

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

**PRESENT:** MAYOR MITCHELL, DR. FINNERTY, MR. AMARAL, MR. COTTER, MR. LIVRAMENTO,  
MR. OLIVEIRA

**ABSENT:** MR. NOBREGA

**IN ATTENDANCE:** DR. DURKIN, DR. DEFALCO, MS. EMSLEY, MS. BETTENCOURT, MR. O'LEARY,  
MS. WALMSLEY, MR. MOTTA, MR. TETREAULT, MS. DUNAWAY (Recording Secretary)

The School Committee Student Representative, Amanda Braga, was in attendance

Approval of Minutes:

The Committee voted, on a motion by Mr. Livramento and seconded by Dr. Finnerty, to accept the following School Committee meeting minutes as follows: (Supporting documents labeled "3")

- Regular Meeting: October 16, 2017

Superintendent's Report (Dr. Durkin):

(Supporting documents labeled "4") Attached – Superintendent End of Year Review 2016-17

Dr. Durkin presented the Superintendent End of Year Review 2016-17. In addition to the slide presentation, Dr. Durkin noted the following:

- In June of 2017, the district had 880 students that were considered homeless under the McKinney-Vento Act. As of this date, there are over 1000. Also, 92 students have entered from Puerto Rico including 13 on this day.
- Testing results (elementary and middle school) cannot be compared to previous years as MCAS 2.0 is a completely new test.
- The new science program has been implemented. There is a lot to do to make up the gap for students and teachers.
- Advanced Placement participation by-passed our goal. The Dual Enrollment program gave students an edge. This is a testament to the high school moving ahead.
- In regard to school climate, office referrals include tardiness and students being unprepared for class. Administrators are looking at and monitoring behaviors.
- Better participation in meal programs and after-the-bell breakfast program prevent students from being ill and tardy and contribute to students working better in their studies.
- The Principal Survey was led by three principals that sit on the Central Office leadership team. The survey was confidential and completed on-line.
- It was noted that the retention data for staff is two years old. Looking ahead, 26% of our staff will be approaching retirement age during the next ten years.

## Superintendent End of Year Review 2016-2017

**SCHOOL COMMITTEE MEETING  
NOVEMBER 13, 2017**

### Major Accomplishments

- Release of the district from DESE monitoring
- Movement of three (3) schools out of the lowest percentile rank
- Addition of four (4) schools to the highest percentile rank
- Full NEASC Accreditation for New Bedford High School
- Increase of Advanced Placement qualifying scores from 22% to 36%
- Launch and “lift-off” of middle school redesign plans contributed by staff without outside intervention

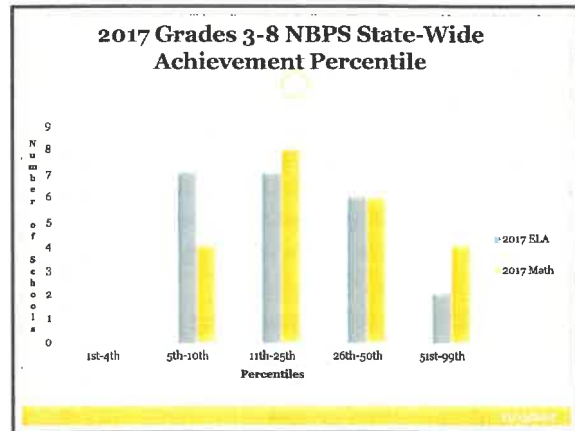
## Framing the Evaluation Process

**Keep the needs of students front and center**

**How are you making students learn more and become successful in school?**

## Student Learning Goal

The district's goal is for all schools to achieve a 40% reduction in number of students not proficient or advanced in literacy and math. Schools will also stretch toward moving 10% more students to the advanced level.



### Spring 2017 MCAS Results

| English Language Arts |                      |                        | Mathematics |                      |                        |
|-----------------------|----------------------|------------------------|-------------|----------------------|------------------------|
| Grade Level           | Meeting Expectations | Exceeding Expectations | Grade Level | Meeting Expectations | Exceeding Expectations |
| 3                     | 38%                  | 49%                    | 3           | 39%                  | 46%                    |
| 4                     | 34%                  | 51%                    | 4           | 36%                  | 48%                    |
| 5                     | 26%                  | 56%                    | 5           | 30%                  | 54%                    |
| 6                     | 23%                  | 55%                    | 6           | 25%                  | 52%                    |
| 7                     | 22%                  | 54%                    | 7           | 16%                  | 57%                    |
| 8                     | 24%                  | 55%                    | 8           | 19%                  | 59%                    |

### Overall Grades 3-8 Meeting/Exceeding Expectations

| Subject               | New Bedford Public Schools | 2011 Urban Districts (2011) |
|-----------------------|----------------------------|-----------------------------|
| English Language Arts | 28%                        | 34.4%                       |
| Mathematics           | 29%                        | 33.6%                       |
| Science               | 22%                        | Data Not Available          |

### Overall Grades 4-8 Student Growth Percentiles

| Grade Level | English Language Arts | Mathematics |
|-------------|-----------------------|-------------|
| 4           | 42                    | 43          |
| 5           | 41                    | 44          |
| 6           | 32                    | 34          |
| 7           | 31                    | 24          |
| 8           | 39                    | 31          |

### MCAS 2.0 Scaled Scores

| Performance Category           | Scaled Score Range | Scaled Score Performance Percentiles |                 |              |
|--------------------------------|--------------------|--------------------------------------|-----------------|--------------|
|                                |                    | State                                | Urban Districts | State        |
| Exceeding Expectations         | 530-560            | ELA 488.6                            | 491.1 (-2.5)    | 499 (-10.4)  |
| Meeting Expectations           | 500-530            |                                      |                 |              |
| Partially Meeting Expectations | 470-500            | Math 489.4                           | 490.6 (-1.2)    | 498.8 (-9.4) |
| Not Meeting Expectations       | 440-470            |                                      |                 |              |

### Top 10 Schools for Student Growth

| Grade 4 English Language Arts |                           | Grade 4 Mathematics |                           |
|-------------------------------|---------------------------|---------------------|---------------------------|
| School                        | Student Growth Percentile | School              | Student Growth Percentile |
| Taylor                        | 79.5                      | Hathaway            | 83                        |
| Hathaway                      | 65                        | Pacheco             | 62                        |
| Congdon                       | 53                        | Pulaski             | 58                        |
| Gomes                         | 51.5                      | Renaissance         | 56                        |
| Carney                        | 50                        | Brooks              | 54                        |
| Lincoln                       | 47                        | Carney              | 52                        |
| Winslow                       | 45                        | Congdon             | 51                        |
| Pulaski                       | 43.5                      | DeValles            | 48.5                      |
| Ashley                        | 43                        | Gomes               | 45                        |
| Brooks                        | 41                        | Taylor              | 43.5                      |

### Top 10 Schools for Student Growth

| Grade 5 English Language Arts |                           | Grade 5 Mathematics |                           |
|-------------------------------|---------------------------|---------------------|---------------------------|
| School                        | Student Growth Percentile | School              | Student Growth Percentile |
| Congdon                       | 69                        | Congdon             | 86                        |
| Swift                         | 61                        | Taylor              | 69                        |
| Gomes                         | 60                        | Rodman              | 59.5                      |
| Campbell                      | 55                        | Campbell            | 57                        |
| Brooks                        | 49.5                      | Brooks              | 53.5                      |
| Parker                        | 49                        | Swift               | 52.5                      |
| Pacheco                       | 44                        | Lincoln             | 48                        |
| Winslow                       | 43                        | Parker              | 46                        |
| DeValles                      | 42                        | Gomes               | 45                        |
| Rodman                        | 41.5                      | Ashley              | 44.5                      |

### ELA Grades K - 2

| DIBELS BOY-EOY 2016-2017 |          |          |          |
|--------------------------|----------|----------|----------|
|                          | BOY 2016 | EOY 2017 | % CHANGE |
| Grade K                  | 45%      | 81%      | +36%     |
| Grade 1                  | 81%      | 73%      | +12%     |
| Grade 2                  | 88%      | 73%      | +5%      |

### New Bedford High School

- Focused plan in regards to instructional supports to increase proficiency and advanced rates
- Continued work with reducing failing/warning rates in ELA, math and science
- Continued trajectory in demonstrating student growth



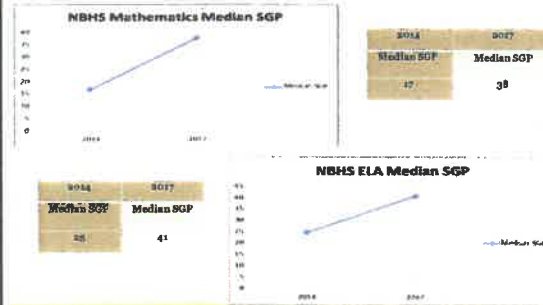
### New Bedford High School 2017 MCAS

| English Language Arts |      |      |            | Mathematics          |      |      |            |
|-----------------------|------|------|------------|----------------------|------|------|------------|
| Performance Category  | 2015 | 2016 | Difference | Performance Category | 2015 | 2016 | Difference |
| Advanced              | 16%  | 14%  | +2         | Advanced             | 19%  | 15%  | +4         |
| Proficient            | 47%  | 52%  | -5         | Proficient           | 26%  | 24%  | +2         |
| Needs Improvement     | 20%  | 21%  | -1         | Needs Improvement    | 26%  | 23%  | +3         |
| Warning               | 17%  | 13%  | +4         | Warning              | 29%  | 38%  | -9         |

| Science              |      |      |            |
|----------------------|------|------|------------|
| Performance Category | 2015 | 2016 | Difference |
| Advanced             | 7%   | 4%   | +3         |
| Proficient           | 27%  | 23%  | +4         |
| Needs Improvement    | 37%  | 42%  | -5         |
| Warning              | 29%  | 31%  | -2         |

### New Bedford High School 2017 MCAS Growth

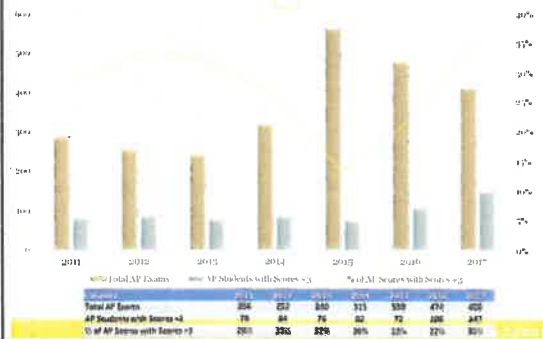


### Advanced Placement Work

- 408 exams AP exams completed
- Increase from 22% to 36% (+14%) of AP scores 3 or higher
- 38% increase in rate of qualifying scores (3 or higher – from 106 to 147 scores and exceeding goal of 20% increase)
- AP Capstone Senior Exam given for the first time (47 students)
  - 84% earned a qualifying score
  - 16% scored a 2 indicative of college persistence
  - No students scored a 1



### New Bedford High School AP – The Past 7 Years



### ACCESS Testing

19

- New ACCESS Testing 2016-17
- Domains of English Language Proficiency
  - Speaking
  - Listening
  - Reading
  - Writing
- Six Levels of English Language



### Levels of English Proficiency

20

| Level | Description  |
|-------|--|
| 1     | Entering: Knows and uses minimal social and minimal academic language with visual support            |
| 2     | Emerging: Knows and uses some social English and general academic language with visual support       |
| 3     | Developing: Knows and uses social English and some specific academic language with visual support    |
| 4     | Expanding: Knows and uses social English and some technical academic language                        |
| 5     | Bridging: Knows and uses social English and academic language working with grade level material      |
| 6     | Reaching: Student uses social and academic language at the highest level measured by the ACCESS test |

Exited ELs

### ACCESS Overview



- Total # of English Learners – 3,830
- Total # of ELs that exited – 529
- Total # of new ELs as of November 1, 2017 - 680

### English Learner Data

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- Over 3800 students have ELL needs (29% in NBPS)
- Newcomer students continue to arrive

|                    | 2016-17 Newcomers | SLIFE |
|--------------------|-------------------|-------|
| Elementary Schools | 588               | 7     |
| Middle Schools     | 130               | 16    |
| High School        | 279               | 100   |

- Services added
    - Newcomer Classes – Hayden McFadden, Jacobs, Roosevelt, NBHS
    - SLIFE- Hayden McFadden, Roosevelt, NBHS
- (Upcoming needs- 6 positions minimal for 2018-19)

### English Learner Snapshot



#### Gomes School 2016-17

- 384 students with EL needs (70%) in Gomes
- 116 were newcomers
  - 125 (33%) moved one (1) level
  - 62 (16%) moved two (2) levels



#### Gomes School 2017-18

- Those 116 students are no longer newcomers but need to make progress to levels 3 and 4 of language proficiency
- 200 newcomers will be in this year's 2017-18 ACCESS cohort.

### Professional Practice Goal




Continue the work for a positive and safe school climate in all schools through the PBIS and Wraparound models being implemented through a tiered system of supports for students, families, and supporting teachers and outside providers to create the necessary conditions for student learning

### School Climate

Data 8/17/16 – 6/30/17

| School                  | School Year | Total Office Referrals | % Change | Attendance | % Change |
|-------------------------|-------------|------------------------|----------|------------|----------|
| NB High School          | 15-16       | 11898                  |          | 85.60%     |          |
| NB High School          | 16-17       | 10158                  | -15%     | 86.40%     | 0.93%    |
| Keith Middle School     | 15-16       | 2094                   |          | 93.10%     |          |
| Keith Middle School     | 16-17       | 2005                   | -4%      | 93.80%     | 0.75%    |
| Normandin Middle School | 15-16       | 2566                   |          | 94.00%     |          |
| Normandin Middle School | 16-17       | 2167                   | -16%     | 93.60%     | -0.48%   |
| Roosevelt Middle School | 15-16       | 1860                   |          | 93.50%     |          |
| Roosevelt Middle School | 16-17       | 1712                   | -8%      | 92.00%     | -1.50%   |

- ### School Climate
- PBIS systems and expectation frameworks are in place and being implemented in 19 schools (which includes are 3 middle schools and 16 elementary schools)
  - Trauma Sensitive Schools working on action plans at 3 schools Congdon, DeValles, and Jacobs school.
    - 1<sup>st</sup> ever Trauma Sensitive graduate classes through Lesley University in establishing a New Bedford cohort being developed and established for Spring 2017 start date – capacity building.
  - Advisories launched at all 3 middle schools for relationship development, goal setting, and SEL skill building through advisory relationships.
  - Social Thinking and Zones of Regulation launched district-wide.
  - Mindfulness is formally being implemented by Occupational Therapist in several elementary schools, CBIP at RMS and Pulaski, Parker, Hayden McFadden, Rodman and Winslow.

- ### School Climate
- #### Review of Social Emotional Learning Framework: Programs, Practices & Positions (DMGroup)
- Review of student service and support effectiveness
  - Review of cost effectiveness
  - Input from staff, families, and other stakeholders about current model, needs and next steps
  - Analysis of “on the spot” crisis support vs. proactive counseling/support
  - Share findings and recommendations
- 

### Professional Practice Goal

Each Principal will develop a comprehensive data system that includes a review of instructional practices, student performance, planning as a result of reviewing student outcomes and interventions to increase achievement.

- ### Are We Making Progress? How Do We Know? School Based Data Cycle
- **Short Term Goal:**  
What is the SIP goal(s) you are targeting over the next 5-10 weeks -both academic and non-academic?
  - **Systems:**  
What systems are in place to help you build capacity in your staff in these areas? To carry out and monitor staff & student growth in these areas?
  - **Evidence of Change:**  
How will you know if your actions are producing the desired change in practice? What will the “early evidence” look like/sound like for both teachers and students?
  - **Leadership Shifts:**  
What changes do YOU as the leader have to make within your own practice in order to focus on the areas above? What are the implications on how you are leading/managing the work?
  - **Pulling it Together:**  
Your next steps?


### District Improvement Goal

By the end of the year, 100% of school-based administrators will show evidence of improving instruction through the use of effective coaching, supervisory recommendations, and review of student work.

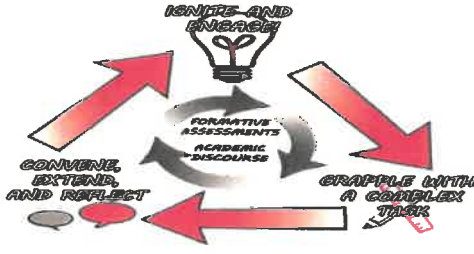
## Principal Leadership

Getting Deeper into Leading Learning – It is all Anchored Back to Student Learning

- Planning for Learning
- Building Relationships for Learning
- Setting a Climate and Culture for Learning



## The Learning Cycle




## District Improvement Goal

External partnerships will be formalized through a common set of goals and strategies to ensure high impact on improving achievement and services provided to the children and families of New Bedford.

## Aligning the Work Towards One Community Vision for Improvement

### Partners Summit

- January 26, 2017 (24 Organizations represented, more than 30+ attendees)
  - Goal of aligning goals and actions to best support students and families
  - Review of the District's Accelerated Improvement Plan
    - Where and how are the partners connected to the District's Accelerated Improvement Plan?
- August 23, 2017 2<sup>nd</sup> Partners Summit
  - Reviewed 17-18 AIP Goals and Initiatives
  - Reviewed and discussed partner alignment with the AIP
- Partner Alignment Forms Submitted September 23, 2017
  - Feedback
    - Ready to implement (11)
    - Clarifying conversation about the goals (10)
    - Meeting to reframe the goals/focus of the work (10)
  - Summer 2017
    - New summer programming models with partners at 13 community sites - 1600+ New Bedford students served
    - Looking at how to replicate this model during the school year



## Community Vision for Improvement Next Steps

- Quarterly partner check-ins to look at progress by focus area
- Twice annual All Partner Summit meetings



## District Improvement Goal

The FY18 Budget will be devised and proposed based on the needs of the schools and the district, and in accordance to agreed-upon timelines with input from the School Committee as to how the administration can best present the FY 18 Budget publicly to demonstrate the alignment between the needs of the school district and the allocation of city, state, and federal resources.

### Strong Fiscal Systems

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- District's FY18 budget developed through an open, participatory process
- Regular, timely, accurate, and complete financial reports made to the school committee
- Early forecasting of Chapter 70 Aid and local revenues is made each Fall
- Schools & Departments are trained & have real time, electronic access to MUNIS and internal financial reports
- Training schedule on procurement, account management and fiscal procedures

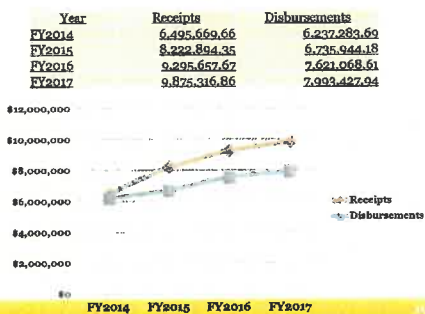
### Grants and Revenue

38

- Multi-year Capital Needs Assessment and planning in tandem with City CFO
- Multi-year grant forecasting to manage reductions in federal funds, Title 1 & IDEA
- Highly competitive awards for extended learning, ELT and 21<sup>st</sup> Century afterschool, at Gomes, Hayden McFadden, and Normandin, Hannigan
- Increase in Vocational Perkins Career-Tech funding for NBHS NAF academies with planned Ch 74 expansion
- New School-Based Medicaid Provider Agreement with Increased Cost Based Reimbursement

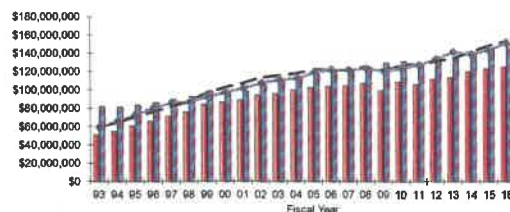
### After The Bell Breakfast, School Lunch, Community Supper Programs

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### City ACA & NSS

- Admin Cost agreement between the Schools and the City
- Review of Net School Spending charges from the City
- Closing the annual NSS gap as reported by DESE



### Active and on-going Maintenance of School Facilities

41

- FY 16 & FY17 Budgeting- New Bedford's largest preventative maintenance request in over a decade
- Ensure the long term operation of school facilities
- First NBPS facilities maintenance plan with full complement of maintenance staff and tradespeople
- Regular Statement of Interest (SOI) submission to MSBA for Accelerated Repair and New Construction



### District Improvement Goal

BY THE END OF THE YEAR, OVER 70% OF FAMILIES AND COMMUNITY MEMBERS WHO RESPOND TO A SURVEY WILL DEMONSTRATE A FAVORABLE RESPONSE CONCERNING THE OVERALL DIRECTION OF NEW BEDFORD PUBLIC SCHOOLS.





### Family and Community Participation

| Stakeholder | 2016  | 2017  |
|-------------|-------|-------|
| Students    | 5,859 | 6,458 |
| Staff       | 796   | 864   |
| Family      | 2,228 | 2,472 |
| Total       | 8,883 | 9,794 |

### Students (Grades 3-5 Findings)

| Question  | 2016 | 2017 |
|---|------|------|
| How much do your teachers want to learn about you when you are not in school?       | 52%  | 52%  |
| How well do people at your school understand you as a person?                       | 69%  | 69%  |
| If you had something on your mind, how carefully would your teachers listen to you? | 80%  | 81%  |

### Students (Grades 6-12 Findings)

| Question  | 2016 | 2017 |
|---|------|------|
| How interested are your teachers in what you do outside of class?                   | 25%  | 27%  |
| How well do people at your school understand you?                                   | 43%  | 42%  |
| If you had something on your mind, how carefully would your teachers listen to you? | 51%  | 52%  |

### Families and Caregivers

| Question   | 2016 | 2017 |
|--|------|------|
| Overall, how much do you think the New Bedford Public Schools are improving?                                 | 70%  | 78%  |
| Do you feel well informed about the turnaround effort for the New Bedford Public Schools?                    | 66%  | 75%  |
| How well do administrators at your child's school create a school environment that helps children learn?     | 81%  | 80%  |
| To what extent do you think that children enjoy going to your child's school?                                | 75%  | 75%  |
| How often do you feel that the school has a welcome environment?   | 78%  | 94%  |
| How satisfied were you with your visit to the Family Welcome Center and the service that you received there? |      | 99%  |

### Staff

| Question  | 2016   | 2017   |
|---|--|--|
| Overall, how much do you think the New Bedford Public Schools are improving?                          | 62% - Teaching staff<br>73% - non teaching staff | 69% - Teaching staff<br>82% - non teaching staff |
| How informed are you about the turnaround effort for the New Bedford Schools?                         | 80% - Teaching staff<br>85% - non teaching staff | 83% - Teaching staff<br>82% - non teaching staff |
| Based on your knowledge, how satisfied are you with the central office of New Bedford Public Schools? | 61% - Teaching staff<br>71% - non teaching staff | 66% - Teaching staff<br>78% - non teaching staff |

## Superintendent Evaluation 2016-2017

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**OTHER KEY AREAS OF IMPORTANCE:**

- PRINCIPAL SURVEY AND FEEDBACK
- HUMAN CAPITAL SERVICES

### Principal Survey

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Confidential survey to all Principals inquiring on performance of:

- Superintendent Support
- Professional Development
- All Major Departments within Central Office

### Survey Findings

50

The Superintendent's support of principals is a strength of the district. Principals agree that the Superintendent provides the support needed to be successful.

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 100                      |
| Strongly Agree    | 0                        |

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 80                       |
| Strongly Agree    | 20                       |

### Survey Findings

51

The Superintendent's support of principals is a strength of the district. Principals agree that the Superintendent provides the support needed to be successful.

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 60                       |
| Strongly Agree    | 40                       |

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 35                       |
| Strongly Agree    | 65                       |

### Survey Findings

52

The Superintendent's support of principals is a strength of the district. Principals agree that the Superintendent provides the support needed to be successful.

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 65                       |
| Strongly Agree    | 35                       |

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 35                       |
| Strongly Agree    | 65                       |

### Survey Findings

53

The Superintendent's support of principals is a strength of the district. Principals agree that the Superintendent provides the support needed to be successful.

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 35                       |
| Strongly Agree    | 65                       |

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 65                       |
| Strongly Agree    | 35                       |

### Survey Findings

54

The Superintendent's support of principals is a strength of the district. Principals agree that the Superintendent provides the support needed to be successful.

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 35                       |
| Strongly Agree    | 65                       |

| Response          | % of Principal Responses |
|-------------------|--------------------------|
| Strongly Disagree | 0                        |
| Disagree          | 0                        |
| Agree             | 45                       |
| Strongly Agree    | 55                       |

### Principal Survey – Next Steps

55

- Principal group will focus to inform Professional Development more deeply.
- During FY 19, budget plans are to continue to build capacity of facilities staff to meet the needs of building principals.
- Central office leaders met with Principals in small groups to determine solutions for areas of improvement.

### Human Capital Services

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- Recruitment, induction, and retention strategies are in place
- Quantitative DESE data and in-district tracking data does not demonstrate a wide-spread retention issue
- Anecdotal and performance data reflects reasons why some staff vacate:
  - Non-urban appointments
  - Supportive principal leadership



### Human Capital Services

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- Increased professional opportunities support retention
  - ESL Academy
  - Aspiring Administrators
  - Mentoring
  - EAP
  - Wellness Initiative Programs
  - Teacher Advisory Groups and Faculty Advisory Committees
- Issues that impact retention
  - SEI Endorsement
  - DESE Licensure Process
  - Educator Evaluation Tool
  - Non Urban opportunities

### Human Capital Services 2015 Retention Data

| STATE AVERAGE                         | 86.8% |
|---------------------------------------|-------|
| Acushnet                              | 98.5% |
| Alma Del Mar                          | 73.7% |
| Brockton                              | 92.4% |
| Dartmouth                             | 89.4% |
| Fairhaven                             | 83%   |
| Fall River                            | 76.4% |
| Global Learning Charter Public School | 83.7% |
| Holyoke                               | 74.4% |
| New Bedford                           | 83.2% |
| Springfield                           | 80.8% |
| Wareham                               | 81.5% |
| Worcester                             | 89.2% |

Source: Department of Elementary and Secondary Education

### Human Capital Services Building Relationships with Collective Bargaining Groups

| Collective Bargaining Unit      | Contract Expiration | Current Contract Duration |
|---------------------------------|---------------------|---------------------------|
| NBEA – Unit A                   | 7/31/2016           | 8/1/16 – 6/30/19          |
| NBEA – Unit B                   | 6/30/16             | 7/1/16 – 6/30/19          |
| AFSCME                          | 6/30/17             | 7/1/17 – 6/30/20          |
| Federation of Paraprofessionals | 8/31/10             | 1/9/17 – 7/31/19          |

Public Comment:

No one signed up to address the Committee.

Business Office Report (Mr. O’Leary): (Supporting documents – 6A)

Mr. O’Leary informed the Committee that expenditures and encumbrances were moving into the less active months. It will continue to be monitored closely through the fiscal year. The salary spend down is progressing through the year and as numbers are now projected out, there will be a more accurate picture. General expense – it is being encouraged to have services commissioned now and not later in the fiscal year where possible. Schools - well over 50% has been encumbered for supplies, etc. Transportation and utilities have been encumbered for the year.

On a motion by Mr. Amaral and seconded by Mr. Oliveira, the Committee voted UNANIMOUSLY to approve the following transfers:

**TRANSFER OF FUNDS**

**10/31/2017**

**FOR APPROVAL**

| FROM     |      |        |  | TO       |      |        |   | Amount     | Reason  |
|----------|------|--------|--|----------|------|--------|---|------------|---|
| Org      | Func | Obj    | Description  | Org      | Func | Obj    | Description                             |            |   |
| S1239510 | 2305 | 511110 | Pulaski Teacher Salary                             | S1234810 | 2710 | 511110 | Pulaski School Adj Counselor Salary     | 161,102.00 | Error: Originally transferred to incorrect line |
| S2060011 | 2800 | 511110 | Behavior Asst Salary DW                            | S1159512 | 2305 | 511110 | Sped Facilitator Parker                 | 26,296.00  | Converted an FTE to a sped facilitator          |
| S2060011 | 2800 | 511110 | Behavior Asst Salary DW                            | S0759512 | 2305 | 511110 | Sped Facilitator Hathaway               | 17,530.00  | Converted an FTE to a sped facilitator          |
| S0019560 | 9100 | 522190 | Tuition Mass Other Districts                       | S0040660 | 9400 | 522190 | Tuition Reg Ed Collaborative            | 8,231.00   | Funds needed for purchase order                 |
| S2132050 | 2110 | 540005 | Director of ELA Supplies Curriculum                | S1243080 | 2410 | 580008 | Renaissance Textbooks                   | 8,000.00   | Envision Math                                   |
| S2138450 | 2110 | 540005 | Director Supplies                                  | S1243080 | 2410 | 580008 | Renaissance Textbooks                   | 4,000.00   | Envision Math                                   |
| S1159512 | 2800 | 511110 | Behavior Specialist Salary                         | S1159541 | 2710 | 520004 | Counselling Services Contracted Service | 50,000.00  | Keith Parent Support Specialist                 |
| S4059531 | 2330 | 511110 | Keith Para Salaries Family Welcome Center Clerical | S4050030 | 3100 | 511110 | Salaries                                | 23,660.00  | Chart of Account correction                     |
| S0078420 | 1230 | 511110 | Salaries   | S0078421 | 3100 | 511110 | Family Welcome Center Clerical Salaries | 34,502.00  | Chart of Account correction                     |

|          |      |        |   |          |      |        |  |           |   |
|----------|------|--------|---|----------|------|--------|--|-----------|---|
| S4159531 | 2330 | 511110 | Roosevelt Para Salaries                 | S4150030 | 3100 | 511110 | Roosevelt Parent Support Specialist Salaries     | 21,822.00 | Chart of Account correction                 |
| S6159540 | 4230 | 520004 | Maintenance of Equipment Sea Lab        | S6158441 | 5300 | 520004 | Lease of Equipment Sea Lab                       | 3,358.96  | Funding of new copier lease                 |
| S6159540 | 4230 | 520004 | Maintenance of Equipment Sea Lab        | S6150330 | 4110 | 511480 | Custodial Overtime                               | 1,000.00  | Fish Tank Cleaning & Maintenance            |
| S6159540 | 4230 | 520004 | Maintenance of Equipment Sea Lab        | S6155750 | 2430 | 540005 | Sea Lab Supplies                                 | 400.00    | MAD Science Presentations                   |
| S0453150 | 2410 | 540005 | Carney Workbooks                        | S0455480 | 2451 | 580008 | Class Instructional Technology Equipment Carney  | 6,500.00  | Purchase of laptops                         |
| S1259551 | 2430 | 540005 | Rodman Classroom Supplies               | S1255480 | 2451 | 580008 | Class Instructional Technology Equipment Rodman  | 6,500.00  | Purchase of Chromebooks                     |
| S1253150 | 2410 | 540005 | Rodman Workbooks                        | S1255480 | 2451 | 580008 | Class Instructional Technology Equipment Rodman  | 1,295.62  | Purchase of Chromebooks                     |
| S0098450 | 1410 | 540005 | Payroll Supplies School Security        | S0098441 | 5300 | 520004 | Payroll Lease of Equipment                       | 187.20    | Copier Lease                                |
| S5158440 | 3600 | 520004 | Whaling City Contracted Services        | S5159540 | 4230 | 520004 | Maintenance of Equipment Whaling City            | 252.50    | Repair of 2 Way Radios                      |
| S1159550 | 2430 | 540005 | Parker Classroom Supplies               | S1159580 | 2420 | 580008 | Parker Instructional Equipment                   | 669.99    | Portable Media Player & 5X8 rug for PK room |
| S1403150 | 2410 | 540005 | Winslow Workbooks                       | S1405481 | 2451 | 58000  | Class Instructional Technology Equipment Winslow | 1,000.00  | Purchase of 2 Chromebooks                   |
| S5109550 | 2430 | 540005 | Trinity Classroom Supplies              | S5109540 | 4230 | 520004 | Maintenance of Equipment Trinity                 | 310.00    | Culinary Class Equipment                    |
| S1239552 | 2430 | 540005 | Pulaski Classroom Supplies              | S1235480 | 2451 | 580008 | Class Instructional Technology Equipment Pulaski | 2,571.72  | Purchase of Chromebooks                     |
| S1233150 | 2410 | 540005 | Pulaski Workbooks                       | S1235480 | 2451 | 580008 | Class Instructional Technology Equipment Pulaski | 1,600.85  | Purchase of Chromebooks                     |
| S5055461 | 2451 | 521050 | Classroom Instr Tech Other Expenditures | S5059542 | 2440 | 520004 | Other Instructional Services High School         | 15,300.00 | Virtual High School                         |
| S5058060 | 4130 | 522080 | High School phones                      | S5059542 | 2440 | 520004 | Other Instructional Services High School         | 1,575.00  | Virtual High School                         |

|          |      |        |  |          |      |        |   |           |   |
|----------|------|--------|--|----------|------|--------|---|-----------|---|
| S5058060 | 4130 | 522080 | High School phones                                       | S5055741 | 2358 | 520004 | Professional Development contracted Services                            | 2,745.00  | Professional Development Services provided - Syd Smith          |
| S5055452 | 2455 | 540005 | Instructional Software High School                       | S5055741 | 2358 | 520004 | Professional Development contracted Services                            | 3,455.00  | Professional Development Services provided - Syd Smith          |
| S5058460 | 2210 | 521050 | Principal Other Expenditures                             | S5055741 | 2358 | 520004 | Professional Development contracted Services                            | 20,000.00 | Professional Development Services provided - Syd Smith          |
| S5055452 | 2455 | 540005 | Instructional Software High School                       | S5055762 | 2356 | 521050 | Professional Development Other Expenditures                             | 10,000.00 | Training for Advanced Placement Teacher Mass Insight            |
| S5054841 | 2710 | 520004 | Guidance Testing Fees High School Math                   | S5059542 | 2440 | 520004 | Instructional Services High School                                      | 24,000.00 | Advanced Placement Services                                     |
| S5055280 | 2420 | 580008 | Equipment High School Instructional Software High School | S5055250 | 2430 | 540005 | Math Supplies High School Professional Development High School Salaries | 15,750.00 | purchase of calculators Professional Development Training Hours |
| S5055452 | 2455 | 540005 | School   | S5055710 | 2356 | 511110 | School Salaries   | 2,310.00  | Training Hours  |

**MSBA –**

- Parker windows are scheduled to be installed during a second shift working time over 12 weeks with little to no disruption during the spring. Old window removal will be treated with the same precautions and follow the same standards as was followed with recent removals.
- Jacobs School is on schedule to open November 27.

On a motion by Mr. Oliveira and seconded by Mr. Livramento, the Committee voted UNANIMOUSLY to accept the Business Office report.

**Personnel Report (Ms. Emsley) (Supporting document labeled “6B”)**

Ms. Emsley reviewed the personnel report with the Committee. She reported that there were 26 appointments, four retirements and 13 resignations since the last personnel report in October. She also stated that there are seven classroom vacancies.

Ms. Emsley also reported that the Wellness Fair on November 2 was well attended.

To a request by Mr. Oliveira, Ms. Emsley stated that she will provide the number of staff currently on leaves of absence to the Committee.

The Committee voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Mr. Amaral, to receive and place on file the Personnel Report.

Several members gave reports including Dr. Finnerty who explained that the Committee received Dr. Durkin's *Binder of Evidence* to review in preparation for the 2016-17 Superintendent's evaluation. He also stated that he would be collecting and compiling the individual evaluations from all members to be combined into one document and presented in December.

NEW BUSINESS

No new business was conducted.

At 8:20 P.M., on a motion by Dr. Finnerty and seconded by Mr. Amaral, the Committee voted to adjourn the meeting.

The roll call vote was as follows:

|                      |                      |
|----------------------|----------------------|
| Mayor Mitchell – Yes | Mr. Amaral – Yes     |
| Mr. Cotter – Yes     | Mr. Livramento - Yes |
| Mr. Nobrega – Absent | Dr. Finnerty – Yes   |
| Mr. Oliveira - Yes   |                      |

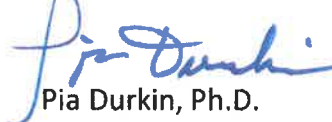
6 – Yeas      0 – Nays      1 – Absent

Respectfully Submitted by,



Lisa P. Dunaway  
Recording Secretary

Reviewed by,



Pia Durkin, Ph.D.  
Superintendent, Secretary/School Committee

