

OFFICIAL - MEETING MINUTES APPROVED: 10.09.08

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STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

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• **HEARING OF: Cumberland Public Schools**

• **IN RE: School Committee Meeting**

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• 6

• **DATE: September 11, 2008**

• 7

• **PLACE: Cumberland High School Auditorium**

• **2600 Mendon Road**

• **Cumberland, RI**

• 9

• **TIME: 7:30 P.M.**

• 10

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• 11

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• 12

• **PRESENT:**

• 13

• **MEMBERS:**

• 14 **FREDERIC C. CROWLEY.....Chairperson**

• **W. DAVID WAGNER.....Vice Chairperson**

• 15 **KAREN MACBETH.....Clerk**

• **LISA BEAULIEU**

• 16 **DONALD J. COSTA**

• **ROBERT C. THIBODEAU**

• 17 **EARL T. WOOD**

• 18

• **FOR THE SCHOOL COMMITTEE:**

• 19

• **JOSEPH A. ROTELLA, ESQ.**

• 20

• 21 **ALSO PRESENT:**

• 22 **DONNA A. MORELLE, Ed.D./Superintendent**

• **SUSAN C. CARNEY, Ph.D./Assistant Superintendent**

• 23

•
• 1 (HEARING COMMENCED AT 7:45 P.M.)
•

• 2 MR. CHAIRMAN: We will call the meeting to
•
• 3 order. It's approximately 7:45 P.M., and before we start
•
• 4 the meeting, would everyone please rise in a moment of
•
• 5 silence for the victims of 9/11.
•

• 6 (MOMENT OF SILENCE)
•

• 7 MR. CHAIRMAN: Thank you. Could you please
•
• 8 remain standing while Mr. Thibodeau leads us in the
•
• 9 Pledge of Allegiance.
•

• 10 (PLEDGE OF ALLEGIANCE)
•

• 11 MR. CHAIRMAN: Thank you, Mr. Thibodeau.
•

• 12 Mr. Legacy, when you have a chance, we have a
•
• 13 microphone that is down here.

- 1 thing, just report on the rules of decorum. As you know,
-
- 2 we have the 5-minute rule for anyone that wishes to
-
- 3 speak. No personal attacks. Be civil to one another.
-
- 4 No discussion on grievances or other executive session
-
- 5 matters. There is a sign-up sheet. Who has the sign-up
-
- 6 sheet tonight? It is at the podium. Thank you.
-
- 7 When you come to the podium, when you're called to
-
- 8 come to the podium, please state your name and spell your
-
- 9 last name for the stenographer over here, please, and, of
-
- 10 course, please don't discuss any politics because it's
-
- 11 not the appropriate forum.
-
- 12 The next item on the agenda is Recognition of

•
• **13 Achievements. Dr. Morelle.**
•

• **14 MS. MORELLE: Thank you, Mr. Crowley. I**
•

• **15 will go up to the podium in just a minute to recognize**
•

• **16 those individuals who are here tonight for recognition**
•

• **17 for the Back-to-School Celebration that was held at B.F.**
•

• **18 Norton School for the town on August 16. Before I do, I**
•

• **19 would simply like to acknowledge how absolutely**
pleased I

• **20 was with the dedication and motivation of the folks who**
•

• **21 are going to be recognized this evening, and the**
•

• **22 cooperation from so many different agencies in the**
•

• **23 community, because really it's collaboration that is**
•

• **24 going to improve student learning for everyone in our**
•

• 25 district, and it was a great way to kick off the school

• 4

• 1 year. It was without a doubt one of the most positive

• 2 events that I've experienced, not only in the past few

• 3 months, but possibly in my 25-year career as an
educator,

• 4 and I can only hope that that day at B.F. Norton School

• 5 is a sign of the kinds of things that are to come in this

• 6 school year and across future school years here in

• 7 Cumberland.

• 8 With that said, I would like to go to the podium and

• 9 recognize those individuals here in our town who are

• 10 responsible for making the Back-to-School Celebration

• 11 success.

•
• 12 To begin with, we were thrilled to have 700
•
• 13 backpacks donated by the Back-to-School Celebration,
•
• 14 which is a non-profit organization that is in Providence,
•
• 15 and we were one of five communities this year that
hosted
•
• 16 Back-to-School Celebration, and the Scraps
organization
•
• 17 and the parents at B.F. Norton School rallied around
this
•
• 18 idea to host what we hope is the first annual
•
• 19 Back-to-School Celebration in Cumberland.
•
• 20 I would like to begin by thanking Rebecca
Hendricks,
•
• 21 the Scrap's vice president for making a difference in
•
• 22 Cumberland this year. Rebecca.

•
• **23 (APPLAUSE)**

•
• **24 Lynn Stevens, the Scrap's treasurer.**

•
• **25 (APPLAUSE)**

5

•
• **1 Christine Norton, the secretary of Scrap's. I don't**

•
• **2 think Chris is here this evening, but Chris was one of**

•
• **3 the cheerleaders, and in every picture that we took, it**

•
• **4 was with Chris's camera, so she was either right there**

•
• **5 beside the camera or in the picture and lifting boxes**

and

•
• **6 making sure that all the details were taken care of. So,**

•
• **7 Chris, we thank you, and we're sorry you weren't able to**

•
• **8 be here this evening.**

•
• **9 Rhonda Tongas, Scrap's president. She's supposed**

to

•

• 10 be here. We know that Paula will make sure that they
get

•

• 11 these. Laura Valentine from Scrap's.

•

• 12 (APPLAUSE)

•

• 13 We were thrilled because Laura's family supplied the

•

• 14 music and entertainment for the day, and helped make
it a

•

• 15 really joyful occasion. Her husband is a DJ, and he
was

•

• 16 outside the school with music when all of the children

•

• 17 were climbing the fire trucks that were there from the

•

• 18 fire department and the school bus, which was donated
by

•

• 19 Doris Services. Everyone was just able to feel very

•

• 20 playful, and really get a feeling that school was going
•
• 21 to be a good place to be this school year.
•

• 22 I'd like to recognize Lynn Konka from Sodexo.

• 23 Sodexo is a partner in the Back-to-School Celebration
•

• 24 and they provided the cookout materials, the hot dogs
and

• 25 the hamburgers for us for everyone that day. Lynn.

• 6

• 1 (APPLAUSE)

• 2 And our glue at B.F. Norton, Paula Maloney,

• 3 Principal. Thank you, Paula.

• 4 (APPLAUSE)

• 5 MS. MALONEY: I just want to take a minute

• 6 to publically thank these women who have really
dedicated

•
• 7 themselves hours and hours and hours of time. They
are

•
• 8 absolutely an inspiration to work with. So, thanks,
•
• 9 ladies.

• 10 (APPLAUSE)

• 11 MS. MORELLE: And this year they tried to

• 12 get everyone else on board by asking for just two
hours.

• 13 They have a wonderful, wonderful parent-volunteer
program

• 14 started this year, and they're going to make sure that

• 15 the students at B.F. Norton are well supported in their

• 16 education this year by making sure that everyone in the

• 17 school finds a way through whatever their talents and
•

• 18 interests are, to provide just two hours, and I provided
•
• 19 the school committee with some information in their
•
• 20 packet this week, both the 2-hour pledge that you
asked
•
• 21 everyone to take, and I think it's a wonderful, wonderful
•
• 22 program, and I think it's something that will really be
•
• 23 replicated across the district because sometimes we
say
•
• 24 to ourselves, how can we really help, and who can help,
•
• 25 and what is there to do, and we can be overwhelmed by
the

•
•
7

• 1 task, but something as simple as two hours. You think,
•
• 2 who can't give two hours, and so it's really quite an
•
• 3 ingenious question to ask people, and I wish you really
•

• 4 good luck with that, and I want you to know I will give
•
• 5 my two hours to B.F. Norton, you just need to tell me
•
• 6 when and how. Congratulations.

• 7 MS. MALONEY: We will call you.

• 8 (APPLAUSE)

• 9 MR. CHAIRMAN: Thank you very much for all
•
• 10 your hard work and effort. We really appreciate that. I
•
• 11 say that both personally and as the Chair of the school
•
• 12 committee on behalf of the school committee. Thank
you.

• 13 The next item on the agenda is Comments from the

• 14 Public. Jim, I will get you right after this one. It's

• 15 always nice to see you moving around well, Mr. Rotella.

• 16 (DOCUMENT HANDED TO CHAIRMAN)

•
• 17 The first person is Paul DiModica. Please come
•
• 18 forward, state your name, address, and spell your last
•
• 19 name, please.

• 20 MR. DIMODICA: My name is Paul DiModica.

• 21 It's D-I-M-O-D-I-C-A, 15 Sharon Drive in Cumberland.

• 22 Members of the committee, last week at the finance

• 23 subcommittee meeting, Mr. Rotella was reading off
some of

• 24 the invoices, and there was a charge for the court

• 25 stenographer from anywhere from \$600 to \$1,000 in
charges

•
•
8

• 1 depending upon the length of the meeting, and I'm here

• 2 tonight, and the woman is here again tonight from some
•

• 3 firm. I think that -- I mean, this bill could run, if
•
• 4 they meet 24 times a year, about \$15,000 worth, and I
•
• 5 think the school committee should find a better way to
•
• 6 take the minutes of the meetings than having a court
•
• 7 stenographer here doing the service.

• 8 They're no longer videotaping the meetings for the
•
• 9 public to see what's going on, and I think maybe the
•
• 10 videotapes should come back and to do something
with the

• 11 town council where not only are there meetings, they
are

• 12 not being played, at least I didn't find them, and if we

• 13 have that, then why do we need this.

• 14 The town council is going to appoint people to
watch

•
• 15 the meeting on the web and then go back to the meeting to

•
• 16 the website and look at it months from now, and I think

•
• 17 the school committee can do better than spend \$15,000

•
• 18 with a court reporting firm to take the minutes. Thank

•
• 19 you.

•
• 20 MR. CHAIRMAN: Thank you, Mr. DiModica.

•
• 21 Next person is Scott Germadnik. Give your name and spell

•
• 22 your last name and give your address.

•
• 23 MR. GERMADNIK: Scott Germadnik,

•
• 24 G-E-R-M-A-D-N-I-K, 7 Aurora Drive. I just left the

•
• 25 finance committee meeting, and it was my first one of

• 1 those second school committee meetings. I am sure
many

•

• 2 of you have been to the last school committee meeting.
I

•

• 3 am hoping to see a little bit of a different display of

•

• 4 actions this evening. So far, it's been a much better

•

• 5 situation.

•

• 6 The one thing that's just doesn't pass muster that I

•

• 7 heard in the finance committee was there was a
discussion

•

• 8 about the mileage stipend for a position that covers the

•

• 9 entire district. I couldn't put my finger on what was

•

• 10 rubbing me funny about it until after the meeting. It

•

• 11 seems to me like the bottom line is time management

•

• 12 skills. If I counted correctly, 8, 9 facilities total.

-
- **13 I don't understand the need to go from three or four a**
-
- **14 day for various things, and then have mileage**
-
- **15 reimbursement for that with the exception of the**
-
- **16 emergency issues, assistant crashes. You need to go**
from
-
- **17 where you're at, to get it back up and running. I don't**
-
- **18 understand where I will be at this facility in the**
-
- **19 morning, this facility in the afternoon. Let them know**
-
- **20 you're coming, they can have all their issues lined up**
-
- **21 when you get there, and you can address as many as**
you
-
- **22 can. You need a full day at the facility. You need a**
-
- **23 full day. That's something that doesn't seem right.**
-
- **24 You're bouncing around three to four schools a day**

and

•

• 25 charging mileage whether it's a flat monthly rate to

•

10

•

• 1 reimburse you for mileage rate. I think it's 50

•

• 2 something cents a mile now for the federal government,

•

• 3 whatever that might be. Something doesn't sound right

•

• 4 about that. I think we can do better and save a little

•

• 5 bit of money if we think about that a little bit more,

•

• 6 and it's my understanding that that issue was going to

be

•

• 7 brought up here for approval, and that's what I wanted

to

•

• 8 say, my peace.

•

• 9 MR. CHAIRMAN: Thank you, Mr. Germadnik.

•

• 10 Next is Jim McLaughlin.

•
• 11 MR. MCLAUGHLIN: Jim McLaughlin, 15 Garden
•
• 12 Street. Tonight I would just like to start off by saying
•
• 13 I'd like to invite all of you Saturday night to the
•
• 14 St. Thomas Council Knights of Columbus. We are
trying to
•
• 15 support the House of Compassion, and we would like
to see
•
• 16 people attend, if you could. They're in dire straits,
•
• 17 and they're part of the community, and I hope you can
•
• 18 participate. Just give a donation, if you can, at this
•
• 19 point.
•
• 20 Another thing I would like to share with you is on
•
• 21 the campaign trail, probably as Ms. MacBeth will testify,
•
• 22 probably about eight to ten thousand houses, people,

and

•

• 23 what I've been hearing feedback from the schools,
they're

•

• 24 concerned with SAT scores. They're concerned with
the

•

• 25 new math. Maybe you could elaborate on that. Send
memos

•

11

•

• 1 home. Some of the parents are really concerned about

•

• 2 that, and I have spoke at length with them.

•

• 3 The school system, I've heard pros and cons. It's

•

• 4 good overall. A lot of people still -- I support public

•

• 5 education. I just think the young mothers need to be

•

• 6 more well informed of changes in criteria, math,
reading,

•

• 7 and I will just say, Mrs. MacBeth, congratulations, she's

•
• **8** going to make a fine statesman.

•
• **9** (APPLAUSE)

•
• **10** MR. CHAIRMAN: Thank you, Mr. McLaughlin.

•
• **11** Next item on the agenda is the Student Government Report.

•
• **12** When you get to the podium, could you please identify

•
• **13** yourselves, and spell your last name and the class that

•
• **14** you're in.

•
• **15** MR. MURPHY: Hi. My name is Will Murphy,

•
• **16** and this is my partner here.

•
• **17** MS. VAENAI: Sarah Vaenais, V-A-E-N-A-I-S.

•
• **18** MR. MURPHY: And I'm a senior, and she is a

•
• **19** junior, and things that have been going on in our school

•
• 20 lately is on August 24 through the 29th we had our
•
• 21 freshman orientation, which was about a week before
•
• 22 school started, and it kind of taught incoming freshman
•
• 23 about the school and the environment inside the school
so
•
• 24 they can be ready for high school.
•

• 25 MS. VAENAI: On August 27 we had a teacher
• 12
•

• 1 breakfast in the new faculty dining room, and on the
•
• 2 first day of school the student government members
came

• 3 here early before school started at 6:30 and had
•
• 4 breakfast for the teachers and the staff.
•

• 5 On September 12, which is tomorrow, we have our
•

• 6 freshman election and enthusiastic promising class
with
•
• 7 many candidates running for president, vice president,
•
• 8 secretary, and treasurer, and on September 17 we are
•
• 9 going to have our first government meeting.
•

• 10 MR. MURPHY: Our upcoming events as well
•

• 11 will be welcome back day on the 26th, and on the 27th
and

• 12 28th we have CHS rededication ceremony and open
house,

• 13 and October 7 we will have our first blood drive, and
•

• 14 between the dates of October 19 and the 25th, we will
be

• 15 having our first this year's spirit week, which the
•

• 16 activities are the autumn-fest parade, the talent show
•

• 17 and the homecoming dance, et cetera, et cetera.

•
• 18 MR. CHAIRMAN: Thank you very much.

•
• 19 The next item on the agenda is Reports of Standing
•
• 20 Committees. Mr. Wagner, are you ready?

• 21 MR. WAGNER: I'm ready, Mr. Chairman. The
•
• 22 finance subcommittee met tonight, and there really was
•
• 23 only one item on the agenda and that was payments of
•
• 24 bills. There really was only one issue that was brought
•
• 25 up in the middle of paying those bills, and that was an

13

• 1 item that has been brought up before, and to take a look
•
• 2 at it going forward was a first day of school. I don't
•
• 3 know if I would call it a breakfast or just a coffee and
•
• 4 donut, pastry type of thing. The item was for about

•
• **5 \$1200, but it was approved.**
•

• **6 So, I'm bringing forward a total of five registers,**
•

• **7 \$276,000, \$550.85. So 276 divided by 550.85. I would**
•

• **8 like to make a motion to go ahead and pay those.**
•

• **9 MS. BEAULEIU: Second.**
•

• **10 MR. CHAIRMAN: Motion by Mr. Wagner to pay**
•

• **11 the bills, seconded by Mrs. Beaulieu. Any discussion?**
•

• **12 All those in favor?**
•

• **13 (RESPONDED AYE)**
•

• **14 MR. CHAIRMAN: Opposed? Hearing no**
•

• **15 opposition, the ayes have it. Next, Mr. Wagner.**
•

• **16 MR. WAGNER: That concludes the report from**
•

• **17 the finance subcommittee.**

•
• 18 MR. CHAIRMAN: The next one is the

•
• 19 personnel.

•
• 20 MS. MACBETH: Yes, the personnel

• 21 subcommittee met tonight, and it was on discussion
and a

•
• 22 vote to approve central administrator's contracts. The

• 23 first administrator that we discussed was Robert
Legacy,

•
• 24 and a motion was made by Mr. Wagner to accept the

• 25 contract as it was presented to us pending looking at
the

•
•
14

• 1 mileage reimbursement, given the figure of which one
was

•
• 2 more fiscally responsible, the one currently on or the
•

• 3 one that's proposed, which I believe was \$125.00 a
month,

•
• 4 and the pay scale from July 1st would be in place, and it

•
• 5 would also be a retro given the fact that he's been

•
• 6 without a contract. So, the retro would be a one lump

•
• 7 payment of \$840.00, and that was to cover March, April,

•
• 8 May and June of last year when he was without a
contract

•
• 9 with us, and that motion came to this committee with a

•
• 10 3-to-0 vote all in favor.

•
• 11 MR. CHAIRMAN: Do you want to take them one

•
• 12 at a time, Karen?

•
• 13 MS. MACBETH: Yes, please.

•
• 14 MR. CHAIRMAN: Is that your motion, to

•

• 15 approve the contract of Bob Legacy, pending looking at
•
• 16 the mileage reimbursement and also giving a corrected
•
• 17 opinion?

• 18 MS. MACBETH: I will make that motion.

• 19 MR. CHAIRMAN: Motion by Mrs. MacBeth.

• 20 MR. WAGNER: Second.

• 21 MR. CHAIRMAN: Seconded by Mr. Wagner.

• 22 Discussion?

• 23 MR. COSTA: Mr. Chairman.

• 24 MR. CHAIRMAN: Yes, Mr. Costa.

• 25 MR. COSTA: I'm not sure this should be

15

• 1 addressed to Karen or whomever, but other than

• 2 Mr. Legacy, does any other administrator, say, for

•
• 3 instance, the business manager, does he get compensated

•
• 4 for mileage? Is there anybody else in the system that

•
• 5 gets compensated other than -- I know the superintendent

•
• 6 gets compensated, the assistant. Does anybody else in

•
• 7 your administration -- does Mr. Rotella get compensated

•
• 8 for mileage?

•
• 9 MS. MACBETH: We haven't done his contract

•
• 10 yet, but I will refer this to Dr. Morelle for the other

•
• 11 contracts.

•
• 12 MS. MORELLE: Well, the first part, every

•
• 13 employee who travels between buildings, so, every teacher

•

• 14 in the district submits mileage as part of their regular
•
• 15 employment, and because of the individuals who
regularly
•
• 16 travel as part of their positions, there are contracts
•
• 17 that have mileage stipends.
•

• 18 I believe at this time there is a specific amount
•
• 19 set aside in the contracts for the superintendent, the
•
• 20 assistant superintendent, the director of special
•
• 21 education, deputy director, would be this contract. I
•
• 22 don't have all of them in front of me to be certain that
•
• 23 I am answering it correctly, but I think that would be as
•
• 24 accurate as I can get from memory.
•

• 25 MR. COSTA: Specifically, may I?

• 1 MR. ROTELLA: Mr. Costa, I do not receive a
•
• 2 monthly stipend for mileage, nor do I submit for
mileage.

• 3 MR. COSTA: I know that. I just don't want
•
• 4 to set precedent.

• 5 MR. ROTELLA: I'm only telling you that I do
•
• 6 not receive mileage from the Cumberland School
•
• 7 Department.

• 8 MR. COSTA: Joe, what I'm trying to get at,
•
• 9 he only gets paid mileage as he uses it. He's not going
•
• 10 to be paid even though he doesn't use it?

• 11 MS. MACBETH: What's in front of the
•
• 12 committee right now is that it was presented to the
•
• 13 committee tonight to give them a \$125.00 -- I'll call it

•
• 14 a stipend for lack of better word, each month instead of
•
• 15 him submitting mileage reimbursements.

• 16 What I asked subcommittee pending is I wanted to
see

•
• 17 the numbers, I wanted to see what he's putting in for

• 18 mileage reimbursement, how that compares to the
\$125.00,

• 19 and then we will look at what would be more fiscally

• 20 responsible for this committee to do.

• 21 MS. MORELLE: If I can clarify that. The

• 22 language in the contract already gives him the
permission

• 23 to reimburse for expenses. The current contract, draft

• 24 language, would also allow for reimbursement for
•

• 25 expenses. I was simply providing the committee with
an

• 17

•

• 1 option and Mr. Legacy with an option that would
perhaps

•

• 2 be less paper intensive, and I actually said to the

•

• 3 personnel subcommittee, if you choose not to go down
that

•

• 4 route, then I would simply suggest you leave the
language

•

• 5 that is in place which is for reimbursement for his

•

• 6 expenses. It is in Section 6B, and the language

•

• 7 currently says the committee agrees to reimburse the

•

• 8 director for any necessary and reasonable expense he

•

• 9 incurs in the direct discharge of his duties subject to

•

• 10 prior approval of the superintendent.

•
• **11 MR. CHAIRMAN: Any further discussion?**

•
• **12 MR. COSTA: Yes. I'm still not convinced**

•
• **13 yet. What I want to know, if the guy goes 10 miles a**

•
• **14 month or 15 miles a month, is he still entitled to that**

•
• **15 \$125 a month for travel expenses?**

•
• **16 MS. MORELLE: If you put this language in**

•
• **17 there, yes, but that's not what he's traveling, ten miles**

•
• **18 a month.**

•
• **19 MR. COSTA: Dr. Morelle, that's not the**

•
• **20 question. The question is, if he travels 50 miles a**

•
• **21 month, is he still entitled to that \$125 a month even if**

•
• **22 he doesn't do any traveling?**

•
• **23 MS. MORELLE: If you replace the language,**

•
• 24 and that's why I said I am simply giving you an option

•
• 25 for you to make for your consideration, and if you
choose

•
•
18

• 1 not to, then simply leave the reimbursement for
expense

• 2 language there, and his contract will be fully approved.

• 3 MR. WAGNER: The thought process was that by

• 4 giving him the \$125, and Karen had made a very good

• 5 point, we are going to go back and look at it, which one

• 6 historically is going to show which one is more

• 7 advantageous on financial point to the district, whether

• 8 we give him \$125 regardless if he drives one mile or

• 9 5,000 miles, or if we go ahead and reimburse him for the
•

• 10 actual mileage that he's putting in. If you do the math,

•

• 11 at 62 cents a mile, whatever the number is, it's not a

•

• 12 lot of miles for someone who travels as much as he
does

•

• 13 just by the nature of his job going in between schools.

•

• 14 I forget what the number was, 14 miles a day.

•

• 15 MR. COSTA: Well, I have no problem

•

• 16 compensating somebody who's using his own vehicle
on

•

• 17 school, that's fine, but there are going to be many
cases

•

• 18 where he doesn't travel for \$125 a month. I don't mind

•

• 19 paying somebody.

•

• 20 My job, if I go 500 miles, I get paid, but I don't

•

• 21 go every month, I don't go every month. So, if he is

• 8 The way we're doing it, I see it as a win-win, not a
•
• 9 question of -- I understand what you're saying, you
don't
•
• 10 want to pay somebody for something that they're not
•
• 11 doing.

• 12 MR. COSTA: And if he's going on school
•
• 13 business to pay it, he is entitled to that. Say,
•
• 14 Mr. Wagner, he spends \$500.00 this month, he's
entitled
•
• 15 to that money.

• 16 MR. WAGNER: But if he agrees to the \$125,
•
• 17 that's all we'll pay.

• 18 MS. MACBETH: I would just like to say the
•
• 19 motion that's going forward leaves it open to the
•

• 20 committee for further discussion on where we're going
•
• 21 with this. Once we get more detail on what's been
•
• 22 submitted in the past, and we look at it, then the
•
• 23 committee will bring it forward again. So, as it's going
•
• 24 forward with the motion, that is still open for
•
• 25 discussion to the school committee.

20

• 1 MR. CHAIRMAN: Dr. Morelle, who's going to
•
• 2 look at this?

• 3 MS. MORELLE: I will look at the issue and
•
• 4 bring forward documentation or meet with Mr. Legacy,
and
•
• 5 I will make a recommendation to you that they ask
•
• 6 subcommittee asks this be done in a timely manner, I
will

•
• 7 have a conclusion to this the next subcommittee meeting.

•
• 8 MR. CHAIRMAN: Thank you. Mr. Wood.

•
• 9 MR. WOOD: In the meantime, it indicates 52
•
• 10 cents.

•
• 11 MS. MORELLE: He will be paid at the
•
• 12 language that's currently in the contract.

•
• 13 MR. CHAIRMAN: Anybody else? Any further
•
• 14 discussion?

•
• 15 MS. MACBETH: I do. We had a committee
•
• 16 member come up and talk about organization of time
and

•
• 17 visiting buildings, and I think that was a very good

•
• 18 point. I like the facts that we have people bringing

-
- 19 suggestions to us that we can look at, and in that I know

-
- 20 there is other districts that on the school level have

-
- 21 teachers that become tech reps for the building, so they

-
- 22 troubleshoot before somebody has to come out, and it's a

-
- 23 volunteer position, but it usually gets more than enough

-
- 24 volunteers, and there's basic training, check to see if

-
- 25 the network is down. I think that's something we can

21

-
- 1 look into as a district.

-
- 2 The second thing to help organize is also a work

-
- 3 order system. We have the technology now in the district

•
• 4 where an administrator can go on, and if there's a
•
• 5 problem in the building, put in an order, and it can go
•
• 6 right to the administration and can be organized so that
•
• 7 there are just minimal trips to the school.

• 8 So, I appreciate Scott coming forward on that, and I
•
• 9 think it's something the committee needs to follow up
on
•
• 10 too, with Mr. Legacy.

• 11 MR. CHAIRMAN: It should be a fairly simple
•
• 12 matter because that's just graphic analysis which is in
•
• 13 Math 101 at the colleges. It's the same theory as the
•
• 14 bus drivers use or the bus companies use, the post
office
•
• 15 uses, the snowplow people use, and that we can use

the

•

• 16 same thing.

•

• 17 MS. MORELLE: If I can add a comment. I

•

• 18 absolutely agree with the comment that Mr. Germadnik

made

•

• 19 around every person in the district being careful about

•

• 20 interest time management skills and organizing their

•

• 21 work, and I vastly believe that in a fairly short amount

•

• 22 of time we would be in a position for both Mr. Chandler

•

• 23 and Mr. Legacy to be more capable of doing that

around

•

• 24 the technology. However, I don't believe they fit in the

•

• 25 situation where they can't or have been able to do that

•

22

•

• 1 in the past, and I think you need to put reasonable

•
• 2 expectations on people, particularly in a district our
•
• 3 size when you only have two people that are
responsible
•
• 4 for the entire district, and actually part of the
•
• 5 previous school year Mr. Legacy was responsible for
the
•
• 6 entire district, and we did not have a network manager.
•
• 7 So, I just would caution everyone in terms of
•
• 8 understanding what the expectations have been that we
•
• 9 placed on Mr. Legacy, and when the network is fully
•
• 10 installed as we expected, and all of the hardware is
•
• 11 fully in place, and we no longer have to be out at
•
• 12 schools on a regular basis, and it's fully reasonable
•
• 13 that he would be able to manage the situation in a

•
• 14 different manner than he has in the past.

•
• 15 MR. CHAIRMAN: Any further discussion?

•
• 16 Mrs. Beaulieu.

•
• 17 MS. BEAULEIU: I didn't want to bring this

•
• 18 out, but I wanted to add that was a strong focus during

•
• 19 the strategic planning exercises that the committee
went

•
• 20 through was to not only identify that we have
contributed

•
• 21 a large quantity of technology to the district, but also

•
• 22 that we had the responsibility to insure that the

•
• 23 teachers were properly supported, and without going
into

•
• 24 too much detail, it certainly was an emphasis to revisit

• 25 the technology and was considered a priority, and that

• 23

• 1 helped to identify some of the staffing needed.

• 2 MR. CHAIRMAN: Good point, Mrs. Beaulieu.

• 3 Any further discussion? There's been a motion made
and

• 4 duly seconded. All those in favor?

• 5 (RESPONDED AYE)

• 6 MR. CHAIRMAN: Opposed?

• 7 MR. COSTA: No.

• 8 MR. CHAIRMAN: Is that you, Mr. Costa?

• 9 MR. COSTA: Yes. This is on the \$125,

• 10 right?

• 11 MR. CHAIRMAN: On the contract.

• 12 MR. COSTA: I take that back. I vote for
•
• 13 his contract.

• 14 MR. CHAIRMAN: All those in favor of the
•
• 15 contract?

• 16 (RESPONDED AYE)

• 17 MR. CHAIRMAN: Opposed? Hearing none, the
•
• 18 ayes have it. It's unanimous. Mrs. MacBeth.

• 19 MS. MACBETH: The second contract that was
•
• 20 discussed this evening was for the assistant
•
• 21 superintendent. There was a motion to accept the
•
• 22 contract as presented at the three percent raise based
•
• 23 off the salary scale that's currently in place. There
•
• 24 was a second by Mr. Thibodeau. It's coming to the
•

• 25 committee with a 2-to-1 vote, with Mr. Thibodeau and

• 24

• 1 Mr. Wagner voting yes and with me voting no.

• 2 MR. CHAIRMAN: We have a motion to accept

• 3 Dr. Carney's contract?

• 4 MR. WAGNER: So moved.

• 5 MR. CHAIRMAN: Motion by Mr. Wagner.

• 6 MR. THIBODEAU: Second.

• 7 MR. CHAIRMAN: Seconded by Mr. Thibodeau.

• 8 Any discussion?

• 9 MR. COSTA: Mr. Chairman?

• 10 MR. CHAIRMAN: Yes, Mr. Costa.

• 11 MR. COSTA: What contract are we talking

• 12 about? I thought she is in the contract until the end of

•
• 13 the school year.

•
• 14 MR. CHAIRMAN: Mr. Thibodeau.

•
• 15 MR. THIBODEAU: There's no salary attached.

•
• 16 MR. COSTA: The only issue on the -- she has

•
• 17 a contract that's valid until 2009 with the exception

•
• 18 agreeable upon the committee's consent about

•
• 19 compensation. Am I right or wrong?

•
• 20 MR. THIBODEAU: But no salary attached.

•
• 21 MR. COSTA: So, what we're saying tonight is

•
• 22 three percent. Am I right or wrong?

•
• 23 MR. THIBODEAU: The contract in front of

•
• 24 you, the new one.

•
• 25 MR. COSTA: I don't have the new one. It

1 was not in my packet.

2 MR. CHAIRMAN: It was in the last packet.

3 MR. COSTA: Mr. Chairman, is it on the

4 agenda for this evening?

5 MR. CHAIRMAN: Yes.

6 MR. COSTA: Shouldn't there be attached

7 copies to tonight's agenda? I mean, I wasn't here at the

8 last meeting so --

9 MR. CHAIRMAN: Excuse me, Mr. Costa.

10 Dr. Morelle asked us all to bring our copies to this

11 meeting.

12 MR. COSTA: I don't know she asked but I

• 13 surely know I never received a call.

•

• 14 MR. CHAIRMAN: It was an e-mail sent to all.

•

• 15 MS. MORELLE: Excuse me.

•

• 16 MR. COSTA: Don't lie. If you want, you can

•

• 17 take my computer tomorrow, and you can see my
e-mails. I

•

• 18 did not receive an e-mail.

•

• 19 MS. MORELLE: Mr. Costa, before you go on --

•

• 20 MR. COSTA: Excuse me, Dr. Morelle.

•

• 21 Mr. Chairman made a statement that I received an
e-mail,

•

• 22 which I did not receive an e-mail. I want to clarify

•

• 23 that.

•

• 24 MR. CHAIRMAN: I said it was sent to you. I

•

• 25 don't know if you received it.

• 26

• 1 MR. COSTA: I did not, Mr. Chairman.

• 2 MR. CHAIRMAN: I said I don't know if you

• 3 received it.

• 4 MR. COSTA: Don't make a statement if you

• 5 don't know. I had my computer. If you wish,

• 6 Mr. Chairman, I will be more than happy to call my office

• 7 and bring the computer tonight. I did not receive it.

• 8 My point is this, Dr. Morelle. If there's something

• 9 in the packet to be reviewed this evening, even though
we

• 10 got it two months ago, it should have been in the
packet

• 11 again tonight. I was not here at the last meeting.

•
• 12 MS. MORELLE: I would appreciate if you

•
• 13 didn't raise your voice to me.

•
• 14 MR. COSTA: I'm not raising my voice.

•
• 15 MS. MORELLE: Yes, you are.

•
• 16 MR. COSTA: All right, I apologize, how's

•
• 17 that, Dr. Morelle, if I'm raising my voice, but what I'm

•
• 18 trying to say is, if there's something on the agenda this

•
• 19 evening, don't you think -- I was not here at the last

•
• 20 meeting, as you recall. Was you here?

•
• 21 MS. MORELLE: I am trying to clarify that

•
• 22 there was a memo in your packet. I believe it's being

•
• 23 passed down to you. The memo specifically stated if
you

• 24 needed additional copies of any of the contacts, I would
•
• 25 be happy to provide those copies to you. In the interest

• 27

• 1 of saving paper, I did not make additional copies.
•

• 2 MS. MACBETH: I did get the e-mail, but I

• 3 didn't get that paper, and Mr. Costa, I agree, I did have

• 4 concerns about having something from meetings
passed, and

• 5 I did ask the superintendent to bring extra copies, but I

• 6 do agree that we need to have full packets to go back

• 7 weeks, and this one I pulled back from over a month
ago

• 8 from my packet so that we all have the information.
•

• 9 MR. COSTA: Dr. Morelle, I do apologize,

• 10 okay, and I'm publically saying that, but I also want to

•
• 11 publically say, Mr. Chairman, if you're going to say
•
• 12 something, make sure it's true. I did not receive an
•
• 13 e-mail.

• 14 MR. CHAIRMAN: Mr. Costa, I can't help it if
•
• 15 you didn't receive it. It was sent, and the receipt
•
• 16 might be with your computer. I can't help that.

• 17 MR. COSTA: What do you mean with my
•
• 18 computer?

• 19 MR. CHAIRMAN: We all got an e-mail and
•
• 20 memo.

• 21 MR. COSTA: That's fine, Mr. Chairman, but
•
• 22 prove it. I want to see proof. That's here nor there.

• 23 MS. MACBETH: May I answer your original

•
• 24 question as chair of that school committee? There is a
•
• 25 contract to 2009, and that is why I voted no to bring
• 28

• 1 forward to the committee. You are right that the only

• 2 thing to do in that was the salary, and that would keep

• 3 that contract to 2009, and that's why it came to the

• 4 school committee on a 2-to-1 vote. So, yes, your
answer

• 5 is absolutely yes.

• 6 MS. MORELLE: Mr. Chairman, may I?

• 7 MR. CHAIRMAN: Yes.

• 8 MS. MORELLE: This is a discussion that we

• 9 had numerous times now in personnel subcommittee,
and I

• 10 have raised the issue that the school committee directed

•
• 11 me in a very specific manner, and the manner that I was

•
• 12 directed was to, first of all, complete evaluations for

•
• 13 all administrators in the district, principals, assistant

•
• 14 principals, and central administrators.

•
• 15 MR. CHAIRMAN: Mr. Costa?

•
• 16 MS. MORELLE: Mr. Costa, I am trying to

• 17 explain. I know you're going to want to know the answer

•
• 18 to this. I can explain later.

•
• 19 MR. COSTA: No, that's fine. Go ahead.

•
• 20 MS. MORELLE: I was directed by the school

•
• 21 committee, and I tried very carefully to follow your

•

• 22 direction to evaluate all administrators. I was directed
•
• 23 after evaluating them to determine the length of
•
• 24 employment for future years.

• 25 Now, I understand that there were past contracts

29

• 1 that had language in them, but in my estimation the

• 2 direction that you gave me superceded whatever
contract

• 3 language there was. And when the principal's contracts

• 4 came forward and the assistant principal's contracts
came

• 5 forward, there was no discussion about this as to
whether

• 6 or not I was directed to evaluate and make
recommendation

• 7 on terms of employment. And so I leave that in the

same

•

• 8 spirit of stability for the district and insuring that

•

• 9 both the building level leadership team and the senior

•

• 10 leadership team are secure in place. That's the reason

•

• 11 that there are recommendations for length of contracts

•

• 12 starting July 1, 2008 for the senior leaders in this

•

• 13 district. Several of them were brought forward for your

•

• 14 consideration this evening.

•

• 15 MR. CHAIRMAN: Mr. Wagner?

•

• 16 MR. WAGNER: Yes. I would also like to

•

• 17 state, and I remember very clearly when we went

through

•

• 18 this, the goal was that for anyone who was deemed to

be

•

• 19 someone we wanted to keep, our goal was to get all of
•
• 20 these people under 3-year contracts. That was where
we
•
• 21 were going. It has been the stated objective from the
•
• 22 very start.

• 23 As I stated in the subcommittee meeting, whether
you
•
• 24 chose to look at this contract because it had no salary
•
• 25 into the third year or whether you want to call it three
30

• 1 percent the third year salary, it doesn't matter, the
•
• 2 goal that we were aiming for was a 3-year contract to
the
•
• 3 people we deem we want to keep.

• 4 So, the question then becomes, is this someone you
•

• 5 want to keep for the 3 years or is it not. It's not a
•
• 6 question of whether or not we want to call this a
•
• 7 one-year contract and revisit it next year. The question
•
• 8 is, do we value Dr. Carney to the point where we want to
•
• 9 keep her for 3 years. That's the question. The answer
•
• 10 from my end is absolutely yes. We can play all these
old
•
• 11 games about whether it's one year or not, any of that
•
• 12 type of stuff. The question is, do you want to keep her
•
• 13 for three years, and if anyone votes no to that, you're
•
• 14 out of your tree.

• 15 MR. CHAIRMAN: That's the commonsense
•
• 16 approach, Mr. Wager. Any further discussion?

• 17 MR. COSTA: Yes, Mr. Chairman.

•
• 18 MR. CHAIRMAN: Yes, Mr. Costa.

•
• 19 MR. COSTA: Dr. Morelle, and don't get me

•
• 20 wrong, don't take this wrong. Dr. Carney, I think the

• 21 world of you, you've done a great job, however, we
hired

•
• 22 you back in 2006, I believe, and at the time the original

•
• 23 contract called for a 3-year deal, 2006/2007, ending in

•
• 24 2009 or whatever. Am I right or wrong? The original

•
• 25 contract, I am talking about the original. When we hired

•
•
• 31

• 1 Dr. Carney, we gave her the 3-year deal, 2007 or

• 2 2006/2007/2008. So, in essence, Dr. Morelle, if you can

• 3 recall in your contract, I believe your contract stated

• 4 the third year was negotiable. No, it wasn't?

•
• 5 MR. CHAIRMAN: Get to the point, Mr. Costa.

•
• 6 MR. COSTA: My point is, as far as I'm

•
• 7 concerned, the only thing that we, as a committee,
oblige

•
• 8 to do is to figure out a compensation package for

•
• 9 Dr. Carney for the 2008/2009. I believe if the new

•
• 10 committee, which will be elected in November, if they
do

•
• 11 want to give Dr. Carney an extension of two more
years,

•
• 12 it should be the right of the new committee, but as far

•
• 13 as I'm concerned, Dr. Carney is employed. She has a

•
• 14 3-year with the third year being it's a negotiable raise

•
• 15 that should be in her third year. That's the way I see

• 16 it, because I was one of the ones that put these

•
• 17 contracts together three years ago.

• 18 MS. MORELLE: Mr. Costa, I understand your

• 19 point of view, but what I think is a very disingenuous

• 20 action that this committee has taken that is back in the

• 21 spring, and you've all been there in these meetings

over

• 22 and over and over when this discussion has come up.

Not

• 23 one of you has redirected me when I have made the

• 24 statement that I have been in the process of evaluating

• 25 administrators to include the central office

32

• 1 administrators and drafting contracts with terms of

• 2 employment, and to bring this up tonight I find

•
• **3** **incredibly disingenuous, and I find it incredibly**

•
• **4** **disrespectful to the senior leadership team of this**

•
• **5** **district.**

•
• **6** **MR. CHAIRMAN: Thank you. Also, Mr. Costa,**

•
• **7** **what you suggest would be contrary to what the law**
says,

•
• **8** **because if you take the time and read Section 16-2-9 of**

•
• **9** **the General Laws of the State of Rhode Island, you**
would

•
• **10** **find out that in 25C, that the school committee of each**

•
• **11** **city, town or regional school district shall have the**

•
• **12** **power to bind their successors' and successor's**

•
• **13** **committees by entering no contracts of employment in**
the

• 14 exercise of their governmental functions.

•

• 15 (COMMOTION IN THE AUDIENCE)

•

• 16 MR. COSTA: Was that brought up four months

•

• 17 ago, three months ago?

•

• 18 MR. CHAIRMAN: It's been the law since the

•

• 19 1970s, Mr. Costa.

•

• 20 MR. COSTA: But I take it for face value.

•

• 21 When somebody signs a deal or a contract, if it's for

•

• 22 three years, and it's running through 2008/2009, it's

•

• 23 just like an athlete, Mr. Crowley, as well as you and I

•

• 24 know, shame on them if they sign an 8-year contract

and

•

• 25 then after 2 years they decide well, jeez, I'm not making

•

•

• 1 enough money, I want to renegotiate a new contract,
well,

•

• 2 that's too bad.

•

• 3 MR. CHAIRMAN: Manny decided that.

•

• 4 MR. COSTA: Yeah, he did. That's neither

•

• 5 here nor there, but Dr. Carney has been wonderful, and I

•

• 6 will state this publically, because I don't want

•

• 7 misconstruing here, she's done a fabulous job here.

She

•

• 8 does.

•

• 9 DR. CARNEY: Thank you.

•

• 10 MR. COSTA: But she's still in the contract

•

• 11 for one more year.

•

• 12 MR. CHAIRMAN: Motion by Mr. Costa to move

•

• 13 the question. Is there a second?

•
• 14 MR. THIBODEAU: Second.

•
• 15 MR. CHAIRMAN: Second by Mr. Thibodeau. All

•
• 16 those in favor?

•
• 17 (RESPONDED AYE)

•
• 18 MR. CHAIRMAN: Opposed?

•
• 19 MR. COSTA: No.

•
• 20 MR. CHAIRMAN: Okay. We will do a roll call

•
• 21 vote. Mr. Thibodeau.

•
• 22 MR. THIBODEAU: Yes.

•
• 23 MR. CHAIRMAN: Mr. Costa.

•
• 24 MR. COSTA: No.

•
• 25 MR. ROTELLA: Mr. Chairman, are you doing a

•
• 1 roll call vote on moving the question?
•

• 2 MR. CHAIRMAN: Yes.
•

• 3 MR. COSTA: Oh, all right.
•

• 4 MR. CHAIRMAN: Although you moved the
•
• 5 question, Mr. Costa, you're voting no again?
•

• 6 MR. COSTA: No, I thought we were voting on
•
• 7 the contract.
•

• 8 MR. CHAIRMAN: No. You move it?
•

• 9 MR. COSTA: Yes, move it.
•

• 10 MR. CHAIRMAN: Mr. Costa. Mr. Wagner.
•

• 11 MR. WAGNER: Yes.
•

• 12 MR. CHAIRMAN: Mrs. MacBeth.
•

• 13 MS. MACBETH: Clarification to move this,
•

•
• 14 that means we vote on it?
•

• 15 MR. CHAIRMAN: Yes. Mr. Thibodeau.
•

• 16 MR. THIBODEAU: Yes.
•

• 17 MR. CHAIRMAN: Mr. Wood.
•

• 18 MR. WOOD: No.
•

• 19 MR. CHAIRMAN: And the chair votes yes.
•

• 20 It's six to one with Mr. Wood against moving the
•
• 21 question.
•

• 22 Now, as to the contract of Dr. Carney, which motion
•

• 23 has been motion and duly seconded. We'll do a roll call
•
• 24 vote on that.
•

• 25 MR. COSTA: Clarification, Mr. Chairman.
•

• 1 MR. CHAIRMAN: Go right ahead.

•
• 2 MR. COSTA: This contract is, what, year,

•
• 3 3 years?

• 4 MR. CHAIRMAN: The new one they discussed in

• the finance committee tonight. Roll call vote.

• 6 Mr. Thibodeau?

• 7 MR. THIBODEAU: Yes.

• 8 MR. CHAIRMAN: Mr. Costa?

• 9 MR. COSTA: No.

• 10 MR. CHAIRMAN: Mr. Wagner.

• 11 MR. WAGNER: Yes.

• 12 MR. CHAIRMAN: Mr. Wood?

• 13 MR. WOOD: The fact that the question was

•

• 14 moved, I didn't get to make my comments so --

•

• 15 MR. CHAIRMAN: Mrs. Beaulieu?

•

• 16 MS. BEAULIEU: Yes.

•

• 17 MR. CHAIRMAN: Mrs. MacBeth?

•

• 18 MS. MACBETH: No.

•

• 19 MR. CHAIRMAN: The chair votes yes. It's

•

• 20 four to three in favor of Dr. Carney's contract.

•

• 21 Next item, Mrs. MacBeth.

•

• 22 MS. MACBETH: The last administrator's

•

• 23 contract that was discussed in personnel and brought

to

•

• 24 this committee was for Lisa Colwell. There was a

motion

•

• 25 to accept as presented to us with the '09 base salary

•

•
• 1 that was approved by the committee, and this will be a
•
• 2 3-year contract. Ms. Colwell was working without a
•
• 3 contract, so it does --

•
• 4 MR. CHAIRMAN: Mr. Costa?

•
• 5 MR. COSTA: Make a motion to accept 3-year
•
• 6 contract.

•
• 7 MR. WAGNER: Second.

•
• 8 MS. MACBETH: Can I finish?

•
• 9 MR. COSTA: I thought you were through.

•
• 10 THE CLERK: It came to this committee with a
•
• 11 3-to-0 vote with all in favor, and then a motion is
•
• 12 needed to accept this.

•
• 13 MR. CHAIRMAN: Mr. Costa?

•

• 14 MR. COSTA: So moved.

•

• 15 MR. CHAIRMAN: Motion by Mr. Costa.

•

• 16 MR. WAGNER: Second.

•

• 17 MS. MACBETH: Second.

•

• 18 MR. CHAIRMAN: Seconded by Mr. Wagner and

•

• 19 Mrs. MacBeth. Any discussion?

•

• 20 MR. WOOD: Mr. Chairman.

•

• 21 MR. CHAIRMAN: Mr. Wood.

•

• 22 MR. WOOD: Again, we would need budget

•

• 23 reconciliation on this contract. What's budgeted is
what

•

• 24 was going to be representative by administrator's
salary

•

• 25 schedule.

1 MR. CHAIRMAN: Did you visit the

2 superintendent and discuss that? You weren't
satisfied?

3 MR. WOOD: Not that we weren't satisfied,

4 but we still have to print this in the budget because you

5 have to present a budget.

6 MR. CHAIRMAN: Dr. Morelle.

7 MS. MORELLE: We are in the process right

8 now of going line by line through the personnel

9 supplement and the rest of the budget, and I can assure

10 you that except for a very small amount of money the

11 budget does equalize, and we are making sure that we
were

• 12 adjusting all of those line items and tracking all of
•
• 13 them including those you have pointed out to us, and
when
•
• 14 you see personnel supplement you will see they all
have
•
• 15 been.

• 16 MR. CHAIRMAN: Any further discussion?

• 17 We're discussing the contract for Lisa Colwell. All
•
• 18 those in favor?

• 19 (RESPONDED AYE)

• 20 MR. CHAIRMAN: Opposed? Hearing none, the
•
• 21 ayes have it. It's unanimous. Next item.

• 22 MS. MACBETH: We concluded the personnel
•
• 23 subcommittee meetings, and on the next personnel
•

• 24 subcommittee meeting will be Alex's contract and
Richard

•
• 25 Hilton's contract and Mr. Chandler's contract. Those

38

• 1 will be the three that will be discussed at our next

• 2 personnel, along with also the openness of that we still

• 3 have with Mr. Legacy on the travel stipend.

• 4 MR. CHAIRMAN: Would you have time to

• 5 discuss Mr. Rotella's contract in that?

• 6 MS. MACBETH: At the committee, it was

• 7 agreed that that will be done at a future time. That has

• 8 not been decided.

• 9 MR. CHAIRMAN: Okay. All set on that.

• 10 Anything further, Mrs. MacBeth?

- 11 MS. MACBETH: No, that concludes the report
-
- 12 from the personnel subcommittee.
-
- 13 MR. CHAIRMAN: Mrs. Beaulieu, I saw a little
-
- 14 notice about a subcommittee meeting.
-
- 15 MS. BEAULIEU: That's correct. We will be
-
- 16 having a regular subcommittee meeting next
- Wednesday at
-
- 17 5:15. The agenda item is the special education
- program
-
- 18 evaluation, next steps. It was a part of our assignment
-
- 19 over the summer, reading assignment to review the
- program
-
- 20 evaluation, and come up with a list of questions that we
-
- 21 may have. So, for any members or the public who does
-
- 22 have questions they would like to forward to me if they

•
• 23 are planning to attend, and they will be discussed at
•
• 24 that meeting, but what we hope to hear is what the
•
• 25 district is currently reviewing in regards to public

•
•
•
• 39

• 1 education based upon the program evaluation, and we
look

•
• 2 forward to hearing from that department.
•

• 3 MR. CHAIRMAN: Thank you, Mrs. Beaulieu.

• 4 Mr. Wood? Mr. Thibodeau? Mr. Costa?
•

• 5 The next item on the agenda is the Consent Agenda.
•

• 6 MR. COSTA: So moved.
•

• 7 MR. CHAIRMAN: Was that Mr. Costa?
•

• 8 MR. COSTA: Yes, it was.
•

• 9 MR. CHAIRMAN: Motion by Mr. Costa.

•
• **10 MR. WAGNER: Second.**

•
• **11 MR. CHAIRMAN: Seconded by Mr. Wagner.**

•
• **12 Discussion? All those in favor?**

•
• **13 (RESPONDED AYE)**

•
• **14 MR. CHAIRMAN: Opposed? Hearing no**

•
• **15 opposition, the ayes have it. It's unanimous.**

•
• **16 The next item on the agenda, Number 10, is the**

•
• **17 Approval of the Minutes of Executive Session of 8/14.**

•
• **18 Mrs. MacBeth.**

•
• **19 MS. MACBETH: Yes. I make a motion to table**

•
• **20 those.**

•
• **21 MR. CHAIRMAN: Motion by Mrs. MacBeth to**

•
• **22 table.**

•
• **23 MR. WAGNER: Second.**
•

• **24 MR. CHAIRMAN: Seconded by Mr. Wagner. All**
•

• **25 those in favor?**
•

• **40**
•

• **1 (RESPONDED AYE)**
•

• **2 MR. CHAIRMAN: Opposed? Hearing no**
•

• **3 opposition, the ayes have it. It's unanimous.**
•

• **4 The next item on the agenda is Personnel**
•

• **5 Recommendations. Dr. Morelle.**
•

• **6 MS. MORELLE: Thank you. I would like to**
•

• **7 begin with the resignation, request the advice and**
•

• **8 consent of the school committee on the resignation of**
•

• **9 Kristin Trahan, Special Educator, at Cumberland High**
•

• 10 School effective September 5, 2008.

•

• 11 MR. CHAIRMAN: Motion by Mrs. Beaulieu.

•

• 12 MR. WAGNER: Second.

•

• 13 MR. CHAIRMAN: Seconded by Mr. Wagner.

•

• 14 Discussion? Mr. Wood.

•

• 15 MR. WOOD: Actually, I had the opportunity

•

• 16 to meet Ms. Trahan, and she was the class advisor
which

•

• 17 my daughter is part of the junior class which now they

•

• 18 will be losing one of their class advisors. Ms. Trahan

•

• 19 was actually what we call our layoff list, and she chose

•

• 20 to continue elsewhere in the education system.

•

• 21 MS. MORELLE: As you know, Kristin

•

• 22 originally was a business education teacher here and

•

• 23 moved into the special education department as a
result

•

• 24 of having multiple certifications. It appears that her

•

• 25 first love is in business education.

•

41

•

• 1 MR. CHAIRMAN: Mr. Wood, has she accepted a

•

• 2 job, also?

•

• 3 MR. WOOD: Yes.

•

• 4 MR. CHAIRMAN: Okay, because I noticed in

•

• 5 her letter of resignation, she also requested a leave of

•

• 6 absence.

•

• 7 MS. MORELLE: Circumstances were not

•

• 8 appropriate for that.

•

• 9 MR. CHAIRMAN: Okay. Any further

•
• **10 discussion? All those in favor?**
•

• **11 (RESPONDED AYE)**
•

• **12 MR. CHAIRMAN: Opposed?**
•

• **13 MR. WOOD: No.**
•

• **14 MR. CHAIRMAN: The chair votes yes, with six**
•

• **15 to one, with Mr. Wood against.**
•

• **16 MS. MORELLE: On the appointments, if it's**
•

• **17 acceptable to the committee, I would like to take them**
in

• **18 a group in the same manner we take coordinators, and I**
•

• **19 would like to make these conditional. These are for the**
•

• **20 2008/2009 school year only. Mr. Chairman, is that fine?**
•

• **21 MR. CHAIRMAN: I'm checking this over.**
•

• 22 Could you please take them separately?

•

• 23 MS. MORELLE: Okay. I have Cumberland High

•

• 24 School for the 2008/2009 school year only. I request
the

•

• 25 advice and consent of the School Committee on the

•

42

•

• 1 appointment of Susan Alves, Music Department
Chairperson,

•

• 2 at Cumberland High School.

•

• 3 MR. COSTA: So moved.

•

• 4 MR. CHAIRMAN: Motion by Mr. Costa.

•

• 5 MR. WAGNER: Second.

•

• 6 MR. CHAIRMAN: Seconded by Mr. Wagner.

•

• 7 Discussion? All those in favor?

•

• 8 (RESPONDED AYE)

•
• 9 MR. CHAIRMAN: Opposed? Hearing no
•
• 10 opposition, the ayes have it.

•
• 11 MS. MORELLE: May I correct that, please?

•
• 12 That is the new department. It's the applied technical
•
• 13 arts department.

•
• 14 MR. CHAIRMAN: We'll accept that.

•
• 15 MR. COSTA: Dr. Morelle, is that strictly
•
• 16 music?

•
• 17 MS. MORELLE: That's correct. I did not
•
• 18 notice that.

•
• 19 MR. WAGNER: Dr. Morelle, since we already
•
• 20 interrupted your scrolling down the names, with all of
•
• 21 these we'll be looking at the structure in which these

•
• **22** duties will be performed, making sure that we're

•
• **23** streamlining where possible, and making sure that it's

•
• **24** something that is what we want to do.

•
• **25** **MS. MORELLE:** Well, the first step we took

43

•
• **1** was to change the job description as you know, and the

•
• **2** second step was to make the term of appointment one
year

•
• **3** only that allows us to work this school year and
continue

•
• **4** to make sure that these positions are as effective as

•
• **5** possible. Under the high school administration they will

•
• **6** be carefully supervised and will continue to work with

•
• **7** the school depending on the direction they would like to

• 8 go overall.

•

• 9 MR. WAGNER: You know what my concern is

•

• 10 over. So, thank you.

•

• 11 MS. MORELLE: I request the advice and

•

• 12 consent of the School Committee on the appointment
of

•

• 13 Lavonne Davis-Schenck, World Language Chairperson.

•

• 14 MR. CHAIRMAN: Motion by Mrs. Beaulieu,

•

• 15 seconded by Mr. Wagner. Discussion? All those in
favor?

•

• 16 (RESPONDED AYE)

•

• 17 MR. CHAIRMAN: Opposed? Hearing no

•

• 18 opposition, the ayes have it.

•

• 19 MS. MORELLE: Kelly DeMarco, Social Studies

•

• 20 Department Chairperson.

•
• 21 MS. BEAULIEU: So moved.

•
• 22 MR. WAGNER: Second.

•
• 23 MR. CHAIRMAN: Motion by Mrs. Beaulieu,

•
• 24 seconded by Mr. Wagner. Discussion? All those in
favor?

•
• 25 (RESPONDED AYE)

• 44

•
• 1 MR. CHAIRMAN: Opposed? Hearing no

•
• 2 opposition, the ayes have it.

•
• 3 MS. MORELLE: Stephen Gordon, Physical

•
• 4 Education Chairperson.

•
• 5 MR. WAGNER: So moved.

•
• 6 MR. CHAIRMAN: Motion by Mr. Wagner.

•

• 7 MR. COSTA: I'll second it.

•
• 8 MR. CHAIRMAN: Discussion?

• 9 MR. COSTA: Dr. Morelle, does this also

• 10 include health?

• 11 MS. MORELLE: Health is in the same

• 12 department.

• 13 MR. COSTA: Well, it's not only physical

• 14 education but it's also health, right?

• 15 MS. MORELLE: It is the physical education

• 16 department. Health is taught in that department.

• 17 MR. COSTA: Okay.

• 18 MR. CHAIRMAN: Any further discussion? All

• 19 those in favor?

•

• 20 (RESPONDED AYE)

•
• 21 MR. CHAIRMAN: Opposed? Hearing no

•
• 22 opposition, the ayes have it.

• 23 MS. MORELLE: Luann Mesick, English

•
• 24 Department Co-Chairperson.

• 25 MR. WAGNER: So moved.

• 45

• 1 MR. CHAIRMAN: Motion by Mr. Wagner,

• 2 seconded by Mrs. Beaulieu. Discussion? I have some

• 3 questions about that Dr. Morelle. Last year, or earlier

• 4 this year, we appointed Co-Chairman of the English

• 5 Department, and that was Luann Mesick and Rob
Thurston,

• 6 and Mr. Costa had a lot of questions about different

- 7 things, and I have adopted probably Mr. Costa's theory
- on
-
- 8 that, that we were going to look at merging those
- because
-
- 9 you appointed two because they each wanted it, but
- they
-
- 10 didn't want to say anything bad about the other at that
-
- 11 time.
-
- 12 MS. MORELLE: I am not sure that's exactly
-
- 13 the reason, but if I could be a little specific about the
-
- 14 reason that occurred. There was a great deal of need
- to
-
- 15 insure that the department was well supervised.
- There's
-
- 16 a high level of accountability. The English Department
-
- 17 is the largest department at the high school. Every

•
• **18 student takes English every year.**

•
• **19 One of the issues last year was that we entered into**

•
• **20 this arrangement as a pilot. These two individuals**
share

•
• **21 the stipend for the position as part of the agreement**

•
• **22 because that was obviously open budgeted for one**

•
• **23 position.**

•
• **24 In the interim, over the course of the year, they**

•
• **25 have taken on the reading personnel under their**

•
•
•
46

•
• **1 supervision. So, it's actually the role as expanded, and**

•
• **2 as you know with the accountability issues you're going**

•
• **3 to hear about this evening, there's a great deal of**

•
• **4 responsibility. So, I listened to high school principals**

•
• 5 advocate for this issue, and I am going forward with the
•
• 6 recommendation again for one year with the caveat that
it
•
• 7 will be revisited. It's not something that would
•
• 8 necessarily be the same next year. Both of these
•
• 9 candidates are aware that this will be a year-to-year
•
• 10 situation, and one of the things I also said to the high
•
• 11 school principal, should there be any issues that come
up
•
• 12 in terms of staffing with regard to class sizes or
•
• 13 anything like that in the English Department, this is why
•
• 14 she would need to go to look for filling those classes.
•
• 15 So, I think we have a lot of ways to remedy
•
• 16 situations, and I would advocate that you appoint both

•
• 17 these individuals as the Co-Department chairs.

•
• 18 MR. CHAIRMAN: I understand that all these

•
• 19 department chair positions are one year, is that correct,

•
• 20 Dr. Morelle?

•
• 21 MS. MORELLE: Yes, they are, sir.

•
• 22 MR. CHAIRMAN: And is there a bifurcation of

•
• 23 duties between Ms. Mesick and Mr. Thurston?

•
• 24 MS. MORELLE: Yes there is.

•
• 25 MR. CHAIRMAN: There is a clear bifurcation?

•
• 47

•
• 1 So, if I have a problem with reading, I see Ms. Mesick?

•
• 2 MS. MORELLE: I can't speak to that, but I

•
• 3 can certainly have the high school principal speak to
how

•
• 4 the division responsibilities is handled.

•
• 5 MR. CHAIRMAN: This is Dorothy Gould.

•
• 6 G-O-U-L-D. She's the principal of the high school.

•
• 7 MS. GOULD: It's basically divided by grade

• 8 level. The music primarily works with 9th and 10th
grade

•
• 9 levels, and Mr. Thurston primarily works with 11th and

•
• 10 12th grade.

•
• 11 MR. CHAIRMAN: Thank you. And the only

•
• 12 reason I asked, I was anticipating some other questions

•
• 13 from others. Thank you.

•
• 14 Any other discussion? All those in favor?

•
• 15 (RESPONDED AYE)

• 16 MR. CHAIRMAN: Opposed? Hearing no

•
• 17 opposition, the ayes have it.

• 18 MS. MORELLE: The appointment of David

• 19 Rosen, Special Education Department.

• 20 MR. WAGNER: So moved.

• 21 MR. CHAIRMAN: Motion by Mr. Wagner.

• 22 MR. COSTA: Second.

• 23 MR. CHAIRMAN: Seconded by Mr. Costa.

• 24 Discussion? All those in favor?

• 25 (RESPONDED AYE)

48

• 1 MR. CHAIRMAN: Opposed? Hearing no

• 2 opposition, the ayes have it.

• 3 MS. MORELLE: The appointment of Robert

•
• **4 Thurston, English Department Co-Chair.**
•

• **5 MR. CROWLEY: So moved.**
•

• **6 MR. WAGNER: Second.**
•

• **7 MR. CHAIRMAN: Motion by Mr. Crowley,**
•

• **8 seconded by Mr. Wagner. Discussion? All those in
favor?**
•

• **9 (RESPONDED AYE)**
•

• **10 MR. CHAIRMAN: Opposed? Hearing no**
•

• **11 opposition, the ayes have it.**
•

• **12 MS. MORELLE: The appointment of Justene**
•

• **13 Loiselle, Mathematics Department Chairperson.**
•

• **14 MS. BEAULIEU: So moved.**
•

• **15 MR. WOOD: Second.**
•

• 16 MR. CHAIRMAN: Motion by Mrs. Beaulieu,

•
• 17 seconded by Mr. Wood. Discussion?

• 18 MS. MACBETH: Yes.

• 19 MR. CHAIRMAN: Go ahead.

• 20 MS. MACBETH: I just want to have discussion

• 21 before we finish with the amounts, because I don't
know

• 22 if it was left off or if there's something -- I don't see

• 23 a science chairperson here.

• 24 MS. MORELLE: Actually, there are more than

• 25 one you don't see here. We are getting to a point,

• 49

• 1 guidance department chair and yet to appoint a science

• 2 department chair. I'm bringing those forward when we

• 3 have candidates.

•

• 4 MR. CHAIRMAN: Do we have acting chairs of

•

• 5 those departments right now?

•

• 6 MS. MORELLE: Yes, we have two

•

• 7 administrators at the high school supervising those

•

• 8 departments.

•

• 9 MR. CHAIRMAN: Okay. Thank you. All set,

•

• 10 Mrs. MacBeth?

•

• 11 MS. MACBETH: So, we have had applicants for

•

• 12 these yet?

•

• 13 MS. MORELLE: I didn't say that, I said I

•

• 14 will be bringing forward recommendations when we
have

•

• 15 recommendations.

•
• 16 MS. MACBETH: Have we had applicants for
•
• 17 these positions?
•

• 18 MS. MORELLE: We have had applicants in both
•
• 19 situations, guidance and science. In both areas we had
•
• 20 applicants that withdrew.
•

• 21 MS. MORELLE: Okay. Thank you.
•

• 22 MR. CHAIRMAN: Thank you, Dr. Morelle.
•
• 23 Anything further?
•

• 24 MS. MORELLE: No, just Justene Loiselle.
•

• 25 MR. CHAIRMAN: Have we done that? Have we

50

• 1 voted on that?
•

• 2 MS. MORELLE: No.
•

• 3 MR. CHAIRMAN: Okay. Any further

•
• 4 discussion? All those in favor?

•
• 5 (RESPONDED AYE)

• 6 MR. CHAIRMAN: Opposed? Hearing no

•
• 7 opposition, the ayes have it.

• 8 MS. MORELLE: Thank you.

• 9 MR. CHAIRMAN: You're welcome.

• 10 The next item on the agenda is Old Business. First,

• 11 before we get to that, congratulations, I know there's

• 12 one in the audience, one department chair.

• 13 Congratulations.

• 14 (APPLAUSE)

• 15 MR. CHAIRMAN: The next item is Old

• 16 Business, a building committee update. Mr. Wood.

•

• 17 MS. MORELLE: It will be coming up on the

•

• 18 recalls, Mr. Costa.

•

• 19 MR. WOOD: The 3.5 building committee met

•

• 20 last night to go over basically the final touches of the

•

• 21 two additions of that of Ashton and Cumberland Hill

•

• 22 School. Basically, Ashton is complete, just a

•

• 23 walk-through, final walk through with the architects, the

•

• 24 contractor, our building facilities. Cumberland Hill

•

• 25 School has about maybe another month. They just

started

•

51

•

• 1 to put the floor down yesterday. I had the opportunity

•

• 2 to go up there last night for a PTO meeting and had a

•

• 3 meeting. It's looking really nice. So, that's about
•
• 4 10 days to completion, and we will have to do again the
•
• 5 walk through, the punch list and the final sign offs with
•
• 6 the architects and the construction managers.

• 7 The library furniture or actually the shelving will
•
• 8 be in mid October which will complete the media center.

• 9 Again, I got a tour of that last night. The tables have
•
• 10 been put in, the computer desks in there. It's
•
• 11 outstanding. So, if anybody gets an opportunity to get
•
• 12 up there, she likes showing it off, Cumberland Hill, and
•
• 13 like I said, throughout all buildings.

• 14 The buildings committee will not meet again, except
•
• 15 for maybe the unofficial meeting, probably will not
•

• 16 happen until the final sign-offs, which is the end of
•
• 17 October or the beginning of November. The project is
•
• 18 coming to a completion.

• 19 MR. CHAIRMAN: Thank you, Mr. Wood. Any
•
• 20 questions of Mr. Wood? Mr. Wood, what about those
carbon
•
• 21 monoxide detectors?

• 22 MR. WOOD: Haven't got to that, sir.

• 23 MR. CHAIRMAN: Thank you. Mrs. Beaulieu.

• 24 MS. BEAULIEU: Having visited Ashton School

• 25 as well as today and I had a nice tour of the nurse's

52

• 1 station, complete with beds and handicap-accessible

• 2 bathroom, and it's a whole different world from what it

• 3 was a year ago. So, well done.

•

• 4 MR. CHAIRMAN: All set? Any further

•

• 5 questions of Mr. Wood?

•

• 6 The next item on the agenda is Recalls.

•

• 7 Dr. Morelle.

•

• 8 MS. MORELLE: Thank you. I have one recall

•

• 9 this evening, and this is as the result of the

•

• 10 resignation that you acted on during personnel

•

• 11 recommendations. I recommend that the action taken
by

•

• 12 the school committee on February 14, 2008, not to
renew

•

• 13 the employment of the following for the 2008/2009
school

•

• 14 year, be rescinded, Sandra Cocca, recall to the position

•
• 15 of Special Educator at Cumberland High School,
effective

•
• 16 September 12, 2008.

•
• 17 MR. COSTA: So moved.

•
• 18 MR. CHAIRMAN: Motion by Mr. Costa.

•
• 19 MR. WAGNER: Second.

•
• 20 MS. BEAULIEU: Second.

•
• 21 MR. CHAIRMAN: Seconded by Mr. Wagner and

•
• 22 Ms. Beaulieu. Discussion? All those in favor?

•
• 23 (RESPONDED AYE)

•
• 24 MR. CHAIRMAN: Opposed? Hearing no

•
• 25 opposition, the ayes have it. It's unanimous.

•
• 53

•
• 1 The next item on the agenda is New Business. Home

•
• **2 School Instruction Requests, 2008/2009 School Year.**

•
• **3 Dr. Carney.**

•
• **4 DR. CARNEY: You have the names of the three**

•
• **5 students whose parents have requested to home**
school. I

•
• **6 have reviewed their proposed courses of studies, and I**

•
• **7 recommend that you approve the parental request.**

•
• **8 MR. COSTA: So moved.**

•
• **9 MR. WAGNER: Second.**

•
• **10 MR. CHAIRMAN: Motion by Mr. Costa, seconded**

•
• **11 by Mr. Wagner. Discussion? All those in favor?**

•
• **12 (RESPONDED AYE)**

•
• **13 MR. CHAIRMAN: Opposed? Hearing no**

- 14 opposition, the ayes have it. It's unanimous.
-
- 15 The next item on the agenda is Update on School
and
-
- 16 District Assessment Information. Dr. Morelle.
-
- 17 MS. MORELLE: Thank you. We're just going
-
- 18 to take a minute to reorganize, and we are going to ask
-
- 19 Mr. Rotella if he would allow Lisa Colwell and Mr.
-
- 20 Sciacca to come up here and sit at the table so he
could
-
- 21 present, and I will give the school committee an
-
- 22 opportunity to either stay where you are for
convenience
-
- 23 sake, or I want to let you know that we will be
-
- 24 presenting to the screen right here, and there is at
-
- 25 least one chart that we're going to use that has some

1 data. If you leave your places, you may want to take a
2 copy of the Power Point that you have. We will only be
3 presenting for about 15 minutes. You certainly can go
4 back to your seats, only 15 minutes.

5 We are going to offer you a picture of the status of
6 district assessments of school classifications this
7 evening, and I will be presenting with Dr. Carney, who is
8 our assistant superintendent, and in addition to
9 Dr. Carney, I will be presenting this evening with Lisa
10 Colwell, our Director of Special Education, and Fred
11 Schockaert, who is our Deputy Director of Special
12 Education, and I am really proud to be here with these

• 13 three individuals this evening who are members of our
•
• 14 executive leadership team and responsible for the
•
• 15 instruction of students in the district.
•

• 16 At the request of the school committee at a recent
•
• 17 meeting, we were asked to provide to you an update of
the

•
• 18 school classifications, and I know this came at a
request

•
• 19 of, I believe, a family member or a committee member
in

•
• 20 the audience, but I want you to know we certainly
would

•
• 21 have been bringing this information to you at just about

•
• 22 this time, because it's a really important conversation

•
• 23 for you to understand the trends that are occurring in
•

• 24 the district. For those people that are in the audience,

•

• 25 I'm looking out and seeing very many familiar faces
who

•

•

• 1 are here over time who share the evening with us when
we

•

• 2 are at budget meetings and things like that. So, you

•

• 3 will recognize some of this information when I say
things

•

• 4 like, this presentation is ongoing and part of other

•

• 5 discussions that we have had, this is going to make
sense

•

• 6 to you. For others who may be just joining us, we have

•

• 7 had some folks stand up and say, this is just a new

•

• 8 experience coming from school committee members.

We

•

- 9 tried to frame this discussion so that it will not be
-
- 10 redundant for those of you who have been to many
-
- 11 meetings, and will also make sense for those of you
- who
-
- 12 are just joining us.
-
- 13 If you keep in mind that over the past 6 or 8
-
- 14 months, we spent a great deal of time at the invitation
-
- 15 of both the school committee, making public
presentations-
- 16 and also the town council. The dates are kind of
-
- 17 cemented in my mind, May 13, 19, 28, 26 where we were
-
- 18 allowed to talk about the student learning needs in the
-
- 19 district and allowed to make our challenges very
-
- 20 transparent, the community, as part of the budget
-

• 21 process.

•

• 22 What we're going to talk about tonight really isn't

•

• 23 new information. At that time we talked about where
our

•

• 24 gaps were, we talked about the fact that in fact there

•

• 25 are assessments that our students take, and as a result

•

56

•

• 1 of those assessments the Federal Government requires
us

•

• 2 to acknowledge where students are meeting AYP and a

•

• 3 phrase we've all become familiar with tonight and
where,

•

• 4 in fact, we still have gaps to meet.

•

• 5 So, that's really the purpose of our program this

•

• 6 evening. What we want to do is give you that overview

•

- 7 and the best snapshot that we know how to make for you.
-
- 8 We want to clarify for you what that expression AYP
-
- 9 means, because in education we're really good at using
-
- 10 jargon, and AYP is one of those terms that is frequently
-
- 11 tossed around, and people frequently use it
-
- 12 inappropriately. We want to make sure that when you walk
-
- 13 out of the auditorium tonight you have a kind of on the
-
- 14 tip of your tongue explanation of that, and then we want
-
- 15 you to walk out tonight being certain that you have a
-
- 16 level of confidence that there's a road map to get us
-
- 17 from where we are to where we want to be, and you know
-
- 18 where we want to be is a hundred percent efficiency for

•
• **19 all students.**

•
• **20 My explanation that is always a hundred percent of**

• **21 the students a hundred percent of the time, and the**
truth

•
• **22 of the matter is that's not where we are. The truth of**

• **23 the matter is the Federal Government knows that's not**

• **24 where we are, because they have set an expectation**
that

•
• **25 districts won't be there till at least the year 2014.**

•
•
•
57

• **1 That's what this whole classification system is set up**

• **2 and designed to do. It's to set a ladder of targets, and**

• **3 to set up a ladder of expectations that continuously get**

• **4 higher and higher, so that we will continually work**
•

• 5 harder and harder to make sure that we have curriculum
in
•
• 6 line, that we have actions and resources in place to get
•
• 7 towards 100 percent, but if we don't keep saying that,
•
• 8 hundred percent of the kids all the time, people will
•
• 9 never have an understanding that that's where the bull's
•
• 10 eye is.

• 11 So, Mr. Rotella, if you want to move to the next
•
• 12 slide. I would like to introduce Dr. Carney, who
•
• 13 obviously we have met this evening earlier. Dr. Carney,
•
• 14 I'm excited to note we are going to be working together
•
• 15 for the next few years, and I'm excited to turn over the
•
• 16 program to you right now for you to start with an
•
• 17 explanation of AYP.

•
• 18 DR. CARNEY: Yes. If you look at the screen
•
• 19 in front of you, adequate yearly progress, which is AYP,
•
• 20 is the benchmark that annually we measured to
progress
•
• 21 towards the goal, and as Dr. Morelle says, the goal is,
•
• 22 and has been established by the passage of the No
Child
•
• 23 Left Behind Act, federal regulation, that says by the
•
• 24 year 2014 all students will be proficient at grade level,
•
• 25 and the first two content areas that we have been

58

• 1 measuring student achievement in has been
mathematics and
•
• 2 English. Soon you will see a content for science added
•
• 3 in terms of measurable results, because Jan was going

-
- 4 through the most recent set of NECAPS, and they did
-
- 5 include measurement for science.
-
- 6 So, what we're doing, we're looking at AYP. We're
-
- 7 measuring as we go along yearly how we're doing
attaining
-
- 8 and moving towards the goal of a hundred percent
official
-
- 9 grade level by 2014, and AYP, you will see, is based not
-
- 10 only on how students schoolwide perform but also how
-
- 11 subgroups of students within a school community
perform,
-
- 12 and some of the subgroups are students with
disabilities
-
- 13 or students who have an IEP, ELL, which is English
-
- 14 language learners. Some people are more familiar with

-
- **15** **ESL. That's another term for English language learners.**
-
- **16** **Also, LEP, limited English proficiency, all references to**
-
- **17** **students who are learning English, and it's not their**
-
- **18** **first language.**
-
- **19** **SES means socioeconomic status of American Indian,**
-
- **20** **Asian, African-American, Hispanic, white and multi-ethnic**
-
- **21** **subgroups. Now, you only have a measurable subgroup in a**
-
- **22** **school community if there are 45 or more students in that**
-
- **23** **subgroup. So, if you have a school of 350 students in**
-
- **24** **it, and 35 of them happen to be Asian, we would not get a**

•

• 25 score nor would we get a measurement on that subgroup

•

59

•

• 1 because it has to be at least 45 or more.

•

• 2 UNIDENTIFIED SPEAKER (FROM AUDIENCE):

Would

• 3 those kids be included?

•

• 4 DR. CARNEY: No, if it's less than 45, you

•

• 5 don't include them if they're indicated in the whole

•

• 6 school population, but you don't get a reportable

•

• 7 measurement for them as a subgroup individual unless

•

• 8 there at least 45.

•

• 9 UNIDENTIFIED SPEAKER (FROM AUDIENCE):

Does

•

• 10 it hurt us?

•

- 11 DR. CARNEY: No. Quite frankly, we don't
-
- 12 like to think of any group of students as hurting us, but
-
- 13 I know what you mean.
-
- 14 If you look at the chart in front of you, it breaks
-
- 15 up the performance in mathematics and also English
-
- 16 language arts from a school-wide perspective. I
-
- 17 understand the people are aware of the fact that at the
-
- 18 elementary level we've been deemed not to have met
-
- 19 adequate yearly progress also at the middle school
- level
-
- 20 and the high school level which, of course, means that
- we
-
- 21 are deemed as not having met annual yearly progress
- as a
-
- 22 district, but I think it's important that people note

•
• 23 that schoolwide we have a very strong profile of having
•
• 24 met AYP. I think that's important to note.
•

• 25 Now, if you take a look at this, you will see Ashton
• 60
•

• 1 School, for instance, but let me go through mathematics

• 2 first, and we will go to ELA. Ashton School school wide

• 3 met AYP. The exception at Ashton was that students
with

• 4 disabilities or students on an IEP did not, and because

• 5 there are 45 or more youngsters, that's a measurable

• 6 subgroup in that school community. Now, even though

• 7 schoolwide AYP was met, because the subgroup did not
meet

• 8 AYP, the school as a whole is designated as not having
•

- 9 met AYP, and I'm going to explain that in a minute.
-
- 10 If you look at B.F. Norton, B.F. Norton, as a
-
- 11 school, did not meet AYP in mathematics, but if you look
-
- 12 below, it says but AYP was met by the SES youngsters, the
-
- 13 socioeconomic status group. Typically, that's tied to
-
- 14 income, and those youngsters in that subgroup in a PF1,
-
- 15 there are 45 or more of those youngsters in that
-
- 16 subgroup. They've had a certain packet set for them
-
- 17 based on prior performance, and we're happy to say that
-
- 18 they met that target. If you look at Community and
-
- 19 Garvin and Cumberland Hill and McCourt, and also the one

•

• 20 that you can't see. Joe, if you can move it up just a

•

• 21 little, is Cumberland High School.

•

• 22 Let me talk about Community, Garvin, Cumberland,

•

• 23 McCourt and North Cumberland Middle School. You
notice

•

• 24 all of them met AYP without any qualification at all as a

•

• 25 school community, and there was no reference to
subgroup

•

61

•

• 1 problem. That's a strong showing. It's a strong profile

•

• 2 in terms of having met adequate yearly progress in

•

• 3 mathematics. If you look at Cumberland High School,
as a

•

• 4 school, Cumberland High School met AYP. The
subgroup at

•

- 5 Cumberland High School that did not meet their AYP,
once
-
- 6 again, students with disabilities or students on an IEP.
-
- 7 Now, quite frankly, when this piece of legislation
-
- 8 was enacted, and the concept of a subgroup clearly
-
- 9 influencing whether an entire school community met
AYP or
-
- 10 not was somewhat controversial, and, personally, I'm
-
- 11 ambivalent about it. I say to myself, if an entire
-
- 12 schoolwide student population overall could
distinguish
-
- 13 themselves as a school community in having met
adequate
-
- 14 yearly progress, and we have a subgroup of perhaps,
let's
-
- 15 say, a school of 325 youngsters, you have maybe 55 to

•

• 16 youngsters who did not, the legislation says because that

•

• 17 group of youngsters did not, that the label of not having

•

• 18 met AYP as a school community is attached.

•

• 19 You can say to yourself is it fair, and I go back

•

• 20 and forth, quite frankly. If we did say that, well, one

•

• 21 subgroup didn't make it, but the entire rest of the

•

• 22 school did, we should say the school has met it. Would

•

• 23 the sense of urgency to address the needs of that

•

• 24 subgroup be as pronounced if you didn't hold the entire

•

• 25 school committee to the standard, and I think probably it

•

•
• 1 wouldn't, but whether we agree or we disagree, the fact
•
• 2 is that any one subgroup that doesn't meet AYP clearly
•
• 3 influences the designation for the entire school
•
• 4 community.

• 5 If you look at the ELA column, Ashton once again as
•
• 6 a school community met AYP, but the youngsters with

• 7 disabilities on IEPs did not. If you look at B.F. Norton
•
• 8 as a school community, they didn't meet it, and yet they

• 9 have a subgroup that was given a target score, and the

• 10 subgroup in this case happens to be LEP which is
limited

• 11 English proficient students. They did meet their target.

• 12 If you look at Community and Garvin, both of them as a
•

• 13 school community met AYP. Now, Cumberland Hill,
McCourt,
•
• 14 North Cumberland Middle and Cumberland High
School, as
•
• 15 schoolwide communities they all met AYP.
•
• 16 If you note just below it, the exceptional subgroup
•
• 17 in each case that did not meet AYP were youngsters on
an
•
• 18 IEP, and because they didn't meet it, the school didn't
•
• 19 meet it. So, that's clearly something that people need
•
• 20 to understand, because when people say, well, the
•
• 21 elementary level didn't meet it, the middle didn't meet
•
• 22 it, and the high school didn't meet it, you need to know
•
• 23 that the general population in the Cumberland public
•
• 24 school system has met their adequate yearly progress,

but

•

• 25 clearly when you look at the subgroup on the slide that

•

63

•

• 1 we need to give adequate and additional attention to it,

•

• 2 it would be students with an IEP. That's clearly the

•

• 3 subgroup.

•

• 4 If you could move to the next slide, Mr. Rotella.

•

• 5 Now, we have been moving in the direction, obviously,

•

• 6 because we have examined the test scores apart from

the

•

• 7 classifications that were given to us, and we're moving

•

• 8 forward, and these are in the two measurable areas,

ELA

•

• 9 and mathematics, and we've been trying to put in place

•

• 10 some actions that would help all of the youngsters

•
• 11 including the subgroups that have problems meet with
•
• 12 greater success. The school committee approved a
•
• 13 position of a K to 8 mathematics coordinator. We
•
• 14 recently appointed a person to that position. I think it
•
• 15 will be, quite frankly, a position that is obviously very
•
• 16 needed and should help in articulation from the
•
• 17 elementary school to the middle school.

• 18 A couple of years ago we purchased impact math for
•
• 19 the middle school mathematics program. That
program, if

• 20 students follow it over 3 years, and right now we
haven't

• 21 had any one group of students go through the entire

• 22 3-year series, but if a student goes through the entire

•
• 23 3-year series, that's supposed to be a very strong
•
• 24 program for building algebraic foundation.
•

• 25 The purchase of math investigation, the second
• 64
•

• 1 edition. The second edition has been distributed
•

• 2 throughout all of the elementary schools. We are
getting

• 3 a very, very favorable reaction to it, and Mr. McLaughlin
•

• 4 mentioned earlier about some comments that he heard
from

• 5 parents in terms of concerns for math, and I don't think
•

• 6 it's new math, and I think it's just there are greater
•

• 7 expectations in terms of math instruction at the
•

• 8 elementary level.
•

- 9 So, at any rate, the math investigation we are on
-
- 10 the 24th of September inviting parents in, because one
- of
-
- 11 the things that parents have said to us is, how may I
-
- 12 help my child in terms of addressing homework, and so
- on
-
- 13 the 24th of September we're going to run a program
- where
-
- 14 we address that with parents. How can you help your
-
- 15 child at home with their math homework? So, we're
-
- 16 trying.
-
- 17 If you take a look at the next line, it says first
-
- 18 steps in mathematics. That's a professional
- development
-
- 19 program for teachers K-8 to build their background in
-

- 20 conceptual mathematics. Many people have worked through
-
- 21 it on an elementary level, and we're going to move it
-
- 22 into the middle school level.
-
- 23 Math Plus. For incoming freshman at Cumberland High
-
- 24 School, and I am going to mention ELA also because we
-
- 25 have math plus in mathematics, and we have math plus in
-
- 65
-
- 1 reading, writing combo as well. Students who come in as
-
- 2 undergraduates in freshman level and they have decided
-
- 3 deficits in either of those two areas, we have had them
-
- 4 take additional instruction time in math and/or English

•
• 5 language and arts to see if we can help them improve
•
• 6 their background and help the next three years of high
•
• 7 school be a little easier for them. As a high school
•
• 8 principal in another setting I know that was successful
•
• 9 in terms of giving youngsters more time in math, and
I'm
•
• 10 sure Mrs. Gould brought recommendations and is
hoping we
•
• 11 get the same results here.
•
• 12 Increased instruction at the middle school in
•
• 13 mathematics, ELA, science and social studies. If you
•
• 14 recall, Dr. Pires (sic) came before us in the spring.
•
• 15 They mentioned a restructure of the middle school that
•
• 16 would add additional instruction time in those four

•
• 17 content areas, and we're hoping, quite frankly, that is
•
• 18 helpful in terms of youngsters meeting with great
•
• 19 success.

• 20 And AimsWeb, that's a tool for keeping progress

• 21 monitoring of students and their achievements and
how

• 22 they're progressing, and we are intending to initiate the

• 23 use of that. It has been in use at the Ashton School,

• 24 and now we're intending to extend the use of it at the

• 25 elementary levels.

66

• 1 If we can go to the next slide, Mr. Rotella. Some

• 2 of these are similar to what I already mentioned in terms

• 3 of math, although we have not appointed anyone yet for

•

• 4 K-8 literacy position, we have recommended it. We think

•

• 5 it's a critical position, it should help with

•

• 6 articulation from elementary to middle school. I can't

•

• 7 overstate the importance of the partnership that we now

•

• 8 have with the Dunhill and Hanson initiative for language

•

• 9 and learning, better known as Hill, and Hill is an

•

• 10 associated with Mass. General Hospital, and as you know

•

• 11 we have a strong record of success at the elementary

•

• 12 level with students performing proficiently in reading

•

• 13 and writing, and in some cases it's 80 percent,

•

• 14 75 percent, 70 percent, but we also have a group of

•

• 15 youngsters who, for whatever reason, have been

-
- 16 struggling, and they've been struggling and seemingly not
-
- 17 been able to go to the next level and to obtain
-
- 18 proficiency. So, the folks from Dunhill are going to be
-
- 19 working with our elementary teachers over the next
-
- 20 three years to help us work through additional strategies
-
- 21 in ways that we can possibly help those youngsters
-
- 22 struggling the most to move forward and meet with greater
-
- 23 success.
-
- 24 Increased instruction once again in the areas of
-
- 25 middle school. We're hoping that comes through, the
-
-
-
- 1 reading plus class of Cumberland High School and the

•
• **2 AimsWeb for progress monitoring. I think we are doing**
•
• **3 our darnedest, quite frankly, to try and address the**
•
• **4 issues at hand, and the last thing I want to say, I**
•
• **5 personally find it disconcerting that people would think**
•
• **6 that in a K-12 district, in our K-12 district, we have**
•
• **7 fallen short in terms of meeting adequate yearly**
•
• **8 progress. As a school community K-12, we have not.**

At

•
• **9 the elementary level we have not, nor have we at the**
•
• **10 middle or high school. The subgroup, most especially**
•
• **11 those youngsters with IEPs, they are struggling, and**
•
• **12 their inability for whatever reason to reach the**
•
• **13 proficient level and to meet adequate yearly progress is**
•

- 14 causing us, as a district, to also have a label of not
-
- 15 having met yearly adequate progress.
-
- 16 You know what, I think, and the people have heard
me
-
- 17 say this before, we ought to celebrate our successors,
-
- 18 and we ought to acknowledge our areas that need
-
- 19 attention. There are a lot of very, very strong
-
- 20 successful things to celebrate. Clearly, we know we
have
-
- 21 areas needing attention, and one of them is the subset
of
-
- 22 students with disabilities, and Lisa Colwell and Fred
are
-
- 23 going to make some comments in that regard.
-
- 24 MS. COLWELL: Thank you, Dr. Carney. I've been
-

• 25 asked to talk to you tonight about, well, Dr. Carney

• 68

• 1 focused on the math and the reading area, I've been
asked

• 2 to talk with you about what's going to be done on behalf

• 3 of all students.

• 4 As you all know, special education program

• 5 evaluations were conducted, and I think one of the

• 6 uniquenesses that came out of that program evaluation
is

• 7 that there was recommendations that were made not
just

• 8 for students with disabilities but for all students as we

• 9 move forward in improving achievement throughout the

• 10 district.

• 11 So, in terms of improving student learning for all
•
• 12 students, one of the areas that we would like to focus
on
•
• 13 is professional development that would really speak to
•
• 14 improving teaching at all levels. Within the program
•
• 15 evaluation, notifications were made that while
•
• 16 co-teaching isn't at all levels, it is occurring probably
•
• 17 the most successfully in the elementary level and tends
•
• 18 to, in essence, require a little bit more evaluation at
•
• 19 both the middle and the secondary level.
•
• 20 So, part of the issue that my office will be working
•
• 21 for the district, on behalf of the district, will be to
•
• 22 find opportunities to continue professional
development,
•

• 23 opportunities for staff in the area of co-teaching.

•

• 24 The second item, and this was also noted within the

•

• 25 attendance of Cumberland High School students who
are

•

69

•

• 1 found to have disabilities. There was some significant

•

• 2 findings about their attendance, and while it was
brought

•

• 3 to our attention, it certainly raises a necessity for us

•

• 4 to explain that. So, one of the things that I, through

•

• 5 our office, between Mr. Shikak and I will do is work with

•

• 6 the high school to develop a plan for addressing how

•

• 7 attendance is monitored, particularly for students with

•

• 8 disabilities within that subgroup that are not meeting

•

• 9 adequate yearly progress.

- 22 demonstrating difficulty with through very, very, if you
-
- 23 will, specific and brief pros for examining students to
-
- 24 be demonstrating weaknesses, and also remediating those
-
- 25 prior to students being referred to special education.

70

- 1 So, there's certainly some improvements that can be made
-
- 2 for all students in that area.
-
- 3 The last area that I would like to talk about is the
-
- 4 implementation of heterogeneous grouping at the middle
-
- 5 level as well as the breakdown of tracking levels at the
-
- 6 high school. We know that through the resource and the
-
- 7 literature that's out there that heterogeneous grouping

-
- 8 provides equal opportunity for all students so that all
-
- 9 students are being exposed to the same kind of curriculum
-
- 10 expectations and demands through doing that at the middle
-
- 11 level and then reducing, as I mentioned, tracking levels
-
- 12 at the high school. I believe that we will have
-
- 13 opportunities to see improvement in students' achievement
-
- 14 overall.
-
- 15 MR. CHAIRMAN: Anybody else?
-
- 16 MS. MORELLE: Yes, I would just like to make
-
- 17 some closing remarks. Dr. Carney, thank you, and I would
-
- 18 like to thank the Office of Special Services for their

•
• 19 remarks. The number that's up there is something
•
• 20 everybody is familiar with. With regard to AYP tonight,
•
• 21 a hundred percent means a hundred percent efficiency,
and
•
• 22 I just want to go back and touch upon this idea of the
•
• 23 year 2014. That's the Federal Government's definition
of
•
• 24 when we should reach a hundred percent efficiency,
which
•
• 25 doesn't mean that we shouldn't try to do it sooner, and
•
• 71
•
• 1 it doesn't mean that it might not happen later, but it
•
• 2 must happen. I think that's the most important thing.
•
• 3 It was just in the year 2001 that the No Child Left
•
• 4 Behind Act was put in place and legislated, and

sometimes

-
- **5 it's a little stunning to think that, as a school system**
-
- **6 that educates, there was a time when it was acceptable**
-
- **7 for all students not to reach proficiency, that the**
-
- **8 design of our institution was such that we tolerated**
-
- **9 that. The way our schools were built not only tolerated**
-
- **10 it but allowed for it. I might say even trained people**
-
- **11 for it. I see some teachers in the audience nodding**
-
- **12 their head, and what we're trying to do in a really,**
-
- **13 really short amount of time is turn that system around,**
-
- **14 turn it inside out, turn it on its head, and make it a**
-
- **15 system that is equitable for all kids, and it is an**
-
- **16 incredible challenge. The only way that we're going to**
-

- 17 do that is when we come to times like this where a school
-
- 18 district that is making progress for most of our
-
- 19 students, but not all of them, that we pull together
-
- 20 instead of finding that we would push each other away or
-
- 21 pull apart because this is difficult, that we would pull
-
- 22 together on behalf of these students so that we can
-
- 23 figure out solutions instead of letting this problem be
-
- 24 divisive, and that we stay focused on the fact that
-
- 25 Federal Government says it's supposed to be 2014. It
-
-
-
- 1 could be sooner, it might be later, but it has to be. It
-
- 2 has to be.
-
- 3 I am really proud of the school committee for the

•
• 4 decisions that they've made, that let us put that list up
•
• 5 there. We didn't do it alone, and I thank you for all of
•
• 6 your support, for every budget decision you've made
that
•
• 7 allowed us to purchase a text book, put a program in
•
• 8 place, hire personnel to support one of those decisions.
•
• 9 You helped our leadership team in the past two years
•
• 10 create very intentionally a set of decisions to support
•
• 11 student learning that is really narrowing a gap, and I
•
• 12 know that you made a very courageous decision when
you
•
• 13 partnered with the Dunn Institute, the first district in
•
• 14 the state to do that, but you took a leap of faith. You
•
• 15 did the same thing when you approved the special

•
• 16 education program evaluation, one of the only districts
•
• 17 that's ever done that, and you took a leap of faith, and
•
• 18 you did it for the right reason because we have
students
•
• 19 that need to make sure that they have the learning
•
• 20 conditions appropriate for themselves individually.

And,

•
• 21 again, I thank you for the opportunity to discuss this
•
• 22 publically tonight.

• 23 MR. CHAIRMAN: Could you please keep your
•
• 24 seats because I am going to ask the school committee
•
• 25 members if they have any questions of any of you, and

73

•
• 1 Dr. Carney, please keep your microphone. Mrs.
MacBeth.

•
• 2 MS. MACBETH: Yes. While I appreciate the
•
• 3 presentation that was given to us, I am disheartened to
•
• 4 see this aggravation put up and it continuously says
•
• 5 except students with disabilities, except students with
•
• 6 disability and so on, and then there was a comment
made
•
• 7 by Dr. Carney in regard to special education students
and
•
• 8 their inability which is causing us not to make AYP, and
•
• 9 I want to just say it's not their inability that's
•
• 10 causing us not to make AYP, it's the system's inability
•
• 11 to find what needs to work for them.

• 12 (APPLAUSE)

• 13 I think we're on our way with some of the

•
• 14 programs that have been put in place in the last
•
• 15 two years while the committee has sat here, but I would
•
• 16 never say it's the child's inability that's causing it.
•

• 17 MR. CHAIRMAN: You may be taking that out of
•
• 18 context, Mrs. MacBeth.
•

• 19 MS. MACBETH: We can go back and look at the
•
• 20 minutes.
•

• 21 MR. CHAIRMAN: Excuse me, Mrs. MacBeth. I
•
• 22 think what Dr. Carney, what she said, came from the
•
• 23 heart. It wasn't a written presentation that she
•
• 24 presented, and she's certainly not saying that our
•
• 25 kids -- she said to one of the audience members it's not

• 1 that we have bad kids, whatever she said.

•

• 2 MS. MACBETH: I wouldn't call them bad kids.

•

• 3 If we can go back and look at the minutes. If you would

•

• 4 clarify that, please.

•

• 5 DR. CARNEY: Mrs. MacBeth, I think it was an

•

• 6 extremely poor choice of words. I certainly do not mean

•

• 7 in any way to indicate any shortcomings in the inability

•

• 8 of students with special needs. I have members of my

•

• 9 family who fall in that category. They're very, very

•

• 10 capable people, and we have also a very talented group

of

•

• 11 youngsters here. I don't think there's any reason to be

•

• 12 looking back at minutes of meetings and trying to get

the

•

• 13 clarification. We're doing the best thing we can here to
•
• 14 make an honest presentation. If we could just stay on
•
• 15 the positive side, I would appreciate it, and I apologize
•
• 16 in which I stated when I made the statement.
•

• 17 MR. CHAIRMAN: Thank you, Dr. Carney. Is
•
• 18 there any other school committee member that has a
•
• 19 question? Mr. Costa. Why don't you come up and get
a
•
• 20 microphone.

• 21 MR. COSTA: I guess this question is for
•
• 22 Lisa. I'm kind of concerned about the students with
•
• 23 disabilities. Are all the IEPs being provided and met?
•
• 24 I mean --

• 25 MS. COLWELL: What do you mean when you

ask

75

1 that question?

2 MR. COSTA: The services. In other words,

3 if an IEP is required of a student, are those services

4 being provided to that student?

5 MS. COLWELL: They are, unless my office

6 receives a call, and there's a discussion that takes

7 place for whatever the dispute might be. We sometimes

8 have families that will call, or we'll have teachers that

9 will have questions, but, in general, from my office, in

10 discussion with principals and teachers, I have every

11 confidence the services that are listed in IEPs are being

12 met.

•
• **13 MR. COSTA: Being fully mandated?**
•

• **14 MS. COLWELL: Yes, and if there are**
•

• **15 questions to that, then certainly there are school base**
•

• **16 meetings that takes place where questions are either**
•

• **17 answered or services are clarified.**
•

• **18 MR. COSTA: That's fine, because you have**
•

• **19 quite a few categories here that -- except students with**
•

• **20 disabilities that are not being met. My concern is that**
•

• **21 they have IEPs, I just want to make sure that the**
•

• **22 services are provided to those students with an IEP.**
•

• **23 MS. COLWELL: I understand that, and I thank**
•

• **24 you for the question. I think it's also important to**
•

• **25 remember that as we move to more inclusive efforts,**

•
•
• 1 students with disabilities are also in the general
•
• 2 education classroom. You refer back to the evaluation,
•
• 3 most of the time they're spending is in general
•
• 4 education. So, it certainly is a combined effort on
•
• 5 behalf of the special educators and the general
educators
•
• 6 who for the majority of the time are teaching the
•
• 7 students in their classes, all students in the classes.

• 8 MR. CHAIRMAN: Also, the No Child Left
•
• 9 Behind Act gave us till 2014. They did that for a
•
• 10 reason, Mr. Costa, and one of the reasons is to take
care
•
• 11 of the children with disabilities. They knew that by
•

- 12 2002 or 2003 they weren't going to be able to bring them
-
- 13 up to grade level or up to where they're supposed to be.
-
- 14 They're giving us a little time to work with those kids.
-
- 15 Have I stated that okay?
-
- 16 MS. COLWELL: Yes, and I think that there's
-
- 17 been more of a focus now for students to be educated in
-
- 18 that general-ed setting where there's an ownership and a
-
- 19 shared ownership within general education. If the
-
- 20 systems are breaking down where we've had two parallel
-
- 21 systems in the past of special education and general
-
- 22 education. Those systems are merging, have merged

to

•

• 23 where general education is really where it all begins,

•

• 24 and it's especially designed instruction that basically

•

• 25 is built around those general education opportunities.

•

77

•

• 1 MR. CHAIRMAN: Dr. Morelle.

•

• 2 MS. MORELLE: Well, I would just like to

•

• 3 make a couple of comments around the decision that

the

•

• 4 school committee made. I don't have the exact date, but

•

• 5 it's probably about 15 or 16 months ago now to engage

in

•

• 6 the program evaluation, because I think the information

•

• 7 that you heard tonight is tied to that decision.

•

• 8 When the administrative team brought the

-
- 9 recommendation to you to examine the special education
-
- 10 program, the level of detail that we recommended through
-
- 11 an external agency, it was specifically, because we were
-
- 12 aware that this was an area in the district that we
-
- 13 needed to look at in a very critical manner, that we
-
- 14 needed to understand where students were learning the
-
- 15 rate and manner in which we wanted them to be on target
-
- 16 to achieve proficiency at the level of their peers, and
-
- 17 which of our programs were supporting those learning
-
- 18 needs and which of our programs needed modifications, and
-

• 19 where were the issues that perhaps because we were in
•
• 20 tune to the practices and perhaps not able to examine
•
• 21 ourselves as critically as we might need to. We ask
you
•
• 22 to make that decision, and if you go back and think
•
• 23 about, you know, it took a good six months here in the
•
• 24 committee for that decision to actually come out for us
•
• 25 to hire CRM.

78

• 1 So, the program evaluation itself took almost a year
•
• 2 to complete, and we have an incredible substantive set
of
•
• 3 documents right now. The Phase 1 document is about a
•
• 4 65-page document with data, accommodations and
•
• 5 recommendations. The Phase 2 document which was

the more

•
• **6 of program evaluation rather than the outcome analysis**

is

•
• **7 close to a 125-page document. We listed two or three of**

•
• **8 those recommendations in Lisa's highlights tonight**

around

•
• **9 looking at attendance, because clearly students can't**

•
• **10 learn if they're not in school. So, that's one of the**

•
• **11 most immediate areas to address and the co teaching**

•
• **12 practice, but there are many, many more**
recommendations

•
• **13 in those documents that we need to engage in, and I**
heard

•
• **14 Mrs. Beaulieu earlier this evening say in the next**

•
• **15 subcommittee meeting, she's going to begin a**

discussion

•
• 16 about what the next steps are to begin implementing
•
• 17 recommendations.

• 18 So, again, the data that you're looking at this
•
• 19 evening coincides with our own experience and
•
• 20 understanding of the district, from going back almost
•
• 21 two years, and what we need to do now is take this
•
• 22 information that we have from the evaluation, merge it
•
• 23 with our own experience and expertise in the district,
•
• 24 and help actually implement those recommendations to
move

• 25 this forward so that in the future whether it's the next

79

• 1 time you look at a chart or two or three iterations from

• 2 now, you will be able to see AYP for all the content

•
• 3 areas schoolwide and subgroups, and I do believe that
•
• 4 that's possible.
•

• 5 MR. CHAIRMAN: Any further discussions from
•
• 6 the committee on this item? Mrs. Beaulieu.
•

• 7 MS. BEAULIEU: Dr. Morelle, with regard to
•

• 8 the targets that each school needed to meet, it's my
•

• 9 understanding that the number of targets may vary
based

•
• 10 on different situations with each school, certainly not
•

• 11 specific to Cumberland. I notice in looking on line that
•

• 12 some schools had to be a dozen, and some schools
were

•
• 13 required to meet 18 targets. Have the number of
targets
•

• 14 changed for each of the schools changed?

•

• 15 MS. MORELLE: Dr. Carney, do you want to

•

• 16 take that question?

•

• 17 DR. CARNEY: The number of targets could

•

• 18 change, if from the last time they were measured as a

•

• 19 group, if they now have a subgroup of 45 or more. So

•

• 20 previously, it wasn't measurable, now it is measurable.

•

• 21 The high school has a benchmark tied to graduation
rate.

•

• 22 So, those are the kinds of things that change the
number

•

• 23 of targets.

•

• 24 MS. BEAULIEU: And in 2007 the majority of

•

• 25 the schools met the majority of the targets?

•

•
• 1 **MS. MORELLE:** That's correct. There are
•
• 2 **several schools this year that for the first time have**
•
• 3 **missed one target, and that would be students with**
•
• 4 **disabilities as the target was raised this year.**

• 5 **MS. BEAULIEU:** But the target rate was
•
• 6 **raised previously 2 or 3 years ago. So, it stayed static**
•
• 7 **for three years, and then it moved up this year. So, it**
•
• 8 **raised the bar a little bit, and at this point there are**
•
• 9 **certain number, particularly students with disabilities**
•
• 10 **that did not meet that target?**

• 11 **MS. MORELLE:** Correct.

• 12 **MS. BEAULIEU:** Thank you, Dr. Carney.

• 13 **MR. CHAIRMAN:** Any further questions?

•
• 14 MR. THIBODEAU: I have a question.

•
• 15 MR. CHAIRMAN: Mr. Thibodeau.

•
• 16 MR. THIBODEAU: This is directed to the

•
• 17 superintendent. There's been a lot of talking about

•
• 18 investigation on math. How does that stack up with the

•
• 19 standards for 20/40 with the government as far as our

•
• 20 program called investigational math. Do we have

•
• 21 something else that could take its place?

• 22 MS. MORELLE: The math programs that we
have

•
• 23 at each level are standard space math programs, and

•
• 24 they're lined with the math test that we have, math

•
• 25 assessments and with the state and national standard.

•
• 1 So, for example, there's been some discussion. We
•
• 2 know that parents and some faculty members have
raised
•
• 3 questions about the math investigations program, but,
in
•
• 4 fact, it's not the program itself that's the mathematics,
•
• 5 it's simply the delivery, and I think we talked about
•
• 6 this at some of the various programs we have had. If
we
•
• 7 were to purchase a different math program, it would still
•
• 8 be a standard-based program that would align with the
•
• 9 national standard's and state standard's, grade span
•
• 10 expectations and grade level expectations, and it may
•
• 11 have some nuances to it that were different, but
•

- 12 essentially the delivery would be very similar.
-
- 13 For example, different elementary math program for
- a
-
- 14 better part of the decade, aligned similarly and, in
-
- 15 essence, it was a similar program, and what we did this
-
- 16 year was by the second edition of the math investigations
-
- 17 program because the textbook publisher made some
-
- 18 modifications to the delivery of the program, the math
-
- 19 itself stayed the same, and it will move us on target to
-
- 20 improve math instruction. In fact, if you go back, you
-
- 21 can look at that chart again. We actually met more
-
- 22 targets in mathematics than we did in English, language,
-
- 23 arts.

•
• **24 MR. CHAIRMAN: Any further questions?**

•
• **25 Dr. Morelle, any other panels? Thank you very much.**

•
• **82**

•
• **1 Thank all of you.**

•
• **2 The next item on the agenda is the Superintendent's**

•
• **3 Report on Teaching and Learning.**

•
• **4 MS. MORELLE: I don't think that we have**

•
• **5 parents still here from B.F. Norton, but I just want to**

•
• **6 restate, just two hours volunteer program that we're**

•
• **7 putting in place and two hour pledge that they're asking**

•
• **8 parents to take in support of students at B.F. Norton**

•
• **9 this year. I think it's a program that we should all**

•
• **10 watch and actually encourage any of you who would
want to**

•

• 11 volunteer at B.F. Norton, and I have encouraged them
to

•

• 12 share this program with other schools. I think the

•

• 13 notion of two hours is something that any of us can
find

•

• 14 in our schedules. We're not asking folks to pledge to
go

•

• 15 in every Monday or give up a week or anything like that,

•

• 16 but they feel they have found a way for them to

•

• 17 capitalize on all the families in the school and the

•

• 18 collective power of everyone in the school donating in

•

• 19 any way to the students. It's a way to improve student

•

• 20 learning and research is very clear we engage families
in

•

• 21 a school community to improve student learning.

•
• 22 So, I just wanted to state that, again, I am very,
•
• 23 very proud of their efforts, and I know Ms. Maloney is
•
• 24 very proud of their efforts, and they're working very
•
• 25 hard to focus their effort as you are on the learning of
•
• 83
•
• 1 students.

• 2 In addition to that, I want to let you know we are
•
• 3 moving forward with ConnectEd contract. We've
actually
•
• 4 been in touch with our representative. They have sent
us
•
• 5 an implementation plan. We're working on transmitting
•
• 6 data right now, putting it in the right format, and
•
• 7 hoping that they will be able to get that up and running
•

• 8 as soon as possible. For those folks in the audience
who

•

• 9 may not be familiar with ConnectEd, it's a web-based

•

• 10 communication tool. It's one of the projects that we

•

• 11 were able to purchase as a result of the cooperative

•

• 12 agreement with the town council and school committee
that

•

• 13 was arrived at during the budget process. It came out
of

•

• 14 the funds. It came out of \$50,000 to an improvement
fund

•

• 15 that was designated in the FYO2 budget, and we really
are

•

• 16 excited about this because we know that as soon as it's

•

• 17 in place we will have almost instantaneous
communication

•

• 18 in all of our families in the district both by phone and
•
• 19 by e-mail, and the schools will be able to contact
•
• 20 families in those two ways as will district
•
• 21 administrators will be using it for emergency
•
• 22 notification and also update when there's events
•
• 23 happening. And when there are issues going on in the
•
• 24 district. So, that's kind of school communication
•
• 25 between schools and home and is a way to bring a
bridge

• 84
•

• 1 of relationships, so we're excited about that.
•

• 2 MR. CHAIRMAN: Thank you, Dr. Morelle.
•

• 3 The next item on the agenda is Comments from the
•

• 4 Public. Fred, would you be so kind as to bring the
•

• 5 yellow sheet. Scott, you're up to bat first.

•

• 6 MR. GERMADNIK: Scott Germadnik. First of

•

• 7 all, in the presentation on the assessments, my son just

•

• 8 entered third grade this year, Community School, and

he

•

• 9 struggled immensely last year with the program. We

are

•

• 10 working through it, he's getting better at it, trying to

•

• 11 figure out what we can do to help at home. All year last

•

• 12 year he struggled with the math program.

•

• 13 In addition, he was also on an individual IEP for

•

• 14 speech and reading, and I would say no less than 75 to

80

•

• 15 percent of the time he would be pulled out of class at

•

• 16 the beginning of math study to go to his IEP, or if he

•
• 17 was left in class to do the math because the teacher
•
• 18 acknowledged he was falling behind, he either skipped
or
•
• 19 got shortened on the IEP. That doesn't quite seem
•
• 20 beneficial on either as respect, and hopefully this year
•
• 21 things would be much different.

• 22 On a positive note, I would like to throw an idea
•
• 23 out there that I think might be the first time a high
•
• 24 school or school district might approach high school
•
• 25 level. I know the governor has put in place some

85

• 1 initiatives to work towards biotechnology and
•
• 2 pharmaceutical technology in the state at college level.
•
• 3 I'm wondering if there's something we can do at the

high

•

• 4 school level to get into that, possibly be the first in

•

• 5 the state that I'm aware of. I am with a pharmaceutical

•

• 6 company. We have a few high school interns this year

•

• 7 that happen to be, primarily because their family

members

•

• 8 were there, and in the interest of those three was very

•

• 9 high and a light bulb kind of went off in all three of

•

• 10 them at the math that's involved, the science that's

•

• 11 involved, the engineering that's involved, the IT

•

• 12 technology involved and in all of those fields.

•

• 13 MR. WAGNER: Do I hear you volunteering?

•

• 14 MR. GERMADNIK: If it's in my field, I would

•

• 15 be more than happy to help out.

•
• 16 MR. CHAIRMAN: Probably grant efforts, and

•
• 17 if Governor Carcieri would give us some money, we
would

•
• 18 appreciate it.

• 19 MS. MORELLE: I was going to suggest the

• 20 person sitting behind you is the high school principal,

• 21 so if you introduce yourself before you leave.

• 22 MR. CHAIRMAN: Thank you, Scott.

• 23 Mr. McLaughlin.

• 24 MR. MCLAUGHLIN: Forgive me, I wanted to

• 25 mention tonight I've been deeply troubled in reference

86

• 1 to -- I mentioned about speaking with parents and stuff

• 2 like that, but also there's a breakdown in the chain of

•
• **3 command right here in the Cumberland system as far as**
•
• **4 custodial, and what it entails is, number one, you never**
•
• **5 hired an HVAC person.**
•

• **6 When custodial people come up to me as an ordinary**
•
• **7 citizen, and tell me they can't get their grievances**
•

• **8 taken care of, when they come up to me and say, you**
know,

• **9 I'm really concerned with the upcoming winter that**
these

• **10 classrooms aren't going to be sanitized, this is**
•

• **11 something to think about. I mean this from the bottom**
of

• **12 my heart. I think you need to put more emphasis on the**
•

• **13 health and welfare of our children, maybe spend a little**
•

- 14 bit more on overtime once a month so they can do the
-
- 15 doorknobs, so that they can do the desks.
-
- 16 The vents up here, when is the last time they have
-
- 17 been cleaned? That HVAC person is very important.
-
- 18 Inoculation of our children, a program set up to
-
- 19 inoculate our children in the schools, so when they get
-
- 20 sick, teachers don't go down, the parents don't go
- down,
-
- 21 and we have a huge savings. We win all the way
- around,
-
- 22 but I would address the administration and school
-
- 23 committee members, whoever would like to volunteer
- to
-
- 24 meet manual and visual inspections, talk with custodial
-
- 25 people, hear their grievances, and bring them forward.

1 would like to see Cathy Richards put on the agenda for
2 the next meeting so some of these could be addressed.

3 Also, you touched tonight on IEP students. I have a
4 real problem with that, when they're labeled like that.

5 I know some, myself have family members that had

6 problems. Every child has great potential, but when

7 they're labeled or set forth that's an IEP student or

8 shown what this gentleman has said in the classroom,

9 you're actually limiting them, IEP students, and I fully

10 recommend like a buddy system, maybe kids will have

11 a little bit better reading, to buddy up with them, and I

• 12 think some of the problems could be resolved.

•

• 13 With that said, I am just going to reiterate the

•

• 14 House of Compassion Saturday night, baked stuffed
chicken

•

• 15 dinner. We will have the St. John choir. Rick is doing

•

• 16 a great job putting this together, and we will have live

•

• 17 music, and it will be broadcast live. We need bodies.

•

• 18 So, please come and participate. Thank you.

•

• 19 MR. CHAIRMAN: Thank you, Mr. McLaughlin.

•

• 20 The next item on the agenda is School Committee

•

• 21 Comments, School Liaison Reports. Mr. Wood.

•

• 22 MR. WOOD: Thank you, Mr. Chairman. As I

•

• 23 stated earlier, after the first PTO meeting at the

•

• 24 school, we have a new board this year. They had some

•

• 25 great ideas. Some things brought up already mentioned

•

88

•

• 1 before will be math night. Also, the fourth grade

•

• 2 teacher at the John Martin School, actually I think two

•

• 3 other teachers will be starting after school technology

•

• 4 program, students through Rhode Island College, and it

•

• 5 will be offered to fourth grade this year hoping to

•

• 6 advance if they can get funding, and this is

•

• 7 collaborative with Rhode Island College. It will be

•

• 8 offered the first 12 weeks to 16 students. They will do

•

• 9 a lottery. So, it sounds like a great program and I'm

•

• 10 looking forward to the outcome to find out how that

•

• 11 program worked out.

•
• 12 Again, the new board has some great ideas, and I'm
•
• 13 looking forward to working with them up there at the
•
• 14 school this year.

• 15 MR. CHAIRMAN: Thank you, Mr. Wood.
•
• 16 Mrs. Beaulieu.

• 17 MS. BEAULIEU: Thank you. Ashton has its
•
• 18 first PTO meeting this Tuesday at 6:30. I just wanted to
•
• 19 also thank Mr. Germadnik for staying till the end of the
•
• 20 meeting, because there's a lot of times that we have
•
• 21 public comments at the front end, and then we pick up
the
•
• 22 back end here, and by that point it's usually 11:00 or
•
• 23 12:00, the place is pretty empty.
•

• 24 I was not at the meeting where they talked about the
•
• 25 mileage, but I do know how much technology has been

89

• 1 contributed to the district over this year, and I would
•

• 2 imagine that our technology director and Mr. Chandler
are

• 3 doing an awful lot, bringing much of this up to speed
•

• 4 over a very short amount of time, and some of the
numbers

• 5 I've spoken with Mr. Legacy about recently the fact that
•

• 6 the district has had approximately 80 new computers
•

• 7 installed in the district within the last year, and that
•

• 8 includes a huge network system with about 3,000 drops
for

• 9 network. So, it's a lot of work, and a lot of support
•

• 10 bringing everyone up into the technology age in which
we

•

• 11 were struggling previous to that.

•

• 12 So, I am certain that when Bob has to fill out his

•

• 13 mileage expense, it's probably a big one this month

•

• 14 compared to when he first started. Those were just my

•

• 15 thoughts on that.

•

• 16 I did a few years ago have the opportunity to attend

•

• 17 the governor's blue ribbon science and technology
panel

•

• 18 at Portsmouth, and they talked greatly about the

•

• 19 partnership that Raytheon had had with the schools in

•

• 20 that area, and I think it was an agreement that Raytheon

•

• 21 wanted to have schools in there to train and develop
and

•
• 22 support community organization. So, if you know
CEOs who

•
• 23 would like to come and speak with the schools, I am
sure

•
• 24 that it could certainly be a conversation with our new

•
• 25 science and technology and lot of new support
services

90

•
•
• 1 within our district.

•
• 2 And, last, I just want to thank Mrs. Gould, and I

•
• 3 was something to say I wanted to have a shout out for
her

•
• 4 because as the high school principal, one of the things

•
• 5 the parents had requested at the work shop that she
had

•
• 6 hosted for freshman parents was they wanted to know

what

•

• **7 the morning announcements were because as new parents,**

•

• **8 the comment was we ask our kid what did you do today,**

•

• **9 what's going on with clubs and activities, and they shrug**

•

• **10 their shoulders and say they don't remember. What the**

•

• **11 school is starting to do is to e-mail home the morning**

•

• **12 announcements to parents, so as parents could meet their**

•

• **13 little darlings at 2:00, they can say, well, did you sign**

•

• **14 up for such and such. My son's comment was, well, how**

•

• **15 did you know that. So, I appreciate that. I think a lot**

•

• **16 of parents will greatly benefit from that new**

•

• 17 communication to families so we know a little more
about

•
• 18 what's going on in the life of a high school. So, thank

•
• 19 you.

•
• 20 MR. CHAIRMAN: Thank you, Mrs. Beaulieu.

•
• 21 Mrs. MacBeth.

•
• 22 MS. MACBETH: Mr. McLaughlin had gotten up

• 23 and spoke about the House of Compassion, and I know
that

•
• 24 we've had a lot of high school students that had done

•
• 25 volunteer hours there. In just speaking to what

91

•
• 1 Mrs. Beaulieu just said, maybe it would be possible to

•
• 2 announce that during the morning announcements,
because I

•

• 3 think there are a lot of high school students that may
•
• 4 want to participate in that this weekend.
•

• 5 MR. CHAIRMAN: Thank you, Mrs. MacBeth.

• 6 Mr. Wagner.

• 7 MR. WAGNER: Yes, Mr. Chairman. The only

• 8 thing that I wanted to address was, I would like to make

• 9 sure for our next agenda item at the next meeting that

on

• 10 our agenda that we put the superintendent's evaluation

on

• 11 there, please.

• 12 MR. CHAIRMAN: That would be in an executive

• 13 session, Mr. Wagner, but if we're going to do that, I

• 14 would like that to be before our meeting or even a
•

- 15 stand-alone meeting. You and I can talk about that.
-
- 16 Would that be okay with you, Mr. Wagner?
-
- 17 MR. WAGNER: That's more than fine with me.
-
- 18 MS. MACBETH: I will schedule that meeting.
-
- 19 MR. CHAIRMAN: Thank you. Mr. Costa?
-
- 20 MR. COSTA: All set.
-
- 21 MR. CHAIRMAN: Mr. Thibodeau?
-
- 22 MR. THIBODEAU: All set.
-
- 23 MR. CHAIRMAN: Thank you very much. Is
-
- 24 there any reason to go into executive session? I will
-
- 25 entertain a motion to adjourn.

92

- 1 MR. WAGNER: Motion to adjourn.
-
- 2 MR. CHAIRMAN: Motion by Mr. Wagner.

•
• **3 MR. WAGNER: Second.**

•
• **4 MR. CHAIRMAN: Seconded by Mr. Costa. All**

•
• **5 those in favor?**

•
• **6 (RESPONDED AYE)**

•
• **7 MR. CHAIRMAN: Opposed? Hearing no**

•
• **8 opposition, the ayes have it.**

•
• **9 (HEARING CLOSED AT 10:00 P.M.)**

•
• **10**

•
• **11**

•
• **12**

•
• **13**

•
• **14**

•
• **15**

• 3

• 4

I, Meredith A. Potter, do hereby certify
that the foregoing is a true, accurate, and complete
transcript of my notes taken at the above-entitled
hearing.

• 6

• 7

IN WITNESS WHEREOF, I hereunto set my

hand

this 23rd day of September 2008.

• 8

• 9

• 10

• 11

• 12

MEREDITH A. POTTER, RPR, NOTARY PUBLIC

• 13

MY COMMISSION EXPIRES 3/30/10

• 14

• 15

