

**NEW BEDFORD PUBLIC SCHOOLS
455 COUNTY STREET
NEW BEDFORD, MASSACHUSETTS 02740**

SCHOOL COMMITTEE MEETING

**SGT. WILLIAM CARNEY ACADEMY
FORUM**

247 Elm Street, New Bedford

MONDAY, NOVEMBER 16, 2009

7:00 p.m.

- 1. CALL TO ORDER**
- 2. ROLL CALL OF COMMITTEE MEMBERS**
- 3. PUBLIC COMMENT**
- 4. APPROVAL OF MINUTES**
 - October 19, 2009 (School Committee Meeting)
 - October 19, 2009 (Sub-Committee/Finance)
 - October 26, 2009 (Sub-Committee/Policy)
 - October 26, 2009 (Sub-Committee/Transportation)
- 5. REPORTS/RECOMMENDATIONS OF SUPERINTENDENT**
 - A. Personnel Report
 - B. Superintendent's Report
 - C. School Committee Report
 - D. Student Representative Report
- 6. SUB-COMMITTEE REPORTS**
 - Finance
 - Policy
 - Transportation

7. CONSENT AGENDA

- A. Financial Statement from Office of Finance & Operations (November 16, 2009 Finance Committee)
- B. Schedule of Bills for the month of October from the Office of Finance & Operations (November 16, 2009 Finance Committee)
- C. Deliberation of the approval of the first reading of policy ADDA – C.O.R.I and D.C.F. Requirements (October 26, 2009 Policy Committee)

8. OLD BUSINESS

- A. Recommendation of Sub-Committee on Naming of Facilities (June 4, 2007) to name the main basketball court at NBHS for former Head Basketball Coach, Edward Rodrigues (vote of full committee was held in abeyance until his retirement).
- B. American Cancer Society on behalf of the Relay for Life of Greater New Bedford to hold its annual community event at Paul Walsh Field on June 18 and 19, 2010 with waiver of all fees. (Rental cost: \$480 & Custodial cost: \$667).

9. NEW BUSINESS

- A. Request from Project Independence Services, Inc. to renew an agreement to use land owned by the School Department located at 250 Elm St., New Bedford, MA.
- B. Request from Linda Enos/Principal, on behalf of Greater New Bedford Regional Vocational Technical High School, to continue to list Normandin Middle School as a primary site for students and staff evacuation as part of the school's emergency plan.
- C. Authorization to accept the following donations:
 - Ottiwell/Parker/Kempton/Rodman Schools – Books from the Polish Women's Business & Professional Club
 - Keith Creative Community Collaborations - \$1200 from Women's Fund/Community Foundations
 - NBHS - \$26.01 from Olympia Sports

- D. Approval of the following field/building usage requests:
- Antone Fortes on behalf of Tonka's Tumblers to use the Gomes School gym, Friday evenings from 6 – 8 P.M. from November, 2009 through May, 2010 with waiver of all fees. (Rental cost: \$276 & custodial cost \$2070)
 - Fernando Santos on behalf the ABC Youth Soccer Team to use the gym at Roosevelt Middle School on Tuesdays and Thursdays from 6 – 8 P.M. from November 2009 through April, 2010 with a waiver of all fees. (Rental cost: \$516 & custodial cost \$3870)
 - Request from Maria Tomasia/Chairperson/Board of Election Commissioners, to use portions of seven (7) schools as polling places for the Special Primary Election on Dec. 8, 2009 and the Special Election on January 19, 2010. (Custodial overtime for both days \$4500+)

- E. Approval of the following field trip requests:
- Bruce Tench/Whaling City Alternative – 15 Students and five chaperones to Washington, D.C., April 19-23, 2010.
 - Michael Florio/Great Outdoors Club/NBHS – 40 Students and 10 chaperones to Forks, ME (White water rafting) June 5-6, 2010.
 - Emily Sampson/Normandin Middle School – 70 Students and 7 chaperones to Ledyard, CT ("*Bodies Revealed*" Exhibit at Foxwoods), November 23, 2009.

- F. Approval of the following resolutions for the School Committee delegate/Alternate to vote accordingly at the MASS/MASC Joint Conference on November 18, 2009.

RESOLUTION 1 - SCHOOL FUNDING
[Submitted by the MASC Advocacy Committee]

WHEREAS in the current economic crisis, school finance has become a more critical component to ensure that students receive a public education that helps them reach high levels of achievement and meet the state's highest-in-the nation standards,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees reaffirms its advocacy positions on funding of the public schools.

RESOLUTION 2 - METCO
[Submitted by the MASC Advocacy Committee]

WHEREAS for more than four decades, the METCO program has provided opportunities for students at economic risk to attend public schools in other districts, and
WHEREAS the history of METCO is full of examples of students whose lives were enhanced significantly by the opportunities provided in the program, and
WHEREAS METCO is funded by the Commonwealth in order to make these opportunities possible, and
WHEREAS METCO funding has not increased significantly nor has it allowed the program to keep up with demand and the willingness of “receiving” districts to enroll METCO students,
THEREFORE BE IT RESOLVED that MASC support allocations in the state budget that will allow METCO to increase enrollment and services to children, restoring funding levels to original FY 2008 levels with adjustments for inflation since that time, and, further, MASC support continued expansion of METCO funding for FY 2011.

RESOLUTION 3 - MEDICAID

[Submitted by the MASC Advocacy Committee]

WHEREAS the Medicaid program provides a critical safety net of health services to students with disabilities or who are at economic risk, and
WHEREAS the Medicaid program may reimburse public schools for the costs of providing services to students receiving services for their special education needs, and
WHEREAS reimbursements to providers under Medicaid are made directly to municipalities or regional school districts, and
WHEREAS municipalities do not always return these Medicaid reimbursements to their municipal public school department,
THEREFORE BE IT RESOLVED that MASC file legislation to require that 100% of Medicaid reimbursements billed for services provided by the public school district be returned to the school district by the municipality for use in funding public education.

RESOLUTION 4 - READINESS SCHOOLS

[Submitted by the MASC Advocacy Committee]

WHEREAS Readiness Schools, as envisioned by the MA Executive Office of Education, provide an option to allow parents and students with the potential for innovation and choices, and
WHEREAS Readiness Schools have been identified as a viable public option for the current charter school model implemented in Massachusetts, and
WHEREAS Readiness Schools can represent alternatives with local oversight, fair financing, and higher levels of accountability, and
WHEREAS the “Readiness School” model in Massachusetts appears to be virtually identical to what most of the rest of the country calls a charter school in that it is locally authorized and subject to a significant measure of local oversight:
THEREFORE BE IT RESOLVED that MASC supports the concept of Readiness Schools and encourages the legislature to move forward on this innovation, provided that:

- Legislation to enact Readiness Schools does not extend to the Commissioner of the Department of Elementary and Secondary Education (DESE) or the Board of Education enhanced power to take over local public schools or districts by authorizing new authority to declare districts as chronically underperforming.
- That no superintendent or school district be stripped of their authority to oversee any of its public schools, nor any employee of a school district be involuntarily terminated by any “receiver” appointed by the Commissioner without due process of law.
- Readiness Schools of all forms are subject to review and approval by the local district superintendent and the School Committee.
- Readiness Schools may be both authorized and de-designated by the School Committee based on legislated standards and procedures, as opposed to regulations issued by DESE.

- No authority shall be granted to DESE to implement a Readiness School program without a full audit, analysis, and explanation of regulatory implications having been performed that will identify the costs, staff time, and ongoing xpense of such rules or regulations.

RESOLUTION 5 - CHARTER SCHOOLS
[Submitted by the MASC Advocacy Committee]

WHEREAS Charter Schools have been one of the state's more controversial elements of education reform, and WHEREAS Charter School enrollment is currently capped at a percentage of student enrollment in each community, and
WHEREAS some advocates have advocated for lifting the enrollment cap in order to provide more charter options for students, and
WHEREAS recommendations to reforms the state's charter school policy remain unaddressed, thereby presenting adverse implications for other municipal and regional public school districts, and
WHEREAS to this date, the Commonwealth has not linked a change in the charter school enrollment cap to meaningful reform:
THEREFORE BE IT RESOLVED that the legislature should make no changes to charter school enrollment caps until the following reforms are enacted:

- Restructuring of the confiscatory charter school funding formula that diverts Chapter 70 funding from municipal and regional school districts;
- Requiring charter schools to recruit, enroll, and maintain a student population that reflects the overall community population of students at risk, including moderately and severe special needs, economic disadvantage, and limited English speaking capacity.
- Requiring charter schools to demonstrate and implement innovation that is beyond that of the capacity of the municipal or regional school district.
- Auditing of charter school enrollments to ensure that "sending" districts are not penalized for over-enrollment projections given by charter schools to inflate initial funding.

RESOLUTION 6 - DISTRICT RESTRUCTURING
[Submitted by the MASC Advocacy Committee]

WHEREAS school districts may elect to reorganize themselves into superintendency unions or regional school districts, and
WHEREAS various state policy makers have urged districts to consider various economies that may be achieved through district restructuring or reorganization, and
WHEREAS districts currently participate in educational collaboratives which are another vehicle for delivering services effectively and efficiently, and
WHEREAS many options remain open to school districts and municipalities for making their operations more efficient or more effective in supporting students including but not limited to multi-district collaboration, multi-municipal collaboration, and restructuring:
THEREFORE BE IT RESOLVED that the legislature should not extend to any state regulatory agency the authority to impose upon any municipality or regional school district any form of district restructuring without the consent of the school districts involved, and, further, MASC urges the legislature, in exploring and considering public policy options for school district restructuring and reorganization, to allow school districts and municipalities to explore and determine for themselves the best alternatives for their district structures and operating protocols and, further, the legislature should consider incentives to expand collaborations among districts and the best use of educational collaboratives in order to make possible more efficient and effective operating practices that will allow school districts to improve student achievement and provide efficient and effective public schools.

RESOLUTION 7 - SCHOOL IMPROVEMENT PLANS
[Submitted by the MASC Advocacy Committee]

WHEREAS prior to April, 2004, it was the responsibility of the School Committee to approve school improvement plans submitted by school councils and the school principals, and
WHEREAS approval of the school improvement plan is a critical element of the oversight responsibility to ensure that school administrators are working to meet the goals and objectives set by the School Committee as part of its policy making responsibilities,
THEREFORE BE IT RESOLVED that the legislature restore to School Committees the right which they exercised until April of 2004 to approve School Improvement Plans.

RESOLUTION 8 - REAUTHORIZATION OF ELEMENTARY AND SECONDARY EDUCATION ACT
[Submitted by the Reading School Committee and MASC Advocacy Committee]

WHEREAS the Elementary and Secondary Education Act (ESEA), also known as "No Child Left Behind," is the subjection of reauthorization by the U.S. Congress, and
WHEREAS principled critics of the original legislation, including many Massachusetts educators have discussed and debated the merits of various elements of the bill, and
WHEREAS several important reforms have emerged that will create an improved federal education policy,
THEREFORE BE IT RESOLVED that MASC endorses the following recommendations to guide the reauthorization of ESEA:

Accountability

Improve state accountability systems to more accurately evaluate the performance of schools and districts by establishing vertically aligned state content and performance standards that permit using either adequate yearly progress as a measure of success or benchmarks for student progress that establish annual expectations for growth in achievement, based on progress of a sample of other students across the state. These accountability systems should measure the academic growth of each student using a comprehensive battery of various assessment tools.

Proficiency must be redefined as possessing the skills and knowledge necessary to be productive, informed, independent citizens in a global society. These skills and bases of knowledge should be defined at the state and local level and include ELA, math and other academic subjects such as the STEM subjects as well as 21st century skills that students need to be competitive in the global job market such as creativity, collaborative and interpersonal skills, tolerance, technology and media literacy, and problem-solving skills.

Adequate Yearly Progress

Maintain reporting on student achievement by subgroup without giving schools numerous ways to fail and only one way to "make" AYP. Offer students with disabilities an alternate assessment for the purpose of determining AYP, provided that any such assessment is reflected in the student's Individual Education Plan and is based on the IEP team's evaluation and the services to be provided for that student and meets parent consent requirements for IEP's. Allow students with disabilities alternate assessments to include out of grade-level tests and base AYP on gain/growth or adjusted scores. Judge the success of districts and schools based on the achievement of students served under Title I of ESEA and limit sanctions only to those served under Title 1. In the alternative, allow drastic school-wide sanctions such as school choice to apply only to schools who have not met AYP in the aggregate for three consecutive years based on a "growth model" method of determination of AYP. Count the performance within the subgroup, for an appropriate period of time, those

students who recently transitioned out of an applicable student subgroup in the subgroup accountability determinations.

High School Graduation

Extend graduation rate to within five years of entering high school and to 21 years of age for special education students who complete high school with a state-approved exit document.

Educator Credentials

States should set the appropriate educator standards, not the Federal government. The Federal government should encourage states to adopt reciprocity agreements with other states to allow educators to easily transfer employment across state lines.

Funding

Require all public schools, charter schools and nonpublic schools receiving federal funds to use the same state assessment and meet the same state criteria for determining AYP. Allow states to authorize a cessation of Title I support to a nonpublic school whose Title I students as a whole do not make AYP and perform at lower levels than the area public school(s) for three years or more.

National Standards

The Federal government should encourage states to adopt voluntary national standards developed by professionally qualified national organizations and practitioners.

Data Systems and Reporting

Target federal funds on upgrading test delivery and scoring technology to yield quicker and more accurate data to districts, parents and schools.

Best Practice Districts

Grants should be available to districts willing, able and capable of becoming Best Practice Districts. Such districts must be demonstrating high quality practices that improve student learning and are able to be replicated in other districts.

Furthermore, the district must possess the requisite capacity to promote the dissemination and implementation of the practices to other schools and districts.
Footnotes

RESOLUTION 9 - CHARTER SCHOOL REIMBURSEMENT
[Submitted by the Everett School Committee]

BE IT RESOLVED that Commonwealth Charter Schools who have students enrolled from districts which are funded below Foundation Budgets for FY 2010 and in any future fiscal years because the Commonwealth is unable to meet its Chapter 70 commitment will receive tuition from the sending district at the same percentage the sending district is funded in comparison to its Foundation Budget.

RESOLUTION 10 - RESOLUTION IN SUPPORT OF EDUCATOR EXCELLENCE

[Submitted by the Canton, Dennis-Yarmouth and Concord-Carlisle School Committees]

WHEREAS a Working Group for Educator Excellence comprised of organizations and individuals with experience as teachers, administrators, school committee members, academicians, union leaders, business leaders, and community leaders has developed a comprehensive framework for supporting educator excellence in Massachusetts; and

WHEREAS the Massachusetts legislature has filed legislation

in support of educator excellence consistent with the comprehensive framework and essential processes developed by the Working Group for Educator Excellence; and the legislation is designed to connect the processes that grow educator expertise:

- preparation with standards,
- comprehensive induction that stops the huge turnover in new teachers who otherwise are left to sink or swim,
- a fair and strong teacher evaluation system that incorporates intensive support for those who are struggling,
- teacher leadership positions that provide opportunities for teachers to grow and advance throughout their career,
- systemic professional development,
- administrative leadership that builds schools that are committed to results, and
- structures that enable effective teamwork and joint responsibility for student achievement and collaboration between school districts.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees shall work with the Working Group for Educator Excellence to refine and support efforts to enact legislation in support of educator excellence that is consistent with the association's core values of local governance and accountability; and

FURTHER BE IT RESOLVED that the Massachusetts Association of School Committees joins the other 19 organizations in formally endorsing efforts to enact legislation in support of educator excellence in Massachusetts.

RESOLUTION 11 - INCLUSION OF SCHOOL COMMITTEE MEMBERS ON STATE TASK FORCES, SPECIAL COMMITTEES AND COMMISSIONS
[Submitted by the Advocacy Committee]

WHEREAS the legislature establishes boards, task forces, special committees and commissions that study and make recommendations for various matters of public policy, and

WHEREAS these boards, task forces, committees and commissions frequently deal with matters of public education, children's services, and other areas of public policy that concern public schools,

THEREFORE BE IT RESOLVED that MASC petition the legislature to request that any board, task force, special committee or commission with implications for public education and for which non-legislative entities are represented include a representative of the Massachusetts Association of School Committees or a school committee member.

Further, that the legislature lift all barriers to the appointment of a school committee member to the state

10. ADJOURN

**Next School Committee Meeting
MONDAY, DECEMBER 14, 2009
HAYDEN MCFADDEN ELEMENTARY SCHOOL
361 Cedar Grove Street, New Bedford, MA
7:00 PM**

A: APPOINTMENTS

UNIT A

<u>Name</u>	<u>Position</u>	<u>School</u>
Sandra Couto	English	New Bedford High
Krista DeMello	Kindergarten	Hathaway
Jeffrey Dzialo	Chemistry	New Bedford High

CIVIL SERVICE

Eugenia P. Freeman	PI Cafeteria Helper	PRAB
Brandin E. Fonseca	PI Cafeteria Helper	PRAB
Samira Habib	PI Cafeteria Helper	PRAB
Terrence D. Lopes	PI Cafeteria Helper	PRAB
Augusta Tavares	PI Cafeteria Helper	PRAB

PARAPROFESSIONAL

Ivelissa Aviles	Reinstate to Permanent Para	Trinity Day
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NON-UNION

Aida Mota	Part-time Child Care Worker	Parenting Teens Program
Carmen Ramos	Part-time Child Care Worker	Parenting Teens Program

B: RETIREMENTS

UNIT A

<u>Name</u>	<u>Date</u>	<u>Position</u>	<u>School</u>
Elizabeth M. Abdallah	01-04-2010	Special Education	Carney

CIVIL SERVICE

Sean Harrington	10-17-2009	Custodian	Hayden McFadden
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C: RESIGNATIONS

UNIT A

<u>Name</u>	<u>Date</u>	<u>Position</u>	<u>School</u>
Matthew Gaitane	11-30-2009	Math	NBHS
Armando Maldonado	11-09-2009	Spanish	NBHS
Louis O'Rourke	10-19-2009	Biology	NBHS
Joanna Siino	10-30-2009	Special Ed	Keith

D: ASSIGNMENTS**UNIT A****Name****From****To**

Doria Bryant	English at NBHS	English at Keith
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E: SUBSTITUTE TEACHERS

Joyce Amaral	Jennifer E. Hickney	Tricia Pacheco
Andrew Barksdale	Nancy Johnson	Sarah Pimental
Bernadette Costa	David Machado	Michael Poitras
Mark Davidian	Betheny Mather	Ryan Sylvia
Lauren Greene	Joanne Mee	Cindy Victorino
Patricia Hamilton	Elise Melford	
Nadia Harmsen	Jillian Meunier	

F: SUBSTITUTE PARAPROFESSIONALS

Aldeberta Baganha	Natasha Gonzalez	Jomanda Suarez
Karen Carbonell	Jacqueline Martinez	Samantha Whitehead
Ana Gomes	Terrie A. Mills (Lunch Aide)	

G: SUBSTITUTE SCHOOL NURSES

Suzanne Walinski		
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