

2006-10-10 School Committee Meeting

All present.

Public Participation

Rosann Casazza – final approach to ask for recognition. Would also like a copy of tonight's minutes in writing.

Consent Agenda

Approval of minutes from June 27, July 26 and Sept 12 2006
Approval of warrant # 07039 in the amount of \$449,518.37

Voted unanimously

Policy and Procedures Subcommittee report

Discussed the issues regarding the Traffic Supervisors request to be recognized as a bargaining organization. Thrope, Thielman, Fennelly, Garballey et al were there.

Made the following motion:

Moved that the Policy and Procedures Sub Committee recommends that the Arlington School Committee recognizes the Traffic Supervisors Association for the purpose of collective bargaining.

Paul: believe strongly in the collective bargaining process, 3rd generation union supporter. Do think that many of the problems that we have in the workplace are due to the erosion of support for unions. This is true in school communities too. In relation to this specific vote, is that this is our vote. You also have to take your vote. One issue that may be of concern to you is that once this is done, it will freeze in place the status quo. Once this is in effect, then it becomes a time consuming process to follow the rules. Want to make sure that everyone understands that.

Marty: Make no mistake, if the traffic supervisors want to have a union it will happen. Much better to do it this way than to force a hearing with the Labor Relations Board. I think this is a good move, and I hope that it will help us recover some of the trust that we have lost. At the subcommittee meeting, I did caution the supervisors to be careful of what they wish for. They assured me that they had thought this out carefully.

Nate: want to be sure everyone understands implication of this vote. Everyone agrees that we should try to resolve this situation. There is an easy route and a more difficult route. Apparently the formal steps are that 1) that we will begin discussions about this route. Then we need to post notice of that decision for 30 days. During that time, other unions could say that they should be represented by their union, or employees could make claims. After the 30 days, then the agreement can move forward.

Jeff: amend the motion to say that the Arlington School Committee directs the Superintendent and negotiating committee to commence the process of recognizing the union.

Sean: I'm confused of specifics of 150E – I thought that we could recognize them directly. I did not hear that there was a recognition clause from John Maher (town atty) about any recognition clause. I don't think that's in Mass General Law.

Marty: Why don't we dispense this motion, and make a new motion to do exactly what the supervisors would like.

Paul: I hate to draft motions of this type without benefit of legal counsel. I think the motion would be something like: The Arlington School Committee intends to recognize the Traffic Supervisors as a bargaining unit pursuant to chapter 150E and directs the Supt to take actions necessary to make that happen.

Jeff: Began the conversation based on guidance from town counsel on this. Now we're saying that we're going to take different advice.

Marty: (ed note: read email from counsel, that described the drafting of a recognition clause.)

Sean: Still don't understand why we can't just recognize them now.

Nate: I'm not trying to throw a monkey wrench in the works, but it is my understanding that there is a requirement for a recognition clause.

Marty: If we vote to recognize them, that can only go to conclusion when all of the steps have been taken. Voting to recognize them is only final at that point. Let's be explicit here that it is our strong intent to recognize them, and the law will run its course.

We should make sure that our representatives continue this process.

Paul: How about if the motion says that we strongly support them. I don't see how we can vote to do something that is not in accordance with the law. I just want to do this right.

If I substitute commits for the word intends, does that meet everyone's needs?

Marty: (missed his response)

Sean: I accept Paul's amendment as friendly, I am just concerned that the recognition clause is not in 150E. I'm not sure why we need to do this.

Jeff: I think we either take town counsel's advice or not.

Sean: I want clarification.

Jeff: that will put it off 2 weeks

(many said that they didn't want to do that).

Motion reread: (ed note - -may not have this exactly correct, but correct intent)

The Arlington School Committee recognizes the Arlington Traffic Supervisors organization as a collective bargaining unit pending the outcome of the legally mandated process. We authorize the superintendent to follow through on the negotiating process to make this happen.

Voted unanimously.

Marty: I would like to make a motion that we should get clarification in an expedient manner and that the negotiations happen as quickly as possible.

Voted unanimously

Introduction of Brackett principal – Stephanie Zerchykov

Nate: Stephanie comes to us with a lot of experience both as a teacher and principal. She comes with a clear passion for teaching and reading. I think she will be a great leader – I am confident she will take a great school and continue it on the path that it's on.

Stephanie: It's a pleasure to be here. I've enjoyed meeting the families – the children and the parents, and it's been great. We had a recent back to school night which was very successful. I'm so impressed by the beauty of the walking community – I look out and see everyone marching across the park to the school. I am moved by it. I'm very happy to be here. It was sad to leave my previous assignment, but am thrilled with this opportunity.

Paul: I was on the screening committee – it was a joy to have you come through the process, we're very happy to have you here. I know for a principal it's a surprise not to have a single school bus appear.

Stephanie: yes, I'm used to 7, plus vans. It's so joyful to see the reunions with the parents at the end of the day.

Discussion of District Goals by Supt.

Want to review why we have 5 goals. There are 50 things that are worthy of being goals, but to really move the system forward, it takes a lot of concentrated effort to move the school system forward.

There have been 3 long meetings as well as an administrative and school committee retreat reviewing these goals.

They are not set in stone yet.

Goals:

GOAL 1: Implement Special Ed reforms per Coordinated Program Review and internal needs assessment.

This is important as it affects 17-18% of students. These are additional steps we are taking.

- a. Implement balance of corrective action plan
- b. Meet the timelines for evaluations and testing
- c. Create a monthly tracking system to monitor that all services are provided
Create a standardized set of procedures and criteria for:
Special ed combines science and art. These following steps are trying to put some formality and consistency around the process based on best practices. We will monitor what works, and when we find things that work really well, we'll make sure that all students who need that service get it, and conversely, if a method is not working, we can correct it. I think these initiatives will help us get to the next level.
- d. Pre-referral
- e. Testing eligibility
- f. Recommended test instruments
- g. Cut-off scores for eligibility
- h. Recommended actions based on score ranges
- i. Common goal wording
- j. Exit criteria

GOAL 2: Continue to implement essential standards and common assessments in math, reading, writing and social studies

Math

- 1) Articulate essential standards K-8 (need to finish this process which was started last year)
- 2) Articulate common assessments K-8

- 3) Conduct common assessments and share with staff and community
- 4) Increase the percentage of children who are proficient grades 4-10 as measured by ____.

The reason the measurement is blank is that we need more conversation with staff to be sure that everyone buys into the measurement – my thoughts on this don't matter – important that we come together as a large group to determine this. (Measurement will be based on growth over time of individual students in the district, not year-to-year comparisons of different cohorts.)

This is an important caveat, as differences in populations from one group of 8th graders to another can change the results. We have children who may not have even been in the system from one testing cycle to another. We need to make sure we are measuring something meaningful – which is by the individual student's progress.

Sue Sheffler – don't we have to have the measurement in place to assess progress?

Nate: it depends – there are different ways to do this – there is no one right answer. The only stake that I would like to put in the ground that we should measure individual students rather than one class vs another.

Sue: If we don't have stds in place until February, then a comparison will be more difficult.

Nate: we could use state standards. If we are going to develop our own internal stds, then it will take longer

English Language Arts (ELA)

These were done last year

Conduct 3 common assessments in writing K-8 and share results

Increase the percentage of children proficient in writing in grades 4-10 as measured by ____.

(Measurement will be based on growth over time of individual students in the district.)

Marty: If the common assessments are an essential element of the feedback loop, then why only 3 – that's like looking through the rearview mirror – it's too late by the time you get the feedback. If we're ramping up math, why not do this on a month-to-month basis too?

Nate: in ELA, you typically see fewer assessments. Usually in writing the assessments are more complex. This is different than math. There will be other assessments – a lot of writing, but since this is a very time consuming

process, we are unlikely to do this more than 3 times to bring everyone together to discuss.

Marty: I understand, but it's not necessarily coordinated (ed note – I think coordinated across town).

Nate: So you understand where I'm coming from, I'd be happy with 10, but you have to strike a balance on the workload. We are more or less in the 3rd year of trying to bring the district together, so probably 3 is enough, whereas in math we're in an earlier phase, and more assessments are appropriate.

Paul: the 3 assessments are as much a calibrating exercise for the staff to get everyone on the same page. This does not mean that there are not lots of other assessments that are providing feedback to the teachers. This is somewhat different, it is a sharing and calibration between the staff. The state assessments are not a bad place to start. As long as adjustments are made.

Once caveat that I have is that if we are setting these goals, and one year from now we come back and say that Nate, we have succeeded here, it is not possible for us to come up with an assessment that is completely different than the state assessment – the MCAS. We can't give you a 10 on our assessment when our MCAS scores are going down.

Nate: I understand, but I disagree, I think it's ok for us to have our own internal values of what we want to measure. I think it is important that we take control of how we measure success. If you take an external measure from the state, and no one believes in it, then you don't have buy in and you will not be successful. To simply do it because the state says we should do it is not the right approach. This is tricky to find the right assessment. We will probably not do something at complete odds with the state.

We need to be careful.

Jeff: When will you have this measure – how are you going to get there?

Nate: I think 3-4 weeks. Need to have more discussions with staff and principals and curriculum leaders. It may make sense to have this group sit around a table with the 7 of you too to hash this out.

Jeff: How receptive has the staff been to this?

Nate: No one loves it. They appreciate that we are trying to come up with a thoughtful measure – not just what the Globe dictates. They want to know how we should do this fairly – but they are eager for improvement.

Reading

- 1) Create common approaches to instruction, identification of struggling readers, and intervention K-5
- 2) Increase the percentage of readers at grade level in grades K-3 as measured by ____.
(again, measurement will be based on growth over time of individual students).

This one is a bit easier. There are more assessments in place and available.

GOAL #3 – Determine what content knowledge and habits of mind will best prepare our students for being successful in the 21st century

- 1) Create a working group to prioritize which 21st century knowledge, skills, and habits of mind should be emphasized at AHS.
- 2) Produce a plan to phase in the recommendations
This won't be ready overnight, but we want to have a plan on how to do this by next year so that they can be implemented.

This is an outgrowth of last year's goal.

We will have a working group from all quarters of the community – need to make sure that everyone agrees on what these goals should mean

GOAL 4 Create a culture and system that promotes appropriate behavior, a safe environment, and effective interventions for inappropriate behavior based on best practice.

We need to come together as a school and community and agree on what is appropriate behavior. There is not complete agreement about what is appropriate. Differences of opinion lead to friction. We need to come to grips about what is appropriate. We agree that we want a safe environment. What makes it safe? What are appropriate interventions? What do you do when you find children using drugs, etc? We need to think collectively about how we stop some of these things from happening in the first place, and what is the appropriate response when they do happen.

I'll give one example, with no disrespect to the high school. If kids cut too much school, we may suspend them or expel them – that is probably not productive. There are many examples of this sort of thing

Modify student handbook to address cyber-bullying, social networking sites and electronic communication

Agree on what is acceptable

- 1) Create an effective diversion program for drug, alcohol, and other serious infractions
One of strongest recommendations from the youth safety group is that one of the first steps is a successful diversion program.
- 2) Create access to drug, alcohol and mental health counseling services for Arlington students in need.

I don't know how we will do this – we don't have the money, but we need to put our heads together about how we might do this

Kathy: question. Creating the culture, we could involve the students in this process, in helping to define these things.

Nate: absolutely.

Kathy: there was a program years ago, something about democratic schools, where everyone had a say, where there was empowerment of the students

Nate: I definitely think they have to be active participants

GOAL 5 Improve the work environment for staff and administrators by providing tools an dsystem to make work simpler and more efficient, as well as improving (where practical) the physical work environment

This probably would not have been on my top 5 list, but it was universal from the administrators and staff

- 1) Working with AEA to create a master list of health, safety and workplace needs and a phase plan to address
- 2) Streamline purchase order processing and provide more access and oversight.
This is very frustrating for people working in the system – it is very cumbersome as it now stands.

Marty: question – if I remember correctly, the first bullet is a contractual issue. Is there something in the contract about this?

Nate: yes, there is something like this in the new contract

Marty: I am having trouble distinguishing between basic good mgmt practice, and things that are of such a magnitude that they should be made into a goal.

Nate: I think that's a great question. As I said, I would not have put this goal here, but at at least 3 different junctures, this came up 100% of the time from dept heads and principals. The ability to implement these things are not easy to fix – there have been numerous attempts to tackle some of these issues.

Are all of these goals created equal – probably not. These things in this goal, which may seem mundane, are very important. Resources will be put here because it is one of the 5 most important things to implement. If it is taken off these goals, we will be less likely to implement these things this year, as there will be other priorities.

Sean: Have we talked with staff about ways to improve the environment?

Nate: we have talked to administrative staff, not to the larger group yet, and for a good reason. Unless we want to commit ourselves to this, I don't want to raise false expectations.

- 3) Create a centralized, web-based, maintenance request and tracking system. We need a system to register these requests and prioritize them. Need to then set expectations about when repairs can be done.
- 4) Create and maintain an online scheduling calendar. People feel badly when the scheduling goes awry. This is an attempt to make sure this doesn't happen.
- 5) Provide tools and professional development to help support staff be even more effective and efficient.
- 6) Review space allocation in all schools to maximize use and enhance staff working conditions

Review every nook and cranny, and make sure that we are using the space in the wisest manner. This is a quality of life issue – space equals quality of life – is the counseling staff have the right space, etc.

Goal # 5 is sort of a laundry list of things that can be improved to improve the lives of our staff

Sue: When we were looking at redistricting, the principals did look at their space usage – are you talking about a different process?

Nate: yes, I am advocating a more systemwide analysis. There is a lot of historical use of space. When a new dept comes in, or new staff, they're probably lowest on totem pole – want to take a clean look at space usage to match things up in the best way possible.

If there is a need to pull kids out of their class, is it best to use a full classroom for that use? Would it be a benefit to subdivide a classroom to a more suitable size?

Marty: when we were selling rebuilds of schools we were talking about science rooms and art rooms and music rooms. Since that time, some of these rooms have been taken over, and we should relook at those decisions.

Paul: I am ok with goal #5 if it is a one time thing. It is important to get the trains running on time. If we want to empower the principals as educational leaders, then it makes sense to remove administrative roadblocks for them.

I also want to talk about achievement gaps.

Nate: That is an interesting comment. To clarify, let's say we want to double the number of kids who are proficient, and let's say we triple the number. But let's say that this is the goal for the kids who are most able, but it comes at the expense of the kids who are more needy, then that is not success.

Paul: Right – the gap is unacceptable

Susan Lovelace: perhaps one way we can address that concern is exactly how we word the goals. This is something that I deal with a lot in my professional position.

The way I would word goal 5 is that the Arlington School district will facilitate an environment that promotes teaching and learning. (Susan also presented a reworded version of the assessment goal). I think the clearer we can make these goals the more successful we will be communicating this with the community and gaining support.

Nate: I think you'll see this in the next draft.

Jeff: I agree with Susan. I would like to see some mention in here, perhaps in goal 2, that gives us an update on a regular basis about updates to the science curriculum. It has been mentioned that there is an effort to align our science curriculum with state stds. If it's too much to do now, I will accept that, but we should not lose track of this.

We mentioned last year that 1 out of 6 students are not reading at grade level – I think we need a realistic measure about addressing that.

Nate: hink makes more sense – to get to that 4-year goal, what do we want to see in this year's kindergarteners to get to that goal – what about the 1st graders. If we break down our expectations by grade, we will be more effective. We should have better success with the kindergarteners, because we've had them in the system with this approach from the start – the progress for 3rd graders will be slower.

Jeff: yes, that's good – I want to make sure we're not setting too big a goal.

Last year we made many changes to leadership – we need to have some way to have feedback from how that process worked.

Nate: There is provision for survey results. Part of commitment was to provide feedback twice. I will do that. I tried not to include in goals things that would happen anyway.

Jeff: should we include at end?

Nate: it is there.

Sean Conroy (student rep) – I think goal #4 is very important. This must involve everyone – I think the whole area of social networking is an area that the school committee has no control over. You are going to be entering new territory – it will not be easy.

The no electronics policy that they are instituting this year has not been working well. There are announcements every day about this. There are currently no exceptions to these policies, and students are going to bathrooms to call parents for emergencies. Ipods and mp3 players are banned, and there is research that shows that these devices can help in directed studies for students to concentrate. I will be meeting with Principal Skidmore about this tomorrow.

I think as far as inappropriate behavior and corrective actions, I think often we are miscategorizing them.

Marty: I think the leadership changes happened last year without a goal. They were sort of buried in the budget goal last year.

Nate: I understand. If we only had 5 goals, we wouldn't be effective.

Marty: right – not every improvement has to be a goal.

Here are some other thoughts from parents in other schools. In terms of measuring assessment – John jr was presented with 3 pictures – a cow with a ring, a gold ring and a goat – asked to identify which picture doesn't belong. Right answer is ring, but Johnny cited the goat – it didn't have a ring. In another example, child got back a paper with the comment that answers were interesting, but incorrect. How do you craft the assessment which measures the “right” answers?

Nate: How do you make sure you have a good assessment? It is possible to create assessments that correspond to a clear vision of what you want kids to do – once that is in place there is a clear answer if the kids get it or not.

Marty: I will tell you that John Sr is not a happy camper, because his student doesn't fit the mold.

Sean: I'm glad that we will work to continue to measure last year's decisions. I think it would be helpful to have history teachers, language teachers, phys ed teachers here to present what they think is important.

On goal # 3, we discussed the issue of student motivation – how important it was, even in the early years for children to want to learn something – it is very important post high school – it should be started early.

Nate: It is part of goal 3 – the yearn to learn. It is part of why it is important as a community to affirm these goals. One person has identified 16 habits of mind which would be ideal. Problem is that at least 5-6 the schools have not control over. It is better if we can concentrate on a smaller number and try to be successful with those. The one that you mention Sean could very easily be one of the final 3 that we concentrate on.

Sean: I agree – I think we should identify those, and hope that we don't water it down with too many directions.

I will be there on Friday to work on these. I think it will be extremely difficult to measure many of these things.

Sue – you will have an opportunity to discuss this much further in the coming weeks in sub committee meetings.

Jeff: What's going to happen now – we tentatively approved these at our retreat.

Nate: let's talk about timetable and next steps for the goals. My initial recommendation was that I would bring goals forward at end of October. After some discussion, we moved them to early in October. My concern is that if these are Nate's goals, it will not be successful. We need input from staff, community and school committee – if we all agree, then the goals will be much more powerful and have much greater chance of success.

Early in the fall the staff can't focus on these issues – they are getting to know new students, understand new curriculum, new systems, etc. I don't want to make the staff come to meet before they are available to do so. I'm not so worried about the time to move these forward – I think more time to discuss these – I would suggest a month – to get these right is worth the investment to allow a successful implementation. I would suggest we accept these at the meeting a month from now.

Jeff: will you bring these back a month from now?

Nate: yes.

Sue: Could we incorporate vision 20/20 idea of forums on this? (ed note, as rep to Vision 20/20, I, Josh Lobel, am hoping to organize monthly forums on issues relating to the school).

Marty: at 35 minutes after this was supposed to end, there's little time to scream now – I'll do my screaming after hours.

Paul: Now that you've heard some feedback from us, and undoubtedly there will be more feedback in near future, I would appreciate a summarization of the feedback in our packet for next meeting.

Important that having the school committee hearing back from the staff about monitoring progress on the goals, it is very helpful. When school committee listens, it sends a msg. It is also important for you to have feedback from principals and staff so that when it comes to budget review, you have a better understanding of the goings on within the schools.

Susan: I totally agree – it has helped me tremendously in my role as school committee member, it has been very helpful for me to have conversations with the staff. I just ask that we be considerate about asking extra input from them – put them early on agenda, etc.

Marty: Is there a policy requirement that additional things are due from last year.

Nate: I think Jeff and Karen have been on top of this.

Sean – yes, we are having a meeting about that on Friday.

Jeff: it's that chart that we worked on last year.

Superintendents Report

School Safety: I would be remiss in not discussing this tonight. There have been several national events drawing attention to this.

I do think our schools are safe, but it is important to be vigilant. I will be meeting with school staff, police and fire to review our safety and security procedures.

MCAS performance

This is not the only measure. I look forward to when I can present to you how our kids are doing on our internal measurement. At the moment, MCAS is the major external assessment we have.

The 10th grade scores are out, and they are outstanding. The credit clearly predates me – credit is to a lot of kids, teachers, and administrators. These are not the kinds of gains that you get from a new random fluctuation in grade population. Our growth shows very big numbers. We are improving faster than the state – all good news.

Sue: I'd like to re-iterate for the public, that the category advanced is that the highest rating in MCAS. The change there is very impressive.

Kathy: Yes, and the reduction in needs improvement is also very impressive.

Marty: I have to ask if we are teaching kids to better take these tests, or are we better educating them?

Nate: I know that was a rhetorical question, but I would say that this kind of growth comes from real understanding of complicated math, knowing grammar inside and out, and good comprehension. There are tricks that can help raise testing a point or two. But to get a large gain that we have, we really have been effective in real learning improvements.

Jeff: The students who fail, what are we doing to help them?

Nate – there are 2 percent in English and 4 in math, there will be substantial intervention to help them succeed on next test.

Early release day – in the calendar there are 5 early releases. Since we originally put that calendar together, the MCAS scheduling has been produced – and one early release comes in the middle of the MCAS testing. Need to change March 30th to April 10th.

Motion made by Kathy to make that change – voted unanimously.

Marty: I think we should publicize this immediately.

Sean: I saw the (Child Assault Prevention) CAP report that I had asked for.. I would like Carleen Newell or someone else involved in that program report to us. Do we have any follow up information on how effective this program has been. Do we have interview results?

I think an evaluation like that is important to get.

Nate: When we decided to end the interviews, that was unanimously suggested by the principals. They had the most trouble supporting that aspect of the program.

I will ask that question specifically.

Marty: Had question about Great Body shop.

Nate: I have spoken with Cindy Bouvier about this. Over the years, there have been different groups that have created great programs. Great Body Shop did address some of these issues, and CAP did too. We are going to try to integrate these better – if we want to talk about bullying, we will take best approaches from both of these programs and implement.

Sue: One of the issues on the Supt's report concerns changes at the Ottoson in special ed – since this is so new, I would like to suggest that we defer this issue until next meeting when plan will be gelled more.

Secretaries report:

Ms Haddad (sp?) – congratulated district in being in top 30 communities

Ask Nate feature on the web site. Here is a comment from that from Jane Chertoff. I am concerned about decision to school decision to keep school open on Jewish holidays. I was one of 17 staff to be absent this year on Yom Kippur. There were also many children out. It did cause a significant disruption in teaching and learning to have school on this day. I think you should reconsider this.

Msg from Colleen Kirby (ed note: I hope I got right gist of this – I know I missed some words). I am sorry that the Traffic Supervisors has become such an emotional issue. As a member of the safety committee that reviewed these issues last year, I think it is important to keep in focus the needs of the community for safety and how best to balance our resources. We need to carefully review the recommendations of this committee – hopefully in an impartial way.

Msg from Karen Tassone – resigning from scety for School Committee, as I am taking a new position for the Superintendent. I will be resigning as of October 20th. I will undertake my responsibilities to the best of my ability for the remainder of my tenure.

Paul: We wish her well in her new endeavors, she is the heart and soul of the committee – she makes sure that things that get done. We greatly appreciate her.

Marty: I was involved in hiring Karen 8 years ago, and I think it was a great hire.

Marty: regarding Ms. Chertoff's msg, I am ambivalent, as you know. I move that we refer this issue to policy and procedures subcommittee in that it seems that there may be major issue regarding teaching and learning.

Voted unanimously.

Susan: I would like to thank the art teachers and students for the beautiful art work which is decorating our room. It is magnificent.

Kathy: Comment on incident at graduation (a minority family was insulted with racial slurs). Concerned that this may have fallen through the cracks. I think that anything that we get as a committee should be followed up with an official response noting that we have received it and how it might have been acted on. How we act individually, is up to us.

Sean: are you suggesting that we have a policy?

Kathy: I don't know if we have a policy, I couldn't find it. I am suggesting that there be a process that is followed.

Sean: that would be a good idea.

Sue – some of these clearly announcements. That's not what you're talking about, right?

Kathy – right. I'm talking about things like the Jane Chertoff msg.

Nate: that could be a good role for the secretary.

Paul: The secretary doesn't have the power to do that without authorization. I move that we respond to Ms. Chertoff's msg.

Seconded and so voted.

I do think that we should have a response.

Kathy: For Colleen Kirby, it might just be a thank you. She put in thought, and we should recognize that.

Paul: made motion to respond to Colleen as well.

Passed unanimously

Paul: moved that we forward issue of response to policy and procedures subcommittee.

Sue: what I picture is perhaps 2 levels of response – one a thank you, and two a more detailed response.

Sean Conroy (student rep), planning thanksgiving gala, which will replace the Junior/Senior semi. This has led to many changes. Freshman/Sophomore semi happens in the gym. Junior happens offsite with transportation provided. Senior prom offsite without transportation provided. We were planning thanksgiving gala at town hall. However, town hall is not eager to do so because the hall has just been redone, and are concerned about damage. (spills, etc.). Now we're going to have it in the gym. Students are not happy about change. Could you vote to support us in using town hall?

Sue: I understand town hall was rental and maintenance issue. I'm not sure it's reasonable to fight city hall on this, but perhaps we can find another venue for this. Maybe one of the other clubs in town?

Sean – I don't think the spaces in town are suitable. They don't allow us to setup the way we hoped. You don't have to act on it, but wanted to bring it to your attention.

Kathy: floors are meant to be walked on...

Sue: if you find out who makes this decision, and let Karen know, perhaps we can make an informal request on your behalf.

Paul: would the committee entertain making the request rather than the student organization?

I so move.

Sue: it makes sense, more participation, close – less transportation.

Motion passed unanimously.

New business

Marty: I received an email about robotics program at Ottoson afterschool. It implied that a teacher had taken an initiative, and then was not allowed to proceed?

Nate: I am meeting with all parties tomorrow.

Meeting was adjourned.