

2006-07-26 School Committee Notes

All members in attendance.
Nate, BJ Cataldo, Hutch also here

Notetaker's summary:

Nate did a lengthy presentation on **Habits of Mind for the 21st Century**. This was the result of research including focus groups with 321 people, think tanks, books and articles. Consensus that the world is changing quickly, and it will be wise to adapt our schools to address changes. Much more detail in presentation and I suspect on written report which will hopefully appear online.

Arlington Wind presented a proposal for a feasibility study to put a wind turbine near Brackett.

There was also a discussion of a cell tower placement.

They are working on a districtwide web-based calendar to schedule events with fewer conflicts. Will be available in early fall.

School lunch program has lost \$. Will be raising elementary lunches by 25 cents, possibly other increases later in fall in 6-12.

The Ottoson After School program is still in process – an unexpected issue came up, and work will begin anew in September to restart the search.

School Calendar – a number of new holidays will be added to the bottom half of the school calendar. This is a sensitivity and communication vehicle for the staff and community. Bottom half is not “no-test” days, but rather to inform when holidays occur. This is a living document, and expect list to change based on ongoing information from community.

Merit Pay for Superintendent. Final report. Nate did very well. Although there were some disappointments about the process, the majority felt that Nate delivered on the goals. Process will be tweaked for next year.

Community Relations subcommittee had a very good and inclusive meeting with community about use of new athletic facilities behind high school – peirce field (artificial turf) and track. Several recommendations for community use were adopted.

Policy and Procedures subcommittee recommended several items regarding the calendar.

There was significant debate on Wellness policy, not about content, but format and appropriateness for inclusion in the manual as presented by the hard working committee.

Public Participation

Rose Udics and Carol Ober. Carol is parent of incoming Ottoson student. GBIO (greater boston interfaith organization) came before school comm. in spring to ask school comm. to help create quality after school care. Helped create a survey of needs. Rose is mother of 8th grader at Ottoson. Quality care, which addresses needs, will help create positive activities for middle school students, rather than spend the time getting in trouble or on the internet. We ask that the Supt and Committee continue to work to create quality afterschool care.

Arlington Wind representatives appeared to endorse and discuss a proposal to install a wind turbine in Arlington on the Brackett School. There is an organization (Mass Technology Collaborative) that exists to encourage renewable energy projects. Arlington Wind and Sustainable Arlington surveyed the town for suitable sources for renewable energy, specifically wind. Initial surveys showed that the best locations are on the two hills, one of which is Turkey Hill by Brackett. The grants that are available reimburse 90% of the cost. This is a 65Kilowatt turbine. This is not a utility grade turbine. In Hull, they have a 650KW turbine installed. This does not commit us to wind power in the long run, but is a good way to get involved with this direction. We know that wind energy is controversial, Robbins Farm is next door, so important to discuss. They have an Aug 17th grant deadline.

Marty Thrope made a brief statement. (his text was more eloquent than these notes). Fall session is about to start. For the first time in 21 years, there will be no Thrope children attending Arlington Schools. My youngest daughter has chosen, on her own, to attend a school with a secular and religious direction. This is her choice. It is definitely that she is going TO a school, rather than leaving Arlington High. Marty wanted this information to be heard directly from him, and not from 3rd parties.

Agenda was shuffled in order to accommodate people in the room....

21st Century Skills, knowledge and Habits of Mind

Nate made a PowerPoint presentation to start the discussion.

He also handed out a summary of research document which will hopefully be online.

What skills, knowledge and habits of mind will best prepare our students for the 21st century?

How to answer:

The research:

- Conducted forums with 321 participants

- 218 staff, parent and student surveys
- 15 hours of group discussion
- 12 articles, 2 think tanks, and 3 books

This is not the end of the discussion

This is to help shape the discussion

Debate is desired and wide spread input will continue

Change 1 Rate of change is increasing greatly

- Technology evolves quickly
- Low tech evolves quickly
- Countries evolve quickly (the US evolved in the industrial revolution to the present in 130 years, Japan did it in 40, China and India are doing it much faster)
- Much of what students must learn, doesn't exist yet

Implications:

- The need to prepare resilient, adaptable students who cope well with the unknown
- Need to create independent learners

Change 2 Proliferation of Information, Both Accurate and Inaccurate

- There are > 8 billion web pages
- Stealth websites
- Everyone is an expert

It's good that there is a lot of information, but quality is not consistent. Stealth websites are may be created by unexpected sources. For example, quickfacts.com (may not be correct) has very good info on dieting. But it's created by a pharmaceutical company who is about to release a product to aid dieting. Information is biased, without users realization.

Wikipedia represents the idea that anyone can contribute content. Everyone is an expert with equal footing. Another example is yahooanswers. This is an example where peers rate answers that people have provided. A wall street journal study found that more than 50% of those answers judged as high quality were simply incorrect.

Impacts:

Emphasis on analyzing, evaluating, and synthesizing information

Still need solid foundation of facts and content

Change 3 Globalization and Rapidly Developing Countries

Could talk for three hours on how the world is shrinking, how globalization has developed, etc.

Defining globalization – not long ago there was the US and some other western nations – we were the have's and everyone else was the have not's. There are a lot of have not's who are rapidly catching up to us. They are doing this by educating millions and millions

of people. This is not to say that we're not doing a good job with our education, but there are many more people who can compete for same jobs now.

- A better educated world
- Low Skilled work moves overseas or becomes higher skilled work – example is long shermen, which used to require a lot of physical work, now is much more automated
- Varying work ethics
(CEO's and college presidents are reporting that work ethic in these developing countries is astronomical – the people are extraordinarily hungry to move into the middle class. In US, we are used to being have's, there is not the incredible hunger to work hard to move ahead. Many experts worry about this gap in work ethic.)
- A multi-cultural America
Sometime in near future we'll be a majority minority country. It is very common in any workplace to work with people from many different countries, either in person or via the internet.

Implications:

- Higher academic achievement by grade 12 – will need more content
- Need to understand and appreciate other languages and cultures
- Address work ethic with long-term projects, and culminating events
- Non college track must include high expectations for core subjects as well (including all requisite skills for them to go to college at a later date if they choose)

In this future world, there may not be a non-college track.

Change 4 Increasing team work, despite increasing isolation

- Complex problems require group efforts
- Work is parceled out around the globe
- Do iPods, video games, and IM lead to greater student isolation?

Ability to work as a team will become more and more valuable and important.

Implications:

- Implicit instruction – if teamwork is important, then teach it
- More group projects
- Professional development and more use of IM, Email, threaded discussions and blogs

Change 5 The End of Financial Paternalism

- Individuals more responsible for retirement and healthcare
- Credit is easy and personal bankruptcy increasing

- Large student loans and mortgages
- Sizing up a potential employer

The balancing act is getting tougher not easier, and there will be less help to do it.

Impact:

Required course on financial basics and common pitfalls (course on investments, stock mkt, etc. – if kids will need to deal with this, do we need to lay some intellectual groundwork)

Change 6 Less Healthy Lifestyles and Increasing Stress

- Solitary life style
- Rising obesity and diabetes
- More stress at school and at home
- New forms of bullying
- Availability of drugs and alcohol
- Research based intervention on how to change student behavior

Impact

Community wide implementation of best practices

Partnership with community to provide counseling and rehabilitation

These issues are too big for schools to solve on their own.

Change 7 High Value on Certain Skills

People debate these skills. What we are talking about here are things that are valued by the marketplace. It understood that this list does not include artists and musicians

- Math concepts for all
In a technological world, even if you have a job that has nothing to do with math, you'll need a pretty decent understanding of math concepts
- High level math and science for many
 - Science and engineering gap – US compared to India/China. In US the #'s have plummeted. Even though the need for scientists and engineers is increasing. At the same time, the rest of the world is cranking them out at a high pace. Last year, China graduated 8 times as many engineers as the US.
- Independent learning through scientific inquiry
- Strong multi-faceted communication skills
- Basic computer skills – this is not to say that we all need to become computer programmers, but we do need basic skills for office products

Impact

- Mastery of math concepts

- Encourage more scientist and engineers with hands on science, while respecting and supporting the arts and humanities
- Continue to incorporate higher order thinking skills in more courses
- Expand forms of communication taught and assessed
- Embed basic computer skills across the curriculum
- Create more opportunities for independent learning, especially long term projects
- Continue what we are already doing! 21st century education builds on, not replaces, 20th century education
 - Classroom is central
 - Teachers are critical
 - Standards based education is needed
 - K-12 articulation still vital

Broad Agreement on Habits of Mind

- Persisting (another name for work ethic)
- Listening to others with understanding and empathy (teamwork)
- Thinking and communicating with clarity and precision
- Learning continuously (adaptability)

All groups agreed on these 4 habits of mind based on all of the surveys. This aligns well with what the experts in the area also feel. That was a surprising result. We are very close to consensus on this already.

Who Agrees with What

Broad agreement on how the world is changing

Differences on emphasis and priorities – this is expected

Limited discussion to date on the implications for the schools – we are only at the very beginning of this discussion

More discussion with all involved

Remains a district goal

A plan to be reflected in the 07/08 budget

This is not a plan for September 06

We should not be worried about things that are changing, or be excited about new possibilities – nothing is going to be implemented this fall.

Sue invited Principals and Dept Heads to come up to participate

Mike McCabe - Thompson

Alan Brown - Stratton

Stavroula Bouris - Ottoson

Charlie Skidmore - AHS

Elise Frangos – English Dept Head

Sue asked how the principals are thinking about this.

Mike said that in terms of math and science we are going to look differently at curriculum K-12. The notion of integrating computer skills into the curriculum, how we can use computers to express ourselves, etc. are big ideas.

Alan said that how we think about the habits of mind affects the school culture. Students need to know that the adults are changing because they are thinking about what they are doing in new ways. Expectations doesn't mean that things will be harder and harder. It may just be change, and acceptance of change. Students will have better understanding of their own studies.

(missed what Stavroula said)

Elise comes to this all thinking about student empowerment – students with a full slate of literacy abilities and communication skills. We want to engage the students with full rapture. We do a senior paper that is part of this. I'm thinking of operationalizing many of these concepts. I'm thinking about making this a graduation requirement. Also thinking about a project that Sean created of the American presidents, synthesizing leadership after reading many great biographies.

Delighted with touching on quality of information – we will need to teach how to question authority which may have a whole new meaning.

Susan Lovelace asked if we are incorporating the same communication skills into the math and science courses – since engineers are not known as the best communicators.

Charlie said that one of the most exciting things about the supt's report, which represents all of their thoughts, is the mission statement that they are working on at the high school. The mission will not be a set of rules. It is the habits of mind we have discussed. In math and science, the group projects will require effective communication.

Susan: Youth development – the research shows that positive structures are really important. What are you thinking about in terms of incorporating student assets with 21st century skills?

Nate: answer – they haven't addressed that yet. Health and wellness is an important component. Things like math and science are things we can start to control. Health and wellness can not only fall to us.

Susan: Important to understand that success in 21st century must incorporate more than these skills. Need to focus on what we want them to be, not what we want them to avoid.

Mike: Need to create environment where kids can take risks.

Jeff: Thank you for doing all of this work. Want to comment on writing and communication skills. In his regular job, they have done research on why kids are not

successful. What they have found as a major deficit is writing. Writing is a core component to many future assessments.

Sean: Thank you all for this great presentation. If you look at statistics on students who graduate from AHS in 03, 04 and 05, the numbers who graduate from high school is high, but if you look at graduation rates from college, there is a large drop-off. Need to make sure that we have the students properly prepared in writing. At AHS, we probably have 60% who are not in honors or advanced – they are bright kids, but they need to be motivated, and I hope that we can continue to find ways to do that. I'm excited about it.

Paul: In my professional life, I do a lot to create these kinds of reports. Recently, we were in the process of creating a report like this, and it was hard to find people with the right skills. Can you get info out of excel quickly, can you format in word easily. We needed that to meet our deadline. This was an entry level job we were looking for.

I think that the technological literacy is so important, and I appreciate its inclusion here.

Marty: Thank you for the clear presentation – it helped to organize a lot of the thoughts we have had. Moving from discussion to on the ground realities is a complex process. For an initiative of this type to get going we need everywhere in the organization, everyone has to be treated with respect, every day, all day. What we teach, how we teach it, and how that affects our outcome are important, but without the correct organization framework, it will not be successful.

Sean (student) – thanks the committee for having this discussion, and thanks Nate. It is important, and timely, and it not only our place in the world, but our lives in the world too. Are we going to be the #1 country in the world, are we going to have the oil to sustain our lifestyle. I think English and language arts are equally important to math and science. I would like to commend Ms. Frangos. In the last 3 years they have worked hard to teach us English schools through different means. In Junior year, had a significant junior project, including a 15-page paper, a powerpoint, blogs, etc. Sometimes people who don't function as well in a classroom of 20 students might have an easier time using a computer.

I am a wide user of all of the technology Nate mentioned, and I think IM'ing is definitely not an isolating technology – I use it all of the time to communicate with my friends.

English intertwines itself on every single subject.

Kathy agrees

Hutch – all of what we have talked about comes down to standards based learning – what do we want students to master. We will need to make choices about what areas we want students to perform in, and what we won't need. For instance, think about the 5th graders – imagine if you said that there is going to be a writing portfolio, and you, as a student, will need to present this portfolio to parents or 6th grade teachers, we are setting new

expectations. We need to help them. They can present that these are my strengths, and these are the areas that I need to work on. It is important to help them take risks.

Supt's Report

Proposal to put Wind Turbine at Brackett

Wind Energy discussed earlier. Nate doesn't have a position. Welcomes input from School Committee. It is a \$5,000 investment for feasibility study.

Kathy: made motion to take the next step.

Paul: Has visited Hull – they have a much larger turbine installed over their score board. You can stand right next to it and not hear it. They have their own municipal system, so they have more benefit than we will have from trying to sell it back to Nstar.

It is a coming technology. It might give us an opportunity to install A/C at Brackett. It's making all of the right statements. We're not committing to constructing anything yet, but I think a feasibility study is well worth the cost.

Susan: How does this fall in our educational priorities. How is the town involved in this decision – seems like it belongs more with DPW or town side?

Arlington Wind: Brian Sullivan was consulted, and he said that he would pay the \$5,000.

Susan: How about time wise – don't want supt involved in this when there are more pressing educational issues.

Nate: This would be primarily an effort of Sustainable Arlington – we are making our space available to them. It would not be a project managed by the school.

Arlington Wind: Typically at this face, we need the facilities manager to show us the electrical box – there is minimal involvement needed for this stage.

We do have an ongoing discussion with Board of Selectmen. They are also enthusiastic. One option is to have someone on the town staff responsible for all of this.

Rose Udics said that there was some precedence for this with solar panels on the high school. Many cross disciplinary opportunities in terms of renewable energy.

Marty: helps to have someone else's \$5,000. This was my thought process. At first I thought great. Then I thought about other places where we did NOT spend \$5K elsewhere. We should be consistent with that level of scrutiny. There is a lot of wind. It's a good message.

Sean: Would be helpful to talk to some other districts who may have done this. I will support the feasibility study.

Vote was 7-0 in favor of the feasibility study.

Marty: One topic of discussion was impact on Brackett neighbors – need to discuss in terms of cell tower too.

Proposal to put cell tower in or on school

Nate: that's the next item on the agenda. Thank you for segue. There is a proposal to put a cell tower on or in one of our schools. Income is typically \$1K to 2K per month. Fairly innocuous. Upside is \$. Downside is that some people don't like cell towers in their neighborhoods or schools. Is there any interest? Does it make sense to the budget subcommittee to explore this?

Marty: It's worth looking at. Important to ascertain community sensitivities. Concern may be about radiation levels – don't want to create our own firestorm.

Kathy: Move that we have Budget Subcommittee explore this.

Marty: Would like to add amendment that due consideration is given to ascertain community perception.

Passed 7-0

Food service and school lunch program

Because of equipment problems and energy costs, we have lost ~\$500K (may be wrong number) on food service budget last year. Rob Rice did a very unscientific survey, and found that we are charging less than any of the other districts he contacted. There is a proposal to increase lunch prices slightly to close this deficit, roughly 10%. This would add 25 cents to elementary lunch. Nate is suggesting that we do this, because we don't have funds to do it any other way.

Kathy made motion to increase the prices according to Nate's recommendation. Over 180 days, this is roughly \$50/year. So not too much, but it feels a little sudden. He moved that they refer this issue to the budget subcommittee.

Charlie Skidmore said that he is in lunch room a lot. For many kids, .25 will not be an issue. But there are many kids who do not qualify for federal assistance, but the \$3/day is a hardship. Would like Rob Rice to also look at how we might address this. Are there other options, e.g. prepaying. Would like to explore some options.

Sean (student): Would like to know specifics on secondary increases. You may find that if prices are too high, then sales may go down. We should explore the whole issue, up

and down the menu, and see where we might make discounted prices available to students who need it.

Paul: We should probably be strategic about how we raise prices – e.g. maybe not at the salad bar, but on other items we don't want them to consume.

Also, there can be an ethics conflict if any members will have to pay these increases. We must have enough members who do not have kids in the school.

Kathy: I think that there is not a conflict – we should proceed with supt's recommendation.

Susan: Are we looking to do this for this fall? Nate: yes. Then what do you need from us?

Nate: perhaps we could split the problem in half – we could raise the elementary price now for the fall, and continue to explore prices and other issues for the secondary schools later on. The elementary prices are fixed. The secondary costs are much more flexible based on choices.

Voted on Kathy's motion, to accept supt's suggestion

Passed 7-0.

Vote on Marty's motion to refer issue to Budget subcommittee.

Marty: we should be careful on this. It is not a big deal, but it is a big deal. We should try to make these decisions in a more orderly manner. However, understand that we're in a timeline crunch on this.

Passed 7-0.

Districtwide calendar

We are underway in trying to get that up by September. Can't guaranty September, but will be available this fall. It would be available to all people who are scheduling events, so that conflicts would be obvious. It will be screened by administration.

Ottoson after school program

Rest assured that decision to put in place a program hasn't been abandoned. We were trying to do something, but it hit a bump. There will not be something available in September. We are still moving full steam ahead.

Public – do you have a plan for requesting submissions?

Nate: as we were starting to build this program, we became aware of questions that we hadn't thought about. We would be happy to expand the group of people involved in this process. We will go back out to people in September as we restart this process. Will likely come and ask GBIO for help.

Sean: we did hit this roadblock. Do we have a common vision about what we want – need to be on the same page.

Nate: it is important that ottoson staff be on board with plan. We don't have a plan right now – we are going to have to step back and recreate the criteria for what we want to have proposals for and work with community and ottoson staff to bring to completion.

Two proposals to create School/Community partnership.

(Missed details on this) Would like community relations subcommittee to meet with the proponents.

Paul moved that we refer this issue to the subcommittee.

Marty: suggest that we do consent agenda so that it's not forgotten.

Consent agenda

2 warrants for roughly \$740,000 approved

School Calendar

There are two calendar related issues on the table. Paul and Sue worked on sensitivity issues around the bottom half of the calendar, which is the holidays that the school dept will make the faculty aware of. Second is a policy issue about the calendar.

Paul: Looked for other sources who have wrestled with this issue. One primary source was NYC alternate side of the street parking regulations. Intent is two-fold. 1) sensitivity tool to make faculty aware of holidays and significance and 2) it is a communications tool – if community members are observing holidays that are not included, they should let us know.

Sue: As Paul mentioned, the list could be much longer – but if it is too long then no one will pay attention to it. My first impulse was to start crossing off holidays, but then we would end up with a list that is my list, or Kathy's list, etc.

Marty: What you just said is what the Diversity Advisory group suggested to us – that the hard part of this issue is making the decisions on what to include/exclude. We could run all of these by religious clergy to judge the significance. Has there been any vetting of this list with clergy.

Sue: All of the holidays that were originally proposed are on this list. There are many eastern holidays that have been added. It is meant to be a living document.

Marty: If all of these holidays are on the district-wide calendar, this will help considerably.

Jeff: I will vote for this. Want to make sure staff is not confused at all by list. Some of the holidays that are on this list would not have any impact on the learning process – these are not “no-test” days. As a Christian, I know that many of these are not celebrated in a major way.

Miriam Stein: Noted that policy as written states “residents” which excludes Metco students.

Paul: we will change residents to community.

Motion for]bottom half of calendar – holidays passed 7-0

Merit Pay subcommittee report

Jeff: We met Monday, went through remaining items on the list. There is much backup material available – we don’t have time to go through each one in detail tonight.

Goal 1, Item 1, Action plan for improvement from DOE. Jeff moved that 4.75 points be awarded for this.

Marty: went through minutes of subcommittee. 9 times there was the phrase “the supt recommends”, rather than requests, or argues for. This is more than semantics, it is indicative of an attitude and approach around this process, and I think it is indicative of a problem with this process.

Susan: That phrase was captured based on the chairman’s recording for the minutes, and did not reflect how the Supt’d presented the items.

Vote was 6-0 with Marty abstaining

Goal 1, Item 3, work with spec ed parents with communication from central office. 50% of surveyed parents indicated an improvement. Survey done by outside, independent organization. Scoring system is based on survey improvement results. 70% would have been maxium points. Awarding 2 points based on 50% improvement

Sean: this was based on 40 surveys which were returned.

Nate: We did a very scientific, objective survey. All parents who had a student on an IEP at beginning and end of year (~650 parents) were in pool. Looked at representative sample across elementary, middle, high school. At each level, there are 3 types of services – in district, out of district, and not sure of 3rd. This created a 3x3 grid of 9 groups. Made sure to balance that the surveys were balanced across these groups. Nate could not pick who the org was going to call – the organization randomized the total pool, and began calling. If a person was reached, they would be counted in the sample. The surveys were a phone sample.

The results should be statistically significant. 40 would have provided the statistical accuracy.

Sean: concerned that this was a scientific result, but felt that all 650 families would be contacted to get feedback. I misunderstood how the process was going to be done.

Nate: from a research perspective, I think these results are much more accurate than a survey of all 650 where we would only get a self-selected response rate.

Paul: there is a difference between surveying everyone vs conducting a survey. With this design we are getting a representative sample of the entire population.

Jeff: Sean makes a good point that we should be more specific about the approach on these projects.

Sean: Is concerned with approach.

Susan: We should be more specific on wording in the future

Vote: 5-0, Marty and Sean abstaining

Articulate standards and common assessments K-9 in Math and Language arts

Language arts goals were achieved. Math not done by June 30th. Understand that the math will be done by September.

Jeff moved that x (didn't get number) awards be awarded (not all goals met)

Voted 6-0 Marty abstained

Jeff moved 2.5 points for common assessments for English Language Arts

Voted 6-0 Marty abstained

Professional Development program -- didn't get specifics of goal/item. There has been good prof dev programs this summer.

Jeff moved 5 points for detailed year-long plan on prof dev crafted by K-12 faculty

Voted 6-0 Marty abstained

Goal 4, Item 4 21st century goal. Requirement for survey of parents, staff and experts. Survey was done.

Moved 2 points awarded

Voted 6-0 Marty abstained

Goal 4, Item 5, Supt required to produce a doc with habits of mind and skills. Presented at this meeting

Moved awarded 4 points

Marty: point of information – what is today's date, when did contract expire? (june 30th)

Voted 6-1 Marty no

Goal 5, Item 4, create a transparent budget. Two outstanding measures – recommending methods to shift resources without decreasing needed services

We had intense conversations as a committee in the spring, and voted on March 28th for the budget.

Moved awarded 2 points for shifting resources without decreasing services

Voted 6-0 Marty abstained

Goal 5, Item 6, survey school comm, faculty about success of budget document and process. 23 surveys were done, 100% strongly agreed or agreed that the budget was well done, and 94% felt in interest of students and faculty

Kathy: found these documents amazing helpful, as a member of the community

Voted 6-0 Marty abstained

Jeff: Need to certify total number of points.

This is the first time we have ever tried this. I appreciate Marty's concerns about the process, and I welcome any suggestions for improving the process. There is no monopoly on the right way to do this.

Sue: thanks to the subcommittee – lot of hard work – it's very much appreciated.

Goal 1 – roughly 18.75 out of 20 points
Goal 2 – only 11 out of 20 points standards
Goal 3 – 20 points – max – prof dev
Goal 4 – 20 points 21st century
Goal 5 – 20 parents transparent budget

88.75 is total, out of 100.

Sean (student) feels that the shifting of resources at AHS will adversely affect students at the high school.

Sean G – achieving 89 out of 100 points is a huge tribute to our staff

Nate: 99% of work done by the staff. My job is to direct the work, support the work. I never pretended that this was a solo effort.

Marty: what we are looking at is just shy of 90%. At the start of this process, I was struck by some of the proposals that the supt brought in and some of the very low bars that were proposed. If supt gets 10% on this evaluation then we haven't done our job.

Sue: the goals were decided by all of us. From my perspective, the fact that the supt did as well as he did does not reflect low bars, it reflects that the supt has done a very good job, as has the staff.

Marty: this represents, good, bad, or indifferent a lot of work by a lot of people. This is not about one person.

Jeff: Remind committee about why we have these goals process. Often there is a nice set of goals that are then derailed by crises that arise. Sometimes there are so many goals that they are impossible to manage. The benefit of this process is that we have concentrated on 5 goals, and as a committee we've attempted to keep the supt on track.

Can we improve on the process? Yes. However, I feel it was good step in the right direction, and I hope it will serve as a good example to other districts.

Nate: I can assure you that every Monday, I would take out the list of goals, look at where we were, look at what happened next, and spread the word throughout the system of what had to be done.

I like to be measured. I appreciate the feedback loop. If we look at the budget, if we had not had these goals, with the CFO leaving in the middle of the process, I would have delivered half the budget that you got. But the goals pushed me forward.

The 21st century goals, would have been much easier to do in the fall. Getting 321 participants was a tremendous amount of work.

Same with our Action plan. The special ed survey was extremely comprehensive and well conducted with a random sample. Without the goals, I did not have to take the results to you, or do the survey. Because of these commitments, we did it.

I'm proud of what we have done. There is ample room for improvement. There is room for refinements in process. But we got a lot done.

Paul: I see this as a tool to keep the management of the district on track and to keep the leadership team informed. If it's used to award compensation, then so be it. I don't like maxing out either. I think the budget bar was extremely high. I would have awarded 30 points for that effort (rather than 20 possible). I will look at process next year differently than this year – perhaps 5 was too many. However, I am very satisfied with the end result.

Voted 6-0 Marty abstained to approve the 89.75 points.

Community Relations Subcommittee

Paul: met Monday. Apologize for typos in minutes. Had 2 constituents. Community interest in field usage – specifically Peirce field behind the high school. Facility has not been turned over from industrial parties to school dept yet. There is a desire to protect the field turf. Sat down with everyone who had interests. As everyone's points of view got out, sub committee came out with some recommendations.

Recommendation 1 concerns the use of the new field and track.

Sean: thought it was a very good meeting too, very inclusive. Would prefer to vote on recommendations separately.

Paul: Recommend that field be available to community from sunrise-9pm when schools are not using it.

Marty: I think this is wonderful – it is a community facility. To have anyone think that it was not open to the community is unfortunate – it is as much a community facility as a school facility.

Kathy: what is issue with 9pm?

Paul: that is consistent with existing policies.

Sean: committee wasn't sure who would open and close the facility

Kathy: concerned about lights/no lights. If we do it in the dark, there could be a liability for the people using it. Would prefer sunset.

Jeff: can we just amend it to delete 9pm and substitute sunset?

Marty: is our current policy consistent here?

Paul says it is typically 9pm

Vote on motion as amended (from 9pm to sunset) 7-0

Moved to vote that the supt be instructed to install signage at entrance to field specifying proper use. Steve Moniak has volunteered to help with this task, for which he is thanked.

Voted 7-0

Moved to instruct supt to investigate higher usage fees for this field with the rec dept.

Voted 7-0

Moved to direct the supt to consult the rec dept about purchase of machine to maintain the field, apart from Unico

Marty: surprised that construction of field did not include machines to maintain it

Nate: It didn't split through – it is on the wish list. There is money there, but had to finish the bleachers, etc. first.

Marty: prudent for us to get this machine in the long run.

Nate thinks roughly \$15K for the machine. We've been trying to close out other projects before we spend the \$.

Voted 7-0

Paul – moved to direct supt to investigate fencing to make sure it is proper. Definitely needs to be improved on bicycle path side

Sean – there are openings currently on bike path and at DPW side.

Marty – this motion completes a royal straight flush. Wonderful set of motions that are right on the money.

Voted 7-0

Paul – although we don't have a motion, there were many issues about things that people don't know – what is status on scoreboard, bleachers, etc. Would appreciate better communication. Mr. Armstrong donated the scoreboard, would like to know when it will be operational. Good meeting, people with competing interests, all came together very productively.

Policies and Procedures subcommittee

Still looking at a meeting with supt' on cyberspace policy.

First policy is JH-E-1 – policy on absences during religious holidays.

Voted 6-1 – Paul voting no

Second policy is GCD-E – professional staff observance of holidays

Voted 6-1 – Paul voting no

Policy JLCE – wellness policy

Sean thanked Charlie Skidmore, Cindy Bouvier, Stand, Kate Cremens-Basbas for coming up with the policy

Paul rises in opposition. What we have is a report, not a policy document. We go to the policy book for sets of instructions. We go to see at what age you enter kindergarten. We look for instructions as to what you do when confronted with a situation.

When we have such verbose information in the policy manual, it becomes unusable. I would urge the committee to say “not yet” on this one – we need to separate the verbiage from the policy. This policy is 8 pages – it is too long.

In addition, policies do not have a page of references. That is suitable for a graduate paper. As an example, look on page 5 of the policy. Paul read a section of the proposed policy. (The policy included numerous references to over a dozen articles that were used as sources. It stated roughly that activity and wellness education correlate to better academic performance.) If this doesn't belong in a recipe, it does not belong in our policy manual.

Susan: I don't think having a belief stated in the manual is inconsistent with what is there. I appreciate the fact that we had a number of community members participate in the process of creating this document. I don't think sending it back at this time makes sense. This was not our idea – we were instructed to do it by fed gov't.

Sean: I understand your concerns Paul. I wish you had come earlier on in the process. We had students on board, community. Give us an example of how we could make this right, but we need to have it on the books by start of school.

Marty: The process by which the policy was produced is a model. It was well researched, it had broad involvement. It would have a big impact to include it, but it would also have a big impact to spit in the eye of the participants. There is precedent for

belief statements in the policy manual. Some instructions are simply recopies, but this is a composite. Voting against it will negate the work of this group, and I would think that would be very wrong.

Kathy: I stated last time that as a policy statement, this is much too long. No policy should be longer than a page. Also confused since policy says that won't be implemented until 2008, what is the rush?

Paul: it is true that there are some belief statements in the policies. But generally they are terse, and that is fine. We are putting process ahead of the product. This is an excellent document. We should share it, we should do lots of things with it, but we shouldn't put it in the policy manual. This will get in the way of people who are trying to use this document. It should not be filled with references. It should be something that someone who has not sat through this for a year can understand what we are saying.

The policy will get in the way of successful implementing a health and wellness policy.

When we insert it in the manual, it needs to be as terse and clear as possible.

We need to separate out the policy from the documentation. We need to move it out into a support document. I am not negating anyone's work. I am not asking them to throw out the work. I think it needs to be separated. I am not discounting the conclusions of the people.

Susan: We are federally mandated to adopt a policy like this in order to have our federal school lunch program. I have no problem in pulling out the references. What we have is one page which is the policy, and the rest is backup reference material. I feel that it is not that difficult for someone to extract the information they need. This is very similar to what other districts have done. I have no problem with changing the presentation or format. I thought the idea was to be able to reference the policies, and then reference the details.

Kathy moved the 11pm rule for 15 minutes

Kathy, it would be make me very happy if the policy was moved to the first page, and then all of the sections were available online as reference material.

Marty: My understanding is that the clock is ticking, that this has to be done by start of school. I suggest that we adopt it as is, but ask subcommittee to reformat it. I think we have no choice.

I move to amend the motion to refer it back to the policy subcommittee for rework. It's a friendly amendment of Sean's motion

Paul: would like a sunset provision so that we are forced to fix it. If we set an expiration date of 12/31/2006, I would be comfortable with that.

Marty accepted suggestion for his motion to have it expire.

Member of committee spoke. Agrees that it is verbose, however there are a lot of directives included as well. Needs to be approved by September, but have a whole year for implementation.

Voted 7-0

Secretary's report

Damn Yankees

Survey from another school district

Letter from Judi Paradis complementing Ottoson faculty

Letter from Mike Murray regarding one of the teachers in the therapeutic program

New Business

Sean – title 9 report. We received it several weeks ago. Cheerleading squad has a lack of floormats. Should have been in place by now. It's a competitive squad.

Nate: floor mats are on their way

Sean – varsity cheerleading has been suspended because lack of coach
CAP program has been cancelled (program of 1st and 3rd grade students) – Nate says that's not true.

Nate says that this came up through the budget cycle. As part of the restructuring of many standalone programs that were very good, they have been integrated into other programs.

Sean: Special Ed – the CTDS coordinator from Dallin was transferred to the Ottoson. Life skills teacher at Ottoson moved to High School. Has that person been replaced?

Nate: Life skills expanding at AHS, needed a teacher there. We have hired a new person for the Ottoson. In terms of continuity, many of the ottoson students will now see their teacher at AHS. As far as CTDS program, we have upwards of 20+ special ed programs. We're looking at changing lots of things about special ed. This was a leadership person, not a direct services person. We have added new administrative helps for this.

Jeff: In future, please email Sue on this in advance of meeting.

Sean (student): encourage committee about decision on english sections (teaching 5 rather than 4), should be revisited.

Sue asked what his concern is?

Sean (student)– 5 instead of 4.

Went to executive session