



Framingham Public Schools
Robert A. Tremblay, Ed.D., Superintendent of Schools

SCHOOL COMMITTEE

Adam Freudberg, Chair • Gloria Pascual, Vice Chair • Tracey Bryant, Clerk
Noval Alexander • Geoffrey Epstein • Richard A. Finlay
Beverly Hugo • Tiffanie Maskell • Scott Wadland
Yvonne M. Spicer, Mayor
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SCHOOL COMMITTEE: OPEN MEETING MINUTES

DATE AND TIME: September 18, 2019 at 7:00 p.m.

LOCATION: Memorial Building-Blumer Room
150 Concord Street, Framingham

MEETING CALLED BY: Chair Adam Freudberg

PRESENT: Noval Alexander
Tracey Bryant
Geoffrey Epstein*
Adam Freudberg
Beverly Hugo
Tiffanie Maskell
Gloria Pascual
Scott Wadland
Mayor Yvonne Spicer

ABSENT: Richard A. Finlay

ALSO PRESENT: Dr. Robert Tremblay, Superintendent
Rose Bailey, Student Advisory Committee Member
Nicholas Smart, Chair of Student Advisory Committee
Judy Styer, Director of Health and Wellness
Lincoln Lynch, Executive Director of Finance and Operations
Matt Torti, Director of Building and Grounds

The Chair attempted to call the meeting to order at 7:00 p.m., but was unable to do so due to technical difficulties with the Government Channel's live broadcast. He asked for the meeting

43 to wait until the problems were resolved, and once they updated their sound system, they
44 officially called the meeting to order at 7:11 p.m.

45

46 Call to Order

47 The Chair announced that this meeting was being broadcast live on local cable, as well as for
48 later playback, and on Facebook Live. He said that the Committee met in Executive Session
49 prior to this meeting to consider the purchase, exchange, lease or value of a real property as
50 the Chair declared that an open meeting may have a detrimental effect on the negotiating
51 position of the public body, specifically in regards to the Framingham Public School's lease with
52 the Perini Corporation, and for approval of executive session minutes. He said that School
53 Committee member Richard Finlay is absent due to a medical issue, and member Geoffrey
54 Epstein is expected to join in progress due to a previously scheduled commitment, as well as
55 Student Advisory Committee member Nick Small as he is at a track meet.

56

57 Public Comment

58 Gloria Pascual said she is speaking for herself this evening, and came to address the false,
59 anonymous complaint made about her as a School Committee member. She said that last week
60 the administration and the Chair of the Committee publicly took action against her based on
61 patently false information. She said that she was not given a chance to hear or rebut the
62 accusation, or ask for due process, and learned of the Chair's decision by way of a memo that
63 went out to the entire Committee and was released to the media within hours. She said that
64 there is nothing in the false and anonymous complaint about her that would warrant such swift
65 and one sided action, and any fear minded person has to wonder why they acted in such a rush
66 to judgement, and what the real motivation was. She said that her belief is that it is retaliation
67 from her vote against the Superintendent's six year contract. She said that she takes her role as
68 an elected member very seriously, and does not support a six year contract for the
69 Superintendent of a district that has four schools on state supervised turnaround plans, that
70 cannot manage the bus service that is supposed to get our kids to school on time, and that
71 walls off the voices of its educators and its' union, but is then surprised to hear their concerns
72 when the union steps forward publicly. She said that she expresses her views, asks the tough
73 questions, and comes to the table prepared to make decisions in the best interest of our
74 students and the overall district. She said that independent voices and different positions
75 should be welcomed, and not opposed to, or subject to retaliation. She said that it is
76 devastating to be maligned in this way, and she has reached out to the State Ethics Commission
77 and is confident that she will clear her name.

78

79 Robert Case said he is the Chair of the Strategic Initiatives and Financial Oversight Committee
80 (SIFOC) and came tonight to offer a special invitation to the School Committee and the
81 audience to two public hearings. He said that these hearings are a chance to have the public
82 give feedback to the SIFOC on what they would like to see included in a Strategic Plan for
83 Framingham in the future. He said that the first meeting is September 23, 2019 at 7:00 p.m. in
84 Nevins Hall in the Memorial Building and will be focused on economic development, housing,
85 the municipal government structure, and affordability. He said that the second meeting will be
86 October 7, 2019 at 7:00 p.m. in the auditorium at the high school and will focus on education,
87 the environment and sustainability, public safety, and transportation.

88

89 Framingham Teachers Association (FTA) President Christine Mulrone said over the last two
90 weeks she has heard from teachers across the district regarding the increase of administrative
91 tasks that are being assigned to them that is in order to, according to Dr. Tremblay, help
92 provide equity, opportunity, and ensuring consistency of experiences for students. She said
93 that in the Weekly Why he sent to staff he fully acknowledged that this is a little
94 micromanaging. She said that while educators across this district fully embrace equity and
95 consistency for all students, they question if this is the way to accomplish this worthy goal. She
96 said that these efforts are counterproductive and diminish student experience and learning, as
97 well as negatively impacting staff. She said that top down regulations and initiatives tie their
98 hands rather than empower them with the freedom to run their own classrooms. She said that
99 micromanaging staff carries the effect of disengaging the staff, and makes the staff feel
100 unappreciated and not trusted to do the work, and is considered one of the top three reasons
101 why employees resign. She asks why administration is micromanaging staff knowing that this is
102 creating isolation, stress, and job dissatisfaction. She asks why administration distrusts its
103 valuable educators, and why they don't support educators by providing proper time and
104 resources. She said that connecting meaningfully with students, conducting lessons to support
105 students needs, and using their talents to improve lives is what brought them to teaching - and
106 that these are the values of teaching that are eroding.

107
108 FTA Vice President Lori Brockway said that in order to gather more information about the
109 impact of the recent lesson plan directive FTA conducted a survey of members, with over 320
110 educators responding. She said that many teachers are only able to meet this requirement with
111 additional hours, others feel like they are drowning, or feeling as if they have been making the
112 best efforts to meet the requirements. She said that the educators indicated that this
113 requirement is resulting in an average of 2-6 additional work hours over and above what they
114 already do outside of the classroom regularly. She shared some of the responses they received
115 from the survey. She said she shared their responses in order for everyone to hear the voices
116 of the teachers directly; the demoralization, the frustration, and the knowledge that this is not
117 helping student learning.

118
119 Sarah McKeon said she is a teacher at Dunning, and the fourth and fifth grade teachers wanted
120 to be here, but were unable to do so due to Curriculum Night. She said that they received
121 many responses from teachers from the survey sent out recently by the FTA. She shared some
122 of the responses that were sent; she said that many were focused on the impact on student
123 learning, and added that this was just a sample from well over 200 statements received.

124
125 Nicole Karpierz said she is a fourth grade teacher and thinks there is a common misconception
126 that the teachers of Framingham do not want change. She said what they are not for is the
127 micromanagement that has been literally breaking and driving great teachers out of
128 Framingham, and putting the success of every student in the District on the line. She said that
129 she is frustrated and feels broken, because she has been a teacher in this district for sixteen
130 years, and feels as though she has been given busywork; which distracts her from the real work
131 that she needs to do and that will make her students thrive. She said that she feels defeated on
132 a daily basis because she feels like she is drowning, and everyone around her is holding a life

133 raft and they won't throw her a line. She asked isn't a work life balance something which makes
134 successful members of a community. She said that she was thrown curriculum the day before
135 school started, with the expectation that it will be taught, with no room for the professionals
136 who are tasked with the work to ask questions, to work out the kinks, or talk with colleagues
137 about what needs to be done. She said that even the time they are scheduled to meet with
138 their teams is micromanaged. She asked if the teachers in the district are so dispensable that
139 you are willing to let their voices fall silent, to run them into the ground, and to ignore their
140 professional advice. She said that the District is in crisis, and she hopes that someone will
141 throw us a line and pull us out before it's too late.

142
143 Colleen Gazard said she has had the privilege of teaching at Dunning for the last 33 years, and
144 has always embraced changes; believing that they were put in place for them to provide the
145 most effective education for their students. She said now that the demands being placed on
146 classroom teachers are crippling, and their ability to provide the most appropriate instruction
147 for their students is suffering. She said that recent actions taken by administration clearly
148 illustrates the lack of trust and the desire to micromanage its employees. She said that over the
149 years, many changes have made teachers feel insignificant and inadequate, and this year brings
150 on many new challenges further stretching teaches beyond capacity. She said that they have
151 lost control over two of their planning times, and have to cut, paste, and type standards,
152 objectives and lessons for everything they teach, which adds at least four to six or more hours
153 per week. She said that the school day was expanded by 15 minutes, however a daily 35
154 minutes Social Emotional Learning block was added, indicating that they are supposed to shave
155 time from other core academic subjects. She said that they are being asked to do more without
156 other burdens being lifted. She said that the micromanaging of the lesson plan task is not only
157 meaningless, it takes away the ownership of the classroom teacher and elicits feelings of doubt
158 and inadequacy. She said that micromanagement is not an effective intervention strategy, and
159 in fact she believes it is alienating teachers. She said that feelings of unhappiness, insecurity,
160 unrest, and low morale would never be tolerated within their individual classrooms, and asks
161 why are we allowing this to happen to our teachers.

162
163 *Mr. Epstein arrived at approximately 7:45 p.m..

164
165 Glenda Cohen said she is here, along with her high school colleagues, in solidarity with their
166 elementary colleagues. She said that she is also here to thank Anne Ludes and Gloria Pascual
167 for the impact that they have made with the high school students this year, by working to bring
168 a course to teachers called Racial Equity in the Classroom. She said that they brought the
169 course to life by finding a fantastic professor, securing course credits from Framingham State
170 University, and following up on the work. She said that this course required them to have
171 difficult conversations about race and privilege in our country, our city, and our schools. She
172 said that it was an amazing opportunity to be self reflective about themselves as teachers, and
173 as members of their community. She said that each educator was required to focus on a
174 project, the results of which have already impacted our students. She said that a Diversity
175 Forum was held last year where students from disenfranchised groups shared their very
176 emotional stories about their experiences with discrimination at the high school. She said that
177 the students who participated felt that for the first time their experiences were validated and

178 their voices were heard. She said that there was an initiative led by teachers, that was featured
179 in the MetroWest Daily News, where teachers in the English Department took a hard look at
180 the literature of their curriculum, and came to the conclusion that it was overwhelmingly
181 represented by a white Eurocentric perspective. She said that this initiative began through the
182 project that they undertook in the Racial Equity Class, and the ESL Department undertook a
183 similar audit, and is using texts that better reflect the lives of their students. She said she
184 wanted to thank Ms. Ludes and Ms. Pascual for collaborating to support teachers, and for them
185 to please know that their work is being felt in the hearts of our students.

186
187 Pat Kryzak said that she is a third grade teacher at Barbieri, and is speaking on behalf of her
188 colleagues who submitted comments to the FTA survey. She shared some of their responses
189 and said she has never seen staff morale so low so early on in the year. She said she will be
190 retiring in June, and veteran teachers have been telling her how lucky she is, and that they have
191 told her that they are not sure they can make it.

192
193 Heather Camarota said she is an ESL teacher at Potter Road, and is proud to work with the
194 students and teachers there who have started off the school year with optimism. She said that
195 unfortunately, the new lesson planning initiative has quickly succeeded to resentment in their
196 school, and rather than build them up, it is tearing them apart. She said that each Monday they
197 are expected to post five days worth of lesson plans in shared folders on Google Drive, which
198 means that the lessons are accessible to the rest of the staff. She said as educators they use
199 different learning and organizational styles and preferences, and the ability to view each others
200 plans has led to teachers comparing their own plans to their colleagues, and feeling as though
201 they have to emulate each others plans, and comparing the amount of work they have to do
202 with teachers in other departments with completely different planning needs. She said that
203 they are spending more than five hours every weekend trying to post these plans. She said that
204 she works with incredibly brilliant, dedicated, and hardworking teachers and have never seen
205 her colleagues as exhausted, frustrated, and divided as she has these past few weeks. She said
206 that the increased stress and time spent preparing these plans is having a direct effect on their
207 students, but not in an entirely positive way. She said that some teachers no longer have the
208 energy and time to run before and after school clubs for their students, or run extra lunch
209 groups with kids. She said that teaching important social emotional skills to their young
210 students rings hollow when they as a staff are have feelings of resentment and un-unity, and it
211 is difficult to teach students to have confidence and have pride in their work, when we
212 ourselves are pitted against each other, and made to feel we are not trusted as professionals.

213
214 Lisa Zanella said that the new expectations are for teachers to cut and paste lessons that
215 already exist into a lesson plan template, which takes away from the time she has to actually
216 prepare the lessons. She said that it seems as if her professionalism and expertise is in
217 question, and that this is another form of busy work and micromanagement. She said that the
218 day before school started they were given about an hour and a half preparation on two of the
219 three new social emotional programs, with the expectation that they would start the lessons as
220 soon as possible. She said that she has been looking for science lessons to teach her students
221 on Canvas for five years, and there is one complete unit with materials, but no actual lessons
222 and certainly no other materials, only standards and big ideas. She said that they have lost 30

223 staff members in two years at McCarthy, and many teachers moved to other grade levels. She
224 said that for the third year in a row, she is faced with working with brand new colleagues at her
225 grade level with no curriculum support from the District. She said that her current working
226 conditions have truly affected her emotional state; she is exhausted and saddened to see
227 where her profession has gone. She said that when she voiced her concerns about not finding
228 the time to get everything done, she was told that she was a professional and needs to be
229 prepared. She said that this year some of their prep time was taken away, and when they
230 complained about it they were given a back a five minute prep time a day and another ten
231 minutes on another day; she asks what can possibly get done in five minutes. She said that the
232 expectations have increased each year, and have now become unrealistic. She said that she
233 feels like the joy has been taken out of teaching and learning, and has been replaced with
234 standardized lessons, and programs that are not appropriate for children and poorly planned
235 professional development. She said she implores you to meet with teachers ask them their
236 opinions and trust their professionalism. She said that Framingham cannot afford to lose
237 anymore great teachers; we are in crisis.

238
239 Nancy Clougherty said she is an ESL teacher at Woodrow Wilson, and said that the teachers
240 there are under an incredible amount of stress and pressure this year with the new mandate
241 regarding the completion of individual lesson planners. She said that they have been provided
242 with incredibly detailed lesson plan templates, that are thirteen pages long, and that must be
243 completed by each teacher by Monday morning. She said they then have to have the following
244 weeks planner mostly completed in time for their team time, and have been given little to no
245 time to actually write their plans during team time. She said that it is impossible for them to
246 complete these planners, prepare the materials that they will need to teach their lessons, to
247 create the visuals and supports for students who do not yet speak English, to create, score, and
248 enter data from assessments, to communicate with parents, to answer emails, and to write
249 curriculum when this district has not provided them with one. She said that it is impossible to
250 complete all these required duties within the prep time each week, and none of the above
251 duties can be completed during the school day because they have students in front of them
252 whom they are teaching, managing, differentiating instruction, working with 1:1 or in small
253 groups, and assessing. She said that this means that the bulk of the work that they are required
254 to perform has to be done outside of their contractual hours. She said that for some reason it
255 has become expected for teachers to work outside their contract hours, and asks if it is because
256 teaching is traditionally a female occupation, and if we expect other municipal employees to
257 work outside their contractual day without giving them overtime pay. She said that it is not
258 acceptable to continue to demand that teachers sacrifice their free time and then not
259 compensate them for it, and teachers are at our breaking point and need things to change.

260
261 Tracey Bryant said that she wanted to read some thoughts from the community on what they
262 felt was an abuse of the School Committee's power, privilege, and purpose to continue to
263 entertain and act on the unwarranted attacks on Ms. Pascual. She said that Ms. Pascual's rights
264 as an individual, as a public servant, and as a parent have all been violated repeatedly by things
265 on Facebook against her, during meetings with private information that was not accurate, by
266 things in the newspaper which were reckless and baseless accusations without any balance.
267 She said that the items in the newspaper were without any authority, and have left people

268 wondering why were they leaked, when there is so much other information that is kept from
269 the public that they probably should know. She said that members of the public are puzzled
270 and are not pleased, as they think a double standard is at play. She said that they have said
271 that only Ms. Pascual and Ms. Bryant are not allowed to disagree with the other members, or to
272 vote differently, or to think differently, or they get attacked for it and the Chair and other
273 members sit silently by.

274
275 Janete Velky said that she is a teacher at Woodrow Wilson, and is the only Grade Five bilingual
276 English and Portuguese teacher in the system. She said that there is a huge segment at the
277 school who do not really have access to the first class education that they came seeking. She
278 said that when it comes to the new planning initiative, it is completely out of hand, as if more is
279 better. She said that the resources are limited with the way they have been allocated, and
280 running low, especially within human resources. She said that there is a lot of preparation
281 involved in doing everything you possibly can to be a cultural and bilingual bridge for people
282 who are coming here, and she is now using that time for cutting and pasting a curriculum that is
283 online. She said that no one could possibly do all the things that the teachers are doing the way
284 they are; and unfortunately it is driving teachers out of here, and there are no resources for it.
285 She said that more is not better, quality is what the district should be looking for, and trying to
286 make curriculum accessible. She said you have to realize that there are conflicting mandates
287 and expectations and have to be realistic.

288
289 Announcements from the Chair
290 The Chair thanked FTA President Chris Mulroney for sitting down with him and having a
291 productive dialogue recently, and said that her and other FTA members have also met with the
292 Superintendent, and they will continue to have those conversations. He said that it is the first
293 school year of a new contract, and there is a lot to continuously evaluate and find balance on.
294 He said that based on a request from the FTA, another meeting of the Unit A subcommittee will
295 be scheduled to look at the contract.

296
297 He said that there is a standing invite from the SIFOC for any School Committee member who
298 wishes to have their own time at a SIFOC meeting to give their views. He said that, after the
299 two public SIFOC hearings, his recommendation is to ask for a written report from either from
300 the full SIFOC or from the three members that the School Committee appointed. He said they
301 will continue to establish ramped up communications between the two public bodies all in the
302 best interest of long term planning and fiscal responsibility.

303
304 He said that the committee has been invited to, and asked to promote, an event this Sunday to
305 raise awareness of opioid recovery and the challenges of it. He said the event is the FORCE
306 Recovery Event from 11-2 p.m. at Farm Pond, and speakers include Senate President Karen
307 Spilka and Mayor Spicer.

308
309 MetroWest Adolescent Health Survey Results
310 Director of Health and Wellness Judy Styer presented a report on the summary of the 2018
311 MetroWest Adolescent Health Survey including key characteristics, statistics on student
312 participation, and emerging and expanding topics. The summary included data from responses

313 to the survey on topics such as substance use, bullying and cyberbullying, mental health, online
314 behavior and protective factors.

315 **Questions.** Mr. Wadland said it is important to note that these behaviors are not just in the
316 schools, but things that families are dealing with on a day by day basis, and said that anything
317 we can do within the school day will benefit our families. He said that these were a lot of
318 disturbing trends, even ones that look positive due to the numbers going down from previous
319 years, the raw numbers are still distruring - such as 25% of students reporting drinking on a
320 regular basis and 12-15% report binge drinking. He said that a conversation needs to be
321 continued with the Committee to discuss what they can do to help address some of these
322 trends within their purview. He suggested having a subcommittee that is aligned with this
323 department, to get some visibility and support so they can identify what the budgetary and
324 policy drivers are to help move the needle in the right direction. Mr. Freudberg said there is a
325 representation of a committee member as a liaison on the Wellness Committee, but is not sure
326 if that is the appropriate venue for the committee's increased involvement.

327
328 Mr. Epstein said he is concerned about the numbers related to binge drinking and 15% of
329 students thinking seriously about suicide. He said that there is interest at the student level for
330 intramural sports based on a survey the students completed, and said that this could give them
331 a bit less isolation, and a bit more school attachment. Ms. Styer said that some students may
332 not be comfortable in participating in sports. She added that it would be good to see what
333 other interests, along with intramural sports, students may be interested in engaging in. Mr.
334 Epstein asked about high school start time, and asked if there is any information on other
335 school systems that have implemented a later start time; such as if they received any positive
336 effect on stress going down, or students view on it. Ms. Styer said that research does show that
337 the early start time for adolescents is problematic, but she said she can't speak to districts that
338 have done it. She added that one thing people need to be aware of, in regards to sleep, is
339 online behavior; kids are getting interrupted sleep due to going to bed with their phones. She
340 said that a lot of education can provide useful strategies for families to better control the use of
341 social media. She said that sleep deprivation can lead to a lot of depressive symptoms or
342 behaviors that look like ADHD.

343
344 Ms. Pascual asked if Ms. Styer was going to work with the 2019 Community Health Assessment
345 from the MetroWest Health Foundation. Ms. Styer said she will be, and Framingham will have
346 its own data set. Ms. Pascual asked what current supports are in place for students, as this
347 report is not new information, and asks where do we start to address these issues. Ms. Styer
348 said that they were given a lot of new staff that help address some aspects of the issues; a
349 behavior team that supports teachers and administrators with challenging behaviors with
350 students, and an increased number of social workers. She said that we have the resources that
351 we need, sometimes there is a need to redirect the work that we are doing to get the results
352 that we want, and be more intentional about the support that we provide to our students. Ms.
353 Pascual asked for follow up on what our plan is for our District to address the high needs and
354 identify high priority areas, in order to measure if we are making progress in these areas, or if
355 there needs to be changes, or additional resources.

356

357 Ms. Hugo said the statistics from this survey constitute a crisis for the youth in Framingham and
358 we need to work with a sense of urgency. She asked if there are nonpunitive measures or
359 cessation programs for vaping. Ms. Styer said at the high school they are working in
360 collaboration with Genesis, which is our local substance abuse treatment program, and they are
361 doing some psycho-education for students who have been caught vaping. They are also doing
362 motivational interviewing with the school nurse, and if caught more than once, the students
363 interview with social workers. She said that they are trying to take a proactive approach, as the
364 students who are caught more than once are more than likely dealing with a nicotine addiction.
365 She said that she is working with a group convened by the MetroWest Health Foundation to
366 discuss possible interventions that can be developed for schools, and best practices that can
367 address vaping. She said that the situation is complicated as treatment modalities are generally
368 designed for adults to quit nicotine, so there is a need to get providers up to speed on what
369 that looks like for youth, and to put the strategies into place. Ms. Hugo asked if the health
370 curriculum has been updated with preventative methods regarding vaping, with the new
371 incidents of popcorn lung and recent deaths. Ms. Styer said that there is health education in
372 middle school and one semester in tenth grade, there is a curriculum that addresses vaping, but
373 it is probably not enough. She said that with vaping there is not enough known about how to
374 address it, as the information is coming out daily, but they are paying very close attention to it.
375 Ms. Hugo said the statistics show that students reported bullying and harassment of over 20%
376 due to race or ethnicity, and asks if there has been any thought about meaningful community
377 conversations with students, teachers, and the community. She said she would like to make
378 sure we are starting some methods right now, while we are waiting for the Equity Audit to
379 come out in February or March. She said she also wonders if there are grants available that we
380 could be accessing, and said that our statistics are higher than other communities in this regard.

381

382 Superintendent's Update

383 Dr. Tremblay asked to speak to some of the public comments made earlier in the meeting. He
384 said he feels like has had a fairly good relationship with the teachers; being able to
385 communicate and disagree on some things. He said that there is a need to look at how we can
386 arrive at a positive outcome where educators are feeling valued and not feeling their
387 professionalism is being called into question, as well as to a shared understanding of what the
388 expectations are, and make sure they are clear. He said that for 7-8 years the Department of
389 Elementary and Secondary Education has been paying attention to Framingham, and not for
390 the right reasons, but due to low performance. He said we are not in a spot where doing
391 business as we have been doing it is ok; there is a lot of clean up work to be done, a lot of
392 disparities on allocations and resources for staffing and materials, and we are uncovering all of
393 that as we go. He said that he thinks a lot of what is happening is stress from other areas on
394 top of what was mentioned - such as parents dropping students off early due to bussing
395 concerns, EEE is keeping kids indoors, so there is no break for teachers. He said that he agrees
396 with the Chair about bringing back the team for negotiations; discussing what the impact of
397 what we have been doing is, such as the additional 15 minutes and how that time is being used
398 and with what expectations. He said all the expectations are around standards with the goal,
399 based on the strategic plan, to create desirability at all schools - which is not currently the case
400 as there is a clear desire for some schools over others. He said that the expectation is not to be
401 having the exact same class taught at the exact same time in all classrooms, but instead to

402 make sure that no matter what school the student goes to, that the school is desirable. He said
403 that the current model is causing more busses than we need, and causing us to have more
404 children on busses that are late as there are not enough drivers, and that needs to be fixed. He
405 said that his view of micromanagement is very different - it is not what you do in your
406 classroom and how you deliver the lesson, but rather where the alignment is across the
407 schools. He said that professional development is always scheduled on the day before school
408 starts, but there is a need to look at how more can be built in, as there are a lot of demands.

409
410 He said he has received a number of parent emails and concerns regarding **EEE** and indoor
411 recess, and a letter is being translated now that will go out tomorrow. He said that he has been
412 working with Public Health Director Dr. Wong and Judy Styer, and it is very clear that the
413 recommendation is that things will settle after the first hard frost; which is 28 degrees or below
414 for four hours. He said that mosquitoes are out all the time, the predominant risk is dusk to
415 dawn, however our schools are in wood type areas with water nearby - so there is a daytime
416 risk he is not willing to take. He said that the only thing in the district's control is recess time -
417 when parents are putting students on busses they should apply insect repellent and long
418 sleeves and long pants, sports programs are elective and they are asked to apply repellent, and
419 have been told to end by 6:00 p.m. per the City. He said that they cannot provide repellent in
420 the school due to asthma related problems. Ms. Bryant asked what inside activities there are
421 for inside recess, and asked for a summary of how much activity students are getting during the
422 day and the nature of it. Dr. Tremblay said it is different school by school and depending on
423 availability for gym, and will get some information on what activities are taking place.

424
425 Executive Director of Finance and Operations Lincoln Lynch said that **transportation** has been
426 challenging again this year. He said that they have revamped all the routes, in hope that it
427 would create efficiencies, and he thinks that can still happen. He said they are seeing driver
428 shortages again, they have 76 busses ready to go, but if they do not have enough drivers it
429 means routes are being doubled up, which causes students to be late. He said that Durham has
430 been actively recruiting. He said that the Transportation Department has implemented,
431 starting this morning, messaging parents via tech Blackboard (phone calls, emails, and
432 eventually texts) when their bus is delayed. He said that if it continues to be a problem with
433 drivers may have to think outside of the box, but they are working with Durham on this being a
434 collaborative effort. He said that there have been some issues with data, such as correct email
435 and phone numbers in order to reach parents.

436 **Questions.** Mr. Wadland said part of the challenge is correct contact information, and said that
437 he encourages parents if they do not hear about their bus to reach out to their school to make
438 sure their contact information is updated. He said at the end of last school year, they talked
439 about a bussing report performance, and asks that there be some thoughts on School
440 Committee level of reporting around this; is it getting better, worse, or staying the same. Ms.
441 Maskell said that it is great that they are reaching out to families as communication seemed to
442 be one of the biggest problems. Ms. Bryant said it is not just being told the bus is late, but
443 about kids actually getting to school on time and not having to wait a long time for the bus as
444 that could become dangerous. She asked for more detail on the efforts being made to rectify
445 this problem. She said that she has heard that they are putting more kids on the bus,
446 sometimes three to a seat or some students sitting in the middle of an aisle, and asks if we have

447 less bus drivers than last year. Mr. Lynch said they have about the same amount of drivers, a
448 lot of drivers call in sick, and sometimes even with substitute drivers they still have open runs
449 which has a huge impact. Ms. Bryant said late busses can have big repercussions on families
450 who work, and asked how they are recruiting drivers. Mr. Lynch said they are a private bus
451 company and we cannot tell them how to recruit. He added that efforts are being made - they
452 had a table for them at Back to School Picnic and Framingham Police Night Out.

453
454 Mr. Epstein said other districts have apps on phones where parents can see where their child is
455 on a bus, and we should be able to do this. He said he thinks it seems that the Communication
456 Director should have staff, and they could be put them on this problem, and allocate resources
457 to it. He said there is a need for reporting to find out how bad it is, he said that in the Finance
458 and Operations Subcommittee they can look at this, and specify what level of detail should be
459 reported back to the full committee. He said that this will help find out what's happening, and
460 help with the approaching renewal of the Durham contract, and look at possibly insourcing
461 bussing. He said that at the last Finance and Operations Subcommittee they asked if we made
462 money from outsourcing the busses, and there is no answer known at this point; they are
463 looking into this. Ms. Pascual asked if they are tracking data on the busses for this year, and
464 asked for a report on it for the next meeting. She added that communicating about the busses
465 doesn't matter, as students being late is affecting the direct delivery of education and we
466 should be proactive instead of reactive with some sort of timeline and plan in place. Mr.
467 Alexander said that this problem is tied to student achievement and has an adverse impact on
468 test scores, and asked for an example of what a plan may entail. Mr. Lynch said that is the
469 question they face every day, as they do not have an answer right now. He said that they
470 cannot get rid of Durham today and have all new busses and new drivers able to go tomorrow;
471 it's a huge decision. He added that the driver shortage is so bad if bring bussing in-house we
472 may see the same problem. He said he thinks it is also a City Council vote if we were to bring
473 drivers back in any capacity. Mr. Freudberg said January 2021 is the next RFP to solicit bids for
474 anyone for the bussing contract, including the current vendor. He said that Worcester right
475 now is torn, they haven't yet decided what to do with the Durham contract, they may extend
476 for two years, but put language in contract that after two years they will phase in to a
477 government run bussing initiative, which could save them approximately \$3.6 million dollars
478 each year. He said that knowing we have 14 months before the RFP we should make sure we
479 are not in a situation where we are forced to do an automatic two year extension or bring in
480 another company, and then bring it in-house. He said that if it's the right thing to do now to
481 bring in-house let's look at what data we need to have a plan in place to strategically prepare
482 for 2021. Ms. Hugo said she thinks we need to bring Durham management in again to a School
483 Committee meeting and speak to them directly. She said that the Committee is the checks and
484 balances, and is a service organization, and our customers are our families and students. She
485 asked if we could start now on a small scale in-house; perhaps train some drivers and when
486 there is a problem we can call on those people. She said that she was on the Committee when
487 they decided to outsource, and they knew at the time that the school department would not
488 save any money, but the town would save money on paying retirement benefits. She added,
489 however, that since then the pricing on the bus contract has increased from \$4 million to \$6
490 million. Mr. Freudberg asked for Mr. Lynch to come back at the next meeting with information
491 about Article 6 of the contract, which gives the district the ability to use replacement vehicles

492 and drivers if Durham is not fulfilling their duties, and give a recommendation to us on if that is
493 something we should pursue or not.

494
495 Director of Building and Grounds Matt Torti, along with Lincoln Lynch, presented on the **FY21**
496 **Capital Plan**. Mr. Lynch said that there will be a Facilities Subcommittee meeting on September
497 25, 2019 where they will be presenting the District's priorities, based on funding for a certain
498 amount of projects, which subcommittee members can then agree on or move priorities
499 around. He said that October 2, 2019 is the meeting for the vote for the whole School
500 Committee, it then goes to the City Chief Financial Officer, the Mayor, and then to City Council
501 by November 1, 2019. Mr. Torti said that they still have some ongoing projects even from
502 FY19, and couple of FY20 projects came in late and are still ongoing. He said that some of the
503 projects they typically ask for every fiscal year, they will not be asking for this year, because
504 they still have funds and projects still have to be completed from previous years. He said that
505 some of that is due to unanticipated projects that came up, having to deal with the Fuller
506 project, the McCarthy school driveway/playground project, and the pre-feasibility study that
507 still needs to commence for the future of Hemenway school. He said this year they are only
508 asking for four major projects, prioritized by facilities needs first: exterior envelope of our
509 buildings at multiple schools, Brophy paving and stormwater, HVAC at McCarthy and air
510 handling unit at Barbieri, and security upgrades. He said that the exterior envelope is for
511 bricks/mortar and roofs; eight roofs have extended warranties and will be expiring in another
512 four years which can cost up to two million each. He said that now with the state funding
513 model through MSBA, a roof has to be 27 years old. He said that we have been deferring these
514 projects for many years, but it is imperative to look at these projects and prioritize as we have
515 to maintain our infrastructure. He said that theoretically, looking at their long range plan, the
516 total need is somewhere in the area of \$17-20 million for FY21, but because they know
517 historically what can be afforded by the city and what we can expect to receive, they are only
518 addressing 10-15% of the need, for a total ask of \$5,155,000. He said that they are going to be
519 giving a critical look at the capital infrastructure for schools and city; the majority of schools are
520 60 years old and we need to start thinking about how we are going to maintain our facilities
521 and what our priorities are going to be. He said that on Tuesday there is "A Critical Look at the
522 City's Infrastructure" public meeting led by the Mayor where they will be giving more
523 information, list every building and go through the age of the building and recommendations.
524 Mayor Spicer said they are going to be looking at all the City owned buildings, getting an
525 updated report on all of them, and open the conversation on where do we go, priorities for the
526 community, and the fiscal picture of it all.

527
528 Mr. Lynch said that for the **FY19 Budget Closeout**, the available balance is just under \$2.8
529 million. He said that the School Committee voted to give \$490,000 to the City to pay back
530 funds on the Juniper Hill roofing project, of which the Mayor and City Council had approved to
531 be put in the FY20 capital projects. He said that this brings down the available balance to \$2.3
532 million available. He said the other School Committee vote was to use \$473,000 to balance the
533 FY20 budget via a reclassification of expenses to the Circuit Breaker, which brings the available
534 balance to \$1,844,812. He said that they will start FY20 with just over \$2.3 million from the
535 FY19 Circuit Breaker Account, which is to be used by the end of this fiscal year on special
536 education tuitions. He said that this is good financial practice to have a reserve in that account,

537 and was part of the FY20 approved budget book. He said that in FY20 they are putting a couple
538 of things into place to draw this money down - they will be checking purchase orders that were
539 left open to see if they need to be left open and if the funds can be used. He said that
540 projections will also be more accurate, and will be looking at trends. Mr. Epstein said the only
541 real reserve account is the Circuit Breaker, and the high volatility within the budget is the
542 special education, as well as the Department of Education recommends that districts maintain
543 this reserve. Mayor Spicer said there was \$473,000 carried over to the Circuit Breaker, and
544 asked if the other available funds of \$1,844,812 are also going to be carried over to the 2020
545 Circuit Breaker, as right now there is already a million dollars in the Circuit Breaker account.
546 Mayor Spicer asked if that is the suggestion, as the district hasn't spent the money already in
547 there, and asked if the concern is that if there were to be excessive need within the school
548 department that she would not recommend to give more money and work with City Council to
549 appropriate those funds. Mr. Lynch said that is not a concern of his at all, and that she is
550 referring to two different accounts; the million is held by the City as a stabilization fund, and in
551 regards to the Circuit Breaker account for every year, as far as he went back, the money has
552 been carried over. He said that it stays in the previous fiscal years Circuit Breaker account; the
553 District uses the money carried over from the previous year, than use the new Circuit Breaker
554 money, and carry over anything that is left. He said that not having that carryover reserve
555 would concern him; it could lead to putting severe budget freezes on if any new special
556 education students moved into the City, or have to go back to the City for more money. Mayor
557 Spicer asked if the funds are able to be used for some of the school building projects, or to be
558 able to set aside for that. Mr. Lynch said no, it specifically is for the Special Education tuition, as
559 it's the only way to carry it forward or the District would have to return the money to the City.
560 Mr. Epstein said the City allocated one million dollars in a reserve that it maintains, and the
561 District has its own that is specified by the state that we maintain. He said that this means they
562 have a double reserve account, which is unusual, and if we manage our budget well and
563 maintain a good reserve, the cityside account is redundant and we should look at it carefully
564 and revisit as to why it was created and if it is still necessary.

565
566 Mr. Lynch said that for the **FY20 Budget** at this point there is 23.24% expended and
567 encumbered, which he thinks is on a good track and he will be keeping a close eye on expenses.
568 He said he will be sending a report to all schools and all department to keep on track, and to be
569 able to look at if they need more or need less money, and do projections as a group. Mr.
570 Alexander asked for the status of Free and Reduced Lunch Applications. Mr. Lynch said he
571 could give a report at the next meeting.

572
573 Dr. Tremblay said they are taking a first look at **enrollment**, and are looking to make sure they
574 are in compliance with class sizes according to the School Committee policy, which they
575 currently are. He said that as they look at space utilization within the high school they will be
576 looking carefully at class sizes, and what kinds of needs there are. He said that they wanted to
577 look at enrollment in respect to the McKibben Report, and he will provide an updated
578 enrollment sheet that has some annotation that will explain some of the lateral moves at the
579 next meeting. He said that if you take the out of district students and preschool students out of
580 the totals, such as how McKibben did, the totals are only 1.105% of a difference than McKibben

581 estimates. He said that they want to look at what causes enrollment growth that they didn't
582 expect, as well as a look at each school's projections, and what they currently are.

583
584 Dr. Tremblay said that they had a **professional development** day yesterday; it included robust
585 training sessions on topics such as turnaround plans, trauma sensitivity, and looking at data. He
586 said that they also started the first round of ALICE Training with help with the City Police
587 Officers. He said that there is a student run High School Alumni Office, and they are organizing
588 their first event, which will be a kickball tournament at the high school on October 5, 2019. He
589 said in the future they will also be doing alumni spotlights; short interviews so alumni can share
590 their experiences back in high school and what they are doing now career wise.

591
592 Subcommittee Reports

593 Mr. Wadland said there are four policies recommended for referral to the **Policy**
594 **Subcommittee**. He said that Policy JBB: Educational Equity is a new policy that was recently
595 drafted by MASC and was shared at the MASC Summer Institute/Equity Summit. He said that
596 the City Council's Welcoming Immigrant Task Force is considering language regarding data
597 privacy; specifically maintaining data privacy around citizenship status, and they have suggested
598 that the School Committee also look at their relevant policies to consider how we address
599 residency status, which is why the other three policies are being referred.

600 **Motion:** To refer Policies AC, EH, JBB and JF to the Policy Subcommittee.

601 **Moved:** Ms. Hugo **Seconded:** Ms. Bryant **Vote:** Unanimous (8-0-0)

602
603 **Finance and Operations.** Mr. Epstein said there were two warrants that were reviewed and
604 signed.

605
606 Approval of Grants/Gifts/Field Trips

607 **Motion:** To approve the September 4, 2019 Executive Session minutes as approved in
608 Executive Session.

609 **Moved:** Ms. Maskell **Seconded:** Mr. Epstein **Vote:** 6-0-2

610 (Yes: Hugo, Wadland, Freudberg, Alexander, Epstein, Maskell. Abstained: Pascual, Bryant).

611
612 **Motion:** To accept the Gift from VIP Tires and Service as recommended by the Superintendent.

613 **Moved:** Ms. Hugo **Seconded:** Mr. Alexander **Vote:** Unanimous (8-0-0)

614 **Discussion:** Ms. Bryant asked if VIP Tires asked for any advertising. Mr. Lynch said there was
615 no request for advertising.

616
617 Adjournment

618 **Motion:** To adjourn.

619 **Moved:** Mr. Wadland **Seconded:** Ms. Maskell **Vote:** Unanimous (8-0-0)

620 Meeting adjourned at 10:13 p.m.

621
622 Meeting Materials

- 623 Agenda
- 624 MetroWest Adolescent Health Survey Report Presentation
- 625 Link to MetroWest Adolescent Health Survey Report Results for Middle School Youth

626	Link to MetroWest Adolescent Health Survey Report Results for High School Youth
627	FY19 Budget Close Out Narrative
628	FY19 School Committee Budget Close Out Munis Report
629	FY20 Budget YTD
630	Preliminary Enrollment Statistics for 2019-2020 School Year
631	Policy AC - Non-Discrimination
632	Policy EH - Data Management
633	Policy JBB - Educational Equity
634	Policy JF - School Admissions
635	Warrants
636	Memo Regarding Gift from VIP Tires and Service

DRAFT