A meeting of the Revere School Committee of the Whole was called to order on Wednesday, January 25, 2017 at 5:00 PM at the Ferrante School Committee Room at Revere High School.

**Members Present:** Mayor Brian Arigo, Chair, Mrs. Stacey Rizzo, Vice Chair, Mr. Michael Ferrante, Mr. Dan Maguire, Mr. Fred Sannella, Ms. Carol A. Tye. Also in attendance, Superintendent Dr. Dianne K. Kelly.

**Members Absent:** Ms. Susan Gravellese, Secretary.

The meeting was called to order by Mrs. Stacey Rizzo, Vice Chair, at 5:00 PM.

1. Operating Protocols presented and accepted as is. A recommendation to accept at the School Committee meeting, February 28, 2017. *Copy attached.*

2. Revere School Committee Goals presented. Read by Carol Tye and accepted after grammatical edits. A recommendation to accept at the School Committee meeting, February 28, 2017. *Copy attached.*

3. New Business
   Members of the RELB committee, Lisa Caponigro, Matt Costa, and Alyssa Bibeau attended the meeting to address questions that school committee had. Copy attached.

4. Agenda Drafts
   - Consent Calendar – presented and accepted as is. Consent Calendar will be discussed at the Committee of the Whole meetings prior to the scheduled monthly Regular School Committee meetings, which at that time will be voted up or down. *Copy attached.*

5. Policy Update - Tabled to next meeting.

6. Superintendent Evaluation- discussed. Another Mid-cycle evaluation meeting scheduled for Tuesday, January 31, 2017 at 11:00 am, in the Ferrante School Committee Room.

7. School Committee Evaluation – Stacey Rizzo passed out forms to School Committee members and Superintendent, to be filled out and returned. Upon return, they will be sent out to MASC for review and guidance.
The meeting was adjourned at 6:45 PM.

The next School Committee meeting will take place on February 28, 2017 at 6:00 PM.

Respectfully submitted,

Stacey Rizzo
Stacey Rizzo
Vice-Chair
2017-2018 Revere School Committee Protocols

For the purpose of enhancing teamwork among members of the School Committee and between our School Committee and administration, we, the members of the Revere School Committee, do hereby publicly commit ourselves collectively and individually to the following operating protocols:

1. The School Committee will place the interests of students above all others in every decision that we make.

2. The School Committee will lead by example and work to build trust with the School Committee, Superintendent, Staff, and Community. While we encourage debate and differing points of view, we will treat all individuals with care, respect, and dignity.

3. Committee Members, at School Committee meetings, will speak to the issues on the agenda, not engage in inappropriate debate. Facts and information needed from the administration will be referred to the Superintendent.

4. Surprises to the School Committee or the superintendent will be the exception, not the rule. We agree to ask the School Committee Chair or the Superintendent to place an item on the agenda instead of bringing it up unexpectedly at a meeting. Questions and concerns from School Committee members should be offered in a timely manner.

5. When executive sessions are held, School Committee Members will honor the confidentiality of the discussions.

6. Individual School Committee Members do not have authority. Only the School Committee as a whole has authority. We agree that an individual School Committee Member will not engage in any unilateral action. When School Committee Members attend meetings of other committees or boards, they will be speaking as individuals and not for the Committee except when reporting a decision of the majority of the School Committee.

7. The Vice Chair and Superintendent will represent the positions of the School Committee to the media.

8. The School Committee will help establish the mission, vision, and goals of the district, create policies, monitor progress, and assure accountability. The Superintendent will manage the schools and staff.

9. Respecting the chain of command, all individual Committee Member requests for information, reports, and data that may require time and effort on the part of administration and/or staff will go through the Vice Chair. Results will be distributed to all Committee Members.
10. Individual Committee member requests for action by the School Committee shall be first referred to the appropriate subcommittee for a recommendation to the School Committee. Items unrelated to any particular subcommittee shall be referred to the Committee of the Whole for a recommendation to the School Committee.

11. Individual School Committee members shall notify the Superintendent prior to visiting any school building except when exercising parental duties or attending public events. Individual Committee members shall not visit schools on official business unless authorized to do so by the School Committee.

12. We will model continuous learning as School Committee members by participating in professional development, district mentoring, and educational conferences.

We will maintain fidelity to these commitments and will be held accountable by our fellow School Committee members should any one of us fail to live up to these commitments. If a School Committee member or the Superintendent violates any of the abovementioned commitments in any way, s/he will be referred to the Chair. The Chair will mediate all disagreements among Committee members, who will respect the authority of the Chair in dispute resolution.

Michael Ferrante
Susan Gravellese
Daniel Maguire
Stacey A Rizzo
Frederick Sannella
Carol Tye

Brian Anligo
Mayor
1. APPROVAL OF MINUTES

2. COMMUNICATIONS

3. ENROLLMENT UPDATE

4. FOOD SERVICE FINANCIALS

5. QUARTERLY FINANCIAL REPORTS

6. WARRANTS

7. PERSONNEL ITEMS
   A. New Hires
   B. Retirements/Resignations/Terminations

8. ACCEPTANCE OF DONATIONS/GIFTS

9. SCHOOL FIELD TRIPS
Revere School Committee Overarching Goals

1. Student Achievement:
   - The Revere School Committee wants all students, including those in alternative programs, to be prepared for a post secondary degree program, pursue a career, and be an active citizen when they graduate from Revere Public Schools.
   - We will foster a system with continuous growth and change, with more emphasis on transitions, growth mindset, and student voice.

2. Instructional Practice:
   - The Revere Public Schools will recruit, develop, evaluate, and retain highly-qualified, diverse, and effective staff members to support a professional culture designed to prepare every student for success.
   - The Revere Public Schools will work to enhance its curricular offerings with an emphasis on STEAM (Science, Technology, Engineering, Arts, and Math).

3. Community Engagement
   - The Revere School Committee and Administration will support the development of a new website that will allow easier access to all stakeholders. This will allow for sharing student work with the community, more communication on the happenings, and allow parents and community partners to be more engaged.
   - These actions will create broad support for a high quality education system that is our community’s most valuable asset.

4. Fiscal Responsibilities
   - The Revere School Committee will responsibly, strategically and transparently allocate resources based on their ability to positively impact teaching and learning.
   - To establish levels of funding that will provide high quality education for the students.
   - To oversee the disbursement of funds throughout the year to ensure consistency with the budget and these stated fiscal goals.
   - To ensure comprehensive planning for the next school year in the budget process.
REVERE SCHOOL COMMITTEE

FERRANTE SCHOOL COMMITTEE ROOM
101 SCHOOL ST.
REVERE, MA 02151

AGENDA/DATE

I. PLEDGE OF ALLEGIANCE/CALL TO ORDER

II. RECOGNITION

III. SUPERINTENDENT REPORT

IV. STUDENT REPRESENTATIVE REPORT

V. PUBLIC PARTICIPATION

VI. CONSENT CALENDAR (Vote required)

VII. REPORT OF SUB-COMMITTEES

VIII. OLD BUSINESS

IX. NEW BUSINESS

X. SCHOOL COMMITTEE INTERESTS

XI. MOTIONS

XII. EXECUTIVE SESSION

XIII. ADJOURNMENT

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.
BENEFITS OF SCHOOL COMMITTEE SELF-EVALUATION

1. To help the public understand that the schools are being managed as effectively and efficiently as possible.

2. To help the committee understand where it is and where it is going so that the committee is in a stronger position to communicate these facts and exercise leadership within the school system and the community.

3. By evaluating and reassessing its goals and reviewing its primary responsibilities, the committee sets an example for others within the system.

4. Concern for the committee's own performance demonstrates to the community that the committee is an accountable, business-like entity, intent upon doing the best possible job.

5. To help the committee have a better understanding of its roles and responsibilities and a yardstick for how well it is fulfilling those duties.

6. To help the committee members develop a better working relationship among themselves and between the members and the superintendent.

7. To help the committee to identify where to put its energy and effort in the future.

8. To help the committee clarify its mission and set committee goals.

9. To solve intra-committee problems that are interfering with the ability of the committee to conduct school business.

10. To increase the effectiveness of committee meetings.

11. To help committee members appreciate each others strengths.

12. To help the committee appreciate it's strengths.

13. To set standards for committee conduct and operations.

14. To define the role of the committee's officers.

15. To help the committee prepare for an effective superintendent evaluation process.

16. To bring the individual members together as a team.

TEAM: Together Everyone Achieves More!
SCHOOL COMMITTEE SELF-EVALUATION

The Education Reform Act of 1993 strengthened the requirement for accountability in the delivery of education to our students. To that end, the law now calls for the superintendent of schools to "cause the evaluation" of every employee in the school system.

But who is to evaluate the school committee, if not the school committee itself? While it is true that as individuals, members of the committee are "evaluated" when they stand for re-election or reappointment there is no prescribed agency, no prescribed vehicle for the school committee, as a body, to be evaluated-except by the body itself!

Why do a self-evaluation? While there are many potential benefits, there are two essential questions that could be answered. They are:

1. Is the committee doing the right things?
2. Are the "right things" being done the "right way"?

The Massachusetts Association of School Committees has developed this package to serve as a guide to members who wish to conduct a self-evaluation. The guide is more of a process than an instrument. Self-evaluation by the school committee can yield significant insights and improvement in the total operation of the committee. It can also demonstrate to the entire organization the committee's affirmation of, and commitment to, improvement and accountability in the continuing implementation of Education Reform.

As always, the Association is ready to assist you whatever your needs may be. Please call our office to talk to a staff member or to set up an on-site visit with a field services representative.
THE PROCESS FOR CONDUCTING A SELF-EVALUATION

The process for performing a self-evaluation is a three-step process:

1. Planning the evaluation
2. Completing the evaluation
3. Processing the data.

Planning the evaluation requires the committee to reach agreement on areas of evaluation. This can include, but is certainly not limited to, the following areas of concern:

- governance
- operations
- member relations
- committee/superintendent relations
- strategic planning
- community relations
- fiscal management
- conduct of school committee meetings.

A list of specific items that you may want to consider in each category is listed in the appendix to this document.

At this point it is important to note that while the process for the evaluation of the superintendent calls for clear, measurable goals, the committee need not restrict itself to that specifically for this process. Much of what the committee needs to address are the more subjective and qualitative factors in areas such as group dynamics that are such an integral part of a school committee’s effectiveness.

Once the committee has met (with or without the help of a facilitator) to decide on what categories will be incorporated into the evaluation, they can begin to choose the descriptors within each category (See appendix). This important step may involve a considerable amount of discussion. Try not to "split hairs" and have too many variations of the same point. Later in the process, you should recognize that one of the key benefits of self-evaluation is the actual discussion among committee members as you review the results. Once you have settled on the categories and descriptors, you are ready to complete the self-evaluation.
When establishing a deadline for completing the evaluation, it is important to give each member enough time so they won't feel rushed. It is common for each evaluation to be anonymous. Designate someone to collect the forms and do a composite scoring.

Processing the data can often be more effective when the committee uses a facilitator. Many of the issues and examples that will be used by members in the discussion can involve personalities and interpersonal dynamics and an objective non-member can be an invaluable aid in keeping the dialogue on-track and focused.

Remember that a key benefit, apart from the "report card" that results from the processing of data, is the enlightening (and non-threatening) discussion of issues that would never have been "agenda items" on their own. To this end, try and choose a setting that is comfortable and informal. While the meeting must be an open meeting, it must be set up for the benefit of committee members to have an honest and productive dialogue. Limit the discussion to the participants.

There are two ways to look at the scoring. The most obvious way is to find the areas where there is strong agreement. If there is strong agreement that improvement is needed in a particular area, then this should become part of your new "action plan." If there is agreement that something is working, then keep up the good work!

The other way to view the scoring is to look for areas where there is no strong agreement. If half the committee believes the committee does a great job on the budget, and half the committee believes that there is room for improvement, then an area for discussion has been identified. It is in these discussions that members can learn about each other, find ways to reach common ground, and develop a plan to move forward together. The most important thing is not to let the report hang in the air-use it to develop your own "professional development plan" for the school committee. Ask your facilitator or one of your members to draft a synopsis of your discussion, and initiate plans to put into action the ideas generated in the process, or to develop a plan for the committee to receive training.
APPENDIX

Scoring is done as follows:

1-Strongly agree  2-Agree  3-Disagree  4-Don't know

Sample Descriptors

Governance

The school committee is a governing body, charged with setting the educational goals and objectives for the school system, adopting policies that enable the administration to achieve these goals and objectives, adopting a budget to provide necessary resources, the hiring and evaluation of the superintendent, and the ongoing review and evaluation of the school system's performance in fulfilling its mission.

1. The committee's policies are clear and up-to-date.

2. The committee has adopted a mission statement.

3. The committee regularly evaluates its progress relative to the goals and objectives that have been adopted.

4. The committee refrains from involvement in the administration of the school system.

5. The committee members take part in educational workshops and conferences to help them make informed decisions.

MASC School Committee Self-evaluation
Operations

Any group or team functions best when the norms, rules and dynamics are spelled out, easily understood, and agreed upon. Aside from certain Massachusetts General Laws and Robert’s Rules of Order, the school committee generally develops its own ways of doing things. City charters and town by-laws may also provide direction for the committee. The more that is discussed up front, the smoother the process for making decisions can be.

1. Roles of committee officers are defined in committee policy and understood by all members.

2. New members receive introductory training and orientation when they join the committee.

3. Procedures and protocols for committee operations are published and understood.

Member Relations

Group dynamics and teamwork are an extremely important part of school committee success. Members can have strong opinions on issues yet still remain open-minded and willing to work out differences. How committee members treat each other goes a long way in affecting the ultimate success of the committee as a whole and as individuals.

1. Members treat each other with courtesy and respect.

2. All members are encouraged to voice opinions and take positions on issues.

3. Members respect the will of the majority and support decisions once they are made.

4. Members share pertinent information with each other to prevent surprises and promote informed decision making.

5. Members "do their homework" and come prepared to make decisions.

6. Members understand the role of the individual as part of the whole group.
Committee/Superintendent Relations

The superintendent is a critical member of the management team, implementing school committee policies and leading the school system in the direction set by the school committee. The relationship between the committee and the superintendent is an area that deserves the utmost attention and care.

1. The committee regularly evaluates the superintendent using a mutually agreed-upon process.

2. The types and frequency of communications are agreed to in advance.

3. The superintendent is accessible to committee members.

4. Committee members contact the superintendent when seeking information.

5. The superintendent informs the committee of major personnel decisions.

6. The superintendent and committee treat each other with mutual respect and professionalism.

7. Both the committee and the superintendent operate on a "no-surprises" model.
Strategic Planning and Fiscal Management

The school committee is accountable to the community for the responsible management of the school system's finances. It is also responsible for providing the resources necessary to enable the school system to perform its mission. Solid planning is needed to maximize short-term and long-term allocation of resources.

1. A long term, strategic plan exists and is regularly reviewed.

2. All constituencies of the school district are involved in the strategic planning process.

3. The budget process is documented and published.

4. Budgets are developed based on needs, from the "bottom-up."

5. The committee, as a group, presents and advocates the budget to the community.

6. The committee receives regular reports with budget and financial status for the school system.

Community Relations

The school committee is the chief advocate for students in the community. As such, it needs to strive for a positive relationship between the community and the school system. The perception of the school system's quality impacts nearly all facets of the system, and is an integral component of school committee success in advocacy.

1. The committee has a public relations plan for the school system.

2. The committee encourages the inclusion of community members in as much decision making as possible.

3. The committee works cooperatively with other branches of municipal government.

4. The school system regularly reports its own progress and accomplishments.
Conduct of Meetings

The quality of school committee meetings affects not only the quality of committee decisions and committee credibility, but also the level of confidence the community has in the committee. School committee decisions can be made only at these meetings, which often provide the public its only "window" into the school system. The meeting agenda is planned jointly by the committee chairman and the superintendent, and must be adhered to by the committee.

1. Committee members receive sufficient information far enough in advance to prepare for meetings.

2. Public input is welcomed, and is done according to an established policy.

3. Full and sufficient debate is allowed.

4. Discussion is focused on issues, not personalities.

5. The physical setting is conducive to productive discussion and decision making.

6. Meetings are frequent enough to prevent overcrowded agendas.
Program:

- **Who decides who the CT's are?** There will be a hiring committee comprised of RELB members who developed the C2C pilot program and Superintendent’s representatives.
  - **By principal?**
  - Rigorous application – min years, demonstrates outstanding classroom skills, able to communicate their knowledge about best practice to others? Yes, the application and job description are being worked on now. The plan is that a potential CT would need to have Professional Teaching Status, proficient/exemplary ratings on their most recent evaluations and at least 5 years of experience.

- **Will they receive a stipend?** No
  - **If so, would that be considered a supervisory role?**
  - **Also would that be a concern within the bargaining unit (would they receive fair representation if a teacher files a grievance against them)?**
    
    Because this isn’t a supervisory role and the C2C program is non-evaluative, there is little concern about grievances. If C2C observation information did make it into an evaluation, this would be a breach by the evaluator, who is responsible for letting the peer assistance relationship develop without interference.

- **On what are their concerns likely to focus?** The participating teacher (PT) would identify the goal/focus of their work with the Consulting Teacher (CT) at the beginning of the year. This would be similar to when an educator identifies SMART goals at the beginning of their educator growth cycle. As a result, the CT would need to have a wide-range of expertise in a variety of effective instructional strategies. These would be our very best teachers who already demonstrate excellent teaching skills in a variety of areas. Further, it will be important that CTs have demonstrated a willingness and ability to learn and apply new pedagogical strategies and approaches into their practice. This way as new practices emerge they will be able to learn them and support their PTs in applying them into their practice.
  - **Will each CT be focused on a different development... Ex: 1- CBL, 1- Flipped Learning, 1- Visible Thinking, 1- SEL...**
  - **Each CT will need to be skilled on one or more of the district focus areas. Down the road, we anticipate more people will be engaged in the program and then the CTs might focus on just one area of expertise. The Pilot will help us figure this out.**
  - **Or whoever is at the helm decides which ones to focus on?**

**Questioning:**

- **Individual teachers will only hold these positions for 2 years (don’t see this in the written proposal)**
  
  We actually felt the position should have a 3 year term with opportunity to reapply at the end of the 3 years. Obviously, in any new role it takes some time to learn all the nuances of the work. Additionally, CTs would need to receive PD and training for certain facets of their work.

- **They will return to a classroom after.....how will that be handled (back to the same classroom or treated as if one came back from LOA after 1 year)?** They would get their position back if they return after the 3 years. Yes, it would be like an LOA. If need be, the non-PTS teachers who took their position would be transferred. It’s also possible that the CT after experiencing a wider view of the district may want to experience a different grade-level or school when re-entering the classroom.

- **Who will they report to individual principals, directors, Super????** Not firm yet but thinking the curriculum director who most closely matches their role

- **Although participating teachers are on a voluntary basis is it possible for a school principals to recommend a tenured teacher who may be having difficulty and/or dissatisfactory evaluations) to
take part in the program? Not at this time. Perhaps down the road if the pilot is successful. It could be a conversation between an evaluator and a teacher to highlight/publicize a resource that may be available to them to grow in a certain area. However, we would not want teachers to be directed into this pilot program. It’s a primary concern of the RELB and the C2C team to avoid a ‘bad teacher’ stigma around peer assistance. It is better for long term student benefit to develop a culture of open conversations and peer observations. To get buy-in from struggling teachers, we don’t want them to feel labeled by this program – it is all about growth for any participant.

After the pilot would each school be able to determine what 2 Coaches they will like….Math & SEL, ELL & CBL etc.? Yes, this is the plan.

- Imagine if our elementary teachers only had 10-12 students in their classroom (the proposal states each CT will only work with 10-12 teachers), they would be able to deal with the social emotional issues. The rationale behind the 10-12 is that this work is intended to be intense job-embedded professional development. As a result, the consulting teacher would spend a significant amount of time working with each participating teacher. We envision a model where the CT spends approximately 3-4 hours a week supporting one PT. The caseload comparison is a better fit to the number of teachers an instructional coach works with. A CT working with 12 teachers would only have 3 contact hours available for each participating teacher, which would need to include shared planning, classroom observations, conferencing, and research.

- Why aren’t PD’s and principal meetings covering some of these developments? They are. But research shows ongoing, job embedded professional development is far more effective and the only way to truly change practice. Research shows that when educators have 60-80 hours of highly-effective, job-embedded professional development in a certain area that they are much more likely to implement these new approaches and that their students have greater achievement gains the following year (Darling Hammond, Professional Learning in the Learning Profession).

- Is this something that their membership is on board with or even aware of? The RELB is comprised of their members. They have had updates every year at the opening day PD.

- The history said that this was supposed to be piloted in 2015-2016, why was this not brought to our attention until 11/16? We have been working to research and design the right program for Revere educators. Originally, there were some thoughts to pilot for 2015-2016 or even for 2016-2017. However, we realized that it would take more time to design the right plan to pilot for us. All of the research we conducted here highlighted the need to start with a thoughtfully designed program in order to ensure “buy-in” from all stakeholders.

- How much we spending? We estimate the cost of the 4 positions at $180,000 (4 new hires at lower wages roughly $45K each)

  - What metrics will be measured to see how beneficial it is?
  - What is the expected ROI?
  - And if it doesn’t reach that expectation, what then?

- If we are investing this much money, why not look into other areas that we could use it for and compare which would be more beneficial? We need all of these positions filled but don’t have the money. We spent three years researching how to have a strong positive impact on a large number of kids. The research shows that PA and PAR models are the most effective.

  - Extra social worker
- Life Coach at RHS for students especially for those that have repeated discipline issues and to support those that score at the bottom level.
- Or even the Social Service Outreach Liaison that we spoke about last year.

- **Instead of year long CT’s, what about stipends for educators to do workshops during the summer?** Typically, educators only apply small percentages of PD that they receive from isolated workshops. The research highlights the need to apply learning from workshops into our setting. This is why we have developed a coaching program and professional learning groups. These models have supported many of educators with applying learning from different areas into their practice. We envision that the C2C program could be another forum to support roughly 50 educators a year with applying new and highly effective practices into their instructional repertoire.

**Did the union endorse the four new potential positions?** In a sense, yes, the RELB is comprised of RTA members. Formally, the creation and filling of positions is beyond the purview of teachers unions. The RTA Board has been following the development of the program and members of the board have been on the C2C committee. The RTA will need to accept the job descriptions and is working with the team to create them. That official endorsement is expected next month.

**Why are we only doing only this as a two year program?** We are asking for your support to pilot for two years. We are not saying it is a 2 year program. If the committee is so inclined, we would really love to have a longer pilot.

**Would we be better off if we hired another social worker as part of the 4 new positions?** If we could hire 11 new social workers (one for each school) that would be great. But 1 social worker will not impact large numbers of students. Teaching teachers to help kids with their social and emotional needs will have a much larger impact on the students. For example, 1 social worker might have a large impact on 40-50 kids. Training 12 teachers would have a large impact on about 300 kids.