

MINUTES OF THE LINCOLN SCHOOL COMMITTEE
Thursday, January 8, 2009
Hartwell Building, Lincoln, MA
OPEN SESSION

Present: Tom Sander (Vice Chair), Al Schmertzler, Jennifer Glass, Rob Orgel, Louann Robinson (Hanscom Representative), Cynthia Nunes-Taijeron (Hanscom Representative). Also present: Mickey Brandmeyer (Superintendent), Mary Sterling (Assistant Superintendent), Buckner Creel (Administrator for Business and Finance), Stephanie Powers (Director of Student Services).

Absent: Julie Dobrow (Chair).

I. Greetings and Call to Order

Mr. Sander was the acting chair and called the meeting to order at 7:07 pm.

II. Chairperson's and Members' Reports

Mr. Orgel wished everyone a happy new year.

III. Public Comments

None.

IV. Consent Agenda

A. Accept Gifts

Lincoln families donated \$750 to be used for the 8th grade Washington, D.C. trip scholarship fund. Mr. Sander moved, and Ms. Glass seconded, the motion to accept the gifts from the families. The Committee voted unanimously to accept the gifts.

V. Time Scheduled Appointments

A. FY 10 Budget Discussion

Mr. Brandmeyer discussed the budget situation and lamented that there are still things about state and federal grants for various school programs that he does not know. However, the budget for the CASE Collaborative for special education has been voted upon, and the member towns agreed to reduce the budget by trimming **GASB 45** and opening fewer classrooms. The CASE budget impacts the Lincoln and Hanscom campuses in terms of the member school fees, the transportation for special needs students, and the student assessment fees. As the CASE budget has been reduced, it has freed money for member towns to spend in other ways. Lincoln receives an extra \$44,500, and Hanscom receives an extra \$36,500 for FY 10. Mr. Brandmeyer and the Administrative Team recommend that the money be put toward the following improvement initiatives at each campus:

LINCOLN CAMPUS

- 1) \$12,000 Instructional Assistants
- 2) \$25,000 Middle School Engineering Initiative
- 3) \$2,500 Responsive Classroom Training
- 4) \$3,000 Athletic program to reduce fees
- 5) \$2,000 Personnel Control Account

HANSCOM CAMPUS

- 1) \$6,775 Instructional Assistants, Hanscom Primary School
- 2) \$20,000 Middle School Engineering Initiative
- 3) \$7,725 Responsive Classroom Training
- 4) \$2,000 Virtual High School

They will defer the elementary engineering initiative, but put the \$25,000 toward the middle school engineering initiative. At first, they had planned to integrate the engineering and technology piece into science class, but as they studied it, they realized that they could not fit it into science class. It will need to be a separate program, and they will prepare a report for the Committee on the initiative. The athletic fees are proposed to be \$200 per sport per season per student, which is less than the previously proposed \$220 per student per sport. He said that nine school districts have athletic fees greater than \$200, but all of those schools cap the amount of money a family has to pay in athletic fees. We will not have a family cap. He explained that they needed \$2,000 in the personnel control account to settle any unanticipated illnesses that may happen in the year. He opened the floor for questions.

Mr. Sander asked how many hours in total do the instructional assistants have now? Principal Steve McKenna said that this year there are 338 hours covered by instructional assistants. The original proposal for FY 10 was for 322 hours to be covered by instructional assistants. Now they propose 361 total hours for FY 10. Mr. McKenna detailed the number of assistants per grade and class.

GRADE	HOURS FY 09	HOURS FY 10
K	32	31 ½
1	15	15
2	13	15
3	10	12
4	9	7
5	4	4 ½
Specialists	16	24
Clerical	30	15
Office Gr 6-8	8	8
???	7 ½	5

Ms. Glass said that it is remarkable that they are able to support and continue bringing new initiatives to the table in this difficult financial year. She is grateful for all that is in the budget. She had questions on the hours and costs of instructional assistants. She asked whether there were enough hours for grades K-3 where the core subjects are covered. Mr. McKenna responded that the kindergarten has full coverage in all subject areas and early intervention. He said that the approximate break-outs of coverage in core subjects were: English Language Arts 110 minutes of coverage a day, science has 90 minutes a week, social studies has 90 minutes a week. He explained that an assistant covers the 40 minutes of lunch and recess. In grades 1 and 2 for 2½ hours a day, assistants will be used for core subjects: reading, math, science, and social studies. In grade 3 for 1½ hours a day, teachers determine how to deploy the assistants and in which subjects. Grade 4 receives 45 minutes of coverage per day, and the teachers strategically deploy the assistants. Grade 5 receives 1 hour of coverage per day, also strategically deployed by the teachers.

Ms. Glass said that it looks like in the younger grades, it seems that we have a sufficient number of hours. How does Lincoln compare in the number of hours of instructional assistants to other similar communities, such as Sudbury, Wayland, Weston, and Concord. Mr. Brandmeyer said that he has not updated their information lately, but he said this proposal for instructional assistants is very, very favorable. Sudbury does not have instructional assistants. Weston has instructional assistants in kindergarten and first grade only. Ms. Sterling said that in Wayland, where she had been principal, they had full-time assistants in kindergarten and two roaming assistants for the rest of the school. Mr. McKenna said that in Lexington, the teachers have limited support from instructional assistants. Lincoln has more. Ms. Glass thanked the administration.

Mr. Schmertzler arrived at 7:30.

Mr. Sander said that in the higher grades, they have reading support. Mr. McKenna responded that they have a general education tutor, a reading specialist, a math specialist, and remedial support and enrichment. Mr. Orgel said that the school was ending up in a good spot and it is good fortune with the CASE Collaborative budget decrease. Ms. Glass asked whether there was a vision for the science, engineering, and technology initiative yet. Mr. Brandmeyer said he did not want to be vague about the program, but he had to. He said that they have some flexibility with the 6th grade team next year, which may free teaching time. The engineering and technology initiative will be separate from science, but it too will be a core subject and not an elective. They need some new materials. There is question as to how often it will be taught. They may start it for three times a week for half a term, but nothing has been decided yet. He said they need to do planning, and they have had good luck that they can offer this next year. They will bring a more detailed plan later.

Linda Hammett-Ory said that she thinks the recommendation for where to spend the “extra” \$44,500 is a good compromise, and she thanked the administration and committee for listening to their concerns. She double checked that they are proposing 361 hours for FY 10, and that includes 14 hours funded separately from technology. Mr. Brandmeyer responded yes. Jillian Darling asked for an explanation of the engineering initiative. They will spend \$25,000 in Lincoln and \$20,000 at Hanscom. How has the initiative changed since the original request? Mr. Brandmeyer responded that they originally thought that they would teach engineering and technology in science class, and the amount they had asked for was to cover materials and professional development for doing that. However, now, it is to create an additional class of engineering and technology that is separate from science class. In order to do that, they will need a new half-time teacher on each campus in addition to new materials and professional development. Mr. Sander added that the only way to do the initiative is to have another staff person for engineering. Mr. Brandmeyer said they can’t integrate engineering in science class because there is not enough time to do justice to each subject. Mr. Orgel thanked Mr. Brandmeyer and reiterated that the school is in a good spot, and he is glad the administration listened to their concerns. Mr. Brandmeyer said they will have specifics about the engineering and technology initiative, and they will bring them to the committee in the spring. He recommended that given the nature of the FY 10 budget proposal, he thought the Committee should vote on it at this meeting. He said that they would defer having a preferred budget in FY 10 for the Finance Committee, and they do not want to ask for more money. He does not want to raise expectations in this tough financial year. He asked that the Committee vote for \$9,280,723 for the Lincoln campus, and \$10,476,451 for the Hanscom campus. Mr. Schmertzler said that he hoped we can continue the instructional assistants. Mr. Sander thanked Mr. Brandmeyer for his help in decreasing the CASE Collaborative’s budget.

Mr. Sander made a motion to approve the FY 10 budget of \$9,280,723 for the Lincoln campus with the allocations as laid out in the sheet dated January 6, 2009 and the FY 10 budget of \$10,476,451 for the Hanscom campus with the allocations as

laid out in the sheet dated January 6, 2009. The motion was seconded by Mr. Schmertzler. The Committee voted unanimously to accept the FY 10 budgets.

Mr. Orgel thanked Mr. Brandmeyer. Mr. Brandmeyer thanked his staff for their good thinking and hard work. Mr. Sander thanked the parents for their involvement in the process and said that he appreciated their comments and advice. Ms. Hammett-Ory thanked the Committee and the Administration and said it was a positive compromise. She asked that in future years, they consider the instructional assistants as part of the base budget. She said that parents can work on other initiatives and participate to benefit the whole school. Ms. Darling said that she learned a lot from the process and she is not going away and wants to continue her involvement. She asked if they didn't vote for a preferred budget now, but they have significant money unspent because they ended up not adding sections of kindergarten and first grade, what would be the process to spend that money? Mr. Sander indicated that it was more likely that they would not get the money. They would come back to the School Committee to discuss what to do. The budget they voted tonight is their best guess. Mr. Schmertzler said that if he were on the Finance Committee, he would not like it if the money was spent on something that was not in their budget before. The money would have to be given back to the Town and the Finance Committee. The Committee needs to continue building trust with the Finance Committee. Mr. Sander said that they do not want to hide costs or items from the Finance Committee at all.

B. Paraprofessional Professional Development Survey and Programs

Ms. Stephanie Powers, Director of Student Services, presented the results of the Paraprofessional Professional Development Survey. She said she was presenting chapter two of the last report on paraprofessionals. The school employs 52 of them, and she had a 100 percent return on the survey. 92 percent of them meet the federal standards set for paraprofessionals in the No Child Left Behind Act [NCLB]. She explained that the Lincoln Public Schools became eligible to receive Title 1 funds for the first time in 2008-09, and because of that, the paraprofessionals will have to meet the federal standard. She said the district's paraprofessionals are highly educated; 56 percent of them have bachelor's degrees and 59.6 percent of them have teaching licenses.

Ms. Powers thought that the paraprofessionals modestly assessed their skills. One area where they considered themselves not yet skilled was in teaching math, where 18 percent of the paraprofessionals thought they had "ability to access and effectively use available resources for supporting teacher instruction in the subject of K-5 math." She was not surprised by that point. The report shows a spattering of needs and skills, and she would like to continue the conversation with them about how to develop their skills. With the 8 percent of paraprofessionals who do not meet the NCLB standards, she will discuss with them what they would like to do to meet the standards. She is also going to meet with the teaching and administrative staffs to see what professional development programs would make sense to offer to them.

Mr. Schmertzler asked whether she had a timeline for the 8 percent of the paraprofessionals to meet the NCLB requirements. Ms. Powers said that she will not hire anyone now who does not meet those requirements. Ms. Glass asked whether there was a penalty if the district does not meet NCLB requirements. Ms. Powers said that Title 1 funding could be taken away if the district violated the requirements. Mr. Schmertzler asked whether those who did not meet the guidelines are making the time to meet the requirements. Ms. Powers said that they can take a test, reenroll in college, or get PTP training points toward meeting the requirements.

Ms. Glass thanked Ms. Powers for the report and asked whether the dollars in the budget were enough to do training for paraprofessionals. Where are we? Ms. Sterling and Ms. Powers have talked about professional development, but they do not have any plan ready tonight, but will create some math training in-house in the spring. With Responsive Classroom, they said that they cannot spend the teacher training money for paraprofessionals, but they can put together an in-house training for them. They said these are high priorities for the spring. Ms. Powers said that we have much expertise in the buildings so that they can give peer training to the paraprofessionals. Mr. Sander said it helps teachers who have completed Responsive Classroom training to train others and reinforces what they learned, and he thinks that is good. He asked whether the 92 percent who met requirements was a high number. Ms. Powers said it was. She said that she had 15 survey options to choose. She searched the materials before choosing the survey the paraprofessionals took.

Mr. Sander asked whether there were surprises about their priorities. Ms. Powers was surprised that they did not rate themselves high enough. Ms. Sterling said that the level of paraprofessional education is very high. We have a skilled support staff at Hanscom who are teachers. It is a tremendous benefit to have these people. Mr. Sander thanked them for the report and looks forward to hearing information about how to do the training.

Mr. Sander made a motion to accept the report, and it was seconded by Mr. Schmertzler. The Committee voted unanimously to accept the report.

VI. Superintendent's Report

Mr. Brandmeyer said that Cambridge Trust Company published a calendar with students' artwork. Marie Talbot from the bank worked with the students. Seven Lincoln students had their artwork selected for the calendar. Mr. Brandmeyer has framed the student artwork and hung it in the Superintendent's hall, and he invited people to come to look at it. He has sent a letter to each student, telling them that they are proud of their achievements.

VII. Curriculum

Ms. Sterling said that there's a theme on art this evening. There's a new display that is impressive and displays Lincoln's learning expectations. They show that art is something that matters and has importance.

A. Update on PreK Math Curriculum Review

Ms. Powers presented the update for Ms. Fagan on the Preschool Math curriculum search. Their goal is to select materials for the fall of 2009. They have looked at the literature for standards-based math programs. Their students range in age from 2 years and 9 months to 5, so the students have a range of needs that they want the new program to address. Another point is that nearly half of the preschool students have special needs, and other students do not speak English as their first language. They will also be sensitive to the needs of transient students. Preschool students do not necessarily begin the program in September; students may join the preschool at any time of year.

They have completed eight lessons with Everyday Math for an audition. In February and March, they will audition Big Math for Little Kids. Ms. Robinson asked whether it was easier to separate the students into subgroups based on their ages. Ms. Powers said that sometimes the students are separated for differentiated instruction. Mr. Sander asked whether they will choose the new curriculum out of these two programs. Ms. Powers said no, no decision has been made. They will also look at another program. He asked whether they would bring the new program to the preschool in the 2009-10 year. She said yes. She explained that when the students cycle in, they receive differentiated instruction. Ms. Hammett-Ory asked whether they have looked at other preschools' offerings. She named the Montessori School and the Newton Nursery School. Ms. Powers said that Ms. Fagan talks to other preschool directors. They are not wedded to either math program that they have auditioned. She explained that the students have thematic instruction, and they do not have workbook time. Mr. Sander thanked Ms. Powers, and said that they look forward to the update on the best math program to meet all those needs.

Mr. Sander made a motion to accept the report, and it was seconded by Mr. Schmertzler. The Committee voted unanimously to accept the report.

B. Curriculum Update: 6-8 Math

Ms. Sterling presented the progress report on the work of the Middle School Math Materials Review Committee. She thanked the Middle School Math Materials Review Committee. They have done a lot of work and will have more to do in the selection of the final program. They are upgrading the program now because the current math materials date from the early to late 90s. The teachers are eager for change and are dedicated to making a good selection. Ms. Sterling noted that some communities have different editions of texts and programs. They want to have the latest editions of the program they are choosing. One criterion for choosing a program is that it has differentiated homework. They have chosen three programs for a trial-use period, and their final recommendation will come from one of those three. They said that parent involvement is very important, and they will send letters to them when they have chosen a class to do the trial materials in the late January to early March time period.

They will meet with the publishers and do a professional reading on research on the three programs. The research they have seen on the programs' effects is research on their earlier editions, not their current offerings. She said there is no substitute for quality teaching, but they need great materials too. Mr. Orgel said that last year in the controversy over the math selection for K-5 math materials, he was surprised and was not aware of the quality of the program. He did not receive the here's the range of materials and how the materials were perceived by others. He said that before they got too far down the road to the selection, what criteria are they using to pick the materials? Are they looking for materials that stress learning and problem solving or hard math? He asked what are they aiming for? Ms. Glass said that Glencoe has two programs that are in Winchester, and one is for high performing students. Ms. Sterling said that the publishing companies are merging. They chose the McDougal Littell book and weeded out the middle of the road programs because they do not have high expectations. Mr. Orgel asked which type of program are we thinking, high expectations? He would like high expectations. Ms. Sterling said they will characterize the three programs when they are in the trial period, and they will give an update on each program's perceptions. Mr. Orgel said good. Mr. Sander asked that she include the perceived strengths and weaknesses of each program too. Ms. Sterling said that each program is very different. They will look at differentiated instruction for all. She said there was no perfect program; they have a wide range of learners. They need core materials and ancillary materials to meet their range of learners.

Ms. Glass noticed that there was not a huge parent turnout at the meeting and asked whether all parents will be notified that they are working on choosing a new math program for grades 6-8. It isn't enough to notify the parents of the students who are doing the trial materials, all parents in the grades should know. Ms. Sterling said they will mention it in the principals' newsletters and give the information about the program. Ms. Glass also said that she noted that they visited Concord, and the program they use, Connected Math, is not on the list of finalists. Ms. Sterling said that they have learned a lot about what the surrounding communities use for math materials. Concord doesn't use Connected Math very much, which makes it hard to judge. She said that many other towns have dropped Connected Math; it has fallen out of favor for various reasons and is not holding up. Mr. Schmertzler asked what materials they use in Concord. Ms. Sterling said that they don't use core materials very often, and many schools are like that, they pick and choose different materials. She's made an effort to contact private schools too, but they have been less than forthcoming about the math programs they use in their schools. One program they are going to test is McDougal Littell. Mr. Sander asked if they have decided to use the same program for grades 6, 7, and 8. Ms. Sterling said no. They may need to use materials from different publishers for each grade, or they may choose to go with a single publisher for all grades. She is open to see what happens. Mr. Sander asked whether we had enough money for the professional development

for these programs. He said it was a great process and they look forward to their report a month before the Review Committee chooses their final recommendation. He asked that when the notify parents about the new program, tell them that you had a small response to the announcement.

Mr. John Konvalinka said that the **Montana Council of Teaching Mathematics [MCTM]**'s recommendations are missing in the report. The group has done much soul searching because other countries' students are better in mathematics. He asked whether their standards were being considered in the choice of a mathematics program. Ms. Sterling said that three pages after her chart, she shows the criteria they are using to screen materials. She said they need a program that is deeply informed on research programs that fell off were not standards based. She thanked him for the question. Mr. Sander thanked Ms. Sterling for the report. Mr. Sander made a motion to accept the report, and it was seconded by Mr. Schmertzler. The Committee voted unanimously to accept the report.

C. Curriculum Update: Tech/Engineering K-8

Ms. Sterling apologized for not attending the last meeting. She had a death in the family. She is pleased that the technology and engineering program for grades 6-8 received new life and is back on the table. She noted that she wrote the report before the CASE Collaborative budget decision that gave them more money. Their discussion for the program was at the beginning levels when the budget process started in October, and she put in the budget money for a placeholder. Since then, they have realized that they cannot have a technology and engineering component in science class. She asked that the sentence in her report that mentions the funding cut be deleted. She noted that they have scheduled meetings with the school principals and then they will meet with the science specialist and the principals. One question they have is how to get another piece in the middle school schedule, and how will they get enough time in the day to include this new core subject. Mr. Orgel said the work is great and he mentioned that they have a 6th grade technology program that they will build for 7th and 8th graders. Ms. Robinson asked whether there was an ability to pick specials as students do in high school. Ms. Sterling said that the decision to offer technology and engineering means that the new subjects would be core curriculum and not optional. Part of the question is how to lock in the time. Mr. Sander said there may be outside ways to do increased educational opportunities. Ms. Robinson said that as they talk about adding more subjects to the school day, is there a sense that the early release on Wednesdays would be given up? Mr. Brandmeyer said that is not on the table now, it is part of the teacher negotiations. Ms. Robinson said that the day is so compact, and students are rushed in lunch and recess. Mr. Brandmeyer said they will need an adjustment and there will be some rotation of courses. Ms. Glass asked whether in general, would science units be taught by the teachers in the lower grades and the science specialist would be teaching the higher grades on the Lincoln campus? Ms. Sterling said that there is a science specialist on the Lincoln campus only. Mr. Sander thanked Ms. Sterling for the report and said that they were trying to make her life more exciting.

Mr. Sander moved to accept the report, and Mr. Schmertzler seconded the motion. The Committee voted unanimously to accept the report.

VIII. Policy

None.

IX. Facilities and Financial

A. Warrant Approval

Mr. Creel presented the payroll warrants totaling \$580,116.46 and the accounts payable warrants totaling \$194,021.33 for a total of \$774,137.79. Mr. Schmertzler reviewed the warrants. Mr. Sander moved to approve the warrants, with Mr. Orgel seconding the motion. The Committee voted unanimously to approve the warrants.

B. FY 09 Budget Report: Second Quarter

Mr. Creel explained that he inherited the quarterly form for reporting on the current budget from his predecessor. He does not find it that helpful anymore and wants to change the report so that they can tell whether they are set up for the year, and whether they are in trouble in any area. He has proposed a change in the report's format and welcomes comments on his breakdown of expenditures. He explained that this year, they have had several maternity leaves, but they are in a good position; they have not used many substitutes this year, and they are coming to the part of the year where they do because there is more sickness during the winter. They have also paid custodian overtime with the storms we've had this year. He thinks we should be ok. He does not think that they will need the money that is in the parental assistance in escrow. Mr. Orgel asked what will happen to the parental donations when the district does not need them. He said when the district does not want the money, they can donate the money to the Lincoln School Foundation [LSF] or to the Parent-Teacher Association [PTA]. Ms. Darling said not to give the money away yet, you may need it in April, and she thinks they should keep it. Ms. Hammett-Ory said that some parents chose to have the money sent to the PTA if the school does not want it. Mr. Sander said that the Committee is extraordinarily grateful for the generosity of the parents.

Mr. Orgel thanked Mr. Creel for his memo, and he thought it was good. He said he got more information from the memo than he did from the chart. He'll ask how to interpret the numbers; Mr. Creel's accounting is different from his. He said that he does a monthly budget to see whether he's on target relative to, for example, snow removal. Mr. Brandmeyer asked for substitutes, how are we doing? He said that they use them more at certain times. He suggested that we put a calibration on it,

what's the burn rate and perspective on it on the number. Mr. Creel used an example, if a not as highly trained teacher leaves during the year and is replaced by a more expensive teacher for the rest of the year, it brings their dollar amount off. He said that 77 percent of the budget is personnel. They want to make sure the reserves can handle anything that happens, especially with personnel. He asked how much effort he should put into the report and how much detail of qualitative assessment is needed? Mr. Orgel said that the memo covered it for him, he likes the budget versus actual, and give the delta for the aggregate. Mr. Creel asked how much money is uncommitted? The Town may ask for money back, or they may have or Special Education out of district placement issues. He said that 8 percent of the budget is available, and 92 percent of it is expended and encumbered. Mr. Brandmeyer said that they don't carry contingencies in the budget. Ms. Glass asked what the asterisks meant, and Mr. Creel asked her to edit them out. Mr. Orgel and Mr. Sander thanked Mr. Creel for the report.

Mr. Sander moved to accept the report, with Mr. Orgel seconding the motion. The Committee voted unanimously to accept the report.

X. Old Business

A. Start Time and Instructional Time

Mr. Sander said that the Lincoln Teachers Association [LTA] and the Committee want to know how well the 15-minute extended day is working. Mr. Brandmeyer asked the LTA how the 10 minutes early and 5 minutes later was working. They have discovered that they have captured 15 minutes of instructional time in the day. He said that student tardiness is still a problem, and they are looking at whether they have repeat offenders or whether it is different students who are tardy. He shared that he thinks some students think that it is ok to be late, and he said that they will work on this problem. They will appeal to parents again to have their children at school on time. He wondered whether a ten-minute earlier start is too early in the day for students. He said that the time is used differently in the different grades. Mr. Schmertzler said that given that tardiness is basically the same, would it be worthwhile to ask parents if they would rather have a later start and end of the school day, or an earlier start and end of the school day? Mr. Brandmeyer said that it is reasonable for the school to tell parents and students how they will increase the school day, if they do. They will monitor the situation. Mr. Sander asked when the Committee would need to decide on the school start time for the 2009-10 school year. Mr. Brandmeyer said they needed to decide by the end of this school year.

Mr. Sander said that tardiness can be a problem. He's not sure whether the principals' memos address the 8:05 start of the school day. He asked whether instruction begins at 8:05. He asked when the school halls were open and when the students were in class. Ms. Sterling said that the 8:05 start means the students are in class and being instructed. Mr. Brandmeyer said they will check on it and report back to the Committee. Ms. Glass said that the early grades have work that they do before the 8:05 start time. Mr. Sander asked when the halls were open, at 8 am, or 7:45 am? Is there a lack of adults in the building when the students arrive? He also asked whether there was a reason for the increase in tardiness among 5th to 8th graders. Ms. Nunes-Tajeron said that it is tough for older students to start so early; there is a chemical thing that makes it tough for them to rally for school at that hour. She said that often teachers need to arrive for school an hour before the day starts so that they can prepare their classrooms. Mr. Brandmeyer said the teacher contract says that teachers have to be ready to start at 8 am with instruction to begin at 8:05. He has been working to have the doors open a little earlier. Working on this issue is like working with an elephant in the room. Mr. Sander said that they needed a minimal attendance of adults in the building when students arrive. Ms. Nunes-Tajeron, while a high school teacher, asked whether there was a tardy attendance policy. Mr. Brandmeyer said no, they do not have one. He indicated that that was a high school item. Tardiness, however, is reported on student report cards. The principals will talk to students who are tardy too many times.

XI. New Business

None.

XII. Approval of Minutes

None.

XIII. Information Enclosures

None.

XIV. Adjournment

On motion by Mr. Dobrow, seconded by Mr. Schmertzler, the Committee voted unanimously to adjourn the meeting. The open session adjourned at 9:21 pm.
Respectfully submitted,
Sarah G. Marcotte, Recording Secretary