

Instructional/SPED Subcommittee

Monday, September 15, 2014
5:30 PM

Matthew J. Kuss Middle School
52 Globe Mills Avenue
Fall River, MA 02724

AGENDA

Discussion:

- AP courses at Durfee and the exam results
- Career related classes which can bring about Chapter 74/Perkins approval status along with a timetable for completion of requirements and definitive date for implementation

MINUTES

At 5:38 PM Mr. Martins, Chair of the subcommittee, read the open meeting law.

Mr. Martins then called to order the meeting of the Instructional/SPED Subcommittee for Monday, September 15, 2014. A roll call for attendance showed Mr. Andrade, Mr. Martins, and Mrs. Panchley were present.

Also present were Superintendent Mayo-Brown, Dr. Fran Roy, Special Education Director Ivone Medeiros, Principal Paul Marshall, Associate Principal Michelle Sylvaria, School Committeeman Paul Hart, Ms. Kim Napolitano, and Mr. John Smolinski.

1. AP courses at Durfee and the exam results

Mr. Martins said the first agenda item was brought to the forefront by Mrs. Panchley and he asked her to begin.

Mrs. Panchley explained that she had asked the Superintendent for the exam results and was sent the five-year results that the subcommittee received in preparation for the meeting. She then met with the Superintendent and Assistant Superintendent and asked that it be put on the next agenda because she noticed that they were not near the state average in a lot of areas which she thought might be expected from an urban district; although, she thought if they are taking the best and brightest from Fall River, why wouldn't they do as well as the best and brightest from other districts. She said that while she thought some gap would be expected, she would not expect a big gap like they see in some areas. The other thing she noticed was a downward trend in many areas from 2012 until now. She thinks they put a lot of emphasis on the Gifted and Talented program from grades 4-8 and her concern is if those students and the other students at that level are getting what they need when they get to Durfee to be able to pass the AP exams.

Mrs. Panchley then asked the following questions:

- In 2012 there were a lot less students that took AP and she wondered if part of the issue was having more students taking it and being able to service the students the way they were before. In 2012 56.6% of students passed and last year 41.3% passed. She clarified that by passing she meant they received a score of three, four, or five.
- Are the teachers being trained appropriately or do they have the content knowledge to be teaching these classes?
- Are the classes rigorous enough? A lot of the students are coming from ELT schools and now they are getting out 1.5 hours earlier.
- Is there a grade requirement?

Mr. Marshall said that John Smolinski was there representing their partnership with Massachusetts Math and Science Initiative (MMSI). They have been in that partnership for a number of years.

Mr. Smolinski introduced himself as being a senior director with MMSI which is a division of Mass Insight Education. He explained that they deal specifically with math, science, and English. In 2009 there were 30 students at Durfee High School and now there are 145 with a high of 162 last year. He agreed they hit a little bit of a bump this past year but did not think it was unusual because it is what they have seen in the schools they support in the state. He noted there was difficulty in calculus and that the exams change from year to year.

He continued that it is their opinion that if the way the district evaluates their AP program is by the "batting average" then they can give high numbers by restricting the number of students. If they have open enrollment, which is what they have had for the last five years, the program will grow ones and twos because that is the way that they find hidden talent; by unlocking the door to their advance placement courses. He pointed out that a definition of a two by College Board is "may be qualified" which means that they have missed maybe three or four multiple choice questions.

Mr. Smolinski said they have some compelling information on college persistence and how it relates to AP and they could do a presentation in the future if the Committee was interested. Schools that they support have an 86% persistence rate defined as going through from freshman to sophomore year of college without flunking out. He noted that the low income persistence rate is very compelling with 80% persistence rate while the national average is 40%. If students do not take one AP course, which is a university freshman level course that you take in high school, then they get into a college of their choice and are taking five AP courses in their first fourteen weeks on campus. This is why they have a couple of statistics that are troubling which are 1 in 3 students that go to a community college graduate, 2 out of 3 do not in four years. In public four-year colleges, about half the students graduate in six years. He said AP makes a difference of a ½ point even with a two on an AP course. He stated that they absolutely think that a two is an acceptable outcome.

Mr. Smolinski continued by going over the 2014 data and said they had a little drop in calculus but also had more science qualifying scores than at any time in the last five years. They almost tripled their AP biology qualifying scores. He also noted that Durfee had the highest percentage in their program with 86% of their students showing up for an extra three Saturdays which is a commitment of teachers and students. He also noted that for an AP teacher to fully have command of the course, it takes the stability of about three years of teaching the course. Durfee's teachers are still doing professional development with Mass Insight. He noted that the district is off the initial letter of agreement and on a sustain partnership agreement where Mass Insight leverages some matching funds to help keep the program going because there are new kids every year. He mentioned some workshops that are

available. He saw Durfee's AP program as a glass half full and offered that he has master teachers working for him that he can ensure will visit Durfee's teachers at a higher frequency. He noted that Durfee's biology teacher did very well and tripled her qualifying scores.

Mr. Marshall asked if Mr. Smolinski was talking specifically in relation to the math.

Mr. Smolinski said yes; they worked with 54 schools last year and saw it across the board. They had a lot of surprises in AP Calculus and it is a different exam every year. He thought they only needed to get 53% of the calculus exam correct to get a five so that said a lot about the exam in which a lot of kids are getting ones. They get frustrated and quit on the test which is the difference between a one and a two. They give partial credit for an effort on all the problems. The year before, they had 23 qualifying scores which was the most ever at Durfee.

Mr. Martins asked for clarification of the data he was looking at and what it meant and Mr. Smolinski explained.

Mrs. Panchley further explained and noted that the average score was 2.66.

Mr. Smolinski said they thought that was great and asked that they think about it as "10 out of 15 kids receiving a three or higher on an exam is better than 8 out of 8 because that is two more students that are getting a qualifying score." He thought it would have a chilling effect on the faculty if they knew they were being rated and gauged on their batting average because they wouldn't let kids in and when that happens, they are leaving talent in the honors sections. He felt open enrollment was the way to go and should not be restricted.

Mr. Marshall said if they look at the grand total of exams that were taken last year which was 419 of which they had 19 fives, 54 fours, 86 threes, 148 twos, 112 ones.

Mrs. Panchley said her frame of reference is if they have a student taking the class, her expectation is they are going to get a three, four, or five. She did not have the same viewpoint on receiving a two and felt it "didn't cut it".

Mr. Smolinski responded that he can only tell her that he has worked with nothing but this program for the last seven years and that if students take the most rigorous course - and even if they got a two or did not even take the test - when they get to college, they are far ahead and starting from a different place. It is not about the score.

Mrs. Panchley wondered if the class was not as rigorous as it could be because they have students in the class that are not keeping up.

Mr. Smolinski said absolutely not and encouraged Mrs. Panchley to correspond with him. Last year there were 54 schools in the program and they have gone from about 700 fours to over 1,500 fours and a similar increase in fives. Those numbers have doubled at the same time they tremendously expanded enrollment.

Mrs. Panchley questioned if they tripled enrollment but doubled the fours and fives.

Mr. Smolinski said it is not slowing down instruction because they are still doubling the fours and fives.

Mr. Marshall gave the following statistics:

- In 2008 they had 220 exams taken in AP
- Last year there were 373
- In 2008 there were 30 qualifying scores
- Last year there were 145

He noted there was a significant jump in qualifying scores and they went up a little bit less than double the number of exams and went well above doubling the number of qualifying scores. He thought that is what Mr. Smolinski was referring to; they are giving access to AP and the AP grades are now reflecting what the students are doing as well.

Mr. Smolinski said when they go across the State; they talk in glowing terms about Durfee and think that the school is a model for many urban districts so he was surprised there were concerns about their program.

Dr. Roy said when they look at the numbers they certainly see the growth and the number of AP students. The high school should be commended because she is well aware of the research that is showing that students who have taken an AP course and have gotten a two are better prepared for college level readiness which she thinks is a great bonus. She then went over some of the enrollment numbers and how they have increased. When looking at the data they always look to improve and move forward so the concern is that the percent has gone down on AP scores with a three+. It is not a terrible dip but as they get the enrollment up, they also want to look to see they are improving the scores.

Dr. Roy continued that from her perspective in curriculum and instruction, they look at two things: The quality of instruction because they know the teacher matters greatly and also if the pre-course work is preparing those students well. Some of the discussion was that it was good but there is always room for improvement and those were some of the concerns they were looking at. If one teacher is doing well and one isn't, how are they collaborating? Are they preparing kids rigorously enough in 9th and 10th grade so that they are prepared for the work?

Mr. Smolinski said they did pilot a strategic design course in Springfield middle schools and it was well-reviewed by teachers and administrators. He thought it may be something they could brief them on if they wanted to push extra PD down to the middle school.

Dr. Roy said they had done some pre-AP training as well.

Mr. Smolinski said this is less pre-AP and more sound instruction and good lesson plans.

Dr. Roy said she is more concerned about 9th and 10th grade and asked if they have done any work in high schools to ramp up those grades.

Mr. Smolinski said that program extends into the 9th and 10th grades and might be something they want to take a look at. They can focus their efforts on where they have had a little bit of a speed bump last year which was a surprise, but one across the state as well.

Mr. Andrade said when he was around years ago at Durfee –prior to Mass Insight getting involved - they did have an AP program and did not get the number of students they do now and it was rare to

even hear of a three, never mind fours and fives. He thought looking at the data they have now may be a little misleading and agreed that they have been doing a lot better and the benefits of it are greater. He also said with the increased number of students taking the test, as you dig deeper into the pool of students, you are going to get students who are less prepared to handle it so typically the scores will drop. That may be part of what they are seeing. They never had 200 students taking the AP test years ago but as they get more taking it, the scores will tend to be held back.

Mr. Smolinski said he is not wild about ones but two is “may be qualified”. He noted that the *Hargrove, Goddin, and Dodd Study, University of Texas 2008* involving 300,000 students showed that the difference between a student who took an AP course and got a two as opposed to a student that did not take any AP is .3 on the freshman GPA which can be the difference between sticking around and not sticking around for the following year. He also noted that in the past, they have only had mock exams in English but they are adding for the first time this year mock exams in math. They will also do their own reading in math and science, invite teachers to attend, stipend them and train them as readers. They will hopefully be able to give them PDP points for it.

Superintendent Mayo-Brown asked if he could talk about chemistry because it is the one area that seems to be declining in both the number of exams and qualifying scores.

Mr. Smolinski explained that is the most difficult of all the sciences and they had also had a change in chemistry teacher over the past couple of years.

Kim Napolitano said that they had just restructured the courses as well.

Mr. Smolinski said they should make sure that their teachers are all current with the summer institutes and they should attend the workshop in October which is part of the budget that school put together along with the Saturdays. He also said they need to make sure that students have all had the proper prerequisites within the school. Chemistry is the most difficult course and he noted they have a bunch of sophomores which is extremely rare. He said they do have a chemistry consultant that he can have visit with the chemistry teachers.

Mrs. Panchley said she wondered why they were offering AP Statistics if they aren't doing well.

Mr. Smolinski said they just need to do it better and gave instances of when students will need to use statistics (supporting thesis, etc.)

Mrs. Panchley noted that 16 students took it and only 2 had a qualifying score.

Mr. Smolinski said it is not his job to evaluate their teachers but thought they could and should do better.

Mr. Marshall said that they unequivocally should be doing better. They have moved since 2008 but questioned if that was good enough now. There are certain areas that they are doing very well in and some they are not making any traction. He thought it went back to Dr. Roy's point that they need to take a look at why certain people are doing well and what they are doing differently.

Superintendent Mayo-Brown said one of the questions is if the teachers have attended the summer institute and are appropriately trained. Additionally, they need to take a look at the pre-AP courses. Speaking from experience as a parent and having a couple of children go through the process, the pre-AP expectations and rigor is a critical piece to being successful.

Mr. Smolinski said he is going to ask their statistics consultant to visit and give feedback. He said it could be a problem of textbook.

Mr. Martins asked if the course descriptions for AP classes were reviewed to make sure they are covering what they should.

Mr. Smolinski said their content directors work with the teachers to ensure course fidelity and the syllabus has to be approved by the College Board.

Mr. Smolinski also explained that when a class is complete and scores are done, each teacher gets an instructional planning report (IPR). It breaks things down to all the various subtasks and subgroups and shows how they did relative to the global median. Having a great subtest might mean that there is a problem in that too much time was spent on an area. They review the IPRs annually to see where there might be a problem with a specific task.

Mr. Martins said he heard several times that evening that they can do better and at times it seems to fall on the quality of the teacher and he rejects that premise. He asked if the material was there in the curriculum to impart to the students in order for them to achieve the scores they are looking for.

Mr. Smolinski said they are getting scores so he would say yes. If they are getting threes, fours, and fives the syllabus is valid. He said it would reveal in the IPR data what areas need to be worked on. The teachers and administration have access to that and MMSI uses that data when they establish statewide trends and professional development based on what the teachers feel that they need additional instruction on.

Mr. Martins asked about students in the class who need more time to grasp the material.

Mr. Smolinski said he was confident that the teachers will give them that time whether it's after school or another time but one thing about the AP courses is that they are very unforgiving. If they are not paced, the exam is an international exam and they are going to get it the first two weeks in May no matter what so they have to cover the material. Where they are able to bridge the gap is in providing an extra 12-15 hours of extra content time with the Saturday sessions. Durfee students are getting a benefit that a lot of the other schools in the region currently are not by doing the extra Saturdays.

Mr. Martins said he appreciated that and asked if the students that are applying for AP classes and to take the AP exam are counseled to say that they are having difficulty as they go through the course and if there is additional help that can be provided as they are going through the program.

Mr. Smolinski said he thinks they have some of the solution with the mock exams and that is part of the reason they have such vibrant scores in English is that they do get a mock exam. He explained that they take it two months prior to the actual exam and it is sent out to Texas and scored just like it's a real exam and they get it back and have about another month to fill in the gaps. For the first time ever they are doing that in math and science as well and he thinks that could have a profound impact on the scores.

Mr. Martins asked if there were any other comments or questions.

Mrs. Panchley said she had a couple of things and thanked Mr. Smolinski for coming. At first she thought he was painting a very rosy picture but then started coming up with things that he could offer

some solutions on and moving them more in the direction that she was hoping for. She said she did not want to end on a negative but wanted to point out in English language composition they went from 90 exams in 2012 to 106 to 116 and the qualifying scores went from 61 to 48 to 42. She felt that needed to be pointed out.

Mr. Smolinski said that there can be very subtle reasons for that, too.

Mr. Marshall said just to point out back in 2008 there were zero taking it.

Ms. Napolitano said that they do retesting in that class as well.

Mr. Smolinski noted that it is part of the system that the students take English language comp and AP statistics on the same day. They have complained to the president of the College Board numerous times and they have not moved it yet.

Mr. Marshall acknowledged that going down from 61 was a big gap and they prefer to go up.

Mr. Smolinski concluded by inviting them to join them on September 24 at 10:30 for the AP Kickoff.

End of discussion.

2. Career related classes which can bring about Chapter 74/Perkins approval status along with a timetable for completion of requirements and definitive date for implementation

Mr. Martins said that they did have the conference call with the Department of Education a while back but if they don't continue and develop a plan in which they can look at the courses and combine courses that are directly related to a particular career it is never going to happen. He asked Principal Marshall and Associate Principal Sylvaria where they were and what classes could be obtained. He noted that they had the STEM program which is one that can be included as well as other programs that they had discussed. He asked where they are and what direction they are going to go to combine or have classes so that they can have those students as Chapter 74 students and get the reimbursement that is associated with Chapter 74. He knows that the school year has just started but if they don't have a plan they going to be right back where they started. He asked what procedure they envisioned to make it into reality.

Mr. Marshall said one of the things they have done is look at the application process and the timelines for that. He thinks they need to be looking at what the other viable programs are that they can be moving forward with this year and the application process and identify others possibly for the future. One of the concerns or issues they need to address is in relation to certification for teachers. His understanding is that in order for them to move forward they need to have certified teachers identified. When looking at some of the programs they have been running, they do not currently have teachers who are vocationally certified. They need to take a look at what they need to do to make that shift. As an example, in the Project Lead the Way program, teachers are certified in science, math, or engineering but it doesn't necessarily meet with what the requirement would be for a vocational engineering program. That is part of the conversation they need to have with the Department of Education; if their current teachers meet the standards and if not what they would need to do to assist them in getting those certifications. He also noted that they have invested a

considerable amount of money over the last few years for training those teachers with the grants they have been able to acquire.

Mr. Martins asked to interrupt him for a minute and said it was his understanding that they need one teacher as a lead and then the other teachers can be licensed in whatever they are currently teaching. He would like to see three programs and then others can grow in subsequent years. He noted that there is more to it besides getting a lead person. They still have to have an advisory committee for each one and other requirements that are on the checklist. They are supposed to be within the economic developments situation that the city is currently in.

He continued that there is not much manufacturing in Fall River; however, that does not necessarily mean that manufacturing cannot be one of the classes because they want to bring manufacturing back into the City of Fall River. This would have some training for companies that would come. He mentioned health careers as well. He then asked Mr. Marshall what application process he was referring to.

Mr. Marshall said they were talking about the application to the Department of Education.

Dr. Sylvaria said the application is due April 2nd which would be the timeline that they are aiming for. They would have to conduct an on-site review by September 2nd in order to have the program actually be Chapter 74 approved in time for the next school year.

Mr. Martins asked if April 2nd would be in the 2014-15 school year.

Dr. Sylvaria said yes.

Mr. Martins said it would actually be implemented for the 2015-16 school year.

Dr. Sylvaria said the process is that they create a Chapter 74 program with all the components that are required and then DESE comes to do the approval process during the on-site review. If they do not meet the criteria when they come down, they are given two years for the area to be corrected in whatever they find is lacking. After that it would just go as not being approved.

Mr. Marshall said strategically they are looking at the programs that already exist at Durfee that have not been certified as Chapter 74 programs, TV and communications being one.

Dr. Sylvaria said that she also should mention they have a new director that has been hired and will be coming in at the end of the month for career and technical education. They will be getting together and putting some plans in place to look at the programming process.

Mr. Martins said that was excellent. He then asked if it was unrealistic to have a minimum of three programs by April 2nd.

Dr. Sylvaria said yes it is and explained they will have their coordinated program review this year and if they have any corrective action from the review, it will need to be taken care of before they do a program approval process.

Mr. Martins questioned the coordinated program review saying he thought that was a special education program.

Mr. Marshall and Dr. Sylvaria responded no and Dr. Sylvaria explained that one of the areas is special-education but career and technical education is also an area.

Mr. Martins said okay and questioned again if coming up with three areas was doable by April 2nd.

Dr. Sylvaria said she's really going to look at it with the new director; however, the entire program needs to be created and put in place before that time which is a huge amount of work.

Mr. Martin said on paper, yes.

Dr. Sylvaria said no, in reality not just on paper. They have to have it in place so that when DESE comes in, they can observe all of it. They have to have curriculum, staff, equipment, facilities, and an advisory board all in place.

Mr. Martins said when he was at Diman he did the process and it did not take him to school year to do it.

Mr. Marshall said he thinks they can proceed with the investigation and one of the things they can do is come back to the committee in a month to give the progress as to where they're moving. They are anticipating that in order for them to do that there is going to be an initial investment. He understands they will get a larger return from Chapter 74 but there potentially will be an investment that needs to be made in order to support the work and he wants people to be aware of that.

Mr. Martins said yes there is going to be a price tag but when they start getting the Chapter 74 reimbursement for those students, it's considerably higher. He knows that Perkins federal funds are constantly going down but nevertheless if they have more students the total that they receive is going up somewhat.

Mr. Marshall said everybody agrees that the Chapter 74 reimbursement is the big chunk of money but he just wants to caution the committee that there is going to be some cost and he does not know what it is.

Mr. Martins asked what a reasonable compromise was if three was too much. He is pushing because he does not want the timeline to get pushed back.

Dr. Sylvaria said she thinks her goal would be to put together a quality application that could be approved and that is what they need to assess; which programs they can do that for.

Mr. Martins said this is somewhat disappointing but he will keep reminding them. He does want a quality program but they have almost a whole school year.

Mr. Martins recognized School Committeeman Hart.

Mr. Hart asked if they could share what the process was to develop one course. He is curious why they cannot do three.

Dr. Sylvaria explained they will have to put together the entire curriculum for the three-year pathway, also have any equipment and materials in place, identify a location/facility in the building that meets all the specifications, make sure that the teacher/student ratio meets the application, have an advisory

board and conduct an economic study, There are a lot of pieces on top of a very busy year with the Coordinated Program Review which is definitely a priority for them.

Mr. Marshall said additionally they are going in another direction in relation to the Early College High School as well.

Mr. Martins said he agreed and each is very important.

Mr. Marshall said he did not want to commit to a number and then get to the end of April and it is not what they discussed. He thinks that one of the things that they can do is schedule another time a month from now to be able to update on where they are to give a better sense of how many they would be looking to move forward by April.

Mr. Martins said as long as they are moving forward, he would agree with that. He was going to ask to have a monthly meeting for updates. He added that for the industry demand, that is not a real time-consuming issue and they can go to the Massachusetts Department of Employment and get volumes of material. As far as curriculum is concerned, he borrowed curriculum from other schools. It is not as time-consuming as they might think it is but a matter of getting started.

Mr. Hart asked if there were any active advisory boards already in place.

Dr. Sylvaria said it depends on the program. Some programs do have them and some do not. It would be a factor in considering which programs they will move forward with the application process.

Mr. Hart asked about healthcare that is being offered right now at the school.

Mr. Marshall said that is a certified program.

Dr. Sylvaria said it is a Chapter 74 health assisting program. Health careers is not one of the programs they are looking at. The two Chapter 74 programs are health assisting and medical assisting. They already have health assisting in place so they were looking more along the lines of the engineering program or construction craft laborer.

Mr. Hart asked it is difficult to get teachers certified in that particular field.

Dr. Sylvaria said it depends on the individual teacher. They need to have a strong background in order to pass the exams.

Mr. Marshall said for instance they do have a teacher who is certified in construction craft laborer so that is a plus for them.

Mr. Martins asked what it would take for them to make FRED-TV an approved Chapter 74 program. He would tend to think that that would be one that is so visible at the present time that would be able to be implemented. STEM as well. He mentioned medical and dental assisting as well.

Dr. Sylvaria said they have to be very strategic because they look for duplication of programs within the region. He mentioned dental and that is one they would not be able to have at Durfee because Diman has a dental program.

Mr. Martins said he did not say a dental program, but dental assisting. He agreed citing Diman having

a carpentry program and construction contract laborer being slightly different but doable. He said they had identified three as reasonable possibilities and if they select one, they can have monthly meetings to determine what the obstacles are in making it happen.

Dr. Sylvaria said absolutely.

Madame Superintendent said it was reasonable as well.

Mr. Martins said he will leave it to her to identify a monthly time.

Superintendent Mayo-Brown agreed.

Mr. Martins said the last issue was in reference to the early college concept. He noted that Mr. Costa is the Chair of that committee but he serves on it as well and last they met, there were two issues that were supposed to be looked at. One was the CFOs for the district and BCC meeting to determine whether or not it is financially feasible to have an early college concept. He asked if that meeting had taken place.

Superintendent Mayo-Brown said no; they are back-and-forth with each other trying to schedule it.

Mr. Martins said okay and also there was supposed to be a meeting between Mr. Marshall and the Chief Academic Officer at BCC to see what programs they could have that would be implemented in the sophomore, junior, and senior years.

Mr. Marshall said he met with Sarah Morrell in late August and they are going to be meeting monthly and have focus groups. One group is going to be curriculum, one will be the structure, and one is finance. Those separate groups will be working on those chunks and then will be reporting back to the School Committee.

Mr. Martins asked if there was anything else.

3. Other business

Madame Superintendent said she had an item of new business if he would entertain it. She explained it was in response to the email he sent last night regarding the number of special education students relative to enrollment.

Mr. Martin said yes.

Superintendent Mayo-Brown explained that on the spreadsheet they provide to the Committee monthly, they will include the number of paraprofessionals. In addition to that, she asked Mrs. Caron to make copies of the percentage of special education students by school for the past three years so they can see it. She wanted to put to rest talk that there is movement of special education students around the district. The percentages are pretty consistent and schools with the highest percentage are actually level one schools. They do not move special education students around the district at all. They do it based on whether or not they can provide a continuum of services such as the ASD classroom at Spencer Borden. Some schools have a lower percentage such as Watson and Tansey because there is no space available for a self-contained room. They will see from the data the range of percentages from across the district by school.

A handout was given.

Superintendent Mayo-Brown said if they look at it they will see on the second section, last column of the form is the percentage of special education students. Mrs. Caron had highlighted the year so they can see the percentages for 2013, 2012 and 2011.

Mr. Martins said when he sent the email he looked at the report that she sends out and is appreciated. At Henry Lord, it looked like there was only one class that did not have any special education students at all. He did not remember the grade. It was the only one that did not have a word like "inclusion" or anything like that whereas the other schools had a few more. The practical question to his mind was if there was splitting. Even though there is nothing wrong with special education children, he does not want any one school getting a reputation of being a special education school.

Mr. Martins thanked the Superintendent for the information.

Superintendent Mayo Brown then asked if Ms. Ivone Medeiros could update the Committee on what the special education percentage is at Henry Lord.

Ms. Medeiros said Henry Lord has about 100 students on IEP's which includes the preschool students. That equals about 21% at Henry Lord which is pretty much equivalent to Silvia, Greene and Spencer Borden. She noted that is where they're going to see that; where they have their continuing programs and services. They will see higher numbers at Doran and Viveiros where they have a continuum of a program.

Superintendent Mayo-Brown said the percentages include both self-contained classes as well as inclusion students.

Mr. Martin said asked what the acronym ESI meant.

Ms. Medeiros said it is SEI which is Sheltered English Immersion which they use for ELL students.

Mr. Martin asked if there was anything further and there was not.

MOTION: Mr. Andrade – Mrs. Panchley: To adjourn.

All were in favor

None opposed

Meeting adjourned at 7:04 PM

Respectfully submitted,



Interim 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.