

**REGULAR MEETING
OF THE NEW BEDFORD SCHOOL COMMITTEE
~MINUTES~**

PRESENT: MAYOR MITCHELL, MR. OLIVEIRA, MR. AMARAL, DR. FINNERTY (arr: 7:10),
MR. LIVRAMENTO, MS. POLLOCK

ABSENT: MR. NOBREGA

IN ATTENDANCE: DR. DURKIN, MR. DEFALCO, DR. RABINOVITCH, MS. EMSLEY, MRS. DUNAWAY
(Recording Secretary)

Student Representative, Katherine Gomes, was in attendance.

Approval of Minutes: (Supporting documents labeled "3")

Voted UNANIMOUSLY, on a motion by Mr. Livramento and seconded by Mr. Amaral, the Committee voted to accept the following meeting minutes as presented:

- Facilities Sub Committee: July 9, 2015
- Transportation Sub Committee: July 9, 2015
- Finance Sub Committee: August 6, 2015

Superintendent's Report (Dr. Durkin): (Supporting documents labeled "4A")

- Dr. Durkin introduced the following administrators:
 - Lynn Souza – Director of Fine Arts
 - Lisa Dion – Curriculum and Assessment Manager
- Bernadette Coelho/Headmaster/NBHS and John Smolenski/Sr. Field Director/Mass Insight addressed the Committee and gave a presentation on Advanced Placement at New Bedford High School. Ms. Coelho stated that in addition to AP classes offered at the High School, PSATs are given to all 10th and 11th grade students. This also includes ELL students if they want to be included. The Power Point presentation follows:

Goals

- Increase **Participation**: Greater student participation in mathematics, science and English AP courses
- Increase **Performance**: More qualifying scores (3/4/5) on AP examinations
- Increase **College Success**: More students matriculating to and graduating from college

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AP & College Readiness Program

- **Academic Support**
 - APSI & 2 Day Workshop
 - Content Director and Consultant Support
 - Pre-AP Teacher Training
 - Parent & Student Outreach
- **Student Support**
 - Open Access
 - Exam Fee Subsidy
 - Equipment and Supplies
 - Saturday Student Study Sessions
 - Mock Exams
- **Program Management**
 - Initial Assessment Visit
 - Program Recommendations
 - Partners in Excellence
 - Program Sustainment
- **College Success Community**
 - Academic Pillar
 - Expanded Support and Training 8-12
 - Community Pillar
 - Administrative Pillar

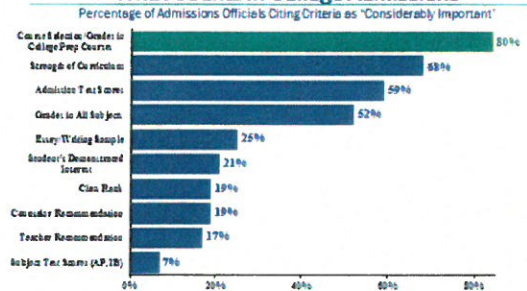
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Advanced Placement Defined

- A university level freshman course that you take in high school.
- There is a national exam at the end of the course. It is the same exam for all students in America.
- Score on the exam is 1-5 with 5 being the best.
- With a score of 3 or higher you can earn college credit while still in high school
- This allows YOU to compete for College Admission with students from all over the country.

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What Counts in College Admissions



Source: National Association of College Admission Officers, 2014 National Trends Survey

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College Success Nationally

- 34 percent of full-time degree- or certificate-seeking students at two-year colleges graduated in four years or less.
- 58 percent of full-time bachelor's degree-seeking students at four-year colleges graduated in six years or less.

Source: The College Board, 2014, 2015, 2016

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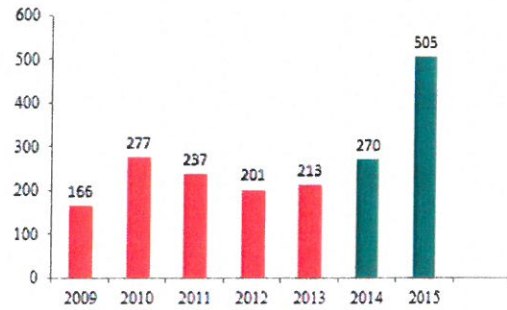
New Bedford's Action Plans

- AP Working Group with the Superintendent
- AP Kick-Off - October 8, 2015
- Saturday Session Participation Tracking
- Contracts and Messaging about AP
- Support for New Teachers - Coaching and Professional Development
- Ongoing Training for all AP Teachers
- APEX (on-line) Support Study Guides
- Alignment Work between NBHS and Middle Schools
- Utilizing AP Potential

AP DATA

Wins	2015		2014	
	2	3,4,5	2	3,4,5
Literature	34	38	14	18
Laboratory	42	38	27	22
Biology	10	28	28	13
Environmental Science	4	5	1	10
Chemistry	8	5	2	5
Computer Science	2	5	3	5
Physics	7	5	1	2
European History	5	7	2	7
US History	14	10	10	11
First Time Courses				
Spanish	0	4	-	-
Studio Art	1	0	-	-
Art History	2	7	-	-
Human Geography	3	8	-	-
Challenges				
Statistics	11	8	3	23
Government	1	2	4	3
Calculus	0	8	4	10
TOTAL	157	110	101	123

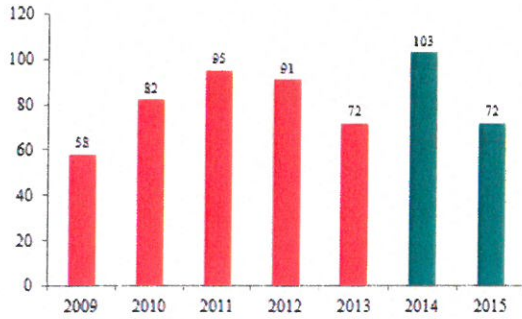
New Bedford High School Enrollment In AP math, science and English



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New Bedford High School

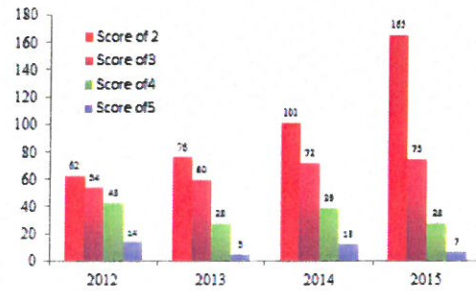
Scores of 3 or Greater
in AP math, science and English



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New Bedford High School

Scores of 2 or Greater
All Subjects



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EDUCATION

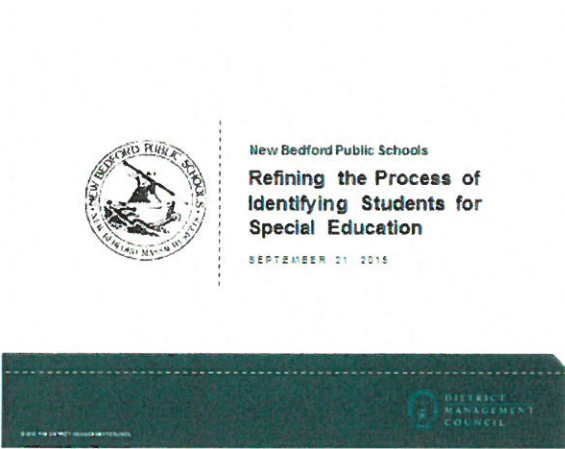
Highlights New Bedford High School Advanced Placement Program SY 14-15

- 18 AP Courses in SY 14-15
- 110 Qualifying Scores (3+) (All Subjects)
 - Minus 12%
- Impacts
 - Teacher Turnover
 - » 5 Years to develop an AP teacher
 - » Strong Performance by 1st Year Statistics Teacher replacing retired AP Statistics Teacher
 - 2 New Science Teachers this year - additional support available
 - 7 AP English Teachers!
 - » Triple down effort of the PD
- 165 Scores of 2 - "May be Qualified"
 - #10 in Massachusetts
 - Research on College Success w/ 2's
 - » 80 2's in ELA
 - » 21 2's in Biology
 - » 14 2's in US History
 - » 11 2's in Statistics
- Washington Post Challenge Index

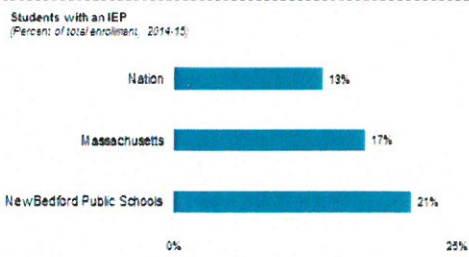
Mr. Livramento asked how middle school and ELL students are being encouraged to take AP classes. Ms. Coelho responded that 20 teachers are visiting all middle schools with the message and everyone is encouraged that there is a pathway to college.

At this time, Diane Ullman from the District Management Council (DMC) addressed the Committee and presented the Special Education Report. Ms. Ullman noted that the district has already put into place many of the initiatives recommended in the report.

Highlights of the report are as follows:



Historically, the district has over-identified students for special education relative to the state and national averages.



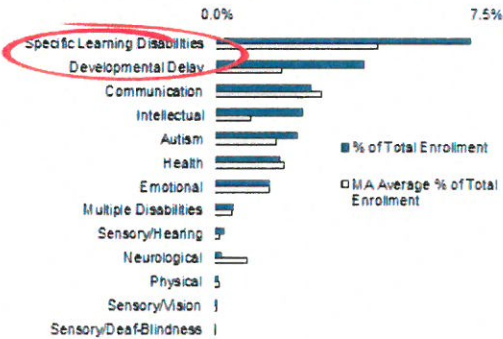
The inconsistent and over-identification of students for special education has been identified as a key area of improvement in Initiative 2.2 of the 2015-16 AIP.

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The over-identification occurs largely in two categories: specific learning disabilities and developmental delay.

Percent of Total Enrollment Found Eligible for an IEP, by Disability

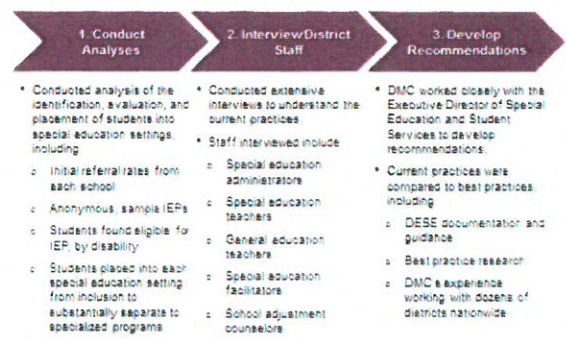


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The recommendations outlined today are the result of data analysis, extensive interviews, and a comparison of current practice to best practice.

Overview of Review Methodology



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5

Dr. Durkin commented that more interventions have to take place in regular ed. with Reading Specialists and other personnel who can provide resources students may need.

The report outlines five recommendations to improve the district's special education identification, evaluation, and placement process.

Summary of Recommendations

The District should establish more consistent...

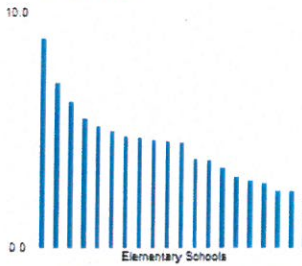
- 1 Building-Based Support Team (BBST) processes
- 2 General education interventions that support core instruction
- 3 Systems and processes for evaluating students for special education
- 4 Guidelines for special education program delivery
- 5 Guidelines to determine appropriate special education placements

Note: For more detail, please see the full report.

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Building-Based Support Team (BBST) processes

Initial Referrals for Special Education (Per 100 total students)



More effective BBST system would help to ensure that special education is a supplement to—not a substitute for—core classroom instruction.

* The rate at which students are referred for special education evaluations varies significantly across schools.

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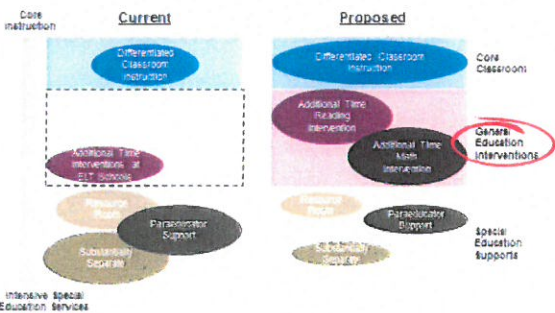
(Dr. Finnerty arrived at the meeting.)

Ms. Ullman stated that currently the rate is two to nine students that are referred per 100 students. The referrals and those identified vary school to school and teacher to teacher causing inconsistencies with the process.

Dr. Durkin followed that the district is looking at students that may be referred that should have just received additional services such as reading specialists or math support. She stressed that services are not being taken away, only targeted. Roughly only half of the students tested need services.

General education interventions that support core instruction

District-Wide Interventions



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Intensive Special Education Services

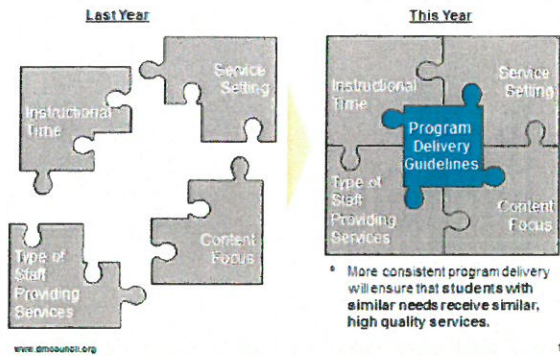
Special Education Interventions

Special Education Supports

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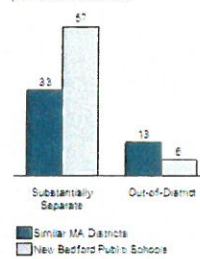
Guidelines for special education program delivery

Moving Toward Consistent Guidelines



Guidelines to determine appropriate special education placements

Students Placed into Substantially Separate and OOD Settings* (Per 1,000 total students)



Establishing clear criteria will ensure students are consistently placed into the appropriate special education setting

Implementing these recommendations will help the district make significant strides toward improving student outcomes.

Summary of Recommendations

The District should establish more consistent:

- 1 Building-Based Support Team (BBST) processes
- 2 General education interventions that support core instruction
- 3 Systems and processes for evaluating students for special education
- 4 Guidelines for program delivery
- 5 Guidelines to determine appropriate special education placements

Implementing these recommendations will help the district effectively match services with student needs while using its financial resources wisely.

Note: For more details, please see the full report.

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13

During the presentation, Dr. Durkin also mentioned that universal pre-school across the district would make a big difference as gaps become larger as students grow older.

Other suggestions included:

- Supported interventions
- Differentiated instruction
- More consistent approach to evaluating
- Guidelines on service delivery
- Specific and strong IEP evaluating process; clear guidelines for students assigned to specific programs. IEPs should be absolutely clear with clarity on what type of setting and who will be in the setting
- Guidelines to determine appropriate special education placements

Mayor Mitchell commented that it is important for people to know that it is not a reduction in services but rather, more specialized services.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Ms. Pollock, the Committee voted to accept the Superintendent’s Report.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Mr. Amaral, the Committee voted to take Public Comment out of order

Public Comment:

- Pat Reynolds – Wants better transportation for her child
- Renee Randall – Lack of transportation to Campbell School
- Frank Medeiros – Lack of transportation to Brooks School
- Katherine Edwards – Lack of Special Education Services

Business Office Report: (Supporting documents labeled “4B”):

Dr. Rabinovitch explained the there was no salary spend down report provided as his department is waiting for several weeks of payroll reports to be completed which is common at this time of the year.

A discussion took place on regarding the differences in encumbrances made from school to school.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Mr. Livramento, the Committee voted to approve the following budget transfers (from the Finance Sub Committee):

Org	Func	Obj	Description	Org	Func	Obj	Description	Amount	Reason
FOR APPROVAL:									
41533080	2410	580008	Roosevelt Textbooks	41538442	5300	520004	Roosevelt Lease of Equip	6,354.00	for lease of 4 new copy machines
51039510	2305	511110	High School Prof Salaries	00638440	3600	520004	School Security Contr Svs	12,500.00	Security Sentinel purchase
12439540	2440	520004	Other Instructional Svs Contr Svs	12438060	4130	522080	Utilities Renaissance Telephone	650.00	For fax service FY16
13539510	2305	511480	Classroom Teacher OT	13530330	4110	511110	Custodial OT	525.00	Custodial OT for Family Nights, Open House, etc
61539540	4230	520004	Maintenance of Equipment Sea Lab	60538441	5300	520004	Lease of Equipment Sea Lab	1,000.00	for lease of a color copy machine
61538450	2210	540005	Facilitator Sea Lab Supplies	60538441	5300	520004	Lease of Equipment Sea Lab	250.00	for lease of a color copy machine

MSBA:

- Hannigan School: Scope and budget amendment completed and sent to the MSBA.
- NBHS: Grant conversion program completed.
- Taylor School: Project Funding Agreement (PFA) has been signed and sent to the MSBA with 90% reimbursement expected. The groundbreaking will be in October.
- Accelerated Repair Project: Vertex Co. has been assigned by the MSBA. Work expected to be started on five elementary schools next summer.
- The swimming pool at NBHS has been completed with an expected opening date of September 24.

Voted UNANIMOUSLY, on a motion by Mr. Livramento and seconded by Mr. Amaral, the Committee voted to accept the Business Office Report.

Mr. Amaral asked Dr. Rabinovitch about an issue regarding substitute teacher pay. Dr. Rabinovitch said there was some confusion due to the fact that several substitutes were making more per day via a verbal agreement made in the past that the district was unaware of. This came to light during the first payroll period.

Personnel Report (Ms. Emsley): (Supporting document labeled "4C")

Ms. Emsley reviewed the personnel report with the Committee. She reported that there were 133 new hires, nine retirements and 15 resignations since the last report in August. Also, there are 22 vacancies district wide, and the district is in the process of recruiting and hiring staff to fill the positions. Seven Crossing Guard positions remained unfilled.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Mr. Amaral, the Committee voted to accept the Personnel Report.

Several members gave reports including a suggestion from the Transportation Sub Committee Chairperson, Marlene Pollock, that the City Council Committee on Public Safety help with student transportation issues.

Student Representative gave her report.

New Business:

Dr. Durkin informed the Committee that the enrollment at Pacheco Elementary School has increased over 100 students in the past few years. She stated that there is a high level of support needed at the school that must be addressed. Pacheco School has also declined from Level 1 to a Level 2 school. Dr. Durkin requested that a new assistant principal position be created to share in the instructional load and discipline and to share in the responsibility to co-lead.

Voted UNANIMOUSLY, on a motion by Mr. Amaral and seconded by Dr. Finnerty, the Committee voted to approve the request to create an Assistant Principal position at Pacheco School.

Voted UNANIMOUSLY, on a motion by Mr. Amaral and seconded by Mr. Oliveira, the Committee voted to approve/amend the following School Committee Policies (Reviewed and approved by the Policy Sub Committee as part of the district's ongoing revision of the complete policy manual. This project is in consultation with the Massachusetts Association of School Committees (MASC)) (Supporting documents 6B):

SECTION A

FOUNDATIONS AND BASIC COMMITMENTS

AA	SCHOOL DISTRICT LEGAL STATUS
AB	THE PEOPLE AND THEIR SCHOOL DISTRICT
AC	NONDISCRIMINATION
ACA	NONDISCRIMINATION ON THE BASIS OF SEX
ACAB	SEXUAL HARASSMENT

ACE	NONDISCRIMINATION ON THE BASIS OF DISABILITY
AD	MISSION STATEMENT
ADA	SCHOOL DISTRICT GOALS AND OBJECTIVES
ADC	TOBACCO USE ON SCHOOL PREMISES PROHIBITED
ADDA	BACKGROUND CHECKS
ADDA-R	DCJIS MODEL CORI POLICY

SECTION F

FACILITIES DEVELOPMENT

FA	FACILITIES DEVELOPMENT GOALS
FA-E	FACILITIES DEVELOPMENT GOALS
FB	FACILITIES PLANNING
FCB	RETIREMENT OF FACILITIES
FF	POLICY FOR NAMING OF NEW BEDFORD SCHOOL DEPARTMENT FACILITIES

SECTION H

NEGOTIATIONS

HA	NEGOTIATIONS GOALS
HB	NEGOTIATIONS LEGAL STATUS
HF	SCHOOL COMMITTEE NEGOTIATING AGENTS

Mr. Amaral explained that many of the policies that were reviewed had basic changes and were changed to realign with the law.

Voted UNANIMOUSLY, on a motion by Dr. Finnerty and seconded by Mr. Amaral, the Committee voted to nominate Bruce Oliveira as a delegate to represent the Committee at the Massachusetts Association of School Committees' Annual Business Meeting on November 4, 2015.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Dr. Finnerty, the Committee voted to nominate Joshua Amaral as the alternate delegate to represent the Committee at the Massachusetts Association of School Committees' Annual Business Meeting on November 4, 2015.

Voted UNANIMOUSLY, on a motion by Dr. Finnerty and seconded by Mr. Oliveira, the Committee voted to approve to declare, in accordance with School Department Policy DN-R, a recommended list of surplus property located at DeValles School, Hathaway School and Print Shop. (Supporting document 6D)

At 8:50 P.M., on a motion by Mr. Amaral and seconded by Mr. Oliveira, the Committee voted to go into Executive Session with the intent to return to Open Session.

The roll call vote was as follows:

Mayor Mitchell – Yes	Mr. Amaral – Yes
Ms. Pollock – Yes	Mr. Livramento - Yes

Mr. Nobrega – Absent Dr. Finnerty – Yes
Mr. Oliveira - Yes

6 – Yeas 0 – Nays 1 – Absent

At 10:35 P.M., on a motion by Mr. Oliveira and seconded by Dr. Finnerty, the Committee voted to return to Open Session.

The roll call vote was as follows:

Mayor Mitchell – Yes Mr. Amaral – Yes
Ms. Pollock – Yes Mr. Livramento - Yes
Mr. Nobrega – Absent Dr. Finnerty – Yes
Mr. Oliveira - Yes

6 – Yeas 0 – Nays 1 – Absent

On a motion by Mr. Livramento and seconded by Ms. Pollock, the Committee voted to enter into a successive contract with the Superintendent, Dr. Pia Durkin, with the term to run from July 1, 2015 to June 30, 2019.

The roll call vote was as follows:

Mayor Mitchell – Yes Mr. Amaral – Yes
Ms. Pollock – Yes Mr. Livramento - Yes
Mr. Nobrega – Absent Dr. Finnerty – Yes
Mr. Oliveira - Yes

6 – Yeas 0 – Nays 1 – Absent

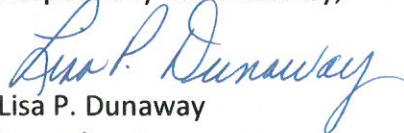
At 10:38, on a motion by Mr. Oliveira and seconded by Mr. Amaral, the Committee voted to adjourn.

The roll call vote was as follows:

Mayor Mitchell – Yes Mr. Amaral – Yes
Ms. Pollock – Yes Mr. Livramento - Yes
Mr. Nobrega – Absent Dr. Finnerty – Yes
Mr. Oliveira - Yes


6 – Yeas 0 – Nays 1 – Absent

Respectfully Submitted by,


Lisa P. Dunaway

Recording Secretary

Reviewed by,


Pia Durkin, Ph.D.

Superintendent, Secretary/School Committee