

Approved by the Arlington School Committee, December 19, 2019

Arlington School Committee
School Committee Regular Meeting
Thursday, December 12, 2019
6:30 PM

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

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

Kathleen Bodie, Ed.D. Superintendent, Roderick MacNeal, Jr. Ed.D, Assistant Superintendent, Michael Mason, Chief Financial Officer, Rob Spiegel, Human Resource Director, Alison Elmer, Director of Special Education, Karen Fitzgerald, Administrative Assistant, Jason Levy, AEA President, and Manjot More, student representative.

Jeff Thielman arrived at 6:34 p.m.

Jane Morgan arrived at 6:35 p.m.

Open Meeting

Mr. Kardon opened the meeting and presented the art work from the Brackett School in the meeting room.

Public Comment

None

Overview of ELA Department

Ms. Deb Perry, Director of ELA, provided the overview of the goals for the 2019-2020 school year for the English Language of Arts Department.

Grade 1: Teachers will implement the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments in 2019-2020. Teachers will learn how to interpret the results and use them to differentiate/target instruction with the support of the coaches. We will follow the administration guidelines of DIBELS/Acadience.

Gr. 5 - During the 2019-2020 all 5th grade district teachers' will implement the Lucy Calkins Interpretation Book Club unit.

Gr. 3 - During the 2019-2020 all Gr. 3 teachers will employ Lucy Calkins' "Building a Reading Life" and "Character Study" units and we will expand the nonfiction unit pilot to all of the schools.

6-12: Students 9-12 will receive direct instruction on narrative form in reading and writing from teachers and will complete one common assessment focused on that concept by June of 2020.

Ms. Perry introduced Ms. Maria Amato, Reading Coach who spoke about the upper 3-5th Grade goals on the Lucy Calkins and non-fiction. Ms. Allie Magalhaes, Reading Coach, spoke about the 1st-3rd Grade goals, the assessments and how she worked with other district coaches at EDCO workshops, then met with APS teachers in small team meetings to review assessments and how to support student needs. Mr. Justin Bourassa AHS Teacher spoke about the middle and high school goals for the English Language Arts Department for the 2019-2020 school year and spoke about current reading and writing assignments.

Ms. Morgan asked how parents are notified about the assessments results. Dr. MacNeal said that the assessments are for the teachers to be used to instruct the children, overall it is used to provide the teachers with a foundation. Ms. Susse liked the way Mr. Bourassa's middle school and early high school year instruction plans to support students writing and the understanding of putting themselves into the writing and owning their ideas in the narration was presented. Ms. Susse said this will help senior year students with their writing assignments especially their college essay. Mr. Kardon asked if these assessments are catching more student needs. Ms. Magalhaes, said the assessments are giving the coaches more ways on how to tackle the support, therefore, this will give them more information to support classroom teachers. Dr. Allison-Ampe would like to know how we can show that all students are improving. Dr. Bodie said this is a multi-year goal and teachers need to learn more on different strategies, and teachers will pass on student information year to year and continue to work in groups during professional development time.

AHS and Middle Schools FY 21 Budget Needs Requests Presentation, Principals

Gibbs School, Principal Kristin DeFrancisco read her report for the Gibbs School.

Thank you for having us here this evening to talk about our needs at the secondary level. We are in the third year of our five year budget. We continue to enjoy being at Gibbs and are receiving very positive feedback from both the parent community and the student community about their respective experience. We are focusing on building our tier 1 work around social emotional learning and content area instructional best practice. We are doing this by concentrating on building a robust Responsive Classroom philosophy, developing a Project Block curriculum that builds various necessary sixth grade skills and supporting teachers' instructional pedagogy through coaching and special education support. This work is also allowing us to define our tier 2 and tier 3 intervention. We are having discussions about what we do for all students identified as needing access to this kind of intervention and as a result are developing more comprehensive interventions and are beginning to be able to define our gaps and needs around professional development.

To continue sustaining our work next year, we will need to think about enrollment growth and professional development. Through this lens:

Our requests related directly to staffing are as follows:

- .2 increase in math intervention bringing our .8 interventionist to full time
- .3 increase in world language to mitigate a 250 plus student caseload in Spanish
- .2 increase in physical education to bring our total physical education staff 2.0

Our non-staffing priorities are as follows:

- Funding for Wilson Training to support the number of students entering sixth grade needing tier 3 intervention.
- Funding to train new staff members in Responsive Classroom
- Funding to sustain Responsive Classroom training for all staff
- Funding to maintain and continue the growth of co-teaching training
- Funding to maintain the efforts around Project Block, Advisory and Co-teaching through Think Tanks.

Ottoson Middle School, Principal Brian Meringer read the following:

Thank you for considering the Ottoson Middle School budget requests. Most of these requests are based on enrollment increases. This year there are 900 students at the Ottoson. Next year, we project we will have 940.

1. .2 PE teacher - Last year, I requested an additional .6 PE teacher. An additional .4 PE teacher was funded. This year I am requesting the remaining .2 be funded. This will reduce class sizes from 24.7 to 23.4. Additionally, this would align our PE department with our FACS, art, and technology departments. Currently, the art, technology, and FACS teachers teach 40 sections of classes while the PE department teaches 38 sections. Having an equal number of sections will help balance class sizes. This year one of our PE teachers is .8. Next year, she will be on step 2. The total cost to the budget will be approximately 10,600.

2. .2 Spanish teacher - Next year, there will be 205 students taking 8th grade Spanish. Currently, there are 8 sections. Adding another section would reduce the average class size from 25.7 to 22.8.

3. 2.0 Learning Community Teachers - Next year, we will have 485 seventh grade students. As a result, each learning community would have 121.25 students with class sizes of 24.2 students. Having half a learning community would reduce the learning community to 108 students with class sizes of 21.6 students. Originally, in the five year plan I requested a full learning community.

4. 1.0 Special Educator - With the addition of an extra half learning community, we will need a special educator to support this learning community. Also our numbers of special education students are growing. Next year, we will have 78 students in seventh grade.

5. 1.0 Bridge teacher - Currently, the Ottoson is seeing a growth in the number of students who experience long term absences as a result of hospitalizations, medical and mental health needs, and school refusal issues. As enrollment grows over the next five years, so does the need for a successful transition program for our middle school students.

During the 2019-2020 school year, OMS will complete a rigorous and detailed planning process to build a program that will help students transition back to school. The goal would be to have this program created for the 2020-2021 school year. During the 2018-2019 school year, eleven Ottoson students had long-term absences for medical and mental health reasons. In addition, during the 2018-2019 school year, 29 Ottoson students would have benefited from a transitional program for a short-term period. I originally had this in the third year of the five year plan. However, I would like to start this program for next year.

6. .1 Administrative Assistant - with an extra forty students the clerical work at the middle school has increased.

7. Increase three TAs in the Reach and Compass programs to become BSPs - I am having a difficult time retaining TAs at their current rate. The increase in pay would cost approximately \$15,000.

8. .4 math teacher - . 2 for math support due to an increase of students coming into 7th grade from Gibbs that have been identified for tier 2 support. Also, there are needs within Tier 1 support for student(s) within ELL.

9. .4 computer science teacher - this would/could allow us to service a higher percentage of students.

Arlington High School, Principal Matthew Janger presented his budget requests and thanked the voters for the passing the override last year.

Arlington currently enrolls 1415 high school students in a 400,000 square foot facility. The school has remained consistently high in rankings and closed achievement gaps over the past 6 years. We are consistently recognized as a U.S. News & World Report Gold Medal school. We are a U.S. News & World Report STEM school, a Newsweek Top School, a top 500 Newsweek STEM School, and among the nation's most challenging schools according to the Washington Post.

Our budget priorities for this year echo ongoing efforts and challenges. After years of gradual enrollment growth, we are entering an accelerated period of growth stretching for the next 9 years. In the coming year, we anticipate as many as 105 additional students, based on historic trends. The core of our budget request is formed around rising enrollment and the challenges of the upcoming building project. Our priorities in allocating staffing are driven by the need to maintain support in the core required classes, to provide a full schedule of course offerings, to support inclusion and high expectations for all students, and to support educational equity and opportunity. AHS is already an aging and cramped facility, with construction slated to start this spring, we anticipate strains on our teaching staff. This will require support to maintain existing spaces, create new teaching spaces over the next 2 years, and to supervise an even more complex space.

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 continues to make it difficult for students to meet requirements and build their schedules.
- Collaborative Problem Solving rollout - 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.

Curriculum and Staffing

The high school continues to experience rapid enrollment growth. Overall enrollment has increased by 199 students in the last 5 years and is expected to grow by 380 students in the next 5 years. We anticipate an **increase of 105 students in the coming year**. Our staffing increases over the past 5 years have not kept pace with this enrollment growth. Below, we have adjusted forward the 5-year timeline of staffing increase that was created last year, with adjustments for current enrollment projections, staffing, and student needs. 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	2021	2022	2023	2024	2025
Enrollment Projection	1522	1609	1700	1782	1797
INCREASE	105	87	91	81	15
Multiplier @1.7 per 25	7.14	5.92	6.19	5.58	1.02

1. Classroom Teachers 6.00 5.00 4.40 4.60 1.00
2. Special Ed 0.60 0.50 0.80 0.60
3. Dean 0.50 0.50
4. House Secretary 0.01
5. School Counseling 0.50 0.50
6. Historical Understaffing
7. Inclusion
8. Related Service (PT, Speech) 0.4
9. Sub-Separate/ Retain OOD ? ?
10. Team Chair

TOTAL FTE 7.10 6.00 6.20 5.60 1.00
Construction Security 1.00

1. **Classroom Teachers.** 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. At that ratio, we would require an additional 7.25 FTE just for classroom teachers. However, given the constraints of our current budgets and rising enrollment throughout the district, we have set the rate of increase at an average of 25 students per section, understanding that this will result in significantly more large sections. This leads to a request of **6.0 FTE for classroom teachers**. We anticipate distributing approximately 5 FTE to our English, Math, History, and Science departments and using the additional 1.0 to create additional sections in the arts and electives.

In addition, each new student gradually increases the need for support roles such as Special Education, Deans, and Guidance. While our desired caseloads would place the multiplier at 1.83 FTE for each additional 25 students, we have used a multiplier of 1.7, again based on the constraints of growth across the district.

2. Special Education Caseloads. We are requesting an addition of **0.6 FTE** to Special Education this year to cover the anticipated increase in caseload. Roughly 13.3% of our students have IEPs and special education teachers carry a caseload of 20 students. Based on enrollment trends we anticipate a growth in special education of roughly 20 IEPs, requiring the addition of 1.0 FTE. This year, we anticipate distributing those FTE to cover needs in caseload, co-teaching, and speech and language services. These are discussed more below.

3-4. House System - Dean. Two years ago, we were able to move to a third full time Dean and to return to a three house system, reopening Collomb House. Our plan is to maintain houses of under 500 students in keeping with the vision in our Educational Program developed for the new building. We were able to assign one Dean and two School Counselors to each house. This year, we also reorganized our House Secretaries to create a centralized attendance office, which better allows us to support all three House Deans. In anticipation of the new building and a 4 house system, when we begin to approach 1755, we will plan for an additional house, including a Dean, School Counselors, and Secretarial support.

5. School Counseling. Our contract calls for the School Counselors (formerly Guidance Counselors) to carry caseloads under 300. In addition, NEASC and professional standards for high school counseling call for caseloads under 250, recognizing the importance and burden of graduation, career, and college planning. We currently have 6 School Counselors and anticipate going substantially over our desired caseload in SY 2021. This will require us to hire either an additional half or full-time Counselor depending on student need and staffing availability. In addition, our School Counseling Department includes 1.5 FTE of Social Workers. Given rising enrollment and increased issues with mental illness among high school age students, we will monitor needs going forward.

6. Understaffing. To address existing understaffing issues, last year, we requested an additional 2 FTE of teachers which we did not receive. Our staffing kept pace with enrollment growth and we were able to improve class sizes in English, Math, History, and Science. However, the arts and electives remain full and many students are not able to get the 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. Last year, we expanded our commitment to support all students achieving at a college-college career ready standard. Beginning four years ago, we piloted co-taught models to support students in our small group Curriculum B level courses.

With appropriate support, students accelerated their learning to access college preparatory curriculum (Curriculum A).

While the model has been successful, we found that high needs students became concentrated in those classes rather than creating true inclusion settings. Last year, we were able to support multiple Curriculum A sections of required classes with Special Education co-teachers. These Co-Taught Inclusion Classes were successful, and we continue to work on the challenges of scheduling, staffing, and coordination involved in supporting effective inclusion. We anticipate adding 3 sections in order to meet the caseload and expand the program more fully in the sciences. These sections will be staffed within the 1.0 FTE expansion of the Special Education staff.

9. Compass and Specific Student Needs. Over the past 6 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. We have recently expanded programming in our Compass Program, for students with cognitive disabilities. Increased staffing in these areas will depend on the emerging needs of students rising through the lower grades, or choosing to attend Arlington High School

10. Team Chair. We are currently servicing our IEP programming and service only students using 2 Team Chairs. While we don't anticipate a need to expand this role immediately, 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. We will monitor needs going forward.

Digital Technology

In six 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.

In the past year, AHS was able to support most of our high priority needs for teacher devices, and student devices through the refurbishing of equipment that was replaced at the elementary level. While the devices are welcome, many are older models and have short usable lives. It will be imperative to continue to upgrade, update, replace, and expand digital devices, connectivity, wireless access, projection, and sound systems across the high school. This is necessary to support classroom practice, teacher morale, and new online testing requirements for the state MCAS system.

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/edi
t?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. In the excitement of this planning, it's important to remember that our students will be using the current building for the next 5 years. We have worked 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. 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.

Currently our classroom use is between 90-98%. With use rates over 85%, the unavailability of appropriate classrooms significantly hampers the scheduling process. As we move into the first phase of construction, we will be able to create 6-7 much needed classroom spaces in the space created by the Preschool move to the Parmenter Building. Each classroom space requires at least \$10,000 in furnishings and repairs. In addition, this suite of classrooms will require an additional chromebook cart for classroom devices, at roughly \$8000. We also anticipate creating a Physics Lab in one of these classrooms which will require equipment totaling roughly \$2000. The total for this classroom space is \$80,000. With construction on the front lawn and the building made both more hazardous and porous by the presence of construction activities, we have requested a **1.0 FTE Security Guard** position to supervise the high school site after hours.

Mr. Schlichtman said the staff at the Gibbs, OMS and AHS did a wonderful job providing the outline of the budgets and he is impressed the requests are modest. Ms. Susse and Mr. Kardon mentioned the current enrollment trends and Dr. Janger said the Minuteman High School is getting an increase in enrollment due to the new school and that we may get a bump down in the enrollment numbers during the building of our new building. Dr. Allison-Ampe asked if we will be purchasing furniture for the preschoolers now or waiting, but Dr. Janger said we could buy furniture and then sell it if we needed to. Mr. Thielman pointed out that when we add up all the request we don't have enough funds in the budget. Dr. Bodie said the requests and priorities will be reviewed by the administration team and the budget will change but it is important for the School Committee and the community to hear the requests and that the team will work on the priorities. This will then become the Superintendent's Budget and will be presented to the School Committee for approval.

Dr. MacNeal wanted to acknowledge the curriculum directors here this evening, Mr. Denny Conklin, Ms. Cindy Bouvier, Mr. Pappazisis, and Mr. David Ardito.

Arlington Education Association (AEA) FY 21 Budget Needs Request for High and Middle Schools

Ms. Julia Keyes, AEA representative provided the AEA 2020-21 District/Secondary Budget Requests.

District

A. Curriculum

- Renew and expand online subscriptions for curriculum (textbooks, Newsela, etc)
- Curriculum materials small group classes
- Increase in funding for science materials/consumables

Rationale: Small group classes have never 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. The Science materials and consumables will meet the necessary needs to teach students at all levels.

B. 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.

C. Increase funding for art supplies....

- At grades K-6 by creating an amount per student.
- At grades 7-12

Rationale: With an increase of students, the budget for art supplies also needs to increase. By allocating a fixed amount per student, this will create equity across all elementary schools . The increase in funding for art supplies at secondary schools is necessary to provide adequate supplies and reduce the non-reimbursed out-of-pocket teacher expenditures.

E. An additional 1.0 District Psychologist

Rationale: The District's school psychologists are responsible for academic achievement and psychological testing for all initial evaluations, and cognitive evaluations occur every three years as part of the re-evaluation process for all identified students. Students are also tested when discharge from special education is contemplated. As the student body increases, so, too, will the number of referrals. An additional 1.0 District psychologist can ensure that evaluation timelines are met, and that evaluations are thorough and comprehensive as part of the Team process.

F. An Additional 1.0 FTE Physical Therapist

Rationale: At this time, there is one PT to service all of the District's PT needs, from preschool through grade twelve. The service delivery needs, in addition to the scheduling/travelling demands of the caseload makes service delivery for a single individual untenable.

G. Specific, targeted training for Behavior Support Personnel (BSP)

Rationale: BSPs are responsible for developing and implementing behavioral interventions for students, and in order to ensure efficacy and effectiveness, BSPs require training that is substantively different than that of teaching assistants. This training should specifically target behavioral analysis procedures and effective behavioral management techniques.

H. Continue to provide equitable technology to classrooms throughout the district. Commit to updating staff devices with laptops capable of doing the necessary work with minimal headaches such as printing, editing, media, etc. Provide reliable photocopiers/printers in all buildings, including any network updates required to achieve this goal.

AHS

A. An additional .5 FTE EL teacher-

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

B. An additional.....

- .8 FTE math teacher
- .4 FTE PE teacher
- .8 FTE Science teacher
- 1.0 FTE Social Studies teacher
- 1.0 FTE ELA teacher
- 1.0 FTE World Language teacher
- .2 FACS teacher
- .2 Performing Arts teacher

Rationale: Due to an increase in student enrollment and growth in electives. Also to keep class sizes low and meet the needs of students

Ottoson

A. An additional.....

- 1.0 FTE 7th grade inclusion teacher
- 1.0 FTE 8th grade inclusion 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 needs of the growing special ed population.

B. An additional...

- 4.0 FTE 7th grade teachers (5th community)
- 1.0 FTE EL teacher
- .4 FTE math (small group)
- .2 PE teacher
- .2 Spanish teacher
- .2 Administrative Assistant

Rationale : Due to an increase in student enrollment. This will also reduce class size, improve scheduling options, and provide more student support.

Gibbs

A. An additional

- .2 FTE Math (support) teacher
- .5 Spanish teacher

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

B. Additional Special Educators, Social Workers, School Counselor and paraprofessionals

Rationale: As the number of students with specialized needs increase, there needs to be a coordinating increase in the staff to educate them. Often times there are more students who need services in one class than the staff members can address in a period.

C. Technology for Special Education Classrooms

Rationale: Academic classrooms have Chromebooks for students and projectors for teachers, but special ed classrooms were not provided with this technology. It is needed for teachers of small group and support classes.

Mr. Schlichtman inquired about course reimbursement and Dr. Bodie explained the tuition fee reimbursement process for professional status teachers.

2018-2019 Discipline/Suspension Report

Mr. Brian Meringer provided the suspension data for OMS as follows:

Last year, there were 42 incidents that resulted in suspension. There were a few students who were suspended multiple times. In total, there were 34 students who were suspended at the Ottoson. Specific data on the students who were suspended:

Gender – 30 were male and 4 were female.

IEPs – Half the students were special education students

Racial breakdown -

23 students identified as white (68%). Last year our white population was 74%.

4 students identified as African-American (12%). Last year our African-American population was 3%.

3 students identified as Asian (9%). Last year our Asian population was 11%.

3 students identified as multi-race, non-Hispanic (9%). Last year our multi-race, non-Hispanic population was 6%.

0 Hispanic students were suspended. Last year our Hispanic population was 6%.

Biggest reason for suspension – 8 caught vaping.

Grade – 13 students were in seventh grade and 21 students were in eighth grade.

So far this year, we have suspended 15 students (5 in the 8th grade and 10 in the 7th grade).

Dr. Janger provided the students suspended out of school by Race and Ethnicity report for Arlington High School.

Dr. Janger said over the last three years, the trends impact behavior, legalization of marijuana, more supervision in the schools and collaborative problem solving and culture competency.

Look over AHS students suspended last year and this year data. Last year 34 suspension of 31 students total 18 were substance, 9 conflict, 6 disruption, theft, 1 chronic, plan A, Year before that 42 student's 12, substance, and risen 16, conflict, 16 disruption, 1 felony outside of school. The Collaborative problem solving: dealing with challenge behaviors focus on skill not will. To suspension, tries to seek outside support for the student or family.

Students Suspended Out of School by Race/Ethnicity								
2018-19								
	Female	Male	All	OSS%	Sub population	Sub population % of total	OSS/Pop %	% of Sub population
Asian	2	0	2	6.25%	158	11.25%	56%	1.28%
Black	0	3	3	9.38%	51	3.68%	255%	5.88%
Hispanic	0	0	0	0.00%	87	6.27%	0%	0.00%
Other/Mixed	7	2	9	28.13%	64	4.61%	610%	14.06%
White	3	15	18	56.25%	981	70.73%	80%	1.83%
TOTAL	12	20	32	100.00%	1387	100.00%	100%	2.31%

Ms. Susse said she was glad the committee members were receiving regular reports and glad numbers are going down but noted she is concerned especially with elementary numbers since it can be devastating for the students to get suspended.

Dr. Janger informed the committee that today was Wellness day, same as mental health Awareness Day and the used a conference model and all students had one assembly on juuling.

Arlington Public School Calendar 2020-2021 First Read

Mr. Kardon said the Arlington Public School Calendar for 2020-2021 is presented tonight as a first read. Dr. Bodie said the School Committee will be voting on the start date of school to be September 8, 2020, vacations in February and April with a December winter break and the November professional development day will be held on Tuesday the day of the Presidential Election. The Calendar advisory committee will be reviewing the three non-school days.

Approval of Superintendent's Goals 2019-2020

Ms. Jane Morgan said that the Curriculum, Instruction, Accountability and Assessment subcommittee would like to add what evidence will be used for the under the Superintendent's Goals for the Student Achievement and Practice Goals for 2019-2020 for Dr. Bodie, since they didn't approve it as part of the package last year and wanted to do it for next year.

On **motion** by Mr. Thielman, **seconded** by Mr. Schlichtman, it was **voted** to approve the Superintendent's Goals for 2019-2020 and the standards of evidence, as presented. (6-1), Mr. Hayner voting no

Letter of support for Jason Russell House CPA application, L. Kardon

After Mr. Kardon asked the committee to support the Arlington Historical Society's request to support the CPA application to restore the Jason Russell House as in the past, the following motion was made:

On a **motion** by Mr. Hayner, **seconded** by Mr. Thielman, it was voted to have the chair sign the letter of support for the Jason Russell House CPA application (7-0)

Superintendent's Report

AHS Building Project Update

Dr. Bodie will be sending out a letter to parents on the update of the AHS Building project that the estimate exceeded the budget. The next AHSBC meeting will be on December 17th and maybe December 18th too to go through process of design numbers and bring cost of design to the budget. The building committee feels the community should be aware of this, the first criteria is the education and function of the building, then large decisions are needed to made, and it was noted that the geo thermal wells are being use and not using fossil fuel. The building committee is thinking about lighting, artificial turf, and the bike path connections. This could be items added later on but will be discussed. The committee has a lot of expertise and has been working very hard and currently they are still on our timeline to begin the project.

Dr. Bodie said to save the date for AEF, Learning summit SEL program on Saturday May 2, 2020.

Dr. Bodie said the snow forecast says very snowy days ahead. The custodians, director of transportation and the DPW team work together with her making decisions and discuss the school walkways and roads before making decisions, but if parents think it's not safe, please don't send your child to school.

Consent Agenda

Mr. Hayner **moved approval of the Consent Agenda.**

- Approval of Warrant: Warrant Number 20091, Dated 11/19/2019 Total Amount \$1,534,464.82

- Approval of Warrant: Warrant Number 20105, Dated 11/26/2019, Total Amount \$476,195.81
- Approval of Minutes: Regular School Committee Minutes, November 14, 2019
- Approval of Trip: OMS Drama Club, NYC Trip, May 16, 2020.

At Mr. Hayner's request, the minutes of November 14, 2019 were removed from the Consent Agenda.

Seconded by Mr. Thielman, **voted** 7-0.

On a **motion** by Mr. Thielman, **seconded** by Dr. Allison-Ampe, it was **voted** to approve the School Committee minutes of November 14, 2019. (6-0-1) Mr. Hayner abstained

Policy

Mr. Schlichtman held a meeting on November 25, 2019 and discussed the policy changes as presented.

- BEA Regular School Committee Meetings Second Reading
- BEDB Agenda Format Prep and Dissemination First Reading
- BE School Committee Meetings First Reading
- KF-E Fee Structure for Rental of School Building Space

Dr. Allison-Ampe understands the thought about policy BEDB but restricting a presentation to 15 minutes to be waived by a 2/3 vote. Mr. Kardon and Mr. Thielman will not support the change either. Mr. Schlichtman said his intent was that the presenter not talk at them and go on for two hours but to give a more thoughtful summary of the subject, as done at Town meeting with a 7 minute rule. Ms. Morgan will support the 15 minutes, unless the rules are suspended by two thirds vote. Mr. Hayner agrees with Ms. Morgan if the chair agrees to extend the presentation.

On a **motion** by Mr. Hayner, **seconded** by Ms. Morgan it was **voted** to approve on second reading File BEA: Regular School Committee Meetings. (7-0).

Subcommittee/Liaison Reports/Announcements

- Budget: Kirsi Allison-Ampe (chair) will be meeting
- Policies & Procedures: Paul Schlichtman (chair) minutes are included
- Curriculum, Instruction, Assessment & Accountability: Jane Morgan (chair) nothing to report.
- Mr. Kardon suggested that the CIAA committee work with admin on Student Opportunity Act, SOA plan due April 1, 2020.
- Community Relations: Jennifer Susse (chair) will need meeting in January.
- Facilities: Bill Hayner (chair) meet with Brackett PTO, Hardy, Peirce PTO, and thank Jim Feeney, Michael Mason. They will meet on January 28, at Dallin PTO. Dr. Allison-Ampe gave kudos to Mr. Hayner on his plan meeting with all the PTO's.
- Legal Services: Bill Hayner (chair), Jeff Thielman nothing to report
- Arlington High School Building Committee: Jeff Thielman, Kirsi Allison-Ampe

- Calendar Committee: Ms. Susse wanted member's thoughts about the calendar issues but Mr. Kardon would like the recommendation of the advisory committee. Mr. Schlichtman wanted to know the direction of the advisory committee. Ms. Susse said it was the non-school day's issues being discussed this year. Mr. Kardon said after all the information is gathered, and if need be,
- Election Modernization Committee: Ms. Susse will be meeting next week.
- Superintendent Search Process: Paul Schlichtman, postpone Dec 4th meeting till Dec 19th 5:00 AEA Negotiations: Len Kardon and Paul Schlichtman (chair)
- Liaisons Reports (None)

Announcements

Mr. Hayner appreciated the staff preparing care packages and serving warm meals for the homeless on Thanksgiving.

Mr. Schlichtman said it was a wonderful AEF Fundraiser at Tryst on November 25, 2019.

Future Agenda Items

Inclusion practices we are doing co taught classrooms.

Executive Session

None

Correspondence Received:

- Warrants dated 11/19/2019 and 11/26/2019
- School Committee Regular Minutes November 14, 2019
- Out of State Travel Application, NYC, OMS May 16, 2020
- AEA 2020-21 District Secondary Budget Requests
- Policy BEA Regular School Committee Meetings second reading
- ACMI Annual Report 2019
- EDCO FY 19 Audit Report email
- MLK notice
- Class Enrollment December 1, 2019
- Superintendent's Goals 2019-2020 (3) documents
- APS School Calendar for start date 2020-2021 Version EE first read
- Policy: BEDB Agenda Format Preparation and Dissemination, first read
- BE School Committee Meetings policy first read
- KF-E Fee Structure for Rental of School Building Space first read
- P&P minutes November 25, 2019
- Jason Russell House request letter of support of CPA application
- OMS email
- AHS, OMS and Gibbs Budget Requests for FY 2020-2021
- AHS and OMS Suspension Data Report
- Elizabeth Warren calendar for SC members
- Brackett School Art work SOA Plan

Adjournment

On a **motion** by Mr. Hayner, **seconded** by Ms. Susse it was voted to adjourn at 9:45 p.m. (7-0).

Respectfully submitted by
Karen M. Fitzgerald
Administrative Assistant
Arlington School Committee