

Regular Meeting: December 12, 2016

**REGULAR MEETING OF THE FALL RIVER SCHOOL COMMITTEE**

**Monday, December 12, 2016**

**5:30 PM**

**Kuss Middle School  
52 Globe Mills Avenue  
Fall River, MA 02724**

**MEETING MINUTES**

Mayor Correia called the meeting to order. A roll call for attendance showed at 5:33 p.m.:

Mr. Andrade: Present	Mr. Martins: Present
Mr. Coogan: Present	Mrs. Panchley: Present
Mr. Costa: Present	Mayor Correia: Present
Dr. Costar: Present	

Also present were Attorney Assad and Superintendent Malone.

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 introduced Sumaiyea Uddin who nominated Magdalana Reis for a Recognition Award for being a positive impact on the Resiliency community. Ms. Uddin read a brief statement on why she nominated Principal Reis for the award.

Superintendent Malone introduced Marcia Picard who nominated the staff at Frank M. Silvia Elementary School for their whole-school culture of wellness. Principal Facchiano and physical education teacher, Ms. Teresa Mahjoory accepted the award.

Superintendent Malone introduced Principal Lourdes Santiago of Greene Elementary School to present the awards to students from Greene who earned a perfect score in one or more areas on the MCAS test.

Superintendent Malone introduced the 143 recipients of the John and Abigail Adams Scholarship Award. He read all the names of the recipients and those who were in attendance shook hands with School Committee members. Principal Pontes distributed the certificates to the students. A group photo was taken to commemorate the occasion.

**SUPERINTENDENT'S REPORT**

- *Fonseca Level 4 Update*

Superintendent Malone informed the Committee that the Fonseca Stakeholder Group submitted their recommendations to him. He now has about 22 days to compose the Turnaround Plan that he will submit to

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the state. He thanked Principal Pontes for facilitating this work and Principal Lisi for putting together a great team.

- *November and December Updates*

Superintendent Malone announced that they had an amazing end to November. They opened the Parent Information Center, had an amazing pep rally, a luncheon provided by the culinary arts program, and Durfee's football team won the game against New Bedford for the first time in nine years. In December, there was a musical and there were more events to come.

- *FY18 Budget Development*

Superintendent Malone announced that the FY18 budget process using the zero-based budgeting model had begun. The next steps will be meetings around a framework on staffing. The goal is to reduce class size and Superintendent Malone wants to bring forth a budget that will allow them to do that.

- *Bridgewater State Partnership*

Superintendent Malone thanked Senator Rodrigues for getting President Clark from Bridgewater State University to Fall River to partner with Fall River Public Schools to help build a human capital program model to train paras, teachers, and leaders. Human capital and retention was their #1 issue. They will work on developing a teacher training model, specifically unique to urban education.

Mr. Martins informed Superintendent Malone that, in the past, the Finance Subcommittee has been involved in the budget process and asked at what stage he felt the Finance Subcommittee would become involved in the budget discussion.

Superintendent Malone answered that he thought they should start scheduling meetings in January and then ongoing through the end of the budget season. They would start with January and February and then have a meeting every couple of weeks.

Mr. Martins stated that one of the tasks of the School Committee was to ensure that the budget was developed and expended properly, including grant funds. As the chair of the Finance Subcommittee, he would like to see discussions for the use of grant funds as to when they are coming out and what is going to be done with them.

Superintendent Malone said that his experience in the past was to look at the budget through all funds and specific funds so he will be bringing forward all funds to see how they are meeting needs. The Finance Subcommittee will have a major role in that.

## **APPROVAL OF MINUTES**

**MOTION: Mr. Costa-Mrs. Panchley: To approve the meeting minutes with amendments from the November 14, 2016 Regular Meeting of the Fall River School Committee.**

**Discussion:**

Mr. Andrade requested that one word be changed in the minutes. Under Donations, on Page 3, he requested that the word "all" be removed from the discussion that states that "Mr. Andrade added that the donation of dictionaries from the Fall River Lodge of Elks was for all third-grade students..." Hopefully, this will be true in the future but the funds were not available to give dictionaries to all third-grade students this year.

Mr. Andrade asked that the word "all" be replaced with "select."

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>
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**TRAVEL REQUESTS**

**MOTION: Mr. Costa-Mr. Coogan: To approve all travel requests.**

No discussion

<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>
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**DONATIONS**

**MOTION: Mr. Costa-Mrs. Panchley: To accept all donations.**

No discussion

<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>
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**CONTRACTS**

Mr. Martins requested to take the Community Matters contract separately.

**MOTION: Mr. Costa-Mr. Andrade: To approve all other contracts.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>
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**MOTION: Mr. Costa-Mrs. Panchley: To approve the Community Matters contract.**

Discussion:

Mr. Martins asked what Community Matters was going to do for them. He has not seen this before in the past. Mr. Costa explained that this is the contract they have for the District Capacity Project. It's the work that the facilitator does in the district. Previously, the funds would go through the Rennie Center where the School Committee would pay a portion and the FREA would pay a portion. The FREA has already paid their portion of the facilitation. The total amount is an "up to" amount and not necessarily what they will be billing the Fall River Public Schools for. It is a savings. When they went through the Rennie Center, there were some costs that was associated through the Rennie for a conference that they all would attend. This is a reduction in the amount they had paid in previous years.

Mr. Martins asked if this is where one would get an arbitrator from. Mr. Costa answered that this would cover DCP to work on retention.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**GRANTS**

Mr. Martins asked to take the Occupational Education and Fonseca School Redesign grants separately.

**MOTION: Mr. Costa-Mr. Andrade: To approve all other grants.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Mrs. Panchley-Mr. Martins: To approve the Occupational Education grant.**

Discussion:

Mr. Martins asked, on the Occupational Education grant, where it says “Stipends: \$7,000,” if that was for work beyond the normal school day for the stipends to prepare students for the SkillsUSA competition.

Mr. Raymond Medeiros answered that the stipend was for the SkillsUSA Coordinator. The stipend is for the last day of school or after the last day of school. He explained that there is some curriculum planning with teachers. It’s an extra day of work for the teachers.

Mr. Martins asked how they separated this from their normal responsibilities. Mr. Medeiros said that the stipends are for professional development and curriculum development for next year. Mr. Martins understood the stipend for the coordinator, which is for \$2,500. For the \$4,500, he hoped that was being used to promote the students to participate in SkillsUSA. Mr. Medeiros said that was part of it but mainly it was used for curriculum development.

Mr. Martins asked, in looking at Contractual Services, Consultants, and Specialists, what these individuals were going to do. Mr. Medeiros answered that the \$2,250 was for Mr. Bentley who had been providing gratis support for him since he started in the position in September. Also, the district needed to provide a certified mentor which Mr. Bentley was able to provide. Mr. Martins asked what subject the mentorship was for. Mr. Medeiros answered for an administrator (himself). He added that Mr. Bentley had instant creditability. Mr. Martins asked about the Specialist. Mr. Medeiros answered that the specialist was a retired teacher from Construction Craft Laborer who, for health reasons, needed to retire last year. They have two first-year construction teachers. He was an OSHA instructor and can provide certification to operate a crane. Mr. Martins asked if this was a hoist license. Mr. Medeiros clarified that it was a rigging license. All the seniors last year passed that licensing. Mr. Martins said that he and Mr. Medeiros need to have a conversation in regards to the construction shop because he has heard things he was not pleased with. Mayor Correia suggested that they have that conversation but, right now, they are discussing approving the contract so he is

going to move the issue forward unless there was something else pertaining to the grant that he would like to address.

Mr. Martins asked about Non-instructional Supplies. Mr. Medeiros answered that the competency tracking software may be one of the supplies but he wasn't sure.

Dr. Costar asked how this contract would directly benefit students. Mr. Medeiros answered that it provides equipment that they couldn't afford within the regular budget to replace older items or to buy state-of-the-art equipment. Dr. Costar asked if this grant helped students become more employable. Mr. Medeiros replied that there are some things in the grant that will allow some certifications and the ability to compete in SkillsUSA but, mainly, the funds would be used to sustain the program.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Mrs. Panchley-Mr. Andrade: To approve the Fonseca Redesign Grant.**

Discussion:

Mr. Martins asked where in this grant was there a hiring for additional teachers for class size reduction, dual teaching or co-teaching for those classes most in need of assistance. Superintendent Malone clarified that this was the planning grant, not the implementation grant. The planning grant covered most of the training and additional hours. There wasn't enough money in this grant to provide for additional teachers. This is a small grant for planning. The school redesign grant will be written in about three months. That will be used for the implementation. This grant will expire at the end of the year. Mr. Martins asked if this grant has already been approved by DESE. Superintendent Malone answered that it has and said that this comes with the designation of Level 4 status so this is the monies they use to plan for the turnaround.

Mr. Martins stated, for the improvement of the Fonseca School, if they do not have additional teachers in the program to teach for those classrooms that are experiencing difficulty, then they need to lower the class size through dual or co-teaching to provide individual support. Mayor Correia explained that that was the purpose of the school redesign grant that they will be writing but this is the planning grant. Mr. Martins said that he would have liked to have seen the wording in the grant.

Dr. Costar said that he was on the Stakeholder Committee and they had several meetings and determined that class size was an issue at Fonseca. There was also a strong need for professional development. The Stakeholder Group had the same recommendations as Mr. Martins.

Mr. Martins said that, under Planning Activity and Use of Grant Funds, it clearly states "recruitment and retention for school leaders and teachers." Superintendent Malone said that was because it was a bridge grant, the monies extend between being told you're a Level 4 school and potentially receiving the Level 4 grant, which is not a guarantee.

Mr. Costa said that he supported the redesign. They've had these grants in the past for Kuss, Doran, and Watson. The district has shown great ability in using these funds to create the overall redesign. They have a history of doing right by these grants. This grant is to build the foundation. Mr. Andrade added that the

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Turnaround Plan that Superintendent Malone will submit to the state will be what shows the direction that they are going in, what they're asking for, and what they're planning to do.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**DISCUSSIONS**

1. **Discussion and Vote to Accept Presentation:** Resiliency Preparatory School redesign presentation, *as presented by the Resiliency Team*

**MOTION: Mr. Andrade-Mr. Coogan: To accept the Resiliency redesign presentation.**

Discussion:

Superintendent Malone asked if the Committee could step off stage so that Resiliency could do their presentation on the screen that was over the stage.

Principal Magdalana Reis introduced the Resiliency Redesign Model. The students are the main focus. The redesign model is innovative and driven by the needs of students. It's creative; reduces the achievement gap; and holds students, faculty, and staff to higher expectations. They know the needs of the students and what they need to succeed beyond the school's walls. The faculty and staff have worked hard in creating a school redesign model that will not only support the students but their families as well.

Principal Reis introduced a video that showed a young man who was in the student government and had graduated from Resiliency. He was behind in a number of credits. He was enrolled in the credit recovery program. She introduced another student in the video who was a single parent and attended Durfee. She recouped credit, stayed after school, participated in an online program, and graduated. She secured employment through People, Incorporated.

Vice Principal Edwards introduced some facts about the school. In Grades 7-9, they have a 45-day Intervention Model where students receive therapeutic or remedial services to help support them to be successful both emotionally and academically. The students have the option to stay or move forward with the School of Choice. This model also involved closing the learning gaps, small class size, rising 9<sup>th</sup> grade program.

Principal Reis stated that the Upper Academy was able to implement the multiple pathways for graduation, successful in developing education options for students, therapeutic setting, creating intervention plans for them when they walk through the door, school of choice, and job training and internship. Last year, they piloted a program with ten kids and eight of them made it through. They partnered with People, Incorporated. They also created individual learning plans because they wanted to see where the gaps were. They also formed a vocational training partnership with Durfee.

Mr. Edwards talked about enrollment data. In SY 2015-2016, they had 160 students. In 2016-2017, they have 170 students. They serve a diverse population. Seventy-two percent of students are economically disadvantaged, 25% have disabilities; and 25% are ELL students. Resiliency has strategically orchestrated and

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effectively implemented a remedial program to student absences. According to the data, Resiliency students with ten or more absences average 88% over the past five years. Conduct is a challenge for many schools, especially in alternative settings. Resiliency has effectively implemented a therapeutic process to remove the amount of behaviors and out of school suspensions. Out of school suspensions in 2014 averaged 56% and 46.7% in 2015. According to DESE's data, Resiliency's graduation rate increased from 36.4% in 2013 to 47.5% in 2015. Resiliency's dropout rate decreased from 23% in 2013 to 22.5% in 2015.

Ms. Janet Doyle spoke about the online learning program that was implemented in 2015. Seventy-five percent of students enrolled in courses and 62% of students completed the courses. Moving forward with the redesign, Resiliency would like to continue with their online learning program. When developing the redesign model, they used the Student Needs Assessment Data to make data-driven decisions. Out of the 143 students surveyed, 90% reported that they wanted help with employment and finding jobs. Sixty-five percent reporting needing assistance with their attendance and their academics; 55% of students reported needing support with their behavior. These were the main areas that were used in considering the redesign elements.

To address the students high level of needs, they offer smaller class sizes and therapeutic settings in their day program. They offer behavior and academic support for students as well as flexible scheduling. They offer an online credit recovery program during the day and after school to reengage students. Students can also work online from home. Support staff provide referrals for community-based agencies to provide services and assistance outside of school. This school year, Resiliency piloted several successful programs, including the 45-day intervention program. The suspension intervention program is also another new pilot program this year. It incorporated a Saturday school model where students report to school on Saturday to undergo a series of interventions. They also have a new community engagement center, sponsored by People, Incorporated, which allows students to receive job training, academic tutoring, mentoring, and employment-based certifications. In SY 2017-2018, they would like to expand on these programs. They want to assess vocational training and more flexible schedules for students.

Ms. Nicole Archambeault stated that the redesign that Resiliency is proposing will require a five-fold investment. For school staff, they are looking to add a full-time school nurse and an ESL teacher and repurpose current positions to better serve their population such as graduation counseling. In the way of vocational partnerships, they are also proposing adding stipend money for existing staff members and to vocational teachers to build real-world learning vocational programs for students. They also need the time and staffing to create a competency-based portfolio style curriculum as well as professional development to instruct teachers on how to best implement the curriculum in the classrooms. The existing technology at Resiliency has proven to be insufficient in meeting student needs. They are proposing a 1:1 initiative so that every student will have access to a computer during the day. Lastly, transportation is one of the major needs of Resiliency students. In order to combat the low attendance rate, they hope to have their own independent mode of shuttling students between school, home, and jobs or vocational programs.

Additional supports needed from the School Committee will include permission and support to make changes to the school's start and end time, the school name, the program of studies and the support to pilot a new innovative curriculum. Their redesign rollout plan for Years 1-3 begins with the marketing of the school's new image and pathways. Before opening for SY 2017-2018, they will have planned and implemented structures in pathways. The referral-based admissions process will be adopted to become choice based. The new staffing structure will work to retain effective, innovative individuals. Throughout Year 1, they will track and assess data. Years 2 and 3 will be allocated to the expansion and improvement of Year 1's changes.

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Ms. Chavahya Soto, a graduate of Resiliency, talked about how the school helped her improve on her education and her manners. She is now employed by People, Incorporated.

Principal Reis mentioned how they were able to transform an alternative school that was struggling. They went from having students who were not engaged to now having students who were engaged. They now have more students who want to go to college and more students who are being accepted to college. Principal Reis thanked Superintendent Malone for pushing them with this redesign and for making frequent visits to the school. She also thanked Robert Canuel who has been instrumental in creating opportunities for Resiliency students and their families.

Superintendent Malone said that the videos that Resiliency presented would be posted on the FRPS website. He stated that Resiliency has been working extremely hard in the last six months to think differently about how they do things. They're evolving. He is proud of Resiliency. He recommended that the School Committee vote to accept the report. He also recommended that they take the time to visit the school. Mayor Correia agreed that they were doing great work. He added that the city has committed, in cooperation with People, Incorporated, some CDBG funds to support the work at Resiliency.

**All were in favor**

**None were opposed**

**Motion passed**

2. **Second Read and Vote to Approve:** Durfee High School Athletic Handbook, *presented by Mr. Brad Bustin, Athletics Director*

Discussion:

Mr. Martins asked, in regards to the new wording on Page 4 and 5 that states “to be eligible to participate in athletics, students must pass a minimum of two core classes.” He thinks that is way too low. In order to graduate, students have to pass English Language Arts, Math, Science, and Social Studies.

Mr. Bustin answered that the MIAA has a section on a four-block where students have to pass two out of the four. That's the minimum. Durfee has a five block. Not every student is taking five core classes at one time. If a student is taking four core classes, they have to pass two out of the four. The other classes might be electives. If the student is taking five core classes, they have to pass three of them. They would need to be passing 50% of their electives to remain eligible.

Mr. Martins found this to be bothersome. He thinks athletics are a good thing. Sports develop character and student pride; however, students need to have skills other than the skills they have in the sport they excel in. Mr. Martins feels that academics should come before extra-curricular activities. They should have to pass all required courses.

Superintendent Malone explained that the reason the language has changes was because it used to be a seven-period day and now it's five so they had to adjust the language. He assured Mr. Martins that academics do come first. They are following the regulations set by the MIAA. Mr. Martins doesn't agree with the standards that the MIAA set. He doesn't believe that students should be able to fail any of their courses.

Mr. Andrade asked if he understood correctly that a student can be doing poorly in the previous marking period but that doesn't mean they're not going to pass. Mr. Bustin confirmed that was correct. What concerned Mr. Andrade about raising the standards too high, for many students at that age level, athletics or other extra-curricular activities is an incentive to come to school and to do well. Mr. Bustin agreed and said that they were currently seeing that with their freshman class. If a student has a couple of Fs on their report card, and they found out that they may not be eligible for the winter season, they got very upset because they



want to play. He feels that sports can help students pick up their grades and eventually turn them around. It's incentive for them to do better. Mr. Andrade is comfortable with that standard for that reason. Mr. Bustin added that some students need sports to give them a push to do well in school.

Mr. Costa said that, in the future, he would like to see Durfee focus on the importance of "student" in the term "student athlete." He would like to see coaches extend practices a little longer and have a formalized study hall with their student athletes. Maybe if a student athlete was struggling, there could be some peer assistance or have someone else in the building to come in and help. He'd like to see Durfee implement a study hall maybe a couple of times a week. They can bring their homework there. He's not asking to make the changes now but something to think about. Mr. Bustin said that they have had discussions about that.

Dr. Costar would like to look at the data as far as what the spread is for student athletes who are passing all their courses. He agrees that sports are an incentive for athletes to stay in school. What they learn in sports like hard work and team work carries over to the classroom. They are doing a disservice by insinuating that athletes are not scholars because many of them are.

Mayor Correia said that he would like to move the question forward since there are a lot of items of discussion. He asked if there were any other questions.

Mr. Martins asked what the Academic Waiver process was for. Mr. Bustin replied that if a student was taking five classes and passing two of them, that is the MIAA minimum, so they will not be eligible. However, if they went through a waiver process where they met with the student and sat down with them and put them on a plan and if everyone decided that the student could participate based on this waiver and tracking sheet. Mr. Martins asked if the purpose of the waiver process was for students who were trying really hard and looked like they would pass. Mr. Bustin said that some students originally were not put in the right classes but once they were given the support that they needed, their grades improved.

**MOTION: Mrs. Panchley-Mr. Coogan: To move the question.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: No
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**Six were in favor**

**One was opposed** (Martins)

**Motion passed**

**MOTION: Mr. Andrade-Mrs. Panchley: To approve the updates to Durfee's Athletic Handbook.**

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: No
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**Six were in favor**

**One was opposed** (Martins)

**Motion passed**

3. **Vote to Appoint:** Lisa Moy, Executive Director for Special Education and Student Services, *presented by Dr. Matthew Malone, Superintendent of Schools*

**MOTION: Mr. Costa-Mr. Andrade: To appoint Lisa Moy Executive Director for Special Education and Student Services.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

4. **Vote to Approve:** ESL teaching position at RPS and Tansey, *presented by Dr. Fran Roy, Chief Academic Officer/Assistant Superintendent for Curriculum*

Superintendent Malone explained that this was a need that they have given the increase number of students at both RPS and Tansey. This is a one-year fix. They will be using these monies that they didn't use from positions they didn't fill this year. This is a cost neutral investment.

**MOTION: Mr. Coogan-Dr. Costar: To approve the ESL teaching positions at RPS and Tansey.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

5. **Discussion and Vote to Approve:** Amended job descriptions for Assistant Superintendent and Director of Human Resources, *presented by Dr. Matthew Malone, Superintendent of Schools*

**MOTION: Mr. Martins-Dr. Costar: To make amendments to the amended job descriptions for Assistant Superintendent and Director of Human Resources.**

Discussion:

Superintendent Malone brought forward two job descriptions to be amended. The blue text is additions and the text that has been crossed out are redundancies.

Mr. Martins recommended for the Assistant Superintendent position, under "Required Qualifications," to change "Knowledge and experience in public school administration related to instruction and evaluation" to "Five years of successful experience in public school administration related to instruction and evaluation." Also, where it says "Three years of successful supervisory experience," he suggests that that be removed. Mr. Andrade asked if that meant the experience has now gone from three years to five years. Superintendent Malone confirmed that was correct. Mayor Correia stated that people who apply for these positions may not have public school experience. They could be coming from the private sector or parochial schools. Superintendent Malone said that he could change the wording and remove "public" from school.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Dr. Costar-Mr. Coogan: To approve the amended job descriptions for Assistant Superintendent and Director of Human Resources.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

6. **Discussion and Vote to Approve:** School Committee Survey, *as referred by the Evaluation Subcommittee and presented by School Committeeman, Mr. Gabriel Andrade*

**MOTION: Mr. Martins-Mr. Andrade: To accept the School Committee survey.**

Discussion:

Mr. Andrade explained that this survey was a follow up to the survey that was done by the Public Policy Center at UMass Dartmouth about a year ago. At the time, the responses were not very favorable to the Committee. They only had a little over 500 responses the first time. For this survey, they received 347 responses. There were three responses to each questions: Agree, Disagree, or No Strong Opinion. The “No Strong Opinion” averaged about 40% of the responses. He believes that part of the reason was due to the turnover rate. If a person was just hired this year, that person would know very little about the operation of the School Committee. The responses to this survey was much better compared to the last study that was done. He took a few questions that they had not done well on from the first survey and wanted to see if there was a change. The change was substantial.

The first question was “The School Committee is improving in its efforts to communicate clearly with district personnel,” 37.5% agreed, 18.2% disagreed, and 43.4% had no strong opinion. Three people answered “Other.” On the second question, “The School Committee is improving in their attempts to operate in an open and transparent manner,” 40.2% agreed, 12.5% disagreed, and 45.5% had no strong opinion. The third question, “The Committee is improving in taking feedback seriously,” 38.6% agreed, 11.4% disagreed, 47.7% had no strong opinion. On Question 4, “The Committee is making significant attempts to welcome feedback,” 44.9% agreed, 14.6% disagreed, and 38.5% had no strong opinion. Question 5, “I have confidence that the leadership of the Committee is improving,” 48.4% agreed, 11.4% disagreed, and 39% had no strong opinion. Question #6, “I trust the Committee will do what it says it will do,” 45.3% agreed, 15.2% disagreed, and 36% had no strong opinion. This was a tremendous improvement from the first survey. They were about 50/50 in terms of Agree and Disagree on the last survey.

For the next section, he took policies and programs that could have impacted staff perceptions of the School Committee. One of them was the District Capacity Project, which included one School Committee member. “The DCP is a project which seeks to promote collaboration and cooperation among the unions, the

administration, and the School Committee.” About 33.4% agreed, 12.7% disagreed, and 50% had no strong opinion. “The new policies on School Committee school visitation and School Committee communication with staff facilitate two-way communication between the School Committee and staff,” 41.9% agreed, 12% disagreed, and 41.3% had no strong opinion. “The Superintendent’s search process was fair and adequately represented the diverse group of stakeholders in the community,” 66.6% agreed, 2.9% disagreed, and 28.2% had no strong opinion.

The third section was on the School Committee’s stand on state-wide issues. “The School Committee’s vote to support the moratorium on high stakes testing reflects the interest of school staff,” 76.6% agreed, 2.4% disagreed, and 18.1% had no strong opinion. “The School Committee’s vote in favor of a resolution to support the Foundation Budget Review Commission’s recommendation relative to state funding for local districts reflects the interest of school staff” and “The School Committee’s vote in favor of a resolution against raising the cap on new charter schools reflects the interest on school’s staff.” These were general questions and they enlisted more of a negative response than the more specific questions.

Brian Mikolazyk included some comments from the survey which were helpful in understanding how people were feeling. Eleven responses reflected no strong opinion and many of them explained why they chose that and most of them indicated that they had very little time in the system to be able to answer that. A person at the high school indicated that they felt that the high school was short staffed, especially in SPED and there were uncertified teachers teaching classes because there was not a certified teacher available. Another person talked about staffing at Henry Lord stating that they were short staffed there. One or two people indicated there was insufficient communication from the School Committee. Another person talked about the budget process and indicated that he or she felt that it was unsatisfactory. They were unsatisfied that there were cuts made last year without sufficient input from teachers. The turnover issue was mentioned by a few people. A para indicated that they felt like paras were treated like they were lower class. Mr. Andrade felt, with this information, they can start thinking about improvements that can be made. He suggested putting this survey on the website for people to review.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

7. **Discussion:** Recess, presented by Dr. Matthew Malone, Superintendent of Schools

**MOTION: Mr. Costa-Mr. Coogan: To table the discussion of recess.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

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8. **Discussion:** Durfee High School graduation, *presented by Dr. Matthew Malone, Superintendent of Schools*

**MOTION: Mr. Coogan-Mrs. Panchley: To move Durfee's graduation from Sunday to Friday night.**

Discussion:

Superintendent Malone stated that this was a request that was made at the last School Committee meeting to move Durfee's graduation to Friday night from Sunday. Student Representative John Paul McDonald thinks that graduation should be moved to Friday night. The majority of the classmates that he talked to would rather have it on a Friday night. It also gives students and families a chance to celebrate over the weekend of graduation. In past years, when he worked graduation, it was very hot in the auditorium on Sunday. On a Friday night, it will be much cooler and comfortable.

Mr. Andrade asked if he has spoken to parents about what their thoughts were. Mr. McDonald answered, other than his own parents, he had not. He has talked to teachers and the majority of teachers would rather have graduation on a Friday night. It was tough to get teachers to volunteer on a Sunday. Mr. Andrade said that the reason he had asked about parents was because there was a survey that was conducted that showed that parents preferred graduation on the Sunday because Friday was difficult after a work day.

Mr. Coogan stated that, if you look at the data, only 26% of the parents responded to the email or phone call. Seventy-four percent did not take a position. We don't know how the 74% would have voted. If you add the numbers of the staff and the parents, Friday is the winning number going forward.

Mr. Martins stated that 164 parents, about 25%, participated. Twenty-six Durfee staff members, about 20%, and 104 families, about 63%, preferred to have graduation on a Sunday. It seemed like the parents would rather keep it on a Sunday.

Dr. Costar asked if they have tried having graduation on a Friday before and if anyone experienced what it was like. Mr. Coogan answered that Friday was the traditional night but it changed two years ago. When it was moved to a Sunday, there were complaints that it was too hot in the auditorium so they considered moving it back to Friday night. He has been approached by staff who asked if graduation could be moved back to Friday night. Parents who voted to keep it on a Sunday have never had the opportunity to experience a Friday or a Sunday. If they experienced how hot it was in the auditorium on a Sunday, they would probably push for Friday, too.

Dr. Costar asked if there has been feedback from parents who have attended on a Friday night. Mr. Coogan said that they liked it on a Friday night but, when it was moved to a Sunday, they were less than complimentary. They had nurses running around with water for people.

Mrs. Panchley added that she imaged that another factor in moving graduation from Sunday to Friday would be the cost savings for maintenance and security personnel. Superintendent Malone agreed that it was more expensive on a Sunday than on a Friday.

Mr. Andrade suggested that if graduation is moved to a Friday night, they should try to get feedback from families to see how they felt about graduation on a Friday. Dr. Costar asked Mr. Costa what his thoughts were since he had experienced graduation on a Friday night and on a Sunday.

Mr. Costa said that, with as many people as they have attending graduation, it's going to be hot whether you have it on a Friday night or a Sunday. He understood having it on a Friday night because it gives parents a

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chance to plan a celebration on the Saturday or Sunday but, if they have it on a Sunday, you might have to put off celebrating since parents have to go to work on a Monday.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

9. **Vote to Approve:** Budget transfer request, *presented by Mr. Kevin Almeida, Chief Financial Officer*

**MOTION: Mrs. Panchley-Mr. Coogan: To accept the budget transfer request.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

10. **Vote to Approve:** November's Budget Report, *presented by Mr. Kevin Almeida, Chief Financial Officer*

**MOTION: Mr. Martins-Mr. Coogan: To approve November's budget report.**

No discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed**

**FOR YOUR INFORMATION**

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

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

**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 and physical therapists, and specialists in the teaching profession represented by the Fall River Educators' Association.
- M.G.L. Chapter 30A, Section 21(a)(2): To conduct strategy sessions in preparation for negotiations with non-union personnel and/or to conduct contract negotiations with non-union personnel including Lisa Moy, Executive Director of Special Education and Student Services; James Meyen, Senior Naval Science Instructor (NJROTC); Helen F. Sowinski, Naval Science Instructor (NJROTC); Clotilde Cabral, Occupational Therapy Assistant; Kerry Camara, License Practical Nurse Instructional Assistant; Vanessa Desousa, Occupational Therapy Assistant; Christine Donovan, Physical Therapy Assistant; Mary Ann Donovan, Occupational Therapy Assistant; Jose Filipe Rodrigues, Occupational Therapy Assistant; Cynthia Silva, Physical Therapy Assistant; Kelly Travis, Occupational Therapy Assistant; Michael Ferreira, FRED TV Programming Manager/Production Supervisor/Editor; Timothy McCloskey, Director of Engineering Services; Pauline McGrath, FRED TV General Manager/Producer & Managing Instructor; James Medeiros, Assistant Director of Environmental Services; Alex Mello, FRED TV Webmaster/Technician/Cameraperson; Elsa Rebello, Data Technician; Nancy Slean, Facility Accountant; Megan Souza, Administrative Assistant; and Chou Tang, Data Technician.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to paraprofessionals represented by the Fall River Federation of Paraprofessionals, ATFMA, AFL-CIO.
- M.G.L. Chapter 30A, Section 21(a)(3): To discuss strategy with respect to collective bargaining relative to ALL government program employees, including without limitations, paraprofessionals, parent workers, and clerks, of the Fall River School System that are paid from Federal/State Grants and represented by the Fall River Public Schools Government Programs.
- M.G.L. Chapter 30A, Section 21(a)(7): To review and approve Executive Session Committee Minutes for the November 14, 2016 Regular Meeting of the Fall River School Committee.
- M.G.L. c.30A Section 21(a)(4): To discuss strategies relative to the deployment of security personnel and/or devices.

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

Mr. Andrade: Yes	Mr. Martins: Yes
Mr. Coogan: Yes	Mrs. Panchley: Yes
Mr. Costa: Yes	Mayor Correia: Yes
Dr. Costar: Yes	

**All were in favor**

**None were opposed**

**Motion passed (7:59 p.m.)**

At 8:57 p.m. the meeting reconvened. A roll call for attendance showed:

Mr. Andrade: Present	Mr. Martins: Present
Mr. Coogan: Present	Mrs. Panchley: Present
Mr. Costa: Present	Mayor Correia: Present
Dr. Costar: Present	

**MOTION: Mr. Costa-Mr. Andrade: To approve Lisa Moy's contract.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve James Meyen's contract.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Helen F. Sowinski's contract.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Michael Ferreira's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Timothy McCloskey's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Pauline McGrath's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve James Medeiros' contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mrs. Panchley: To approve Alex Mello's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Elsa Rebello's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mr. Costa-Mr. Andrade: To approve Megan Souza's contract.**

No discussion

**Six were in favor**

**One was opposed (Mayor)**

**Motion passed**

**MOTION: Mrs. Panchley-Mr. Costa: To approve the Executive Session committee minutes from November 14, 2016 Regular Meeting of the Fall River School Committee.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

**NEW BUSINESS**

There was no new business.



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**MOTION: Mr. Coogan-Mr. Andrade: To adjourn.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed (9:03 PM)**

Respectfully submitted,

A handwritten signature in blue ink, appearing to be 'J. J.', is centered on the page.

Administrative Assistant

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