless Emergency Support
- Fonseca Level 4 presentation
- Fonseca Level 4 School Turnaround Plan - 2017
- Monitoring Site Visit Report 1 of 2: Schoolwide Instructional Observation Report
- Annual Monitoring Site Visit Report
- Monitoring Site Visit Report 1 of 2: Schoolwide Instructional Observation Report – December 2017
- Fonseca's Summary Table of Average Ratings for Each Dimension in Classrooms
- Watson's Level 4 presentation
- Watson's Level 4 Turnaround Plan
- Durfee's 2018-2019 Program of Studies Executive Summary of Changes
- Durfee's 2018-2019 Program of Studies
- Kindergarten registration brochure
- Parent and Community Engagement Center (PACE) policy
- Overtime memo
- School Resource Officer Memo
- Transportation policies
- Futures' Comprehensive Analysis of District Transportation Services for Fall River Public Schools
- Futures' Technical Assistance for the Bidding and Procurement of School Transportation Services for Fall River Public Schools
- Financial documents related the school transportation
- Purchase order for the two report from Futures

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- Proposed job description for the Director of Parent and Community Engagement Center
- Public Participation at School Committee Meetings (current)
- Public Participation at School Committee Meetings (proposed)
- New city charter regarding public comment
- Second quarter revolving funds
- Second quarter budget transfers
- Year-to-Date Budget Report

ADA Coordinator: Gary P. Howayeck, Esq. - 508.324.2650

Please note: A videotape/DVD of this meeting is on file in the School Committee Office and is available for review by contacting the Administrative Assistant for the School Committee Services