

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

PRESENT: MAYOR MITCHELL (arr. at 6:25), MR. AMARAL, MR. COTTER, DR. FINNERTY
MR. LIVRAMENTO, MR. NOBREGA, MR. OLIVEIRA

ABSENT: NONE

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

The School Committee Student Representative, Victoria Knox, was present.

Dr. Finnerty, Vice Chairperson, opened the meeting.

The Committee gave Special Recognition to:

- Celeste Hoeg, Principal of the Carlos Pacheco School, for being awarded the Educator Alumni of the Year of Bridgewater State University

On a motion by Mr. Oliveira and seconded by Mr. Amaral, the Committee voted to take Item 7H out of order.

A request was made by the City's Department of Infrastructure to grant easements at Carney, Gomes, Parker and Swift School properties to construct sidewalk ramps to meet ADA standards along with Bicycle and Pedestrian Facility upgrades, LED flashing beacons and school zone signs.

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

Pursuant to M.G.L. c. 79, § 7A, the New Bedford School Committee hereby waives its rights to an appraisal and to damages, relating to the temporary easements shown as TE-1, TE-8, TE-8A, TE-12, TE-13, TE-14, TE-14A, TE-17, TE-19, and TE-24 on a plan entitled "Bicycle and Pedestrian Facility Upgrades for (District 5) New Bedford Facilities", scale 1"= 3,000', dated June 5, 2017, prepared by Design Group, 2 Oliver Street, Suite 305, Boston, MA, 02019.

The School Committee authorizes the Mayor, as Chairman, to sign the attached Right of Entry without Prejudice form and Certificate of Donation form granting temporary access at the ten locations described in the aforementioned plan.

The roll call vote was as follows:

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

6 – Yeas 0 – Nays 1 – Absent

Approval of Minutes:

The Committee voted, on a motion by Mr. Amaral and seconded by Mr. Oliveira, to accept the following School Committee meeting minutes as follows: (Supporting documents labeled “3”)

- Curriculum Sub Committee: February 16, 2017
- Regular Meeting: April 10, 2017
- Public Hearings and Regular Meeting: May 8, 2017

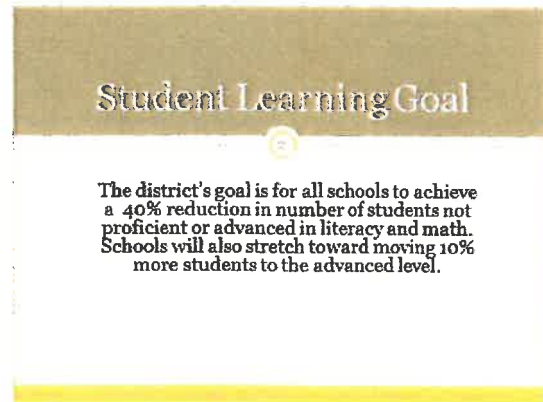
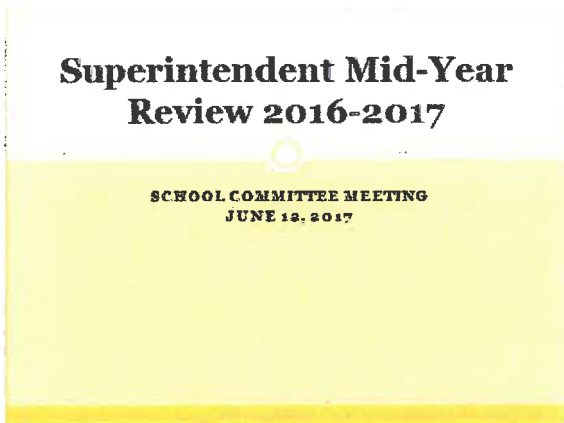
Superintendent’s Report (Dr. Durkin):

(Supporting documents labeled “4”)

Dr. Durkin introduced new administrators to the Committee:

- Dr. Zachary Abrams – Principal of Normandin Middle School
- Alexander Pella – Assistant Principal at Lincoln Elementary School

Dr. Durkin presented her mid-year review explaining that it reflects the goals presented to the Committee in the fall of 2016. The data that would be derived from MCAS 2.0 is not available from the DESE at this time. The public release will be in October.



Evidence Update ELA-STAR

STAR Scaled Scores BOY-EOY Growth			
ELEMENTARY SCHOOL	BOY	EOY	GROWTH
Carroll	236	363	+132
Chadwell/Passer	267	372	+105
Heritage	341	434	+93
Jeff	382	469	+87
Brook	378	463	+85
Patton	316	397	+81
Harmon	382	470	+88
Lincoln	339	414	+75
Carroll	387	461	+74
Dunwoody	325	396	+71
Harrison	300	369	+69
DeWitt	321	387	+66

STAR Scaled Scores BOY-EOY Growth			
HIGH SCHOOL	BOY	EOY	GROWTH
New Bedford High School	700	811	+111
Trinity Day	519	558	+39
Albany Cr.	536	567	+31

Evidence Update ELA

DIBELS BOY-MOY 2016-2017			
	BOY 2016	MOY 2017	% CHANGE
Grade K	45%	66%	+21%
Grade 1	51%	70%	+19%
Grade 2	58%	73%	+15%

Critical evidence is shown between the Beginning of Year (BOY) and End of Year (EOY) data in relation to growth. Six elementary schools either doubled or nearly doubled their growth this year along with New Bedford High School.

Evidence Update ELA-Elementary Galileo

Galileo BOY-EOY Growth			
SCHOOL	Expected Growth From BOY to EOY	Average Growth	Exceeded Expected Growth
Ashley	21	53	+32
Carroll	22	41	+19
Patton	21	53	+32
Patterson	21	39	+18

Galileo BOY-MOY Growth			
SCHOOL	Expected Growth From BOY to MOY	Average Growth	Exceeded Expected Growth
Heritage	31	62	+31
Wright	25	45	+20
Windsor	24	54	+30

Evidence Update ELA Middle Schools

Galileo-Keith BOY-MOY Growth			
Grade	Expected Growth	Average Growth	Growth
Grade 6	19	50	+31
Grade 7	7	17	+10
Grade 8	12	9	-3

Galileo-Normandin BOY-MOY Growth			
Grade	Expected Growth	Average Growth	Growth
Grade 6	19	44	+25
Grade 7	7	15	+8
Grade 8	12	9	-3

Dr. Durkin stated that the growth is encouraging. It will also be the last year that Galileo will be used as the district will be completely on board with STAR. (Currently there are seven schools that do not take part in STAR mainly due to financial reasons.)

In grade 6 there is good growth in all three middle schools but not in grades 7 & 8 at Keith or Normandin. Dr. Durkin continued that the new middle school redesign plans will make a strong difference in helping to boost growth, particularly in ELA.

In math the district is showing a bump up in elementary schools. NBHS has also revealed growth. It is only the second year with Envision math and the teachers have revealed during the Superintendent Chats that they have not found it as onerous as they once thought. Their teacher guides and professional development have helped to make the shift from procedural math to conceptual math. We have found that the pacing may not be in the order that is most productive and are looking to readjust how and when we present certain units such as geometry.

Evidence Update ELA Middle Schools

Galileo-Roosevelt BOY-MOY Growth

	Expected Growth	Average Growth	Growth
Grade 6	14	14	+0
Grade 7	8	10	+2
Grade 8	13	12	-1

Evidence Update Math

STAR MATH

Scaled Scores BOY-MOY Growth

ELEMENTARY SCHOOL	BOY	MOY	GROWTH
Brook	547	635	+88
Bull	545	631	+86
Conger	528	621	+93
Clara	523	612	+89
Armadillo	521	593	+72
Harold	512	597	+85
Harold	508	588	+80
Carlisle	505	588	+83
Harriet	503	583	+80
McDonald	470	552	+82
Clara	463	553	+90
Lincoln	457	546	+89

STAR MATH

Scaled Scores BOY-MOY Growth

HIGH SCHOOL	BOY	MOY	GROWTH
Area Support High School	705	752	+47
Young 21	649	675	+26
Young Day	623	633	+10

Evidence Update Math-Elementary Galileo

Galileo

BOY-MOY Growth

Area	Expected Growth BOY to MOY	Average Growth	Exceeded Expected Growth
ACTOY	69.8	56	-13.8
OTOTBO	67.8	127.2	+59.4
Harold	69.2	54	-15.2
Frank	69.8	121	+51.2

Galileo

BOY-MOY Growth

Area	Expected Growth BOY to MOY	Average Growth	Exceeded Expected Growth
Robson	69.8	58	-11.8
Tony	69.8	72	+2.2
WYBRO	69.8	23.5	-46.3

Evidence Update Math Middle Schools

Galileo-Keith BOY-MOY Growth

	Expected Growth	Average Growth	Growth
Grade 6	44	71	+27
Grade 7	37	36	-1
Grade 8	37	35	-2

Galileo-Norman BOY-MOY Growth

	Expected Growth	Average Growth	Growth
Grade 6	44	58	+14
Grade 7	37	34	-3
Grade 8	37	38	+1

Evidence Update Math Middle Schools

Galileo-Roosevelt BOY-MOY Growth

	Expected Growth	Average Growth	Growth
Grade 6	44	42	-2
Grade 7	37	33	-4
Grade 8	37	36	-1

Evidence Update

Advanced Placement Participation

- Nearly 475 exams AP exams completed by 340 AP scholars
- Increase in the number of students taking the AP Calculus AB exam (20 to 67)
- New AP exam administered in AP Calculus BC which will be a new AP course at NBHS next year
- AP Capstone Senior Exam given for the first time (47 students)

In regard to AP participation, Dr. Durkin noted that some students take more than one exam and there are three times as many students that participated this year than last year. She corrected the information in regard to the AP Capstone Senior exam, explaining that 44 students took the exam (first year it is given) and

added that of the 34 grade 9 students who took the exam were from the Dual Enrollment program and 10 were from grade 10.

Evidence Update

- ACCESS Participation
 - 99.5%
- MCAS Participation
 - Swift: 100%
 - Keith: 95%
 - Normandin: 99%
 - Roosevelt: 98%
 - New Bedford High School: 95%

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

Dr. Durkin noted that she is hopeful the participation rate at the Swift School will lift them out of Level 3 status, this coming year, after they were designated as such by the DESE after a low participation rate last year.

Evidence Update School Climate

Data 9/17/18 - 2/19/17

Subunit	School Year	Count	% Change	Percentage	% Change
NB High School	15-16	6188		35.60%	
NB High School	16-17	5368	-12%	36.22%	0.62%
Keith	15-16	1324		33.10%	
Keith	16-17	1365	3%	33.75%	0.65%
Normandin	15-16	1254		34.00%	
Normandin	16-17	1257	-2%	34.01%	0.01%
Roosevelt	15-16	1187		33.80%	
Roosevelt	16-17	853	-27%	32.24%	-1.25%

Evidence Update School Climate

Social Emotional Learning Behavioral Support and Training

- Cultural Competency (part of teacher mentoring program)
- Early Warning Indicators Training with DESE
- Signs of Suicide
- Systems for Student Success- action planning and professional development for Pacheco and Roosevelt Middle schools- with DESE - K-8 Continuum
- ESE- Supporting students who identify as LGBTQ- policies, regulations best practices with Wraparound Managers, Family Welcome Center, School Adjustment Counselors
- District wraparound work and research with DESE and consultants to develop a district wraparound plan
- Leadership South Coast Administrator and Teacher Handbook for Mental Health Wellness
- Trauma Sensitive Classroom Sites - Congdon and Jacobs
- Mindfulness Training Sites - Rodman and Winslow - Pacheco (planning for 2017-18)

Dr. Durkin explained that the raw data does not indicate if office referrals lead to suspensions or list the infractions. To a question by Dr. Finnerty, Dr. Durkin responded that the listing on the types of infractions is fairly common in regard to reporting on the district software.

Mayor Mitchell arrived at the meeting.

Dr. Durkin continued that School Adjustment Counselors should be working on preventative work instead of reactive work. Building Based Support Teams also help to support staff and students on many behavioral levels.

Evidence Update School Climate

"Big Picture" Improved Practices

- Building-Based Support Team (BBST) Protocols
- School Adjustment Counselors Work
- Collecting and Reviewing Data
 - frequency of referrals
 - reasons for referrals
 - location of referring behavior
 - time of referring behavior
 - student information
- Effective and consistent Tier 1 school-wide responses

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.

Evidence Update

Are the students making progress? How do we know?

School

- Principals meet with teachers every 4-6 weeks to look at student growth and proficiency, specific areas of strength and opportunities for improvement, and samples of student work in math and ELA.
- As a result of the data review, next steps are planned for "core teaching", and small group and individual student support. This happens in grade-level teams and with individual teachers.

District

- Superintendent and CAO meets with school Principals routinely to review schoolwide math and ELA growth and proficiency.
- Trends and patterns are identified within the data.
- Action plans are developed to support professional development, feedback on teaching and learning to staff, and specific intervention and enrichment opportunities for students.

Evidence Update Reading Specialists

Hayden McFadden
Reading Specialist BOY-MOY
Compared to All Students
2016-2017

Reading Specialist Student Growth	All Students
+109	+106

Fachero
Reading Specialist BOY-MOY
Compared to All Students
2016-2017

Reading Specialist Student Growth	All Students
+113	+82

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.

Evidence Update

Types of Principal Feedback

- Prioritizing time in classrooms (buckets and schedule review)
- Identifying teachers who need support and how much
- Balancing support and pressure
- Providing validation and intervention
- Conducting joint learning walks
 - What are students expected to learn and be able to do?*
 - What is the data telling us?*
 - Who is making progress and how much?*
 - Who is not making progress and why not?*

Evidence Update

Types of Principal Feedback (Cont.)

- Reviewing the use and supervision of the Teaching and Learning Specialists
- Observing the principal conducting the post-observation conference with the teacher
- Reviewing written recommendations that reflect high-impact value
- Monitoring follow-up classroom visits
- Reviewing the results of formal audits of the principal's organization of the educator evaluation system

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.

Dr. Durkin went on to describe the types of feedback for Principals. She noted that she and Dr. DeFalco share the work and support to principals to coach, supervise and review student work. To a question by Dr. Finnerty, Dr. Durkin responded that there is a two-way conversation when feedback is given to principals and in regard to principal turn over, it will be difficult to move the district out of Level 4 without schools changing and principals leading those classrooms and teachers. There is a lot of support to help principals become instructional leaders and we let new principals know that this support and feedback will take place on a regular basis.

In response to a question by Mr. Cotter, Ms. Emsley stated that the educator evaluation audits are conducted in regard to contract compliance and that is the extent of her involvement. The individual educator evaluations are conducted by school administrators.

Evidence Update

Partners Summit

- January 26, 2017 (24 Organizations represented, more than 50+ 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 Kick-Off 2017/18

Next steps

- Summer programming
- Joint staff development
- Feedback from small partner groups

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.

In regard to partners, we try to ensure that we are facilitating their work and they are aligning their work with the District's main priorities. Our partners are serving lots of needs. During the summer we are going to be training staff from several of our partners with professional development in reading and math to allow students who attend their programs to benefit from instructional support.

Evidence Update

FY 18 Budget Process

- Deep review of derivation of city's Net School Spending contribution
- Ongoing re-prioritizing of the needs of departments and schools to match the fiscal plan with the district's educational plan
- Workshops, reports, and public engagement ensuring wider access to and understanding of budget numbers
- Extensive analysis of major cost drivers (health insurance, special education)
- Targeted negotiations with vendors and collective bargaining units to match future revenue

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.

We are monitoring and going over analysis of our major cost drivers. We are also having targeted negotiations with vendors and Collective Bargaining units.

Evidence Update

- Middle School Redesign Work (moving forward)
- Survey participation data (in process)
- Teacher and staff check-ins: Superintendent Chats

As of 6/12:

Ashley, Campbell, Congdon, DeValles, Gomes, Hannigan, Hathaway, Hayden McFadden, Keith, Lincoln, NBHS (2), Pacheco, Parker, Pulaski, Roosevelt

Completed by 6/22:

Normandin, Brooks, Rodman, Taylor, Swift, Winslow

- Trend Analyses in process

Dr. Durkin concluded her presentation and added that focus groups with students will be formed in September and conducted three times per year. To a question by Mayor Mitchell, Dr. Durkin explained that she will be involved with meeting with the students on what is working, what is not and what are the challenges and then drawing up the trends in the schools and across schools. She will ask principals or assistant principals to propose a range of 23-25 students to take part.

To a question by Mr. Oliveira, Dr. Durkin responded that she is learning through Superintendent Chats with school staff that there is a great need for more professional development for writing. Dr. Durkin continued that the "chats" are also revealing the greater need for social/emotional support for students along with paras for younger grades and the need for adjusting the "pacing" in the math curriculum and the excitement for the new science program.

Dr. Durkin stated that the high school concluded the third year of the initial turnaround plan. She invited Dr. DeFalco and Ms. Coelho to review the next steps in regard to the revised plan. Ms. Coelho explained the three phases of the plan:

- 1) Exploration – Visited other high schools to get an assessment of work they are doing - such as what to add, what to stop and what is working. Plans include resetting goals with a deep dive and thorough analysis through data collection.
- 2) Planning – Stakeholders: teachers, administrators, students, parents and community to weigh in on the planning as it unfolds.
- 3) Implementation – Looking at what can be done now and what will be done at other times of the year by creating a phased roll out based on priorities.

Ms. Coelho presented an organizational chart illustrating the proposed line of authority.
(See attached chart)

The change will consist of an added Assistant Principal with a team for each grade level that will follow the students through graduation. Following graduation year, the teams will begin with a new class of freshman. The positions of Chief of Operations and Chief of Teaching and Learning will be downgraded to Manager of Schoolwide Operations and Manager of Educator Quality. Ms. Coelho explained that the title of “Chief” is no longer needed as it was used temporarily to launch and oversee the commencement of the initial Turnaround Plan.

Ms. Coelho continued that parents will be involved with the planning, including site visits.

Suggested by members: NBHS will reach out to Acushnet parents and a complete and extensive marketing campaign should be launched. Not just media but 1:1 relationships with parents and students.

Public Comment:

- Joseph Almeida – Teacher/Keith Middle School – Concern about leadership and curriculum
- Susan Souza – Teacher/Keith Middle School – Concern about school issues
- Katharine Bennett-Weber – Teacher/Keith Middle School – Concern about staffing
- Christine Coelho – parent – Concern about Special Education issue

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

Mr. O’Leary reviewed the financial reports with the Committee. He stated that the salary spend down continues and is on target at the end of the year. He suggested that going forward, utility costs not be included in the cost center reports to give a more accurate look at the funds being spent.

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

**TRANSFER OF FUNDS
5/26/2017
INFORMATIONAL
FROM**

FROM Org	Func	Obj	Description	Org	TO Func	Obj	Description	Amount	Reason
S1309510	2305	511480	Swift Teacher Overtime	S1308420	2210	511480	Swift Clerical Overtime	600.00	Overtime for after school program coverage
S0068420	1420	511480	Human Cap Services Clerical Overtime	S0068460	1420	521050	Human Capital Services Other Exps	3,000.00	Excess overtime funds to be used for ads and job fairs for recruiting
S0010141	1430	520004	Legal Services District Wide	S2484843	1430	520004	Legal Services Pupil Personnel Services	35,000.00	Legal Services through June
S1009551	3520	540005	Other Student Activities Supplies	S1238480	2210	580008	Pulaski Equipment	7,000.00	Chromeboo k Cart
S1009541	3520	520004	Other Student Activities Contracted Serv	S1238480	2210	580008	Pulaski Equipment	1,000.00	Chromeboo k Cart
S0458441	5300	520004	Lease of Equipment Carney	S0459550	2430	540005	Classroom Supplies Carney	44.00	Toner purchase
S2484840	2800	520004	Pupil Personnel Contracted Services	S2069540	2440	520004	Special Ed Contracted Services	6,000.00	For interpretatio n services
S1158450	2210	540005	Principal Parker Supplies	S1158441	5300	520004	Lease of Equipment Parker	82.48	To cover lease for remainder of the year
S0208441	5300	520004	Lease of Equipment Campbell	S4158443	5300	520004	Lease of Equipment Roosevelt	2,415.96	To cover lease for remainder of the year
S2133080	2410	580008	Systemwide Reserve Textbook	S0103080	2410	580008	Ashley Textbooks	15,873.33	Envision Final Payment
S2133080	2410	580008	Systemwide Reserve Textbook	S0153080	2410	580008	Brooks Textbooks	10,977.74	Envision Final Payment
S2133080	2410	580008	Systemwide Reserve Textbook	S0203080	2410	580008	Campbell Textbooks	8,697.84	Envision Final Payment
S2133080	2410	580008	Systemwide Reserve Textbook	S0453080	2410	580008	Carney Textbooks	39,969.88	Envision Final Payment
S2133080	2410	580008	Systemwide Reserve Textbook	S0403080	2410	580008	Congdon Textbooks	4,481.21	Envision Final Payment
S0459510	2305	511110	Carney Teacher Salaries	S0403080	2410	580008	Congdon Textbooks	11,752.99	Envision Final Payment

S0459510	2305	511110	Carney Teacher Salaries	S0503080	2410	580008	DeValles Textbooks	21,775.38	Envision Final Payment
S0459510	2305	511110	Carney Teacher Salaries	S0633080	2410	580008	Gomes Textbooks	31,422.47	Envision Final Payment
S0459510	2305	511110	Carney Teacher Salaries	S0703080	2410	580008	Hannigan Textbooks	16,772.02	Envision Final Payment
S0459510	2305	511110	Carney Teacher Salaries	S0753080	2410	580008	Hathaway Textbooks	15,163.40	Envision Final Payment
S4109510	2305	511110	Normandin Teacher Salaries	S0783080	2410	580008	Hayden McFadden Textbooks	25,208.64	Envision Final Payment
S4109510	2305	511110	Normandin Teacher Salaries	S0953080	2410	580008	Lincoln Textbooks	32,582.04	Envision Final Payment
S4109510	2305	511110	Normandin Teacher Salaries	S1053080	2410	580008	Pacheco Textbooks	15,650.41	Envision Final Payment
S4109510	2305	511110	Normandin Teacher Salaries	S1153080	2410	580008	Parker Textbooks	14,308.84	Envision Final Payment
S4109510	2305	511110	Normandin Teacher Salaries	S1233080	2410	580008	Pulaski Textbooks	26,414.42	Envision Final Payment
S0639512	2305	511110	Gomes Sped Teacher Salaries	S1303080	2410	580008	Swift Textbooks	11,041.66	Envision Final Payment
S0639512	2305	511110	Gomes Sped Teacher Salaries	S1353080	2410	580008	Taylor Textbooks	12,621.95	Envision Final Payment
S0639512	2305	511110	Gomes Sped Teacher Salaries	S1403080	2410	580008	Winslow Textbooks	13,672.38	Envision Final Payment
S1238420	2210	511110	Pulaski Clerical Salaries	S1235450	2455	540005	Pulaski Software	7,650.00	Software Renewal
S0209531	2330	511110	Campbell Para Salaries	S0205450	2455	540005	Campbell Software	2,000.00	Software Renewal
S0959532	2330	511110	Lincoln Para Salaries	S0955451	2455	540005	Lincoln Software	5,800.00	Software Renewal

Mr. O’Leary stated that salaries are being reconciled for FY17 and that this is the first part of moving funds to Circuit Breaker. He continued that he is working with DESE on the threshold amount and carry over.

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 46 appointments since the last personnel report in May. There were seven retirements and 19 resignations.

Ms. Emsley explained the process in regard to non-renewal letters given to teachers stating that of the 125 that were issued, the majority were licensure related. The remainder was given, on the recommendation by their principal, to staff without Professional Teacher Status (PTS). Ms. Emsley stated further, in a response to a question by Mr. Oliveira, that approximately 400 Unit A members hold non PTS. She continued that there

are 1135 Unit A members in the district. She added that non PTS staff must work in the district three consecutive years in the area that they are licensed in to receive PTS.

To a question by Mr. Amaral, Ms. Emsley explained that principals make the decisions on whether to non-renew non PTS staff (not non-licensure issues) and do not have to offer reasons. Dr. Durkin also explained that teachers are given lots of feedback and support by principals to close proficiency gaps. When the gaps are not filled, principals have the obligation to make the determination to either separate or go in a different direction.

Bernadette Coelho, Headmaster at NBHS, addressed the Committee stating that she wanted to take the opportunity to reinforce the fact that she takes her responsibility for her students very seriously in ensuring that the best teachers are in front of their students. She added that it is also her responsibility to make sure that teachers improve their practice. She offers support but on occasion, for a myriad of reasons, the support is not taken and she has to go in a different direction, guided by what is best for students.

Mr. Amaral voiced his concern in regard to retention and recruitment. He asked Ms. Emsley if she could provide non-renewal numbers by school and grade level.

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

Several members gave reports.

NEW BUSINESS

Mr. Amaral addressed the Committee stating that he submitted the item regarding the Foundation Budget Review for consideration. He explained that the legislature formed the Commission several years ago to look into whether the constitution was being upheld in regard to funding municipalities with the correct funding for schools to ensure a high quality education.

The formula, which was set over 20 years ago, does not keep up with costs associated with Special Education and health insurance. It is estimated that a district like New Bedford may be unfunded by 20-30 million dollars. The resolution would urge our legislators to find a way to implement the recommendations of the Foundation Budget Review Commission.

On a motion by Mr. Oliveira and seconded by Mr. Cotter, the Committee voted UNANIMOUSLY to pass a resolution to follow the recommendations of the Foundation Budget Review Commission. (Supporting document 7A). The resolution follows:

Whereas, the Constitution of the Commonwealth (1780) requires "it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences...public schools and grammar schools in the towns" And
Whereas, *McDuffy v. Secretary of the Executive Office of Education* (1993) declared the "Massachusetts Constitution impose[s] an enforceable duty on the magistrates and Legislatures of this Commonwealth to provide education in the public schools for the children there enrolled, whether they be rich or poor and without regard to the fiscal capacity of the community or district in which such children live. It shall be declared also that the constitutional duty is not being currently fulfilled by the Commonwealth." And

Whereas, *Hancock v. the Commissioner of Education* (2005) concluded “I do not suggest that the goals of education reform adopted since *McDuffy* have been fully achieved. Clearly they have not. Nothing I say today would insulate the Commonwealth from a successful challenge under the education clause in different circumstances.” And

Whereas, the Massachusetts Budget and Policy Center report *Cutting Class* (2011) found “the real value of the original foundation budget has eroded significantly over time, due in large part to rapid cost growth for health care and special education. Since the foundation budget's original design did not foresee this rapid cost growth, spending reductions have been forced in other key areas.” Rather than cutting and squeezing these key areas, the School Committee realizes a responsibility to provide our students with the strategic investments in resources they need to succeed: pre-school programming and additional teaching support in Grades K-2 to reduce class size and include reading and math specialists to help our students build a solid foundation for success early on, socio-emotional learning positions such as school adjustment counselors, behavior specialists and mental health clinicians among others, increased opportunities in arts, sports and technology, updated curriculum resources, and increased maintenance and upkeep of our buildings and grounds, in addition to a seemingly never-ending list of unfunded needs. And

Whereas, the Foundation Budget Review Commission (2015) resolved “the good work begun by the education reform act of 1993, and the educational progress made since, will be at risk so long as our school systems are fiscally strained by the ongoing failure to substantively reconsider the adequacy of the foundation budget.”

Therefore

We, the New Bedford School Committee petition the 190th General Court of the Commonwealth of Massachusetts to implement without further delay in full the recommendations of the Foundation Budget Review Commission.

The roll call vote was as follows:

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

7 – Yeas 0 – Nays 0 – Absent

At this time, Mr. O’Leary explained the vote that was needed by the School Committee and the City Council to establish A Special Education Reserve Fund (7B).

On a motion by Mr. Livramento and seconded by Mr. Amaral, the Committee voted UNANIMOUSLY, to accept the provisions of Chapter 40A, Section 13E of the Massachusetts General Laws permitting the School District to establish a Special Education Reserve Fund, consistent with the vote of the New Bedford City Council, for future payments of unanticipated or unbudgeted special education costs, out of district tuition or transportation, provided, however, that the monies in such fund shall be distributed from the reserve funds after a majority vote of the School Committee and a majority vote of the City Council, or take any other action relative hereto.

On a motion by Mr. Cotter and seconded by Mr. Nobrega, the Committee voted UNANIMOUSLY, to approve a request from Paul Goulet/David Martins/Guidance Counselors/NBHS for permission to travel to Grapevine, TX from July 9 – 12, 2017, to attend the NAFNext 2017 professional development conference. (Perkins funding: \$3700) (Supporting document 7C)

On a motion by Mr. Livramento and seconded by Mr. Amaral, the Committee voted UNANIMOUSLY, to declare, in accordance with School Department Policy DN, a recommended list of surplus property located at the Kempton School Building. (Supporting document 7D)

At 8:35 P.M., on a motion by Dr. Finnerty and seconded by Mr. Livramento, the Committee voted UNANIMOUSLY, to go into Executive Session, with the intent to return to Open Session, for the following purposes:

To discuss strategies with respect to negotiations with union personnel:

- American Federation of State, County and Municipal Employees (AFSCME)
- New Bedford Educators Association – Unit B
- New Bedford Educators Association – Unit A

At 8:55 P.M., the Committee went back into Open Session.

Ms. Emsley reviewed the following (7E, 7F, 7G):

On a motion by Mr. Oliveira and seconded by Mr. Amaral, the Committee voted UNANIMOUSLY, to ratify a Collective Bargaining Agreement between the New Bedford School Committee and the American Federation of State, County and Municipal Employees (AFSCME) Duration: July 1, 2017 – June 30, 2020 (Supporting document 7E)

The roll call vote was as follows:

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

6 – Yeas 0 – Nays 0 – Absent 1 - Abstention

On a motion by Dr. Finnerty and seconded by Mr. Livramento, the Committee voted UNANIMOUSLY to ratify a Memorandum of Agreement (“MOA”) between the New Bedford School Committee and Unit B of the New Bedford Educators Association, Inc. with regard to Additional Learning Time at Normandin Middle School. (Supporting document 7F)

The roll call vote was as follows:

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

7 – Yeas 0 – Nays 0 – Absent

On a motion by Mr. Livramento and seconded by Dr. Finnerty, the Committee voted UNANIMOUSLY to ratify a Memorandum of Agreement ("MOA") between the New Bedford School Committee and Unit A of the New Bedford Educators Association, Inc. with regard to the redesign process at Normandin Middle School. (Supporting document 7G)

The roll call vote was as follows:

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

7 – Yeas 0 – Nays 0 – Absent

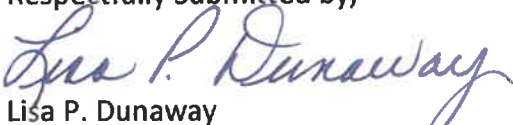
At 9:00 P.M., on a motion by Mr. Oliveira and seconded by Mr. Nobrega, the Committee voted UNANIMOUSLY to adjourn the meeting

The roll call vote was as follows:

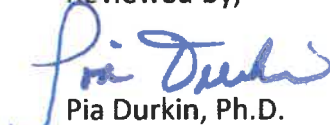
Mayor Mitchell – Yes	Mr. Amaral – Yes
Mr. Cotter – Yes	Mr. Livramento - Yes
Mr. Nobrega – Yes	Dr. Finnerty – Yes
Mr. Oliveira - Yes	

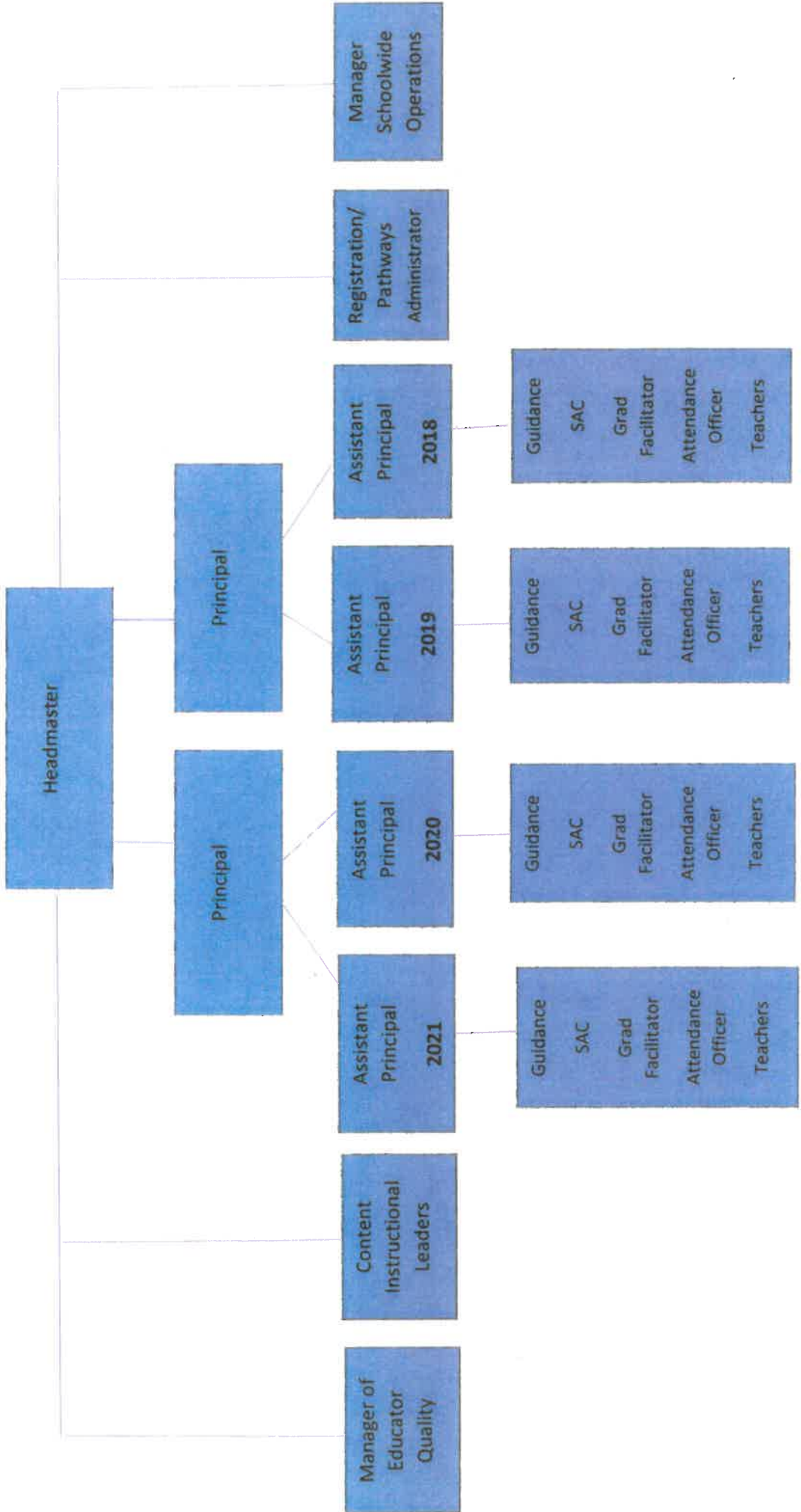
7 – Yeas 0 – Nays 0 – Absent

Respectfully Submitted by,


Lisa P. Dunaway
Recording Secretary

Reviewed by,


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



Headmaster

Principal

Principal

Manager Schoolwide Operations

Registration/Pathways Administrator

Assistant Principal 2018

Assistant Principal 2019

Assistant Principal 2020

Assistant Principal 2021

Content Instructional Leaders

Manager of Educator Quality

Guidance
SAC
Grad Facilitator
Attendance Officer
Teachers

Guidance
SAC
Grad Facilitator
Attendance Officer
Teachers

Guidance
SAC
Grad Facilitator
Attendance Officer
Teachers

Guidance
SAC
Grad Facilitator
Attendance Officer
Teachers