

Finance Sub Committee Meeting
April 25, 2013

Roll Call:

Mr. Costa - Present
Mr. Hart - Present
Mr. Martins - Present

Also present:

Meg Mayo-Brown
Fran Roy
Michael Saunders
Ivone Medeiros
Tom Coogan
Jessica Vinacco
Anthony Modica
Paul Marshall
Tracy Curley

Mr. Costa :

Stated in continuing with the budget presentations, this will be the last of our budget presentations for the upcoming 2013/2014 budget. They have gone relatively well and that he would expect that tonight would be no different.

Representative from RPS were asked to present first.

Ms. Vinacco:

Passed out packets and stated that she would be presenting the school improvement plan as well as the school budget. She asked if there was a preference on which to start with.

Mr. Costa:

Stated that what has happened in the past in previous discussions is that the principals would incorporate how the budget would reflect the improvement plan but stated that as long as the information gets to them he has no preference.

Ms. Vinacco:

Stated that she had prepared some talking points which lead in to the improvement plan and then takes you to the budget.

Ms. Vinacco:

At RPS our personalized approach is built upon three fundamental principles, rigor, relevance and relationships. That has been our unofficial school mission this year. We keep that mantra in mind when it comes to making school wide changes based on our identified needs and based on our population we tailor our school design to address the identified deficiencies noted in our student's academic histories with a particular emphasis on closing the achievement gap. Our flexible scheduling and customized

approach prepares students to enter full secondary education and or employment upon graduation. As stated in the district's vision for all schools, RPS subscribes to the philosophy that learning is not limited to the boundaries of the classroom. As a result we will continue to provide opportunities for our students to explore their interests, grow as individuals, and develop their critical thinking skills. The goals outlined in our school improvement plan are as follows:

To continue to meet and exceed our CPI performance targets. Last year we recorded considerably high gains in both Math and ELA and hope to continue an upward projectory.

Improve parent involvement by holding a parent event every quarter and to increase attendance by 25% each time. Our home visits make reaching out to parents a more efficient and effective process however moving forward we would like to see more parents coming in to the school and taking advantage of the services we offer.

Building community partnerships and designing effective transition plans. As noted in the district's vision for all schools, the staff at RPS believes that collaboration among staff, parents, and community members maximizes the resources and support available to our students. As such we wish to make more of a concerted effort to tap in to the community as a resource. We see a serious disconnect between our school community and the community at large. To address this need, RPS pledges to reach out to various community stakeholders in a way to weave community service and us together. Our goal is to design individualized transition plans with our students that records their post secondary preparations and enable them to be successful in whatever area they choose to move forward in.

Ms. Vinacco:

Stated that with that in mind, the school improvement plan will outline the demographics for the school. How many students are receiving free or reduced lunch, what our special education numbers look like. She asked if she should go through that or go right to the measurable goals.

Mr. Costa:

Stated that she could right to the measurable goals and asked Mr. Hart and Mr. Martins if there were any objections to that and they both stated that they had no objection.

Ms. Vinacco:

Stated that under the CPI goal, last year they were able to make some gains in ELA and Math and we met our district benchmark target for the trajectory to move upwards. We were able to exceed those targets and I hope to do the same again this year. Last year our CPI index came to 83 and we would like to make it to 85 for ELA and it was 60 for Math and we would like to see it grow to 63. Both of those represent serious growth. The district targets that were set for our school, ELA was set for 63 and we made 83. Based on that we would like to see it go to 85. For Math the target was set for 49 and we made it to 60 and we would like to see it grow to 63.

Mr. Costa asked if there were any questions regarding the goals from either member. They both answered no.

Ms. Vinacco:

Stated that the next goal was regarding parent involvement. She stated that Durfee does a great job with involving parents more with parents more involved in the school setting than RPS has. We have a negative stigma about the school in general so we would like to see more parents come in to the school to talk with our teachers, see how we operate, observe how the school runs when it is in session and to see what we have to offer for families and students. So we are going to ask that next year parents come in once a quarter to meet with teachers and to pick up report cards in an effort to stimulate some relationships between us and the parents.

Ms. Vinacco:

Stated that the last goal is around community outreach. What we are trying to do is develop transition plans. What happens is we notice that students leave RPS and have had a good relationship with us but we are not quite sure where they go when they leave RPS. We want to make sure with confidence that they are either at the job that they want or in a 2 or 4 year college program. From what I understand that is already being introduced at the state level as a goal so we are really going to try to make that our focus as well. We are partnering with BCC, Solid Ground, SSTAR, and we are looking to develop more partnerships as the year progresses.

Mr. Costa:

Confirmed that in the proposed budget, that they are not looking for anything additional.

Ms. Vinacco:

Stated that they are not looking for any additional FTE's. The only thing is that they currently have two part time elective teachers. We have a part time music and a part time art that we would like to converge and have one full time art teacher.

Mr. Costa:

Verified that she would like to eliminate the music teacher and asked if that would correspond with the course of studies for next year. Ms. Vinacco stated that it would. She stated that she believes that music is still offered. The art teacher that we have has a good working relationship with Youth Experiencing Artistic Hope so we could still have a Hip Hop class or a piano class where she would be the teacher of record and it would fall under an after school program.

Mr. Costa asked if there were any questions for Ms. Vinacco. Mr. Hart stated that he had a question.

Mr. Hart:

Stated that Ms. Vinacco stated that she would like to increase parent involvement by 25% and asked what it is right now.

Ms. Vinacco:

Stated that they see the same three faces at every parent meeting.

Mr. Hart:

Asked how many students are in the school.

Ms. Vinacco:

Stated that there are 205 students.

Mr. Hart:

Stated so when you have a parent teacher conference, you see very few parents.

Ms. Vinacco:

Stated that they try to be as creative as possible to get families and parents in. At our last event we saw maybe one or two new faces but it wasn't parents, it was older siblings. Reaching out to parents is

really troublesome. The home visits that we do are the best thing that we do. Seventy five percent of our students have home visits.

Mr. Hart:

Asked what steps were going to be taken to improve the community involvement.

Ms. Vinacco:

Stated that we are basically trying to partner with folks that can offer our students some type of service or if we can in turn offer them some type of service. We have two wonderful hospitals in the area. I would like to see if we could get some of our students in on a health services track, working with them, volunteering their time, shadowing a professional or someone from the hospital coming in to the school to speak to the students about their careers in health services. Those are the types of opportunities that my kids would really benefit from. They need a face, someone coming in to talk with them. That kind of one on one really makes a difference to them.

Mr. Hart:

Asked if this has started to happen yet.

Ms. Vinacco:

Stated that on a small level it has. We have partnered with BCC and Serve Safe. We are hoping to bring the class that Serve Safe offers at BCC to RPS as a class.

Mr. Martins:

Asked if there was a reason why RPS has not completed its one year follow up study.

Ms. Vinacco:

Stated that it was her understanding that the meeting had not been set yet on that.

Ms. Mayo-Brown:

Stated that they need to present the one year follow up study and the program of studies at the May meeting.

Mr. Martins:

Stated that in his opinion the one year follow up study is just about the most valuable piece of data that any school department can come up with. It tells you where these kids are one year after they have graduated and that is extremely important.

Mr. Martins questioned the number of students at RPS stating that the numbers didn't add up. He stated that he would like a better handle on how many students make up each grade.

Mr. Costa asked Ms. Vinacco if she could get a breakdown of students by grade for her presentation in May so that they could have a sense of where students are at RPS and she stated that she would.

Ms Mayo-Brown stated that as of October 1st, there were 34 9th graders, 60 10th graders, 60 eleventh graders and 41 seniors.

Durfee High School:

Mr. Marshall:

Stated that for the school improvement goals, they are looking to meet or exceed the CPI targets for ELA at 91, Math 83.2, Science 82.5. Looking to reduce the CPI gap for sub groups, students with disabilities by 12, African american students by 19, Hispanic by 13 and increase our SGP. Increase AP participation and qualifying rates by 10% among our sub groups. Decrease our office referrals by a substantial number.

Mr. Marshall:

Stated that there are a couple of things that they are looking to do at Durfee and that they have been doing them over the last few years.

Mr. Marshall:

Stated that they believe that the high school experience is critical and pivotal to assisting our young men and women to transition into the world of work, further education and the world of service. To that end, we believe it is our responsibility to provide our students a broad exposure to these exit points through their experiences at Durfee while embodying 21st century skills and meeting and exceeding the common core standards that have been adopted by the state of Massachusetts.

We are a comprehensive school that also has five certified chapter 74 CTVE programs and we are in the process of investigating the viability of a minimum of three additional programs over the next two school years. These may include TV and Communications, Construction Craft Laborer and Engineering. It is our hope to critically look at all programs through the lens of the proposed renovation. This is a tremendous opportunity to evaluate current offerings, assess the needs both in regards to space and cost for additional programs and to map out the timeline for implementation. We hope to provide students with the high end exit points centering on stem careers. BMC Durfee has adopted the career pathway model through the building. All students utilize the sixteen pathways as identified by the federal government, although not all pathways will lead to specific certification. It is our intent to use pathways to expose students to the possibilities that await them as well as to assist them in making plans for future steps. Our belief is that all students should be career and college ready upon exiting Durfee High School.

Mr. Marshall:

Stated that what we took a look at critically over the past year and a half was the freshman experience. Because that is really the cornerstone of the high school experience. We took a look at the data in regards to how the freshmen are doing. We know from the data that a lot of our freshmen have had a problem with getting lost. So what we are looking to do is what we are going to be calling a freshmen academy. A freshmen academy is going to be similar to what is experienced at the middle school level in relation to the teaming. We took a look at where our kids were having the greatest difficulty. I would say that 42% of the "conduct hits" were proximity issues. The students were having a difficult time getting from one point of the building to the other so there was chronic tardiness to class, class cuts, issues in the hallway. So by taking the students and putting them in a specific area for a large part of their day, we feel will alleviate a lot of those issues. We found that the 48% of the other hits for discipline were based on how they are interacted with each other and how they were interacting with adults. We believe that an advisory program will be very helpful for our students. We have struggled over the last few years trying to find an exemplar program and it has been hard to come by. We want to make sure that it is a viable program that could afford students and experience that was going to assist them in being able to understand college and career readiness, how they can interact with each other and make the high school experience a more positive one.

Mr. Marshall:

Stated that we don't currently have a framework where all teachers react to a student's behavior the

same. I know that the district has invested at the lower levels in things like guided discipline so we have been in contact with the district and what we are looking to do is to get all of our freshman academy teachers trained in that common way of speaking and responding to students. So the whole of idea of this is not just to put the freshmen in one part of the building but to change how we approach the learning and our reaction to our students. Additionally by really tweaking the schedule and taking a look at a number of different models we feel that we have come up with a good first step to giving the students a great experience but like everything that we do at the high school, we will be tweaking it and looking at it and making sure that it gets stronger as the years go on.

This means that the students are going to have their core courses during the first five periods of the day. We are embedding additional time for English and Math because if you take a look at our SGP, that is where we need to make our biggest gains. Our students are growing at the level that other students are in the state so we are trying to implement additional time for those particular areas for our students. Additionally, we will have the advisory program that we be presented by our core teachers but they will also have the opportunity at the end of the day to do very targeted common planning so not only will they do it in their core together but they will also have the opportunity to speak to their counterpart in Social Studies, Science and ELA. Additionally, we have been awarded a grant for career academies and we are going to be doing that work with Project Lead The Way. Project Lead The Way is a program that we implemented this year as a pilot program in Engineering and Biomedical.

We are looking to continue a lot of the efforts that we have started. We are in contact with the district talking about our tier 2 interventions and we are looking at a lot of different communities and taking a look at how they do their work. We will be going to Framingham in a few weeks. They do something called flipped classrooms in both Math and Science so some of our teachers are going to be taking a look at that. We did a presentation as part of our faculty meeting where two of our teachers are playing with it and basically the flipped classroom is that the lecture is taped and the students go home and they take a look at it and they get the lecture at home and they come in and do the actual practice in the class and the teacher has more time to work with the students and it is hopefully going to be more engaging. There are some communities that have had great success with it. We are also looking at blended learning. We are trying to take a look at how do we move the needle for not only sub groups of students but all of our students.

We will continue to be part of the wrap around zone. A lot of the work that we have done to build capacity within the district and within the community has focused on working with the different agencies (DCF,DYF, Court programs that we have built). A lot of our issues that we deal with the courts for are centered around attendance issues. Truancy is what is called a status offense meaning it is based on your age so if you are truant at age 18, it is not against the law but if you are truant at age 16 it is. We are working with the courts to try to not boggle the courts down. The other thing that we are looking to do is to increase our parental involvement. Although we do require parents to come in to get report cards, we are hovering around 50 % at this time. I would say that that is a huge increase to what we were getting prior to but if you think of that number, there are still 50 % of parents who aren't coming in to get report cards which is pretty disturbing.

One of the things that we are working on is we talked to the Housing Authority regarding having sub stations for education where we will be able to go out into the housing areas and maybe work with them to keep one of their units open so we could provide services and also provide outreach. I think that the outreach that we have done has paid dividends. I think that a lot of our parents have not had a positive experience in education in general and typically we have been trying to break that by having teachers contact parents prior to anything happening and that's a big push our ours to be able to say "Hi, how are you. I'm Johnny's math teacher. I just wanted to let you know that I'm going to be working on such and such and I'm going to be contacting you periodically. By the way, tell me one thing that I can't see on a piece of paper about your son." So that positive first contact with the parent is so important to set that base so that when you do need to contact them for something else then they are a partner with us. So our belief is that if we are out in the community as well then they would feel that our asking to be a partner is more genuine.

Budget:

Mr. Marshall:

Stated that they are not looking for additional staffing. We are looking for the ability like we have done in the past to be able to refrain some of our staffing. If in taking a look at the freshmen academy, if I need an additional teacher for a particular content area and I don't necessarily need a teacher in another area based on what we are doing or based on the numbers, I would like to have the ability to go back to the school committee to request changing a particular teacher from one content area into another content area. I think that has worked very well in the last couple of years and has given me a lot of flexibility and has given me the ability to address the individual needs of the students.

Mr. Martins:

Questioned Mr. Marshall's plan to add 3 additional vocational programs.

Mr. Marshall:

Stated that they are investigating them. Our existing TV and Communications program basically is a zero cost to us at this point because it is part of the cable TV contract. So all of the equipment and instructors cost is picked up by that grant. I think that we need to do a couple of things in that area. The first thing is the location of the studio. I feel that it should be located on the other side of the building for better access. That would be a significant investment. In my opinion, the renovation that is coming up is going to give Durfee, as well as the whole community a great opportunity to be able to assess all of our programs and say what are the ones that we are looking at that are going to be the most viable, what are the ones that are going to be leaning towards 21st century employment and frankly we should be partnering with Diman so we are making sure that when kids are looking at vocational programs there should be a wide array of them. What we have to do is take a look at if we were to do a certified program, how and if that affects the contract in relation to the money that is coming in. Also in relation to where the space is currently, it does not meet the standards that are set up for the program and frankly one of the things that I think people need to recognize is that even though we are not a certified program, we are meeting the standards or actually is some cases exceeding the standards that Chapter 74 is setting up for a TV and Communications program.

In relation to the Construction Craft Laborer, we hopefully will have a fully certified teacher by the end of the year. We are running the program at this point based on the standards that are set up. We are hoping to keep it in the same place that we have now.

The Engineering is our efforts with Project Lead The Way. We have done it for one year and I think that we have learned a lot of good lessons. I think that next year we are going to have a much better program.

Mr. Martin:

Stated that the vocational programs, if you are like a Diman, the minimum is 40% of the time in vocational type setting. The maximum is 50%. Diman is 50 and Durfee is 40. With the CVTE under the umbrella of vocational education is 25%. When you are mentioning FRED TV, that is a difference of \$560,000.00 between coming in as a regular student which they are classified as right now, versus being a Chapter 74 program. Nevertheless, those programs will indeed provide and as is proven by the one year follow up study from your school regarding the number of students who graduate versus the number of students who do not participate in any type of vocational program and the percentage of students going on to post secondary education. I like the idea of the freshmen academy and teaming because of the fact that they are within that group of teachers and teachers can talk to each other in their preparation time. I think that is a fantastic idea. I hope that the exploratory program does not go away in the classrooms.

Mr. Marshall:

Stated that it is not. When we took a look at our exploratory program, what we were doing was saying 100% of our freshmen are going to that program. I think that our intent was correct that what we want to do is to expose all students to all possibilities. But there are students that are coming to Durfee who already have in mind what they want to do. So what we were doing was standing in some of those kids ways. So we are going to open up for those students who want to go directly into something to go directly in to that.

Mr. Martins:

Stated that he noticed in the Durfee course catalog that you have all 16 clusters in icons. While that is good in ELA and Math, Science, it applies to every single one of them.

Mr. Marshall:

Stated that they have an icon that is a Massachusetts icon. Any of the core courses in our course catalog has an outline of the map of Massachusetts. The reason that we do that is because you are absolutely correct, every single one of the core courses goes directly back to those 16 clusters.

Mr. Martins:

Stated that in each one of those programs, whatever the graduation requirements of the school district are, those remain. That 25% of the time doesn't count for core courses. That is supposed to be specific to the occupation or career field. Yes, many students know what they want to do but if the graduation requirement is a foreign language, that doesn't change. They still have to have all of the core courses plus two courses toward whatever the career field is.

Mr. Hart:

Asked what the average attendance record is on a daily basis at Durfee.

Mr. Marshall:

Stated that it is about 89 to 90 percent.

Mr. Hart:

Asked what the state average is.

Mr. Marshall:

Stated that he thought it was 94 percent. He stated that our goal has always been to get to 94 but unfortunately , we've been stuck. He stated that like RPS they have tried a bunch of different things but obviously we haven't tried enough because we are not moving the needle. It is a very complicated issue. For example, we might have some students who are not coming to school on a regular basis because they are acting as the parent at home. They are put into a tough push, pull, where we are telling them that they have to come to school and their parents are telling them that they have to stay home to watch their younger siblings. So we are hoping to be able to get out into the community that won't only be accessing education, we will also be able to be a conduit for them to be able to say "Oh I see what is getting in the way. Let's remove that rock so you can flow here."

Mr. Hart:

Stated, I'm sure that you are able to find out where those students are located in the city and where are they.

Mr. Marshall:

Stated that the farther away you go from the school the harder it is. In other communities, they have the yellow bus. The yellow bus goes out and picks up the student. Even if we had a yellow bus go to pick up the students, they are still not getting on the bus. So what we need to do is be taking a look at the reasons behind it. The other thing is, through the freshmen academy offering things that are going to lead to a viable job it will be much more relevant to students. We are trying to make sure for all of our students that every course that they take has a reason for taking it. Students need to know why they are coming to school.

Mr. Hart:

Asked if additional attendance officer's would be helpful.

Mr. Marshall:

Stated that attendance officer's are needed in the younger grades. If we are dealing with attendance issues at the high school level, this has been happening all along. This is behavior that is already embedded in them.

Mr. Hart:

Asked in connection with the Housing Authority, what are you thinking of doing to make it to 94%.

Mr. Marshall:

Stated that as an example, we have programs after school where students can come to get extra help. Most of our teachers are available to students just about any time but some of our students can't access that because they are needed at home after school. Having these programs in the community, they might be able to access it there. One of our certified programs is child care. It is a great opportunity for some of our students to go out and be able to provide child care while somebody else gets assistance. It also would be a great communication link between the Housing Authority and students because we see them in the building but don't necessarily see them out in the community.

The administrators walk around the cafeteria every day. We do that for a reason, because we want to see who's talking to whom. We want to see what the conversations are about. We want to be an influence over our students, both positive and negative because if we can hear it or see it prior to it becoming a problem then we are going to be better able to deal with it. It's the same thing for being out in the community. If we are seeing what is happening in the students' lives, then we can attend to it in a much quicker way.

Mr. Hart:

Asked if the teacher's go to the student's houses at Durfee.

Mr. Marshall:

Stated that they did have that program and they are looking to leverage some grants to be able to do that again.

Mr. Hart:

Stated that he would like to see the attendance at the 94% but that he is pretty pleased that it is at the 89-90 %.

Mr. Marshall:

Stated that he appreciates Mr. Hart's support but that the 89-90% is not acceptable to him.

Ms. Mayo-Brown:

Asked Mr. Marshall to talk about the number of students who have missed 10 days or more by midyear. She stated that is the number that we really need to be focused on.

Mr. Marshall:

Stated that we are not only a comprehensive school because we have CTE programs as well as traditional academic programs but we also have ELL programs and special needs students and not unlike urban communities, our special education programs at the high school run in continuum. So we have what is called un-graded classrooms. These are students who are going to our school that are not tracking towards a traditional diploma. We just got the medically fragile over at the high school as well. So all of those attendances also get collected. I don't know the exact number but it is a smaller percentage of students that are excessive then the whole. Absences break up the continuity of what is going on in the classroom.

Ms. Mayo-Brown:

Stated that one of the items that we talked about during the January release day of all teachers. We ranked ordered schools by the number of students who were what we considered to be chronically absent, so by the end of January, these numbers of students had already missed 10 days of school. For Durfee it was 600 students at the time which is a big chunk students that had already missed 10 or more days by the mid point. So the high school is taking a look at what are the causes of this. Why are students missing that amount of school. They have looked at a number of things in terms of attendance policies and how to best encourage students to come to school. It is not just an issue at Durfee. We see it across the board and obviously that impacts our results. The committee is spending all kinds of resources to make sure that our students have what they need and yet if they are not coming to school, we can't educate them.

Mr. Hart:

Asked if the dress code is being enforced at Durfee.

Mr. Marshall:

Stated that every time that he or an administrator is in the hallway, they are enforcing it 100%. I would say that when you have 225 adults who are charged with acting in the same way, I would say that it is probably not being done with fidelity. One of the things that we are taking a look at is in relation to our electronics policy because it was an off and away policy. We are taking a look at that in relation to students using technology in the classroom. We encourage students to use technology in the classroom. We are talking about trying to make it relevant. We are constantly taking a look at what works and what doesn't. I would say that my eyes are seeing much less of the overt stuff that we have had in the past years.

Mr. Hart:

Asked if there has ever been any discussion regarding school uniforms at Durfee.

Mr. Costa:

Stated that Mr. Marshall was accurate with his presentation to you but in that conversation he also said that if it gets to the point where they feel as though they can't police it themselves, they would be the

first to come speak to the committee about a consideration for a spirit wear policy at the high school. My concern was that we were going to have teachers and administrators being more concerned about being the clothing police then teaching students.

Mr. Hart:

Asked about smart boards in the classrooms. Is it mostly in the Science Department.

Mr. Marshall:

Stated that currently it is saturated in the Science Department but also in the Math Department. We are looking to put an additional 20 in and they will be mostly in the freshmen academy.

Mr. Hart:

Asked why they are not in the Art and Music Departments.

Mr. Marshall:

Stated that he would love for every classroom to have one. One of things that we are weighing heavily on is the whole renovation. That would give us an opportunity to bring every classroom up to today's standards.

Mr. Hart:

Asked what the cost would be for every classroom to have smart boards.

Mr. Marshall:

Stated that at least 100 or so more classrooms would need them and you are talking a set up cost of about \$4000.00 per smart board.

Mr. Martins:

Stated that on Mr. Marshall's narrative he looked at the first column that says local, then he sees numbers associated with sped type classrooms, and then he sees a column that says sped . What is the relationship between that column and those classrooms at the bottom portion of that page.

Mr. Saunders:

Stated that the column headings is grant information. Local means that it is coming out of the operating budget. The heading sped is the 240 grant.

Mr. Costa:

Stated that concludes the presentations. He stated that just as a housekeeping measure, I'm thinking that there may be a need for a motion to refer the draft information to the full committee so that we can take some action and get it ready for the public hearing that will happen probably in mid May.

Mr. Costa asked if there was a motion to refer the information that has been presented at the budget hearings to the full committee for review and consideration.

Mr. Martins:

Asked about the district improvement plan.

Ms. Mayo-Brown:

Stated that the district's improvement plan is the accelerated improvement plan which was approved by the committee in October. It has our goals, our targets. It has all of the information in there.

Motion made by Mr. Hart to refer the draft information to the full committee for review and consideration.

Motion seconded by Mr. Martins.

All in favor

At this time representatives from Youth Court were brought to the table.

Lisa Tavares - Director of Youth Court
Nina Sousa - Program Coordinator

Mr. Costa:

Explained that Youth Court had conducted a presentation some time ago to the committee. As part of that presentation, there were some corrections that needed to be made with the total amount of money that they would be requesting from the Fall River Public Schools. At that time there was a motion to refer them to finance. We had gone through some expenses within the district that unfortunately had put them on hold for a bit. Now that those have been rectified, Youth Court was invited to come back to give us a more updated version of the financing that they would be looking for so that the committee could consider it and then maybe have a larger discussion at the full committee.

Ms. Tavares:

We are very lucky to be housed at the Police Station which is where we started in 2009. We have had a tremendous success rate around our youth court program. We have been in existence since 2002 in New Bedford and we started here in Fall River in 2009. It is a very basic concept. It is a diversion program. It is to prevent young people from getting involved in the traditional juvenile court system. We are in collaboration on this project and have been since the beginning with the police departments and the district attorney's office as well as the schools. It is based on the very simple premise that early intervention, prevention, and diversion works. Unfortunately it is often one of the things that is put on the back burner but in the long run when you talk about the actual cost of incarcerating a young person or locking them up through DYS, you're talking about 5 times and sometimes 10 times the cost of what our youth court program costs. We have a 92% success rate. We did put sort of a mini version of this power point together. We have processed approximately 300 young people here in Fall River at both the middle and high schools. We have a variety of cases from minor substance abuse use to assault and battery, to truancy, to larceny, destruction of property. We have case managers in the schools that see our kids on a weekly basis that work as sort of another pair of hands that are coordinating efforts between families, school, police, courts and youth court to make sure that they are compliant. We follow them from the very beginning to the very end for about 120 days from the time that we get a case and then follow their sanctions. We have four different tutoring programs going on right now in the city. It is often the case that one of the most relevant pieces is that their grades are suffering. They are not having positive relationships in school and their grades are suffering. So tutoring is a big part of our sanctioning.

Ms. Souza:

Stated that they now have a tutoring program in all of the middle schools. The students go right to the tutoring sessions at the end of the school day. We also offer weekly jury duty which is just a way for

them to look at the system from a different prospective and being able to adjudicate their peers and to know what it is like to be in that situation.

We also have weekly community service. An average respondent coming through youth court right now in Fall River is looking at about 45 to 50 hours of community service. It is completely supervised by our staff and we do it with different agencies in Fall River.

Mr. Costa:

Stated that obviously there is a cost associated with it. I can see from your chart that you have various sources that contribute to the program. It looks like the city's funding is about \$43,200.00.

Ms. Tavares:

Stated that when they started, they had seed funding that came from the Executive Office of Public Safety through the city of New Bedford. Part of that grant was to expand our New Bedford program. Our pitch to expand the New Bedford program was to reach out to our sister city of Fall River and start the Fall River Youth Court. We did that in conjunction with the two police departments. It was a police grant. That carried us through our first full year of operation. It was a one year grant and was supposed to be renewal for two following years. It did not get renewed by the federal government. So it put us in a predicament where we had to either stop servicing Fall River or figure out some creative financing. We applied for a foundation grant. It was sort of a stop loss initiative. We cut back on our referrals. We told our middle schools that we could only take so many cases. We stopped taking cases out of juvenile court. We told the district attorney's office that we would only be able to take a dozen cases for that second year of funding. So our second year was really not a good year because we were really operating with no money. We had a staff of 1 and ½ people at best and a bunch of volunteers.

Right now we have the equivalent of 3 and ½ full time people working in Fall River. We secured another public safety grant specifically that helps to fund Fall River and that is coming to an end again. That grant had a match requirement. The match requirement on those grants is \$43,200.00. That is approximately a third of the cost of operating the program.

Mr. Costa:

Asked if the request is to fulfill the rest of this year through the end of June or are you seeking funding for July 1 and forward.

Ms. Tavares:

Stated that they would like to recover a portion of that money if at all possible because it is going to be very hard to justify that the match obligation was met because it wasn't. One of the ways it was going to be met was through a community service vehicle and that has not happened. We did get a small grant through Community Development which is only meeting about twenty five percent of that obligation. It is about \$10,000.00. So yes, we are seeking part of that funding to go back in time but we are also seeking funding to move forward. If we can not secure some money to move forward for next year, we won't continue in September in Fall River.

I realize that there are lots of very valuable programs in the city, lots of programs asking for money. I am not here to say that our program is better than any other program but I am here to say that we have an eleven year track record in New Bedford. We have served 1300 kids with a 92% compliance rate.

Mr. Costa:

Asked what is the amount that you are looking for from July 1 going forward.

Ms. Tavares:

Stated that it is based on servicing 100 kids per year so the number is \$43,200.00.

Mr. Costa:

Asked what is the number that you are looking to recuperate.

Ms. Tavares:

Stated that for the purpose of discussion, I would like to ask for half of that money. We would be taking the \$10,000.00 right now. The \$10,000.00 from Community Development is not a regular fiscal year. Some of it is already gone and spent, we can't recover it. But we do have the remainder of this school year and through September 1.

Mr. Costa:

Stated that for us, we are splitting two different budgets. One that is going to end June 30th and another one that we are actually planning for. Splitting that would be I guess most ideal for you folks. So you would be looking for \$21,000.00 for the remainder of this year and then the remainder of the \$43,200.00.

Mr. Hart:

Asked if the Community Development grant was a one time grant or was it revolving.

Ms. Tavares:

Stated that her understanding right now is that it is a one time grant. It is not part of the regular CD money. It is a Cities of Service Initiative Grant. They received it this year but it won't necessarily be receive next year.

Mr. Hart:

Asked about the 92% compliance rate. He asked what the age range is that they service.

Ms. Tavares:

Stated that in Fall River they service from ages 11 to 17. She stated that the 92% are a young person is referred to Youth Court, they participate in the hearing, they get their sanctions, we follow them for 120 days which is four months of the school year, they meet all of the obligations and they are considered a successful compliant.

Mr. Hart asked about their recidivism rate.

Ms. Tavares:

Stated that they track their recidivism rate one year after Youth Court completion and three years post Youth Court completion. Unfortunately we are just coming up on our third year in Fall River so we don't have a three year number yet. But our one year post Youth Court completion of the first 100 that we served, we went back and tracked them to see if they are involved in the police system, or the court system and less than twenty percent of them are. So almost 80 percent are still compliant, meaning that they are not involved in the police department of the court system.

Mr. Hart asked to confirm the amount of money that they are looking for.

Mr. Costa:

Stated that what it sounds like is the \$43,200.00 is the cost to sustain the program for FY2014. However from what he heard, Ms. Tavares indicated that at least half of that would be helpful to sort of get us through to the beginning of July 1.

Ms. Tavares:

Stated that would give them enough time to look for the rest to finish off FY2014.

Mr. Martins:

Stated that he thought that they were asking for \$21000.00 to finish off FY13 and then \$43,200.00 for FY14, but what they are asking for is \$21000.00 payable now for FY13 and then another \$22000.00 for FY14.

Ms. Tavares:

Stated that was correct.

Mr. Martins made a motion that they refer to the full committee with a favorable recommendation.

Mr. Costa asked what the favorable recommendation would be.

Mr. Martins stated that it would be to have the \$21,000.00 paid now and the \$22,000.00 carried on to the next fiscal year so that the total is \$43,200.00.

Mr. Costa stated that the motion was made to refer to the full committee with a favorable recommendation to secure the \$21,000.00 in this fiscal year and to build in the balance of the \$43,180.80 which is essentially \$22,180.80 for FY 2014.

Mr. Hart seconded the motion.

All in favor

Mr. Costa asked that the superintendent and the CFO look at the line items in the budget and maybe give their recommendations as to which line items the money could come from.

Mr. Saunders presented the third quarter budget transfers. He stated that they are for overages that they are anticipating to take place. The issues right now is the in state travel. We basically doubled that cost. We had to move that money in to cover the travel taking place between buildings. We had a problem getting speech teachers so we had to contract out for them. So we are taking money from the teachers and moving that in to the speech contractual.

Mr. Costa:

Stated that we have had budgeted positions for those types of services and obviously we can't find anyone for them so are those the funds that you are looking to move.

Mr. Saunders:

Stated that is correct.

Mr. Costa asked how many positions and how much money.

Mr. Saunders:

Stated that there were 3 positions and \$90,000.00.

Mr. Costa asked what the total salaries were for those positions.

Mr. Saunders stated that it would have been about \$180,000.00.

Mr. Costa asked Ms. Medeiros if she was confident that would get her through to the end of the year and she stated that she was.

Mr. Saunders:

Stated that they are also moving money into the Facilities and Operations overtime account.

Mr. Martins:

Stated that he objects to the amount for contractual services. He stated that he has no idea of what is contained within contractual services.

Ms. Mayo-Brown:

Stated that we could give that information to him, that we have it all broken down.

Mr. Martins:

Stated that he would appreciate that very much but he would like to see that in some kind of an attachment.

Mr. Costa:

Asked further if when breaking that out they could list what has been expended to date for each of those vendors.

Mr. Martins made a motion to refer the requests to transfer to the full committee.

Mr. Hart seconded the motion.

All in favor

Mr. Hart made a motion to adjourn

Mr. Martins seconded the motion.

All in favor

Respectfully submitted by Lori Midura, Administrative Assistant/Human Resources