

INSTRUCTIONAL/SPED SUBCOMMITTEE MEETING

**Thursday, May 8, 2014
5:00 PM**

**School Administration Building
417 Rock Street
Fall River, MA 02720**

AGENDA

Discussion:

1. Status of Durfee Career Pathways as Perkins Approved Career Technical Programs
2. Discussion of High School RPS One-Year Follow-Up Study of the Class of 2012
3. Status of the Middle School RPS move to Rock Street
4. Gateway to College
5. RPS Program of Studies
6. Project Lead The Way Course Addendum
7. Draft of Subcommittee Duties
8. Benchmark Information

MINUTES

At 5:04 PM Mr. Martins, Chair of the subcommittee, read the open meeting law.

Mr. Martins then called to order the meeting of the Instructional/SPED Subcommittee for Thursday, May 8, 2014. A roll call for attendance showed Mr. Andrade, Mr. Martins and Mrs. Panchley were present.

Also present were Superintendent Mayo-Brown, Dr. Fran Roy, Principal Paul Marshall, Principal Jessica Vinacco, Dean Sarah Morrell, and Mr. Eric Baumann.

Mr. Martins noted that the status of Durfee Career Pathways as Perkins approved career technical programs was the first item on the agenda.

Superintendent Mayo-Brown asked with Mr. Martins' permission to move to the fourth agenda item because Bristol Community College representatives were present.

Mr. Martins agreed.

1. Gateway to College

Superintendent Mayo-Brown explained that they wanted to take this opportunity to provide the Committee with the status, progress, and achievements of the BCC Gateway to College program. There has been a financial commitment and partnership with Bristol Community College for this program which provides the opportunity for students to earn high school credits while also earning college

credits on the Bristol Community College campus. She added that it is been a terrific program and that they wanted to have a check in as to where they are now and talk about different elements of the program.

Dr. Roy explained that they looked at the numbers in detail so that they could make more informed decisions. The BCC representatives had two documents to share with those numbers to help them understand who the students are, what they are doing, and what the course sequence looks like for the students. She asked BCC representatives to pass out that information and explain it.

Dean Sarah Morell said that she oversees a number of programs at the college including Gateway to College but Mr. Baumann is the hands-on operation director and can explain it better for them.

Mr. Baumann thanked the administration for inviting them and said that he was excited to share some information about the program. They are entering the end of their semester and they will have a clear picture once the data is complete. He explained that Gateway to College (GTC) is a dual enrollment program for at-risk students who have dropped out of high school or those who are at risk of dropping out. They take students in by cohorts, create learning communities for them and are supported by resource specialists. They have a lower student ratio and wrap around supports are provided to make sure the students are successful. All courses taken count toward their graduation requirement and depending on how many semesters they complete in the program, they can earn between 30-36 credits towards an Associate's Degree or certificate at BCC. They have been in operation for five semesters starting in the spring of 2012.

Mr. Baumann said that the first document gives an overall profile of their successes and setbacks in the program as well as the overall number of students. He noted they have served 128 students and 89 have completed their first semester. They have had 24 GTC graduates and 20 who dropped out after participating in GTC. Their overall retention rate is 61% and is calculated by the number of students who are enrolled and graduated in GTC minus the students who have transferred out of district while enrolled in the program. He noted that they are speaking about a population that is very high risk and could potentially be identified as having 0% of success so they are proud to have achieved 61%.

He continued by explaining the course sequence for GTC students. He noted that when they take a student into the program, they work closely with the guidance counselors at Durfee and RPS to understand where the student is, what type of credits the student will need to graduate, and then they create an academic plan. The student sees the pathway toward graduation and beyond. Course selection can vary by need. He noted as described on the handout, if a student is with them for two years, they can be more than half way done with an Associate's Degree at BCC and earn upwards of 18.2 high school credits.

Mrs. Panchley asked for clarification of how they earn credits and where they are attending.

Mr. Baumann explained that they are dually enrolled. They are on the rolls of either Durfee or RPS but they take all of their course work at BCC. There are some cases where they work in concert with Durfee staff and summer school staff if a student is one credit short or didn't find success and needed to catch up. There is close collaboration.

Mr. Andrade asked if they take students who have left school and what percentage.

Mr. Baumann said they do and that 34 of the 128 students that they served were not currently enrolled. He said it is at about 27%. They would like to see more but is difficult with the transient nature of at-risk students and making sure that they are serving Fall River students as a priority.

Mr. Martins said that left 94 students who were in danger of failing.

Mr. Baumann explained that the vast majority were identified by guidance staff at RPS and Durfee as being at-risk and a potential fit for GTC.

Mr. Martins said back when this first started it was supposed to be a program for dropouts to bring them back in. It was also supposed to be a self-sustaining program meaning that the students would come back into the school system and be FRPS students under Chapter 70 funding and that funding would then pay BCC for their service. He questioned if that is happening.

Mr. Baumann said it was and that the students who were re-enrolled, as long as they make the fall reporting data, will receive Chapter 70 funding for the following academic year.

Mr. Martins said he understands that but has no idea what the cost of the program is in total and asked for that to be provided.

Mr. Baumann said they take 75% of the Chapter 70 funding and break that into two semesters. He calculated that 75% of the \$9,000 is about \$6,000 and that \$3,000 and change are billed per semester, per student.

Mr. Martins said that the reimbursement for that type of student is about \$7,000.

Superintendent Mayo-Brown said no and that it was listed on the bottom of one of the handouts.

Mr. Martins asked if what was listed was the actual Chapter 70 money.

Mr. Baumann said that is what is listed in the MOU and was determined in consultation with Mr. Saunders. It was the Chapter 70 funding identified for the per pupil allocation.

Dean Morrell said BCC is sent 75% of that figure and Fall River retains the remainder.

Mr. Martins thought that the (\$9,095.51) figure was high. He said it was probably the total cost of a regular education student but it is not Chapter 70 funding money. He felt it was total (Chapter 70 + local cost).

Superintendent Mayo-Brown said it is the per pupil expenditure and BCC gets 75% of that.

Mrs. Panchley said it would be about what they are getting from Chapter 70.

Superintendent Mayo-Brown said it is a little less.

Mr. Martins stated that they are operating with 34 students at a rate of 75% and asked if that was correct.

Mr. Baumann said no, currently there are 52 students enrolled and explained that for spring 2014 they brought in 29 new students. In addition, there were students from previous semesters that were still enrolled in the program.

Mr. Martins asked if it was covering the entire cost of the program.

Mr. Baumann said yes; tuition, fees, textbooks, campus and GTC supports.

Mr. Martins said it is a good program and he supports it but wants to make sure that the concept is what was originally considered and remains going forward.

Mr. Andrade asked if they knew what the retention rate for students at BCC is overall. He asked because Dr. Sbrega had mentioned at a previous meeting that the completion rate for students in dual-enrollment at Durfee was actually higher than the students just enrolled at BCC. He thought it would be interesting to see how the GTC students compare to the other students at BCC.

Mr. Baumann said he does not want to give a wrong number and would be happy to email him that figure.

Dean Morrell said she did not want to misquote as well and will look at the number but added that the dual enrollment students do very well. She added that the GTC who persist do very well as well.

Mrs. Panchley asked how they recruit students who have already dropped out.

Mr. Baumann said that they work in collaboration with the high school guidance staff, community outreach, as well as going out to the streets to find the students who have left.

Superintendent Mayo-Brown said that one of the things they wanted to do to enhance the program is to have a reengagement counselor. They want a student who drops out to be able to go to the reengagement counselor for an intake to see where they are academically and in their lives and make a determination/recommendation as to a best fit.

Superintendent Mayo-Brown said the second thing she wanted to bring up is that Wachusett Community College also has a GTC program and it is its own school. The School Committee has the option to say that the GTC is its own high school and carries its own school code as well as the data with that code. Rather than having the graduation or dropout rates attached to Durfee or RPS, they will be attached to the district but it would allow the School Committee to monitor it as a stand-alone school rather than trying to disaggregate the data through Durfee or RPS. She noted that it can be done easily through the Department of Education and is an option they wanted to point out to the Committee.

Mr. Andrade asked if the students were full time at BCC.

Superintendent Mayo-Brown said yes.

Mr. Martins asked if BCC was receptive to this.

Mr. Baumann said he is but cannot speak for President Sbrega.

Dean Morrell said she thought the college would be receptive if it were meeting with the approval of the Committee.

Mr. Martins asked where the students would go under that proposal.

Superintendent Mayo-Brown explained that they are FRPS students but they would be going to school on the BCC campus.

Mr. Martins said that would be an independent school on BCC campus.

Superintendent Mayo-Brown said it would be a program.

Mr. Martins wondered if Dr. Sbrega and the board would see it that way.

Dean Morrell said it is a move toward greater independence but still a FRPS student and ultimately that is what really counts. She believed the school would see it that way as well.

Mr. Martins said there is always a question of why “we” cannot make it work if you are making it work and may be something to look at.

Mr. Baumann thought that some students may just need a different environment.

Mr. Martins agreed.

Principal Marshall said he has appreciated the relationship they have with BCC and this program. He wanted to note that they also looked at students who were not Durfee or RPS students who came from other communities. He noted that of the 127 students, 26 of them had never attended Durfee or RPS.

Superintendent Mayo-Brown stated to clarify, there are 26 students who were not enrolled in RPS or Durfee but ended up in Fall River as residents and are attending GTC. If they drop out from GTC, the drop-out is counted against Durfee.

Principal Marshall said that was correct.

Superintendent Mayo-Brown said that is another rationale for considering having GTC as a stand-alone school. It would still count against the district’s rate but it should not count against Durfee’s which is what is happening now.

Mr. Martins asked how they were enrolled.

Mr. Baumann explained that to be accepted into GTC, there is a significant application process and the first thing a student needs to do is attend an information session, then they receive an application that requires them to fill out academic paperwork and actually go to a previous school and get their academic transcripts, and then go to Durfee High School to enroll in the program. He added that there is an interview, essays, and a mandatory orientation as well. All students are directed to the FRPS to enroll at the registrar’s office.

Mr. Martin’s asked who makes the determination that those students would be best served at GTC.

Principal Marshall said they could come from anywhere and they have had some who have come from out of state who are over age and under credited, others have heard about GTC through the community and they are directed to go to Durfee. He added that they do not have a relationship with those students and do the best screening they can. He said when the Superintendent talks about a re-engagement counselor, there are a number of options in the community (i.e. GED, Youth Build, credit recovery) and they try to target students to see where they will have the most success. He noted that there are some who go to Gateway and don't do well and they re-engage them at Durfee or RPS and they are successful.

Mr. Martins said he didn't understand the students who come in from another state.

Principal Marshall explained that the students come to them because they have heard of GTC and say that traditional high school doesn't work for them and that is the way they want to go so they do the best assessment of them that they can. He added that it was considered with BCC that those students have a trial period. He said their MOU is expiring and they need to do a new one and need to make these adjustments.

Mr. Martins said he does not have issue with GTC and understands the Fall River students who were in the system and heading towards dropping out going there but is concerned with the other students coming in and how they got there.

Superintendent Mayo-Brown said it seems they are hearing about GTC and going to them - BCC first - and are being told that they need a student ID and to be a part of the system.

Principal Marshall said that the students did not show up to them first and if GTC did not exist, they would probably not be on anyone's radar and would not be considering going to Durfee or RPS. However, the opportunity is out there in the community that this is another option of getting your high school diploma while earning college credit and it is very inviting. He added that those types of students have not been successful with this effort and agree with Mr. Martins.

Mr. Martins' last question was regarding the funding data.

Mr. Baumann said they had not been billed yet for spring 2014. They bill in October for those students.

Superintendent Mayo-Brown added that for a vast majority of those enrolled, it is not a recovery of Chapter 70, it is a maintenance of Chapter 70.

Mrs. Panchley asked what needed to be done if they want to look further into GTC being made its own school.

Superintendent Mayo-Brown said it would just be a vote of the Committee.

Mrs. Panchley asked if they were at that point where they would want to make a motion to bring it to the full Committee or if they wanted to revisit it.

Mr. Martins did not feel it was that simple and thought they would first need to find out if BCC was on board with it. He would like to have more discussion before doing so.

Mrs. Panchley asked if there was a time frame.

Superintendent Mayo-Brown said the decision should be made for September so that the school could be coded for the October 1st SIMS data collection.

Mrs. Panchley suggested they put it on an agenda over the summer.

Mr. Martins said that was fine and in the meantime he would like there to be discussion with BCC to find out if this is something they are in agreement with. He also thought there would be collective bargaining issues.

Superintendent Mayo-Brown did not believe the set-up would be any different than it is now and would just be a matter of where the students get attached to.

Mr. Martins thought it would need to be discussed further.

Dean Morrell asked if they would like them to bring it back in theory to the campus leaders and union leaders.

Mr. Martins said absolutely.

Dean Morrell said they would be happy to initiate that on their end.

Superintendent Mayo-Brown asked if they could also check-in with Wachusett Community College who also has the program.

Dean Morrell said they would and it will be helpful because there is precedent and it is the same union. She added that she knows the MOU is a pending matter but they are happy to help with that as well.

There was no further discussion on the topic.

2. Status of Durfee Career Pathways as Perkins Approved Career Technical Programs

Principal Marshall handed out a packet that was prepared by CTE Director, Michelle Sylvaria, who could not be in attendance. They have had extensive conversations and he was comfortable presenting.

Principal Marshall explained that the first page listed the determinations of the program and briefly discussed them. He also discussed funding streams and his understanding is that the difference between a comprehensive school and a vocational school is that a comprehensive school is a school like Durfee that has a number of Chapter 74 and Perkins programs and the funding that they get comes from Chapter 70 money and the city's contribution to that. He noted that is a K-12 program and the money is to run the whole school. There are different rates of return based on what the student is denoted as. Chapter 74 students are reimbursed at a higher level with the intent to pay for the CVTE equipment, supplies, ratios, etc. He said he is not saying that does not happen but the difference between a comprehensive school in a K-12 district and a vocational school is that it is a "flow through". He explained how it is billed, reimbursed, and dispersed and suggested very strongly that the available money to run the programs is a lot higher at a vocational school than at a

comprehensive school. He cautioned them that when they discuss reimbursement, unless there is a defined mechanism that is going to say that money is going to go directly to support those programs and it is not going to hurt any other programs, they could run into problems.

Principal Marshall then went over the analysis of the three programs that was included in the packet.

Mr. Martins did not agree with PLTW requirements, namely the ceiling height and thought they could have it in a standard classroom.

Principal Marshall responded that for engineering, they went onto the DESE website for the requirements for the Chapter 74 program. They also contacted the vocational department to verify the numbers.

Mr. Martins said that Chapter 74 programs are occupation specific and what they have indicated in the columns is accurate except for the height of the ceilings and the shop area floor space is determined by the student enrollment and size of the equipment.

Mr. Martins questioned the Perkins CVTE programs listed on page 1 and asked if that was the two period per day program.

Principal Marshall said no and that it was outlined in the description. Engineering is one period. Construction Craft Laborer goes from one to two to three over the years. TV and Broadcasting is one, one, and one.

Mr. Martins asked if it was the same as Culinary Arts and Cosmetology.

Principal Marshall said that those are Chapter 74 programs and have a higher number of periods.

Mr. Martins said Chapter 74 could be either 50% of a student's time in a shop type setting which is how Diman operates or 40% of a student's time in a shop setting like the programs run at Durfee.

Principal Marshall said the three programs they were presenting were the ones that Mr. Martins had asked for – Engineering, Construction Craft Laborer, and TV and Broadcasting.

Mr. Martins said there are many. He asked them to go to FRED-TV and asked how many periods a day that program was going to be.

Principal Marshall said he did not understand the question and could tell them how many periods they currently run. They are just showing what it would look like if it were a Chapter 74 program. If he is asking him what it is going to be in September, it is going to be a CVTE program.

Mr. Martins asked how many periods that would be.

Principal Marshall said one period per day.

Mr. Martins said for it to be a CVTE approved program, it needs to have two periods per day in an allied program. He read "a sequence of courses that includes at least two technical courses in the same occupational fields and academic courses. A technical course that provides individual technical occupational knowledge and skills." He said that FRED-TV is one period a day and asked if there was

another course currently at Durfee that is running that is directly related to the radio, TV and broadcasting. He said they are in a financial bind and there seems to be obstacle after obstacle to not have the programs Perkins approved.

There was some discussion and disagreement about courses that were in the course catalog.

Mr. Martins went on to name courses that are directly related to FRED-TV that can be utilized as the second course as well as other programs at Durfee that could be used and that the difference between reimbursement between a regular program and a Perkins CVTE program is in the vicinity of \$3,500.

Principal Marshall said he disagreed because he thought it was misleading. They currently have CVTE programs (the three discussed) that are considered Perkins CVTE programs. It gets confusing because what they were asked to do at today's meeting was to show the difference between the Perkins CVTE programs – the three they currently have - and what it would look like to convert it to a Chapter 74 CVTE program.

Superintendent Mayo-Brown pulled up the Program of Studies, and clarified some of the courses that were in question.

Mr. Martins said he would like to table this discussion to the next meeting so that he can be more explicit and use findings that he had taken out of the course catalog. He also said he would like to have the contact person from DESE come to explain the implementation of the programs.

Superintendent Mayo-Brown asked if Mr. Martins could clarify a Chapter 74 program for her.

Mr. Martins explained that in a Chapter 74 program it is 40% of the student's time (3 periods). In the sophomore year, there is one; junior year is two, and senior year is three. In Perkins, it is 2 periods each year. He used Fred-TV as an example noting it would be FRED-TV plus one related class which they already have.

Superintendent Mayo-Brown said it seems to her that they are okay in the Perkins area in that they are doing that and can expand that without any limitations.

Mr. Martins said he is not concerned with Perkins.

Superintendent Mayo-Brown asked if he was concerned about the Chapter 74.

Mr. Martins said he is concerned about the CVTE – the two periods per day program.

Superintendent Mayo-Brown said that is Perkins.

Mr. Martins said they are both Perkins.

Superintendent Mayo-Brown said looking at the columns, there is a Perkins CVTE program and then there is a Chapter 74. She asked if he would like to see an increase in the number of Chapter 74 programs at Durfee.

Mr. Martins said no, he wants to see an increase in the number of CVTE programs.

Superintendent Mayo-Brown understood.

Principal Marshall said he was confused and said that the Radio and TV Broadcasting, Construction Craft Laborer, and Engineering and are currently collected and reported Perkins CVTE programs.

Mr. Martins asked if they were doing that at a rate of one period per day.

Principal Marshall said they have been able to report to the Department of Education consistently on these programs. They understand based on their conversations with DESE and their reporting, that they are in a good place. They are going to have a coordinated review in the fall.

Mr. Martins asked if they were being reimbursed for those programs at the vocational rate.

Principal Marshall said no, that would be at the Chapter 74 program. He explained that the distinction is clear from DESE that they can report on two types of programs. The Perkins CVTE program, they report and do not get reimbursed at the higher rate but get the ability to have money come in from the Perkins grant which is a very small chunk of money. He note that the last column to the right on his handout would be if they were a Chapter 74 CVTE program with the regulations listed and based on their understanding of conversations they have had. They are not currently Chapter 74 programs but were trying to show what the impact would be if they were converting those.

Superintendent Mayo-Brown said that Mr. Martins was not suggesting that they do more Chapter 74.

Mr. Martins said he is not suggesting and never has suggested to have additional programs such as Early Childhood.

Superintendent Mayo-Brown said the only way they think they can get a higher reimbursement rate is to have Chapter 74 programs. They do not get a higher foundation rate for Perkins CVTE.

Mr. Martins said that was the premise of his argument; because of the fact that they are not two periods per day of aligned curriculum.

Superintendent Mayo-Brown said they are which is how they are being submitted to DESE.

Principal Marshall said that is correct. He asked Mr. Martins if he is saying there are two ways of doing it; one is the 40%/50% and the other is a two-period program.

Mr. Martins said they are not Diman who has a 50% vocational academic switch which is four periods per day on a two week cycle. Durfee is on a 40% arrangement for Chapter 74 vocational programs. There is another program area called CVTE, still under Perkins, that is two-periods per day which he just read to them.

Principal Marshall said he thought he understood and asked Mr. Martins if he was telling them if it was two periods (related courses), they would get the equivalent of the Chapter 74 reimbursement.

Mr. Martins said yes.

Superintendent Mayo-Brown said they will follow up on that.

Mr. Marshall said if that is accurate then Mr. Martins is correct, it would make no sense for them to not do this to go for the reimbursement. He added that they have been consistently told by the State that in order to get the equivalent of what Chapter 74 reimbursement is, they have to do what is listed in the right hand column.

Mr. Andrade asked if it is the same reimbursement that a Chapter 74 program would get or less.

Mr. Martins said it is the same reimbursement.

Superintendent Mayo-Brown asked what regulations Mr. Martins was looking at.

Mr. Martins said it is Massachusetts Perkins for Career and Technical Education Program checklist.

Superintendent Mayo-Brown asked where it states they would get the higher reimbursement rate.

Mr. Martins said it is not in the document he mentioned.

Superintendent Mayo-Brown said that is the document she is looking for so that when she communicates with DESE, she can cite it.

Mr. Martins directed her to where she might find it on DESE's website. He explained that it will say that CVTE is now considered as part of Chapter 74 Perkins programs. There is a vocational reimbursement or an academic reimbursement. They go through Chapter 70 and get reimbursed at the same rate as Diman but they are on a 50%, Durfee is on a 40%, and this particular program is 20% (2 periods a day).

Superintendent Mayo-Brown said they will investigate it.

Mr. Martins said he would love to have someone come down from the Department of Education and that they could put off this item until the next meeting.

There was further discussion about when they could implement this if Mr. Martins' information was correct and what goes into the process.

Superintendent Mayo-Brown asked if they could move into the Project Lead the Way agenda item next and Mr. Martins agreed.

3. Project Lead The Way Course Addendum

Dr. Roy explained that in order to continue with the third course in the pathway, they are going to offer Digital Electronics that is not in the Program of Studies currently and they would like to add it. She handed out an information sheet on PLTW.

Mr. Martins asked if they were recommending that they vote to send it to the full Committee.

Dr. Roy said that was correct, for inclusion in the Durfee Program of Studies as an addendum.

MOTION: Mr. Andrade – Mrs. Panchley: To recommend to the full School Committee for approval.

All were in favor

None opposed

Motion Passed

4. Discussion of High School RPS One-Year Follow-Up Study of the Class of 2012

Mr. Martins said he looked at their Program of Studies and one-year follow up study and noted they graduated 65 students and had 31 follow-ups that responded. He asked where Principal Vinacco thought the students who did not respond were.

Principal Vinacco said she did not know; they could still be in the city or college, etc. but they did not have a viable way to communicate with them because of changes in contact information.

Mr. Martins felt that if the student was in college or working, they would be proud of that fact and want to report it. He felt the non-response is an indication of the student not doing something productive. He thought it was a high number of non-responding students and questioned if the curriculum were to change or different programs implemented, students may be enticed to stay on to be able to go onto post-secondary education or enter the workforce. He asked if the Program of Studies could be changed to provide similar programs where the student would have more interest and would want to remain in school. He asked if that is something she envisioned for the future.

Principal Vinacco said those students very well may be in college or the work force but it is hard to capture that because the communication was not made.

Mr. Andrade noted that it is a more transient population and Principal Vinacco agreed.

Principal Vinacco said she understands Mr. Martins' concerns and they are always looking to expand their programs to create more opportunities for their students. They believe that building relationships with them is making a difference. They would like to see that with their community partners such as BCC as well so that students feel confident that when they leave RPS, they can walk onto a college campus.

Mr. Martins said the one thing they do not have in the follow-up study is their entering students and he believes that is because it is fluid. He wondered how their drop-out rate was calculated. He added that he would like to see if there are programs or avenues for RPS to help improve the dropout rate.

Mr. Andrade said he understood what Mr. Martins was saying and thought a course of study that is heavy on the academics can turn off a marginal student.

Mrs. Panchley said she did not believe they should do it with the current Program of Studies but did not disagree that they may want to look at changes that can be made over the next year.

Superintendent Mayo-Brown noted that there needs to be a huge wrap-around zone at the school to support the students' social/emotional needs as well as their academic needs which is a more costly model and feels that what Principal Vinacco is hearing is an opportunity to come forward with some innovative ideas and request resources to help improve the attendance and dropout rates.

Mr. Martins said he supported that, however, much of the wrap-around to make that work successfully requires quite a bit of funding. He felt that students can better cope with the problems

they are having at home if their experience at school is a positive one. He noted that over the years the RPS Program of Studies has grown and is questioning if they are now approaching more of the same that students could not handle Durfee. He thanked Principal Vinacco for her efforts and thinks they can look at it further to have courses that would be more interesting to the students at RPS to help them become more productive citizens upon graduation.

Principal Vinacco said the Career Academies grant has a lot of promise in it and she and Mr. Marshall have been working closely together and hope to see some positive change come about from that work. They are also looking into options where they can create a viable business at the school to help entice students to come to school and then work after which helps attendance rates. She also noted child care as being another issue.

Superintendent Mayo-Brown said that one of the things Principal Vinacco had discussed with her was having an early childhood center daycare onsite at RPS to help support the young parents that attend the school.

Principal Vinacco added that it would also build in the opportunity to help them get a certificate in child care.

Mr. Martins said that he feels if they have choices of programs, similar to what they just explained, students would be more engaged.

Principal Vinacco also noted that some of the courses listed do reflect that thinking such as culinary in which a professor from BCC came in and taught the students a Serve Safe course for certification in sanitation and is a dual enrollment course. She is hoping to do more like that in the future.

There was some discussion regarding the need for a motion to refer the Resiliency Preparatory School's Program of Studies to the full Committee.

MOTION: Mr. Andrade – Mrs. Panchley: To refer the Program of Studies to the full Committee.

All were in favor

None opposed

Motion Passed

5. Status of the Middle School RPS move to Rock Street

Superintendent Mayo-Brown updated the Committee that they have leased Cherry & Webb building until June 30th. The plans are underway at 290 Rock Street and the Resiliency Middle School (RMS) will move to that address over the summer and will open in September. Mr. Coogan has been working with the facilities staff to create a separate entrance to be sure that RMS enters into the building separately. She noted that within the building, the only way the two floors will come in to contact with each other is through the internal staircase to access the cafeteria and gym and will be controlled by staff. They will not be able to access each other's floors using the external staircases.

6. Draft of Subcommittee Duties

Mr. Martins noted that Mrs. Panchley did an excellent job with the Instructional Subcommittee's draft of duties and thanked her.

Mrs. Panchley said she was open to edits.

Mr. Martins did not feel any changes needed to be made.

Mr. Andrade said he felt it was very thorough and well done but suggested a strike out of the language under *Types of tasks the subcommittee works on* referencing “when they constitute extensive alterations in instructional content and approach.” He thought any changes that were being made should go to the subcommittee.

Mrs. Panchley felt differently and thought they would have to meet very often if they had to go before them every time a change had to be made and thought the bigger changes, such as changes in reading or math programs, should go through the subcommittee. She explained her reasoning for using that language but was open to what the rest of the subcommittee wanted.

Mr. Martins said he did not know what the definition of extensive meant but explained situations in which he would want items to come before the Committee. He did not feel the language needed to be changed.

Mr. Andrade said he also had a question regarding the student reporting system under the same paragraph and asked what that was referencing.

Mrs. Panchley used an example of when the system went from “A’s and B’s” to “3’s to 4’s” and felt that was something that would come before the subcommittee.

Mr. Andrade agreed and said he would correct some typos and present it to the full Committee in June.

7. Benchmark Information

Dr. Roy said they would like to bring to this subcommittee regular updates on their benchmark data which is used as an indicator as to how well students are going to perform on MCAS. They have data coming in at all times of the year and when a big chunk comes in they compile it although the schools are using it constantly, sometimes daily. She handed out the most recent data and explained what they contained and what they look for in the data.

Mr. Andrade asked what they used to get the information.

Dr. Roy said that Test Wiz is their assessment system and that the coaches and curriculum committees have created their own benchmarks based on their units of study. Each test has a Scantron and an open response item which the teachers grade and then goes to the Assessment Center where it is scanned and put on the web for their access.

Mr. Martins asked what the figures on page 2 represent.

Dr. Roy said it is the multiple choice average of percent correct. She explained that it was a decimals benchmark for Grade 5. She then went over the rest of the data on that page noting that anything in yellow is an improvement.

There was no further business or discussion.

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

All were in favor

None opposed

Meeting adjourned at 7:15 PM

Respectfully submitted,



Interim Administrative Assistant for
School Committee Services

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