

SPECIAL SCHOOL COMMITTEE MEETING

Thursday, May 30, 2013

6:30 PM

**Kuss Middle School
Community Room
52 Globe Mills Ave.
Fall River, MA 02724**

MINUTES

1. Roll Call
2. Salute to the Flag
3. Citizens Input
4. Vote to approve: FY14 budget
5. Presentation:: Fall River Innovation Academy (FRIA) Proposal
6. (Addendum) Vote to approve: Adoption of Massachusetts Model System for the Superintendent's Evaluation

Mayor Flanagan led the salute to the flag.

Chairman Flanagan: He explained that the last time the committee met they saw two presentations regarding the proposed fiscal year 2014 budget. He noted that there were several citizens signed up to speak but asked that Mr. Shawn Cadime and Mr. John Nunes do a proposal to start the meeting.

Mayor Flanagan requested a roll call while the screen for the presentation was being set up; that roll call showed **all Members present.**

Mr. Cadime began his one slide presentation by explaining that the City Administration would be submitting to the City Council the following day a proposed budget of \$250 million, of that a \$91 million school budget would be encompassed in that budget which will include 101.5% in net school breakdown. He referred to the breakdown on the slide:

- The school operating budget will be \$86,199,786 with indirect costs of \$38,927,865 giving a net school spending of \$125,127,651 which incorporates the 101.5% in net school spending.

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- In addition to that, there is \$6,136,327 for school debt service and \$4,800,214 for school department transportation.
- A special revenue account will be set up for the McKinney-Vento transportation of \$606,569. Mr. Cadime noted that account will be charged directly, no different than how a grant would be managed.
- The total education expense would be \$136,670,761. The \$125.1 million of net school spending is \$1.8 million above the required net school spending that is outlined by the State.
- He clarified that the \$91 million is the \$4.8 million in transportation plus the \$86.1 million for operating costs.

Mayor Flanagan asked Mr. Cadime if it was a roughly \$86 million school operating budget with a \$4.8 million transportation line item which brings it to \$91 million but then the McKinney-Vento money would have to be added in?

Mr. Cadime confirmed and explained that it would be a separate account that won't be seen in the operating budget for the City budget.

Mayor Flanagan asked if the Superintendent would need a vote from the City Council to draw out of that account.

Mr. Cadime: She would not because it is a special revenue account that would not be put into a revolving account which was the original intent to make sure the school committee had more authority.

Mayor Flanagan asked if he had looked at transportation spending for the last 3-4 years for the school department.

Mr. Cadime replied that he had and that the \$606,569 for McKinney-Vento plus the \$4.8 million is the school department projection for transportation which equals the \$5.4 million. He noted that over the last several years they had been very close to that number.

Mayor Flanagan replied that the FRPS in actuality with the transportation budget and the operating budget is approximately \$91,600,000. He then asked if it can be more than the \$600,000 in the McKinney-Vento.

Mr. Cadime: It can. In the McKinney-Vento account they are actually using funds from two fiscal years: FY13 will have about \$300,000 that will be set aside in the special account which can be accessed on July 1. For the next fiscal year, they are anticipating a minimum of \$300,000 reimbursement from the State which can and looks like it will increase more than that which would give that account a surplus that the school department could use to offset some additional transportation costs.

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Mayor Flanagan asked if the special revenue account being established was strictly for school department transportation.

Mr. Cadime: That is correct and it will be specific to McKinney-Vento.

Mayor Flanagan asked if it could be used for police, fire or department of public works and Mr. Cadime responded it could not.

Mayor Flanagan asked Mr. Cadime if he could foresee any of the transportation companies having to wait for their invoices to be paid.

Mr. Cadime: Once the City Council approved the budget, effective July 1, the \$4.8 million will already appropriated for use plus the additional \$300,000 in the McKinney-Vento account. He explained that the only thing that holds up the payment process is getting the invoices in, placed on a warrant, signed by the school committee and then checks are released at that point.

Mayor Flanagan asked how long that process is.

Mr. Cadime: On the City side it's about a 2 week process but through the school department it is a longer process and sometimes took 6 months which has been significantly streamlined to now about a month to a month and a half based on getting signatures from the school committee.

Mayor Flanagan asked if special accounts slowed the process and Mr. Cadime said it did not.

Mayor Flanagan confirmed with Mr. Cadime that if they adopted the \$91 million plus the special account they would be at 101.5% of net school spending. He then asked what they were at for net school spending this school year and Mr. Cadime responded that they were at 101%. Mayor Flanagan clarified that it was 101.2% and that they were at a higher percentage this year.

Mayor Flanagan asked if there were any questions from the Committee.

Mr. Maynard asked who would be able to withdraw from the transportation account.

Mr. Cadime said the school department only, specifically for McKinney-Vento. He added that special revenue accounts are audited on a yearly basis.

Mr. Martins asked what the specific purpose of the McKinney-Vento monies were for and Mr. Cadime responded that is was transportation for homeless students. Mr. Martins then questioned if transportation for homeless students was included in the transportation budget.

Mr. Cadime stated that that was part of the \$5.4 million transportation.

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Mr. Martins asked if this will be considered anticipated revenue and Mr. Cadime confirmed. He then asked when the FY14 McKinney-Vento money was to be expected and Mr. Cadime responded that it was all dependent on the release date.

Mr. Martins was concerned that if the money came late in the school year they wouldn't have that money to use.

Mr. Cadime explained that the initial \$300,000 should carry them through June but they would have a better estimate half way through the school year. He added that if there was a need, they could do a revenue anticipation note to be sure there are no deficits. He went on to say that they have mechanisms to deal with those situations so that the cash flow from the school department would not be affected.

Mr. Martins asked what the rationale was for having the special account.

Mr. Cadime replied that the reason they are using this account was because they are using two fiscal year monies and if it is not appropriated by June 30 the money is rolled into the revenue account at which point they would have to wait for the Department of Revenue to certify free cash and release that money.

Mayor Flanagan added that they had reassurance from the financial team that there would be no interruption throughout FY14.

Mr. Cadime further explained that as long as the School Department and School Committee did not exceed the \$5.4 million dollar cost evaluation proposed in the budget, there would be no deficit.

Mayor Flanagan assured that even if they did exceed the \$5.4 million he was committed to make sure there would be no interruption in transportation. He noted that in the past few years they have not gone above \$5.4 million and didn't expect to.

Mr. Andrade asked if there was any possibility of the McKinney-Vento money not coming in from the State.

Mr. Cadime responded that there is always a possibility for the next fiscal year if there are 9C cuts but at that point based on the commitment from the Mayor, they would go to the Council for a transfer within funds to assure there is no deficit.

Vice Chair Costa asked if the first \$300,000 of the McKinney-Vento money would be available by July 1, why the operating budget could not be \$91,300,000 instead of putting the money in a special account.

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Mr. Cadime explained that he can't forecast that revenue into his operating budget because he'd have a structural deficit. If he doesn't commit his FY13 money – which has to be put into a special revenue account – he would lose that money until it was certified.

Vice Chair Costa responded that Mr. Cadime has mentioned many times that when they forecast these one time monies they budget with structural deficits and asked if this would do that for the next fiscal year.

Mr. Cadime: It is no different than what they have done in previous years. He explained that he already had one time monies built into the budget – over \$3 million from free cash. “Going forward we have to understand that transportation is \$5.4 million so we will have to address that next fiscal year as well.”

Vice Chair Costa said he just wants to clear and doesn't want to be back to the conversation next year where they are building budgets based on one-time money. “I think at some point we are going to have to be real with the numbers and say it truly costs the school department \$5.4 million in transportation and that's what we need to budget and not use a special revenue account to get us that money throughout the following fiscal year.”

Vice Chair Costa asked when the second half of the McKinney-Vento money would be coming and Mr. Cadime responded that they did not have that date.

Vice Chair Costa said he is not concerned about it and the money budgeted plus the initial \$300,000 should carry them through the fourth quarter.

Mr. Hart asked if Mr. Coogan or Mr. Saunders agreed with the projection that \$5.4 million was needed for transportation and Mr. Coogan responded that it was accurate.

Mr. Hart also asked if they did an average of the past several years for McKinney-Vento as they had done for the transportation budget? “Did we receive that reimbursement on a consistent basis?”

Mr. Cadime responded that he hadn't done an analysis but they have received it in the past. “In speaking with DESE I am confident that it will be funded for the next fiscal year but you have our commitment and the Mayor's commitment that if it does not come through the remaining \$300,000 will be found.”

Mr. Pavao thanked Mr. Cadime and went on to state he is a little shaky on one-time money in balancing a budget knowing that McKinney funds could be one time revenue. He said that he understood why the first \$300,000 needed to be put in the special funds account but asked if it was possible with the second installment anticipated before June 30, 2014, if they could bump the \$91 million to \$91.3 million giving the school department its \$300,000 and, once the McKinney money came in, it would then reimburse the City. “Then we would be sure of having the money and if it didn't show up, you wouldn't have to go through approvals.”

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Mr. Cadime responded that that was not his recommendation; they do have a balanced budget. He explained that if they wanted \$95 million or \$100 million they can make that happen but it comes out of the same pot of money and they would have to find different areas to cut. He believes the mechanics that they laid out are a good balance. His feeling was that the City had gone above and beyond to find areas to reduce/scale back on their side and his recommendation is to do it this way. Mr. Cadime added that he understands that everyone is voicing their concerns over the \$300,000 one-time money but there is also \$3 million in one time money built into the current fiscal year budget.

Mr. Pavao stated that that did not make him feel better. "How do we sustain an operating budget from fiscal year to fiscal year when you are saying you are pumping in one-time money in excess of \$3 million?"

Mr. Cadime: From his standpoint, to make sure they are fiscally responsible, when he goes to the City Council, he will be outlining \$3 million of one time money that will be used. In the event that another \$3 million cannot be generated for the next fiscal year, the Council can be reassured that he has identified true one-time monies that can be eliminated so there is no structural deficit.

Mr. Pavao felt it was time that the Committee and the City begin working on the budget process much earlier in the fiscal year with expenditure projections given by the Committee and Superintendent; giving the City and Administration an opportunity to show the school department what kind of financial support they will receive. He feels confident that they will be able to balance the books for FY14 but is concerned looking ahead.

Mr. Cadime agreed that there needs to be a better partnership between the school department and the City. He wanted to assure that they do not wait until the eleventh hour to conduct budgets and they have been worked on since January but they don't get any hard numbers until April from the Senate Ways and Means House so they are all projections. Net school spending was discussed with the City Council, department heads and the Mayor and they use that number to work the budget. He noted that things begin to shift and change when individual/group arguments are made during public hearings for their program needs bringing them down to the eleventh hour. "A budget is a living document so it is constantly changing."

Mr. Pavao: He was happy to hear when he asked Mr. Cadime the day prior how he came up with the extra money and he explained in an articulate manner where he had to go for it. He explained that there were other City revenues that were being affected by this increase the Mayor has approved and is forwarding on to the Committee. He appreciates the extra effort in getting net school spending up to a level that DESE will look at favorably and hopefully getting an operating budget that will meet the needs of the students. He added that the Superintendent assured him that even at \$91.6 there would be no layoffs. He did not want to vote for a budget that would put people in unemployment situations. He thanked Mr. Cadime and everyone who worked hard on the budget.

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Mr. Cadime: He and the Mayor had a debate as to whether they wanted to fund at 100%, 101.5% or 102% where in other communities (cited the City of New Bedford) are debating how they are going to balance a budget and there are potentially 250 layoffs coming from there. "At times the budgeting process does get frustrating but at least this is a good debate. At the end of the day, we all agree that education is an important catalyst to moving our City forward."

Mr. Pavao agreed with one caveat stating that not only will it be the responsibility of the Mayor, but all elected officials to make sure they have a balanced budget and get everything they can from it.

Mayor Flanagan noted that he didn't want citizens worrying about FY15 and assured that discussions are already being had as to how to raise revenue for FY15 to consolidate and improve services.

Mayor Flanagan asked the Superintendent if she had any questions on the presentation.

Superintendent: She asked for clarification when Mr. Cadime mentioned auditors and asked if the expectation of the revenue account was that they have to be able to demonstrate that the homeless transportation reimbursement did indeed pay for homeless transportation.

Mr. Cadime said he did believe that is the case.

The Superintendent asked how they would reconcile with the auditors if there was \$600,000 in a revenue account and they are only anticipating that they will incur \$300,000 of homeless transportation reimbursement for FY14.

Mr. Cadime asked Mr. Nunes to take the Superintendent's question.

Mr. Nunes explained that the additional \$300,000 would roll over in the special revenue account.

The Superintendent confirmed that they were going to have a total of \$600,000 in that revenue account coming from a funding source that is for homeless transportation reimbursement.

Mr. Nunes agreed.

Superintendent: "My question is do we have to demonstrate that we paid for \$600K of homeless transportation?"

Mr. Nunes responded that they would.

Superintendent: "We will not be able to demonstrate that for FY14. We will only be able to demonstrate that we are paying for \$300K for homeless transportation reimbursement and I

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hadn't thought of that until you said "the auditors" so it is just a clarifying question I have about that process."

Mr. Cadime explained that the reimbursements are based off of the school department's numbers. "So if we are going to be getting higher revenue from McKinney-Vento, it is based off the numbers that are actual."

The Superintendent then confirmed that the transportation reimbursement is for last year and that the money coming in June 30/July 1 is based on the amount of homeless transportation done in FY12.

Mr. Cadime agreed.

Superintendent: They know their homeless transportation reimbursement is for the current school year which is anticipated at \$325K/\$330K based on what they know they are transporting in homeless students this year. She asked how they would account for that through the auditing process because they would not be able to show \$600K in homeless transportation for FY14.

Mr. Cadime stated that the numbers they received for FY14 were \$500K-\$600K.

Superintendent: The numbers will need to be double checked to be sure they can demonstrate that amount of homeless transportation.

Mr. Cadime added that they anticipate that account to have about \$800K by the end of FY14. "I am not saying you are going to use \$800K worth of transportation but you would have at least \$600K because that is what the reimbursement is going to come in for FY14."

The Superintendent asked to be clear that the \$600K in that account could only be used for homeless transportation.

Mr. Cadime said that was correct.

The Superintendent said their finance team would need to confirm for him that they did indeed this year transport \$600K worth of homeless students.

Mr. Cadime said there was a simple fix if they could not do that. They would go back to the revolving account situation and take the McKinney-Vento monies and put it into a revolving account for transportation which at that point would be specifically for transportation but would be funded from McKinney-Vento.

Mayor Flanagan asked if there were further questions on the presentation.

Mr. Martins asked to confirm that the McKinney-Vento funds were from the prior year.

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Mr. Cadime responded that was correct; it is reimbursements from what was already spent.

Mr. Martins verified that the \$300K they were receiving now was for FY12.

Mr. Cadime: That is correct and it is anticipated revenue.

Mr. Cadime went on to explain that he hadn't thought about it until it was mentioned that the problem becomes if it is titled McKinney-Vento then the auditors look at it like McKinney-Vento. He continued that they could create just one special revenue account for transportation and then it is for just transportation. "Once you identify it as McKinney-Vento then the auditors are going to look at it as McKinney-Vento homeless transportation. It is just a mechanism of the way we title it and the purpose we put on the special revenue account. So we could either do it from a special revenue account or again a revolving account which would eliminate the homeless requirement for audit purposes."

Mr. Martins asked "But then for auditing purposes, it is how much money you have expended from July 1, 2013 to June 31, 2014?"

Mr. Cadime clarified that the only issue was the titling. The money is additional revenue coming into the City at which point gets added to the total of their receipts. At that point there are no restrictions on the money. So we would just roll it over and there would still be no restrictions by just titling it transportation.

Mayor Flanagan asked if there was a motion to approve a \$91 million operating budget for the Fiscal Year 2014 with the creation of a special revenue account for transportation in the amount of \$606,569 which is equal to 101.5% of net school spending.

MOTION: Mr. Maynard – Vice Chair Costa: To approve a \$91 million operating budget for the Fiscal Year 2014 with the creation of a special revenue account for transportation in the amount of \$606,569 which is equal to 101.5% of net school spending.

Discussion:

Mayor Flanagan asked the Superintendent if this motion were to pass if there would be any layoffs in the school department based on the proposed budget.

The Superintendent responded that there would be no layoffs. "What will need to take place, and it really needs to go through the Committee in terms of ongoing budget discussions, is that we will fill the 16 elementary positions that have been budgeted for – this is my recommendation – but in order to do that, we will need to move eight positions from Durfee High School which will be vacant positions. Again, no one is going to lose their job - eight vacant positions from Durfee to fund eight of the sixteen elementary positions." She explained that there is a gap between the way secondary and elementary education are funded so when

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they developed their budget number of 102% of net school spending in February, they knew that the choice would need to be made if they were not funded at that level then resources would have to be diverted from the secondary level down to the elementary.

Mayor Flanagan asked if there would be any reduction in the sports programs at Durfee High School.

The Superintendent responded “no”.

Mayor Flanagan asked if there would be any reduction in the arts program at Durfee High School.

The Superintendent responded that instead of going through every program, she can tell him that it is a level service budget which means no loss of programs or services for students. She explained there will be an impact at Durfee such as the possibility of class sizes getting a little bigger with the reduction of eight teachers but there would be no loss of programming.

Mayor Flanagan turned to Citizen Input. It was noted by the Superintendent/Committee that there was a motion on the floor but the Mayor said he could go for input at this time because it is part of the discussion.

CITIZENS INPUT:

Edward Alferose - Citizen

Asked “Is there a rainy day fund in the budget?” and referred to last year’s hurricane and blizzard. Mayor Flanagan responded that the stabilization account is commonly referred to as a rainy day fund and is approximately \$600K.

Mr. Alferose then asked if the teacher’s union/other unions figure into the budget as well. Mayor Flanagan responded that due to collective bargaining agreements he is not allowed to comment but that they are entering into negotiations with various bargaining units. He added that it would be bad faith to enter into collective bargaining sessions without any incentives for collective bargaining.

Mr. Alferose went on to say that he was for adding teachers/lowering class sizes at the elementary level but expressed concern for the economics of the city citing companies closing and houses in his neighborhood being on the market for 2-3 years.

Stephanie Lauro – Tansey Kindergarten Parent

She had the opportunity in February to speak to the Committee regarding concerns with her son’s class of size of 30 students. She noted not much had changed since her last presentation with there still being 30 students in the classroom and minimal support from the paraprofessional because she is shared between the two kindergarten classrooms and covers for other classrooms/ meetings/lunches/recesses. She explained that she is fortunate that her

son has an excellent teacher but it is one adult in a classroom of thirty 5 and 6 year-olds. Ms. Lauro wondered how much more her son or other students could survive and be more successful if he had more 1-1 support and attention. She does have opportunity to volunteer in the classroom and sees the daily struggle of classroom management with each child's individual interruptions. Her hope is that if the budget were to get approved it would get them closer to class sizes under 25. The Principal has heard the parents' requests and is asking for another paraprofessional for the lower elementary students. She noted that if they did not approve the budget in its entirety, they may not get their requests being back at square one in September. She urged Committee members to advocate for the children and vote for the Superintendent's proposed budget for FY14.

Mayor Flanagan responded for the record that adoption of the motion would provide for the possibility of getting the paraprofessional being requested.

Joseph Sorentino, Student and Lisa Sorentino, Parent

Joseph Sorentino explained that he is a high school senior who didn't do well in middle or elementary school and felt that we has just passed along. He had been kicked out of two middle schools and then went to RPS which made a huge difference for him. He is now getting As & Bs and was accepted to BCC's Criminal Justice Program. "Without the support of these teachers I wouldn't be where I am. A lot of students are like that, too; two of my friends are the same story as me." He further spoke that he felt the loss of teachers at Durfee or RPS would hurt the students.

Lisa Sorentino said that she always viewed RPS as the "bad school" and when she was told Joseph had to go there was worried. She now knows that it is not a "bad school" it is an "alternative" school and praised the teachers who kept pushing her son to get through his four years. She also voiced concerns about her younger son who is at Durfee and has disabilities. She feels he is not getting the proper services he needs and fears he may end up at RPS as well.

Mayor Flanagan suggested that Ms. Sorentino speak to Principal Marshall and/or the Superintendent to be sure her son is getting the services and education he needs and deserves.

Jordan Pacheco, Student

He felt that Joseph had said most of what he wanted to say. "Basically, I was one of the Fall River students who fell through the cracks my sophomore year and really fell off track/stood out of school for a year." He said from there he started to buckle down and RPS took him in. He is graduating this year and will be starting UTI in August. He said it wouldn't be possible if it were not for RPS. He feels Durfee isn't the best option for a lot of students, not for lack of trying, but he feels RPS has something that "clicks" with certain students. He recommended if cuts had to be made, they not be made at RPS or any other smaller direct student to teacher facilities.

Mayor Flanagan responded that there would be no cuts this year.

Paula Kaylor, FREA President

“As I have said before, education is the key to the future success of Fall River. We are on the verge of getting out of level 4 status. It is vital that we keep the momentum going in the right direction. We must invest in our children to give them all the tools that they could possibly need to become successful adults.” She explained that approving this budget would be a vote for the success of the children of Fall River and that the School Committee would be investing in the school system and meeting the educational needs of the children of Fall River.

She continued that the FREA does not believe the suggested plan for the Fall River Innovation Academy to be in the best interest of the students or community. “As the proposal stands, Kuss, Morton and Talbot Middle Schools will have an immediate impact. Soon after, Durfee will feel a negative impact. The infrastructure of the Henry Lord does not support the college/high school curriculum expectations like a physics lab or chemistry lab. In order for students to participate in sports they would have to leave early and have transportation to Durfee. This defeats the notion of having more learning time.” She explained that the FREA would like to work collaboratively on an alternative plan and implored the committee to vote “no” on the FRIA proposal in its current form.

Lt. Zachary Vorce and Petty Officer William Benevides, Naval Science Students

Lt. Vorce explained that he was there with Petty Officer Benevides to speak to the Committee about their program experiences and successes and to convince them as to why the program should be kept for future years. He noted that due to Navy funding cuts, the program had done various fundraising programs that raised several thousand dollars that went to field trips, unit supplies, awards, uniforms, rebuilding of their classroom, and attendance at various competitions.

Petty Officer Benevides continued explaining that the Naval Science program at Durfee is the largest youth organization in the school with over 160 students. “Last year we lost our funding from the Navy due to low enrollment levels. Two years ago, we had our lowest enrollment level ever with 88 cadets which is below the Navy’s requirement of 100 cadets or 10% of the school’s total enrollment.” He added that next year’s enrollment is projected to be over 200. Petty Officer Benevides commended Petty Officer Victor Vela and Lt. Colonel Meyen for their dedication and countless hours spent with the program. “Every year we have an AMI (annual military inspection) that requires Navy officers to come to our school to inspect every aspect of our unit. Three years ago, we received a needs improvement and last year we improved our grade to proficient. This year we received an outstanding which is the highest grade you can receive. We strive to succeed in this unit and aim for nothing less than the best.” He again commended and thanked their two instructors for teaching them maturity and increasing their levels of success.

Mayor Flanagan thanked the students and noted that there was a motion on the table and asked for a roll call.

Vice Chair Costa asked for more discussion on the motion and the Mayor agreed.

DISCUSSION:

Vice Chair Costa asked Mr. Marshall what the positions were that the Superintendent indicated are vacant and what type of impact he foresaw the cuts having on the high school.

Mr. Marshall explained that when they were doing the budget review they were going through the Program of Studies and class selections. They are also going through the process of revamping the freshmen year/freshmen academy which will free up additional resources and teachers that will be shifted in the building. "I do not currently have eight openings at this time. I have a couple of retirements and a couple of people who have since sent in their resignations and we are looking at other people. So I anticipate that we are going to have over eight positions, if you will. What it is going to mean for the high school in relation to moving resources around, I cannot tell you that right now. I think that is something that we are going to have to sit down and really take a look at. I anticipate at the very least it is going to mean increased class sizes. It could mean taking a look at some of the things we were planning on doing for freshmen academy and doing it differently. But yes, eight less teachers means that I have eight less resource pieces to maneuver around to provide the best services for the high school students."

Vice Chair Costa asked if Principal Marshall had a sense as to whether those would be elective classes or core classes.

Principal Marshall answered that they have certain graduation requirements put down by the School Committee so they have to make sure those are upheld. They also have requirements for ELL students as well as regulations for CTE students and special education students as well. "There is a certain flexibility that I do not have throughout the whole budget which ends up taking a look at do we raise the class size for the core; do we take a look at elective areas? If we eliminate or reduce elective areas that means we have more studies which is not going to be helpful for our students." He continued that they were going to have to take some hard looks at how this is going to affect Durfee.

Vice Chair Costa said he is looking at overall impact and that obviously eight people would make an impact but that he was just wondering if those resources would come from the elective side or the core classes. He noted that at least initially it would increase class sizes and would look forward to have further discussion with Principal Marshall over where the cuts would come from and how they may be able to make it work.

Mr. Andrade asked if once the vote was taken on the budget if it precluded any discussion of items within the budget.

Mayor Flanagan responded that he believe it did.

Roll call showed all were in favor. Motion passed.

Motion: Vice Chair Costa – Mr. Andrade: To rescind all FRAA notices of layoffs effective immediately.

The Superintendent asked to hear the motion again.

Vice Chair Costa responded “Sure, I would like to rescind all FRAA notices of layoff, effective immediately.”

Superintendent: “Mr. Costa, could I ask you to clarify that for budgetary purposes?”

Mayor Flanagan: “Not for job performance, right?”

Vice Chair Costa: “Correct. This committee had to take a vote with the uncertainty of what our budget would look like. I voted no at that time because we fall into this situation in which we notify our association members of potential layoffs and often times, in past years, have lost good people to other districts because of the financial uncertainty. I think tonight hearing very clearly that we are on a better financial footing, I think it is important to let those people know effective immediately that due to budgetary reasons, there wouldn’t be a need for layoffs and hopefully prevent people from leaving our district for other districts. So that is the intent of the motion.”

Mayor Flanagan: “Motion made, seconded by Mr. Andrade. Discussion on that motion? Hearing none, all in favor?”

All in favor

None opposed

Motion passed

Mayor Flanagan: Before moving on to the Fall River Innovation Academy, asked to discuss Chapter 74 funding. “Mr. Martins on numerous occasions has brought up what I believe is deemed Chapter 74 funding, creating opportunities to get State money for students who attend Chapter 74 programs. We have probably one of the best Chapter 74 programs in the Commonwealth of Massachusetts that has all the characteristics of a Chapter 74 program without the name and that’s FRED-TV.”

Mayor Flanagan asked if there was an appetite from the Committee to create a sub-committee to study the proposal to see if it is worthwhile to see if there is any funding available from the State. “I know Mr. Martins you and I spoke on numerous occasions and you can almost guarantee an additional \$1 million of funding that can come into our school district if we were to just deem FRED-TV a Chapter 74 program. Is there a motion?”

Vice Chair Costa – Mr. Martins: Motion to refer Chapter 74 Programs to the Sub-committee on Instruction.

All in favor

None opposed

Motion passed

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Mr. Martins (for discussion purposes) referred to a packet that he provided to the Committee that evening. He explained the differences between a vocational program (40-50% of students time) and a career tech program (2 periods/day or 25% of the student's time). He noted that FRED-TV students were in that class their sophomore, junior and senior years for one period a day. "All that is necessary is to have aligned courses which are already in place but just have to be aligned to FRED-TV and what they do and that program can be a Chapter 74 CVTE program." Right now these students were considered regular education students and Chapter 70 (the State) funds for each of the students gives \$5,976. It costs the City \$1,370 totaling approximately \$7,300. "If these students were in an approved CVTE program, Chapter 70 funds would then be \$10,489 for each one of them and it would cost the City \$2,400. So as a result, by having these students as regular ed. students Chapter 70 funds is \$4,606 over what the City is paying but if they were CVTE students, the Chapter 70 over and above what is being expended by the City is \$8,084. Between those two amounts, that's \$3,478. Multiply that by the 150 kids in that program; that is \$521,752. That in essence could be coming into the City of Fall River." He noted that it wouldn't cost anything because the related program is already there and just needed to be put into a formal structure. He expressed he was pleased that this was going to the sub-committee because year after year the money has "gone by the waste side." He also mentioned that Graphic Design could be another program.

Superintendent: "Mr. Martins, I look forward to having this discussion with you in the Instructional Sub-Committee because you are misleading the public right now and we should sort it out – my recommendation – at the Instruction Sub-Committee level so that we can accurately report out to this community what the cost of launching Chapter 74 programs are and what the benefits are. To state that it is a simple calculation and that 150 students can bring in \$521K to this community is wrong Mr. Martins. It's misleading."

Mr. Martins and the Superintendent agreed to discuss further in sub-committee.

Mayor Flanagan moved to the presentation of the Fall River Innovation Academy Proposal asking planning members to come forward.

The Superintendent noted that it was approximately a one-half hour presentation.

Mayor Flanagan asked the committee members to identify themselves for the record.

- Nick Christ: President and CEO of Baycoast Bank
- Aimee Bronhard: Guidance Dept. Head, Durfee High School & Project Manager for FRIA
- Robert Karam: Co-owner of WSAR Radio
- Omari Walker: Resiliency Foundation President & former principal, FRPS
- Jess Geier: Senior Associate at Resiliency Foundation
- Fran Roy: Chief Academic Officer, FRPS
- Jeremy Beard: Director of Programs for Blueprint Schools Network
- Matt Spangler: Executive Director of Blueprint Schools Network
- Tracy Curley: Associate Principal, Durfee High School

Mayor Flanagan exited at start of presentation and Vice Chair Costa took over.

Vice Chair Costa asked who would be giving the presentation.

Superintendent: She is going to kick off the presentation and then various members of the planning committee are going to take different components the presentation. She explained that the "Purpose of Tonight's" presentation (Slide 1) was to provide the School Committee and the community with the details of the proposed FRIA in advance of a public hearing and School Committee vote and to get feedback, as well as address/discuss some preliminary concerns raised by various stakeholder regarding FRIA. "To be clear, it is proposed at this point. The School Committee has the final authority in terms of taking a vote to approve the Innovation Academy as the final step in the process."

(Presentation Attached)

The Superintendent started with Page 4 of the presentation "A Call to Action" which cited:

- Wages in City are well below the rest of the State.
- More than 1/3 of city residents over age 25 are without a high school diploma or equivalent.
- City once thrived on a manufacturing base that is now gone. We are preparing our students for a knowledge based economy.
- City's economic hardship/poverty have increased over time. The percentage of low income students has risen from 50 to 75% in the past decade. They feel it is the result of a steady decline in unskilled manufacturing jobs.

"All of this tells us and has told us for quite some time that there is an immediate need to prepare all – and by all we mean all, every single student in our City – students for post secondary success in colleges and careers."

Page 5 "Our Collective Vision":

The Superintendent spoke on a personal level/gave her emotional perspective about this subject stating her hopes, dreams, and aspirations for not just her children but for all children in the City and she feels that this can be accomplished by a college education which she feels is their gateway to success.

Page 6 "Current Indicators":

- First Column/Early Warning Indicator System which was developed by the State Department of Education to take a number of indicators and to determine based on those indicators (testing, attendance, conduct) how likely it is for a student to be successful in high school. The slide showed data for the current 8th graders at the four middle schools. The students are low income but they are not ELL or special education students. The indicator system projected that 42% of Morton 8th graders are at high risk of dropping out of high school. Kuss was 47%. Talbot 51% and Henry Lord carries the largest percentage at 59%.

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- Snapshot by zip code – 2012’s percentage of chronically absent freshman at Durfee High School. The zip code covering Henry Lord has the highest percent of students chronically absent at 10 or more times.
- Graduation rate by zip code. The Henry Lord area has the lowest graduation rate.

Pages 7 & 8 “Autonomies”:

- Part of Innovation process is to request autonomies to help launch the school. This slide shows those requests:

The Superintendent turned the floor over to Omari Walker.

Mr. Walker cited a quote on Page 9 from Dr. Jack Warner, Past Commissioner, Rhode Island Office of Higher Education, “The best predictor of college success is college success.” He went on to explain that that quote has always stuck with him and during his time as principal in the FRPS he was always asking himself “how do we get our students to buy into this cycle of college and college success?”

Page 10 “Early College High Schools: A National Model

“We are making sure that our students are taking their first and second years of college while with us which drastically increases their opportunity to graduate with a bachelor’s degree in college.”

Page 11 “Resiliency Foundation”

Mr. Walker explained that the Resiliency Foundation’s mission is to collaborate with school districts to create an environment that nurtures the potential in all students through school and beyond.

Their model incorporates four core principles:

- Student-First Culture
- Innovative Curriculum Design
- A Community of “US”
- A Focus on Discovery

Page 12 “Why RF Developed the Innovation Academy Model”

Mr. Walker further explained that they work with alternative schools and programs throughout New England and were driven to develop an early college model because they wanted to develop a prevention vs. intervention model.

Slide 13 “What are the Benefits of FRIA for Fall River?”

Mr. Walker said that FRIA’s Mission is to cultivate confident, considerate, and responsible citizen scholars from underserved Fall River neighborhoods through innovative programming, community partnerships and rigorous academic and social preparation.

- One-Size-Fits-All Model does not work. They are not looking to replace anything already in existence but looking to offer another in-district option for students in the City.

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- They are also looking at creating a lab school where practices can be replicated and shared district-wide as well as looking at ways that technology can be used differently that, if proven, will benefit the students of FRIA and the district.
- Opportunity to Achieve: Giving Fall River students the chance to accrue college credit in high school and supporting them through the entire process is something that is very unique and very needed in Fall River.

Mr. Walker turned the floor over to Ms. Geier.

Pages 14 & 15 “Project Timeline”

Ms. Geier went over the timeline which ranged from the draft prospectus in November 2012 through the proposal being expected to go the FR School Committee for approval in June-July 2013.

- She noted that the decision making process required an 80% majority vote to approve (Feb/March 2013).

Pages 16 & 17 “FRIA Overview”

Ms. Geier went over the points on these slides which highlighted enrollment and division of grades within the school.

Page 18 “FRIA Student Experience” showed the visual progression of students starting in 7th grade and moving through 13th grade.

Ms. Geier turned the presentation over to Mr. Spangler and Mr. Beard from the Blueprint Schools Network to explain their work.

Mr. Spangler stated that they were excited and honored to be invited to be a partner in the effort to create a brand new school in Fall River. They were there to explain who they are, the work they have done and the role they would play if the plan was approved.

Pages 19-21 gave an overview of the Blueprint Schools Network.

- Massachusetts-based nonprofit organization that partners with school districts to plan, implement, and monitor the roll out of the five most effective strategies of gap-closing schools.
 - Excellence in Leadership & Instruction
 - Increased Instructional Time
 - A Culture of High Expectations for All
 - Using Data to Improve Instruction
 - Daily Tutoring in Critical Growth Years

Mr. Spangler noted that if approved, his company would be visiting FRIA every 4-6 weeks spending a full day speaking with students, teachers, observing classrooms, collecting data on the instruction and the learning environments and providing feedback to the school leadership and the district.

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Pages 22-24 Showed Blueprint Schools Network data for their work with the Denver Summit Schools Network (DSSN).

Page 26 “FRIA Partnership Plans for School Improvement”

Mr. Beard explained that their plan is to help support these strategies and potentially help recruiting locally and nationally. He noted that the Chief Academic Officer has asked that they double dose reading and math so they are working with the school on how they can strategically get two periods of English and math in for effective instruction.

Pages 27 & 28 discussed “Extended Time and Learning Overview” and “A Day in the Life of a FRIA Student” which showed a sample bell schedule.

Page 29 “FRPS Budget” was discussed by the Superintendent.

- This is an updated budget from the one provided to the Committee a couple of weeks ago.

Transcriber’s Note: Mayor Flanagan re-entered the meeting at this point.

- Purchased Services line referred to items such as Resiliency Foundation, & BCC
- Noted that Jack Sbrega said BCC is fully on board and will work closely to determine the best course of action in terms of delivering college course to FRIA students should the Committee approve the model.

Page 30 “Parallel Staffing Model”, Mr. Walker explained that it is a shared governance model with the Superintendent and School Committee having final authority over decisions being made at the school.

Page 31 “Resiliency Foundation Budget”

RF will support college access programming and wrap-around services for FRIA:

- Staffing would consist of an Executive Director, social worker, part-time college coordinator (years 3, 4 & 5) and then college guides.

Mr. Walker referring to Page 32 “FY14 Funds to be Raised by RF”:

“Now to address the comment that I made the last time I was before you in terms of raising \$1 million; that figure was put out there prior to the planning committee meeting, the final proposal being written and having a final calculation of who and what the school would look like and how it would be run. After all of that, the number is closer to \$600K that needs to be raised in fundraising.”

- Funds needed to be raised for first year \$305K
- Fundraising campaign started at beginning of April has already brought in \$275K
- Last \$30K to be raised will be to support student enrichment activities/retreats and will take place in the last phase of the fundraising campaign.

Page 33 “FY14 In-Kind Contribution” – Mr. Walker noted that the number needed (\$280K) was already met.

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Page 34 “6-Year: RF/FRPS Contributions”

Mr. Walker: Looking six years out, in order to have a sustainable model, the fundraising and financial support had to go more and more to the school and release that obligation to the partners.

- Over a six-year window, RF will bring in \$1,045,000 in fundraising and \$1,740,000 in In-Kind costs.
- They are asking FRPS to match at \$2.6 million over 6 years.

Pages 35 & 36 “Resiliency Foundation Staff (FY ’14)

Ms. Geier went over the three positions that will be opening the school and will report directly to the Resiliency Foundation: Executive Director, Social Worker & College Guides.

The presentation was then turned over to Fran Roy. The Superintendent asked Dr. Roy to underscore the eligibility for the lottery since there was not a slide for it.

- Application
- Student needs to be determined low income (free/reduced lunch)
- First generation baccalaureate in their family

Mayor Flanagan asked for a point of clarification if all three criteria had to be met.

Superintendent: “For the first run through the lottery, yes.”

Dr. Roy said that she was there to address some of the concerns that have been raised about putting FRIA into place.

- Boundaries (Pages 37 & 38): Right now they are looking to have 75% of the students come from the South End (02721, 02723, 02724) and another 25% reserved for 02720; to give a preference to those South End zip codes.
 - If there were no boundary requirements the distribution would look like (referring to the graph on Slide 36): 22% 02720, 26% 02721, 26% 02723, 26% 02724.
 - Dr. Roy noted how there was not much of a difference and setting boundaries was not necessarily favoring South End students but assuring at least 75% of the kids were going to come from those zip codes that are the most needy.

Pages 39-43 showed early warning indicators and risk factors

- Indicators show that Henry Lord kids are most at-risk and Morton kids are least at risk.

Pages 44 & 45 “District Impact: BMC Durfee”

Dr. Roy addressed concerns that “all the smart kids are going to leave Durfee.”

- Projection graphs for the current Grade 10 cohort based on their 8th grade reading level (Page 44) show a slight shift in the percentages of students pre & post FRIA
- Projected impact on teacher’s classroom (Page 45) showed a very small shift in what a class of 25 might look like.

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Page 46 “Innovation Impact”

The impact of FRIA to the district:

- This is a parent option; not everyone is going to thrive at a large comprehensive high school. “Some people may need an RPS and some may need a FRIA.”
- Innovation being used at FRIA can be pulled and used district-wide
 - Use of College Guides
 - Redefining data driven instruction through the online platforming

Dr. Roy referenced Your Plan for the Future which is sampled in Pages 47-51.

Page 52 “District Rollout” – no discussion.

Page 53 “Student Engagement”

Dr. Bronhard said she had the opportunity to be out in the middle schools over the past week speaking with students and parents.

- Presentations were given and informational brochures were sent home as well as surveys.

Page 54 “Student Interest Survey Results”

- Split in 6th and 7th grade students want to attend and not wanting to attend FRIA.
- Some of the reasons of not wanting to attend were because they wanted to play sports or be part of the fine arts program.

Pages 55-57 “Parent Engagement” and “Parent Interest Survey Results” Grades 6 & 7

- Brochures were sent home
- Parent information sessions (2 in the AM. & 2 in the PM)– participation at all of them
- Student Messenger went out to all 6th & 7th grade parents in their home language inviting them to complete surveys and attend sessions.

Page 58 “Next Steps for Outreach” outlined the plan for further communication to the community.

Ms. Geier opened the floor to questions.

Mayor Flanagan: He supports the concept of an early college high school and was happy to hear that BCC is also willing to partner but has some concerns. “So if I do not come from a low-income household, I will not be able to apply to this school?”

Superintendent: “That is correct Mayor. The planning committee established the eligibility requirements around the need to support students from low-income households because they are attending and graduating at lower rates than their peers who are not from low income households.”

Mayor Flanagan asked what they were establishing as the baseline for low-income.

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Superintendent: The baseline would be around qualifying free and reduced lunch. She added that there was some concern from parents who work multiple jobs to avoid having to get assistance but still wanted their child to have access to FRIA. The planning committee will have to look at that further and possibly come up with an appeals process.

Mayor Flanagan asked what percentage of FRPS students qualify for free/reduced lunch.

The Superintendent responded “about 76%.”

Mayor Flanagan cited that 24% of the students were not going to be eligible to attend FRIA and felt that they were penalizing those students who do not have a say in their parent(s) employment/income. He feels it is unfair to the student to be disqualified from being able to apply. He reiterated that he feels the school is great and supports the concept but has issue with some of the guidelines. “In its current format, if I had to vote tonight, I may vote “no”.”

Dr. Roy addressed the Mayor’s concerns stating that the 24% that is not free/reduced lunch she feels confident are going to get a great education at Durfee where there are also opportunities for dual enrollment, AP courses and Project Lead the Way. She noted that even though it is not the same model, many of the courses taken at Durfee will give kids college credit. “When you look at the data that we put on the slides, those are the kids in the most need and it is our obligation to support them in a way and to pool those resources to the neediest kids. If for some reason we don’t fill our quota then we would open it up to another population but I still feel confident that we will address all our kids needs whether they get into the school or not.”

Mayor Flanagan asked if they were able to identify of those 24% not eligible, how many expressed an interest in attending FRIA.

Dr. Bronhard said that she did not have that information with her but would forward it to the Committee the following day.

Mayor Flanagan: From a societal standpoint, he has difficulty with it. “Also, if you consider who is funding the educational system – property taxes are a good portion of that. Your tax dollars are going into a school system but then you are not being allowed to apply to have your child attend a school in the system?”

Mr. Karam: “Coming from another spectrum of income and having my grandkids at the high school, why I supported this is we are really in my mind trying to attract to the innovation high school the most fragile and needy students that are historically the ones that don’t graduate from high school or don’t go on to college. There’s a difference at Durfee. When I hear people saying Durfee is going to get diluted, I don’t see that at all. I see this level of kids that are motivated more to that school, are more self-motivated and can get along in a school of 2,500 students and then we have some other kids who really need some help. I have no empirical data to that but I do have this empirical data that I get from the school department that the high rate of dropout is at the low income/free lunch population. These kids really need the

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extra help. Maybe we have to do more at the high school to expand the AP programs for these other parents who want other opportunities for their kids.”

Mayor Flanagan: “That may be a possibility or does it come down to a question of are you putting more weight into generational responsibility making sure that the critically needy are going to get opportunity or do you put more weight into contemporary fairness? I guess you can distinguish it as meaning everybody has an equal opportunity today to send their child to an educational system.” He then referred to the graph from slide 35 stating that he really liked that graph as it looked like each zip code has an equal opportunity by the percentages shown for each.

Mayor Flanagan asked to go back to the sports and arts and questioned “those programs are still made available to those students but due to the rigorous schedule, they may not have the time available to participate, correct?”

Dr. Bronhard: “Correct, and that is how it was marketed to the students to be sure there was complete awareness in what they were buying in to/what they potentially might have to give up if the college level course work becomes too much and/or if schedules conflict.” She said they were still at a premature state to make any of those declarations at this point.

Mayor Flanagan: “So the opportunities are there but it is up to the family to decide what is best for the student.”

Dr. Bronhard: “I think we can also say based on Saturday Academy and the After School Academy and the Summer Academy the way that the plan is written is that the innovation school will be able to offer extra-curricular activities and these enriching type activities for students as well. So it is not that FRIA won’t be offering any of these experiences for kids but it will look a little different than how they currently look at Durfee for perception-wise.”

Mayor Flanagan stated again that he would like to vote “yes” on the proposal but the income eligibility is something he is struggling with. “The school, if it goes forward, is going to be a success, it’s going to be great. I think it’s going to be an academy that’s looked at not just state-wide but nationally based upon other academies similar to this throughout the nation so I want to see it successful because I know the benefits it can have here. I just want to see as many students having the opportunity to attend.”

Superintendent: Asked the Mayor to look at Atlantis Charter School, although a different model (K-8). She noted it was a strong school in our City that used a lottery based system open to any child in Fall River. “Their free and reduced lunch rate last time we checked was about 46%. So I just suggest to you “why is that the case?” Why is it when a lottery system is open to all, you see a lesser amount of students served from low income?”

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Mayor Flanagan responded that maybe they can give more weight to the free/reduced student application but feels that by not allowing the application to go forward you create an income inequality or reverse income inequality.

Mr. Andrade agreed with the Mayor's sentiments stating "To shut it down (application process) completely I think is going to be a problem. For lack of a better word "politically" in terms of who accepts the program and who does not."

Mr. Karam said that the statistics show it is the low income kids who are not graduating from the high school. If he could, he would explain to those parents the importance education has on the economics of the City. "If these kids who don't have parents leading them will at least give them to this school what we may find out is that when we use the word innovation we are going to want to have three of these schools in the City." He went on to say that if they start with the students who were going to go to college anyway then they are not going to find out what they are really trying to find out. "If we sit here and dwell on the fact that there are higher income people that are being cheated – they are not being cheated – because Durfee High School is a terrific school." He added that they were not diminishing Durfee but trying to give extra support to kids who aren't getting it at home and hold them to high expectations so that they can lift the whole City up together. "Now maybe there is a way to put a percentage of the kids that come from another level of income that provides the fairness and I hope so, Mayor, because I think you have a great opportunity to add this to our quiver of things we do in the community."

Mayor Flanagan responded "The proposal is outstanding, the opportunity is outstanding, I just want to have fairness. I am just trying to be as equal as I can. If I had to vote tonight, you may not have had my vote but maybe this is something we can talk offline on and I want to support it, I do and in the end, I may but it is the concern I have."

Vice Chair Costa asked the Superintendent if BCC made a full commitment to partner with the City? How has this changed when Dr. Sbrega initially took the podium and voiced interest? Is it a full commitment? Will we be receiving a commitment letter stating what they will provide to us?

Superintendent: It is fair to say that Dr. Sbrega early on was expressing his individual commitment not necessarily his institutional commitment and that he needed to go through his faculty senate and had to work on a number of areas with his own bargaining units. That work has been completed. "He asked me to share with the Committee that BCC is fully committed to working with FRIA to offer college courses." She stated that they will need to work out the details as students start taking college courses, what the financial obligation of the district will be. "When we built the budget we built it on \$6K per student per term; however, I think there's a lot of room to negotiate that to a more reasonable cost and take into account any sort of financial aid a student may receive."

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Vice Chair Costa asked when those talks are scheduled and if it was prior to the Committee taking a final vote?

Superintendent: "I would say no, it would take longer than that."

Vice Chair Costa asked Dr. Roy why this would not be a drain to Durfee's numbers as this rolls out and is fully implemented.

Dr. Roy explained that the number of kids enrolled at Durfee would change but the composition of students would not change drastically.

Superintendent: She explained that the District's enrollment particularly at the elementary level has grown to close to 300 students and they are seeing a trend where the elementary numbers are starting to swell. So as there are concerns that Durfee may lose 400 students, they can look to the projections that in the end, they may not be losing 400 students. 80% of the charter school 8th graders go to directly to Diman. "So I think as we put another option on the table for the students of the City that may be choosing to go to other high schools other than Durfee right now, there is a potential pool of students for FRIA as well."

Vice Chair Costa felt that Diman would get their students/numbers regardless.

The Superintendent responded that her point was more around creating a portfolio of options for parents.

Vice Chair Costa: He explained that he thinks they owe it to the work that has been done to voice the concerns they have heard before presented with the opportunity to vote on it. "We have about 2,300 students at the high school right now and that would certainly put us below 2000 at the high school which I guess could be looked at through a different lens, a good thing that the number of students there are reduced. From what I hear that would pose some at the high school some displeasure to have enrollment drop in that fashion."

Superintendent asked Mr. Costa to explain why that would be a negative.

Vice Chair Costa: "There's this concept that potentially the students that would be drawn from the high school to go to FRIA could be some of your higher performing students. One of the other issues heard tonight that kind of disappoints me is that Mr. Walker indicated that he could initially raise the \$1 million and tonight I am hearing that it is about half of that. What happened to the rest of the funding? Is it not needed or not able to raise it?"

Mr. Walker explained that the plan when they first began the whole process/what was developed in the prospectus is different than what was developed in the proposal. "The planning committee shifted some of the things – the after school composition was a major shift in the funds that needed to be raised but the overall idea was that there was no budget/no final

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plan. I was giving you a goal. Once we had the plan finalized and looked at all the nuts and bolts, we came up with a \$600K budget.”

Vice Chair Costa responded that he initially thought the target that they set was ambitious but perked his attention because he thought if they were able to raise those types of funds to infuse into the program, it would offer extra opportunities to provide extra services to the students. “You had me at the edge of my seat. So I am just wondering why would we back off that goal/intent?”

Mr. Walker said that he didn’t know if it is backing off. “What I am telling you is I think the idea here is I don’t know what we are going to develop above and beyond what the proposal says, so if you are asking me to create some new stuff and continue to fundraise, we can do that.”

Vice Chair Costa responded that he was just looking for some viability/sustainability financially.

Mr. Walker assured that they were going to continue working/looking for fundraising and that Dr. Roy has talked about writing some grants for the district side that his foundation would help facilitate and write on the district’s behalf. He added that he was really proud that in less than a two-month period they were able to fundraise \$600K through In-Kind Services and actual funds with simply a plan before them and not an actual school.

Vice Chair Costa asked Superintendent Mayo-Brown if anyone has gone back and taken a look at grades K-8 and whether or not there is a predictor of simply by the fact that they live in the South End that they are on a trajectory to drop out. He feels it is unfair to say they drop out at a higher rate simply because its distance unless the data shows they were on a path of success until they got to the high school and then by the mere fact that there was distance, they were less likely to graduate. “I would like to see that data because if not, I am looking at graduation by zip code and one of the furthest zip codes in our city which is 02724 has a 78% graduation and it mirrors what we have in 02720 which is 79%.”

Superintendent: That information is captured on Slide 38 (Edwin/Early Warning Indicators) which captures a number of early indicators including test scores.

Vice Chair Costa asked if the data could be disaggregated to show simply the K-8 test scores of the South End students and their graduation rate regardless of attendance. “I know those factors weigh into the predictability but can we separate that.”

Superintendent: “So you want the test scores of the South End students that have dropped out?”

Vice Chair Costa: “Correct. If they are doing well all along and the argument I am hearing is that South Enders are dropping out because of distance; I am trying to capture that if I could.”

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Superintendent responded that that would be a misconception on their part if they created the thought that South Enders are dropping out because of distance.

Vice Chair Costa: “Well I have heard that...distance...2 buses...tough to get there; therefore, their attendance suffers and they drop off.”

Superintendent said it is certainly a factor if they look at the students who are chronically absent coming from the Henry Lord (Slide 39) area. “You would really have to unpack that 42% and speak to them individually to find out why they are missing 10 or more days. Is it transportation issue, student engagement issue or academic issue?”

Vice Chair Costa: He could buy the argument that a FRIA proposal in the South End makes sense if distance is truly attributing to the struggles of getting to class and being successful. He is just trying to get all of the information he can while going through this process.

Vice Chair Costa asked Blue Print Network if there other districts or states that they partner with other than Colorado. If so, could they send along some of the data so they can take a look at other partners they have had to get a sense of how things are happening in all of the schools that they are in to get a gauge to see if Colorado is just the one that is doing well or are there others?

Mr. Pavao: He was under the impression that the students would start at 7th grade and get through the 13th grade. At completion of the 13th grade, students would have a high school diploma and an Associate’s Degree. Slide 15 shows that students graduate after grade 13 with up to 60 college credits and a high school diploma. “Is that telling me there is not going to be any specific college programs available to these kids? Is it just going to be college courses that are chosen by the faculty at the school? Is it a degree at the end of the 13th year or is it 60 credits?”

Ms. Geier explained that the plan is not to say Associate’s Degree because Associate’s Degree at the community college level can be anywhere from 60-70 college credits and to say Associate’s Degree at the outset would potentially mean that students would fall short of those 70 credits. Their plan through the Connect EDU platform is to connect students to career goals that will drive the course taking strategies that they’ll follow through the BCC partnership that they are developing. She said they will do their best to structure some of the elective courses that they will take during their full emerging year to those career specifics majors. Also, their college guides and career and college coordinators through RF will work with students to be sure that the courses they take are instep with those career plans.

Mr. Pavao said he is disappointed because he had heard repeatedly that the student would get an Associate’s Degree at the end of the 13th year.

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Ms. Geier: "Let me correct myself. Associate's Degrees are 60-70 college credits. For those students who chose a major that is 60 credits, it is not inconceivable that they'll walk across our stage."

Mr. Pavao: "Then my question is if a child chooses a specific career/major, it will be offered to that student?"

Ms. Geier: "We are going to do everything in our power to be sure that the students at FRIA..."

Mr. Pavao interrupted stating that the other concern he has is about the cost of the education of the student. "I have spoken with the Superintendent and got a grasp of what she was telling me. One it would be very expensive to pay a per student course at the college level vs. the system buying the course and you could put 20 children in that particular course. Now if you are telling me that this student can now choose a course of studies that would lead to an Associate's Degree either at the end of the 13th year or a year later/that that will be available to that student then I feel comfortable. I see Dr. Roy shaking her head in the positive."

Ms. Geier: "The answer is yes."

Dr. Roy: "It's the coursework that they choose when they enter. It's a plan that begins in 7th grade and I think that's the point, you begin to plan for that and part of the prerequisites, general study courses will be offered."

Ms. Geier said they focus on getting those general ed. requirements out of the way so students are able to pursue career interests right off the bat.

Mr. Karam: Almost every 4-year college in the State has a deal with all the community colleges but it depends on what the kid does. The general ed. courses can probably be bought as a group because they all have to have them. If someone wants to take one of the law programs then they would have to go to the campus to take those courses because you can't buy the course if only two students want it. After they get through their general ed. courses and they pick their major then they'll be taking those courses.

Mr. Pavao said he understood but was looking at those careers where an Associate's Degree is only needed (i.e police officer). If they went to BCC and got an Associate's Degree in Criminal Justice, they would have that piece of paper in hand. "I was always under the impression - and I stand corrected - that at the end of the 13th year, our kids would have a diploma as well as an Associate's Degree. It can be discussed in future years. We are only starting with 7th and 8th graders now so I will table for now."

Mr. Pavao to Mr. Walker: What does In-Kind mean? Is that services provided? Is that actual money that has to be spent or raised?

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Mr. Walker: Depending on the line item depends whether it is service or cash. Looking at the benefits – development staff, bookkeeping, accounting, travel, coaching & support – those are real dollars and they are supporting those through their operating funds. “When you look at the partner services and what we are asking our partners to contribute, a lot of that is work that has been spent – millions and millions of dollars in development and their products that are sold that will be given to us gratis. What we are doing is trying to blend best practice with best service and best support and I believe this budget does that.”

Mr. Pavao asked for clarification - FY15 fundraising drops \$205K but In-Kind stays the same but the expenditures on the side of FRPS increases by \$300K.

Mr. Walker explained that the intent was never to have the partnership of RF over the course of the 6-7 years of the roll-out equally contribute or bear the brunt of the funds. “As the expense rises our obligation decreases so over time we are hoping that the contribution does dip and raise based on the needs of each year as we project.”

Mr. Pavao asked Mr. Walker what he meant by the one size fits all model does not work.

Mr. Walker responded that students are all individuals - different learners, different interests - and when you look at what districts offer nationally they are looking at a multiple education pathway approach where they are providing a multitude of options so that students can select a school that best meets their interests. “We are not trying to replace anything here in Fall River; we are just simply saying that this may be a different option for some students.”

Mr. Pavao: “So the curriculum could be tailored toward the needs of the student? That’s what your saying?”

Mr. Walker: “Every curriculum should be tailored toward the needs of the student. Yes.”

Mr. Pavao asked about summer school being a requirement.

Ms. Geier: Summer school will be a requirement for students who demonstrate the need for additional academic services. Meaning their test scores indicate they need additional support or an optional opportunity for students who wish to participate in some of the enrichment opportunities that Aimee mentioned during her presentation.

Mr. Pavao asked the Blueprint representatives who was covering their cost and how much they were charging?

Superintendent explained that for this year and next she negotiated with the DESE to pay for their services. “So the department is covering their cost for the services to us in terms of development and support through that development. They are covering a portion of their services for next year and I’ll be back to the Committee with some more information about that once we know if the school is approved.”

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Mr. Pavao asked how they can distinguish race and ethnic balance through a lottery.

Mr. Walker: The planning committee weighed a bunch of different options and felt that they couldn't put weight on race or ethnicity. It is going to be a blind lottery and not an interview or selection process.

Mr. Pavao asked if they could be backing themselves into an illegal process.

Superintendent: They have been researching that and in communication with the Office of Civil Rights, looking at their advisories and bringing it forward in terms of the selection process and eligibility criteria.

Pavao: What happens if a student is on an IEP who has a physical disability or has a minor learning disability; is that student excluded automatically?

Superintendent: "No, they will be put in the pool. If we are able to offer free and appropriate education at FRIA, that's where they will attend."

Mr. Martins asked how students enter the lottery system.

Dr. Bronhard: Students will complete an application. Once it is completed and meets the criteria it will be put in a bucket – one for 02720 and all other students would be put in a separate lottery/bucket. 75 students will be pulled from that lottery and 25 from 02720 for each grade level.

Mr. Martins asked how many 7th graders were currently in the district.

Dr. Bronhard responded 800-850.

Mr. Martins: "That means between 700-750 students are not going to be able to go there. Are those students going to receive the same services that the 100 selected ones will receive?"

Superintendent: "No they are not going to receive the same services just as students who are in any of our four middle schools don't receive the same services. If you attend Kuss, you are exposed to ELT, if you attend Talbot you are part of a STEM innovation school. So no, they will not be getting the same services. None of our students have the same services across the district."

Mr. Martins: "They are not going to have these eight tutors? They are not going to have that daily?"

Superintendent: "Right. Our other schools have designed different safety net programs depending on what the school decides is the best model of intervention for particular students.

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What we are saying to the Committee in this proposal is that the preferred education model for intervention is math tutors in a small group.”

Mr. Martins asked how many students of that 700-750 would be the same as a poor student having difficulty that was not selected. “What is going to be done for that particular student and all the others that might fit into that category?”

Superintendent: “What is going on currently in the middle schools for those particular students.”

Martins: “But it is not equal is it?”

The Superintendent responded that she did not know what Mr. Martin’s definition of equal was and that there were going to be students at the other three middle schools getting other types of services that the students at FRIA will not. “The whole point is creating different types of options for students/families among our middle and high schools. We are creating a portfolio of options.”

Mr. Martins said that average kids who could not go to FRIA deserved the same education.

Superintendent: She questioned if Mr. Martins didn’t think they’d get an excellent education at Durfee.

Mr. Martins: “Absolutely so. Durfee is a good school. The only problem with Durfee is that it doesn’t have enough programs to meet the needs of the students of today. They are still about 15 years behind in programs that includes the STEM program which was around 15 years ago.”

Superintendent: Asked if Mr. Martins had forgotten about the engineering programs that were just put into place at Durfee.

Mr. Martins noted that he liked competition between students. “Make your program so that students want to go to that school then they won’t go to the other school.”

The Superintendent asked “What if I simply am a student who doesn’t want to go to Durfee for the sheer reason that it is just too big for me?”

Mr. Martins responded that if there is a particular program that they are interested in they will go.

Superintendent: She disagreed and suggested Mr. Martins speak to some students who have opted to go to different programs because “Durfee is just too big.”

Mayor Flanagan asked Mr. Martins to redirect his questions back to the Committee.

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Mr. Martins asked Mr. Walker what other communities his organization was working with for this particular type of program.

Mr. Walker: This is the first early college innovation school.

Mr. Martins asked the Blueprint representatives what kind of building the early college high schools in Colorado were in.

Mr. Spangler: There are several different schools: A comprehensive high school where two brand new high schools were growing in just like FRIA/while one school is being phased out; a high tech early college high school is in its own unique space and growing one grade at a time like the program here.

Mr. Martins asked if it was part of the high school right now.

Mr. Spangler: Yes. It will eventually be a 9-12 high school. It's a mix – there are four high schools; three are in one building and one is self standing.

Mr. Martins said he supports the concept and appreciates the efforts but feels like it is in the wrong building and should be in the high school. He noted schools in Colorado and New York having the same concept but a high school within a high school. Not closing a middle school.

Ms. Geier: Offered to pass along to the Superintendent to give to the Committee two national examples that are models of excellence where there is a combined 7-13 early college high school that is in a stand alone institution. One is Ohio and the other is North Carolina who has 70 early college high schools in the state.

Mr. Martins: The Superintendent indicated additional costs that would be coming forward but only after approved. "What are these costs?"

Superintendent: The costs are with Blueprint. The Department of Education is paying for their services to assist with the development of the proposal and then they will pay for a portion of their services of monitoring. "I can bring back a proposal to the Committee at some point but don't want to engage our partners in doing that kind of work until they know whether the school is a go or not."

Mr. Martins asked if the costs would be required in future years.

Superintendent: She can have the representatives from Blueprint address that but their model in terms of providing assistance to schools and districts is to build capacity and then exit. They are not long term partners.

Mr. Spangler: When we monitor sites we do it along side administrators and leaders from the District, sharing and providing tools about how to support the program.

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Mr. Martins asked Mr. Walker to explain In-Kind/fundraising on Page 34/Slide 32.

Mr. Walker: He explained that they would have to add all three of the lines together to equal their total contribution over 6 years. The first two columns are in the RF category and the last column is in the FRPS category.

Mr. Martins: If you add the three columns together, that is the cost of the school?

Mr. Walker: No, that is the cost of our services.

Mr. Martins questioned if the 2.6 million from the district was the cost of their services.

Mr. Walker responded yes, it was for Resiliency Foundation Services.

Mr. Martins asked if there were additional costs beyond that.

Mr. Walker replied that he was not understanding the question. "If you add all three columns together over six years, that's the work that we are doing. We are charging FRPS half of the cost of their services over the six year time frame."

Superintendent: "Look at FY14 – the charge to the district is \$125K. Resiliency is fundraising \$305K to pay, for example, Connect EDU's services as well as Google Chromebooks for students. That is coming out of that fundraising piece of it."

Mr. Martins: "So the In-Kind Services over the six years comes to \$1,740,000. Is that In-Kind service going to continue on to years 8, 9, 10...?"

Mr. Walker: "That is the plan. Any partnership, if it goes well, you hope it continues. I hope to be a part of this forever."

Mr. Martins asked if that was RF's services or services from other people.

Mr. Walker responded that they were their services combined with partners that they bring in.

Mr. Martins asked if those partners were always going to be there and Mr. Walker responded that he hoped so.

Mr. Martins: He noted that the students who are not accepted to FRIA are still going to live in the same zip code and will still have the same social problems but they are going to go to another middle school. "Is that middle school going to be able to cope with this?"

Superintendent: She responded that those middle schools cope with students now and that the School Committee has made a significant investment in school adjustment counselors, behavioral therapists, a number of wrap-around supports for students. "I think certainly if you

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had an opportunity to read the report from the State that conducted a site-monitoring visit around our wrap-around zone initiative, there was a lot of positive comments in terms of FRPS being able to support the socio-emotional needs of students. Granted, we need to do a little more building out, but certainly we are off to a good start at least by the measure of an external review.”

Mr. Martins said that he reads all documents sent to him including the 2012 MCAS results and is waiting to see what 2013 is going to bring about and then they can see where the growth is that is attributed to the wrap-around services vs. having additional teachers in the classroom.

Superintendent: “Again, to reflect on the report that focused on Kuss in terms of being the district’s highest performing middle school; that report attributes some of that work to the wrap-around zone work that is being done in the school.”

Mr. Martins stated to the FRIA Committee that he sincerely appreciated their work but would like to see their work directed to Durfee High School. He feels FRIA does not belong at Henry Lord Middle School which needs to be improved instead of closed. “I will reserve judgment on my actual vote after I hear some more public input, etc. It is kind of tough at the present time.”

Mayor Flanagan said he believed the Committee was set to take a vote in June on the Fall River Innovation proposal. He thought the approximately 2.5 hour discussion was a good start but did not believe all seven members were sold on the proposal as presented. He hoped their feedback as well as going through the public hearing would help the FRIA Committee present a document they could all support or approve.

ADDENDUM:

Mr. Costa: He would like to make a motion to accept the addendum as presented with an addition to it. In sub-committee chaired by Mr. Pavao, in addition to voting to adopt the Massachusetts model system for the Superintendent’s evaluation, they had also forwarded to the Committee for it’s consideration a timetable for which the process would be rolled out. He just wanted to make sure that was captured in the vote that was taken that night.

Mr. Pavao: On Monday, May 13 the sub-committee on evaluation met specifically to look at the various models that were being presented for the evaluation of superintendents in the Commonwealth of Massachusetts. “After a lengthy and very productive discussion along with the technical assistance we received from Dr. Tom Connolly, the sub-committee voted unanimously to adopt the Massachusetts Model System for the Superintendent’s evaluation. That would be a clear indication to the State that we are willing to work with their model and along with that the Mass Association of School Committees have adopted the same model and will provide the necessary training to all school committees. This training takes place at the local level and is approximately 90 minutes to two hours in length. Also discussed, was a time table suggested for the evaluation process to be performed. “My recollection is that we would present the Superintendent with the instrument in July and she would have an entire month to

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digest the evaluation process and come back in August to the Committee. In mid-year the Committee would review the evaluation.” He then asked Mr. Costa to clarify.

Mr. Costa said the way he understood it was that it would be presented to the Superintendent July 1. She would have a 30-day reflective period in keeping with the model to come up with goals that would be presented to the Committee at the beginning of August. The Committee would then begin the process of evaluating the Superintendent in September with a mid-year review somewhere around the winter break and a full evaluation by the end of June.

Mr. Pavao agreed.

Motion: Mr. Costa – Mr. Maynard: To accept the addendum to tonight’s agenda.

All in favor None Opposed Motion approved

Motion: Mr. Pavao – Mr. Hart: To adopt the Massachusetts Model System for the Superintendent’s evaluation which does include a training session as well as the time table outlined by Mr. Costa.

Discussion:

Superintendent: She looks forward to the process and thanked the sub-committee for moving it along so that she and other educators in the district can participate in the new educator evaluation system. “That said, I haven’t seen the timeline, per se, in terms of what that looks like specifically and would just request an opportunity to review that timeline to see it. It sounds like it makes sense but without seeing it laid out, again, I’d just like the opportunity to review it.”

Mr. Costa: It was captured in the minutes of the sub-committee meeting; however, I will point out there is a typographical error. The first phase of that is actually a self-reflection/self-assessment period by you. Outside of that, that fully captures the timeframe.

The Superintendent stated that should would take a look at the minutes.

Mr. Costa: The Committees intent was to run your evaluation to coincide with the academic year so that it would commence the process at the opening of school, mid-year review sometime around the winter break, and a formal assessment by this Committee no later than the end of June.

Mr. Martins asked when the training would take place.

Mr. Pavao: Pending the vote this evening and contacting Dr. Kelly and the Association of School Committees, they were looking for the training period to take place in the month of June.

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Mr. Martins: Except for the week of June 17.

Mr. Pavao: So noted.

All in favor None Opposed Motion approved

MOTION: Mr. Costa – Mr. Hart: To adjourn

No discussion

All in favor

none opposed

Meeting adjourned at approximately 10:00

PM

Respectfully submitted:

Rebecca L. Caron

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 Administrative Assistant for School Committee Services