

## **Regular Meeting of the Pawtucket School Committee**

**Tuesday, March 13, 2012, 6:00 PM**

**Jenks/JMW Complex for the Performing and Visual Arts Media Center**

**350 Division Street, Pawtucket, RI 02860**

**I Meeting will come to order**

**The Chairman, Mr. Tenreiro, called the meeting to order at 6:10 PM.**

**Mr. Tenreiro: I just want to thank all of you for being here tonight, especially with this nice weather we are having.**

**a. Roll call**

**Mr. Araujo-here; Ms. Bonollo-here; Mr. Coughlin-here; Mr. Noonan-here; Ms. Nordquist-here; Mr. Spooner-here; Mr. Tenreiro-here**

**Also in attendance were Mrs. Deborah Cylke, Superintendent of Schools; Ms. Patti DiCenso, Secondary School Performance Officer; Ms. Kathleen Suriani, Elementary School Performance Officer; Mr. Thomas Conlon, Business Administrator; Ms. Margaret Baker, Assistant Business Administrator and Mr. Stephen Robinson, Legal Counsel for the School Committee who would arrive at approximately 7:00 PM.**

**b. Pledge of Allegiance**

**The Pledge of Allegiance was led by the Chairman, Mr. Tenreiro.**

**II Recognition/Celebration**

**Mrs. Cylke: This evening we would like to recognize one individual and then a group of teachers from one particular school. Thank you all for being here tonight.**

**I think you all know Mary Parella well. She has presented here many**

times before the school committee and works very closely with school department personnel to offer quality afterschool programs through 21st Century.

About two months ago, Mary approached me and pointed out that this year for the 21st Century Learning Center proposals there was a special focus on STEM—science, technology, engineering and math. I think she knows that last year our Deputy and Hersh Christino worked last year to put in to STEM Labs and as we looked at Tolman and Shea in the future we most definitely wanted to expand those opportunities in the future.

Just recently we received a letter from the Rhode Island Department of Education congratulating Ms. Parella in awarding the Pawtucket School District both Tolman and Shea in the amount of a \$272,000 grant. This decision was based on points after careful review of 40 applications at the Department of Education.

Mary took time to see how she could make the grant proposal fit our needs. Also we received an award to continue our programs at Fallon, Goff and Curtis. That was an additional \$120,000.

Mrs. Cylke presented Mary with a commendation on behalf of the school district for successful and extraordinary grant writing.

Ms. Parella: Essentially most of you know we have been doing 21st Century grant programs afterschool for many years. We have programs in pretty much all of the schools. We do not have anything in Tolman. We have a small program at Shea that was part of our first initiative. We looked at many components. You had to have an outside partner. We have the University of Rhode Island Smile

**Program which is a STEM related program which is currently going on at Slater and Shea. We also do outside activities around the STEM related concepts that are inquiry based club that are led by teachers or outside providers.**

**We put in the budget for three robotic teams, one for each school; some leadership development for the high school kids. We would like to see the high school kids go into the elementary schools and work with the students in grades four through six and get them started. We put some funded in for NECAP and SAT preparation.**

**Also we put some funding in for academic labs as we need them. The summer program was a pre-freshmen enrichment activity with intensive ramp up in math, science and reading for incoming ninth graders. We hope to have parts of that summer program take part at the URI Campus in Providence to familiarize the kids with college and career access. A lot of parents and students are not familiar with the college system beyond CCRI, they're not even sure versus private and public and we want to bring that into focus.**

**Thank you for the acknowledgement. We're there to try to find services to support our families and kids as you know. Also as you know it's very difficult to access funding in this economy and to keep everything afloat. Thank you very much for your recognition.**

**Mrs. Cylke: The next group we'd like to recognize is a group of Winters teachers. You may have seen when the NECAP scores were first made public by RIDE, Keith and a group of his teachers and the Deputy were excited to see an extraordinary gain in reading scores. At Winters Elementary School this year in 2011-2012 year for NECAP,**

they had a 29 point reading gain in grade three and that is really extraordinary. They had a 9 point math gain in grade three. They had a 12 point gain in reading in grade six; 16 point math gain in grade six and that was in a testing year. Ms. Suriani and I will be going out to the schools to personally recognize you who are responsible for this and we have a small gift that we hope you will wear proudly. Tonight we want to recognize that small group in grade three.

I know at Winters that this is not just a celebration for grade three but for kindergarten and grade 1 teachers also and the support staff that help out our English language learners and our special education students.

Mr. Hemenway: Thank you Chairperson, Tenreiro, Superintendent, Cylke, Members of the Board. Thank you for giving me the opportunity tonight to recognize my teachers. As you can tell by the scores and the percentage gains, a lot of teachers were involved in this. The third grade team especially went way above and beyond and we are extremely proud of all of their efforts. I'll start with the third grade teachers:

Melinda McCann; Laurie Chase; Renee Haggerty;

Our second grade teachers:

Katelin Gertrudes; Linda Davin; Claudia Sweeney

The support people that are a big part of this team is the grade level teachers were instrumental for keeping everybody on track with our reading programs through tier three reading; through small group instruction and through the ESL program.

Barbara Stover, the special education teacher; Colleen Kennedy,

special education teacher; Kristen Zabo, reading teacher and Suzanne Sullivan another reading teacher. Jackie Sisun is our ESL teacher who couldn't be here tonight.

We looked at this school as flagged in need of dramatic improvement and a couple of things that came into mind was that Mrs. Haggerty introduced a NECAP celebration last year with some of the other teachers and it took on a life of itself. We had a celebration last May with 109 students that were proficient in our NECAP tests. Our students received backpacks filled with supplies such as pencils and prizes and it really took off.

This year we will have our NECAP celebration again with 129 students who are proficient, 19 who are proficient with distinction.

About a year ago, Superintendent Cylke said there is no reason why 70% can't be proficient and with that idea we took on that attitude and had a NECAP pep rally in September and had songs. The music teacher composed a NECAP song. We talked to the students about the importance of the NECAP testing and what it really shows not just to the teachers, but their parents as well and to the growth that they have made. I think that challenge from the Superintendent and everything we did this year led to the gain this year. We hope to keep it going in the future.

Thank you again for recognizing the teachers tonight.

Mrs. Cylke: I've asked Ms. Suriani to go to your school and conduct an autopsy and by that I mean find out what you did and share your success and put it up on our web site. A kid who is reading by third grade we know we have a graduate. We know will continue to use

those skills to continue to become successful.

Mr. Tenreiro: I know it takes a tremendous amount of time and preparation to prepare so feel free to leave and go have some dinner. No, not you Mr. Spooner, the City Charter says you have to be here.

### III Student Representatives

Charles E. Shea

Liana: Good afternoon everyone. I have sad news to tell everyone. Poor Anton is sick in bed so he might not be in school tomorrow but there are a lot of good things happening at Shea.

I'd like to tell you that the weather is amazing outside.

We recently had our audition for Butterflies are Free. This is a new play and it's about a blind guy who moves away from home to live on his own and falls in love with a girl who doesn't know he is blind. It's our spring production and I'll be working behind the scenes.

In May we have our annual fashion show sponsored by our senior class. This is a huge thing for us seniors. I'm in charge of the set and I have my best friend back there and she is a class officer and we're finding stores throughout Rhode Island to donate clothes to us so we can model them off. We decided with the fashion show we will help the students out by having a once upon a prom giveaway. It is basically where you would nominate someone and write an essay why this person would deserve to win this prom giveaway. We will pay for the girl's nails, hair, prom tickets or help them find a dress at a cheaper price. For the guys we will pay for the tux, pay to get their hair cut and try to embrace the student who maybe can't afford it, maybe who can't afford it, but who deserves it at a lesser charge than

most because they work so hard throughout the year.

The boys' basketball team sadly ended their season with a loss against Rogers during the playoffs, but they had an amazing season and I must say that was the best basketball team I have seen thus far. They brought the school together with their school spirit.

As you know my trip to New York which I've been talking about was amazing. We saw four Broadway shows; Memphis, Spiderman, Sister Act and Rock of Ages. I must say never see Spiderman on Broadway it was horrible. It ruined my childhood. I was one of those nerds that loved comic books and nothing that had to do with the original Spiderman was in the Broadway show. It was bad for me, I was crying. My friend fell asleep on me. We were all falling asleep. The only cool thing they did was they webbed from each part of the stage. March 29th we are hosting Oscar night. Anton and I are the hosts which is awesome because we rule. Students from every class get nominated as superlatives and you have to dress up really nice. I won last year for something nerdy and you get a trophy. It's really fun.

Next come portfolio reviews. Most of you know how that works. My portfolio is done, but my essay is not, but I will get that done. So that is what the seniors are working on right now.

We have the spring fling coming up. The sophomore class is selling tickets all this week. It's a nice little dance to end off the year.

William E. Tolman High School

None

Jacqueline M. Walsh

**Destiny:** Hello everyone. Sorry for our absence at the last meeting we sadly couldn't attend as you saw.

The travel club went on their trip over the February break and it was wonderful. We had great weather which they haven't seen there. It got to almost 70° and we got to kick back and eat some gelato look at some of the sights it was just amazing. We went to Paris, Rome, Florence, Milan and we had some unexpected trips to Sienna and Pisa. Thank you, Mom. We got to see a lot of the great sights like the Leaning Tower of Pisa and a couple of us actually went up into the Eiffel Tower. It was an amazing experience.

**Michael:** Dharaja Hinds who is a senior here at JMW for the Poetry Out Loud competition was a state champion last year, she is also the state champion this year. She will be continuing to the Nationals in Washington DC. The school also received a \$500 scholarship as a result of her winning to buy poetry books for our library.

We just finished "Love, Labours, Lost" and it was a lot of fun. I was in it. It was free and we accepted donations and received over \$500 in donations. More people showed up than we expected.

**Destiny:** I went and it was awesome. There was singing, there were ukuleles playing.

**Michael:** For the first time ever we had tons of students who came outside of their majors to be in the play and we also had the JMW band come and play during the show. That was the first time every we had to different majors collaborate in one show.

**Destiny:** Ms. Marra, our dance teacher, recently had a baby, Josephina and to fill in for her is Shera Baryshnikov. She is the

daughter of the famous Mikhail Baryshnikov. I know most of us do not want to live in the shadow of a great name she is a great dancer all on her own besides the great name of her parents. She is going to be with us for about six more weeks to teach the modern class.

Michael: We also have the JMW fashion show which will be held in the Tolman auditorium on March 30th. Tickets are \$5 in advance and \$7 at the door. There will be door prizes and refreshments funded by the JMW/Jenks PTO.

Destiny: Entertainment will also be provided. We are going to have a visit of about 37 students from Japan. They will be shadowing JMW students later through the month. We definitely look forward to it; they will learn from us and we will learn from them.

Destiny and Michael: Happy St. Patrick's Day. Thank you.

#### **IV Public Participation**

Mrs. de Jesus: Hello everyone. I was hoping not to speak tonight, but unfortunately, a couple of things came up. In reviewing the January 10th school committee minutes, I noticed that one of the requests I had made was missing. I emailed Chairman Tenreiro and Ms. Liss and asked if the minutes could be amended. Ms. Liss called me and explained that there had been a distraction and she had stopped writing and although both the Chairman and she had remembered that I had made a second request due to the rules of minutes taken during public session the minutes cannot be amended.

It was suggested I restate my request and that is what I am going to do right now.

My first request at the January meeting was that the lack of

supervision at the elementary schools be added to the February agenda for discussion and I believed the Superintendent's office would be provided some information about this in a few minutes. My second request was that a letter be sent out to all Pawtucket elementary school parents notifying them that there is no supervision on the school year until the school day begins. Therefore, if the school bus or if anyone else drops off their children before the school day begins, and their children are left unsupervised, I stated "parents have the right to know that their children are left unsupervised."

Another parent asked me to bring to your attention another incident that she came upon just this morning at Nathanael Greene. She was walking to the school year with her two children when she saw two other children fighting. She began to approach them quickly and call out to them to stop. As she did so she saw the taller boy picked up the smaller boy and slam him to the ground. They stopped fighting and were holding areas on their body where they were in pain. She walked the smaller child into the cafeteria and asked for a teacher. The taller boy followed her in with a crowd of students and the teacher asked who the boy was that hurt this child and the parent was unsure. But the crowd of students yelled out he did. The taller boy yelled out it was just a game. The parent said it certainly wasn't. The two students were taken to the office.

This is not the first time there has been a fight on the school yard and I'm sure it won't be the last. These children are kindergarten through sixth grade and they are arriving at school as early as a half hour before school day begins because breakfast starts a half hour before

the school day begins. They need appropriate supervision and guidance during this time. As do all elementary school children.

I look forward to hearing your presentation as to student supervision issues at the elementary schools and the solutions that will be proposed. As I said at the last meeting, I would like to see a final decision made today and that appropriate supervision be implemented before the April school committee meeting. Thank you.

Mr. Tenreiro: Thank you Mrs. de Jesus and thank you for reading that other part that was missing from the record.

Mr. Jim Kelley: I basically have the same issue. My daughter is a student at Fallon. On more than one occasion they go into the cafeteria when it is cold out. There is no supervision in there. She has been beaten up twice and she is in kindergarten. Another student that I also drop off has also had the same issues. She has been kicked and punched. No one at the school has notified us about this until our kids get home. I think its ridiculous the amount of students that are in there and the lack of supervision. I've gone to the Principal and it's fallen on deaf ears. I've brought it to the Superintendent's office during normal working hours and I was told it was going to be on the agenda tonight and that's why I'm here. I think it's a repetitive thing that is happening at that school and every time I bring it to the Principal, she doesn't do anything about it. I'm tired of having to have chats with my five year old daughter about why she gets picked on or why she's always getting punched and kicked. There needs to be supervision and there needs to be a plan in place. It's rampant at that school and I'm not the only parent that

has it. The other parents won't speak up. I know a couple have spoken to the teachers about it but something needs to be done about it.

It shouldn't be happening in kindergarten. My daughter went to pre-kindergarten at St. Cecilia's and we never had a problem.

I put my child in the public school system because that is where I live and I pay my taxes. Everyday there are 30-40 kids getting picked up with Massachusetts plates. Half of them are the ones causing the problems. I'm walking my daughter home the other day and there is a parent yelling and swearing at her kids in the middle of the school yard. I didn't end up saying anything to her, but they're learning the wrong thing at the school.

There's no supervision in the cafeteria. There are all these students and maybe one or two people there. How is that enough to supervise these kids? That's all I have to say.

Mr. Tenreiro: We're going to move the executive session to the end of the meeting today. We are going to skip to item no. VIII. Are there any objections?

VIII Acceptance of previous meeting minutes: 02/03/12; 02/04/12 and 02/14/12

Mr. Spooner moved to accept and approve the previous meeting minutes of 02/03/12; 02/04/12 and 02/14/12. Ms. Bonollo seconded.

Mr. Coughlin: Are we still recording the public sessions of these meetings?

Ms. Liss: Yes.

Voice vote carried all in favor.

## **IX Presentation(s) – Discussion Items**

### **a. Student Supervision Presentation**

**Mrs. Cylke:** I want to start off by thanking for parents for being here this evening. I have spoken to Mr. Kelley and want to acknowledge the fact that he sent us an email today and our IT Director will be in touch. He has offered to help build a web page at that school and we are going to take you up on that offer. Thank you very much.

I also want to thank Michelle. She brought to my attention something that has been a certain way for a period of time and I think that people just accept that for the way it is. I think what Michelle has brought to our attention is a concern that really has to be addressed by the committee.

This evening our presentation will be given by Ms. Suriani. I asked Ms. Suriani to research this issue. I did seek from our legal counsel a recommendation and that was sent to you earlier in a Friday report. She met with the parents at Nathanael Greene and certainly we were willing to meet with parents at other schools, but I didn't feel it was really necessary. The issue at one school was the issue at every school and was not just at every elementary school, but at middle and high school also.

This evening, Ms. Suriani will give you a presentation that will really highlight the key factors and at the end there is a recommendation that I will be asking your direction.

**Ms. Suriani:** Thank you, Superintendent Cylke, Chairman Tenreiro, Members of the School Committee, teachers, parents and community members.

**As you can see, the Superintendent asked me to see and look into this issue of the before and after school supervision. What I have for you today is some background and history. I'll look into the parent concerns, the principal concerns and the Superintendent also got a legal opinion. We have some potential solutions and the Superintendent at the end has made a recommendation.**

**As we go into this now I don't know how familiar everybody is but we decided to give you some history.**

**For the past 28 years, the Principal has been the only person available to provide before and after school supervision.**

**Students get to school in three ways: they can come on buses if they live beyond a city  $\frac{3}{4}$  mile radius of the school; they can walk to school in which the City does provide crossing guards to cross them at the crosswalks and they walk into the school yard or their parents may drop them off. Quite often parents of the younger children will remain there in the school yard until the children enter the building.**

**Another thing that happened was a few years ago, the school committee voted to provide universal free breakfast for all Pawtucket school students. That is served generally twenty minutes prior to the start of school.**

**The first thing that I did do was go to a few of the elementary schools and look at the situation in the mornings. I spoke with parents at Nathanael Greene Elementary School and with teachers. I have also spoken with other parents at other schools that have had concerns about this issue.**

**Although the parent concerns vary, there were four similarities that**

primarily came out of this. The parents are very concerned about students potentially wandering away from the school yard when they arrive and before the start of school. Students are very easily distracted by the swings way over in the corner or someone playing ball over in a field and can wander away very easily.

Often the students get off the bus a little way away from where they enter the school yard and they may or may not get to that back school yard.

As you heard earlier, when students are not supervised the students generally start to play with balls or whatever and invariably skirmishes can break out and end up in a fight or bullying when they are unsupervised.

Another thing is parents are dropping their children off and watching them walk into the cafeteria to eat breakfast and quite often they might not even be aware that when they are going back out into the school yard that they are unsupervised.

**Mr. Coughlin:** Is anybody supervising these breakfast programs?

**Ms. Suriani:** Yes. Generally, one lunch person who serves the breakfast and one monitor are in the cafeteria. Beyond that the only other person is the building principal. So quite often the building principal is responsible for inside, outside and all four areas of the school.

**Mr. Coughlin:** Why is the principal the only one available?

**Ms. Suriani:** I will explain that later on in the presentation.

**Mr. Tenreiro:** I'm going to ask that we hold the questions until the end of the presentation, however, are the lunch monitors employees

of the school district?

**Ms. Suriani:** Yes they are hired by the school district specifically for the lunch program and breakfast program.

**Mr. Conlon:** Monitors, yes. Servers of food are employees of Sodexo.

**Ms. Suriani:** I also interviewed the Principals on their concerns and obviously their first concern is the safety of the students. It is impossible for principals to view all four areas of the school yard at once. They cannot be everywhere at all times.

Another problem the principals have is the students arrive an hour before school starts.

At the end of the day, some of the students linger, they hang around with their friends and their parents haven't picked them up or they have older siblings waiting for them and you want to make sure that they are safe.

The Superintendent did ask for a legal opinion essentially the school department is responsible for providing reasonable supervision when students are generally supposed to be present and that is about 15 minutes before school begins and after school ends.

There are a lot of factors that impact supervision. The layout of the school grounds differs from school to school but they all have four sides. They all have structures or areas where students can hide.

The contractual language the teacher day starts at the same time of the student day and ends 10 minutes after the student day.

Many of our schools are quite large, however, the cafeterias or our all purpose rooms are not large enough to accommodate breakfast and

**to allow the entire school of students to stay inside when it rains so that is an issue also.**

**What I did was looked at different districts throughout the state. I have a sample of what six districts do and provide a good example of what most of them do.**

**In East Providence they have teacher assistants who work 15 to 30 minutes before school opens and 15 minutes after school ends. There is a head teacher in teacher assistant to watch the school yard.**

**In Central Falls most of the students go into school in the teachers are paid for breakfast duty.**

**In North Providence the district hires two yard monitors for every 250 students and work a half hour in the morning and a half hour at the end of the day for a total of five hours per week.**

**In Cranston teachers are contractually required to report to school 20 minutes before the start of school and are assigned duties on a rotating basis.**

**In Bristol Warren teacher assistants go out in the school yard 15 minutes before school starts.**

**In Warwick school staff is paid 20 minutes extra for morning coverage. Staff meaning teachers and teacher assistants and if they cannot find enough staff, lunch aides are hired to fulfill this duty.**

**When I spoke with the parents and different groups of people, they had many, wonderful suggestions. They were really brainstorming to try to give us solutions to the problem. Some of the suggestions were using volunteer parents, Shea students, foster grandparents and vista volunteers. We looked into those more deeply and the**

parents discussed the pros and cons.

Some parents are not necessarily comfortable talking to another parent's child. The volunteers, grandparents and students do not know the students like our own staff know them or the families so that could be a concern. Another one is in these cohorts there may not be enough people to fulfill the needs we have.

This is what we have in mind as potential solutions.

Available staff—what we mean by available staff is social workers and psychologists. These are people who do not necessarily have the responsibility of students after 2:30 PM. So they could come in if they chose and work 20 minutes early and leave 20 minutes early. We knew in that cohort of people we would not have enough to meet that extensive need that we have in each school.

The second suggestion would be using teachers or teacher assistants and compensate them for the additional time that they put in. We are talking about 20 minutes before the start of school and 10 minutes beyond the contractual teacher day which would be 20 minutes after the students get out.

Another thing that was mentioned was we need consistent written and verbal communication to remind parents that students are not supervised 20 minutes prior to the start of school. They need to be aware of that and students should not be reporting before that 20 minute period. Good communication would need to be in place.

Another situation we have spoken to Solange about is the breakfast program needs to not start until 20 minutes before school begins.

Many of the schools only do the 20 minutes, so it is doable.

**The last issue that also has to be addressed in order for this plan to work is bussing. The buses need to arrive and leave in a timely matter. Students should not be dropped off before that 20 minute window.**

**Those were some of the solutions we looked at and once we took a look at some of our concerns and issues and our potential solutions the Superintendent is making a recommendation of which I agree that we immediately implement a plan to begin a before and after school supervision at all schools. We feel that it would be most effective to utilize the current staff that is most familiar with students that are familiar with parents, that they know our emergency procedures that the students know. That would be our teachers and our teacher assistants rather than our volunteers.**

**This recommendation has a cost. The Superintendent asked Mr. Conlon to give us some figures on what those costs would be. The cost of supervision does vary depending on who would be doing the supervision. The hourly rate for teachers would be about \$25.00 an hour when not doing instructional duty. Teacher assistants hourly rate is about \$18.10 and non certified monitors is about \$10.00 per hour.**

**Assuming a blend of teachers, teacher assistants and social workers and psychologists are used for the remainder of this year, it would cost about \$35,000. If we were to continue this for FY13, these are the costs for the elementary, middle and high school broken down, however, the total cost for kindergarten through grade 12 for the total year will be anywhere between the lowest if using teacher assistants**

**\$122,760 and the highest, if using teachers \$169,545.**

**You've heard the concerns of the parents, the concerns of the principals, the legal opinion and the potential solutions that we would recommend.**

**Mr. Noonan: You talked about in the cafeteria there are two people, one serving the food and one is the breakfast monitor. Is the person serving the food charged with the duty to supervise?**

**Ms. Suriani: No.**

**Ms. Nordquist: I have a question as to why we are extending this through the high school. I know in the community where I teach, it's no secret I substitute teach, but there are no teachers standing outside. These are all adults. If anything the School Resource Officer is outside in the mornings so there is a police presence there. Is that how it is at Tolman and Shea? I don't know why a high school teacher should be standing outside when we have the school resource officers.**

**Ms. Suriani: I don't know but Superintendent Cylke because of the legal opinion wants to make sure that there is proper supervision at all schools.**

**Mrs. Cylke: That is a good question and we will come back with an answer. The high schools have a principal and three assistants. I'll give you a good example of a day I went over to Shea. You have several floors and you need supervision on each floor. So ideally there is an assistant on each level and the principal is at the front and there is an SRO officer and I think what I want to do is have a I call a line of sight. Most schools are square, but ideally you want someone**

at each corner so that you have a line of sight. So if a student is hurt, if there is a fight, if there looks like a stranger is coming, there is an adult that would notice that. I think there would be less of a need at the high school.

**Ms. Nordquist:** Is there a remedy for the parents who consistently drop their students off more than 20 minutes early? You can't expect to drop your child off 30 minutes before school starts and say it's only 10 minutes and I've got to get to work. They're teachers, not babysitters. I agree we are looking out for the best interest of the child, but when someone is constantly dropping their child off 30 minutes before and leaving them standing out there.

**Mr. Spooner:** If Mr. Tenreiro and Ms. Nordquist don't mind, could I ask a question pertaining to that?

Did we do any monitoring on seeing how that works? How often and how many children are being dropped off? How early? Were you able to gather any data for that?

**Ms. Suriani:** I have informally because I went to the schools and I was a principal at one of the schools. I had one student who was an hour and a half early every single day. I had others who were dropped off 10 minutes early. Which is why my breakfast ended up opening early and which is why I would tell this particular boy to come into the school with me because I was always there. But that doesn't solve the problems. Most of the parents when you send home the letters repeatedly and you do remind them. Most of them are good about it. A lot of them will sit in their cars until that door opens. When I was a principal I was talking maybe five kids when I

was on top of the situation. Some I wasn't able to have as much success with. Sometimes it's the student you have to talk to because the parent has to get to work and the student is left to walk to school on their own and is anxious to get to school.

I know another child who had an older brother at Shea who had to walk him to school and they didn't want him home alone especially when he was younger and the older brother had to be at Shea. This is the one I was referring to earlier.

These are some of the situations you face as you move along, but I think with good communication you do eliminate some of them. We'll always have to handle some on an individual basis. As a principal or a school leader you are going to have to address those issues.

**Mr. Araujo:** Are children allowed to go back outside after they've had their breakfast?

**Ms. Suriani:** It depends on the school. Most schools do not allow them to go back out. Other schools do allow them to for many reasons. They may not have a cafeteria big enough to accommodate them. So to get everybody in to have breakfast they have to let them out because they cannot hold every student in there.

**Mr. Araujo:** Are they serving breakfast early at some of those schools to meet those accommodations?

**Ms. Suriani:** Sometimes, yes.

**Mr. Araujo:** So if they eat breakfast 10 minutes before they are going to be outside 20 minutes before school starts.

**Ms. Suriani:** Which is why the breakfast program really can't open until 20 minutes before. We have to make 20 minutes the universal

time.

**Mr. Tenreiro:** I think that with written communication if this passes as we described this. I also speak to the issues of dropping off early of Mr. Kelley's issue of parents being role models. Especially, the gas pedal at the drop off zones. It's unbelievably unsafe at times people who are rushing to drop their child off and get to work. The other thing I think is that these are cost estimates and it's not going to be cookie cutter for every school. So there might be a school that has a real breakfast issue and we need to bring in people even earlier. The high schools because of the number of administrators and school resource officer there may not be a need for paying staff there so there is some fluidity there to these numbers.

**Mr. Spooner:** I interrupted. I don't think Ms. Nordquist was finished.

**Ms. Nordquist:** Paying the teachers, how is this going to work. What is the plan? How do we determine which teachers do this? Do we advertise this? You can't just contractually tell the teachers they have to stay or come in early. So what is the plan and how do you decide if you have more than what is needed?

**Mrs. Cylke:** I think if the direction is to move forward the next meeting I would have is with Deb Findlay, Mr. Beaupre and Ms. Suriani and two principals and the Deputy and really discuss that and come up with a system that would really be fair. Certainly if we had more people that spots we had we could consider a rotation. I'm worried about not having enough. That mechanism has to be determined from our teachers association and from our non certified association. I think we would go back to a few school districts that

are doing this and see what's worked well for them.

**Mr. Coughlin:** Are any of the recommendations that are being recommending tonight going to be affected by the current collective bargaining agreement?

**Mrs. Cylke:** No, these solutions are all within their contract. Absolutely, that is the direction I gave Ms. Suriani. We have to honor the contracts that we have and all of these solutions are within the contract.

**Ms. Bonollo:** I agree with the supervision at the elementary schools but I do question whether it is necessary to have it at the middle school and at the high schools. We've never had it and yes there are fights whether they have them on school grounds or walk down the street they have them. If it's going to happen, it usually happens. That's what history says. As far as the elementary, yes, I agree. Before we make a determination on the middle and high school I'd like to find out what the other districts are doing. If they're inclusive of their middle and high schools or is it strictly at the elementary level? But I do believe we need it at the elementary schools.

**Mr. Spooner:** This is just me. Anybody that knows me I've served on this committee previously before this term and I voted three times against the school breakfast program. I've used this analogy before that I am sitting here representing the Pawtucket School Committee and somewhere along the line I have always felt that we have lost our way with that. We sit here year after year and we look at test scores—failing test scores. We get beat up for it because we are an urban district. I came through the Pawtucket School System and I'm

trying to remember when we quit being a school system. It's supposed to be a learning institution. I've used this speech before also. We're not only trying to teach our children to read, write and understand what's going on in history, science; we provide health care, we provide dental care, we provide the meals, we provide the supervision, we have psychologists. When does it end? When do we become learning institutions again? When is the responsibility of the School Department, where are the limitations to the employees in this system? Again, this is more of a theological idea of mine that if people are going to have children, they've got to do their best job to take care of them. I've just watched the money go through this system. I was here before I was anti-union. This time I'm pro-union. I've watched the teachers take a beaten and change so if I'm pro-union I think if you asked them they would say that. These things drive me absolutely crazy. That's part of the reason why I asked you if there was any data. I understand you were a wonderful principal, Kathy. You were over at Varieur, a wonderful school, and I wonder what the drop off rate is at Varieur versus Cunningham; Varieur versus Baldwin. So with me it's fundamental. So where does it all end where it's not the School Department's responsibility for all the ills of society; because it's not, although we've taken it on to the tune of millions of dollars and other issues. I don't know I have issues. Maybe it's just me maybe I'm just old, tired and cranky.

Ms. Nordquist: I feel strongly about this whether it passes or doesn't.

I like to make a motion that we table this because we were just given this information in the form of an email and just went through a power

point presentation.

Ms. Nordquist moved to table the recommendation to immediately implement a plan to begin before and after school supervision at all schools. Utilize current staff that is familiar with students, parents and emergency procedures rather than volunteers. Mr. Spooner seconded.

Ms. Nordquist: We just read this. We just got the email on Thursday and the attachment was very large and we just got the hard copy today and the presentation was done today. I just don't like to rush to a vote on something like this. There is fiscal impact and other issues and I would feel comfortable if we could just postpone it. We've gone this long. It's not that I'm saying that the issues are not important.

Roll call to table

Mr. Araujo-yes; Ms. Bonollo-no; Mr. Coughlin-no; Mr. Noonan-no; Ms. Nordquist-yes; Mr. Spooner-yes; Mr. Tenreiro-no

Motion failed three in favor; four opposed.

Mr. Tenreiro: I'd like there to be a motion to implement the most cost effective plan to begin before and after school supervision utilizing the current staff.

Mr. Coughlin moved to implement the most cost effective plan to begin before and after school supervision at all schools utilizing the current staff. Mr. Noonan seconded.

Mr. Noonan: Mr. Tenreiro, I think Ms. Nordquist and Ms. Bonollo have raised valid points to have supervision at all schools. I would prefer to have it at just the elementary schools at this time so that we can look into it further, but that is my only comment on it.

**Ms. Bonollo:** My suggestion was to amend the motion to supervision at the elementary schools at the specified times as outlined in the PowerPoint and that further data be explored and obtained regarding supervision at the junior or middle schools and the high schools before anything else is accepted.

**Mr. Tenreiro:** The way the motion is worded right now to implement the most cost effective plan, utilizing the current staff. That enables that type of leeway that you might not have to pay for people because utilizing our current staff at the high school and middle school might just be utilizing our current staff without a cost to it. That is the intent of the motion the way it was put together.

**Mr. Coughlin:** I agree with you and that there is a little flexibility and that we are not casting this particular model concrete. But there is enough flexibility that the Superintendent and Ms. Suriani and Mr. Beaupre can sit down and resolve something with the motion so I see no reason to amend it.

**Mr. Araujo:** I would go along with this motion as long as it is just for the elementary because I reiterate what Ms. Bonollo has said. I think it's the elementary schools that we should focus on this more right now even if it's \$35,000 to do the whole district. I think just focusing on the elementary school I would support if that is how this motion is going to continue. We can look into this further and look at this as a pilot for next year.

**Mr. Tenreiro:** Ms. Nordquist, Ms. Bonollo has the floor.

**Ms. Bonollo:** I think you had read it utilizing our staff. What happens when the parent of a high school student says you are not being

equitable in your decision in not providing supervision outside this school if we don't have the staff to handle that. You don't want to run into that situation where we are not being equitable. If our primary obligation would be to our smallest children, which is our most vulnerable which is our elementary schools, and at that point we could focus on the middle and the high schools and could look at that later. I think it's more of a safety issue with our elementary schools than it is with the older students.

**Mr. Tenreiro:** So what I'm hearing is the consensus is if the motion is to implement the most cost effective plan before and after school immediately at the elementary schools and to also begin supervision at the middle and high schools as long as it was at no cost.

**Ms. Bonollo:** So my question would be if we wrote it that way and what happens if we have available supervision in the junior or the senior high schools? So where's the liability? Remember we actually have a lot of special needs students and we have bus monitors to help with that, but that's a certain group of cohort.

**Mr. Tenreiro:** I think the strongest part of this PowerPoint is the legal opinion that says we have the legal responsibility to provide adequate supervision when students are expected to be present at a reasonable time both before and after school generally 15 minutes before and 15 minutes after.

**Mr. Coughlin:** With all due respect, I think the initial memo says implement with the three school divisions in the most cost effective fashion. You formulated it to cover everything. I don't think there is any reason at this time to go and restrict it to one of the three sub

sections of the schools.

**Ms. Nordquist:** I think the way this discussion is going right now, I think we should have table this and hashed this out and acting like this in public. I believe when we first sat down with this committee we were going to have work sessions so we would not have to do this, but I don't know this is exactly what we are doing. I also think that it is pretty sad that it has come down to you ask us to entertain a motion and you read it verbatim off a piece of paper. I don't know since when we've become scripted, but I'm not going to keep going like this for the rest of this term. I haven't had enough time to review this so I am voting no completely against the motion. I don't think its right for a school committee member to be presented with an item in the form of an email and hear a presentation and not have time to get appropriate questions and answers. It's nothing against the work that you've done, Ms. Suriani, the legal opinion which I don't believe I ever got a copy of before I saw this. I just don't feel informed enough and I don't like taking votes unless I'm fully informed.

**Mr. Tenreiro:** I think part of the process for me is always having a deliberation in public and listening to the members and that is certainly part of it and as the Chair it is facilitating the discussion that a motion can be put on the floor so that you can have further discussion. My immediate concern here with this motion is simply the safety of students.

**Ms. Nordquist** was ruled out of order by the Chairman for interrupting a fellow member while speaking.

**Mr. Araujo:** If we vote yes on this tonight will it be studied? We can

move forward on how it works next year? We'll look at this again or is this going to be cemented in stone from this point forward, year after year, this kind of a plan? This is my concern. I think the safety of the children is paramount and I do believe the legal opinion. I see what I am reading here. I'm not necessarily on board with having in the middle schools or the high schools but in order for this to pass if they are included to grant the safety of the elementary children then I will support it.

**Mr. Coughlin:** You did articulate the version of the motion. But I think that I have enough education and background that if I were not satisfied by with the way the chair articulated the motion I could have made my own motion and moved that. So therefore, I resent the fact, that it was said that I was spoon fed a motion. For the second economy that I was satisfied with the way the motion was articulated by the chair I had no problem moving that as my own motion and freely adapting the words of the chair.

Thank you Mr. Chairman.

Move the question.

The Chairman asked the Clerk to read the motion.

Mr. Coughlin moved to implement the most cost effective plan to begin before and after school supervision at all schools utilizing the current staff. Mr. Noonan seconded.

Roll call

Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Coughlin-yes; Mr. Noonan-yes; Ms. Nordquist-no; Mr. Spooner-no; Mr. Tenreiro-yes

Motion passed five in favor; two opposed.

## **b. 2012 NECAP Scores**

**Mrs. Cylke: This evening I want to start by giving you an oversight review of results and there are some highlights I'd like to point out. What we mean are the exceptional successes this year. Little seems to be on a very positive trajectory. Each year on every level the students are becoming proficient readers.**

**The district progress from 2007 to 2011 is on a positive trajectory. As you'll see our writing and our math is not on a trajectory that we want it to be but at least as I like to say "we're moving the heard to the Northeast."**

**The Tolman graduation rate is not where we want it to be, but it did improve from 56% to 60% and at Shea from 59% to 67%. Our immediate, doable, reachable goal is 70%**

**Approximately 30% of our students have a learning disability or they are English language learners. Do we expect them to reach standard? Absolutely, positively. Do we believe they can? Absolutely, positively, but they may not be reaching that standard quite at the time that they should. But the reality is 70% of our kids do not have a disability and are not English language learners and that is why our goal is that.**

**Some of our gains we want to point out at Winters as mentioned earlier their gains are in grades three in reading and in math, 9 points.**

**12 points reading gain in grade 6 and 16 point math gain in grade 6.**

**At Potter Burns a 28 point gain in reading in grade 6 and a 13 point gain in math in grade 6. This may also reflect some students who**

came new to us at the start of the school year.

Next we have Little, a 17 point gain in reading in grade 3 and a 10 point gain in math in grade 3. Once again Ms. Suriani and I will go out and recognize the staff for these significant gains. What is a significant gain? If it's a 1 or 2 point drop you can't say it's significant. Three or more we don't think it's by chance, we think it's because of the effort by our students and our teachers.

Baldwin it's great to see a 13 point gain in reading in grade 5 and a 24 point gain in math. I want Ms. Suriani to meet with these teachers and not only celebrate their successes but pick their brains and to learn from them and to replicate.

Next we have Jenks with a 10 point gain in reading in grade 8; Slater, a 12 point gain in reading in grade 7. At JMW all of grade 11 students met standard in reading and writing improved 12%.

These are the highlights for the teaching years:

These are students that were tested but were definitely ours in the previous years.

We have Winters a 10 point gain in reading in grade 6 and a 21 point gain in math in grade 6.

Agnes Little an 11 point gain in reading in grade 5 and a 22 point gain in math in grade 5 and that is tremendous.

At Cunningham we have a 14 point gain in reading in grade 4.

At Curtis a 12 point gain in math in grade 4 and at Varieur a 13 point gain in math in grade 4.

The areas that need to be of focus for us in the future are mathematics and in the immediate future, writing. We have growth,

but it's not sufficient. In science we have low scores but it's problematic statewide. There hasn't been a lot of focus on science statewide coming on board. It's not just a Pawtucket challenge. I believe it's a statewide challenge.

The gaps we want to be closing those and we want to get our graduation rate above 75%.

The Rhode Department of Education has submitted waivers for No Child Left Behind and if those waivers are approved and we believe that they will be the designation for these schools will be changed.

As in the past you made AYP or you didn't make AYP. Often it is was just one category of students or it was just one test which determined AYP or annual yearly progress. If these waivers are approved at the federal level there will be different designations and one will be called the reward school and these are high performing and there will be focus schools. These schools have a significant gap and priority schools will be low performing.

What does a focus school mean? RIDE realizes that at some schools where there are very few minority students the gap still exists. You have to have 40 kids in a minority group in order to count that group. So they have lowered that number and you can see Barrington on this list as a focus school because they have gaps. It doesn't matter how many students. If you have a gap, you have a gap. We are eager to see if those waivers are approved how those changes will impact Pawtucket. I believe RIDE has already run these calculations and they have a list and they are waiting to hear from the federal government before they produce that list.

On the third grade mathematics we are making progress but at this rate it will take 20 years to reach 70%. So this will be a focus area. We see this consistently in math. Just as we see gains consistently in reading the staff is to be commended for their work over the last six years.

Next we see fourth grade mathematics and we see significant gains and then a drop. This has a significant impact on fifth grade and then sixth grade and seventh grade. Just like with reading we want to intervene early.

In grade four reading you can see wonderful gains. In grade 5 math we've had some gain there. The problem there is that we are at just 53%. In grade 5 reading we've had nice gains and we are at 61%. Our immediate goal is 70%.

In grade 5 writing you'll notice there is a blank there in 2010 and that is because the test was not given. This is a huge concern and we'll come back to this in the end.

Mathematics grade 6 is at 51% and in reading it is at 62%. Seventh grade math—now we see the impact of the lower math scores in the previous years. Math is getting more challenging and our students are beginning to struggle. In reading though we are starting to make nice gains. Eighth grade mathematics is 38% proficient. Look at reading, it's 66% proficient. That is moving the heard to the northeast.

Eleventh grade mathematics, statewide these figures are lower than you would expect. RIDE has a new regulation and the regulation is very simple. You can go to high school and pass all of your math

classes but if you don't score at least partially proficient on this NECAP test, you will not get a diploma. You need to be partially proficient in math to get a diploma. Right now for this year's test, 69% have scored a one. Right now I'm serving with a group of Superintendents that are concerned with this regulation and how students can show their proficiency otherwise. What I am finding is in some districts the Superintendent is really concerned because they have so few kids going to one and they are going to have those few kids go to another district and show those kids in a different manner. Our numbers are staggering and that approach won't work for us. I've asked Ms. DiCenso to look at this issue and come back to us once we find out a student is not proficient and whether it is online, extra help the schedule that is being proposed with transformation would allow for extra help during the day or after school.

Mr. Tenreiro: They say it's not a high stakes test. However, they move the graduation system from something that they call compensatory to something they call conjunctive. Meaning students used to be able to if they didn't score well they would compensate with proficiency in the portfolio or proficiency in the end of year exams. Now they still have to do those things and yet if they don't meet at least a two on the state test, then we end up with 69% potentially in a place where we'll have to re-take the test as one option. Which I just can't imagine after taking the test in one year and having summer learning and having to take the test all over again and of that 69% who pays for that re-take of that state assessment? There are multiple issues with that and that was going to be one of my

questions and that is how many did score a one? That's a pretty amazing figure. Thank you.

Here with eleventh grade reading again you see some nice gains over the last couple of years. This eleventh grade writing and that's not where we want to be at all. We had a nice gain there and then back down. Writing will be a focus.

Here's what I call the reading writing gap. I find this interesting because you often don't see this kind of gap between reading and writing. When kids can read pretty well, typically their writing scores are not as high as their reading scores but the gap isn't what we see. We've asked Kathleen and a couple of our reading coordinators what we can do now. We have March, April, May and most of June. We have the summer and then we have the summer. I am not waiting until next fall to address this. We want to work very collaboratively with our teachers to really focus on one thing, actually two things. The main thing is kids need to write more. There's a lot of research that shows when kids write more often, their reading scores improve more often. Writing is thinking through the tip of a pen. I'm confident that if we focus on reading scores we will see improvement on this. Our teachers are doing really well with the literacy. So there are some really positive things to point out in our NECAP and we need to celebrate the successes and show the places that we need to grow.

Mr. Araujo: The math scores hover about the 50 percentile until you get to the seventh grade and then it drops down 15 percentage points. Is that an area of focus?

Mrs. Cylke: We saw this problem last year so this year the high

school teachers we actually identified algebra I as a course you wanted to focus on in high school. Algebra I is your gateway course. It's a gateway or a gatekeeper. If you get through algebra I, you are going to graduate. We provided three to four days of algebra I training for our teachers and hands on materials and resources so they could focus on the lessons and likewise with our middle school teachers we did a couple of things with math.

One is we wanted to accelerate the kids who were learning. We identified all the kids that scored high and we created a new class called pre algebra. Those high performing students can go to algebra I in the eighth grade. Prior to that, kids just went to middle school and did math seven and math eight.

We also identified those kids scoring a one or a low two and we created a class called algebra thinking. It's really designed to be hands on and help kids understand concepts. The teachers had one week of training. We provided a paperback text because we don't have any math textbooks and teachers were spending a lot of time at the copiers making materials. With the common core standards coming up I have spoken with the Deputy and it has been decided it is not the in the best interest to invest in textbooks at this time.

The trajectory elementary I know we have a meeting coming up on Wednesday and the math department has come up with their plan for professional development for the elementary and to provide better resources for our elementary school teachers.

Mr. Tenreiro: What is the first class to be tested on the common core?

**Mrs. Cylke: The current sophomores, 2014.**

**Ms. Suriani: They are tested starting in third grade. In 2014 everybody will be tested.**

**Ms. Nordquist: I just want to bring up about the rewards system that was put in place at Winters. I know it's a standardized test and you want to recognize students. But they also do that at Potter Burns. My niece is a student there and she is proficient in reading and math and she is so excited to be able to go to this dinner that they are having. That was her main goal in preparing for this. She took this very seriously; going to bed early and she's only nine years old and that was a big thing. Maybe it's not in schools because of financial burden or lack of support, but it is something to do or maybe we could help offer something for that or some incentive. It doesn't take much maybe just a little recognition and motivation, it goes a long way. Congratulations to everybody for increasing the scores.**

### **c. FY13 Budget Overview**

**Mrs. Cylke: With this budget overview we are not proposing a recommendation. We are not asking for any action tonight. In light of what is happening in Woonsocket and in Providence we wanted to share with the committee tonight and with our public that we do not have a budget deficit. We will actually be in a budget surplus. There are many variables along the way and tonight is only an overview.**

**We're going to give you this overview tonight that says we are basically not going to be in trouble. You will receive your budget notebook. We will schedule a budget work session and it will be at that budget work session where we may have to make some**

decisions. Because we will always have more needs than we will have some revenues to meet those needs.

First we want to share with you what we see as anticipated revenue.

Mr. Conlon: This is the first time in many years that we are starting off with the numbers right off the bat. Next year the governor is restoring or intends to restore the federal jobs funds that was cut this year and that is \$2,840,944. This year several mayors went to the governor and asked for accelerated funding formula to the tune of \$22M statewide and for us that means an additional \$1,282,870. Also the funding formula itself is in year two and that turns out to be \$2,678,859.

The bottom line from the state is our revenue is scheduled to increase \$6,802,673 over last year. To that \$6.8M we add \$996,500 in Maintenance of Effort that the City will provide to us because of prior year reduction plans. There are several decreases in revenue. One is the Medicaid revenue, because the federal government changed the rate of reimbursement. The other is in anticipated tuitions. We have several students at JMW who lived out of City who have moved into the City and we do not get that tuition anymore. Also the tuition we used to receive from Summer School, along with the associated expenses is now paid for under the local budget.

We can anticipate at least \$7,660,025 more in revenue than we received this year.

Mr. Coughlin: Is he giving us back the \$2.8 he took from us last year or is he just restoring the federal jobs fund program and he's not going to take it of the federal jobs funds?

**Mr. Conlon: The federal jobs funds were given in FY11.**

**Mr. Coughlin: Right and we used that.**

**Mr. Conlon: We used that because the City cut us in FY11. But now in FY12 the governor said “don’t use the money save it for FY12” and we were unable to do that. So he cut every district by the jobs monies they were able to receive.**

**Mr. Coughlin: We essentially reduced our funding formula.**

**Mr. Conlon: No because the federal jobs fund and the stabilization funds are all considered to be one fund combined by state Maintenance of Effort.**

**Mr. Coughlin: It reduced our state funding. We were penalized for having used them.**

**Mr. Conlon: Correct.**

**Mr. Coughlin: So now he’s saying I’m giving you back the dollars?**

**Mr. Conlon: Yes. Because he cut us in FY12 so he is giving it back to us in FY13. Because we don’t have it to offset the reduction.**

**Mr. Noonan: Whatever happened to the \$2.7M that the City owes us?**

**Mr. Conlon: That’s never been replenished. It’s still out there.**

**Mr. Noonan: We just had the Warwick decision which was no good and the West Warwick which was good. Maybe we should send them a letter saying we are reserving our right to pursue.**

**Mr. Conlon: I don’t think we ever relinquished the right.**

**Mr. Conlon: This is really an overview as Debbie stated. You will be provided with the binders with all of the detail.**

**The next slide is our expenditure increase. This year we have what is contractual in nature. They are the teachers’ contract, the non**

**teachers' contract. There are some obvious large numbers in here and one is the step increase for the teachers at \$625,180. You may notice that the pension for the non certified decreased by \$574,217. That is due to the pension reform. But for the non teaching staff their pension rate went up. If it wasn't for pension reform, we would be looking at an entirely different picture. It was slated to go up another 6% or \$3M. Instead it went down.**

**Other than that all other increases are contractual. You may remember there was a furlough day this year. That's not in the contract for next year so we had to put that money back in. All of those total contractual increases amount to \$1,429,573.**

**The next slide is what we refer to as increases and decreases required by prudent budgeting practices. Some would call it a roll up budget. Most of it is what we have spent either this year or it varies over the last two years of the realistic numbers. There are a couple of standouts.**

**One is for charter school tuitions. Charter school tuitions were slated to go up by \$357,254. That is because the Mayoral Academy has opened up a new grade. RIDE has provided us with a projection of what the student population is going to be not only the Mayoral Academy but for all the other schools.**

**Another big one is the funding formula. For the second year in a row that means payments to state schools. In our case that is Davies and the Met School in Providence. Within five years we will be paying for the state schools the same amount that we will be paying here per pupil. That's another \$344,447 based on RIDE's estimate.**

**We went up 3% on special education out placements. I want to point out that it's not because we are sending more kids out, but in fact we are bringing more kids back in. That is the typical increase in rates. If that number doesn't survive, when we adjust to actual in September or October, at that time we may see a change of the actual rate we are being charged. That number may or may not change. It may go up a little it may go down a little.**

**You may remember the literacy set aside had gone away as part of the funding formula. There were several salaries that were funded by it. There was a copy machine funded by it. Those had to be picked up by the local budget. That is \$134,058.**

**Once again this is overview and we picked out major dollars. All of these may change when we do adjustments to actual.**

**The next page is really the summary. You have FY12 in the left hand column. Next year is the middle column and the difference between them is the last column. Once again it's showing that revenue is going up by \$7.6M. Expenditures which include all the contractual ones is going up by almost \$3M. That reduces it to \$4.7M. We do rely on two things which we don't want to rely on if you remember. One is unidentified cut and they do occur, they have. However, it takes it from \$1.5M this year to \$771,044 next year. Hopefully, next year we will be able to cut that in half again or get rid of it entirely.**

**Mrs. Cylke: It's just not prudent to be relying on your unidentified cuts or medical reserves as part of your budget.**

**Mr. Conlon: Just when we have cut the unidentified cuts in half, we have cut the medical reserves right out of the picture.**

**Mr. Tenreiro:** Just general accounting principles you're betting on unidentified cuts and medical reserves. The district doesn't budget for that. The district usually ends up with some in the form of a surplus. I agree with you making that medical reserve disappear.

**Mr. Conlon:** The City also does this and the state takes the percentage of the total salaries and say they think we are going to have reductions in expenses in this amount.

So when you take those three things and you take the percentage of excess of revenue or surplus, we don't like to use the word surplus because that's foreign to us. We are left with \$5.3M at this point and time.

**Mrs. Cylke:** So when we are going through this, I'm thinking what a difference a year makes. But, \$1.2M of the \$3.4M is based on the governor's goal funding formula. How is he going to do that? He's going to do that by increasing the restaurant tax.

I think we have to be prudent here and I don't think we can operate from the mindset that we are looking at \$3.4M. I think you have to say \$1.2M. It's not that I don't think it's going to happen I think it's unlikely to happen. It's not something we can get excited about or plan on and again this is just an overview.

As we go into the next page, we've taken that off. What we have put on the list is those things we believe we have to put into the budget. We have the transformation officer and maybe we'll get that out of the SIG Grant. The Elementary School Performance Officer; last year you recall we put the Deputy's salary in the general budget. Those salaries belong in the general budget. As you go down that list you

can see we want to restore at least ten teachers minimally. Those are cuts we made last year and we want to add those teachers back in. That was at the secondary level. We have quite a bit identified for technology and mobile computer labs to get those elementary kids ready. Last year if you recall we cut a clerk in the IT Department and we feel if we are going to move forward we need a technician not a clerk. I have \$48,443 to add instructional content specialists' stipends. I want to add a teacher's leader position at every grade level and maybe make their contract for an additional 15 days more. I know Mrs. Enander is an exceptional math teacher and I would like to tap into that talent and help us go into the school year on Saturdays and summer work sessions and curriculum decisions. These are experienced teachers who would be content specialists to help with curriculum. If we have the funding, great.

We advertised the high school principals for 225 days. There is no way they can be prepared in 205 days for the month of September. We think one of the assistant principals is going to have to put some more time in.

We put the supervision in there should that become a cost.

Mr. Beaupre and I have had numerous discussions of teachers having to cover other teachers' classes because we don't have enough subs because we don't pay our subs well. So you don't make it \$99.99, you make it \$100 and hopefully they will want to come to Pawtucket and work.

We have been in negotiations with the Non Certified Union and they've expressed to me how impossible it is for clerks to be ready to

open only to have them ready to arrive two to three days before the scheduled start of school. So we would like to see some extra days for our clerks.

Elementary school professional learning—we are meeting with our district leadership team Wednesday and there will be more. I mentioned math and reading and we're hoping to finance that.

We wanted to put this out because when you say we have \$3.4 and these are some things we have wanted to do for a number of years. Again this is just an overview.

Mr. Conlon: As Debbie mentioned earlier the SIG Grant is in addition to what we have presented tonight and we won't know what that number is until the end of the month. So for us to ask you to act on this tonight doesn't make sense when we don't have all the information or the actual numbers especially when it comes to transformation and the numbers associated with that.

Mrs. Cylke: There are going to be a lot of tough decisions to be made once the SIG Grant has been made. Central Falls High School was put on a PLSA list and had \$1.2M for their SIG Grant. Pawtucket this year for two high schools is going to be competing with seven other schools for the grant and the total amount available for all nine schools is \$2.2M. Even if they were to spread that evenly, that would be about \$250,000 per school. But it's competitive. You can walk away from that without anything. I have great faith in our committee and in the plan we are putting together. My great concern is that we will have a great plan that we can't finance. That SIG Grant has been greatly reduced at the federal level.

I go downstairs everyday to see Joe McNamara and ask him how we are doing with the Governor's budget and the reality is we probably won't know anything until June 30th.

It's certainly not as dire as last year and we are not reporting any deficit and the plan this evening was to give you an overview in spite of the sad news we hear from surrounding communities.

Mr. Tenreiro: I appreciate the committee's hard work over the last year. I think that set this year up even better for this type of resolve. I'm very encouraged, but also we need to be very cautious and the thing I want the committee to think about is we have some big things before us like high school transformation projects. We have achievement gaps that need to be addressed, transition year issues that we need to deal with. But I also want the committee to think about the possibility of creating some type of contingency reserve fund, I don't know how big, but recently we passed the GASB 54 and it does require us to when we do have funds to reserve up to 5%. Not all at once, but I think we should certainly start to build a reserve for sustainability or for one time emergencies. Shoveling the snow off the roofs last year is a good example.

Ms. Bonollo: Since you mentioned our 32 digit accounting plan, can we get an analysis or comparison of sorts of what's going on between us and other districts?

Ms. Baker: It's on the RIDE website. Everybody is up by 2010.

Mrs. Cylke: It's good to do this. Are we in the ballpark or not? I can tell you we are in the ballpark. For example what percentage of your budget goes to special education? We can compare that to a couple

of others. What percentage goes to personnel, benefits—we can do that.

**Mr. Spooner:** Nice job everybody. Thank you.

**Mr. Tenreiro:** Thank you very much.

**X New Business – Action Item(s)**

**a. Appointment(s) Coaching**

**Mrs. Cylke:** This evening we're asking the school committee to approve the following coaching appointment of Gerald Sabatelli, Assistant Coach Girls' Softball-Tolman.

**Ms. Nordquist** moved to approve the coaching appointment of Gerald Sabatelli, Assistant Coach Girls' Softball-Tolman. **Mr. Araujo** seconded.

**Voice vote** carried all in favor.

**b. Set Budget Hearing Date**

**Mrs. Cylke:** We are asking the committee to set a budget hearing date, our next April meeting is on Tuesday, April 10th. It's possible to have a budget work session at that meeting and go into a regular or have a separate meeting. We'd just like to have the date set so we can notify the public.

**Mr. Tenreiro:** We can have Dianna poll some dates. Maybe we can also include the transformation plan with this meeting.

**Ms. Nordquist:** I'd like to say that all members be at this meeting and that if one member can't make it that we don't have it.

**Mr. Tenreiro:** We'll do our best, we just need a quorum.

**Ms. Nordquist: No, it's not we just need a quorum. Everybody should there and if they can't be there, it shouldn't be everybody, but one person can't.**

**Mr. Tenreiro: We'll do our best to be there.**

## **XI Superintendent's Report**

**Mrs. Cylke: In looking at the time and we have to go into executive session I'll pass and put my report in my Friday Report.**

## **XII Special Report of the School Committee Members**

**Mr. Araujo: Have a great St. Patty's Day everyone and thank you for coming.**

**Ms. Bonollo: Good night.**

**Mr. Coughlin: Ditto Mr. Araujo's remark.**

**Mr. Noonan: Happy St. Patrick's Day everybody and for all you people who have your NCAA tournament basketball pool I've got to tell you that the number two overall seed is Syracuse. They lost the best player.**

**Ms. Nordquist: I know the Tolman representatives couldn't make it here tonight but they are probably tired because they represent the Tolman Interscholastic State Championship in the Large School Division this past Sunday and that was the third year in a row. That's quite an accomplishment. One thing I want to bring to your attention about this team. They have been trying to raise money for uniforms and a lot of the other teams at Tolman did get new uniforms last year and they were one that did not. They get to go statewide and I didn't know if Superintendent Cylke you had said that there was going to be a \$10,000 anonymous donation in which \$5,000 had to go to the**

football team. I didn't know if you had earmarked the other \$5,000 of that, not saying that you have to use the whole \$5,000, but if you could give them something to help them. They have uniforms that are not always the same there are slight differences and they are over ten years old. I think winning three state championships is a valid sport. They deserve to have something and we should be able to help them for something towards their uniforms next year.

Mrs. Cylke: I will definitely contact their advisor and we have a gift from Bristol County Savings Bank. Last year it was for music and this year they basically left their donation open. We said we would put most towards instruments, but I would love to be able to recognize their success.

Mr. Spooner: Good night.

Mr. Tenreiro: Ms. Bonollo and I were able to judge the healthy foods challenge and it was the first one that Sodexo was able to do with the high school students here at Jenks with Mayor Grebien. It was a great event and the kids did a great job and the girl that won gets to go to the state competition. Mayor Grebien finished his plate each time and I just wanted that on the record.

## **V Executive Session**

The Chairman commented that the committee would recess to executive session in accordance with provision under Title 42, Chapter 46, Subsection 5 (a) (2) legal advice and litigation/collective bargaining of the General Laws of the State of R. I. for the purpose of discussing and/or acting upon: Pawtucket Teachers Alliance insurance policy coverage change; non certified negotiations and to

**seal the executive session minutes.**

**Mr. Coughlin moved to recess to executive session. Ms. Bonollo seconded.**

**Roll call**

**Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Coughlin-yes; Mr. Noonan-yes; Ms. Nordquist-yes; Mr. Spooner-yes; Mr. Tenreiro-yes**

**Motion carried unanimously.**

**The committee recessed to executive session from 8:28 PM to 9:01 PM.**

**VI Reconvene to open session**

**The committee reconvened to open session at 9:02 PM.**

**Roll call**

**Mr. Araujo-here; Ms. Bonollo-here; Mr. Coughlin-here; Mr. Noonan-here; Ms. Nordquist-here; Mr. Spooner-here; Mr. Tenreiro-here**

**VII Report out vote(s) of executive session of 3/13/12 if applicable**

**The Chairman asked the Clerk if there were any vote to report out.**

**The Clerk reported that the committee voted six to one to deny the Pawtucket Teachers Alliance request to enter into a Memorandum of Agreement extending insurance benefits to domestic partners. The opposing vote was Ms. Nordquist. The committee voted unanimously to seal executive session minutes and to adjourn the executive session.**

**XIII Adjournment**

**Mr. Coughlin moved to adjourn. Ms. Bonollo seconded.**

**Voice vote carried all in favor.**

**The Chairman adjourned the regular meeting of the Pawtucket School  
Committee on March 13, 2012 at 9:05 PM.**

**Respectfully submitted**

**Clerk**

**APPROVED April 10, 2012**