

Franklin School Committee
Minutes
October 25, 2016
Municipal Building – Council Chambers

Meetings are recorded by Franklin TV and shown on Comcast Channel 11 and
Verizon Channel 29

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

Pledge of Allegiance: Tyler Crandall, Gr. 4, Owen Arienti, Gr. 4, and

Mohamed Ndoye, Gr. 4, Davis Thayer Elementary School

Attendance: Mrs. Bilello, Mrs. Scofield, Dr. Bergen, Mrs. Douglas, Dr. O'Malley, Ms. Schultz, Dr. Jewell, were present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Miriam Goodman, School Business Administrator; Joyce Edwards, Assistant Superintendent for Teaching & Learning; Deborah Dixson, Director of Student Services

Moment of Silence:

A moment of silence was observed.

1. Routine Business

- **Citizen's Comments:** None

- **Review of Agenda:** Potential change to Discussion Items, where they may be a vote on the Opposition to Charter Schools discussion.

- **Minutes:** I recommend approval of the minutes from the September 27, 2016 meeting and October 11, 2016 meeting.
Motion: Mrs. Douglas Second: Dr. Jewell
Approve: 7 Oppose: 0

- **Payment of Bills** – Dr. O'Malley reviewed the bills and found them to be in order.

- **Payroll** - Mrs. Douglas reviewed the payroll and found it to be in order.
- **FHS Student Representatives** - Alexander Chitarra, Student Government President (not present) and Nicolas Gnaman, Class President was happy to report that the High School Football team won against Attleboro to make it to the playoffs. Homecoming dance was held this weekend and it was a big success. The homecoming game was postponed due to the weather and the floats will be at the next home game. Nicolas also reported that Joe Kennedy and Dave Rosa spoke to the government classes. Students who were not in the government classes signed up to see them. It was a real buzz around the school.

Dr. Bergen asked if the students that are 18 years old are passionate about voting since having the visit from the people running for office coming to the school.

Nicolas advised that they had a voter registration dry run by both the Young Democrats and Republicans and a lot of people signed up to vote, they were not into it at first but as the questions were raised, it raised their political interest.

Dr. Sabolinski noted that early voting is happening now, they had 300 people vote on Monday.

Dr. O'Malley asked if the High School has a mock election.

Nicolas advised that the High School does not do a mock election although Young Democrats and Young Republicans club meet often enough to debate and they can get intense.

- **Correspondence:**

Budget to Actual

Ms. Goodman noted that an additional \$162,350.00 was appropriated into the School budget to make up for the funds of the Kindergarten grant that was not awarded so we would not need to eliminate any positions.

Dr. O'Malley thanked the Town Council from the School Committee for appropriating this money, they did not have to do it.

FEA- Open negotiations with EA Unit -

Dr. O'Malley advised that there was correspondence from FEA indicating that it is their intention to bargain the contractual agreement between the FEA, Educational Assistants Unit and the School Committee this coming school year before the expiration date of June 30, 2017.

Dr. Sabolinski advised that she and Donna Grady, FEA President have been working on setting up dates and training, there are 4 dates identified. She advised that they are committed to the interest based bargaining approach again as it was done successfully in the past with the FEA.

2. Guests/Presentations:

a. Math Program Overview -

Dr. O'Malley advised that Mr. Ron Taylor, Math Department Head was not present due to an injury he sustained the night before.

Ms. Edwards gave a brief overview of the Math Program (See powerpoint). She advised that there are 6 full time math specialists in each of the elementary schools. Ms. Edwards introduced Math Specialists, Noelle Hendrixson, Keller Elementary, Jenn Violet, Davis Thayer, Victoria Saldana, Jefferson Elementary and Brian Kelley, Parmenter.

Ms. Hendrixson gave an overview of the Elementary math program. She advises that no matter what they are doing, they start with the standards. Ms. Hendrixson noted that the past couple of summers they have worked closely with teachers on scope and sequence. Ms. Hendrixson also advises that this year they are working on digging deeper into the focus standards at every grade level. She also advised that they have put data protocols in place, there are common benchmarks, teachers are getting used to the data, they analyze it, they make action plans and turn it into instruction. She also explained about the balanced approach to teaching math.

Mr. Kelley advised the Committee that the Math Specialists and teachers over the past couple of years have been trying to build a math rich culture. He talked about some of the ideas to build a math rich culture, i.e. multiple strategies to solve problems, modeling in the classroom which is the real world application of problem solving, taking a real world problem and turning it into an equation to

solve the problem and it starts as early as Kindergarten; the productive struggle is something the teachers have been working hard on, we want the productive struggle in the classroom every day, if it is something challenging and exciting, you want to work harder and it brings excitement about math; collaboration between the teacher and students and students with students is another piece that is being worked on; math discussions are happening everyday, it is not a quiet classroom, there is a lot of talking going on which helps the deeper understanding of math and sometimes students' misunderstanding which the teachers can then remediate; and Mr. Kelley also noted that he is excited to see the excitement about math and the positive attitude towards math.

Ms. Saldana agrees that this is an exciting time to be a math student because she feels that they are making the necessary pedagogy shifts to ensure that our future generations see themselves as confident mathematicians regardless of the career they choose. Ms. Saldana explained what a daily math class looks like, it can be different day to day. The teachers are modeling, using manipulatives and the students are right with the teacher using their own manipulatives. There are guided math stations, they do continual formative math assessments to ensure that we are reflective and reactive to the students' needs on a daily basis. There are also project based learning opportunities to explore math.

Ms. Violet talked to the Committee about Parent Involvement and the big question of how parents can help their students at home. She advised that the ways parents can help their student is to be positive about math, share problem solving, attend school based math opportunities, and support the academic risks, it's hard to watch children struggle but teaching them it is okay to not know the answer and to learn the value of perseverance. Ms. Violet advised that there are several parent resources, i.e. their child's teacher, the math specialists are always available. Another area is individual teacher's blogs, web pages, etc. and the K-5 District Website, there is a link to each individual school.

Ms. Violet also explained to the Committee what a Math Specialist does. She advised that the Math Specialist's primary goal is to support the teachers and the students. They provide professional development to teachers. They also design common district wide assessments, called benchmark assessments for all grades; there is a lot of data analysis. They hope to promote risks not only with students

but with teachers as well to come out of their comfort zone to learn and try new things in the area of mathematics.

Mr. Kelley summarized the successes and challenges of the elementary math program and he notes that there is consistency throughout the district with instruction, also the summer math program has been helpful and very well attended. Mr. Kelley also notes that their biggest success is that students and teachers are excited about math. He advised that one of the biggest challenges is not having enough time to be in the classroom, analyze data, etc.

Dr. O'Malley commented that this is a controversial subject as teachers are not teaching like they used to. He loved the resources, the more we work with the parents, the more we will get results. He was very impressed with the presentation.

Dr. Bergen commended the teachers on the thoroughness of the presentation. Dr. Bergen inquired as their perception and feeling that this is developmentally appropriate for kids at the lower levels.

Mr. Kelley advised that the lower level teachers work really hard to be sure that the skills are taught in a developmentally appropriate level way which includes play and provided examples.

Ms. Saldana advises that the shift to doing things with a hands on approach is the what makes it developmentally appropriate.

Dr. Bergen asked if there is a way you get feedback from parents on the math program?

Ms. Edwards advised that there have been a number of school based surveys over the years. Also, the math specialists are available 24/7 and they are interacting with parents through math mornings, etc. There are multiple data points, parents feel comfortable calling the student's teacher.

Dr. Bergen inquired as to how to challenge the students?

Ms. Edwards advised that there are several students that excel on a regular basis, she turned it over to Jen Violet to answer.

Ms. Violet advised that a lot of teachers utilize pre-testing at each level to see which students need to be enriched and who may need pre-teaching from the previous year.

Ms. Saldana advised that they do a lot of co-planning with the teachers, so having the pre-test information is helpful to find the resources for the teachers to help students where they need to go.

Ms. Hendrixson advised that with 6 math specialists, they each own a grade level so they are able to work with each other to provide challenges for the students, etc.

Ms. Bilello noted that she thought the website was a great idea but that the website is not active on all elementary schools websites. Ms. Bilello also inquired as to the students on the different ends of the spectrum, with the changes to the report card that happened 2 years ago, there was conversation at that time when the new math curriculum was being adopted, she remembers that there was discussion between the math specialists and district leadership on how that would be evaluated and the information would be given to the families, she is curious as to what kind of feedback you are getting from families and how is information communicated? She notes that looking at PAARC levels where it includes exceeded expectations, advanced level and district report cards, the highest level, is mastery of standard, how is that information communicated especially now that teachers are told not to give further comments or go into great detail on report cards, how is that information, unit by unit, standard by standard being communicated during the school year to families when students have already met or exceeded the standards, when that information is not communicated on the report cards anymore at the elementary level?

Ms. Edwards advised that report cards are 3 times a year, that teachers are in touch with families far more frequently on a unit basis and formative assessment piece and when there is enrichment or when a student is not feeling challenged enough and the parent has had that conversation with the teacher, it is ongoingly reported out.

Ms. Bilello noted that that would depend on the individual teacher as far as that level of communication.

Ms. Edwards advised that this is done at all schools.

Ms. Bilello continued to inquire as to a document that comes home from the district talking about the various levels of performance across the school year on the standards, how are parents getting that information beyond the verbal conversation or the benchmark assessment.

Ms. Edwards advised that it is through the test results and the day to day work.

Ms. Bilello further inquires if a student on the pre-assessment has already proved or shown that they met that level of mastery, where is the parent getting information about where it's going from there?

Mr. Kelley advised that there is not a uniform form of communication across the district, it is a teacher by teacher situation.

Ms. Bilello commented that she feels it would be a good place to go when this is a district where there are students who have high levels of achievement on PARCC, to be looking at expanding the repertoire of teachers to work with and communicate those levels of understanding particularly because it does seem from school to school the information that she has heard is that those common assessments don't always match up. It would be a huge help for parents in this community.

Dr. Sabolinski noted that the District will need to look at PARCC as it has not been totally calibrated yet, we are still in the piloting stage and the test is different this year and if it is administered this year, it will be different next year. It takes a few years to calibrate. Going back to the early years of MCAS, we needed to reinvent report cards, etc., it seems that this would need to be done down the road, looking at report cards, and how we report progress. Dr. Sabolinski feels this could take another year.

Ms. Edwards advised that she thought it could take more because with MCAS 2.0 starting in the Spring, it takes a number of years to get test results that are valid and reliable. It is just one measure of assessment.

Ms. Bilello's follow up question is with the district benchmark assessments that were created, you are able to measure whether or not a student has full mastery and she would assume that you built in ways to show beyond the mastery, yet the report card, regardless of what is happening on the standardized assessments, are not building in that level in the communication back to parents, would you agree?

Ms. Edwards advised that it was actually a very deliberate decision for the report cards to convey that a student has met the mastery proficiencies, it was a body of work that took 2 years by a large community of teachers and it was a very deliberate and thoughtful decision at the time and it can always be revisited.

Ms. Bilello asked if the district was looking to revisit this decision?

Ms. Edwards advised that they would not be revisiting this decision at the moment as they have not had any requests for it. Ms. Edwards advised that the teachers are drivers of this decision and they are happy with the report card changes over the last two years and we do have that data. The teachers feel as though this is an appropriate reporting system because the requirement by the State is for students to demonstrate mastery, to demonstrate proficiency and that is what we are reporting. We report above and beyond for the individual student in individual ways.

Ms. Schultz inquired about the family mornings and nights, how often are they held, are they held by the grade or the whole K-5, and what does the turnout look like? And how are you inviting parents?

Ms. Edwards advised that it is hosted by the math specialists, it looks differently in every school, it is typically by grade, families are invited through their children's classroom, publicized by the Principal in weekly email blasts, etc. The turnout is phenomenal, turnout is over 90% of families.

Ms. Schultz is wondering if the communication by a flyer in the backpacks or is it an email?

Ms. Edwards advised that it varies by school and it is a school based decision whether to have a math night or a literacy night or a book fair or those kinds of things. Ms. Edwards advised that there are usually not paper flyers anymore, that everything is electronic.

Ms. Violet advised that she sent home a paper flyer to let families know they were changing their name of the Math Mornings to Family Fun Fridays at Davis Thayer so that math and English Language Arts can be incorporated together. Ms. Violet advised that at Davis Thayer the turnout is phenomenal for every grade level. Ms. Violet noted that it does vary by schools, that some schools do it at night, some do it as a coffee in the morning.

Ms. Hendrixson noted that they do try to include technology as well. She advised that she and the literacy specialist at her school are trying to develop a website where they can put videos on it. It is always evolving.

Ms. Schultz asked if there was any way it could be more consistent amongst schools as we move forward?

Dr. Sabolinski noted that it is one of the challenges with trying to be consistent in what we are teaching, but letting each school have their own character, each building has it's own culture and character and this helps to make each school unique by doing what they feel their community needs. A lot of this is in collaboration with PCC's feedback, if we start mandating all schools to do the same, then each school loses its character which was an issue we dealt with years ago. While the expectations from the State require more consistency, we struggle with each school keeping its own character and individuality and personality.

Ms. Schultz acknowledged that she understood, however, she is asking because that is one of the topics that surfaced consistently during the Community Relations coffees.

Dr. Sabolinski noted that if you are looking at Oak Street, there has been a change in leadership, she would expect that there is going to be math events at Oak Street moving forward.

Ms. Edward's noted that there was a change in math specialists at well.

Ms. Bilello commented that she is coming from Keller and she would agree with Ms. Schultz, that the consistency is not there. She notes that they have been hearing wonderful things about certain schools, at the same grade levels and we look at each other and wonder, have we missed communication on these things that are happening?

Dr. Sabolinski notes that she has been at Keller math mornings and fun and games and several Keller math nights.

Ms. Saldana commented that she is also a parent in town and hopes she is not overstepping, but her son went to Oak Street and is now at Horace Mann and she does have to say from the Parent perspective and being the Math Specialist at Jefferson, the things that he did at Oak Street, that maybe didn't happen at

Jefferson, were wonderful. She commented that even though it was not the same, it was what made Oak Street unique and different from Jefferson.

Ms. Schultz understood, however, her point was for the parents to be able to connect on the curriculum so that they can help their children in the most appropriate manner.

Dr. Jewell commended the teachers on bringing the math program to the School Committee even though it is somewhat controversial but it is one of the most important things to do. He notes that he is opposed to everyone getting a trophy. He feels that the standards are not high enough. When you are only communicating that everyone is meeting the standard, everyone is getting a trophy. No one is exceeding, no one is being asked to do more. How do you communicate this to the parents, that this student is really bright and they need to be challenged, here are some ways you can help them.

Ms. Douglas commented that she can only speak for Davis Thayer first as a teacher and then as a grandparent and notes that the math mornings have been going on for 15 years and they are very well attended by parents, grandparents, etc.

Dr. O'Malley notes that math is very complex now and how it is taught, he is impressed with how far we have come, there are always challenges going forward, thank you to the teachers and consider this a progress report.

Ms. Edwards introduced the Middle School Math Specialists, Jeff Chaffee from Remington; Colleen Donahue from HMMS and Caryn Parnell from Annie Sullivan.

Mr. Chaffee advised the Committee that they will be talking about some of the same things as the Elementary Math Specialists. He advised the Committee of what a Math Specialist does at the Middle School. (see powerpoint)

Mr. Chaffee also explained what Professional Development looks like at the Middle School level. He explained that each of the Middle School Math Specialists serve as a lead person for a grade level, Mr. Chaffee is 6th grade, Ms. Donohue is 7th grade and Ms. Parnell is 8th. Even though they work together, it is beneficial for the teachers at those grade levels to have a point person. If they break up by grade level for professional development, then they each run those specific grades, while they feel comfortable at all grade levels, they are a little bit

more of an expert in each of their own grades. He notes that in addition to the professional development days on the calendar, they set up some math workshops, where they analyze students work, bring student samples and talk about what does the student know based on this work. He also talked about co-teaching, there is inclusion math where there are special ed teachers in the class with general ed teachers and it is not a relationship that happens naturally, so the Math Specialists set aside time to have those discussions and make sure they are on the same page with one another as to what their roles are in the classroom.

Ms. Donahue advised the Committee that the peer observation model will be done on the other half of the workshop days starting in December. She advised that it gives them all a chance to observe each other and improve our own teaching practice. It happens with grade level teams, within a building and the goal is to cross over to the district. The point is to share our best practices, some areas they have focused on over the past two years are to ask teachers up front what do you want me to work on. We look at classroom management, student engagement, questioning techniques, how do we give feedback to students, how do we assess students during a lesson. Ms. Donohue advised that this has been one of the greatest professional development models she has been part of and they have gotten some great feedback. Ms. Donohue also advised that the Math Specialists at the Middle School level work with transitions and the topics most often worked on are placements and curriculum and explained how this is done from elementary to middle and middle to high school. Ms. Donahue advised that from middle to high school, the teachers make recommendations, however, the ultimate decision is with the student and parents.

Ms. Donahue also advised the Committee about what they want middle school parents to know. **(see powerpoint)**

Ms. Bilello thanked the teachers and commented that the elementary model is a newer model and middle school has been around for a while, it is a strong model, it is very impressive and she is glad that we are able to have the resources to fund it at the elementary level. This type of leadership through the benchmark assessments, it is exciting to see what you have done by not only nurturing the co-teaching relationships with the special education teachers but looking at differentiation and the idea of teachers going in to see others teach is fabulous to hear. Her question is how do we bring this model with such limited resources to

other curricula areas, with limited funding because clearly this model works for the teachers, parents and the students so thank you for your leadership.

Dr. Bergen commented that she has had the honor of working with all three math specialists and has seen the math program grow because of their work and meet the needs of all students across all performance levels. Dr. Bergen noted that sometimes along the way there is an assumption that kids learn something in a previous grade, how do you monitor the previously learned skills, the fundamentals to see if they were missed along the way.

Ms. Donahue gave an example that they have the summer math program, which is optional, there are a good number of students that attend, the teachers give assessment at the beginning of the school year for retention of skills from previous grades. She advised she had a Department meeting and many of the teachers have their smart goal focus around retention of skills from previous grades, they have a plan in place and they use a variety of different tools, some technology, assessing throughout the year, giving workshops during a flex period (I period in other schools).

Mr. Chaffee noted that it is one of the most common topics that is brought up at Department meetings, “what do you do to help students retain skills from unit to unit”? Teachers are sharing resources.

Dr. Bergen inquired whether there are predetermined homework exercises that would be consistent, where every school has the same expectations of homework?

The teachers advised that it is not consistent with all schools.

Dr. O’Malley inquired as to how do you connect to parents?

Mr. Chaffee advised that it is an individual teacher piece, however, it is talked about at department meetings, what resources do they share with parents.

Ms. Edwards commented that the middle schools have teams, a lot of the communication going out to families comes from the academic team and it happens fairly regularly.

Ms. Parnell commented that starting with open house there is communication with parents. Parents ask the math specialists questions and the teachers reaching out

to the parents to share concerns, to share positives. There can never be enough ongoing communication.

Dr. Jewell notes it is great that there are techniques to get the students assigned to the right classes from class to class and into high school, how is that communicated to parents so your recommendation goes to parents with an explanation this is why I am recommending your student in this class.

Ms. Edwards advised that the 8th grade teachers make the recommendation and families have a chance to review those. In most cases, there should be no surprises. If a parent feels that it is not what they expected, then there will be a meeting with the Principal, Math Specialist and teacher to discuss why that decision was made.

Ms. Edwards gave a high school presentation for Ron Taylor, Math Department Head who was unable to be present. She explained the Student-Centered math class experience. Ms. Edwards also explained 4 of the Student-Friendly versions of standards of math practice. There are 8 math standards and there are different ones used at different times during the school year. Ms. Edwards also explained that Mr. Taylor runs Department meetings at the High School and he helps to shape the professional development for math teachers. Ms. Edwards continued to explain what Mr. Taylor does as a Math Department Head. Lastly, Ms. Edwards explained Mr. Taylor's concerns and solutions. **(see powerpoint)**

Dr. O'Malley commented that he heard productive struggle at all 3 levels, to Dr. Jewell's point, no more trophies for showing up. He feels productive struggle is a great expression because the struggle is getting out at the end of the struggle with a solution with the help of the teacher.

Ms. Bilello inquired as to how are they matching and building that into grading practices at the High School level?

Ms. Edwards advised that there have been a number of things over the years, and some of the work she has done with Department Heads is standards based education. Ms. Edwards advised that there are a number of teachers at the high school piloting standard based grading. They are finding ways to equate that into the GPA. Students need a GPA to get to college so we are trying to report out on what they are learning. The conversations are ongoing at the high school. It is not

just a summative test at the end of a unit or a term, it is ongoing and much more standard matched.

Dr. Sabolinski notes that productive struggle sounds really nice but at the high school it is a head on collision with grading, it is necessary to take a step back because it re-examines your beliefs about learning and beliefs about students.

Dr. Bergen inquired as to whether there is an element of training to teach those skills that make group work effective?

Ms. Edwards advised that because there is so much group work in grades K-8, the kids are coming to the High School more prepared for group work. She advised that our kids are really learning to collaborate.

Mr. Light commented that there is a lot of talk about the parent component which is really critical, and as a the former HS Principal, he advised that there were a lot of questions from the parents early on in the year last year about why in the math classes are we focused on group work, etc. and one of the resources given to parents is there is a Harvard Physicist, Eric Mazur, a professor at Harvard who presents a compelling case with data about studies he has done with his own students about the value of talking through thought processes and understanding concepts.

Dr. Jewell inquired as to the feedback when we send students to college, did we pick the right college?

Dr. Sabolinski advised that they just got an alumni survey from the High School which was done last May and June. In January, Principal Peri will be reporting on this.

Mr. Light advised that the other data that is out there is through the State, the Department of Education tracks our students now, not just through High School but they are tracking through college. The District is able to look at success rates.

Further discussion ensued.

Dr. Bergen asked if there are any courses for students on how to deal with their personal finances?

Recess

Ms. Edwards expects to hear from the High school about developing a new course at high school

3. Discussion Only Items:

- **Policy - First Reading**

Ms. Scofield noted that the last Policy Sub Committee meeting was an exciting meeting about dress code, the sub committee has come up with several draft policies, the 4th draft policy, is a good policy. The SubCommittee will be meeting on Saturday, October 29th, 2016 from 9-11 a.m. in the training room at the Municipal Building to get input from families about this proposed policy. Once they have this input, it will be brought back to the sub committee, then brought back to the full committee for a vote. This is a general policy, it will not be taking anything away from the Building Principals, this is the guidance and they will develop their own list of regulations.

- **JKAA-Physical Restraint of Students -**

Ms. Scofield advised that this policy has been reviewed by legal.

Mr. Light advised the Committee that the District is responding to the Department of Education on a Coordinated Program Review, which happens every six (6) years within a District, they review all the policies and procedures within the District and they have recommendations. One of the recommendations was they felt that the Physical restraint policy needed to be more specific in some areas based on new regulations.

Ms. Dixon advised that as of January 1, 2016 there were new restraint regulations enacted and implemented and as a result we needed to develop a new policy which we did a little over a year ago. However, based on the District's Coordinated review, we were cited for not having complete policy or procedure to support that. The regulation itself is 99% about the prevention of physical restraint which we focused most of the policy and procedures on. They were very comprehensive and we have plans and have had extensive training across the district to meet the letter of the law. The Department of Education advised that our policy was missing one tiny piece in the regulation which states that Districts must develop methods for preventing student violence, self-injurious behavior, and suicide. As a

result, we have talked to our Attorney and looked at the regulations and the Committee has in front of them the revised policy that addresses it.

Ms. Dixon advised as a point of reference, last year we had 11 restraints in the District for the entire school year and we had 19 incidents of students at risk for self harm.

Ms. Dixon advised that we do have procedures in place, we just did not have them included in the document that we sent to the Department of Education.

Ms. Dixon advised that at this point, we will be assessing what we have, putting it together in a nice document, include it in our mandated training, and present it to the Department of Education as our corrective action plan.

Mr. Light advised that this does not change the actual procedures in place in the district. We have done all the work from a procedural standpoint and training standpoint not only with our Administrative team but our counselors and faculty necessary to comply with the new regulations.

Mr. Light advised that they sent the policy and the results of the Coordinated Review to our Attorney and she helped draft this policy to make sure we were in compliance. We are making sure that the policy meets the State requirements.

Ms. Bilello inquired as to when Ms. Dixon mentioned the 11 restraints, she presumes that those were beyond the length of needing to be reported.

Ms. Dixon advised that this was the total.

Ms. Bilello inquired as to what the percentage of staff are being safety care trained, who is getting the safety care training?

Ms. Dixon advised that they hope to have a team at each building. The Principals have discretion to select teachers or teachers opt to participate. The District has trained over 100 staff in the last year and we are currently in the process re-certification of staff and are training new staff. The Principals and Central Office staff also participated in the training.

Ms. Bilello inquired whether the IEP's have also evolved with the new restraint law to reflect the changes?

Ms. Dixon advised that one of the provisions in the regulations is that we cannot reference restraint in an IEP.

Ms. Scofield asked why is that? Why can't restraints be mentioned in an IEP?

Ms. Dixon advised this is the focus of the new regulations restraint is to be used as the absolute last resort, there should be more of an emphasis on de escalation, positive behavior supports and other interventions to prevent any restraint. Restraint is a planned action and a planned action should not be written for a student.

- **Charter Schools**

Dr. O'Malley advised that this Public schools are not under the control of the local School Committee.

Discussion ensued.

Michael Walker Jones attended and gave a brief opinion on his thoughts about not supporting the Question regarding Charter Schools on the ballot.

Ms. Grady, FEA President advised as of the time of the Franklin School Committee Meeting, there were 202 school committees and city councils who have been opposed to the Question about Charter Schools on the ballot. Ms. Grady gave reasons that the FEA is opposed to the Question on the ballot about Charter Schools.

Mr. Creedon, School Psychologist at Horace Mann Middle School advised the Committee of his opposition to Question 2 by stating several reasons in a written letter.

Ms. Schultz made a Motion to propose a resolution to oppose lifting the cap for the Charter Schools. Ms. Douglas seconded the motion.

Ms. Bilello - Yes; Ms. Scofield - Yes; Dr. Bergen - Yes; Ms. Douglas - Yes; Dr. O'Malley - No; Ms. Schultz - Yes; Dr. Jewell - Yes

(See signed opposition attached)

4. Action Items:

a. I recommend acceptance of a check for \$4,500.00 from the Jefferson PCC for field trips.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

b. I recommend acceptance of a check for \$375.00 from the Remington PCC for field trips.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

c. I recommend acceptance of three checks totaling \$2,521.51 from Parmenter PCC for field trips and in-house enrichment.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

d. I recommend acceptance of a check for \$296.99 from the Davis Thayer PCC for supplemental supplies.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

e. I recommend acceptance of a check for \$300.00 from the Keller PCC for field trips.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

f. I recommend acceptance of two checks totaling \$1,275.00 from Franklin Music Parents for in house enrichment

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

g. I recommend approval of the Student Activity Accounts as listed.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

h. I recommend moving Policy JKAA – Physical Restraint of Students to a second reading.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

i. I recommend approval of the request to take MS Chorus students to NY City on May 13, 2017 to see a Broadway show as detailed.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised that Committee that she attended a Superintendent's Roundtable with DCF, it was the 3rd meeting this year. She feels it is an extraordinary collaboration.

Dr. Sabolinski advised that the John Mattleman workshop was successful and well attended.

Dr. Sabolinski congratulated the football team for making the playoffs. She advised that they will be playing at Xaverian on Friday.

Dr. Sabolinski advised that there have been several cases of strep at JFK which were 19 students and 2 staff. There was an anonymous call that there was no budget for hand sanitizer. Mr. Light, checked on it and has been advised that there is sufficient hand sanitizer in the building.

Dr. Sabolinski advised that the Academic Decathlon will be hosting the Regional Meet on November 19th at Franklin High School.

6. School Committee - Sub-Committee Reports

- **Community Engagement** - Ms. Schultz advised that the Community Engagement SubCommittee will be at the dress code forum with the Policy Sub Committee on Saturday and the Community Engagement Sub Committee will be meeting on Wednesday November 9th, 2016 at Franklin TV for a coffee hour.
- **Policy Sub Committee** - Ms. Scofield gave her policy update in the Discussion Only items above.
- **School Committee Liaison Reports** -
 - a. **JPCC** - Dr. Anne Bergen

Dr. Bergen advised that parents are now able to make online donations.

Dr. Bergen also advised that there will be a Superintendent Search focus group for the Chairs of PCC.

Dr. Bergen also advised that Mr. Light and Paige Tobin, attorney for Franklin Public Schools, spoke about anti-bullying on the Franklin Cable TV

- **Superintendent Search**

Dr. O'Malley advised that the Superintendent Search Consultants, HYA are working here already, they have conducted several focus groups, they are interested in parental input. An Online survey has been sent out and it is open until November 15th.

The Committee will meet again with the consultant on the 21st.

Dr. O'Malley advised that they have decided on an active advertising package and are ready to move forward. Applications will end on the 6th of January. There will be a Committee of 7 to vet the finalist. HYA will deal with resumes and they are not public documents. He advised that after the 6th, the release of 2-5 finalists and their names will be public. They will meet in open session.

7. New Business:

8. Adjourn: Dr. O'Malley made a motion to adjourn, seconded by Ms. Douglas

10:08 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 10-25-16.pdf

B2A.pdf

EANeg.pdf

Payroll Warrant #1707 summary.pdf

Payroll Warrant #1707.pdf

Payroll Warrant #1708 summary.pdf
Payroll Warrant #1708.pdf
FPS Summary & Sign off.doc
SCWarrant092216.pdf
SCWarrant092916.pdf
SCWarrant100616.pdf
SCWarrant101316.pdf
Franklin School Committee Planning Session Minutes-DRAFT.docx
September 27, 2016 SCMinutes-DRAFT
k-12 Math Program School Committee October 25.pdf
JKAA - Physical Restraint of Students 2016.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
ActionE.pdf
ActionF.pdf
ActionG.pdf
ActionH.pdf
ActionI.pdf
BICO Quarterly Information for Superintendents.10.7.16.docx
EnrollmentCompare-Sept 2015-Sept 2016.pdf
PledgeStudent.docx

Franklin Public Schools
School Committee
Charter School Resolution

WHEREAS, Commonwealth charter schools educate different students with disabilities than districts schools, with at least 85% of charter school SWD receiving services through full inclusion, as against 65% of district school SWD in full inclusion; AND

WHEREAS, Commonwealth charter schools educate fewer English Language Learners than district schools, with the increases of such students in charter schools eclipsed by the increases statewide in district schools; AND

WHEREAS, Commonwealth charter schools' "lack of comparability between charter schools and sending districts presents significant barriers to any attempt to determine whether the higher Massachusetts Comprehensive Assessment System performance at certain charter schools is attributable to demographic differences or whether innovative practices have produced positive outcomes," per Massachusetts Auditor Bump's findings of December of 2014; AND

WHEREAS, Commonwealth charter schools have serious enrollment problems, with significant losses both by number and percentage of students from initial enrollment through the final academic year of the school; AND

WHEREAS, Commonwealth charter schools fail to fill empty seats from waitlist, despite the requirement of the Act Relative to the Achievement Gap of 2010; AND

WHEREAS, the Department of Elementary and Secondary Education's waitlist information "is not accurate," per Massachusetts Auditor Bump's findings; AND

WHEREAS, the Department of Elementary and Secondary Education has failed to require or to disseminate adequate documentation of innovative programs, best practices, and models within Commonwealth charter schools for replication in public schools, per Massachusetts Auditor Bump's findings; AND

WHEREAS, the Department of Elementary and Secondary Education has been "inconsistent in its decisions regarding whether to impose conditions for some school charter renewals," per Massachusetts Auditor Bump's findings; AND

WHEREAS, the Commonwealth's reimbursement to districts has failed to be fully funded, seeing funding of 63% in FY14, 55% in FY15, and 69% in FY16; AND

WHEREAS, Governor Baker's proposed reform of charter reimbursement neither fully funds reimbursement nor equitably treats sending districts;

BE IT KNOWN that The Franklin Public School, School Committee opposes any lift to the cap on charter schools in the Commonwealth of Massachusetts.

Dr. Kevin O'Malley, Chair

25 October 2016

Date

Mrs. Cindy Douglas
Mrs. Cindy Douglas, Vice Chair


Dr. Anne Bergen
Dr. Anne Bergen

Vanessa Billelo
Ms. Vanessa Billelo

John Jewell
Dr. John Jewell

Mary Jane Scofield
Mrs. Mary Jane Scofield

Denise Schultz
Ms. Denise Schultz



Franklin Public Schools K-12 Math Program

School Committee Meeting
October 25, 2016



Agenda

Overview

Elementary Mathematics (Noelle Hendrixson, Brian Kelley, Victoria Saldana, Jen Violet)

Questions

Middle School Mathematics (Jeff Chaffee, Colleen Donahue, Caryn Parnell)

Questions

High School Mathematics (Ron Taylor)

Questions



Overview

Our goal is to prepare students for both colleges and careers by providing high quality Mathematics instruction that includes content, process, and real world application

Our mandate is to align our curriculum to MA frameworks which include both content and practices

We know that effective learning involves the construction of knowledge rather than passive or rote learning

We value the process and thinking as well as content and the answer

Overview

As a result:

By design and based on research, schools and learning are very different today

Standardized test or traditional assessments are only one measure of achievement

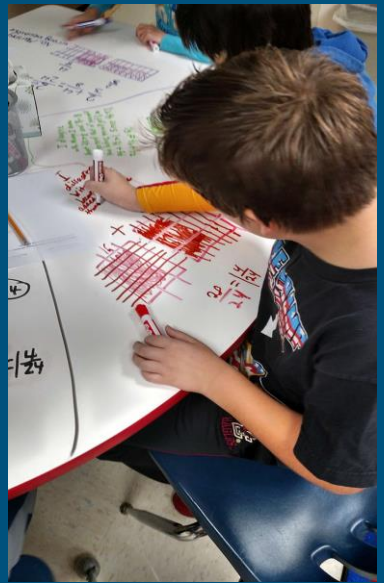
We work to meet the needs of all students in a variety of ways

If you have a question, please ask your child's teacher or the Math Specialist

We value partnerships with families

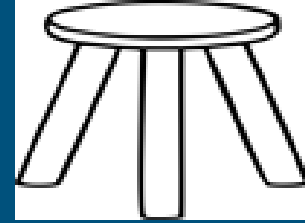
Elementary Overview

- ❖ **Start at the Standards/Frameworks**
- ❖ **Teachers: Connecting Instruction to Alignment with the Massachusetts Frameworks**
- ❖ **Focus is now on the HOW**
- ❖ **Teacher-Led Alignment Work Gave us a Roadmap We Have Been Able to Focus Our Efforts on:**
 - **Digging Deeper into Major Work of the Grade**
 - **Supplementing with High Quality Tasks & Math Practices**



Elementary Overview

Conceptual Understanding



Real World Application

Procedural Fluency

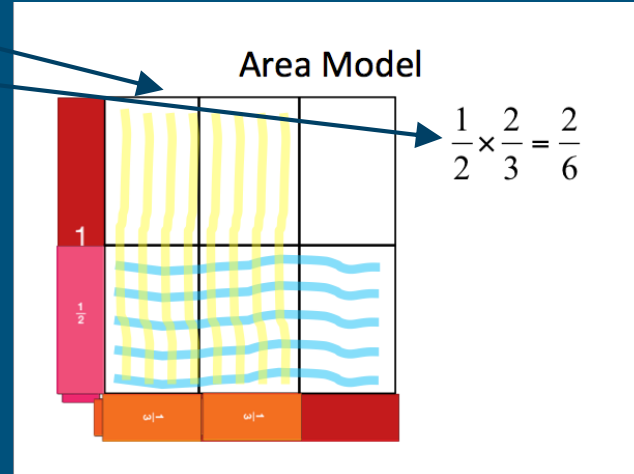
A Balanced Approach to Teaching Math

Conceptual Understanding

Procedural Fluency

Real Life Application Problems

There is 1 whole pan of brownies left.
You want to give $\frac{2}{3}$ of it to your sister. What fraction of the whole pan of brownies will she get?



Math Classroom Culture

Multiple strategies to solve problems

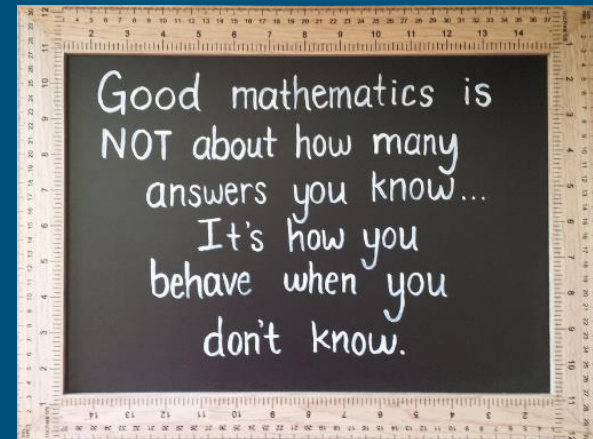
Modeling

Productive struggle

Collaboration

Math discourse

Students and adults excited about math and having a positive math attitude



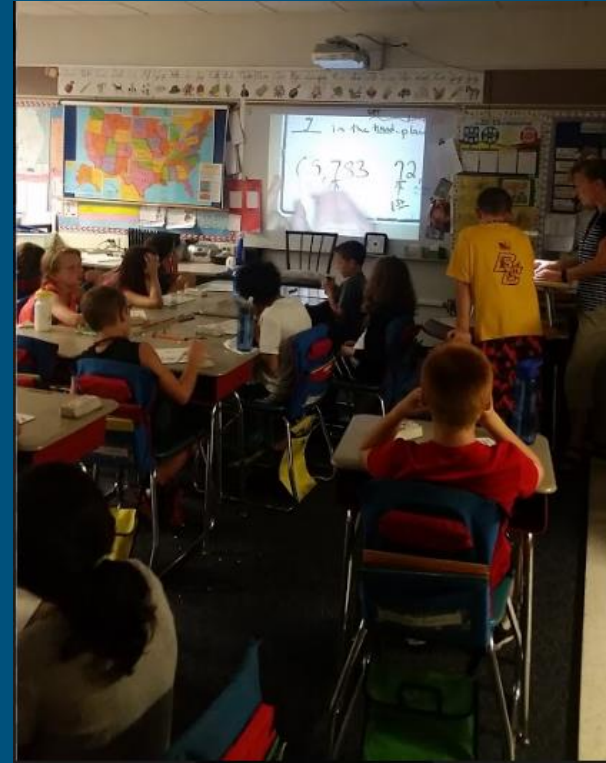
Daily Math Class = different day to day

Flexible grouping in the classroom and grade levels

Guided Math Stations

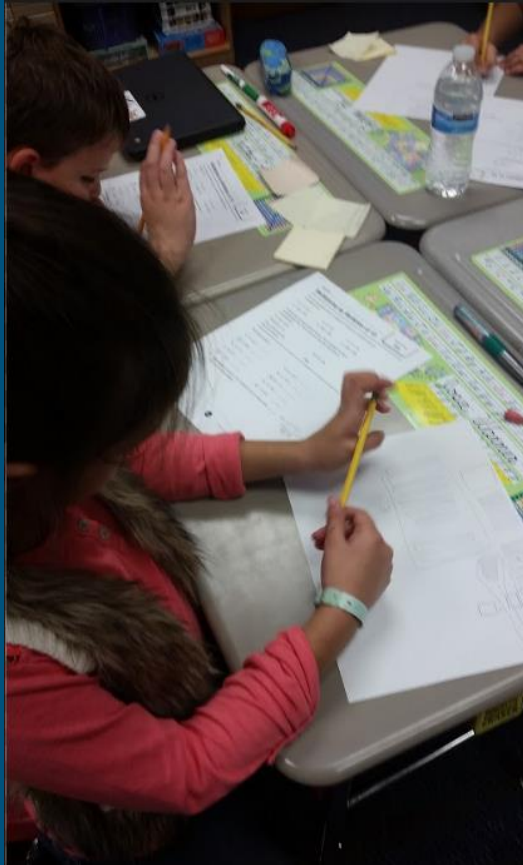
Continual Formative assessments

Project Based Learning opportunities

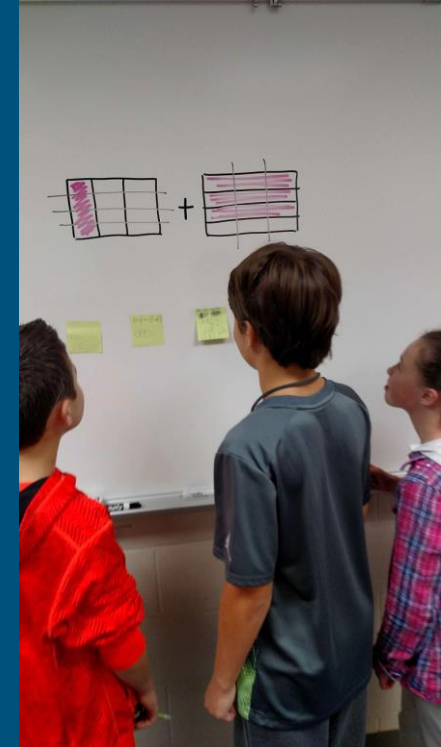


Working with partners - explaining
their strategies

Collaborative problem solving



Guided and independent math
practice that are differentiated
to meet the learning needs of
all students.



Learning how to multiply by tens - we are not just “adding zero's to the end” .

So how do we learn to solve 8×30 ...

Third Grade - video

Parent Involvement



How can parents help?

- ❖ Be positive about math
- ❖ Share problem solving thinking with your kids
- ❖ Attend school based math opportunities

❖ Support academic

P E R S E V E R A N C E

Our greatest glory is not in never failing, but in rising up every time we fail. ~Ralph Waldo Emerson

(w the answer)

Parent Resources

- ❖ Teachers, Math Specialists- Just Ask
- ❖ Individual Teacher Blogs, Web Pages and Twitter Accounts

- ❖ [K-5 District Math Site](#)

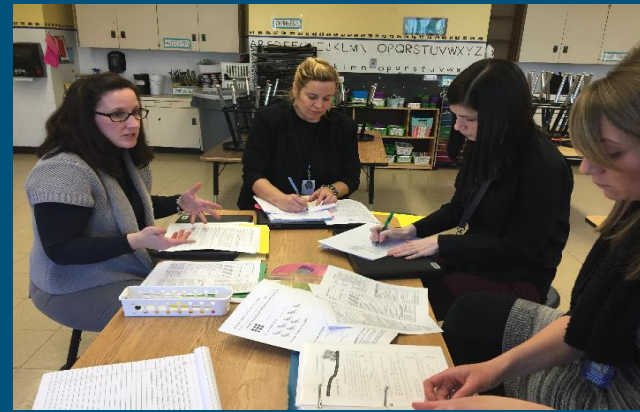
- School Webpage
- Math Specialist
 - ★ Student Resources
 - ★ Parent Resources
 - ★ Teacher Resources
 - ★ Helpful Links



Math Specialists

What do we do?

- ❖ Math Specialists support the teachers to help align their practice to the standards
- ❖ We provide Professional Development to teachers
 - ★ Last year -**High Quality Tasks**
 - ★ This Year -**Mathematical Practices**
- ❖ We design Common District- Wide Assessments- Benchmark Assessments
- ❖ We help plan data analysis of assessments to help teachers inform instruction
- ❖ Our role looks different at every school (Model Lessons, Coteach, Small Group instruction)



Successes and Challenges

Successes:

Consistency across the district

Students are excited about math

Teachers are excited about math

Students have multiple strategies to solve problems

Challenges:

Time (planning, teaching, analyzing data)

Continued support of professional development

Questions?

Elementary Math Specialists:

Davis Thayer-Jen Violet

Jefferson-Victoria Saldana

Parmenter-Brian Kelley

Oak Street-Katie Weeman

Kennedy-Beth Murray

Keller-Noelle Hendrixson



Middle School Mathematics

Jeff Chaffee - RMS
Colleen Donahue - HMMS
Caryn Parnell - ASMS



**KEEP
CALM
AND
LOVE
MATH**

What does a Middle School Math CET do?



- Teach classes
- Supports teachers and students
- Facilitates department meetings
- Serves as liaison
- Curriculum alignment
- Common assessments

Professional Development Facilitated by Math CETs



Yearly themes such as :

Rigor

Collaboration

Differentiated Instruction

Activities include:

Creating/revising district unit assessments

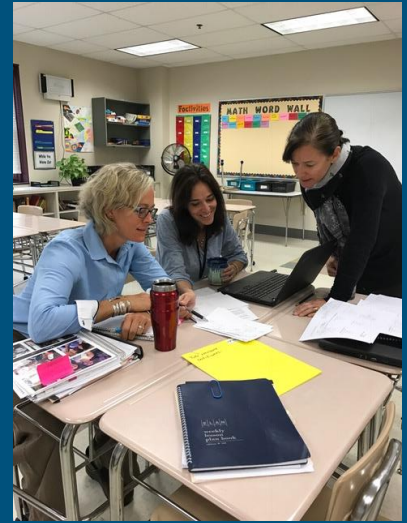
Analyzing student work

Co-Teaching Model

Curriculum alignment

Sharing best practices

Teacher Collaboration



Peer Observation



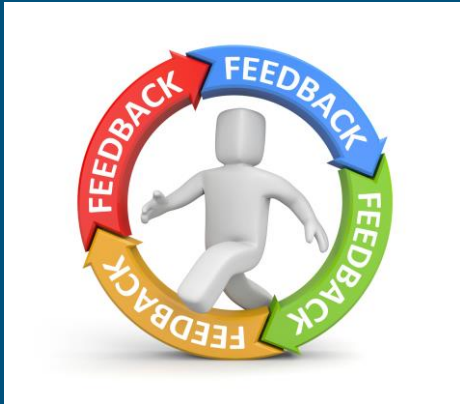
- What?
- Who?
- Where?
- When?
- Why?

Teacher Feedback

"I really enjoy the academic and moral support I get from spending a day with my math peers. I always leave our professional days recharged with specific ideas to try in my classroom."(Catherine Gallo, RMS)

"Peer observations are a great way to see new strategies and techniques that I can implement in my classroom." (Diane Stadelbauer HMMS)

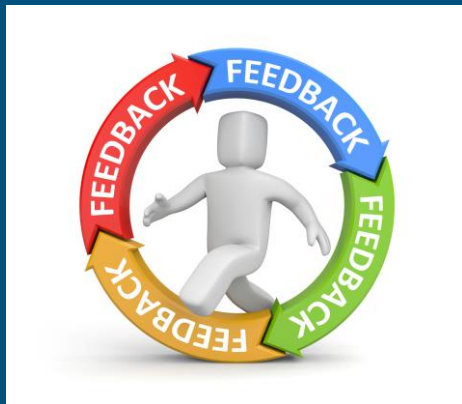
"The middle school math department in Franklin is a friendly, professional group and every PD opportunity we have shared has helped me grow as an educator."(Samantha Bekkum HMMS)



Teacher Feedback (continued)

“I found the time to look at rubrics with my colleagues very helpful. ” (Rachel Garay-ASMS)

“It was very helpful to brainstorm the rubric with other math teachers. I am looking forward to applying the rubrics together against student work next year. ” (Marianne Zogby-ASMS)



Transitions:



***Elementary to
Middle School**

***Middle to High
School**

- 6th grade students are heterogeneously grouped
- 7th/8th grade students are placed in math courses according to district determined criteria
- High School Placement
- Communication with regard to:
 - Student transition
 - Vertical alignment of curriculum

Middle School Math: What parents need to know.



- Reinforce the importance of good study habits.
- Encourage your child to self-advocate
- Encourage risk taking in learning
- Foster a positive attitude towards math
 - Ask your student “What did you learn today?”
 - Praise success in math
- On-going communication with teacher and team



Questions?


Jeff Chaffee - RMS

Colleen Donahue - HMMS

Caryn Parnell - ASMS



**KEEP
CALM
AND
LOVE
MATH**



Franklin High School Mathematics

Math Department Head
Ron Taylor



Math Class Experience

Student-Centered



Objectives

Student Choice

~~One-size-fits-all~~

Collaboration

Movement

Co-Teaching

The Struggle

Turn and Talk

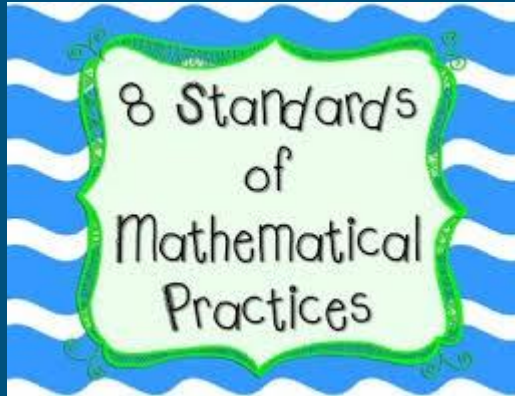
Dipsticking

Risk Taking

Practice

Standards of Math Practice

Student-Friendly
Version



- I can try many times to understand and solve a math problem
- I can make a plan to solve the problem and discuss other students' strategies too
- I can check to see if my strategy and calculations are correct
- I can use what I already know about math to solve the problem

What does a High School Dept Head do?



Support Teachers and Students

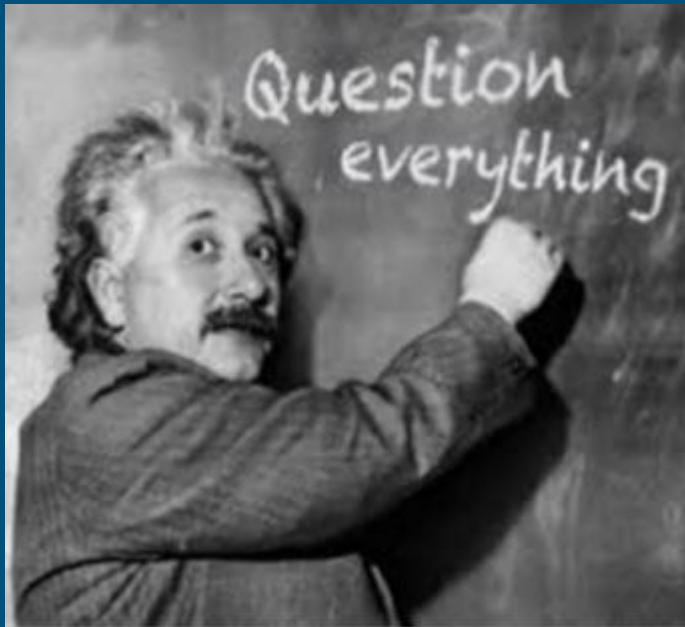
- Observe teaching and LEARNING
- Provide non-evaluative feedback
- Facilitate Department Meetings
- Attend Principal Council Meetings
 - Curriculum, Instruction, Assessment
- Professional Development

Concerns & Solutions



- Initiative
- Perseverance
- Retention
- Word Problems
- Formulas
- ★ Model
- ★ Multimedia
- ★ Student Intuition

Questions?



FHS Math Dept Head

Ron Taylor