

## REGULAR MEETING OF THE FALL RIVER SCHOOL COMMITTEE

Wednesday, April 15, 2015

6:30 PM

Morton Middle School  
1135 North Main Street  
Fall River, MA 02720

### AGENDA

1. Roll Call
2. Salute to the Flag
3. Citizens Input
4. Sub-Committee Reports
5. Recognition Awards
6. Superintendent's Report
7. Approval of Minutes
8. Committee of the Whole
9. Request for Executive Session  
M.G.L. c30A Section 21 (a) (2) and (3)
  - *To conduct strategy sessions in preparation for all litigation or grievances, as well as negotiations with custodians, paraprofessionals, clerical, FREA, FRAA, and non-union personnel including Aaron Dunse, Data Technician; Patrick Duckowski, Data Technician; Ashley Estacio, Behavior Therapist; and Joseph Correia, Director of Administrative Services; Michael Saunders, Chief Financial Officer; and Tom Rose, Financial Manager.*
10. New Business: Topics for discussion that could not reasonably be anticipated by the Chairman forty-eight (48) hours prior to the meeting
11. Addendum

**Minutes of the Regular Meeting of the Fall River School Committee  
Wednesday, April 15, 2015**

At 6:38 PM Mayor Sutter read the Open Meeting Law.

Mayor Sutter then called to order the regularly scheduled meeting of the Fall River School Committee for Wednesday, April 15, 2015 at the Morton Middle School. He asked for a roll call for attendance which showed Mr. Andrade, Mr. Costa, Mr. Hart, Mr. Martins, Mr. Maynard, Mrs. Panchley and Mayor Sutter were present. Attorney Assad and Superintendent Mayo-Brown were also present.

A salute to the Flag followed.

**Citizens' Input**

Ms. Rebecca Cusick, FREA President said she noticed that they would be discussing Durfee, some of the structural changes with their administration, and opportunities for teacher leadership so she wanted to suggest another idea for teacher leadership at Durfee. She proposed to Mayor Sutter that he consider appointing a teacher or two to the building committee.

Mayor Sutter said that will be done.

Ms. Cusick thanked him and said she thought it was important that the practitioners have input into the construction and planning of that construction.

Mayor Sutter agreed noting that the committee was put together quickly and he has had some requests since then. He agreed there would be a couple of teachers added as well and thanked her for bringing it to his attention.

**Recognition Awards**

Mayor Sutter asked Vice-Chair Costa if there were any awards to present.

Mr. Costa said there was one award that was not listed and asked that his colleagues as well as the Superintendent join him at the podium.

Mr. Costa said the award was going to go to an individual who he believes is well-deserving of it. He has had the opportunity to work with this individual in the district for the ten years he has been on the School Committee. The recognition is a piggy-back on another recognition that the individual recently received. He explained that on March 31, 2015 at the 10<sup>th</sup> Annual Women's Leadership Network Conference that was hosted by the Mass Association of Superintendents, the district's very own Superintendent of Schools was recognized with the Bobbe D'Allesandro Award. The award is given out yearly to a female superintendent or someone in a leadership position that shows excellence in their area. This year our Superintendent was recognized for her turnaround work that was done in the district. By doing so, the Superintendent has now put Fall River on the map as one of the top urban districts and it is now recognized by her peers statewide.



All were in favor

None were opposed

Motion passed

## Grants

**MOTION: Mr. Hart – Mr. Costa: To accept all grants as listed.**

### Discussion

Mr. Costa asked if Madame Superintendent was also asking for...he apologized and realized his question was not on grants but on contracts and the Committee had already gone on record with the special education services for legal services. He yielded.

Mrs. Panchley said the SPED 94-142 Allocation looked like there was funding in there for eight secretary/bookkeepers for .6 FTEs and she questioned that amount of money for that grant and what kind of work they will be doing.

Superintendent Mayo-Brown asked through the Chair for Mr. Kevin Almeida to respond.

Mr. Almeida explained that it is a carryover grant and is monies they returned to the state last year that they reapplied for this year. They used it to offset a payroll for this year from the grant so it covers the salaries of those eight individuals for one pay period.

Mrs. Panchley questioned if they had eight secretarial individuals working on the one grant.

Mr. Almeida said it is various clerical people in the special education department.

Ms. Ivone Medeiros explained that the clerks are actually special education clerks and they are not necessarily overseeing work in the grant but overseeing everything in special education. She described some of their tasks.

Mrs. Panchley clarified that they are paid for out of the budget but this one pay period was out of the grant.

Ms. Medeiros said no; they are paid out of the 240 grant so this is carryover from the 240 from last year. For the last few years they roll over from that grant one pay period into the carryover.

Mr. Martins said he was going to bring this up under new business but where the grant on special education currently being discussed, he felt it was a good time to bring it up. He stated that they had a problem in the special education department – not any doings of Ms. Medeiros; but they are lacking faculty in that department. This past week and a half he received several calls indicating that the IEP is not being adhered to and he questioned why and is told there is no teacher in the classroom. They are being covered by a substitute and in some cases by a paraprofessional. He thought it was something they needed to place on the agenda for a more in-depth discussion with regards to the allocation of monies and to the numbers of special education teachers they have. He knows they have difficulty in getting well-qualified special education teachers; however, money is not an excuse for not implementing what is on an IEP. The grant expenditures of these grants have already been indicated as to where they are going to go and he has concern that in every grant there is allowable usage and the Committee never gets to see that. They only get to see what is going to be expended and in most cases it has already been approved by DESE even before it gets to the Committee table. He thought it was wrong and they needed to do something about the issue of

lacking of qualified special education as all children are entitled to a free and appropriate education. He would like to see this placed on a future agenda and have a conversation with the administration with regards to what they can do about it such as training their own in order to provide for the needs of the special education department.

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

**ADDENDUM**

**MOTION: Mrs. Panchley – Mr. Andrade: To accept the addendum.**

No Discussion

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

Superintendent Mayo-Brown explained that this was for special education legal services. They had sent the School Committee an email earlier that day detailing the background of Attorney Joyce and members have that before them.

**MOTION: Mr. Costa – Mr. Hart: To approve the grant expenditures to Nuttall, MacAvoy & Joyce not to exceed \$12,500 prior to July 1, 2015, payable out of the Special Education 240 Grant.**

Discussion

Mr. Martins asked Attorney Joyce to come forward and asked him if he personally knows of a child that has an IEP.

Attorney Joyce responded yes.

Mr. Martins asked if he has any understanding of the anguish that the parents are going through with regards to their child having an IEP and difficulty learning.

Attorney Joyce explained that he comes from a background of being a former juvenile case worker and a former teacher (third grade in public schools in urban areas for 3 years). He then went to law school and got his master’s in education and JD at the same time. He served as assistant district attorney serving his community and subsequent to that he worked at the U.S. Department of Education Office for Civil Rights where it was his job to investigate public school districts as well as post-secondary institutions to enforce rights including rights for those individuals with disabilities and to right decisions regarding compliance. This is not a career that he fell into; it is one that he sought out. What he views his role as is to serve as council to any client he represents in order to give tactical assistance and support in complying with the law. In terms of the personal experience Mr. Martins references; he was raised by an individual with a disability and he does have some personal experience with that.

Mr. Martins said he expected him to interpret the law, the special education regulations, advise on what it means but also with compassion for the child and the child’s parents as he makes his advisories on what the laws state in regards to special education.

Attorney Joyce thanked Mr. Martins for sharing his expectations.

Mayor Sutter said he was extremely impressed with his resume and that his transition from a gang unit prosecutor to an advisor to school departments on special education exceeds even his from DA to Mayor and he looks forward to getting to know him.

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

Superintendent Mayo-Brown explained that the Committee had before them a memorandum of agreement (MOA) that was crafted by council for the Fall River Administrators' Association (FRAA) granting a thirty day extension from April 15 to May 15 should there be any contractual reduction in force.

**MOTION: Mr. Costa – Mr. Andrade: To approve the FRAA thirty (30) day extension of notification.**

No Discussion

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

### **DISCUSSION ITEMS**

1. **Vote to Approve:** Policy revisions: (ADDA) Background Checks, (DJE) Bidding Requirements, (GCCD) Domestic Violence, (JH) Student Absences and Excuses, (JIC) Student Discipline, (JII) Student Complaints and Grievances, (JK) Student Conduct, *as presented by Superintendent Mayo-Brown.*

**MOTION: Mr. Costa – Mrs. Panchley: To approve policy revisions: (ADDA) Background Checks, (DJE) Bidding Requirements, (GCCD) Domestic Violence, (JH) Student Absences and Excuses, (JIC) Student Discipline, (JII) Student Complaints and Grievances, (JK) Student Conduct.**

Discussion

Mr. Martins wanted to revisit the Domestic Violence policy. The current policy as written says that the employer will have sole discretion in determining whether the leave be paid or unpaid. His concern is for fairness. Physical abuse can be seen and easy to approve but mental abuse cannot be seen. He proposed that the wording be changed/deleted to read *this leave shall be unpaid*. They can have the time but not paid.

Mayor Sutter asked that Mr. Martins restate what he would like the sentence to say.

Mr. Martins said "this leave shall be unpaid."

Mayor Sutter said there would be no discretion then and the employer would be removed from the equation.

Mr. Martins said that would be if the Committee votes it that way.

There was further discussion between Mayor Sutter and Mr. Martins regarding what Mr. Martins was proposing for the wording.

Mr. Martins said it is making it perfectly clear that they have the time but will not be paid for it.

Mayor Sutter asked if there was any further discussion.

Mr. Andrade felt more comfortable with the alternative motion Mr. Martins had proposed which was something to the effect that if there was sufficient evidence of incapacity as provided by a doctor then the person would be paid. That would leave no discretion to the school department but there would have to be some evidence that the person would not be able to function.

Mayor Sutter thought that was covered in paragraph three.

Mr. Martins said if the unpaid portion is not acceptable to the Committee then he will yield to Mr. Andrade with regards to having it so that upon proof of domestic violence the leave would be granted with pay.

Mrs. Panchley suggested they move the question and Mr. Hart seconded.

Mr. Costa asked for a point of clarification if the motion was amended and if so what the new motion was before the Committee. There was a motion to adopt the policy as it has been presented then he heard his colleagues raise some issue about amending that but he did not hear a second to that and asked Madame Secretary to clarify.

Mrs. Caron said there was no second to Mr. Martins proposed amendment.

Mr. Andrade asked if there was a second to the original motion and Mr. Costa said there was.

Mr. Andrade thought that had to be taken first.

Mr. Costa said they could take the amendment.

Mr. Andrade said he would second the amendment.

**AMMENDED MOTION: Mr. Martins – Mr. Andrade: That the domestic violence policy leave language be changed to “This leave shall be unpaid.”**

Discussion

Mayor Sutter said they would take a vote on the amendment that Mr. Martins proposed.

Mr. Costa asked for a roll call.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Maynard: No
Mr. Costa: No	Mrs. Panchley: No
Mr. Hart: No	Mayor Sutter: No
Mr. Martins: Yes	

**2 were in favor**

**5 were opposed**

**Motion DENIED**

Mr. Costa asked for a vote on the original motion.

Mr. Martins thought they had Mr. Andrade’s motion.

Mayor Sutter asked if there was any second to Mr. Andrade’s motion and Mr. Martins seconded.

**AMMENDED MOTION: Mr. Andrade – Mr. Martins: That the domestic violence policy leave language be changed to “This leave shall be unpaid unless there is sufficient evidence of incapacity as provided by a doctor.”**

Discussion

Mayor Sutter asked for a roll call.

**A roll call showed:**

Mr. Andrade: Yes	Mr. Maynard: No
Mr. Costa: No	Mrs. Panchley: No
Mr. Hart: No	Mayor Sutter: No
Mr. Martins: Yes	

**2 were in favor**

**5 were opposed**

**Motion DENIED**

Mr. Costa asked them to vote on the motion and move the question.

**MOTION: Mr. Costa – Mrs. Panchley: To approve policy revisions: (ADDA) Background Checks, (DJE) Bidding Requirements, (GCCD) Domestic Violence, (JH) Student Absences and Excuses, (JIC) Student Discipline, (JII) Student Complaints and Grievances, (JK) Student Conduct.**

No Discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Maynard: Yes
Mr. Costa: Yes	Mrs. Panchley: Yes
Mr. Hart: Yes	Mayor Sutter: Yes
Mr. Martins: No	

**6 were in favor**

**1 was opposed**

**Motion passed**

Mayor Sutter asked Superintendent Mayo-Brown on an annual basis what her projection would be as to how many individuals would be coming to them for leave because of domestic violence.

Superintendent Mayo-Brown thought it might be one per year.

Mayor Sutter thought it might be a little higher but not much higher.

- 2. Presentation and Vote to Approve:** Durfee High School’s proposed administrative structure, *as referred by the Finance Subcommittee and presented by Durfee High School’s Administration.*

**MOTION: Mr. Maynard – Mrs. Panchley: To approve Durfee High School’s proposed administrative structure.**

Discussion

Mayor Sutter asked for the Durfee High School administration to come forward and asked if the Committee had any questions.



Mr. Martins questioned the flow chart that was provided to the Committee asking if they intend for the four vice-principals to be reporting to the Dean of Students.

Dr. Sylvaria said it was an overview of the key instructional leadership positions and not meant to represent supervision of the individuals but the workflow and communication chain of command.

Mr. Martins asked if the Dean of Students was going to supervise the work of the VPs.

Dr. Sylvaria said it is more of the SEL work/initiatives. They are not necessarily saying they are supervising and evaluating who is below.

Mr. Martins said they have Deans and Directors K-12 reporting to the Redesign Coach. He questioned having the Directors system-wide reporting to the Redesign Coach.

Dr. Sylvaria explained that the Redesign Coach is responsible for overseeing the turnaround plan and would be the individual keeping his or her eye on the school improvement plan. The Deans as well as Directors, because they are responsible for academics and student learning, would be working with that individual on the turnaround plan. It goes back to key initiatives for their school turnaround.

Mr. Martins asked if the Redesign Coach then becomes more of a central administrator.

Dr. Sylvaria said no, that is not what they were saying and explained that the Redesign Coach would be responsible for their turnaround plan and within that would be communicating with their Deans of Teaching and Learning to ensure that the plan is enacted.

Mr. Martins said he is only reading what he sees in front of him and it says Directors K-12 with the flow chart going up to Redesign Coach.

Dr. Sylvaria agreed and said they are representing this as a communication or workflow chart and not necessarily supervising or evaluating the individuals.

Mr. Martins said on the next page they have the Dean of Student Support and the VPs all going up to the Dean and each grade 9-12 has a School Administrative Manager (SAM).

Dr. Sylvaria said that is accurate.

Mr. Martins wondered where the department heads were.

Dr. Sylvaria explained that one of the key features of the Redesign Plan is that they are looking for a conversion of their current department heads to the five Deans they are proposing.

Mr. Martins asked how many new positions were involved. It looked like they are asking for twelve additional people.

Dr. Sylvaria said no, one additional SAC, one Behavior Specialist, and one Student Support Specialist. The five department heads that currently reside in the Durfee budget would be converted to Deans.

Mr. Martins asked if they are going to eliminate department heads.

Dr. Sylvaria said they are not talking about people but about positions; converting the position to a Dean.

Mr. Martins asked if the Department Heads would remain Department Heads.

Dr. Sylvaria said they currently have two who are also taking on additional departments so they would be looking to post some of those positions.

Mr. Martins needed to get a handle on how many new positions all of this takes into consideration. He asked if the Dean of Student Supports was a new position.

Dr. Sylvaria said it was a conversation from a Department Head into a Dean position. It is not a brand new position that they are creating.

Mr. Martins responded that he would take that as a yes.

Dr. Sylvaria said that was not accurate.

Mr. Martins asked if the Redesign Coach was a new position.

Dr. Sylvaria said it is and would be part of their turnaround plan.

Mr. Martins asked if they had an Attendance Officer.

Dr. Sylvaria responded one.

Mr. Martins asked if they have a Director of Guidance.

Dr. Sylvaria said they do.

Mr. Martins asked if they have four VPs.

Dr. Sylvaria said they do.

Mr. Martins said they are looking for a Dean of each class.

Dr. Sylvaria said they are looking for a Dean of Teaching and Learning for the four core content areas.

Mr. Martins asked if that is a new position.

Dr. Sylvaria said it is not; it is a conversion from the four department heads. Those positions already exist in the Durfee budget.

Mr. Martins stated they are going to change their title.

Dr. Sylvaria nodded yes.

Mr. Martins said they want four SAMs.

Dr. Sylvaria said the School Committee previously approved the SAM positions and they already have those positions.

Mr. Martins asked what positions those people currently hold where their title is going to be changed.

Dr. Sylvaria said those people had been in place for some time now.

Mr. Martins questioned secretaries in the registrar's office that were in limbo.

Dr. Sylvaria thought he was getting some things mixed up.

Mr. Martins said he is trying to understand this and understand how much more money it will cost.

Dr. Sylvaria said as they presented the SAM positions earlier in the year, they also explained that as part of the chronic attendance initiative, they were going to be creating an attendance office within the registrar's office to focus on really identifying students who need extra support for attendance and making those attendance calls on a daily basis. That was a separate piece of the presentation on the SAMs.

Mr. Martins asked what they can expect in return if this passes.

Dr. Sylvaria explained that Durfee has two key initiatives going into the next school year to provide the support that students need to be ready to learn in the classroom. The left side of their overview sheet lists individuals who would be responsible for that. On the right side they have the Redesign Coach and the academic leadership. Another focus is on their tier 1 instruction/effective instruction, building teacher capacity and supporting all of their new teachers.

Mr. Martins asked where the students come into all of this. He believes in social-emotional but he believes more strongly in having another teacher in the classroom helping directly with the students. If they had unlimited money he would accept the wrap-around services, but when they don't then...In his opinion another person inside that classroom would do a lot more with those students than social-emotional involvement. He asked if Dr. Sylvaria knew what Durfee's overall score was on MCAS.

Dr. Sylvaria was not sure.

Mr. Martins said he knows what it is but was not going to tell her in that forum.

Superintendent Mayo-Brown clarified that Mr. Martins was asking if Dr. Sylvaria knew the overall percentile.

Dr. Sylvaria said she did know what that was.

Mr. Martins asked if it would correct that problem.

Ms. Melissa Fogarty said they could not guarantee that but could guarantee that they were going to give it their best shot. The phase one of their restructuring process was what Mr. Martins mentioned with the clerks and positions that they were coming to them before with the SAMs; this,

they are calling phase two in which the social-emotional needs is very important. Adding another teacher would be ideal but they wouldn't need another teacher in the classroom if their social-emotional needs are being met. The supports they are asking to put in place in grade 9 will hopefully provide the teacher the time they need to provide the correct instruction and take away the distractions that the students are bringing into the classroom in order to have them prepare to learn when they enter class.

Mr. Martins said he cannot accept totally what she stated; certainly social-emotional is important but he questioned what comes first.

Ms. Fogarty believed the social-emotional comes first because they can't have the instruction happening without the students ready to go into the classroom prepared to learn.

Mr. Martins said they are trying to change the culture and Ms. Fogarty agreed. He questioned if they thought they were going to be able to change the culture with the amount of funds they have to do that. He disagreed with that thought.

Ms. Fogarty said they could respectively disagree. She feels that right now this is what they know to be important at the high school. Trends they have seen increase as students have been coming up to ninth grade are primarily with social-emotional needs and it is standing in the way of teachers being able to teach and students being ready to learn.

Mr. Martins asked if they had ever looked at Durfee's results in 2008.

Ms. Fogarty said they had.

Mr. Martins asked if she knows what the comparison is from then to now.

Ms. Fogarty questioned in which area.

Mr. Martins said in the amount of graduates, in the amount of kids going on to post-secondary education, in MCAS scores, etc.

Ms. Fogarty responded yes but in the last four years their conduct and social-emotional needs also increased.

Mr. Martins said he would not debate it further and could not support the program.

Mr. Costa clarified with Dr. Sylvaria that the proposal consists of essentially four new positions – a Redesign Coach, a SAC, a Behavior Specialist, and a Student Support person in grade 9.

Dr. Sylvaria said that was accurate.

Mr. Costa said after all the discussion this proposal yields four new positions to their budget.

Dr. Sylvaria said that was correct.

Mr. Costa said the SAMs were discussed prior with the Committee and they gave approval in phase one essentially to building subs that were assigned to those offices – they were eliminated and the

funding for those positions were put forth towards the SAM positions which came at a slight increase to the positions they were currently in.

Dr. Sylvaria said that was correct.

Mr. Costa asked Mr. Jason Gray through the Chair if he was still the VP of the 9<sup>th</sup> grade.

Mr. Gray said that was correct.

Mr. Costa asked him how many conduct referrals his office had seen either to date or the last time they ran the numbers.

Mr. Gray said as of two days ago, 5,104.

Mr. Costa clarified that was 5,104 conduct referrals in the 9<sup>th</sup> grade only and Mr. Gray said that was correct.

Mr. Costa said he did not even know how to respond to a number that large other than to say that the proposal that has been proposed speaks to the issues that are occurring in the 9<sup>th</sup> grade and that that amount of referrals needs to be addressed by someone who is there when they get referred. More importantly this proposal looks to him like an attempt to preempt that from occurring. They certainly make a compelling argument to him that if there are over five thousand conduct referrals in the freshman grade they certainly need a SAC and Behavioral Specialist and he wishes them the best if it is approved because they will have their hands full. They will need a Student Support person to assist with this amount of referrals.

Mr. Costa continued that when he looks at this as a big picture he does not only see it as a restructuring for the high school. They as a Committee know what is going on in the middle schools and went on record to create the Resiliency Middle School as a direct result of the conduct they saw that was disrupting the learning process. Those students who are not going to Resiliency Middle School are filtering out to the high school in the ninth grade. He asked with the addition of these four positions if their budget remained cost neutral or if there is an increase from the overall budget from last year to what they propose for FY16.

Dr. Sylvaria said their aim is to reallocate their level funded budget through the conversions they talked about and positions that exist.

Mr. Costa asked if someone had worked with finance. He knows that is their aim and he still may be in favor of supporting it if it came as a slight increase but would feel a lot more comfortable knowing that what they are proposing in terms of restructuring is close to cost neutral for next year. Mr. Costa directed his question toward Madame Superintendent through the Chair.

Superintendent Mayo-Brown said they have looked at the conversion and the cost of Department Heads to Deans comes at a cost of approximately \$41,000. As they reviewed the budget in its entirety within the level service budget-noting attrition that will occur-salaries that will come in lower than those that retire; they feel that they can adequately meet the financial requests of Durfee.

Mr. Costa asked if that was within the budget they had last year.

Superintendent Mayo-Brown said yes.

Mr. Costa said that was not his only concern but it helps him make a more informed decision and he thinks that is what the public wants. Durfee is their one and only public high school and over the last several years he has heard and watched some of the struggles that are occurring there from administrators and teachers who are looking for more timely evaluation and oversight and conversation with department heads in their content area. He really feels strongly that this not only restructures the school but he is hoping it will allow teachers in the classrooms to be having conversations with individuals in their content area about the instruction that is being delivered and hopefully, in turn, they will be getting the support that is needed in their content areas.

Mr. Costa continued that he would rather be having a conversation about how they are going to try to turn the tide and offer the supports Durfee has asked for in order to make that happen than waiting for the school to go level 4. It looks like there is a continuum right from the classroom with the team leaders who will be talking to lead teachers, who will be communicating with the content team. He would certainly support it and he thanked them for the work that has been done by their team. He emphasized that he hopes they don't lose focus; this isn't just a restructuring at the top level but also manifests itself in the classroom and teachers really feeling like they are supported by the people who are going to be in those roles.

His hope is that if this passes they will get the necessary resources to make sure issues such as the referrals are being addressed so those students can remain in class. It is no different than their initiative on the Empty Chair; if they are in the office for conduct, they are not in the classroom learning. However, if they are a disruption to the educational process then they should be out because teachers should not be in a predicament with deciding whether to deal with discipline or to teach the students that are willing to learn.

Mayor Sutter asked if the Freshman Academy encompassed the entire freshman class at Durfee.

Dr. Sylvaria said that there are some pockets of students that will not be part of Freshman Academy but just about all will be.

Mayor Sutter asked if she could delineate that a little more for him.

Dr. Sylvaria explained that one of the groups would be repeating freshman; their intention is not to hold them back in grade 9 Freshman Academy but to put them in another special cluster where they can get the academic support that they need to move successfully back with their peers into the grade level that they belong in.

Mayor Sutter asked the number of students that would be in those pockets based upon history.

Dr. Sylvaria said for the repeaters approximately 50 students might fall into that category. Another group of students would be those who are on the GATE track. They do not have GATE at the high school but there are students who are recommended into upper level math and English classes in grade 9 and they would be off on a special track. She thought that would be approximately 30-40 students. The third group includes students who would be identified with the middle schools as those who need extra social-emotional supports in a smaller environment. They have been meeting over the past month with the middle school principals to look for ways to identify who those students might be. Typically they are overaged students who have missed significant gaps of their

academics and need additional supports than the traditional freshman academy can't offer. They are looking at creating that programming from scratch so she always wants to start with a manageable number of students that they can really move on to success. She thought that might be 20-25 students.

Mayor Sutter said they are at slightly over 100 in those pockets. He asked if the estimate for next year's freshman class would be approximately 2,200 like he is seeing in the graph.

Dr. Sylvaria said that is their entire student body.

Mayor Sutter asked how many would be in the freshman class.

Dr. Sylvaria responded approximately 600 students.

Mayor Sutter asked why the Committee received the graph as part of their information.

Dr. Sylvaria said they were looking at best practices in the design of a Freshman Academy and feel that it is very important to build a strong foundation for their students as they move through the high school experience. Mr. Gray had made connections with the vice-principal of the Freshman Academy at Lowell High School and they have been doing the academy for a few years longer. They reached out to find out what some of their structures were and have been having conversations with them to learn about what they have learned through the process of having a Freshman Academy and represented their data to show that they are ahead of Durfee in some of their key indicators.

Mayor Sutter asked of the 10-15 gateway cities in Massachusetts, how many have freshman academies.

Dr. Sylvaria did not know but it is something they see as an effective practice not only in Massachusetts but also nationally.

Mayor Sutter asked if they looked at any other cities in Massachusetts besides Lowell.

Dr. Sylvaria was not sure. Initially, when they were creating the academy two years ago, there was a lot of research around models in Massachusetts. She was not part of that initial research that brought the Freshman Academy to Durfee but she knows they did look at effective models throughout the state.

Superintendent Mayo-Brown said that she could respond to that and explained that the urban superintendents met on Friday and their focus was high schools. There are a variety of different models; Lowell presented their Freshman Academy, Fitchburg has a Freshman Academy, and more and more urban high schools are going in that direction even if it is called a different name. It is a front loading of wrap-around support to ramp up students as they transition into ninth grade in order to be successful and stay in school. Brockton does not have a Freshman Academy; they have four very clear house systems that they manage the school by.

Mayor Sutter asked if the inevitable question would be, has this model that has worked in Lowell succeeded everywhere or has it had varying rates of success.

Dr. Sylvaria said she has not seen any research that really speaks to the exact answers that he is looking for. Everything depends upon the effective implementation so even over the course two years of having Freshman Academy; they have done some experimentation with different models and finding out for themselves what works best for Durfee High School and their students. As a result, one of the things she just mentioned to him was removing the repeaters from the academy.

Superintendent Mayo-Brown thought it could be mentioned as well that in her judgement the most successful Freshman Academy model in the state among gateway cities is the Revere model. They sent a team to Revere High School to learn about how they were implementing their Freshman Academy and asked that Dr. Sylvaria speak to that model since she was one of the team members who visited.

Dr. Sylvaria explained that it has many of the structures that they spoke about and Revere has been recognized nationally for their work in turnaround. Like Lowell, they are a couple of years ahead of Durfee in where they are with the redesign. They saw a very heavy emphasis on all of the student support positions and really front loading their support including extra support for instruction in ELA and math. They had a five block schedule and students had extra instructional time in grade 9 and 10. The Freshman Academy students stayed together in a certain part of the school and they had an advisory as well. There were quite a few similarities to the academy they are proposing.

Mayor Sutter asked what the reason would be if not all of the gateway cities have gone to embracing this model.

Dr. Sylvaria thought as with anything in education, there are different approaches based on the culture of the school, the staff and capacity they have in place, the student SEL and academic needs and is an individual decision with administration. They feel that by creating this school within a school they will be able to create a team of experts who really understand the developmental level of incoming freshman. They think about that student making the transition to the high school on the cusp of being a middle school student and transitioning into a high school situation. That is part of the reason that they proposed it to be a static team who stays in place and develops that expertise over time. The other piece that is very important for them is that they have begun the conversations with the middle school principals so there is vertical alignment with what is going on at the middle school levels and the team can begin to build those connections and relationships with the middle schools.

Mayor Sutter said everyone could have gone to this model and everybody has not gone to this model so he wonders what the critics say.

Dr. Sylvaria responded that one of the criticisms that they have heard-because Freshman Academy is located in a certain area of the school-and the core academics are in the same location-is that they are protecting those students as they get into the high school. They look at that as a benefit and not detraction because it allows them to keep a closer eye on those students. The other key thing they think is very important about the academy model, which is part of the middle school model, is the teaming of teachers. A student will be assigned to a team of core academic teachers and those teachers will share the same cohort of students so that they are able to have their academic common planning time (PLCs) as well as social-emotional PLCs. They all share the same group of students so they are able to have conversations amongst themselves about the student data both on the academic as well as the SEL side. That is very difficult to achieve in a large urban



high school and they see that it is very successful at the middle school level and is a nice transition to getting their kids where they need to be with their academic and social-emotional learning.

Mayor Sutter surmised that this approach was driven by concerns about what was taking place.

Dr. Sylvaria said absolutely.

Mayor Sutter asked if after a consensus was reached that something new needed to be tried, if other models were looked at and if so, what models.

Dr. Sylvaria said they will be going into their third year with their Freshman Academy; they are restructuring the support system within it and keeping the team static. Currently, the grade office staff rotates through the grade levels. The Superintendent mentioned a house system where multiple grade levels are within a house but they feel that does not allow their teams to develop the expertise around the needs of a particular grade level. Everywhere she has ever worked with her staff they always tried to develop experts in particular areas and that is what the restructured Freshman Academy is about; creating a team of experts who are really going to take a look at the social-emotional needs and academic needs of their incoming freshman.

Mayor Sutter asked if when making their evaluations if cost comparisons were made. He questioned how the models compared cost wise such as the house model that Brockton uses.

Dr. Sylvaria said it is very difficult for her to answer because Brockton has a different structure and a much larger school than Durfee High School. As they spoke before about their aim to reallocate within their level funded budget, they feel that that is the goal that they will be able to work for. She thought that when looking at the conversion of any of the positions that currently exist at the high school, they are just asking for a couple of extra supports for Freshman Academy as well as the Redesign Coach which has been traditionally part of all of the redesign processes and a very important position to really move forward a turnaround plan in a quick manner.

Mayor Sutter asked if in the two years that the academy has been in place if absences had gone up, down, or stayed the same.

Dr. Sylvaria said it has been flat.

Mayor Sutter said they could not say it has been a success with respect to absences.

Dr. Sylvaria said they are not seeing that at this time but it brings up an additional item that the School Committee is going to see in one of the upcoming meetings which is a revised attendance policy. They are looking at a policy that is really going to hold students accountable and will be very easy for students and their families to understand. They are taking a look at a policy that is very similar to Revere's and feel it is a bigger question then just what he is asking; there are other policies that also affect that data that they need to give attention to.

Mayor Sutter asked if he was correct in that Lowell's experience with Freshman Academy with absences is better than Durfee's.

Dr. Sylvaria said that is the data they presented.

Mayor Sutter noted that the data showed the entire high school and not just the freshman class. He asked if any assessment had been done on Lowell's rate of improvement on absences in the first few years versus Durfee's and if so, why have they fared better.

Dr. Sylvaria responded that at this time it is very difficult for them to point to one specific initiative that is going to answer all of the questions he is asking. The Freshman Academy is one piece in terms of the attendance.

Mayor Sutter said just with freshman attendance he thought they had enough experience to be able to draw some conclusions from what has taken place with that class over the last two years.

Dr. Sylvaria said that is the proposal the Committee has received; the extra supports that they are asking for are what they feel are really going to make a difference. They have one Attendance Officer for 2,300 students and that person has a large work load. They are looking at all of those extra social-emotional support positions as also being a part of the attendance initiative with all of the individuals working with students and their families on getting the students into school. They need to keep their numbers of adults to kids at a reasonable ratio so that these people can do the effective work that they know they can do.

Mayor Sutter said that makes sense to him but questioned if that was what worked in Lowell or another Freshman Academy.

Dr. Sylvaria said absolutely; they can point to that in many school districts. The piece of really getting to know students and their families well is what brings those students to school because they can do collaborative problem solving and really get to the root causes of what is preventing the student from getting to school. They know there are many many issues that are involved with the attendance piece and it is not just as easy as the Freshman Academy. They have really been looking at creating a team that can address the issues.

Mayor Sutter said moving on from the attendance issue to the behavioral issue – he is hearing there were 5,000 conduct referrals and wondered how many of those were for the freshman class.

Dr. Sylvaria said all of them.

Mayor Sutter noted there were 600 students and 5,000 conduct referrals. He wondered if that had changed during the course of time they have had the academy. He added that that was 5,000 to date which by the end of the year could put them above 6,500.

Mr. Gray explained that during the first year of the academy, they took the repeater students/some of their highest needs students and put them into a cluster that they propose they will do again next year. They did not do that this year with those students and it ended up being a mistake and has led to a lot of the conduct that they have seen coming from the same struggling students.

Mayor Sutter asked them to explain what a conduct referral means.

Mr. Gray said everything from tardy to class, cutting class, referred out of class for behavior, etc.

Mayor Sutter asked if any comparative analysis was done with that with other cities or models.

Mr. Gray said it is anecdotal and he does not have the numbers in front of him; going to a model with these additional supports it was all about building relationships with families and that is what the people at Lowell continually talked about. With the additional support positions they were able to have more relationships and contact with the families, more tracking of the schools behavior and attendance, which did lead to better attendance rates and lower conduct rates. He does not have the numbers but that is where Lowell would start if they had to do it all over again and they are only a few years ahead of Durfee. Looking at Durfee's needs and working through identifying what they felt they needed to restructure they felt that this redesign model for the Freshman Academy is where they needed to start.

Mayor Sutter asked if they have noticed any difference with academic performance in the years they have had the model.

Dr. Sylvaria said she would go back to the repeaters because retention is a huge issue and they want to reduce the number of students who are not promoted. They did have a drop in the number of grade 9 repeaters from 7.5% to 5.5% over the course of that year. She does see that as a success when thinking about the struggling nature of those students.

Mayor Sutter asked about MCAS.

Dr. Sylvaria said that MCAS is given in grade 10 for ELA and math. Again, talking about providing a strong academic foundation to move into that testing year is an importance about the Freshman Academy model.

Mayor Sutter asked if there was any other barometer of academic performance.

Dr. Sylvaria said they do have grade 9 science MCAS.

Mayor Sutter asked if that was it and Dr. Sylvaria said yes. He questioned the reason for that.

Dr. Sylvaria said that is the way that the state's accountability system works. From grade 3 to 8 students are tested on a yearly basis and then there is a gap until they are tested again in grade 10.

Mayor Sutter said if he understood correctly the only barometers of academic performance in the 9<sup>th</sup> grade are how many are passing, how many are repeating, and the science MCAS at the end of the year.

Dr. Sylvaria said they have their own testing that they do within the school as well. They are looking at restructuring all of their curriculum and are working on that in the four content areas. Next year, they will have an assessment system that will happen. There will be a pre-assessment two weeks into the school year and then four benchmarks that all grade 9 students will take. Assessments at the high school have changed over the last couple of years so they do not have that historical data but moving forward they are going to have that regular system of assessment that will be their own internal benchmarking in ELA and math.

Mayor Sutter asked if anyone else had any questions.

Mr. Hart asked Mr. Gray if he had a general idea of how many suspensions he had given out this year.

Mr. Gray said he did not have that but guessed 200-220.

Mr. Hart asked if it increased or decreased from the year prior.

Mr. Gray said he knew it definitely decreased but he was not sure by how much.

Mr. Hart said they saw a trend in the reduction of suspension rates in middle schools with the pilot program being conducted and wondered if the high school was also using that model.

Mr. Gray said they are.

Mr. Hart asked what usually happens for a student to get suspended/what types of conduct.

Mr. Gray said fighting, really aggressive behavior will often result in a suspension as well as disrespect beyond a threshold they can work through.

Mr. Hart wondered if there was any type of softening of the conducts or sending the student back to class.

Mr. Gray said it would depend on how they process what happens and if they are able to be accountable for what their actions were and are able to be restorative in their approach to collaborate with him to repair the relationship with the teacher. It depends on the individual student and the incident that occurs and they also take into account if it is a chronic behavior for the student.

Mr. Hart said that was good to hear because the last thing they would want to do is to send a student back to class once they have been extremely disrespectful to the teacher. He has brought up before the need for another attendance officer at the high school but also thinks that down the road there is going to be more need of those social-emotional positions in the schools and by doing this particular academy now and modeling the Lowell model he thinks is a good start and a good pilot program to see if that is going to work. He believes it will but thinks that it is going to have to be discussed down the road with other schools.

Mrs. Panchley appreciated them coming forward with their plan and had the benefit of hearing it at the Finance Subcommittee and they had a lot of information presented to them that night and a lot more this evening. She looks at some of the efforts that have been done over the past several years district wide and some of the turnarounds that have occurred. In the beginning, level 4 schools such as Kuss and Doran had turnarounds and more recently schools that have come forward and show improvement before they have gotten to the point where they needed to turnaround; she has seen that occur and she would like it to occur before a school gets into level 4 status. She appreciates Durfee coming forward and working together to put a plan together that they feel is going to work.

Mrs. Panchley continued that she asked at Finance Subcommittee if teachers supported this plan and she was told that overall the teachers were supportive of it which she thinks is important that they feel these structures need to be put into place. She feels like Mr. Martins in this instance where it is a big change and she will hold them accountable. She appreciates that they have looked at two years of the Freshman Academy and they are looking to tweak it to make it better and she would hope moving forward that that continues to happen because it is their fiduciary responsibility to make sure the money is going into the right place and that Durfee is backing their responsibility

to make sure that they are monitoring that. Mr. Costa asked them about the price tag involved and she is comfortable with their answers on that. She feels they – along with the Superintendent – are the educational experts and overall have been successful in turning around schools over the last several years so she can do nothing but be supportive if it works budget wise which it sounds like it does.

Mr. Andrade said in his last year working at Durfee he actually worked in the freshman office and for many years each grade office had the same amount of personnel. Not only were there the challenges that some of the students brought to the table but the numbers were much greater than in any of the other classes so that in itself merited a little bit more help which was never forthcoming back then. He questioned if there was a mistake in their chart which shows two student support people because he thought they had been discussing one.

Dr. Sylvaria said it is two overall in the grade office; they have one individual already in place.

Mr. Andrade said his first thought was that seven people was a lot to deal with these issues but then again, maybe they do need that many. He is glad that they thought of the challenges faced in the freshman office and dealt with that particular office differently than the others. Also, he noted that there was a Freshman Academy his last two years at the school and if it had run every year up until now, Durfee may have been the model instead of Lowell. They do have one element that is better than was done previously which is the change with the repeaters. He wondered if any of the instructional leaders teach.

Dr. Sylvaria responded yes. The way the lead teacher is proposed, they would like that individual to remain part-time in the classroom so that they could really build that classroom as a model for other teachers to go into for peer observations. That individual would teach the team leaders who would be full-time teachers as well.

Mr. Andrade thought that was important. When he was there the department heads were required to teach one or two classes. He thought that was important to stay in touch with the content and also to have an idea of what the teachers who teach under them have to deal with on a daily basis.

Dr. Sylvaria clarified that the lead teacher and the team leaders would teach, the content dean will not.

Mr. Andrade said he understood that but wondered whether this is perhaps too much layering. They have the lead teachers in the different content areas and he understands that they would need some administration above them to coordinate but wondered if they needed four people to do that. He also knows that different schools have Redesign Coaches and wonders if that is a position that they really need or whether it could be handled by someone else. He thought they had to be very cautious of what the classroom teacher thinks. They are asked to do more and more sometimes with less and less and they feel they do not get the help that they require often but if administration needs help, they get it. He asked that that is kept in mind.

Mr. Maynard asked how a student is suspended; if their parents are called and get involved in any way.

Mr. Gray said with any suspension a parent is brought into the building to get the child and have a conversation with the VP whenever possible and there are few exceptions to that.

Mr. Maynard asked if all parents show up when called.

Mr. Gray said most do bother; some are working or have other obligations and may send another family member but they try as often as possible to have re-entry meetings to discuss what occurred and how to avoid the behavior that led to the suspension.

Mr. Maynard said he knows a lot of kids try to get suspended so they can have the freedom and thought there needed to be a system to keep them in school and not have them out on the streets. He went through their proposal and he likes it and has no problem voting for it. Them bringing this forward tells him they are looking for new ways to educate their children and they are going in the right direction.

Mr. Martins said he likes listening to the discussion taking place because it brings up new issues for him. They indicated there were over 5,000 office referrals which is about 45 referrals per day at this point in the year.

Mr. Gray said in the freshman class he averages 30-40 referrals per day.

Mr. Martins asked how many are the same kids.

Mr. Gray said too many.

Mr. Martins said it is an absurd amount of students and the question is why. They mention a lot of social-emotional and they have on their proposal thirteen counselors (SACs or regular counselors). He fully understands that at times students go to school with a lot of home problems on their back and that affects their behavior and learning; however, he asked if they thought this would change the operation of that dysfunctional family. When he looks at their data 42% in math are needs improvement or warning; he wondered what was going to be done about those students.

Mr. Martins continued that one of the reasons students act up in class is because they don't see relevance to what they are doing and he wondered what they were going to do to show students relevance. He thought they would see a great change in their attitude and cooperation. He hopes at some point in time there is a real good look at the curriculum and the needs of students. He would much rather see changes in how curriculum is delivered. He is steadfastly concerned about the students with regards to what they want to do and guiding them toward going on to getting their Associate's Degree because that is what is minimally needed to get a fairly decent job.

Mr. Andrade asked if they have five department head positions currently in the budget for this year.

Dr. Sylvaria said that is accurate.

Mr. Andrade asked how many are filled.

Dr. Sylvaria responded two.

**A roll call showed:**

Mr. Andrade: No	Mr. Maynard: Yes
Mr. Costa: Yes	Mrs. Panchley: Yes
Mr. Hart: Yes	Mayor Sutter: Yes
Mr. Martins: No	

**5 were in favor**

**2 were opposed** (Mr. Andrade/Mr. Martins)

**Motion passed**

3. **Report:** Innovation Status Report, *as presented by Talbot Innovation Middle School Principal Jacqueline Francisco.*

**MOTION: Mr. Costa – Mr. Maynard: To accept Talbot’s Innovation Status Report.**

Discussion

Mr. Martins noted that on page 3 of the report that the attendance had excellent improvement, but questioned the MCAS results noting that teachers are going around in circles trying to get to everyone; they need to provide the teaching so that those students can actually understand the material and one teacher cannot do it alone. He thought they needed to have dual teaching in those cases. In addition to the budget there is about \$26-\$30M in grants. If they meet NSS and each grant has an allowable use section, many can be used to hire additional teachers to do exactly that and they would get much more positive results if they had dual teaching going on. If they do not have the classroom space, dual teaching works out well and is very effective when going into individual instruction.

Ms. Francisco said they do have a co-teaching model at Talbot. They have over 100 ELL students in three different tiers and three ELL teachers who teach the students both individually and are also beginning to push in with other classes and teaching with other teachers. Their special ed. students are another special population that they pay special attention to and have a specific focus on this year and they also have two teachers in the room. Their class sizes are not unmanageable. They are seeing small gains. They are growing in a small sense and are working hard to improve what they do with their special populations and they are using their innovation status to do that.

Mr. Martins said it seems to him there is more blame placed on the teacher for not having the students improve. They need to have another person in the classroom helping. He thought coaching was fine but saw that it has since changed and there is a lot of changing of the position/switching out for something else. She stated that they were improving and he agreed adding that they are spending a lot of money and should be but wondered if it was being used effectively.

Ms. Francisco responded that they do not have a coaching model at Talbot. She does have co-teachers/two teachers in one room but not a coaching model. All of her sub-separate populations have more than one educator in the room.

Mr. Costa said because of their innovation status, they have complete autonomy over their budget.

Ms. Francisco said that was right.

Mr. Costa noted that the School Committee or the administration is not dictating to her and her staff what their budget is or how many positions they have and what roles or functions they serve within the school.

Ms. Francisco said that was correct.

Mr. Costa said in FY16, if he heard her correctly at Finance Subcommittee, she was not asking for additional positions.

Ms. Francisco said no.

Mr. Costa asked if it was fair to say that she is comfortable with the staff they have now and the positions they are in now and that under the innovation status they are not seeking additional funding to provide the resources that his colleague is suggesting she may need.

Ms. Francisco said that was correct.

Mrs. Panchley said that she felt Ms. Francisco came forward and they asked her questions and she wondered if she had been prepared to say anything to the Committee or if she was just there in case they had questions.

Ms. Francisco said she had prepared some slides to discuss around the annual measurable goals because she does not want to assume that everyone knows about the innovation status and what that means. They are on a plan where they have measurable annual goals around attendance, discipline, student achievement and wellness and they are working hard to make sure that they are adhering to those goals and they measure that through their ILT. They are doing some really hard work and still need to do some work around the digital portfolios for kids which is one of her goals this year. One of their goals is to have standards based report cards by next year and is something she looks forward to presenting to the Committee.

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

4. **Vote to Approve:** Proposed safety training to be paid for with the \$25,000 penalty from Tremblay Bus Company, as referred by the Finance Subcommittee and presented by Mr. Tom Coogan, Chief Operating Officer.

**MOTION: Mr. Hart – Mr. Maynard: To approve the proposed safety training to be paid for with the \$25,000 penalty from Tremblay Bus Company.**

No discussion

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

5. **Report:** Progress of the Committee addressing its goals, as presented by Mr. Gabriel Andrade, Evaluation/AIP Subcommittee Chair.

Mr. Andrade said he had two items- the Vision Statement and the survey done by the Policy Center at UMass Dartmouth. The Vision Statement was drawn from the feedback of all members of the Committee. He went over the individual comments and said that the draft Vision Statement he came up with from those comments is: "The Fall River School District shall be one where students are safe and prepared for college and/or careers, where individualization and personalization is



strived for, where excellence for all is expected, and where collaboration and communication among all stakeholders is the norm.”

Mr. Andrade asked if any Committee member had anything to be added or deleted and they did not.

**MOTION: Mr. Andrade – Mr. Costa: To accept the School Committee’s Vision Statement.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

6. **Vote to Approve:** The School Committee survey, *as referred by the Evaluation Subcommittee and presented by Mr. Gabriel Andrade, Evaluation/AIP Subcommittee Chair.*

**MOTION: Mr. Hart – Mr. Andrade: To approve the School Committee survey.**

Discussion

Mr. Andrade explained that the survey was essentially around four items which was trust, vision statement, collaboration, and one other item. It is a short survey and the intent is to have the staff of the Fall River Public Schools respond to it first. If there is interest in having other groups such as parents and business groups do the survey, it would require an expenditure of money. For the time being they will see what the staff responses look like and take it from there.

Mr. Costa thanked Mr. Andrade for working with the Policy Center at UMass Dartmouth. He agreed they probably should be eliciting some feedback from a variety of stakeholders. He did not mind the survey but wondered when reading it if people were going to take into consideration the whole School Committee and their interactions with everybody or if they would start citing individual members or groups of members based on negative experiences, votes that were taken, etc. and invalidate the results of it. He wondered if that conversation was had with the Policy Center.

Mr. Andrade agreed that it may reflect on the entire Committee and wondered if he had any suggestions for Dr. Goodman to deal with that.

Mr. Costa appreciated the opportunity and said again he did not have an issue with the way it was worded but would be interested in seeing the results and if people were taking into account the entire Committee or if they were taking into account any personal feelings they may have towards individuals.

Mr. Andrade said he could discuss that with Dr. Goodman.

Mr. Costa asked if he minded and possibly see if there was a way they could structure it in a manner that somehow reflects the majority. In this fashion it does not allow for people who are evaluating to specifically identify an area. He was not necessarily concerned about it but it struck him when he read the questions. The intent is that they should be eliciting feedback and part of their AIP was to work not only to evaluate themselves internally but also to see what the perception was out there amongst their constituency. He is in favor of it but just wonders if he can talk with them to find out if they have taken into account those points.

Mayor Sutter asked if the survey was ongoing.

Mr. Andrade said it had not begun yet and was awaiting approval from the Committee.

Mrs. Panchley thought maybe a statement could be put at the start of the survey stating that they should be responding with respect to the School Committee as a whole and not as individuals. She does not know if the survey can be done in a way that the information could be segregated but maybe one reminder sentence to consider the School Committee as a whole could be included noting individually they are nothing and make decisions together.

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

7. **Vote to Approve:** The release of a faculty and staff e-mail list to the Public Policy Center at UMass Dartmouth for the purpose of conducting the School Committee survey, *as referred by the Evaluation Subcommittee and presented by Mr. Gabriel Andrade, Evaluation/AIP Subcommittee Chair.*

**MOTION: Mr. Martins – Mr. Andrade: To approve the release of a faculty and staff e-mail list to the Public Policy Center at UMD for the purpose of conducting the School Committee survey.**

No Discussion

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

8. **Vote to Approve:** The Superintendent’s evaluation benchmarks, *as referred by the Evaluation Subcommittee and presented by Superintendent Mayo-Brown.*

**MOTION: Mr. Hart – Mr. Maynard: To accept the Superintendent’s evaluation benchmarks.**

Discussion

Mr. Martins referenced the fact that the Superintendent indicated a goal of achieving student progress as opposed to meeting the composite performance index target.

Superintendent Mayo-Brown interrupted by stating he was inaccurate and she did not propose student progress. She proposed goals and the School Committee approved them 7-0. The goal he is referencing is the first goal that was approved of progress and performance. She asked that he be accurate when stating her goals publicly.

Mr. Martins said when he reads *by September 2015 each school in the district will have met their 2014 progress performance target of PPI* if that was a progress of students.

Superintendent Mayo-Brown responded that it was progress and performance.

Mr. Martins said he is not changing anything that she said; she wants her evaluation to be based on student progress.

Superintendent Mayo-Brown added again “progress and performance” which was already approved by the School Committee 7-0.

Mr. Martins maintained that there is a target for CPI. He had asked the Chair at the last meeting if he could ask DESE what the goal was to be achieved for 2017; whether it is student progress or achieving the 2017 goal of cutting the gaps by 50%. They were told that DESE refused to respond to the Superintendent so he asked if the Mayor could call them to see if they would respond. He was not sure if he had the opportunity to do so. Nevertheless, as he reads the goal it still states that by

June 2017 the goal is to cut all of the gaps in all subgroups using 2011 as its base year. June 2017 is not that far off...

Superintendent Mayo-Brown said that is not related...

Mr. Martins said that she had an opportunity to rebut...

Superintendent Mayo-Brown responded that she really doesn't because he goes on for so long that it is not a discussion; it is a lecture.

Mr. Martins said she could call it whatever she wished. He disagrees with the PPI and it should be CPI. If the Committee wants to have it continue as PPI, fine; but he does not agree with that.

Mayor Sutter asked Mr. Martins for a moment...

Mr. Martins continued that CPI is the measure of 2017 and those targets in each year.

Mrs. Panchley asked for a point of order.

Mayor Sutter recognized Mrs. Panchley.

Mrs. Panchley explained that they approved the goals 7-0 two meetings ago and tonight they are supposed to be discussing the benchmarks. She thought the Committee needed to go over what is on the agenda, discuss any questions about the benchmarks, make any changes they feel are appropriate, and move on. They cannot continue to go backward, in her opinion. They need to go forward with the benchmark information.

Mr. Martins said he appreciated her comment; however, he questioned what she was going to do in 2017.

Mrs. Panchley responded that there were other opportunities to have that conversation; it is not on the agenda. He is the Chair of the Instruction Subcommittee which is an appropriate place to have those conversations. She does not feel it is an appropriate conversation with tonight's agenda.

Mr. Martins said he had the same comment when they look at the individual things. He asked how all the other things on the other pages translate into a measurable improvement of student learning. Where in there is there a measure of student learning in any one of the pages? He asked Mrs. Panchley if she could find it.

Mrs. Panchley responded that she certainly does think that PPI is a measure of student learning which is why she voted – as did he – for that to be one of the goals.

Mr. Martins said the answer is that she cannot find it.

Mrs. Panchley responded that she does not think that was her answer.

Mayor Sutter asked that they just have one speak at a time and asked Mrs. Panchley if she would like to continue.

Mrs. Panchley said she just felt that she wanted to try to get the Committee back on track to what the agenda item was. She did not have any particular comments about the benchmarks. She thought she submitted a lot of ideas for the benchmark suggestions and does not care to give any further feedback on that. She just thought she needed to bring the conversation back to the agenda.

<b>6 were in favor</b>	<b>1 was opposed</b> (Mr. Martins)	<b>Motion passed</b>
------------------------	------------------------------------	----------------------

9. **Vote to Approve:** March’s expenditure report, *as referred by the Finance Subcommittee and presented by Mr. Michael Saunders, Chief Operating Officer.*

<b>MOTION: Mr. Maynard – Mrs. Panchley: To approve March’s expenditure report.</b>		
<u>No Discussion</u>		
<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>

10. **Vote to Approve:** Third quarter revolving funds, *as referred by the Finance Subcommittee and presented by Mr. Michael Saunders, Chief Operating Officer.*

<b>MOTION: Mr. Maynard – Mr. Andrade: To approve the third quarter revolving funds.</b>		
<u>No Discussion</u>		
<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>

11. **Vote to Approve:** Third quarter transfers, *as referred by the Finance Subcommittee and presented by Mr. Michael Saunders, Chief Operating Officer.*

<b>MOTION: Mr. Hart – Mr. Andrade: To approve the third quarter transfers.</b>		
--	--	--

Discussion

Mrs. Panchley asked for Mr. Almeida to come forward through the Chair. She questioned money being transferred from the custodial line this year recalling a conversation about that line needing to be increased next year.

Mr. Almeida explained that they are building in contractual increases for next year; the transfer this year is to cover a shortfall in worker’s comp which goes hand in hand with the salary line because salaries are being shifted to the worker’s comp line.

Mrs. Panchley understood that the money was not needed for salaries because they are on worker’s comp so they move it to that.

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

<b>MOTION: Mr. Costa – Mr. Andrade: To accept and place the FYI portion of the agenda on file.</b>		
<u>No Discussion</u>		
<b>All were in favor</b>	<b>None were opposed</b>	<b>Motion passed</b>

Mayor Sutter asked if there was any new business and there was none.

**EXECUTIVE SESSION**

Mayor Sutter asked Attorney Assad if there was a need for executive session and Attorney Assad responded there would be.

Attorney Assad cited the following:

“With respect to Chapter 30a of the General Laws, section 21a 2, to conduct strategy sessions in preparation for negotiations with non-union personnel with respect to Mr. Michael Saunders, Chief Financial Officer and Tom Rose, Financial Manager. We would reconvene and there may or may not be statements at that time.”

**MOTION: Mr. Costa – Mr. Hart: For Executive Session.**

No Discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Maynard: Yes
Mr. Costa: Yes	Mrs. Panchley: Yes
Mr. Hart: Yes	Mayor Sutter: Yes
Mr. Martins: Yes	

**All were in favor**

**None were opposed**

**Motion approved (9:12 PM)**

The Committee reconvened at 9:45 PM. A roll call showed that all members were present.

**MOTION: Mr. Costa – Mr. Hart: To approve the contract as negotiated between the Fall River School Committee and Mr. Tom Rose as Financial Manager.**

No Discussion

**A roll call showed:**

Mr. Andrade: Yes	Mr. Maynard: No
Mr. Costa: Yes	Mrs. Panchley: Yes
Mr. Hart: Yes	Mayor Sutter: Yes
Mr. Martins: Yes	

**All were in favor**

**1 was opposed (Mr. Maynard)**

**Motion approved**

**MOTION: Mr. Costa – Mr. Maynard: To adjourn.**

No discussion

**All were in favor**

**None were opposed**

**Motion passed**

Meeting adjourned at 9:46 PM

Respectfully submitted,



Administrative Assistant for  
School Committee Services

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