

2020 Labor-Management Committee Presentations

ARTICLE XXXIV

OUR CITY, OUR KIDS: JOINT LABOR MANAGEMENT COLLABORATIVE COMMITTEES

Beginning in the 2017-2018 school year, the following joint labor management committees shall be established: 1) Diversity and Equity; 2) Restorative Practices; 3) Curriculum and Assessment; 4) Special Education; and 5) English Language Learning.

Each of the five committees will be co-chaired by a Superintendent designee and an FREA designee. Each of these committees shall be made up of at least as many FREA members as administrators, as determined by the respective co-chairs. Additional committee members may be added at the team's discretion which may include a parent and/or student representative.

All committee members will earn a \$100 stipend for their participation (cost to be equally shared by FREA and School Committee), and there will be no more than ten (10) members per committee.

Each year, each committee will develop guiding documents to structure and direct the committee's work. Each committee shall annually make recommendations to the Superintendent and FREA President and make a presentation to the School Committee.

Committee Name	Committee Composition
Diversity and Equity	<i>Co-Chairs:</i> Kurt Ostrow & Tom Coogan <i>Members:</i> Brian Mikolazyk, Siobhan Ryan, Jessica Pires, and Nicholas Quigley

Vision Statement
To create an equitable school district that reflects and values the diverse students in Fall River.

Long-Term Goals
<ol style="list-style-type: none"> 1. <i>A workforce</i> that reflects and values our diverse students 2. <i>A curriculum</i> that reflects and values our diverse students 3. <i>A Student Bill of Rights</i> created by and for students

Progress & Accomplishments in SY 2018-2019
<ol style="list-style-type: none"> 1. <u>Workforce</u> <ol style="list-style-type: none"> a. Submitted a bargaining proposal to support MTEL tutoring b. Developed a pilot mentorship program to prepare Durfee seniors to become paraprofessionals to launch in SY 19-20 and submitted a bargaining proposal to this effect c. Submitted a bargaining proposal about translators 2. <u>Curriculum</u> <ol style="list-style-type: none"> a. Latino/a Studies and LGBTQ Studies elective courses ran b. Facilitated district-wide professional development on <i>Stamped: Racism, Antiracism, and You</i> c. Submitted a library justice bargaining proposal to expand library resources and access across the district

Recommendations for SY 2020-2021
<ol style="list-style-type: none"> 1. The district should foster the three DivEq bargaining proposals. 2. The district should launch “Fall River Reads,” a citywide program to promote summer reading, with a focus on div/eq texts. 3. The district should develop protocols for responding to major acts of bias (e.g., anti-Semitic grave desecration) in our community and abroad—just as we have in the Crisis Response Team.

Next Steps
<ol style="list-style-type: none"> 4. <u>Workforce</u> <ol style="list-style-type: none"> a. Implement MTEL tutoring b. Implement mentorship program to prepare Durfee seniors to become paraprofessionals c. Implement translator training 5. <u>Curriculum</u> <ol style="list-style-type: none"> a. Support ongoing professional development on anti-racism and beyond b. Implement library justice bargaining proposal

Committee Name	Committee Composition
Restorative Practices	<i>Co-Chairs:</i> Dr. Ann Dargon, Rebecca Cusick <i>Members:</i> Sharon Babb, Ashley Barbosa, Christin Correia, Rebecca Hough, Mary Ellen Shaw, Dr. Jessica Stephens, Drew Woodward

Vision Statement
To create schools focused on building relationships and community while using restorative practices as alternatives to traditional discipline to resolve conflict and change behavior.

Long-Term Goals
<ul style="list-style-type: none"> ● Increase early and effective interventions for students with trauma and/or high needs ● Train all district staff in SEL practices ● Replicate the culture of Durfee’s freshman academy by building educator capacity

Progress / Accomplishments in SY 2019-2020
<p>Continued work:</p> <ul style="list-style-type: none"> ● Surveyed VPs and used results to create series of PSAs for current and future employees ● Launched Sophomore Academy At Durfee to build on successes of Freshman Academy ● Invited teacher and principals to share best practices ● Attended and presented at state trainings ● Collaborated with various non-profit partners such as School and Main ● Collaborated with Diversity and Equity Joint Labor Committee ● Hired full-time SEL Coordinator/Lead SAC ● Facilitated vice principal training on the evolving role of the VP ● Facilitated staff training on 51As and mandatory reporting ● Facilitated Question and Answer session with Attorney Joyce for Principals and VPs

Recommendations for SY 2020-2021
<ul style="list-style-type: none"> ● Discuss ways to address student SEL needs during remote learning ● Assess PD needs and provide ongoing PD ● Encourage all schools to run PLCs focused on SEL needs ● Continue to improve communication within and between schools to support district-based MTSS system ● Continue to monitor school data ● Launch a PASS (Positive Alternatives to Student Suspension) Program ● Review and revise Code of Conduct Handbook and elicit student input

Next Steps
<ul style="list-style-type: none"> ● Create a bi-monthly new administrator orientation that explores SEL needs ● Invite FRSC member(s) to attend our JLMC meetings ● Continue Collaboration with other JLMC’s ● Pursue SEL related grants and participate in DESE academies ● Offer district PD ● Continue to monitor the data and make recommendations and adjustments as needed

Committee Name	Committee Composition
Curriculum & Assessment	<i>Co-Chairs:</i> Keith Michon, Stephanie Kennedy <i>Members:</i> Brenda Boudreau, Tracy Curley, Ann Dargon, Emily Fine, Robert Gorman, Deb McCarthy, , Katie Ploude, Sheryl Rabbitt, Siobhan Ryan, Michelle Marsella, Kimberly Laliberte

Vision Statement
The vision of the Joint Labor Management Curriculum and Assessment Committee is to have consistent district curriculum and assessments to maximize the amount of time spent on quality teaching and learning experiences for students, while monitoring student growth through common assessments.

Long-Term Goals
<ol style="list-style-type: none"> 1. Streamline and align assessments 2. Align curriculum K-12 3. Maintain open lines of communication between teachers and administration 4. Purchase and/or develop common assessments for K-12, ELA, Math, Social Studies and Science 5. Purchase and/or develop curriculum materials (texts, curriculum subscriptions (iReady, STAR e.g. etc.) for K-12 ELA, Math, Social Studies and Science 6. Continue to evaluate and improve curriculum and assessments

Progress / Accomplishments in SY 2019 - 2020
<ol style="list-style-type: none"> 1. Streamline and align assessments <ul style="list-style-type: none"> o No update 2. Align curriculum K-12 <ul style="list-style-type: none"> o No update 3. Maintain open lines of communication between teachers and administration <ul style="list-style-type: none"> o Determined outlet for quarterly communication to encourage transparency among all parties. 4. Purchase and/or develop common assessments for K-12, ELA, Math, Social Studies and Science <ul style="list-style-type: none"> o Math/ELA - ANET platform and resources were purchased and implemented across all district schools, providing common standards-aligned assessments for all students in grades 2-10 o Science/Social Studies - No update 5. Purchase and/or develop curriculum materials (texts, curriculum subscriptions (iReady, STAR e.g. etc.) for K-12 ELA, Math, Social Studies and Science <ul style="list-style-type: none"> o Development of a Core Program Review Process <ul style="list-style-type: none"> • Designed field test proposal to promote teacher voice • Collaborated in survey design • Oversight of core program review in following areas: <ul style="list-style-type: none"> o Elementary K-2 English Language Arts Program Review o Secondary Mathematics Core Program Review o Science • Due to school closure, adjustments to the vetting and review process were made to accommodate a remote/virtual environment

- 6. Continue to evaluate and improve curriculum and assessments
 - o Ongoing

Recommendations for SY 2020 - 2021

- Assemble and fund teams to continue curriculum development across content areas
- Identify, develop and support related and aligned professional development in high yield instructional best practice
- Continue review and alignment of district-wide assessments, platforms
- Fund the purchase or development of science common assessments
- Assemble and fund science task force with subcommittees at elementary, middle, and high levels to support curriculum development, assessment implementations, and adoptions
- Continue development and refinement of middle school social studies benchmarks based on data

Next Steps

- Gather feedback on curriculum by content and grade area
- Explore Math and ELA interventions options
- Support expansion of current programming in ELA and mathematics
- Provide quarterly curriculum updates on the district website
- Collaborate with other JLMC to support alignment of work

Committee Name	Committee Composition
Special Education	<i>Co-Chairs:</i> Elizabeth Medeiros and Michael Losche <i>Members:</i> Tierney Gifford, Mary Morgan, Alyson Saccoccia, Heath Kulpa, McKenzie Silveria, Adam Melville, Michelle Sousa, Melissa French, Emily Uon, David Proux, Orianna Jones

Vision Statement
The vision of the Joint Labor Management Committee for Special Education is to have consistent collaboration between the Department of Special Education and teachers representatives throughout the district and ensure best practice is utilized in all areas for both students and staff.

Long-Term Goals
<p>The long-term goals of the committee are based around the following themes: best practices, professional development and communication.</p> <p>Best Practices:</p> <ul style="list-style-type: none"> ● Goal: Increase the understanding and implementation of best teaching and learning practices within the district. This includes models for Response To Intervention (RTI)/Positive Behavioral Interventions and Support (PBIS) PBIS/Multi-Tiered System of Support (MTSS), as well as instruction across all grade levels and content areas. <p>Professional Development:</p> <ul style="list-style-type: none"> ● Goal: Increase opportunities for all staff to gain knowledge in order to increase and refine their professional practice in the area of inclusive learning.. This includes providing ongoing training to general education staff about special education, to offer a variety of training for identified needs throughout the district and schools, and to provide training to all staff about who our students are, and the impact of different factors on learning (i.e. trauma) <p>Communication:</p> <ul style="list-style-type: none"> ● Goal: Increase frequency of communication and refine modes of communication between all participants in student learning. This includes communication under the following categories: <ul style="list-style-type: none"> ○ Parents/ Community Partners- increase communication between the Special Education department and parent/care-providers/ community partners. ○ Planning - increase and implement communication about curriculum, cross-curriculum areas, as well as opportunities for team planning ○ Resources - utilize existing “experts” and resources within individual schools and across the district ○ Information: Maintaining and streamlining information from the department across the district

Progress / Accomplishments in SY 2018-2019
<ul style="list-style-type: none"> ● The Strategic Plan for the Office of Special Education was reviewed and feedback from the JLMC was collected ● Vision and Mission input sessions occurred. JLMC members contributed ideas and language of what they would like to see in a new vision and mission for Special Education in Fall River. ● JLMC members offered feedback and insight on next steps for the department’s review of

- reading instruction and interventions
- JLMC participated in information system with Safety Care, offered feedback for implementation

Recommendations for SY 2019-2020

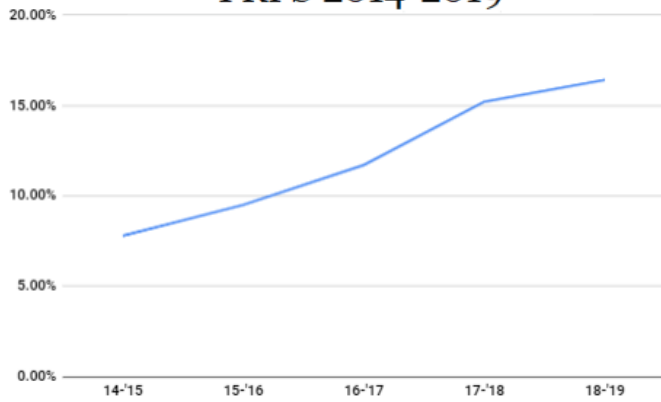
- To continue the implementation of the strategic plan with ongoing feedback and recommendations from the JLMC
- Continue Vision and Mission feedback sessions
- JLMC will visit two exemplary schools with inclusion as primary service delivery model
- JLMC will collaborate to prioritize professional development topics in special education

Next Steps

- Revisit work from 2019-2020 including continuing feedback on strategic plan, vision and mission
- Identify two exemplary schools to visit
- Continue collaboration on professional development topics

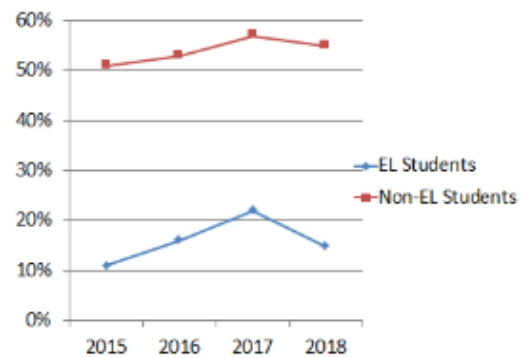
Committee Name	Committee Composition
English Learners	<i>Co-Chairs:</i> Fernanda Vera-Cruz, Tyler Ramey <i>Members:</i> Aga Bourret, Tricia Whitty, Maegan Prizio, Kim Moniz, Sarah Jackson, Christie Villaume

Percentage of EL Students
FRPS 2014-2019



source: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00950000&orgtypecode=5&leftNavId=205&fycode=2019>

Demonstrating Proficiency:
FRPS ELA MCAS; Grades 3-10



*"Proficiency" - Proficient or Exceeds (2015-2017)
Meets or Exceeds (2018)*

Vision Statement

The Fall River Public Schools has experienced a large increase in its English learner population over the past five years. The performance gap for more than 3/4th of students in the district, the High Needs subgroup, (Students with Disabilities, English Learners, and Economically Disadvantaged students) is the most concerning, and especially for ELs and SWD in this subgroup where there is the greatest difference in percentages for meeting or exceeding expectations in all content areas. Consistent with the vision of the Fall River Public Schools, this committee strives to close the achievement gap, as well as to increase access and equity amongst this population of learners through research-based programming, parental engagement, and best practices.

Long-Term Goals

The long term goals of this committee are based around the following three prongs: programming, best practices, and parental engagement.

Program Development and Evaluation:

- Goal: Develop a Dual Language Education Program for SY 2020-2021 starting in Kindergarten.

Parental Engagement:

- Goal: Establish an English Learner Parent Advisory Council (ELPAC) by June 2019. **This goal has been met.** Board members elected, scheduled monthly meetings with over one hundred families in attendance at the first ELPAC meeting.

Seal of Biliteracy:

- Goal: Establish an application system for eligible students to receive a Seal of Biliteracy on their high school diplomas, June 2020. **This goal has been met,** yet due to distance learning, we were unable to assess students to earn the Seal this year. However, the class of 2021 will be able to be assessed and will earn the Seal.

Progress / Accomplishments of the Dual Language Education (DLE) Sub Committee in SY 2019-2020

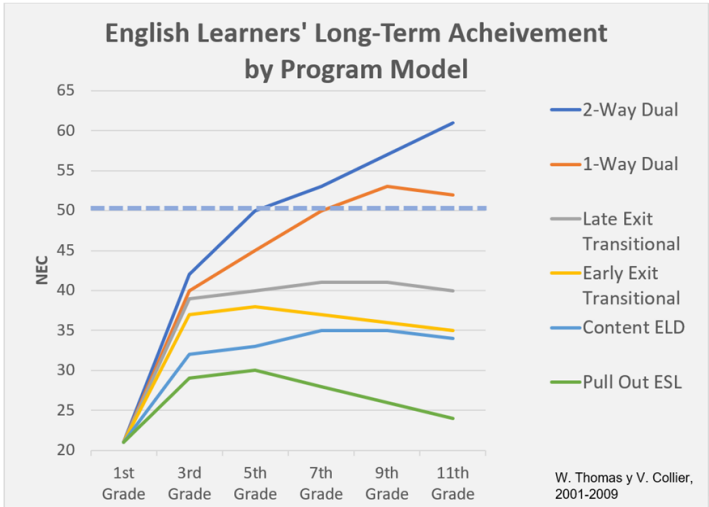
- MLL JLMC reconvened virtually May 2020
- DLE Sub Committee weekly meetings
- MABE (Multistate Association of Bilingual Education) meeting weekly
- Confianza providing professional learning support through Teaching for Biliteracy book club, biliteracy curriculum map, language allocation plan, coaching for leaders around curriculum, instruction, assessment
- Hiring process ongoing
- Family outreach started
- PACE training on practices for multilingual families

Recommendations for SY 2020-2021

- To establish a Kindergarten Spanish dual language program at Viveiros Elementary School in SY 2020-2021 **only if all schools are open for face-to-face classes**. With the coronavirus pandemic restricting social interaction, the planning for the opening of a dual language program has been seriously impacted in terms of our ability to fully inform families, recruit and hire Spanish teacher candidates as well as to complete the registration and lottery process. The committee completed a DLE Readiness Tool: Assessing and Planning for the Opening of a DLE Program. Prior to the school closures, we scored mostly 3s and 4s (with 4 being the highest) on this self-assessment, indicating that we were right on target to open the program in the fall. However, after the closure, the new scores are mostly in the 2s, indicating the need for substantial changes to many of our plans and procedures. Although the scores of mostly 2s indicate that starting a program may be feasible in the normal circumstances, it is not the case during a pandemic. The primary goal of a Dual Language Program is the development of bilingualism and biliteracy, and our concern/challenge with opening a program in a distance learning environment is our ability to develop kindergartners' four language domains.

Next Steps of the DLE Sub Committee

- Consider postponing the opening of the program pending the model of face-to-face.
- Continue provisional coding for registration
- Continue curriculum mapping for the biliteracy framework
- Planning PD for SY21 for effective practices for multilingual learners and their families



E N White School/Dual Language Program Video Clip

<https://www.youtube.com/watch?v=UkK2CxT2icl&t=2s>