

INSTRUCTIONAL SUBCOMMITTEE MEETING MINUTES

May 16, 2017

4:30 p.m.

Spencer Borden Elementary School

1400 President Avenue

Fall River, MA 02720

A roll call at 4:32 p.m. showed:

Mr. Coogan: Present

Mrs. Panchley: Present

Dr. Costar: Present

Also present were Superintendent Malone, Mr. Kevin Almeida, Principal Brian Raposo, Ms. Michele Sharpe, Ms. Fatima Silva, Ms. Jennifer Saunders, and Mr. Andrew Woodward.

Mrs. Panchley read the Open Meeting Law. A salute to the flag followed.

1. **Discussion and Vote to Approve:** Science Curriculum Program

MOTION: Dr. Costar-Mr. Coogan: To refer the National Geographic Cengage Learning contract to the full School Committee.

Discussion:

Superintendent Malone stated that the Fall River Public Schools are in a unique position right now and are excited to come before the subcommittee to talk about what they think will be a big boost to elementary school teachers' morale. They've been working very hard to identify a curriculum program for Grades 3-5 that will integrate science into the instructional day. There will be hands-on instruction where the kids will be engaged and the teachers are going to have the tools they need. He also believes that they will see increases in student achievement. Principal Raposo and his team have worked over the last several months to identify a program that makes sense for the district. There is money in the textbook account that they can use this year to buy the program. It's a one-time cost. Superintendent Malone has also done some fundraising to offset the cost. This is a critically important curriculum area for the community, age group, and for the Commonwealth as they move into a STEM-centered world of life sciences and robotics.

Principal Raposo introduced Ms. Saunders who is a department head at the middle level. She has taken a lead in some of the science work in the district. He shared some science data with the committee to demonstrate the need for the program. He knows that science has been an area of concern across the board. He included a handout of proficiency charts and CPI targets which showed that they have been flat across the board. In both 5th and 8th grade, they are trying to prepare kids for the MCAS test. The middle school is really tasked with backfilling. Part of the reason is because they have a resource issue. It's been difficult to find a curriculum that is user friendly for teachers when they have to teach an array of subjects. They also wanted something that would align with all the changes in the next generation science standards.

Ms. Saunders said that the middle schools are ahead of many other districts. They have been implementing the next generation science standards. They are in Year 2. She set up a three-year roll out for them so next year Grades 6-8 will have all of the next generation science standards in place. MCAS 2018 is only going to be testing on the new standards so the Fall River kids will be ahead of the game. A few elementary school

principals have reached out and asked if Ms. Saunders could guide them. She worked with a group of 4th and 5th grade teachers. Next year, she will be working with 2nd and 3rd grade teachers and the following year she will be working with kindergarten and 1st grade teachers. This year she has been meeting with 4th and 5th grade teachers every other week since October. They have created curriculum maps based on the resources they have. There are 10 elementary schools. Some of those schools have FOSS kids while others have EiE. The teachers expressed their need for a core curriculum. She had someone come in to speak about STEM scopes. She visited a few elementary schools in the area that have some of the programs running. They really seemed to like the National Geographic Cengage Learning. Letourneau, Spencer Borden, and Silvia have been piloting the program. The teachers love it because first-year teachers are able to teach science because everything is in the book for them and it's all connected to the NGSS. There is an online component with the purchase of this curriculum so, if there are any updates to the curriculum, they will get that for free. It's a six-year commitment. They can work it out where they don't have to order a full set of classroom texts because they feel the online component is a stronger piece. If they have a core curriculum for elementary schools and match it to their curriculum maps they've created, one can walk into any 3rd, 4th, or 5th grade classroom and see that they are teaching life science. If kids are transient and move from school to school, there's not going to be any gaps in learning. It's going to take time. They're in their 3rd year at the middle school and they're having to fill in gaps as they go. They need a core to move forward so that everyone is on the same page. The teachers are excited about it. Science teachers spend a lot of money out of pocket for materials and supplies to do hands-on labs which is all what the new standards want. With the National Geographic Cengage, the materials in there are very inexpensive and teachers can still do great hands-on labs with the kids. The schools that are currently piloting the program find that the kids love it.

Principal Raposo explained that this would be a 3, 4, and 5 roll out and include professional development for teachers to train them how to use the program. They opted for the eBook rather than just having a bunch of textbooks that wouldn't get updated or replaced whereas the eBook is constantly updated. They'll have a combination of some textbooks and several of the eBooks. With some departmentalization, there are some teachers who are teaching science twice a day. They would be able to use some of the same materials. They were able to save money that way.

Dr. Costar asked if teachers in Grades 3-5 were teaching science based on different curricula. He asked if their curricula was aligned with what Ms. Saunders was doing at the middle school. Ms. Saunders found with kids who are entering the 6th grade, depending on what feeder school they were coming from, some have had very little science while others have had more science. This becomes part of the problem because, when they have 8th grade science MCAS, they're really having to fill in a lot of gaps. In listening to the teachers at the meeting, there was never a set curriculum map or a set curriculum. They were using what they had from years ago. Teachers would do the labs, share the kits, and send them out to get replenished with the materials. A lot of those kits are old and they don't have the materials to replenish them anymore. She feels that science has been taught in pockets. With this program, teachers can take a classroom outside and use the resources that are in your schoolyard.

Dr. Costar asked how many years they have had the science MCAS. Ms. Silva said since 1998. Dr. Costar asked if this curriculum would match up well with standards that are being required for elementary schools as well as middle schools. Principal Raposo said that this is all aligned to NGSS standards. Dr. Costar said that math and ELA have always been the emphasis at the elementary level but now there seems to be a renewed emphasis on science. This will better help students when they get to the 8th grade. Ms. Saunders agreed that this will make life a lot easier. Sixth grade teachers expect students to come in with a certain background in science. When students don't have a solid background, teachers have to fill in the gaps. Principal Raposo agreed that the district has missed the boat in a sense because they have viewed science as an add-on rather

than a way in. The 21st century skills that are required – investigation, critique, analysis – are the pieces that students are missing out on and they are important pieces.

Mr. Coogan asked if there was a consistent curriculum in English and math in elementary schools. Principal Raposo said that there was much more consistency in ELA and math. They have programs and resources for those areas. When they revised those maps and took things on, the first year or two was a little difficult because there was a lot of training that needed to be involved in order to get teachers up to speed. In science, they haven't put in that same emphasis at the elementary level. There was more of a focus on science at the middle schools. Mr. Coogan asked if all the middle schools had a canned science curriculum. Ms. Saunders said that they used to have the Prentice Hall series at the middle schools. They still have those textbooks in the classrooms across the district. Now, she has had the middle school teachers create maps based on the new standards by strand. Last year, the teachers decided their focus was physical science. In 6th grade, students would learn earth science and a little bit of life science. In 7th grade, they would learn physical science, astronomy, earth, and space. In 8th grade, they were mainly learning life science and ecology. With the 8th grade MCAS, they have some kids saying that they haven't done earth science since 6th grade. Now, the curriculum in middle school cycles through 6th, 7th, and 8th grade where they see all four strands. She asked teachers what they would like to begin their year with and that's how they developed the maps. The middle schools now have maps. She has a curriculum team in place that created units. All the middle schools have them. They've redone their benchmarks. They're going to do them again to align with the new standards. Mr. Coogan asked if all the middle schools were using the program that Ms. Saunders developed. Ms. Saunders said that they were.

Superintendent Malone said that they built teaching and learning teams and forced the collaboration. Mr. Coogan asked Ms. Silva when the science test was counted toward graduation. Ms. Silva said in 2003. Mr. Coogan asked Mr. Woodward what the kids were doing in 9th and 10th grade. Mr. Woodward said that they are currently redesigning their 9th grade curriculum at the College Prep level to integrate a science model that's going to build on the middle school strands. Once they get to 10th grade, it's more subject specific. Superintendent Malone explained that it's not a general science MCAS. It's in the content area. Chemistry, biology, and physics are the three options students can choose in 10th grade. Mr. Coogan asked if that's how they choose what test a student will take. Superintendent Malone said yes. Ms. Silva said that they can either take the MCAS test in 9th grade - if they're ready - or 10th grade. Ms. Saunders said that she met with Shayna Morgan last week to discuss this. Ms. Saunders sent her the 8th grade curriculum so she could look at as if she works on designing the new course. The students who are moving from 8th grade to 9th grade and feel that they can take an honors biology class can essentially take a biology MCAS in 9th grade. Eighth grade teachers can also make recommendations for kids they feel are not ready for biology in 9th grade. Those students would take the integrated science course, which will follow four strands. It's building off of the 8th grade curriculum to give them that extra year. In 10th grade, they will determine what they want to go into then take the MCAS in 10th grade. What teachers like about National Geographic is that they broke it down by grade level so it tells them how many minutes they should be teaching each day for each grade level. It's very easy for a brand new teacher to follow. It also ties in literacy so teachers can incorporate ELA.

Mrs. Panchley said that it seemed like many teachers used to do science but, if there was ELA MCAS, science would be put on hold. Science seemed to take a backseat. She supports this but wants to make sure that they will be using the curriculum. Dr. Costar doesn't want to see another subject get sacrificed. Principal Raposo said that they have built in time in the schedule for science because they don't need another 30 minutes of ELA. They can do vocabulary and critical thinking through the science curriculum.

Ms. Saunders said that she planned to continue meeting with 4th and 5th grade teachers next year as well as the 2nd and 3rd grade teachers.

Mrs. Panchley asked about the financials. Superintendent Malone said that, financially, they can purchase the curriculum this year but he's going to decrease the cost using philanthropic support. What he would like to do is bring forward a final contract with price points to the June School Committee meeting so they can get it purchased and get the training set up for the summer.

Mr. Coogan asked if the new Assistant Superintendent had an opinion on this subject. Superintendent Malone said that he spoke with her at length about science and the importance of it. Coming from the secondary level, she understands the importance of the building blocks.

All were in favor	None were opposed	Motion passed
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Transcriber's Note: At 4:55 p.m., Mr. Almeida left the meeting.

2. **Discussion:** Respect for Human Difference Curriculum

Superintendent Malone has been working with Ms. Sharpe and Mr. Woodward because they realize that Fall River Schools do not have a respect for human difference curriculum. They've had some issues over the last several year around how children treat each other. They've been working with some outside partners to figure out if there is a way they could look at developing some push-in curriculum at various points throughout the year. He's going to establish a Superintendent's Task Force on Respect for Human Difference. They're going to do an internal and external partnership then come back to the Instructional Subcommittee at a future date to share the framework for what they want to see.

Transcriber's Note: At 4:57 p.m., Ms. Saunders left the meeting.

Mr. Woodward said that he has researched what other systems are doing. He found that a lot of districts are in a similar place where they're looking to adopt or create a systematic approach to a curriculum with respect to human difference. He has been reaching out to other districts and researching best practices to see what they're doing at the high school level and the K-12 level. What they'd like to do is have a K-12 model where standards are built upon each year. Some of the programs that are pretty popular and are successful in other districts are "A World of Difference," which is used in Newton and Brookline; Teaching Tolerance; and Primary Source. A task force is a great way to get internal and external partners together to delve deeper and create some recommendations.

Superintendent Malone said that cultural competency is at the foundational level for how adults are working with kids. They questioned whether they were doing enough with adults to help them understand the kids that they have. This is long-term strategy work for the district. There have been a couple of incidents at one of the schools and, with each incident, parents are notified. The responses from the parents have been positive and they're appreciative that the issues are being confronted.

Dr. Costar said that teachers did a lot of diversity training and celebrating diversity 10-15 years ago. Policy is not curriculum but the policy outlined how to manage the kind of situations that are happening at the schools. The policy also states that every school needs an ombudsperson who's aware of all these things and these policies need to be posted all over the school for people to see, particularly talking about protected classes of individuals. In walking around schools, he hasn't seen those hanging up. They have a strong policy but they need to make people aware of it. On the curriculum point of view, they had teachers who embedded diversity

and celebrating diversity in their classes all the time. In the World Languages Department at Durfee, Mr. Grillo had an annual session with all his world language classes where they would have artwork and essays all over the library. It was diversity week and the whole school participated in that. They had a United Cultures Club with Tom Cory. At the elementary school level, Mayor Lambert had an art contest for all 5th grade students called “One Earth, One People Under the Sun” where they would celebrate differences. Every 5th grade student in the Fall River Public Schools would have to render a drawing celebrating how they’re one people under the sun. The City had money to post billboards up all over Fall River with the winner’s name, their school, and the Mayor presented that child with the key to the City. Dr. Costar had booklets on “What Kids Say About Diversity.” He handed those booklets out. There were a lot of students who went to counselors and school adjustment counselors who felt that they were being treated differently because of their race, ethnicity, or sexual orientation. They sat down with different groups of kids and asked two questions: (1) what would you like people to know about your ethnicity and (2) what do you find offensive around the school? They used the students comments as a professional development device for teachers to discuss with their students. It was a way to get kids talking about the issues. Dr. Costar asked Superintendent Malone if he would consider having Mr. Grillo on the task force because he embedded diversity in his world languages courses at Durfee. He also suggested reaching out to Mr. Cory. Before they look at a canned curriculum, there were things that they used to do that faded away. Superintendent Malone said that that was why the task force was important. Principal Raposo said that Letourneau’s ESL teachers have multicultural celebrations. Everyday they’re talking about culture and differences.

Dr. Costar said that one of the classes that didn’t exist back then was people with disabilities. They had to add that later on. He had a lot of conversations with parents who felt that their children with disabilities were treated differently.

Mr. Woodward felt that bringing the experts around one table could be powerful in bringing back some of the more successful things. Last year there was a Morton Human Project which was an 8th grade video art project celebrating differences.

Mr. Coogan remembered doing multicultural week and they would have concerts in the auditorium and different kinds of music. They’d have a guest speaker every other day. He said that the way that Superintendent Malone was talking about this subject sounded like it was spinning toward character education. Superintendent Malone said that that was a piece of it. What he has uncovered in the last several months was that everyone has a special interest. As Superintendent, he has to think above everyone’s special interest. “Character” is probably a better term to describe what they’re thinking about. It’s the character of the community and the community is a highly diverse place. They don’t teach the core values around respect, empathy, honesty, and integrity. What the task force would be looking at is where the programs are and where the curriculum touchpoint is for them to start developing. They had a meeting with Wendy Lipp from United Neighbors of Fall River and they talked about the kindergarten Dr. Seuss book about the star on the stomach. Some have stars on their stomachs, others don’t. Good systems teach literacy through this book that stirs up conversation about differences and they start in kindergarten.

3. **Discussion:** Health and Wellness Curriculum

Superintendent Malone stated that the drug curriculum and the sexual education curriculum coupled with overall wellness, character development, and good decision making. Fall River is different from a lot of other systems that he’s been involved in. They teach things at certain grade points but there is really no alignment. They’re not teaching about puberty yet they do the Katie Brown curriculum before they even talk about sexual

education. There's a lot of misinformation in not knowing. He's worried that they're doing harm to kids because they're not being upfront in teaching this subject.

Ms. Sharpe stated that, starting on the 3rd term of this year, they rolled out at the middle school the Botvin LifeSkills Program. Now they have the health curriculum and the health program at all middle level schools. Prior to this, they only had health education in 9-12. Morton and Kuss also had a health program that they were doing on their own; however, the other middle schools did not so there was a divide when they got up to Durfee and some kids had no information while other kids had little information. Brad Bustin started this work last year and presented to the School Committee the curriculum he wanted to purchase. They purchased the curriculum this fall and she trained the teachers. It's been going really well. She's been doing a lot of backward design with the curriculum because all the standards and outcomes have been built at the high school. She's taken what they have at the high school and she's sharing that with the middle school kids. They want to do a backward design so they're not only using the curriculum as life skills but they're also making that transition from middle school to high school seamlessly. In sitting in on the health classes, Ms. Sharpe found that a lot of the 9th grade students have a lot of misinformation. With this curriculum it's a health program but it's also one that works with teaching kids the dangers of alcohol and drugs, as well as self-esteem, resisting peer pressure, and what the media talks about. They're missing the sexual education piece of that for the middle school. She has spoken to Superintendent Malone on adding some piece of sexual education. She's also been conferring with other health and wellness coordinators in the state about what they're using and what has worked. She's also been looking at the health standards in sexual education which are not mandatory but they're guidelines. She wrote a grant earlier this year that was accepted through Southcoast Hospital and she's in the process of purchasing the health curriculum for Grades 3-5. The "Always Changing" program was a presentation where boys and girls were separated into different rooms in order to talk about the changes of puberty. The program is outdated so Ms. Sharpe and Karen Long asked to stop the program because it wasn't consistent. Ms. Sharpe would like to look into adding in topics to the 4th grade curriculum about puberty such as defining puberty, hygiene during puberty, skin changes, puberty timing, hormones, and privacy. In 5th grade she's like to add male and female reproductive systems including body parts, functions, puberty's purpose, human body for reproduction and the menstrual cycle. When they get up to the middle level, they are ready and prepared for it. They also have children who are going through physical changes much earlier - as young as 10. Kids don't understand what is happening with their body. She gave an example of sitting in on a class at the high school where a girl was pregnant and was arguing with the health teacher that the baby was in her stomach and he was explaining to her that the baby was in her uterus. Students are really curious and are interested in learning these things. She also mentioned that they want to be age appropriate. They understand that parents will have those conversations with children and some of them don't feel comfortable doing that. They also understand that some parents don't want their child to have this education in school so that's why they have an opt-out policy at the high school.

Dr. Costar asked if he understood correctly that what kids are being taught about this subject in 5th grade is inconsistent. He asked if the students were having the 5th grade "talk." Ms. Sharpe said that they were not being taught about this at all in 5th grade. Dr. Costar said that this was problematic because, on average, girls enter puberty 1 ½ to 2 years before boys do. Fifth grade is the best place to start talking about this. Superintendent Malone agreed that they should at least be doing the health component and maybe start more advanced stuff in 6-8. Principal Raposo said that, because they don't currently have anything in place, they're having to teach in the moment when situations arise in 5th grade. Superintendent Malone said that the purpose of this conversation was to let the Committee know that they had some ideas. They plan to come back to the subcommittee with something more concrete and structured because the School Committee controls the vote on this by law. They voted to teach this in 9-12. The drug stuff was mandated under the Baker Administration. They have the choice of when to start this. They're going to put together something that is

more concrete and developmentally appropriate and bring it back to the subcommittee for vetting so that they can think about what the roll out looks like over time.

Dr. Costar said, when talking about the drug curriculum at the middle school, if someone talked about the possibility of using drugs, what happens when it goes from the classroom to a kid who wants to talk to someone about it and how to handle it. Counselors need to be involved in that part of it. At some point, it goes from curriculum to services. For elementary school students, when they start talking about substance abuse and substance use at home, there needs to be adjustment counselors ready to hear that. They may have to file a 51A if a 2nd grader starts talking about their mother or father passed out under the influence. There are consequences to these discussions in the classroom that they need to prepare for.

Ms. Sharpe said that with the LifeSkills training in the 3rd grade, the scope and sequence references self-esteem, decision making, smoking information, advertising, dealing with stress, communication skills, social skills, assertiveness and they would like to add nutrition, healthy eating, importance and benefit of physical fitness. At the elementary level, they want to prepare them with the skills for when they're faced with these situations. By giving kids this information, they'll make better decisions. At the middle school level, they talk about substance abuse and the use of drugs. Kids at the high school are asking what they do if they see someone have an overdose and how they handle it. They're dealing with this in their life and they want to know what the appropriate response is. High school students have asked if they can get Narcan and there are certain pharmacies that don't require a prescription. Students are concerned about this. The opioids crisis is here and it's real. Studies show that children have their first encounter with drugs at the age of 10.

Mrs. Panchley asked who would be teaching this curriculum in elementary schools. Ms. Sharpe said that phys ed teachers would be teaching this. They're teaching it at the middle level. Middle schools have four terms so they would have phys ed twice a week and, when they have health, they would just have phys ed once. There are 16 lessons and those would be offered in two terms. They're not consistent with that right now so she'd like to build that consistency not only with the program but with what they offer at each school. At the elementary level they'd like to see phys ed twice a week. This program will also teach kids coping skills. They're losing their ability to have face to face conversations. There are a lot of pieces in this that touch on the social emotional learning. Mrs. Panchley said that she is interested in hearing more and is curious as to what will be taught at 3rd and 4th grade. There's a wide variety of what kids are being exposed to. Ms. Sharpe said that she made copies of the scope and sequence that shows that those materials are age appropriate and it explains it to kids in a gentle way.

Mr. Coogan asked who was evaluating the gym teachers who are teaching health. Ms. Sharpe said that the principals have been but she's been doing co-evaluations when needed. She has been evaluating the Durfee phys ed and APE teachers.

4. **Discussion:** Social Emotional Learning Update

Principal Raposo met with Barbara Allard regarding SEL curriculum and updates on social emotional learning. They have the code of conduct piece that they worked on. They're currently working on a consistent and clear attendance policy across the board. Superintendent Malone added that they would have a first read in June. Principal Raposo stated that they had some procedures and protocols that are really strong in some buildings around attendance, particularly in reducing chronic absenteeism, so they're trying to draft that in a protocol that can be across schools. They've been able to offer responsive classroom training. This year they're offering it for all Fonseca teachers as well as middle school teachers. They offered one in February and will probably do another one in the summer. They've had a lot of professional development with this but with new

staff it's been challenging because they may have lost some teachers who have had this training and gained people who did not have the training. This year, they expanded a few community partnerships. Henry Lord began a home visiting program and they've partnered with Atlantis Charter Schools. Letourneau is currently doing a Spanish bilingual family nurturing program. They have 67 people in that. Families come in with their children. There are separate groups where they learn parenting skills such as how to set rules at home and they also do a family dinner every Tuesday where they teach them to have dinner as a family. They're looking to expand this at Fonseca and offer the program in English. About 220 people participated in the Fall River Parent Academy. They've had a lot of positive feedback. They've noticed that, when schools are sponsoring events, the participation has been much better. They are looking at aligning the Parent Academy with school needs. With the nurturing program they were able to get 67 people every Tuesday but they haven't had as many people at the Fall River Parent Academy. Ms. Allard has also been working on a partnership with the EdUp Committee so there's going to be some summer professional development for middle school teachers. There will also be a fall summit around social-emotional learning and safe schools. Two teachers at Letourneau will be offering free professional development to other teachers. The date of this event is scheduled for October 28. Superintendent Malone added that this will be a regional summit, the first of its kind. It will be a full day devoted to social-emotional learning. They'll have a keynote speaker and workshops that will attract teachers from all over the place. It's in partnership with the EdUp Committee and BayCoast Bank.

Mr. Coogan asked if he understood correctly that they were rewriting the attendance policy. Superintendent Malone confirmed that they were. Mr. Coogan asked if it would be one policy for K-12. Superintendent Malone said that it would be differentiated. Principal Raposo added, even though they have a current policy, they are approaching attendance differently with elementary school and high school students. Although they have a uniform policy, the interventions and some of the approaches are different in elementary, middle, and high school. He doesn't think that it will change much at the high school. Superintendent Malone said that the high school was set but they didn't have much at the elementary school level.

Superintendent Malone said that they were also looking to support teachers with an online package. There will be a structure where they discuss these issues at the elementary level. If there's a bullying issue, they can plug in the grade level and the online program provides a package of activities teachers can use for that group of kids during the morning meeting time. Principal Raposo said that one of the social-emotional issues is that they are not sure how to assess it. This organization is using this program in several school systems and teachers, students, and parents are completing surveys. That data gets triangulated and will assess kids in self-management, self-awareness, and social awareness. They can also survey the parents and staff to see how well they are meeting the social-emotional learning needs of the students. Superintendent Malone said that the focus is no longer on math and English; it's now on STEM and SEL. They are being held accountable to the social emotional needs of students.

Dr. Costar said that they are trying to teach children skills that, back in the day, they learned at home. He feels that it is important to talk to parents because not all parents who aren't teaching these skills fail to do so because they're dysfunctional; it's because many of them don't have the understanding of how to go about it. When a counselor and parent work together, there is progress in the student. Principal Raposo said that that is why they piloted the nurturing program. He sat in on a session last week and they were asking parents to write down all the things that their kid does that drives them crazy. They are teaching parents how to get kids to do what they want them to do by giving them different tools to work with.

5. **Discussion:** Update on Changes to Accountability for 2017

Superintendent Malone explained that there were changes made to the state's accountability system. They're not sure yet what is going to happen with Watson's Level 4 status. The state has not made a determination yet on what they're going to do. The document explains that the Commonwealth of Massachusetts 603 2.00 which governs how school districts are held accountable. There's been an amendment made for this year - and this year alone - that the DESE reserves the right to refrain from placing schools in 1-3 because of the switch in the assessment from one year to the next. This will allow the schools to have a baseline indicator for this year. They will be held harmless this year. They had several hearings and voted to amend the regulation in April. Schools that have a participation rate below 90% will be placed in Level 3. Ms. Silva stated that the Fall River Schools have always been at 97% or 98% but the target was 95%. Superintendent Malone said that they're already above. They've had good participation. Schools serving a combination of 3-8 or 9-12 that have persistently low graduation rates will also be placed in Level 3. That's a graduation rate of less than 67%. They are higher than that right now. Ms. Silva stated that, if they are a 9-12 high school, they will not be impacted by the new laws. This only applies to grades 3-8. Superintendent Malone said that the most important part of this whole discussion was what happens with Watson. They don't know yet. The schools that meet their graduation rates and participation rates will not receive an accountability level. Superintendent Malone said that states are now using PPI. The document also points out how a school is assigned a level.

MOTION: Mr. Coogan-Dr. Costar: To adjourn.

No discussion

All were in favor

None were opposed

Motion passed (5:49 p.m.)

Respectfully submitted,



Administrative Assistant

Documents Referred to:

- District of Fall River Science CPI Targets
- Fall River District Results Grade 5 2014-2016 Science
- Fall River District Results Grade 5 2011-2016 Science
- Fall River District Results Grade 8 2014-2016 Science
- Fall River District Results Grade 8 2011-2016 Science
- Fall River Grade 10 2014-2015 Science Exams
- "What Kids Say About Diversity" booklet
- Letter from Michele Sharpe re: sexual education curriculum
- Changes to 2017 Accountability Reporting PowerPoint slides

ADA Coordinator: Gary P. Howayeck, Esq. - 508.324.2650

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 the School Committee Services