

**MINUTES OF THE
LINCOLN SCHOOL COMMITTEE
February 15, 2007**

Present: Julie Dobrow (Chair), Laurie Manos, Al Schmertzler, Sharon Antia, Mary Goldstein (Hanscom Representative), Deneen Trask (Hanscom Representative). Also present: Mickey Brandmeyer (Superintendent), Paul Naso (Assistant Superintendent), Buck Creel (Administrator for Business and Finance), Teresa Watts (Administrator of Special Education and Student Services).
Absent: Sandy Hessler (Vice Chair) (participated for part of meeting via voice conference), Leta Allen (Boston Representative).

I. Greetings and Call to Order

Ms. Dobrow called the meeting to order at 7:07 PM. The members of the School Committee and Administrative Team present at the meeting introduced themselves for the cable viewing audience.

II. Chairperson's and Members' Reports

Ms. Dobrow said she and Ms. Manos attended the meeting on school safety held Thursday, February 8th. She said Mr. Brandmeyer ran the meeting with the principals, members of the police department, and Ilene Spiro. It was a good meeting and was well attended. Ms. Manos noted that this forum was televised. Ms. Dobrow said she, Mr. Brandmeyer, Chief Mooney, and members of the Conservation Commission walked the land in the back of the Lincoln school looking for alternate routes of egress. She said the school will continue to work on this with members of the Conservation Commission and with the Police Department.

Ms. Goldstein said she went to the second and third grade concert at the Hanscom Primary School and reported that Ms. Anzaldi did a great job with the children.

III. Public Comments

None.

IV. Consent Agenda

None.

V. Time Scheduled Appointments

(Item V.B. on the Agenda, District Work Plans, was moved to V.A. Item V.A. on the Agenda, Preschool Programming, was moved to V. B.)

A. District Work Plans: Mid-Year Review - Part 2

Documents: Lincoln Public Schools District Goals 2006 and Beyond, Work Plans with notations on progress to date for: (1) Curriculum, Instruction and Assessment and (2) Leadership and School Culture

Mr. Naso reported on three work plans under curriculum, instruction and assessment: (1) learning expectations and curriculum articulation, (2) program planning and implementation, and (3) assessment, student progress and student support processes.

Regarding learning expectations and curriculum articulation, Mr. Naso said the articulation of learning expectations is mostly on track. He said there has been a complication in setting writing performance criteria for grade 8 because of a staffing change which will cause postponement of grade 8 work allowing focus on phase two work for grades 3, 5, and 6 and phase one work for grade 4.

There is also a complication regarding grade 8 social studies. Work had been progressing with both the Lincoln School and Hanscom Middle Students on the same social studies pathway. But a change in the Bedford High School curriculum with US History taught at grade 9 with the assumption that World History is taught at grade 8, will necessitate a change. The District is attempting to collaborate with Bedford's John Glenn Middle School to define the program and choose a text. The Lincoln and Hanscom eighth grade students will not be on the same pathway but it is more important that they be on the appropriate pathway for their respective high schools.

On common assessment work, Mr. Naso said not all grade 2 mathematics work was completed in January but it is moving in a good direction. The work in grade 4 is just starting. Curriculum information has been placed in the LPS website and additions and updates will be posted in March. The intranet is being used in addition to hard copy for faculty access to curriculum information. This information is more detailed than that being made available on the web site. Consideration is being given to using different software for this. Ms. Dobrow asked about the allocation of Dave Joseph's time. Mr. Naso said Mr. Joseph is working on science content 0.2 FTEs and social studies content 0.2 FTEs.

On program planning and implementation, Mr. Naso reported on implementation and initiatives, noting that data on "scheduled" mathematics instructional time for grades K-5 have been compiled but that study of "actual" time is needed. Mr. Naso said after looking at mathematics, consideration will be given to the implications for other subjects with recommendations being made ultimately to update the policy book on time allotments.

Ms. Manos asked about Fasttmath. Mr. Naso said some of the data which is only for this year is encouraging. For example, looking at evidence that students have secured understanding of 80 plus math facts, the level reached by 4th graders at the beginning of the year is now being exceeded by 3rd graders. Use of Fasttmath is now limited by the availability of computers and if the technology warrant is passed more use will be made next year.

Ms. Manos said she wants the math time allotment study to move as fast as possible and that she is excited about the possibility of implementing new expectations for the time spent on math. Ms. Manos noted that the District tends to spend more time on ELA than on math and that ELA scores on standardized testing appear to reflect this time with higher scores in ELA than math. Mr. Naso said the principals may be able to add temporary increases in math time now. Ms. Dobrow said math instruction can take many forms such as looking at the calendar in morning meeting for early grades and figuring out how many days of school have passed and how many remain. This type of work might not be “counted” as time spent on math, and yet it clearly is time spent on math. Mr. Schmertzler asked what would need to be given up in order to generate more time for math. Mr. Naso said this is why time spent of math needs to be related to how time is spent on other subjects.

Ms. Trask said she appreciates the work in Fasttmath. She asked about its use in grades 2 and 5 at Hanscom. Mr. Naso said it is being added for grade 2 now. He said for grade 5 Fasttmath is applicable for only students who are struggling. Special educators have access to it and eventually regular teachers will have it if needed but there is not technology for this now. Mr. Naso said he wants students who need the program to have access to it.

Ms. Antia asked how the two-year pre-algebra program is going and whether there is any attempt underway to get feedback from parents, teachers, and students about how it is going. Mr. Naso said it is important to keep flexibility for students who are ready to shift from the two year program into the one-year program. Teachers are teaching with an eye to this and teachers have identified some students who could shift into the one year program but these students and their parents have opted to continue with the two-year program. Ms. Dobrow asked that later this year when Mr. Naso reports on the math program that he share more information about this program and about concerns regarding social issues and perceptual issues.

Maria Hylton, a member of the audience, asked about the Lincoln School Middle School Renewal asking specifically about accountability. She asked whether there is a target date for a report, what means there will be to ensure principal and faculty follow-through, and whether there is a date for the implementation of the recommendations. Mr. Naso said the group has developed recommendations on balance. The recommendations will go to the principal. They will be presented to faculty and parents before they become final. Mr. Brandmeyer said that a drop-dead date is not part of the spirit of this effort. With study groups or teams in a reasonable amount of time something is expected to happen. Recommendations are adopted or there is a conversation about why they are not being adopted. There will be a public conversation after the recommendations go to the school. The recommendations will have implications for resource allocations. Some will be capable of implementation in the short-term. Some will be more appropriate for medium-term or long-term implementation. The District's intent is for this process to be transparent and open. There will be a report to the School Committee on the Middle School Improvement Plan in May or early June.

Ms. Hylton also asked about the two-year pre-algebra program. She said that last year this program was presented as something that the District was going to try. She asked whether there would be an effort to put together data from parents, students and teachers to determine whether this has been beneficial to students. Mr. Naso said there are certain standards that students are expected to achieve and that there will be data on whether students have reached these standards. He said for next year, if there are students who need a two-year approach at the end of grade six, then the program will be made available. Mr. Brandmeyer pointed out that the District is not taking the bottom quartile and placing them in the two-year program. Performance is measured to learning standards. Whether the program will be offered again is based on student need.

On assessment, student progress and student support processes, Mr. Naso reported on monitoring proficiency. On sub-group performance, he said the District is attempting to address the performance gap and the Administrative Council is planning bold steps in this effort. The District will be participating in the Tripod Project survey which Ronald Ferguson of the Kennedy School of Government has created to study student perceptions of how demanding teachers are and whether supports are being provided. The District is also exploring the possibility of participating in an EMI action research project on the achievement gap. Mr. Naso said this is an effort to involve practitioners in collecting data in working through problems of student performance. Ms. Watts presented the update on Special Education data. Ms. Dobrow asked about efforts to consider the needs of advanced learners. Mr. Naso said the central office is thinking about this.

Ms. Antia asked whether there would be a presentation on MCAS performance for parents. Mr. Naso said he and the principals are planning to have a presentation at Lincoln and Hanscom which will present analysis of the MCAS data and will consider school efforts to help students who are not meeting proficiency levels.

Ms. Antia asked whether the survey questions to be asked in the Tripod Project will be presented to parents. She said that in Detroit parents were offended by some of the questions in the Tripod survey and suggested the administration talk with parents

about any questions which might be controversial prior to administering the survey. She said she is glad that questions are being asked which consider the students' perspective. Ms. Antia suggested the District find ways to involve parents in what they can do to help their children.

Ms. Manos expressed her concern about a decline in the percentage of advanced learners in math and science in later grades and suggested more follow-up. She expressed interest in: an update on the two-year pre-algebra course, study of math time allotment and possible changes, math curriculum materials study development of criteria for selection and ultimately a decision of whether to continue with TERC, and understanding reasons for declines in the percentage of students scoring in the advanced learner category. Ms. Manos said she would like to see a School Committee meeting in which math is addressed in a comprehensive way. Ms. Dobrow suggested that, if there are specific subject areas like math that a member wants considered at a School Committee meeting, members should contact her and she will talk with Mr. Brandmeyer and slot it into the long-term agenda for consideration.

Ms. Hylton asked about NCLB subgroups and adequate yearly progress. Mr. Naso said as a District all subgroups are making adequate yearly progress but some groups are not reporting because of their small size. The '06 adequate yearly progress data is on the Department of Education's website. Ms. Hylton said the problems in the Lincoln School are not race based and that there is not a lurking race problem. She said she has had six black kids go through the school. She said resources should go into areas like improving math. Mr. Brandmeyer said the Tripod Survey and EMI action research will not take a lot of resources and that although the research is geared toward the achievement gap data from these efforts could also be used for other purposes. He also said the District is putting resources into math. Ms. Antia said that there is the same achievement gap in Lincoln that impacts children of color elsewhere. She said there is a problem and the District needs to know what it is.

Mr. Brandmeyer presented three work plans pertaining to the district goal of leadership and school culture. The first work plan was on the goal to sustain the multi-year strategic planning process. He said that in March or April he will be bringing the School Committee a proposal to shift how the school improvement plans are done so they better align with district plans.

Mr. Brandmeyer said the survey on the validity of the District's mission and vision statements was postponed due to the press of completing the Hanscom contract proposal. The work will continue but has slowed. Mr. Brandmeyer said he is using the existing mission and vision statements in publications and presentations.

Mr. Brandmeyer presented the work plan on social emotional learning, student leadership and student transitions. Mr. Brandmeyer said Bedford High School's decision to teach US History at grade 9 came as a surprise and points to the need for continued work on transition issues.

Mr. Brandmeyer reported on the work plan on the district's web site and improved electronic communications. He said he was unable to use the website to tell families there was no school due to snow because the system crashed. X2, a program reporting student and faculty data to the Department of Education, and TestWiz, a program for analyzing MCAS scores and trends over time, are being used. Mr. Brandmeyer said opinions are mixed on the District's new web site. Some think it is excellent as is and others would like to see more interactive features. Challenges include how to keep it current and how to meet needs of various District constituencies. The site was reworked with funds from a grant.

Ms. Antia asked whether it is possible to look at student data on line and track performance over time. Mr. Brandmeyer said this is possible for MCAS and could be done for other data but is not currently operational. Mr. Naso said this is a long-term goal. He said some work has been done to use FileMaker Pro for this but it is not solid.

B. Preschool Programming 2007-2008

Documents: Proposed Preschool Reorganization; Balance Sheet Magic Garden Lease

Ms. Hessler joined the Committee by telephone conference for this portion of the meeting. Lynn Fagan joined the Committee for this discussion. Mr. Brandmeyer said he has heard that people believe the intent and purpose of the proposed preschool reorganization is to break the lease with Magic Garden. Mr. Brandmeyer said the lease runs through August 2010 and he has every intention of honoring it. He explained that previously the District brought the School Committee a proposal to offer seats in the Lincoln Integrated Preschool to a broader group increasing the non-special needs population and generating additional revenue. The program has been expanded from 2.5 hours per day to four hours and has applied for NAEYC accreditation. The Lincoln Integrated Preschool is using the Devereux Early Childhood Assessment Program. Last September a third classroom was added because of increased need for services.

In November a proposal was brought to the School Committee to reorganize how preschool services are delivered for the District so that the Lincoln Integrated Preschool will be the first option for placement of Lincoln preschool students with special needs instead of the Magic Garden. The Magic Garden would be the default option. Mr. Brandmeyer said the primary reasons for this recommendation are educational but there are also fiscal implications. Mr. Brandmeyer said the educational advantages of this change would be: (1) educational services delivered in the least restrictive environment, (2) greater control for the Lincoln Public

Schools of preschool education of Lincoln special needs students, (3) all preschool students with special needs would receive direct instruction from a Department of Education certified teacher, (4) greater flexibility in grouping students to address their special needs, and (5) continued provision of remedial services, observations and consultations to all preschool students who need them regardless of the preschool they attend.

Mr. Brandmeyer said if the District does not win the contract to run the Hanscom Schools the District will still be responsible for provision of services for Lincoln preschool students with special needs. The program would be made larger and smaller as needed.

Mr. Brandmeyer said the Preschool Coordinator works 105 days per year. He said this is the level of staffing that is appropriate. When the Preschool Coordinator is not present, the Administrator for Special Education and Student Services can handle questions. Also the Preschool Coordinator is available by phone and e-mail on days when she is not working.

Ms. Fagan said she is recommending the reorganization because of the educational benefit it would provide. There would be four Lincoln Integrated Preschool classrooms staffed by a Masters level teacher, a special education tutor and a special education assistant. Placement is determined by the Special Education TEAM and is based on the student's needs.

Ms. Fagan said she understands that parents are concerned that their children form friendships with other children who will be attending the Lincoln School but that for the first year or two she cannot guarantee a high percentage of Lincoln students. Currently about 11% of the students are Lincoln residents. She said she will be looking to find ways of creating shared experiences with other Lincoln residents such as shared playground time. The waiting list for next year is split between Lincoln and Hanscom roughly equally.

Ms. Fagan said students will be grouped based on learning sense and needs. She will be able to deploy and supervise staff as needed and especially if there is an absence she can deploy staff as needed. All required student teacher ratios will be followed but there is not a preferred ratio. This will depend on the groups and the training of the staff. Mr. Brandmeyer said the required ratios are that if there are five special needs students there can be a class totaling twenty and if there are more than five special needs students, there can be a maximum of seven special needs students out of fifteen. Mr. Brandmeyer said classes would never go beyond seven special needs students and eight typically developing students.

Ms. Fagan said the proposed preschool reorganization will serve as the least restrictive program for eligible preschool students. There is a sliding scale for tuition for students who do not have special needs. The tuition is reasonable so that all children can have an opportunity to attend preschool. Mr. Brandmeyer said the sliding scale has been in place for some time and that it is based on federal guidelines. He said it is an attractive price and that next year he may come back to the School Committee to institute a modest increase.

Ms. Fagan said Magic Garden and Lincoln students at other preschools who need some services but who do not have IEPs will continue to be serviced. Screening will continue to take place at Magic Garden and at other preschools. Accommodations will be provided under section 504.

The Lincoln Integrated Preschool has applied for NAEYC accreditation, the site visit took place recently, and official word about accreditation will be received in 90 days. The new accreditation criteria are quite rigorous.

Ms. Fagan said at this time she believes there will be 27 special education students next year, 12 returning students and 15 anticipated students. The capacity of the Lincoln Integrated Preschool will be a maximum of 32 non-special education students and 28 special education students. There will actually be more students because students will attend in two, three and five day slots. If there are more than 28 special education students during any slotted time, then an additional class would need to be added. Mr. Brandmeyer said if there were increased unanticipated special needs students the District could go to the Finance Committee and ask for additional funding.

Ms. Dobrow said she is concerned about the ratio of Lincoln children to Hanscom children. Parents of Lincoln special needs students want them to form friendships with students who will attend elementary school with them. Ms. Fagan said six families from Lincoln are on the waiting list and that the numbers of Lincoln students will improve in future years. Mr. Brandmeyer said the District could open a fifth classroom and enroll more typically developing students from Lincoln but that the District is trying not to impact the preschools in town.

Ms. Dobrow said she has learned that it is very important for students on the autism spectrum to be placed with typically developing students so that they have models for their behavior. She asked whether this is sufficiently addressed in the proposal. Ms. Fagan said the program does support students on the autism spectrum with peer models and coaching. Ms. Watts said classrooms with highly trained professional are beneficial to students with autism.

Ms. Dobrow asked about the budget implications of the proposal. She said that the first time the Committee heard the proposal it was suggested that there would be significant savings realized from the preschool reorganization, and that she was not hearing this now. Mr. Brandmeyer said when the first proposal for the preschool reorganization was brought to the School Committee in November it was thought that this reorganization would allow the District to reduce staffing by one tutor. However, this may or may not be possible depending on student needs. The proposal is cost neutral. There is a revolving account from preschool tuitions which can be used for the purchase of supplies.

Ms. Antia said she has read that having a preschool program with content that is closely aligned to the kindergarten can benefit students. Mr. Brandmeyer said there would be alignment of curriculum. Ms. Manos said from the information given to the School Committee twenty-three percent of the students would be from Lincoln next year. Ms. Watts said you cannot automatically assume that admission will be first come first serve. There could be consideration of priorities and proper ratios including the number of Lincoln and Hanscom students.

Alex Chatfield, the Director of the Minute Man Arc and a Lincoln resident, commented that he does not think that fifteen children that receive Minute Man Arc services will be coming to Lincoln next year. He said fifteen seems too high to him based on the population at Minuteman Arc since it has only six students in this age group who would come to the Lincoln School District. Mr. Brandmeyer said that the District does get special needs students who do not come through Minute Man Arc.

Mr. Chatfield also commented that he works on transitions for families coming out of early interventions and that having a part-time preschool coordinator makes it challenging at times for Minute Man Arc to interface with Lincoln regarding DOE mandated tasks. Mr. Brandmeyer said the preschool reorganization would not be an increase in the preschool coordinator's job and that she is responsible for all these students regardless of whether they go to the Lincoln Integrated Preschool or the Magic Garden and she is responsible for the Lincoln staff serving the students. Mr. Schmertzler left at this time.

Tim Christenfeld, the President of the Board of Magic Garden, said if he were the parent of a special needs student he would be concerned that there is a difference between a class with one to two special needs students and a class with seven special needs students. Ms. Fagan said she would want her child placed in a program where there is a full time certified special education teacher. Mr. Brandmeyer said the reorganization proposal allows for skilled teachers and allows the District to control how services are provided.

Margo Seltzer, the parent of a nine year old child who formerly attended Magic Garden, said that going to Magic Garden for a special needs student means going to Kindergarten with six to ten students who do not ask why you are different. She said the lower ratios of special needs students at Magic Garden are important for special needs students' perceptions of themselves. She encouraged the School Committee to talk with parents of special needs students who have been through Magic Garden.

Ms. Manos said a lot of communities have preschools like the Lincoln Integrated Preschool and very few serve special needs students through a partnership like the Lincoln School District has with the Magic Garden. She asked Mr. Chatfield if he could speak to the differences and to Ms. Seltzer's concerns. Mr. Chatfield said these are intangibles and difficult to measure. He said there are different measures of the least restrictive environment. In the Integrated Preschool there will be more kids with special needs per classroom than in a typical mainstream classroom in later years. He said there is a real difference in a ratio that approaches 50/50 and the ratios that have been common at Magic Garden. He noted that many advocates in the special needs community would say that as low a ratio as possible is best. He said he believes that Magic Garden curriculum is in close alignment with Lincoln kindergarten. He said he is not saying that the reorganized program would not do a good job but something would be lost with the change. He advised the School Committee to listen to parents of special needs students who went to Magic Garden.

Ms. Fagan said she is concerned about presumptions by adults in the Lincoln community that it is better to go to Magic Garden than to go to the Integrated Preschool. Ms. Seltzer said it is not about quality, its about perception. She said her child does not want to be in an environment where people think that he is handicapped. Ms. Hessler said labeling based on where kids go to preschool does not sound like the Lincoln she knows and that the question that everyone should be considering is how to best meet kids' needs so they can be successful.

Madelyn McGill identified herself as a fifteen year old. She said students learn better if they feel good about where they are. She said if students feel negative about their school they won't want to go. Ms. Fagan said students in the Integrated Preschool like their school and want to come there.

Ms. Dobrow thanked everyone for their thoughtful comments and thanked everyone for coming. She said only three School Committee members who were eligible to vote were present. She said the Committee received new information this evening and she recommended taking time for this information to be processed. She said that neither she nor Ms. Manos were ready to vote, and therefore recommended that the vote be tabled until the next meeting. Ms. Watts suggested that the School Committee might

want to hear from parents who weren't present tonight. She said she has received rave reviews about the Integrated Preschool from parents. Ms. Dobrow suggested that if there is other information the School Committee should consider it can be emailed to her.

C. 2007-2008 School Year Calendar: Second Reading

Documents: Lincoln Public School, School Calendar 2007-2008, drafts of Option 1 & Option 2

Mr. Brandmeyer said Option 2 in the School Committee packet should be corrected so that the last day of school is June 25. Mr. Brandmeyer said Option 1 would require teachers to return on August 28 and students on September 4. Option 2 requires teachers to return on August 29 and students on September 5. The two calendars are only one day different. The Lincoln Teachers Association (LTA), which under the teachers' contract must approve any calendar requiring teachers to return prior to Labor Day, prefers Option 2. Lincoln Sudbury Regional High School has teacher orientation on September 4, ninth grade orientation on September 5, and school begins on September 6.

Ms. Hylton observed that in the current calendar March is the one month without interruptions in the calendar. She noted that next year under each option there will be a Thursday and Friday off for Institute Day and Good Friday as a day of low attendance. She said she is concerned about fragmenting of the calendar. Mr. Brandmeyer said in the past Institute Day has been in March although this year it was earlier. He noted that there will be an additional early release day in March because of parent teacher conferences. Mr. Brandmeyer said there are 912 hours of instructional time in the primary school and 946 in the middle school. Ms. Hylton suggested that when the teachers' contract is next negotiated it might be time to look at eliminating weekly half days. She said Bedford has moved to only one half day per month. She suggested that if there must be one half day per week it be moved to Fridays.

The Committee discussed the possibility of having Institute Day in November but since there will be a new Assistant Principal in place this was not viewed as leaving enough time to plan for a quality program. Mr. Brandmeyer recommended Option 2. Ms. Dobrow moved that the School Committee accept the School Calendar set forth in Option 2. Ms. Trask seconded the motion. Ms. Dobrow, Ms. Manos, and Ms. Antia voted in favor with Ms. Goldstein and Ms. Trask concurring. Mr. Brandmeyer said the next step will be for the LTA to vote on the calendar.

D. Finalize Preferred FY'08 Budget

Document: FY08 Preferred Budget from Mickey Brandmeyer to School Committee, February 12, 2007

Mr. Brandmeyer said he met with the Finance Committee, the Selectmen, and the Town Administrator. The Finance Committee initially thought the revenue stream might be enough to not require an override vote but they have now determined that one will be needed. It has been determined that a reasonable number for an override for the town would be \$350,000 and but all the Town preferred budgets totaled \$410,000. The Finance Committee has determined to take \$30,000 from its reserve fund if the town and the K-8 school can absorb an additional \$15,000 each. In accord with this request Mr. Brandmeyer said he is now recommending a preferred budget of \$8,712,975. He said a reduction of \$15,000 has been made through reduction of the items listed in his memorandum. Ms. Manos, noting a reduction of \$2,500 for classroom furniture, asked whether Mr. McKenna will have funds for technology furniture. Mr. Brandmeyer said he still has some funds for this and that Mr. McKenna could use discretionary funding as well.

Ms. Dobrow moved that the School Committee vote to establish a preferred budget in the amount of \$8,712,975. Ms. Manos seconded the motion. Ms. Dobrow, Ms. Manos and Ms. Antia voted in favor with Ms. Goldstein and Ms. Trask concurring.

VI. Superintendent's Report

Mr. Brandmeyer reported on the Assistant Superintendent search. Eight candidates were selected to be interviewed. Five candidates were interviewed but the interviews of the three remaining candidates were not held because of the snow on Wednesday, February 14. These three candidates will be interviewed after vacation week. This may require an adjustment in the rest of the schedule for hiring a new Assistant Superintendent.

VII. Curriculum

None.

VIII. Policy

A. Policy Update and Next Steps

Document: Policy Update and Next Steps from Policy Subcommittee to Lincoln School Committee, January 30, 2007

Ms. Manos said the Policy Subcommittee's memorandum set forth their recommendations and that she is looking for feedback from the School Committee about next steps. Ms. Dobrow asked about "animals in the classroom." Mr. Naso said the name might not be the best description. He said there are issues about the use of living organisms for science and also questions about parents bringing animals in at dismissal time.

Mr. Brandmeyer suggested that Instructional Time might go in a second tier of high priority review items for review next fall. Regarding home-schooling, Mr. Naso said the District currently has no policy. It simply follows state laws. He said he

recommends that the District develop a policy and create more definite procedures. He said he has met with the home-schooling association on the base and has communicated that the development of a policy is not intended as an obstacle to home-schooling but simply as a codification of the current practices and procedures. Ms. Trask asked that the home-schooling association be informed that this policy development is taking place. Mr. Naso said he will do so.

B. Advertising in Schools Policy: First Reading

Document: Advertising and Commercialism from Policy Subcommittee to Lincoln School Committee, February 5, 2007; Advertising and Commercialism initial draft for School Committee review on February 15, 2007; Relevant Sample and Comparison Policies

Ms. Manos said the Subcommittee looked at policies from other towns and other states as well as the MASC Sample policy. She asked for comments from School Committee members.

Ms. Dobrow said the policies from other schools included in the packet are very helpful and that she would like to see some language from other schools incorporated into the proposed policy such as that there should be no advertising without the permission of the Superintendent. Ms. Dobrow observed that the policy as written is quite overarching. She said its intent is to say that anything coming from the District will not contain advertising. It is not intended to say that a student cannot wear a shirt that says "Gap" to school, but it might be read to suggest that.

The Committee discussed their desire not to prohibit the PTA from advertising such as having ads in its phone book and selling wrapping paper. Currently any printed matter that goes home from school with students is supposed to be approved by the Superintendent but some items have gone home without this approval. Mr. Creel suggested adding an exception for materials from any parent teacher organization subject to the approval of the superintendent or designee. Mr. Brandmeyer said he would discuss the proposed policy with the administrative council to attempt to avoid any other unintended consequences.

Ms. Dobrow asked Ms. Manos to bring this policy back to the subcommittee for further review and rewriting.

IX. Facilities and Financial

A. Warrant Approval

Ms. Manos said she has reviewed the warrants and they appear to be in order. Ms. Manos moved that the School Committee vote to approve warrants in the amount of \$770,295.07. Ms. Dobrow seconded the motion. Ms. Dobrow, Ms. Manos and Ms. Antia voted in favor with Ms. Goldstein and Ms. Trask concurring.

X. Old Business

The Committee determined to invite Amjad Shaikh, the man who appeared at the February 1, 2007 meeting to inquire about a school bus situation, to the meeting in which the School Committee will review a report about this situation.

Ms. Antia suggested that the Committee revisit the question of videotaping in the Donaldson Room. The Committee will also explore whether it might be possible for Comcast to provide live feed for the current location.

XI. New Business

A. Process to Evaluate the Superintendent

Ms. Dobrow explained the process for the evaluation of the Superintendent and passed out materials for School Committee members to fill out which she will compile for his evaluation. The evaluation will be against the goals the School Committee has set for this year. There is also some general ranking and some room for qualitative comments. Members are asked to return the forms by March 1. Ms. Dobrow will take the documents and craft them into a master document by March 15. At the March 22 meeting the School Committee will vote on the evaluation. Ms. Manos said members should assume individual evaluations are public records. Ms. Manos suggested that after Ms. Hessler returns there should be some discussion of how to conduct the performance evaluation for next year.

XII. Approval of Minutes

Ms. Dobrow moved that the School Committee vote to approve the minutes of the February 1, 2007 meeting as amended. Ms. Manos seconded the motion. Ms. Dobrow, Ms. Manos and Ms. Antia voted in favor with Ms. Goldstein and Ms. Trask concurring.

XIV. Adjournment

Ms. Dobrow moved that the meeting be adjourned to executive session not to return to open session for the purpose of discussing contract negotiations. Ms. Manos seconded the motion. Ms. Dobrow, Ms. Manos and Ms. Antia voted in favor with Ms. Goldstein and Ms. Trask concurring. The meeting adjourned at 11:10 P.M.

Respectfully submitted,
Sara Rolley, School Committee Recording Secretary