

Approved by the Arlington School Committee January 10, 2019

*Arlington School Committee
School Committee Regular Meeting
Thursday, December 13, 2018
6:30 PM*

*Arlington High School
School Committee Room
869 Mass Avenue, 6th Floor
Arlington, MA 02476*

Present: Kirsi Allison-Ampe Chair, Len Kardon Vice Chair, Paul Schlichtman, Jeff Thielman Jane Morgan and Bill Hayner.

Kathleen Bodie, Ed.D. Superintendent, Roderick MacNeal, Jr., Assistant Superintendent Rob Spiegel, Human Resource Director, Alison Elmer, Director of Special Education, Karen Fitzgerald, Administrative Assistant, and Jason Levey, AEA Representative

Absent: Jennifer Susse, Secretary

Mr. Thielman entered the meeting at 7:15 pm

Open Meeting

Dr. Allison-Ampe welcomed everyone to the regular School Committee meeting and said joining us is AEA President, Jason Levy. Ms. Susse will not be here due to family illness and Mr. Thielman will be late due to family issues.

APS Updated Manual A-I, (J, K, L)

Mike Gilbert, MASC Field Director attended the meeting tonight to present the APS Updated Policy Manual and spoke on the next steps to place the manual online. Mr. Schlichtman thanked Mr. Gilbert who will soon retire. Once the School Committee takes a vote to approve the manual, MASC will add adoption date to each policy and delivery paper copy and flash drive in word and a third party will upload to database sometime in 4-6 weeks or in a couple of months. After that, we need to send any changes of a policy to them in a word file and within 24 hours they will upload changes to our policy.

***Mr. Schlichtman moved to adopt the revised APS Policy Manual, seconded by Mr. Hayner.
Voted: 5-0***

Mr. Kardon inquired about online fundraising policy, and asked Dr. Bodie to review it with her team and other council. Mr. Gilbert said the policy was reviewed by MASC Legal Counsel and changes were made, and certainly had an extensive legal review already.

Dr. Allison-Ampe would like the Policy and Procedures subcommittee to review policy LBC Policy and after a brief discussion with Mr. Gilbert, Mr. Schlichtman agreed and would be happy to review the policy at a subcommittee meeting.

Ms. Morgan would like the ADF New Wellness Policy updated to include outdoor recess temperature and she will forward to Mr. Gilbert the edits to be included in the updated manual.

Public Participation

None

Gibbs Budget needs request for FY 20

Ms. Wendy Salvatore Assistant Principal of Gibbs presented the following document.

Good Evening School Committee Members,

I am happy to be here this evening to represent Kristin DeFrancisco and myself as the administrative staff at the Gibbs sixth grade school. She is unable to be here due to a commitment to her daughter. She apologizes that she was unable to attend. We would like to begin by saying thank you for the support you gave us last year to launch a school that includes an embedded social emotional program and acknowledges the developmental changes that sixth graders are experiencing at this time in their education. In our first year at Gibbs we were staffed to support five learning communities. The learning communities at Gibbs all include a math, science, social studies and ELA teacher. In an effort to build a strong connection amongst teachers, we have attached exploratory learning community class teachers to these groups. You will be happy to learn that this has been very effective in creating culture and climate. It has made a big difference for teachers as they develop relationships with students. We are also able to provide small advisory groups. There are 35 small groups that meet 4 times in a six day cycle and this has also made a difference for students as they are navigating the next phase of their education. The staffing that you supported last year will sustain us for the FY20 budget. We were supported to create a schedule that is planting the seeds for project based learning, co-teaching, cultural proficiency and robust programming around social emotional learning. Our numbers will increase somewhat next year but not so much that the staff for daily operations will change.

The priorities that you will hear about this evening for FY20 are the beginning steps for our five year plan. The first will be around staffing in the areas of special education, our exploratory classes, math intervention and nursing.

Our requests related directly to staffing are as follows:

First, we want to make sure we are creating appropriate programming for our special education students that need substantially separate learning environments. To do so we need to build our staffing out further to support small group classes as the population of students at Gibbs will change from year to year. This would involve adding a 1.0 FTE special education teacher to keep the groups of students small at state required ratios (numbering 8, unless you add a TA then the maximum would be 12) as well as create cohorts based on student academic and social emotional need. This additional staff add would accomplish this for us next year. In addition,

we currently have a .4 FTE speech and language pathologist and at the current allocation it has proven difficult to schedule students with this service on their IEPs. Based on numbers alone, we would like to increase this position by .2 FTE to a .6 FTE.

The second staffing need would be in our areas of Physical Education, Art, Technology, Digital Media Literacy and World Language. Currently, these classes are larger than we would like them to be. A combination of the number of staff and the schedule constraints causes classes to be unbalanced when students are learning outside of their Learning Communities. While in time I will have a better understanding of exact numbers, for year FY20 this would involve adding a .2 PE teacher as well as an increase in our world language staff in accordance with data when course selections are made in late winter.

This year the math department shifted to ask each math teacher to take on an additional class of intervention for their learning communities. This means that these teachers do not teach project block. This shift helped us launch the first year at Gibbs and we would like to bring the the original model back and add a 1.0 math interventionist. This will allow for co-teaching in small group math classes, increase our ability to deliver tier two instruction consistently and allow math teachers to teach project block.

Finally, there will be an increase in medical need at the Gibbs next year as well. Sue Franchi has been careful to make sure we are mindful of this higher medical need for students as they move to Gibbs. It will be difficult for one nurse to maintain the daily medical care next year based on this data. In addition, the nurse is an integral part of our social emotional wellness program. She has moved to the Gibbs from Hardy for this purpose as her work there produced the lowest number of visits related to anxiety. This decrease in number was directly impacted by her involvement in social emotional and mindfulness programming. This increase would also provide time for this important work. We will be asking for a .5 add.

Our non-staffing priorities are as follows:

First, we want to be able to build the professional development around the programming we have started for sixth graders. In order for this programming to be successful, we will be building in Professional Development in the areas of project based learning, co-teaching and sustaining the Social Emotional Learning programming that we have launched. While we have not selected specific programs, we support the special education request for funding to provide onsite coaching through a district-wide consultant to general education and special education teams as we begin to develop a common practice for teachers in co-taught classes that is grounded in evidence- and research-based best practices.

In order to support our project based learning initiative, we would like to be able to provide classroom coverage so that teachers on our PBL team can visit schools in other districts who are successfully implementing projects. Upon their return we will be able to have staff workshops. This is an area in which the district is trying to grow. Even in our infant stages, we were selected by MAPLE (a Massachusetts consortium created to catalyze personalized learning in the Commonwealth with the purpose of better preparing students for their future) as a school to present our planning around launching PBL and one of our projects from this first trimester. Students will be talking about their experiences and presenting their project! We will

be doing so at the MAPLE conference in January and then we will also be hosting a walk-through of our school in April during a project block time. This is exciting for us as a school and district and this funding will help us to continue moving forward with this initiative. Finally, to sustain our foundation of Responsive Classroom and social emotional learning we would want to continue to have training in summer around our work. This number would depend on the number of new staff and the number of teachers that will be eligible for advanced training.

Thank you for having us this evening! It was important to Kristin and I that you were able to hear tonight that Gibbs has had a wonderful launch because of the support this committee and the district has given to its mission. You should know that parents have been overwhelmingly positive about their sixth graders' experiences, students are happy to come to school and teachers are working very hard to keep many new things afloat. As we move forward and begin the work next year to launch our 5 year strategic plan, we look forward to the strengthening of the programming mentioned this evening as well as the vertical alignment with the Ottoson that will be necessary to provide a consistent middle school experience. Thank you.

The Committee members appreciated hearing from Ms. Salvatore and inquired about all the additional staff needs and the cost of those requests for the Gibbs and suggested that next year the Gibbs and Ottoson combine their requests.

The Ottoson Middle School's Budget Requests

Mr. Brian Meringer wanted to thank the school committee for inviting me here tonight to discuss the budgetary needs of the Ottoson Middle School. I also want to thank Dr. Bodie and Dr. MacNeal for all their help and support.

The Ottoson Middle School's top priority is keeping average class sizes below twenty-five students. There are many benefits of lower class sizes:

Smaller class sizes help build relationships between the students and their teachers.

Struggling students are more likely to be noticed.

Students participate more in class discussions.

Teachers have more time to give feedback.

Teachers spend less time on classroom management.

Our staffing requests are:

Add a half-cluster in eighth grade next year. (2 FTEs)

Reason - Next year's eighth grade will have 444 students. At our current staffing levels, the cluster classes (English, math, science and social studies) will have an average of over 25 students per class. Having four eighth grade clusters would reduce class sizes to 22.

Add a School Counselor. (1 FTE)

Reason - The social emotional needs of our students are increasing, and the role of a school counselor is becoming increasingly important. Next year there will be 906 students at the middle school. Currently we have three school counselors and their caseload would increase to 302 students. Contractually, the caseload for school counselors is limited to 300 students. Adding another counselor would reduce their caseloads to 226 students. Four counselors would also

help our internal organization and communication. It would allow the middle school to have two counselors per grade instead of having three counselors divided between two grades. Lastly, we will not need to add another school counselor during the next five years.

Add a .6 Spanish Teacher

Reason - We have 187 students taking Spanish in seventh grade. Currently we have six sections of eighth grade Spanish. Next year there would be over 31 students in our eighth grade Spanish classes. Adding two sections of Spanish would reduce class sizes to 24. We have 208 students taking Spanish in sixth grade. In seventh grade, we have eight sections. This would result in having 26 students per class in seventh grade Spanish. An extra section of seventh grade Spanish would result in classes of 23 students.

Add a .6 PE Teacher

Reason - Currently there is an average of 25 students in our PE classes. Next year class sizes will increase to 27. Adding a .6 PE teacher will reduce class sizes to 23. It will also give us the same number of sections as technology, FACS, and art.

5. Add a .4 French Teacher

Reason - We have 84 students taking French in seventh grade. Currently we have three sections of eighth grade French. At our current staffing, next year we would have 28 students per class. Adding an extra section would reduce our class sizes to 21 students. We have 114 students taking sixth grade French. Currently, we have four sections of seventh grade French. At our current staffing level, we would have 28 students in seventh grade French. An extra section would reduce our class sizes to 23.

6. Add a .4 Music Teacher.

Reason - Next year we will have over 100 students in our orchestra. As a result, we are hoping to have separate seventh and eighth grade orchestras. We are also hoping to add a .3 music teacher. Currently, the seventh grade has 23 students per class. This number will increase to over 24 next year without extra sections.

7. Add a .1 Administrative Assistant

Reason - Next year we will have 46 more students at the middle school. Currently we have 2.4 administrative assistants for 860 students or a secretary for every 358 students. To keep us at the same level we need to add a .1.

8. Add a special education teacher for the Summit Program. (1 FTE)

Reason - To create a sub-separate therapeutic program at the middle school. This will limit demand for out of district placements.

9. Requesting that all teaching assistants be considered behavior support personnel. (10)

Reason - It is difficult to retain qualified staff at their current pay rate. This helps align us with the high school.

10. Add a special education teacher for the 8th grade. (1 FTE)

Reason - To support the students in the new cluster.

Our supply requests are:

Eighth grade social studies textbooks (\$45,484)

Reason - The eighth grade curriculum is being changed. We need to buy textbooks, teacher editions, and digital access for the new curriculum. Eighth grade social studies supplements (\$2,334)

Reason - Class set of We the People for eighth grade for the new curriculum. Seventh grade social studies text (\$12,000)

Reason - New seventh grade Global Studies course will be piloted in 2019-2020, fully launched in 2020-2021. National Geographic Global issues will be needed.

Replacement of the choral risers (\$13,000)

Reason - The choral risers are in poor condition and need to be replaced, with students' safety being a primary concern. The risers are over 15 years old. They are used in the classroom and in all school concerts.

Completion of the implementation of science resources (\$42,000)

Reason - The Ottoson science resources have not been updated for several decades as new standards were developed. Seventh grade is piloting a new curriculum this year, and eighth grade will pilot a new curriculum next year. We need to buy textbooks, digital access, and other materials for these new curriculums.

Ms. Morgan compared some of the OMS budget requests from last year to next school year and inquired if the new requests this year would be the same requests from last year since we all the requests could not be funded. Mr. Weathers explained the funding for the 6th Grade text books and the money for the 8th Grader classrooms and hopes to add the 7th Grade materials for his year budget requests. The school counselors and social workers caseloads were discussed. The committee understands the requests and Dr. Bodie said the administration understands the budget process and the limited funds and will work to priorities all of the requests.

Arlington High School Budget Discussion Overview

Dr. Janger presented the following information to the School Committee members on the AHS Budget requests.

Arlington currently enrolls 1381 high school students in a 400,000 square foot facility. The school continues to be highly ranked. We have consistently risen in rankings and closed achievement gaps over the past 6 years. We are recognized again as a U.S. News & World Report Gold Medal school rising to 9th in the state. We are a U.S. News & World Report STEM school, a Newsweek Top School, and among the nation's most challenging schools according to the Washington Post.

Our budget priorities for this year echo our ongoing efforts and challenges. Rising enrollment and staffing needs form the core of our budget requests. In addition, AHS continues to focus on supporting high expectations for all students with specialized instruction and a positive school climate. The aging and cramped facility continues to hamper our efforts and, while we anticipate new spaces in 4 years, we will continue to need to maintain existing and create new learning spaces.

We foresee the following trends continuing to put pressure on staff and facilities.

Rising enrollment. Enrollment growth continues to be high and unpredictable. We would like staffing levels that attract and keep quality faculty, maintain room for growth, and allow us to respond to student needs.

A shortage of art, PE, and elective classes is making it difficult for students to meet requirements and build their schedules.

Chapter 222 requires schools to educate students who were previously excluded due to felony charges or expelled.

Moving away from punitive discipline toward positive behavioral support demands more time and relationship building of staff and administration.

National and local student trends point toward higher levels of social-emotional challenges among students.

State accountability guidelines call for ever rising levels of student achievement and graduation rates.

Evaluation requirement for building administrators to observe every faculty member and for buildings to evaluate all faculty every year.

Curriculum and Staffing

*The high school continues to experience rapid enrollment growth. Overall enrollment has increased by 178 students since SY 2013 with an increase of 70 students in the past year. We expect an additional **increase of 43 students** in the next year and to reach **1755 students by SY 2024**. Our staffing increases over the past 5 years have not kept pace with this enrollment growth. Below, we have created a 5-year timeline of staffing increases that will allow us to anticipate those increases in a timely fashion. I explain each line below.*

School Year	2020	2021	2022	2023	2024
ENROLLMENT INCREASE	42	73	79	63	55
<i>1. Classroom Teachers</i>	3	5	5.6	4.4	4
<i>2. Special Ed</i>	0.20	0.40	0.60	0.40	0.40
<i>3. Dean</i>			1.00		
<i>4. House Secretary</i>	0.5		0.5		
<i>5. Guidance</i>		1.00			0.50
<i>6. Historical Understaffing</i>	2				
<i>7. Inclusion</i>	1.4			0.8	
<i>8. Related Service (PT, Speech)</i>			1		
<i>9. Compass and Retain OOD</i>	2	1		?	?
<i>10. Team Chair</i>	0.6	0.4			
<i>11. Service Only/Private Chair</i>		0.5			
TOTAL FTE	9.70	7.80	8.70	5.60	4.90

*1-5. **Classroom Teachers.** The additional staffing to cover the classroom needs of 43 additional students at our current ratios would be **3 FTE**. The MSBA sets the average class size at 20, understanding that this results in classes ranging from 17-23 under appropriate staffing levels.*

This allows for normal variation based on scheduling and distribution as well as for planned support classes that are smaller by design. Each teacher is then responsible for roughly 100 students. With 7 class periods and an average class size of 20, we require 1.4 FTE of classroom teachers for each 20 additional students. In addition, those students gradually increase the need for support roles such as Special Education, Deans, and Guidance.

2. Special Education Caseloads. *We are requesting an addition of 0.2 FTE to Special Education this year to cover the anticipated increase in caseload. Roughly 11.5% of our students have IEPs and special education teachers carry a caseload of 18 students. The increased increase next year would require an addition of 0.2 FTE.*

3-4. House System - Dean. *Last year, we were able to move to a third full time Dean and to return to a three house system, reopening Collumb House. I will discuss the positive impact of this change later. Our goal is to create houses of under 500 students in keeping with the vision in our Educational Program developed for the new building. While we were able to assign one Dean and two Guidance Counselors to each house, we were not able to provide the same 0.5 FTE secretarial support to keep the office open and track student attendance. When we begin to approach 1755, we will also want to plan for an additional house, in anticipation of the new building and a 4 house system.*

5. Guidance. *Our contract calls for Guidance caseloads under 300. In addition, NEASC and professional standards for high school guidance call for caseloads under 250, recognizing the importance and burden of graduation, career, and college planning. Last year, we prioritized adding a 6th Guidance Counselor, in order to support a three-house system. This means that we will not begin to go over our target until the following year.*

6. Understaffing. *To address existing understaffing issues, we request an additional 2 FTE of teachers. As noted above, our staffing levels have not kept pace with enrollment growth. The result is large class sizes and a shortage of elective options, creating scheduling challenges and limited choices for students. We have directed staffing increase to the core academic areas, nonetheless, we have many sections over 25 or 27. This is a particular issue in the sciences, where our small labs create significant educational and safety issues for oversize classes.*

English: 13% (9 ≥ 25, 5 ≥ 27)

Math: 26% (17 ≥ 25, 9 ≥ 27)

History: 27% (18 ≥ 25, 11 ≥ 27)

Science: 40% (28 ≥ 25, 19 ≥ 27)

Electives are all full and many students are not able to get classes they request. This year, for example, we had enough requests for 4 additional sections of Culinary Arts and 4 additional sections of Foundations of Art. We see a steady increase of students who are not able to change classes or organize their schedule because of the lack of open sections in electives.

7. Co-Taught Inclusion Classes. *We are requesting 1.4 FTE to support increased student achievement through co-taught inclusion classes. Last year, we expanded our commitment to support all students achieving at a college-college career ready standard. Beginning three years*

ago, we piloted co-taught models to support students in our Curriculum B level courses. With appropriate support, we found that students can be accelerated in their learning to access college preparatory curriculum (Curriculum A). This helped students on IEPs, ELL students, students with interrupted educations, and other students in need of support. Last year, we created co-taught classes at the Curriculum A level in all but a few required content area classes. While the model has been successful, we have found that high needs students have become overly concentrated in those classes. In the coming year, we plan to reinforce our commitment to inclusion by increasing the number of co-taught sections so that students with IEPs are not more than a third of a normal class size.

9. Compass and Specific Student Needs. We need 2 FTE to support the needs of specific student populations who would otherwise require out of district placements. Over the past 5 years, AHS has been working to expand our offerings to support students with high level needs for specialized instruction. This might mean the creation of stronger substantially-separate programming, or training and support for students with unique needs in the general education classroom. We have significantly improved the capacity of our Reach Program, serving autistic students or students with related needs, and our Summit Program, serving students with social-emotional needs. This allows us better serve and retain students who might otherwise have needed to go out of the district for educational services. As we look at the incoming populations, we see the need to create a Compass Program, for students with cognitive disabilities and to expand our support for students with specific needs.

Growth in the demands of special education also calls for an addition 0.6 FTE Team Chair. To support our 3 house system, we are requesting a **0.5 FTE** secretary for Collumb House.

10. Team Chair. We are requesting 0.6 FTE for a Special Education Team Chair. The special education needs at the high school continue to expand as our numbers increase and as we retain students with higher levels of support. In spite of this, we have continued to staff only one Team Chair position to coordinate the IEP process and educational planning. We envision adding an additional role over the next two years.

11. Service Only Team Chair. In the year after next, we are requesting a part-time Team Chair at the district level for students who are receiving services in independent schools.

Focus on Positive School Climate

In the past year, our mission of “learning, connecting, and caring in a safe, supportive, and inclusive community” is reflected in our implementation of Collaborative Problem-Solving, Wellness Day, and Inclusion Day, as well as ongoing efforts to improve social-emotional learning and cultural competency among students and staff.

Over the past year, the entire administrative team has gone through extensive training and coaching in a research-based approach to student behavior known as Collaborative Problem-Solving. The approach provides staff with skills and process for addressing behavior issues as an issue of skill building rather than punitive control. All staff have gone through at least introductory training. We have partnered with Think: Kids at Massachusetts General Hospital, to assess readiness and move toward full implementation and training over a three-year period.

The early impact of the program has been a significant improvement in student behavior, illustrated by a reduction of suspensions from 76 in 2016-17 to 40 in 2017-18. In order to fully implement training we anticipate a need for \$50,000 in professional development funding.

Last year, we worked to expand our experience and offerings related to social-emotional learning and cultural competency with training and events for students and staff. These included the Unity Project at the beginning of the year. In addition, we piloted Wellness Day and Inclusion Day, 4-hour conferences combining student, staff, and outside expert workshops to provide a range of activities to students and staff. This year, student groups including a Voices United Club and a Black Student Union have begun to build more ongoing engagement with building a positive school community. We continue to experiment with ways to engage students in this programming and content.

Digital Technology

In only five years, digital technology at AHS has transformed our approach to teaching and learning, providing new opportunities for engaging and supporting all learners, preparing students for a computer rich economy, and allowing students to engage directly with creating knowledge and influencing their world. With the introduction of a [Bring Your Own Device](#) program in SY 2015-16 year, AHS has moved to an environment where all students expect and are expected to have access to digital technology for teaching and learning. Our Makerspace program is launching a new interdisciplinary Certificate in Innovation and Design Thinking, to link hands on learning to students' efforts in the classroom, clubs, and community.

Past support from the capital committee, Arlington Educational Foundation grants, and teacher innovations lead to successful implementation in the first cycle of Mac laptops. In the past year, APS has looked to find cost effective ways to replace our first generation of laptops. Many departments have transitioned to cheaper chromebooks and we continue to work to provide effective access to digital technology in ways that are cost effective.

This year, we are excited to have upgraded our Digital Media/CADD Lab and our Music Technology Lab. Space and funding issues required us to consolidate the Media/CADD Lab into one of our existing Library Computer Labs. In the future building, we expect these to each have their own appropriate space and equipment. Space issues also limit the number of seats in these classes.

Teacher devices, student devices, classroom projection, wireless access, internet access, specialty labs, and database subscriptions all need constant upkeep, renewal, and improvement. Specifically we need:

Ongoing replacement and supplies for new staff and classrooms for of teacher devices is underway with a mix of Macbook Air computers and chromebooks.

Funding for replacement and repairs to accessories and connectivity such as projectors, cords, DVD players, software, and bulbs.

Student devices need replacement and increased numbers for classroom, study hall, and library use.

Continue to invest in Wireless and Network capacity and reliability

AHS Bring Your Own Device Agreement found at this link:

https://docs.google.com/document/d/1t-o58x_g8diWvLLdRh1c2G2RMIQddEhx5f9uRUq5q-k/edit?usp=sharing

Building

The Arlington community is abuzz with planning and visions for the new Arlington High School. This is an exciting project and I hope that everyone in the school and community will contribute. The vision for this project is already driving innovation and exploration among AHS teachers.

However, in the excitement of this planning, it's important to remember that our students will be using the current building for the next 4-7 years. Over the past four years, we have worked closely with the town maintenance and custodial departments to improve the management and staffing of the facilities. Our Assistant Principal has attended closely to maintenance, custodial, and security issues. As a result, we have seen improved cleanliness and repairs. Last year, we carved three additional classrooms from closets and offices. Each classroom space requires at least \$15,000 in furnishings and repairs. While it is hard to imagine where to find the space, we will need to create at least 3 more classrooms for new teachers and should also anticipate the need for an additional science lab for \$70,000.

It is imperative that we support efforts to keep the current learning environment clean and in good repair for the current students and our staff. Building maintenance issues have a major impact on morale, education, safety, and security.

*We have made some stop gap measures to badly aging facilities, but need to invest in some major repairs to maintain a safe educational environment over the next 4-7 years. Support allocations to routine maintenance and repairs in particular **security and restrooms**. Allocate funding to convert more spaces into instructional, science labs, office, storage, and computer lab, spaces.*

Realign facilities staffing to create an oversight position for the entire AHS facility and fields.

The School Committee members appreciated the way Dr. Janger presented his requests. Mr. Schlichtman inquired about preschool fees and moving them out of the high school and location of classrooms and how the high school building process will be over the next five years. Dr. Bodie explained the process and will continue to address these issues in January.

The value of engineer 8:18 pm

Discussion of Value Engineer Areas of AHS

Dr. Allison-Ampe asked Dr. Janger to explain the implications of cuts on the AHS auditorium and gym for the Value of Engineer areas of Arlington High School. Dr. Janger explained that the details gone into this report, go back to the educational program and all of this was in there to make the space larger. The additional space is needed to hold more students and functionally

for him for programming for all of our school events, chorus, town concerts, gym classes and programs for graduation.

Mr. Hayner commend Dr. Janger and those on the AHS Building Committee and supports the additional spaces needed 100 percent. Mr. Schlichtman and Mr. Kardon also support the additional space since we have outstanding programs, our intent is to have a better quality facility and we should not go backwards. It would be impossible to add onto these areas later if needed, so they support the additional space. The committee appreciates this being added to their agenda for discussion.

Arlington Education Association (AEA) Budget Needs Request for Middle and High School AEA 2019-2020 District and Secondary Budget Requests was read by Jason Levey, AEA President.

A. Increase.....

- The number of substitute teachers and TAs
- The pay of substitute teachers and TAs

Rationale: This would increase the number of substitute teachers to cover the district's need, which is a major issue. Also TAs are being pulled from their assignments with students to cover teacher absences, especially at the elementary level. It would also help to get and retain high quality substitutes and TAs.

B. Supplies and curriculum for all music and performing arts classes

Rationale: To meet the demands of the curriculum and state standards.

C. An increase in academic and athletic stipends

Rationale: Athletic stipends have not seen an increase since the 2012-13 school year. Also this will keep Arlington coaches salaries competitive with other Middlesex League schools.

D. Technology

- Resume replacement of teacher laptops with equivalent devices
- Equity of technology among schools

Rationale: Teachers are dismayed at the plan to shift to Chromebooks for educators. While great for student use, teachers feel they are unable to do what they want using Google Suite only, and the Chromebooks lack many features like ability to play DVDs or type academic work (superscripts, subscripts, accent marks, etc.). We strongly urge the district to continue issuing laptops with Office to teachers, and to upgrade those who only have a Chromebook to a full laptop. We feel our time is valuable, and the headaches of having a subpar device far outweigh the cost of a replacement computer.

E. Curriculum

- Renew online subscriptions for all courses that are necessary
- Curriculum for all small group classes

Rationale: Small group classes often have not been given set curriculum, teachers have to make it up as they go. This will provide teachers with curriculum needed to teach their classes. It will also enable students work toward common core and curriculum standards

F. Increase funds for professional development

*Rationale: **Current allocation for course reimbursement does not cover the needs/requests of teachers in order for us to stay current in content and pedagogy.***

AHS

A. An additional.....

- 1.0 FTE ELA
- 1.4 FTE Science
- 1.0 FTE Learning Specialist
- 1.0 FTE Social Studies
- 1.0 FTE Math

*Rationale: **Due to an increase of enrollment***

B. An additional 1.0 FTE Team Chair

*Rationale: **To create equity compared to the middle schools and due to increase of workload.***

Ottoson

A. An additional 2.0 FTE 8th grade teachers

*Rationale: **Due to an increase in student enrollment. This will create four full clusters in both 7th and 8th grades. We have been working towards this for several years.***

B. An additional...

- .3 FTE general ed music
- .1 FTE orchestra
- 1.0 FTE School Counselor
- .6 FTE Spanish
- .4 FTE French
- .6 FTE Physical Education

*Rationale: **Due to an increase in student enrollment. This will reduce class size, improve scheduling options, and address some of the shortfalls from dividing staff with Gibbs.***

C. An additional 2.0 FTE 7th grade teachers

*Rationale: **Due to an increase in student enrollment. Gibbs currently has 5 clusters where as Ottoson only has 4 per grade.***

D. An additional .6 FTE Administrative Assistant

*Rationale: **Better addressing social/emotional needs of students means more meetings to be scheduled, more paperwork coordination with outside doctors and therapists, and more home/school communication.***

E. An additional 1.0 FTE Summit teacher

*Rationale: **To better address the social/emotional needs of students***

F. An additional....

- 1.0 FTE 7th grade inclusion teacher
- 1.0 FTE 8th grade co-taught teacher

*Rationale: **Each grade needs to have 2 inclusion and 2 co-taught teachers. Will allow more scheduling flexibility for placement of students, create more equity among staff caseloads, and will meet the growing special ed population.***

G. An additional 1.0 FTE ELL Rationale:

Allow push in and differentiated instruction. Also to meet the district's goal of cultural competency

H. Additional material for the following....

- *Materials and books for the new 8th grade Civics Curriculum*
- *Additional thematic texts for 7th grade, focusing on global studies*
- *Resources/books for 8th grade science for new curriculum*

Gibbs

A. An additional

- *.4 FTE Physical Education*
- *.2 FTE SLP*
- *.4 FTE Spanish*

Rationale: Due to an increase in enrollment. Will meet growing student needs, reduce class size, and allow scheduling flexibility.

B. A Gifted and Talented program

Rationale: Teachers feel we are not meeting the needs of our advanced students with differentiation alone. 6th grade had ACE at OMS but it was not included at Gibbs, and staff feel it's important to reach this special group of learners.

After hearing the AEA needs the committee members suggested that they hear more about the Technology Plan and invited Mr. Good to a planning meeting soon. Dr. Bodie said the Technology Plan would not be ready by the next School Committee meeting and she will talk with Mr. Good and plan to provide the committee members with some information before the last stage of the budget.

Superintendent's Report

Dr. Bodie announced that the AHS Concert will be held tomorrow night and spoke about looking for additional funding for grants, and large grant for nursing. The Hardy furniture is being installed and going according to plan. The AHS Building committee meeting is next Tuesday at 6:00 PM and all are invited to attend.

Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

Approval of Warrant: Warrant# 19103 Dated, 11/29/2018, Total Amount of Warrant: \$649,163.92, Approval of Minutes: Regular School Committee Minutes 11/29/2018, Approval of Trip: AHS UPenn, Model Congress Trip, March 28, 2019 and OMS London and Environs 4/2020.

Mr. Schlichtman moved to approve the Consent Agenda as presented, Mr. Hayner amended the motion to pull the warrant, seconded by Ms. Morgan.

Voted: 6-0

Mr. Schlichtman moved to approve the Warrant # 19013, dated 11/29/2018, seconded by Ms. Morgan. Voted: 5-1 abstain Mr. Hayner

Policy: Policy Manual Update A-I, (J, K, L)

Subcommittee/Liaison Reports/Announcements

Budget: Len Kardon, Chair will hold another meeting Budget/CIAA meeting tomorrow during the day, December 14, 2018 at 8:00 am. Long range planning will meet Tuesday.

Community Relations: Len held coffee hours, one person gave feedback on AHS Building project.

Curriculum, Instruction, Assessment & Accountability: Jeff Thielman, Chair no report

Facilities: Bill Hayner, Chair meet with parents on Hardy playground.

Policies & Procedures: Paul Schlichtman, Chair we did it, revised policy manual was voted tonight.

Legal Services Review: Bill Hayner, Len Kardon, no report

Arlington High School Building Committee: Jeff Thielman, Kirsi Allison-Ampe, Tuesday, Dec 18 and forum January 14, 2019.

Gibbs Committee: Jane Morgan

Liaisons Reports

Announcements

Mr. Hayner announced the Bridging two communities was wonderful time, METCO conference was very good and EDCO provided update on blizzard bags and snowy day replacement.

Mr. Kardon said yourarlington.com said AEF awarded \$22,000 in grants awarded for APS.

Future Agenda Items

Executive Session

Mr. Thielman moved to enter into Executive Session at 9:06 PM to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted, and to discuss Superintendent Bodie's contract and adjourn to exit, seconded by Ms. Morgan.

Roll Call: Mr. Hayner, Yes, Ms. Morgan Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Kardon, Yes, Dr. Allison-Ampe Yes.

Voted: 6-0

Correspondence Received:

Warrant# 19103, Dated 11/29/2018

School Committee draft minutes 11/29/2018

UPenn Model Trip Approval

Policy Manual Update A-I, J, K, L. sections for First Read

Budget request for FY 2020 AHS, Gibbs, OMS, and AEA

AHS Internship Program Celebration of Achievement

OMS incident email

December 2018 Enrollment numbers

Value of Engineer AHS Bldg. document

Adjournment 9:58 pm

Mr. Hayner moved to exit out of Executive Session and adjourn at 9:58 PM, seconded by Mr. Schlichtman.

Roll Call: Mr. Hayner, Yes, Ms. Morgan Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Kardon, Yes, Dr. Allison-Ampe Yes.

Voted: 6-0

Respectfully submitted by

Karen Fitzgerald

Administrative Assistant.