

**Franklin School Committee  
Minutes  
May 24, 2016  
Municipal Building – Council Chambers**

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Verizon Channel 29

This meeting's audio was recorded by Steve Sherlock for Franklin Matters

Call to order: 7:00 p.m.

Dr. O'Malley

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

**Pledge of Allegiance:** Madison McGuire, Audrey Bonacci and Bella Pelaggi, 5th graders from Parmenter Elementary School

**Attendance:** Mrs. Bilello (7:04 p.m.), Ms. Scofield (absent), Dr. Bergen, Mrs. Douglas, Dr. O'Malley, Mrs. Schultz, Dr. Jewell were present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Ms. Sally Winslow, Assistant Superintendent of Schools; Miriam Goodman, School Business Administrator; Joyce Edwards, Assistant Superintendent for Teaching & Learning; Thomas Morris, Principal, Parmenter Elementary School; Shannon Barca, Assistant Principal, Parmenter Elementary School; Rebecca Motte, Principal, Horace Mann Middle School; Mary Cotillo, Assistant Principal, Horace Mann Middle School

**Moment of Silence:**

A moment of silence was observed.

**1. Routine Business**

- **Citizen's Comments:** None
- **Review of Agenda:** None
- **Minutes:** I recommend approval of the minutes from the May 10, 2016 meeting.

Dr. O'Malley requested that the minutes reflect that these are the best minutes he has ever seen. They are fabulous and they are public, you can look on the website and find them. It is a good and faithful rendition of what we do.

Motion: Ms. Douglas

Second: Dr. Jewell

Approve: 6

Oppose: 0

- **Payment of Bills** – Dr. O'Malley reviewed the bills and found them to be in order.  
Dr. O'Malley noted that the bills are in Miriam Goodman's capable hands but noticed we purchased a panther suit.  
Miriam advised it was a Panther Mascot for Panther Pride night.
- **Payroll** - Mrs. Douglas reviewed the payroll and found it to be in order.
- **Correspondence:** None

**FHS Student Representatives:** Dr. O'Malley noted that this was Alana and Julie's last night at School Committee.

Alana Lynch advised the Committee that the Seniors had their last day of school yesterday. Chromebook returns are this Wednesday and Thursday from 10:00 a.m. to 1:00 p.m. which Alana notes is super sad as we are going to miss our Chromebooks. Alana advised that Friday, seniors will receive yearbooks and their caps and gowns. Alana noted that they are delighted to have an FHS graduate Queen Butahe come to speak to the Seniors. Senior Week starts next Tuesday. Senior awards night will be held Thursday, May 26th in the Auditorium, Athletic Awards will be held the week after on June 2nd at 7:00 p.m.

Julie Harrington advised the Committee that graduation is on Friday, June 3rd at 5:00 p.m., they are all very excited. The Freshman have biology MCAS on June 1st. Julie also advised that she has heard from her friends in Student Government that they have been able to unblock netflix on the chromebooks for the summer, which may not seem like a big win but it is a big win! Julie advised that last week we ran class officer elections and would like to welcome everybody who now has a class officer position. This week we are organizing the class representative elections. Also, one of the students at Franklin High, Alicia Felli is currently organizing a petition for plastic bag ban, it has been circulated on social media, there are well over 500 signatures. The petition is trying to get rid of plastic bags in Franklin.

Dr. O'Malley presented Julie and Alana with a slight token of the School Committee's appreciation.

## **2. Guests/Presentations:**

a. **Parmenter Update.** Mr. Thomas Morris introduced Assistant Principal Barca and the Third Grade team, Mr. Edward Tighe, Ms. Anna Grinley and Ms. Gail Trotin. Mr. Morris advised the Committee that the overarching goal for the students at Parmenter is to always develop a passion within students for learning and to teach them to respect one another. He advised that one aspect of our work this year is to engage in thoughtful comprehensive unit design in order to create authentic learning experiences.

Ms. Barca advised the Committee that the teachers at Parmenter have been working hard and thoughtfully this year in developing very rigorous standard based units using The Understanding by Design (UBD) approach developed by Wiggins and McTighe. It focuses on three stages; first the teachers are identifying multiply standards that they would like to teach the students; identifying essential understandings and essential questions. The next step is to determining the evaluative criteria and coming up with performance based assessments to assess the students progress through these standards and finally, the teachers are developing authentic learning experiences so the students can really dig deep in the standards and understand them on a critical level. Ms. Barca advised the Committee of the current Third Grade Unit Design and are currently in the middle of this unit. Ms. Barca introduced Mr. Tighe, Ms. Grinley and Ms. Trotin to present this unit.

Ms. Trotin advised the Committee that they are using the UBD design on the hydroponic unit. Ms. Trotin advised that the copy of the Unit that the School Committee has a copy of is a draft as unit design is a fluid process and constantly changing and improving, this unit is what they are currently working on. Ms. Trotin advised that the third graders at Parmenter have been learning about Hydroponic gardening. Ms. Trotin advised that Parmenter was able to purchase the Hydroponic tower last year, so this is new to Parmenter. Ms. Trotin explained to the Committee how the third graders planted seeds and were able to watch and collect data as the plants grew. Ms. Trotin explained that there are many objectives tied into this Unit and one of the objectives was for the students to learn the concept that based on a species of plant, there may be variations, such as lettuce, and according to those different variations, they can expect to see predictable characteristics in the plants that are grown.

Mr. Tighe advised the Committee that in the copy of the Unit Plan, there are pictures of what the Hydroponic tower looked like in January. Mr. Tighe advised that they brought the hydroponic garden into the Third Grade Room and we asked students to make predictions of what they thought they might be. It was amazing to hear their predictions, many of the students thought it was a bird feeder. Then the plants were planted in the rock wool and the students observed what was happening. He explained that the seedlings were 4-6” tall, put them in the hydroponic tower and Mr. Tighe commented that he was one of the first one who said ‘this is not going to work’. He also advised that it has been an amazing 4 months of discovery not just for the students but also for us as a team of teachers. He advised that they have made many mistakes, the students have seen them make the mistakes and they have come together to come up with solutions. He also advised the committee of the picture in the presentation of what the hydroponic garden looks like today. He advised that the biggest discovery is that the tomato plant is approximately 7 feet long at this point and the root structure is amazing inside the hydroponic tower. The students have been able to look at that and see the differences and/or similarities in a traditional garden. Mr. Tighe also advised the committee that in the Parmenter lobby there is a Parmenter Think Board where there are a lot of different questions put out to the school community, the question that was put there recently was what does the school community see in a hydroponic garden. There were a lot of questions that teachers, parents, students were asking. We put those questions back to the students and they would put their answers on the board. Mr. Tighe also noted that it is not only the Parmenter School Community but with one of their tweets, they received some additional advice from experts around the world.

Ms. Grinley advised the School Committee of what it looks like looking ahead, there will be garden beds going in. In addition to the hydroponic we have a traditional greenhouse growing some plants. Ms. Grinley noted that they have a vision of this becoming a community garden at some point where people from the school can come and water it during the summer and maybe take some of the produce. They would also love to get some rain barrels to tie in the water cycle so other grades could be included as well. Lastly we’d like to figure out how we could make the food useful. We have had lettuce parties. Ms. Grinley noted that Mr. Morris has a vision of us using the food in the cafeteria but there are some things that have to be worked through for that. We would like to get involved with the Food Pantry so the kids can see that it is a viable option.

Dr. O’Malley asked why have a hydroponic garden?

Ms. Trotin explained that it stemmed from the scientific process for the science unit where kids have questions like, how can you grow something not using soil? She explained that one of the objectives is to compare and contrast traditional gardening with

this newer way of gardening. What are the pros, what are the cons? What are the benefits to the community? What are the drawbacks? There is always that process of understanding and being discerning about something new. It is teaching the kids to do that, work through those things with one another while collecting data on something real that is right in front of them that they are responsible for.

Dr. O'Malley noted that in a former time, you learned science out of a book, it seems so much better for students to be doing things, experiments, hands on, having real things in the classroom. Congratulations! Good job!

Dr. Bergen commented that out in the community we hear the need to challenge our students, there is misconception how to challenge students, these powerful units allow kids a chance to explore interests, and dig deeper. It gives the students a chance to read, write, explore rather than the traditional way of piling more academics on them. I commend you for providing the richness of opportunity for our students. Thank you.

Ms. Schultz commented that she would like to commend the Parmenter teachers, she feels it is a fantastic unit, loves the idea of bringing this to the community and maybe partnering with the food pantry, community gardens, rain barrels are fantastic. Ms. Schultz's follow up question was could we get this in all the schools?

Ms. Goodman advised that one of the early on initiatives came from the YMCA from a Mass in Motion Grant which initially funded our school gardens in many of our schools. Some of the schools implemented them last year and some of the schools carried the money forward into this year to implement the garden. The schools had the flexibility to determine which kind of garden they wanted to implement. Parmenter chose the hydroponic model. There is also a hydroponic model starting at Franklin High School, there are raised beds at ECDC, Oak Street, HMMS, as well as Remington/Jefferson who are sharing their funding to create a shared garden space. We would love to see the fruits of their efforts, however, at this point the volume that is being produced is not large enough to support our population, and in the meantime we do need to work with the health department to be sure that we are producing food that is safe for children to consume on a school wide level.

Ms. Schultz inquired that it is at the High School, is it third grade, all grade levels?

Ms. Goodman advised that it is not in every grade. It varies based on the schools and who has decided to take on the initiative because someone has to 'own' it and this case, at Parmenter, the third grade decided they were going to 'own' it.

Dr. Jewell inquired as to how are students evaluated and how do you bring all students at all levels to being able to contribute something special. The student always feels better and regardless of what grade you might get, but feel better if they can contribute something unique from them. He is wondering how you bring this out of the students, can you briefly give me an example of how you evaluate the students in their interest and their ability to express themselves.

Mr. Tighe advised that the way they do this is with the use of our grade level research rubric, it has many different components of how they will be graded. The students know up front what we are looking for and part of the UBD design is to let the students know what are the expectations of the unit and what they are going to be learning. Through this process there have been many discussions among the students, the teachers are able to take a step back and listen to the discussions, listen to the rich vocabulary, listen to predictions, their conclusions, they also have many different writing assignments in their journals. Everyday or couple of times a week we go down to the either hydroponic garden or the traditional garden, they are making notes inside their journals and they are using those journals as various research points to write up an opinion article on which method of gardening would be better for the community and be able to prove their points through their research, many students have gone above and beyond, they have let us know about various youtube videos, it sends us a message that they are really excited about their learning and they are talking about it at home and bringing it back to the classroom.

Dr. Jewell inquired as to whether the teachers read their notebooks and do you correct their notebooks?

Mr. Tighe advised that, yes we definitely read their thoughts, sometimes it is a note that we write on them, sometimes it would be a conversation with them or a small group where several of them will have the same observation or same prediction.

Dr. O'Malley noted that each school is doing something and it is their individual choice. We are a school system that has lost our ability to have Curriculum Coordinators over time, where a Curriculum Coordinator in Science could be the one pollinating this discussion from school to school. Principals run their own schools, administrators are assigned to other tasks. Dr. O'Malley feels that getting the Curriculum Coordinators back would benefit every student in Town. Hands on learning is never a bad idea and he commends all the teachers.

Dr. Jewell added to Dr. O'Malley's comment that he much more appreciates the fact that each school is allowed to develop what they think and what they know from their

expertise as opposed to having it handed down to you, from the State or the School Committee, i.e. here's what we want you to do, make a garden, he much prefers the fact that you have chosen to do something unique in your school, it has blossomed into what you brought before us and we are thrilled at what you brought to us. Dr. Jewell doesn't like the idea of having a fixed curriculum, he likes the idea that each school can develop in different grades, it brings different amounts of science, as the kids in the 5th grade might have a different concept of science than the kids in the 2nd or 3rd grade. He commends all of the teachers who do it uniquely in your school and other schools will do it differently but it will be important that each one will develop it differently and use their own talents not that we handed down from the School Committee.

Dr. O'Malley responded that the concept of a Curriculum Coordinator is to pass curriculum across the grades. If every grade did separate things all the time, we wouldn't have a curriculum, we would have random activities and at the end of the day we are responsible for activities called the State Frameworks.

Ms. Bilello noted that she appreciated Dr. Jewell's comments and thinks that keeping the unique pieces of each individual school and identity that makes Parmenter special is wonderful but she feels that you are starting with Understanding by Design and clearly having incorporated not only the science standards, you have gone so much further. You are integrating reading, writing, and math standards, and the speaking and listening, that is the real power of doing curriculum design this way. Thank you for all your efforts.

Dr. Jewell added one more thing, he agrees with the fact that they have done this, but the reason I asked how you evaluated the students was he wanted to make sure the teachers were reading what they wrote down, you were listening to what they said, you were challenging what they said so they had to defend themselves, you were evaluating them because without that the student doesn't blossom, doesn't grow. So regardless of how we pass down what we want you to teach this, you have to be good in the school and evaluate and pull out of the student their own individual thoughts and then evaluate those, where did you get that thought?

Ms. Edwards reminded the Committee of the Science Committee presentation from a couple of weeks ago about the work we have been doing over the past 2 years to align our standards with the new Massachusetts Frameworks. She advised that the presentation from Parmenter is a great example where we take those standards that are a written piece of paper and make it come to life. This Understanding by Design process is something we have been using in Franklin for many, many years across all curriculum units, preschool through 12 and it is nice when it comes to life. One of the ways we curriculum map, is we look at big picture of everything we want all of our students to know and be

able to do and then we harness the power of individual teachers to hone their craft, teaching is an art and a craft, the science of it is what they have to teach, that is mandated, but how we teach it, that is the craft. That is where there is room for all the individuality.

**b. Horace Mann Update**

Ms. Rebecca Motte, introduced Erin O’Leary, Reading Specialist and Mary Cotillo, Assistant Principal.

Ms. Motte advised the Committee that Change is a constant at Middle School but also growing leaders which is a goal at Horace Mann Middle School.

Conlon is an 8th grader at Horace Mann Middle School. Conlon advised that he spoke to Ms. Motte about an idea of a transition video for 6th graders. Conlon talked about the video he created to help the 5th graders not be so anxious at coming into a new environment and meeting new people.

Ms. Motte advised the Committee that Conlon’s video is a work in progress but he went around and interviewed 6th graders some very important questions that are often on the minds of 6th graders who have just experienced it this year of what it was like.

Conlon advised the Committee that some of the questions he asked. The questions were how did you feel going into the lunchroom? Are you nervous about opening up your locker and about locker buddies? Another concern was switching classes.

**Highlights of the video were shown.**

Ms. Motte wanted to applaud Conlon who pulled together this project.

Conlon advised the Committee that on June 14th the fifth graders from Oak Street will be coming in and they will be seeing the video that Conlon created. He feels the video will help them not be so nervous.

Dr. O’Malley asked Conlon what his single most advice would be for incoming 6th graders?

Conlon said that he would tell them that you should be worried, that it will be stressful! He also said Middle School can be a bumpy road but with the help of Ms. Cotillo, Ms.



Motte, Ms. O'Leary, other teachers and your peers, it will get you through the next 3 years and you will be ready for High School.

Dr. Sabolinski asked Conlon one best tip for locker management?

Conlan answered as Mr. Kessler said, you better keep it clean. He checks everyone's lockers. Keep it clean.

Ms. Motte advised the Committee that Maddie and Anna are going to talk about 8th grade and more impactful events that have happened.

Anna Cotillo talked to the Committee about her 8th grade experience. She advised that so far it has been a lovely experience. Anna spoke about her experience in 7th grade that she had a concussion in February and was not cleared until July so she had repercussions from the concussion going into 8th grade. She advised that her teachers did everything they could to make an environment where I could succeed even with the repercussions. She advised of some of her academic highlights. She also advised the Committee that she was able to participate in two drama club productions during Middle School. Anna has also been on student council for 3 years during Middle School. This year Anna is part of Days Remembrance which honors the victims of the Holocaust. Anna is also part of the Advisor Committee which is research based group where we are gathering data of what students think of advisor because it's lost its meaning over the years. Anna is also on the Executive Board which gives a voice of the students to the Administration of the School to explain what the students need and what they want to do. Anna feels this has helped her grow as a person and prepared her for High School.

Maddie Lussier advised the Committee that she is a soccer player, she is used to making quick decisions, thinking on her feet and being prepared for any situation that comes her way but she was still scared about going to High School. Maddie explained how she was still nervous to go to High school. She advised that Mr. Kessler offered a Stress Relief Unit which helped to put High School in a realistic perspective. Maddie advised the Committee how the assembly at Horace Mann Middle School with Guidance Counselors really helped to relax about High School.

Ms. Cotillo advised the Committee that she would like to give credit to the Middle School Guidance Counselors who worked over the summer to put together a Social Emotional curriculum. When the students talk about Mr. Kessler and stress management and answering high school questions, he was implementing that guidance curriculum in his classroom.

Ms. Cotillo advised the Committee that Michael is going to give an overview of the All In Program.

Michael introduced himself as an 8th grader who is going to FHS next year, is a three-peat and part of the Horace Mann News video broadcasting at the school. Michael advised the Committee that All In is annual tradition where the Crazy Reading Ladies, Ms. Cotillo and Ms. O'Leary, decide on a book each year or even the students as in this year. Michael wanted to commend the 'Crazy Reading Ladies', it's the best name ever. Michael further explains that those that read the book, prove their understanding of it and pass the quiz are invited to a variety of events. Most books coincide with a movie so the students are able to go to the movies. Michael explains if you read all three books each year, then you are entitled to a Three-peat event each year.

Ms. O'Leary advised the Committee that the 4 students at the meeting tonight bear the title of Three-peat. She advised years ago as the program grew and grew if the students read the title each year, they would bear the title of Three-Peat in 8th grade. Ms. O'Leary explained that for the first time in 5 years, the teachers did not choose the book. Ms. O'Leary advised that they had an election where they had a debate, campaign and an election where the students would choose the book. The Finest Hours won in a landslide and that became the book for All In 2016.

Ms. O'Leary explained how they make the book easily accessible for all students, via purchasing some books, working with the Franklin Public Library, obtaining an audio version which they are able to share via Google Drive. Some families purchase the book on their own. There is kind of a book club atmosphere, i.e. discussion groups, after school activities, provide reading calendars for kids who need it broken down, etc. She advised that there is usually a timeline of 4-8 weeks depending on the book.

Ms. O'Leary advised that this year was extraordinary for a lot of reasons. She advised the Committee about the twitter connection and where the story took off. Ms. O'Leary advised that Ms. Cotillo and herself have a Crazy Reading Ladies Twitter account and they tweeted that The Finest Hours was the selection for All In 2016. Ms. O'Leary advised that she received a message from Twitter from Casey Sherman indicating that he was going to have to visit their school.

Michael advised that there was an assembly where Casey Sherman, author of The Finest Hours held a writing workshop. Mel Guthro was also present at the assembly as well as the Freshman who chose the book. It was very interesting.

Ms. Cotillo clarified Michael's reference to the Freshman. Each year at the end of the school year, we identify a student who has been a member of All In as a Literary Leader chosen and each year that literary leader comes back to HMMS to reveal the book. This year because there was an election, there were 5 books in the mini debate. The literary Leader last year was Christina Lucini and she championed the book, The Finest Hours and it was chosen so she was invited to attend the assembly with the author.

Maddie thanked Assistant Superintendent, Sally Winslow for finding Mel Guthro and having him come to HMMS. Maddie gave a brief overview of Mel Guthro's visit to the school. Maddie advised that he was hilarious and adorable. He had so much emotion. He told his amazing story, answered all questions. He sent a letter to Ms. Cotillo.

Ms. Motte advised the Committee that they brought the artifact that Casey Sherman brought with him as a gift to the Horace Mann Community. It is a piece of the rescue boat, the CG36500, the actual boat that was used in the rescue that is captured in The Finest Hours story.

Michael explained that this year they were able to go to Chatham to relive the experiences of Bernie Weber and the captains of the CG36500. They went to a museum, to a beach house, etc.

Conlan spoke about the Coast Guard Station in Chatham and how they saw the actual boat CG36500 restored. He also talked about the Lighthouse, where 6 people went at a time up the 86 stair staircase.

Anna spoke about the museum that they visited, the Atwood House in Chatham. She also noted that the students were able to meet the man who restored the CG36500 and he is now the Captain of the boat.

Dr. O'Malley commented that how do you do a book better than that.

Dr. Bergen wanted to say thank you, you can feel the amount of joy.

Ms. Bilello commented that several on the School Committee are former middle school educators. She advised that all of you have highlighted all the wonderful things about Middle School. You bring passion to your learning, nurture individual talents and will take them forward to HS.

## **Recess**

**Discussion Only Items -**a. **Policy - First Readings****Policy IHBA-R - Programs for Students with Disabilities -**

Ms. Winslow advised that the Policy Subcommittee continues the journey through the I policies. Ms. Winslow advised that the first two policies were sent to legal for revisions because of subject matter. This was to ensure we were in compliance with state and Federal regulations.

IBHA-R, anytime you see a Policy with an 'R' next to it means that it is a regulation. The current policy is quite lengthy and the reason is that it has 6 pages which are essentially procedural safeguards for due process around a 504 evaluation, the steps a parent can take if in disagreement with district. All 6 pages are really outdated as the 504 was updated in 2009. It is redundant as it is essentially what is in our 504 Parent's Rights brochure and parents receive a copy of that brochure any time there is an evaluation that takes place. Our lawyer recommended that we don't need to have that attached to the Policy. The proposed policy language is the same as the current policy, but consistent with our Policy Sub-Committee's approach and philosophy, it is more succinct and broader the way it is written as well as updated terminology.

Dr. O'Malley commented that it seems to be much more legible and accessible to parents.

Ms. Bilello inquired that does legal feel because we are providing procedural safeguards, it doesn't need to be mentioned in here that the parents are receiving the procedural safeguards?

Ms. Winslow advised that no, Legal said this does not need to be attached to it. It is not part of the policy, it is our protocol, it is just what we do as part of good practice.

**Policy IHBHA - Alternative School Programs**

Ms. Winslow advised that this Policy was also reviewed by district counsel and updated appropriately. The Policy contained outdated language and was not consistent with current laws and regulations. Ms. Winslow advised that proposed policy is much broader and speaks to alternative programs that the district can

develop to meet the needs of diverse students who have difficulty functioning in a school environment. The language in this updated policy is also consistent with current regulations.

#### **Policy IJOAB - Extended Field Trips**

Ms. Winslow advised the Committee that under 3E (Travel Requirements), it talks about having folks do a CORI, we added fingerprinting, CHRI, also added a new sentence at the very top of the last page, H, it says the Superintendent or his/her designee reserves the right to cancel any field trip up until the time of departure. We felt this was important to add in case there was a world event or something to that effect where it was not safe to send our kids on a field trip. It gives the Superintendent more flexibility. Last change was on the cross reference where we added the GBDA with regard to fingerprinting, etc.

Dr. O'Malley inquired as to having the approval for a trip 5 months in advance?

Dr. Sabolinski explained that this is a policy was generated probably about 10 years ago looking at foreign travel, which you need to go through the school committee approval before you can start soliciting, have a student put a deposit on a trip. The other piece of this is that any of the students going on such a trip are required to buy trip insurance so it doesn't become a liability and in the event there is some world wide event happening and a trip needs to be cancelled, families are assured of getting back their money. We build the trip insurance right into the fee.

#### **4. Action Items:**

- a. I recommend moving the following Policies to a second reading at the next School Committee meeting:

1. IHBA-R - Programs for Students with Disabilities
2. IHBHA - Alternative School Programs
3. IJOAB - Extended Field Trips

Motion: Ms. Douglas

Second: Dr. Jewell

Approve: 6

Oppose: 0

- b. I recommend acceptance of a check for \$150.00 from various donors for the FHS Paul Castelline Scholarship.

Motion: Ms. Douglas

Second: Dr. Jewell

Approve: 6

Oppose: 0

## 5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski was pleased to announce to the Committee that we have a new Director of Music. String Teacher, Diane Plouffe, was appointed as Director of Music - K-12. Congratulations to Diane. Dr. Sabolinski acknowledged Assistant Superintendent Joyce Edwards for leading the search. It took a long time and there were a lot of qualified candidates. There were music boosters parents, teachers, administrators on the search committee and at the end of the day the new leader was in our community. Mrs. Plouffe will be taking over Strings at the High School.

Dr. Sabolinski advised the Committee that tomorrow evening graduating class seniors will be presenting their senior project.

Dr. Sabolinski advised that Awards night is this Thursday, graduation next week, congratulations to the Class of 2016.

Dr. Sabolinski advised that she, Dr. O'Malley and Sally Winslow met with the Charter school and received an update on their new building.

Dr. Sabolinski advised the Committee that Miriam took her and Joyce to a MASBO conference for the day last week. It was fascinating. It was wonderful to go as a team as the day was focused on academic return on investment and using varied kind of data and metrics to really examine your budget.

Miriam advised that it was great to have a Superintendent and Assistant Superintendent at the event. It brought a different perspective and to learn ways to analyze the data and what we spend money on is the best for the kids.

## School Committee - Sub-Committee Reports

- **Budget Sub-Committee** - None
- **Policy Sub Committee** - Ms. Winslow advised that the Policy Sub-Committee is scheduled to meet on June 8th at 7:00 p.m. Sally advised that it will be her Swan Song at policy sub committee.
- **Community Relations** - Ms. Schultz advised the Committee that the Community Relations SubCommittee held 3 coffees with the community that Vanessa, Anne

and Denise attended. The meetings were very well received, attendance is growing at each one. Ms. Schultz wanted to remind the Community that there are 3 more scheduled, June 9th at 7:00 p.m., June 11th and June 24th at 9:00 a.m between the Senior Center and Franklin TV.

- **Chapter 70 resolution** - None
- **Calendar Committee** - Dr. Bergen advised the Committee that while the calendar is approved for the next 2 years, maybe look into budget money to do more elaborate survey to see if the landscape changes over the next couple years relative to vacation time, start times, to keep monitoring the research rather than waiting too long before we look at it again. Dr. Bergen is suggesting this as a possibility.

Ms. Bilello wondered about, where the School Committee came in mid-year, she wasn't aware of or knowledgeable on goals, specific goals of administrative staff, specifically at Central office. She is wondering if she could get an update on what their goals were since so many of the School Committee are new.

Dr. Sabolinski advised Ms. Bilello that she may mean the Superintendent's goals as the goals of the Administrators are in her purview. Dr. Sabolinski advised that she is in the formative year on two-year cycle, and offered to send out her self assessment and goals to the Committee.

Dr. Sabolinski advised that she is meeting with all Principals to start going over their end of year goals, data, that sort of thing.

- **School Committee Liaison Reports** - None

**6. New Business:** None

**7. Adjourn:** Dr. O'Malley move to adjourn, second by Ms. Douglas.

8: 37 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 5-24-16.pdf  
May 10, 2016 SCMinutes-DRAFT  
Payroll Warrant #1623 summary.pdf  
Payroll Warrant #1623.pdf  
FPS Summary & Sign Off.pdf  
SCWarrant050516.pdf  
SCWarrant051216.pdf  
Horace MannMay23.pptx  
IHBA-R Program for Students with Disabilities.pdf  
IHBA-R-Current.pdf  
IHBHA - Alternative School Program Policy.pdf  
IHBHA - Current.pdf  
IJOAB - Current.pdf  
IJOAB - Extended Field Trips.pdf  
ActionA.pdf  
ActionB.pdf  
PledgeStudent.pdf





# Horace Mann Middle School

Home of the Lightning



# Ch...ch...ch...changes!



6<sup>th</sup>  
grade



8<sup>th</sup>  
grade

# A day in the life of 6<sup>th</sup> grade





# The 8<sup>th</sup> grade experience



# 8<sup>th</sup> to 9<sup>th</sup> Transition



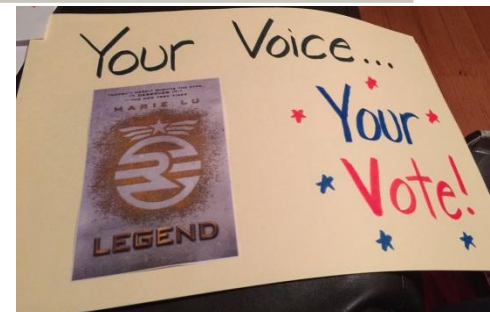
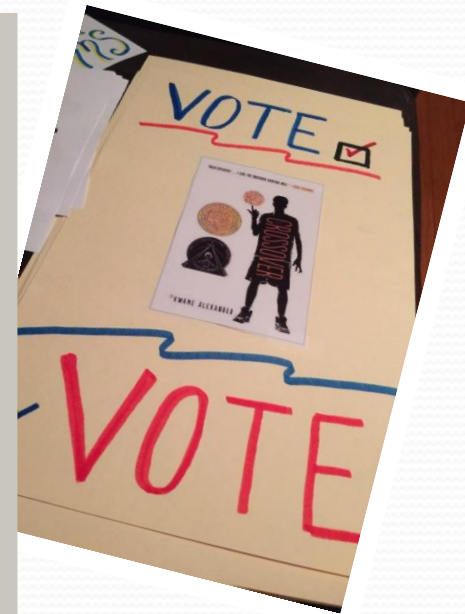
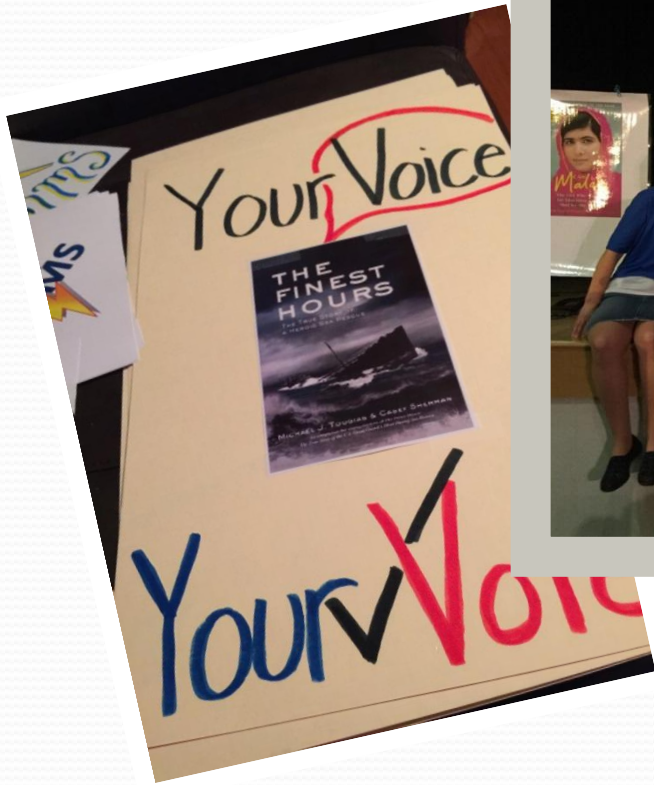
## FRANKLIN HIGH SCHOOL

PROGRAM OF STUDIES

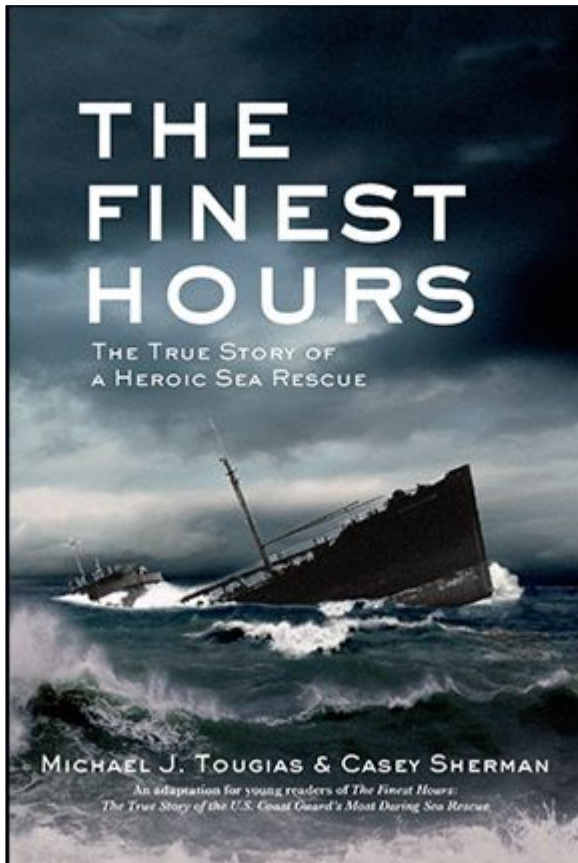




# All In 2016 – 5 years of reading!



# OUR Finest Hour – 302 readers!

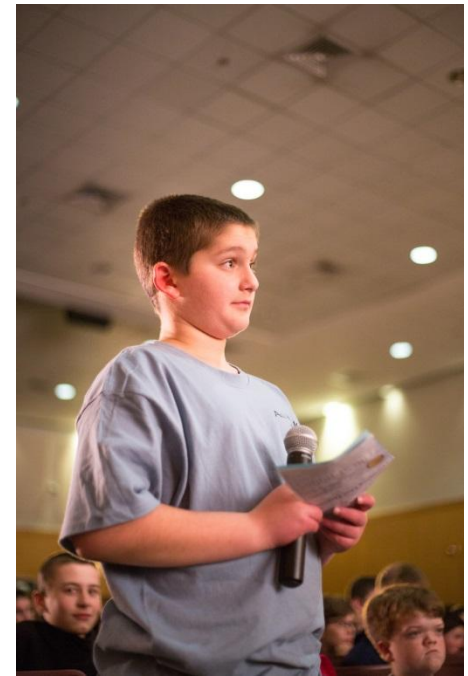




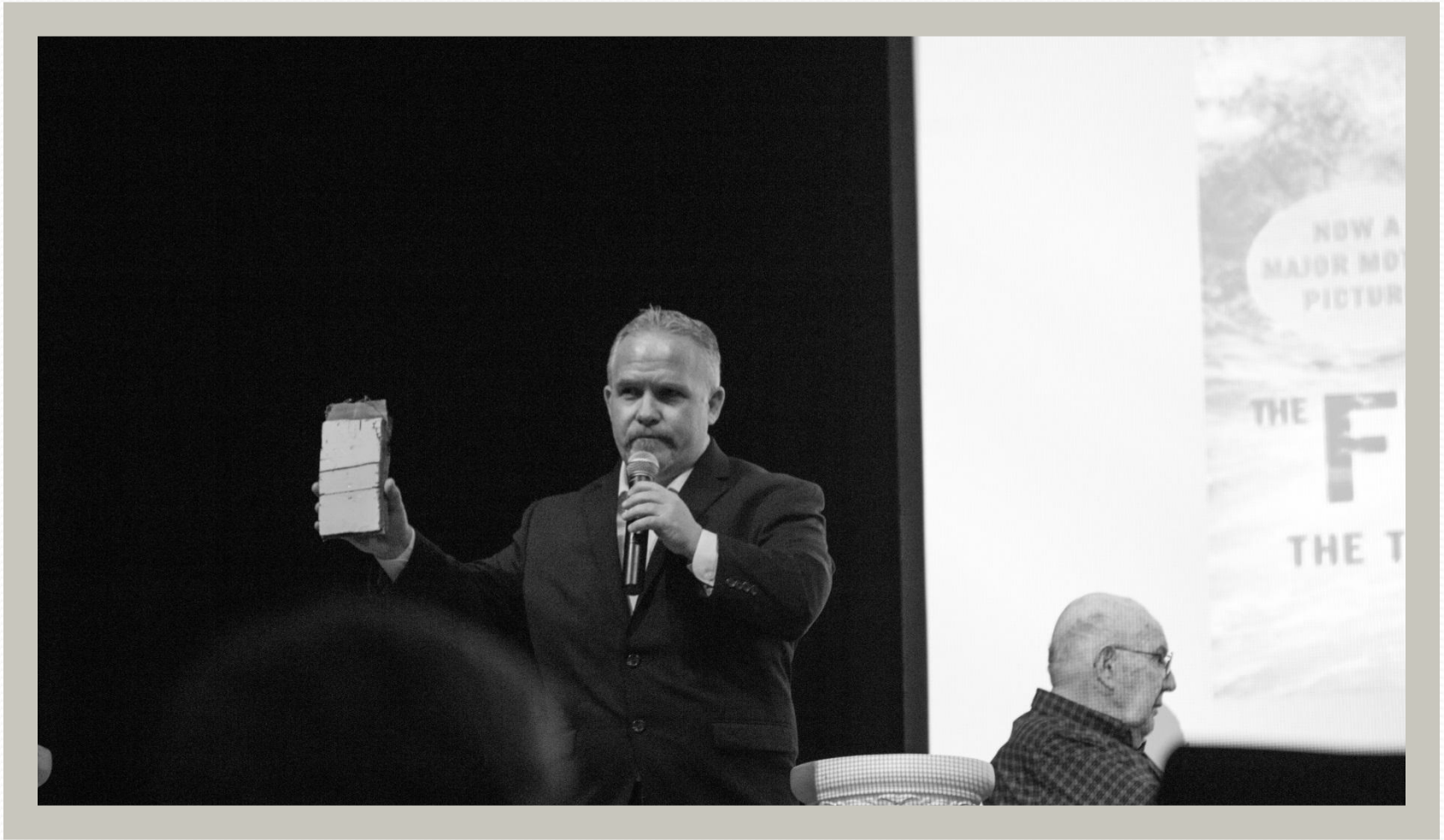












# 3-Peats!



# Chatham 5/20/16





# Thank you!

