

Milton School Committee Meeting Minutes
Milton Access Cable Studio
Milton High School
December 4, 2019
7pm

Committee Present: Sheila Varela, Chair; Betty White, Dr. Kevin Donahue, Ada Rosmarin, Margaret Eberhardt

Absent: Dr. Elaine Craghead, Vice Chair

Staff Present: Mary Gormley, Superintendent of Schools; Dr. Karen Spaulding, Assistant Superintendent for Curriculum and Human Resources; Dr. Glenn Pavlicek, Assistant Superintendent for Business

1. Call to Order

The meeting was called to order at 7:02

2. Approve December 4, 2019 Agenda

Updated and Approved

3. Citizen Speak (Policy BEDH - 15 minutes)

None

4. Superintendent's Report, Superintendent Mary Gormley

a. Assessment of District Performance

i. Vy Vu, Director of Data and Analytics

2018-2019 Strategic Data Dashboard Presentation

- On an annual basis, the Milton Public Schools (MPS) has prepared various data reports – on demographics/diversity, assessment results, college enrollment, athletics etc.
- Over the past three years, MPS has engaged in a strategic planning process to ensure prioritization of specific goals and objectives.
- In an effort to align data reporting, we will report on key data points in a “Strategic Data Dashboard” that maps to the MPS Strategic Plan and priorities.
- The data presented will show the big picture view of our district’s progress toward strategic goals.
- Supporting data will be included in the appendix for reference.
- We envision this “Strategic Data Dashboard” will evolve every year as we achieve target goals and establish new ones.

- Goals captured in this presentation reflect the goals of the MPS Strategic Plan, the School Committee, and the Superintendent.
- **Student Demographics – Total Enrollment**
 - Student enrollment increased over the past five years in all schools
- **Curriculum & Instruction – Students Outcomes – G3 ELA**
 - Research shows that reading proficiently by third grade correlates with later academic achievement in school. Note: SY16-17 is the first year of the redesigned Next-Generation MCAS test.
 - SY 16-17 (64%)
 - SY 17-18 (75%)
 - SY 18-19 (75%)
 - State 2019 (56%)
 - SY 19-20 Goal (77%)
- **Curriculum & Instruction – Students Outcomes – G3 Math**
 - Research shows that number sense is key in developing students' mathematical thinking and lay a foundation for success in mathematics in later years. To measure math skills in the early grades, we look at the third grade MCAS math test.
 - SY 16-17 (71%)
 - SY 17-18 (69%)
 - SY 18-19 (60%)
 - State 2019 (49%)
 - SY 19-20 Goal (65%)
- **Curriculum & Instruction – Students Outcomes – G8 ELA**
 - For middle school data, 8th grade ELA and Math MCAS tests to give us an indication of where our students are by the end of middle school.
 - SY 16-17 (54%)
 - SY 17-18 (60%)
 - SY 18-19 (61%)
 - State 2019 (52%)
 - SY 19-20 Goal (67%)
- **Curriculum & Instruction – Students Outcomes – G8 Math**
 - SY 16-17 (59%)
 - SY 17-18 (61%)
 - SY 18-19 (66%)
 - State 2019 (46%)
 - SY 19-20 Goal (72%)

Betty White asked who has established the goals for 2019-2020? Vy Vu replied the Math Department worked together to set the goals.

- **Curriculum & Instruction – Students Outcomes – G10 ELA**

- Massachusetts just transitioned to the Next-Generation MCAS for Grade 10 in ELA and Math in SY18-19. The reason for the transition to the Next-Generation MCAS is to raise standards, so that students graduating from high school are better prepared for the rigor of college and career. Over the next few years, DESE will decide on new requirements for high school graduation, including the role of the new Grade 10 tests. Historically, the percent of students in Advanced/Proficient on the Legacy MCAS has been in the high 90s for MPS in the high 90s for MPS in ELA. SY 18-19 is the first year of the redesigned Next Generation MCAS test for G10 in ELA and Math.
 - SY 18-19 (76%)
 - State 2019 (61%)
 - SY 19-20 Goal (80%)

Ada Rosmarin asked if the state was letting go of the MCAS in order to graduate? Vy Vu replied no, the state is working on a new plan on the next generation MCAS.

- **Curriculum & Instruction – Students Outcomes – G10 Math**

- Historically, the percent of students in Advanced/Proficient on the Legacy MCAS has been in the low 90s for MPS in Math. Note: SY18-19 is the first year of the redesigned Next-Generation MCAS test for G10 in ELA and Math.
 - SY 18-19 (74%)
 - State 2019 (59%)
 - SY 19-20 Goal (80%)

- **Curriculum & Instruction – Students Outcomes – DESE Accountability**

- In Massachusetts's new accountability system, implemented in SY17-18, every school in the state receives two scores - the % progress toward improvement targets, which measures the school's progress against its own performance in the previous year; and the accountability percentile, which ranks the school against other schools in their peer groups (non-high schools and high schools). These two scores give us an overall indication of how each of our schools is performing. The district is calculated as if it were a giant school. Districts do not receive a percentile ranking.

DESE Accountability - Overall	2017-18 (baseline year)		2018-19 (two years cumulative)	
	% Progress	Percentile	% Progress	Percentile
MPS District	64%	n/a	66%	n/a
MHS	67%	75	55%	81
PMS	26%	59	52%	68
Collicot	93%	91	81%	90
Cunningham	84%	88	82%	91
Glover	94%	92	88%	91
Tucker	81%	93	62%	86

- **Curriculum & Instruction – Students Outcomes – AP Performance**
 - SY19-20 Goal: 80% of total Advanced Placement students will achieve a qualifying score of 3, 4, or 5. with a qualifying score on the AP test; students may be able to claim credit for a similar college level course when they enroll in college.
 - We have a policy of open enrollment, encouraging every junior and senior to take an AP course to gain experience with the level of rigor expected in higher education. We want to encourage as many students as possible to take advantage of this opportunity. The College Board has published many studies confirming that qualifying scores lead to higher achievement in subsequent college courses and to higher probability of graduating within four years.
 - % of total AP Students with scores 3+
 - 2015 - 74%
 - 2016 - 79%
 - 2017 - 90%
 - 2018 - 89%
 - 2019 - 78%
 - School Summary
 - Total AP Students
 - 2015 - 270
 - 2016 - 281
 - 2017 - 291
 - 2018 - 309
 - 2019 - 343
 - Total AP Students with scores 3+
 - 2015 - 74
 - 2016 - 79
 - 2017 - 90
 - 2018 - 89
 - 2019 - 78

Margaret Eberhardt expressed concern that Milton High is still struggling with students of color participating in AP courses. What can Milton High do to see improvement in this area? Margaret Eberhardt also commented that as a district we need to push AP participation in all students.

Superintendent Gormley stated that the concern is that maybe not all families and students have knowledge of the AP programs. Should start to include information in our Calculus Project and Bridge Programs.

Chair Varela commented that as a parent attending the Program of Studies Night at Milton High School, the presentation is not very clear. There is a lot of focus on the AP courses but should explain more about the different levels of classes (college prep, honors and AP). And maybe start to have the Programs of Studies Night at Pierce for Middle School Parents.

- **Curriculum & Instruction – Students Outcomes – AP, Graduating Cohort**
 - SY19-20 Goal: 60% of the graduating cohort will have achieved a qualifying score in at least one AP course.
 - In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.
 - **Percent of students scoring a 3 or higher by grade 2015**
 - Graduating Class Summary 45.6%
 - 12th grade – 37.2%
 - 11th grade – 30.9%
 - 10th grade – 4.5%
 - **Percent of students scoring a 3 or higher by grade 2016**
 - Graduating Class Summary 51.3%
 - 12th grade – 45.1%
 - 11th grade – 39.0%
 - 10th grade – 5.5%
 - **Percent of students scoring a 3 or higher by grade 2017**
 - Graduating Class Summary 55.4%
 - 12th grade – 47.9%
 - 11th grade – 45.5%
 - 10th grade – 12.1%
 - **Percent of students scoring a 3 or higher by grade 2018**
 - Graduating Class Summary 58.2%
 - 12th grade – 53.3%
 - 11th grade – 47.5%
 - 10th grade – 8.7%
 - **Percent of students scoring a 3 or higher by grade 2019**
 - Graduating Class Summary 58.4%
 - 12th grade – 50.6%
 - 11th grade – 45.4%
 - 10th grade – 11.6%
- **Curriculum & Instruction – Students Outcomes – SAT, Graduating Cohort**
 - SY19-20 Goal: 75% of the graduating cohort will meet the College and Career Readiness Benchmarks in both ERW & Math.
 - The College Board’s SAT College and Career Readiness Benchmarks are the minimum SAT scores that studies show are necessary for students to be ready for college and career. Specifically, the benchmark score represents a 75% likelihood of a student achieving at least a “C” grade in a first-semester, credit-bearing college course in a related subject. Overall college and career readiness is defined as achieving both of the benchmarks – Evidence-based Reading and Writing (ERW) and Math. Performance in ERW is higher than Math for all students and subgroups.

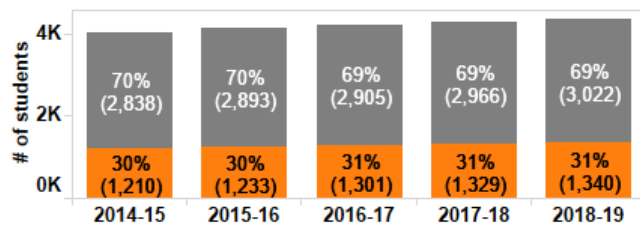
- SAT Overall Participation
 - 2017 - 92%
 - 2018 - 91%
 - 2019 - 94%
 - Overall Cohort Performance, Meeting College & Career Benchmarks
 - Met Both ERW & Math Benchmarks
 - 2017 - 61%
 - 2018 - 74%
 - 2019 - 69%
 - Met ERW Benchmark
 - 2018 – 88%
 - 2019 – 85%
 - Met Math Benchmark
 - 2018 – 75%
 - 2019 – 71%
- **Curriculum & Instruction – Students Outcomes – College Enrollment**
 - SY19-20 Goal: Over 85% of MPS graduates have consistently enrolled in college (both 2 and 4-year colleges) over the years. We will aim for 90% as our goal.
 - The data presented here comes directly from the Department of Elementary and Secondary Education (DESE). It provides information about the enrollment of Massachusetts public high school graduates into institutions of higher education within 16 months of graduating high school. The source of higher education information is the National Student Clearinghouse, which receives data from more than 3,600 colleges, enrolling 98% of US college students.
 - **Percent of Graduates Attending Higher Education**

	2010-11 graduates	2011-12 graduates	2012-13 graduates	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2016-17 graduates
Mass	74.3	75.6	76.6	76.2	75.9	76.2	76.2	72.3
Milton	85.8	82.6	87.7	84.4	88.2	88.7	89.1	87.1

- **Cultural Competency: Equitable Access**
 - Our overall district goal to promote equitable access is to match the demographics of any program to that of the student population.
 - We believe achieving this “demographic match” suggests equitable access to any given program.
 - We recognize that access and achievement go hand in hand, in that we must make sure all students have equal access before they can have the opportunity to achieve.

- **Student Demographic – Race Historical**

Race - District

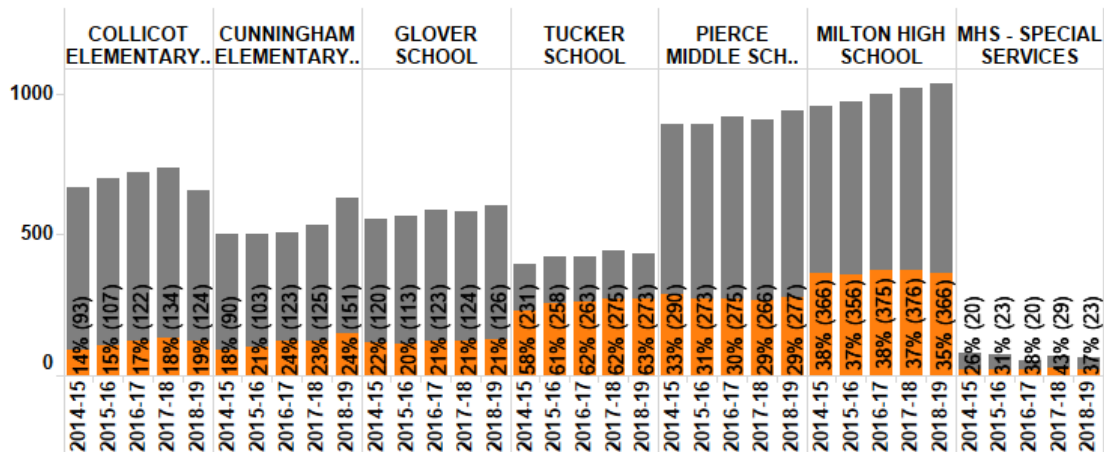


Race Key

■ White
■ Of Color

Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program in years prior to 2016-17. In SY16-17, the data from the MHS pre-school program was migrated to MHS database.

Race - by school by year



- **Cultural Competency: Equitable Access – Staff of Color**

- About 30% of our student body in the district are students of color (defined as anyone who identified themselves as non-white on our state reporting data). As such, we strive to replicate that same percentage in our staff to reflect the diversity of our student body. In Massachusetts, and nationwide, the challenge of recruiting and retaining diverse educators of color is well documented. Since 2009, that percentage has increased only 2% in Mass.
- Staff is inclusive of all teachers, aides, administrators, administrative assistants, tech support, Central Office staff, nurses, OT staff, guidance counselors, etc. It does not include custodial, food service, athletic, transportation or Community Schools personnel. FTE is full-time employee.
 - SY16-17 - 9.1%
 - SY17-18 – 10.5%
 - SY18-19 – 11.9%
 - State (2019) - 10.5%
 - SY19-20 (Goal) - 13%

- **Cultural Competency: Equitable Access – New Teacher Hires**

- A body of research suggests that students of color who have at least one teacher of color may do better academically, and that white students also benefit as it disrupts their preconceived notions. In Milton, we aim to have our teacher

population mirrors that of our student population as much as possible and this goal will help us make some progress.

- Percentage of new teachers who are staff of color.
 - SY16-17 - 16%
 - SY17-18 – 16%
 - SY18-19 – 20%
 - SY 19-20 – 23%
 - SY19-20 (Goal) - 25%
- **Cultural Competency: Equitable Access – Athletics**
 - At the high school, 35% are students of color. This percentage fluctuates slightly every year, but 35% is the lowest level it's been in the past 5 years.
 - High School Athletes of Color
 - SY16-17 - 30%
 - SY17-18 – 29%
 - SY18-19 – 28%
 - SY19-20 (Goal) - 35%
- **Cultural Competency: Equitable Access – Athletic Coaches**
 - At the high school, 35% are students of color. This percentage fluctuates slightly every year, but 35% is the lowest level it's been in the past 5 years.
 - We recognize that in order to improve the participation of students of color in athletics, we may also have to increase the staff of color on the coaching staff.
 - Starting this year, we will track the percentage of coaches of color as we hope to improve this percentage in subsequent years.
 - For SY19-20, 14 out of 93 paid coaching positions (or 15%) are filled by coaches of color.
 - Back in SY16-17, by estimate, we had 4 out of 87 paid coaches (or 5%) who were coaches of color.
- **Cultural Competency: Equitable Access – Performing Arts**
 - At the high school, 35% are students of color. This percentage fluctuates slightly every year, but 35% is the lowest level it's been in the past 5 years. District-wide, about 30% of our students are students of color.
 - Include Band, Strings, and Chorus
 - Of all students who participate in high school ensembles, percent students of color
 - SY16-17 - 39%
 - SY17-18 – 42%
 - SY18-19 – 31%
 - SY19-20 (Goal) - 35%
 - Middle school ensembles, percent students of color
 - SY16-17 - 28%
 - SY17-18 – 31%
 - SY18-19 – 30%
 - SY19-20 (Goal) - 30%

- Elementary school ensembles, percent students of color
 - SY16-17 - 32%
 - SY17-18 – 24%
 - SY18-19 – 38%
 - SY19-20 (Goal) - 30%
- **Cultural Competency: Equitable Access – French Immersion**
 - Although our Grade 1 students of color population fluctuates every year, we want to mirror that percentage as closely as possible in our elementary French Immersion program.
 - Percent students of color in Grade 1 French Immersion
 - SY16-17 - 17%
 - SY17-18 – 28%
 - SY18-19 – 22%
 - SY19-20 (Goal) - 21%
 - Percent students of color in Grade 1
 - SY16-17 - 26%
 - SY17-18 – 32%
 - SY18-19 – 26%
 - SY19-20 (Goal) - 29%
- **Social-Emotional Learning**
 - Structure for formal data collection/reporting in this area is still under development
 - Currently in place:
 - –YRBS/YHS
 - Every Two Years (aligned with State administration)
 - –Youth Risk Behavior Survey [YRBS] (all MHS students)
 - –Youth Health Survey [YHS] (Grades 6 and 8)
 - –SBIRT (Screening and Brief Intervention and Referral To)
 - Every Year, Grades 7 and 9
 - Some Observations from the YRBS and YHS Data:
 - Rates of depressive symptoms are lower as compared to the State in Grade 6; on par with State in Grades 8, 9, 10, 11 & 12.
 - Rates of bullying are lower as compared to the State in Grades 6, 9, 10, 11 & 12; on par with State in Grade 8.
- **Conclusion – Vy Vu:**
 - This “Strategic Data Dashboard” came together because as a district, we needed a comprehensive way to take stock of our collective work and initiatives.
 - We will review and refine goals as needed based on the MPS Strategic Plan.

Superintendent Gormley thanked Vy Vu for the amount of time she had spent with the principals of all of our schools and for all of her work on this presentation.

Dr. Donahue commented that he was thrilled to see how the MPS data is looking and starting to see the strategic plan come together.

Ada Rosmarin commented that it is exciting to see the data come to life. Important to look at all the data including MCAS, SAT and college enrollment. Suggested maybe the leadership team could look into an analysis of where we should be focusing our efforts.

Superintendent Gormley stated that it is powerful to see that after 16 months how many students have remained in college and impressed that Vy Vu was able to follow the data through the years' right up to graduation/college.

Chair Varela stated that she is currently in the zone of having a student in college and has received feedback from others about college. Never do students report that college was just too hard for them, usually if a former student transfers it is because maybe it was too small or too large of a school or too urban/rural but never reports of being too academically challenging. Chair Varela also commented that it was great to see the student progress 16 months later.

Margaret Eberhardt thanked Vy Vu for making the Data Presentation easy to understand. She questioned what we want to look at as a district? Is it AP, SAT's? We need to stay forced on race and gender equality. Margaret Eberhardt commented she was glad to see in the report that SAT scores did go up in students of color.

Superintendent Gormley reported that our prior and current Math Director are currently working with the leadership of Dr. Spaulding analyzing the math program and looking to make a recommendation soon.

Betty White stated when kids were first introduced to MCAS, students were anxious even had anxiety attacks. As educators we always inform our students that the MCAS is a test to help the teachers teach and to better educate. Ms. White also thanked Vy Vu for the presentation.

Chair Varela thanked Vy Vu for the presentation and for working with so many in the district.

Superintendent Gormley thanked Vy Vu for all her hard work with the state reports and for making herself available to all the departments in the district.

b. **Happenings**

- Superintendent Gormley reported that the High School Chorus sang at the Celtics Game on December 4, 2019
- College Information Night – December 5, 2019
- Winter Concerts – December 9th, 10th, 11th
- Winter Sports have started
- December 11, 2019 - Athletic Information Night in the Library at MHS

5. **Chair's Report**

a. **Town Meeting Update**

Chair Varela commented that the Building Committee gave a quick presentation at the town meeting by Chair Kerry Hurley and Vice Chair Ada Rosmarin.

Ada Rosmarin reported that they were thrilled to have the opportunity to speak at the town meeting and to have everyone in one place. Did have a time crunch with only a 10 minute presentation but noted that Kerry Hurley spoke about the vote to build a new elementary school and what a great hurdle to pass. Ms. Rosmarin commented that the Building Committee hopes to have a public forum soon to get the work out to the community.

6. **Finance Subcommittee Report - Margaret Eberhardt**

a. **FY21 Fee Proposal Highlights**

HS Athletics

- Seasonal Fee -- first sport (other than Hockey, Swim, or Crew) - \$250
- Seasonal Fee -- third sport (other than Hockey, Swim, or Crew) - \$50

Pre- School

- Edge Hill Road Campus Integrated -5 Day Program \$3,550
- Blue Hills Campus Half Day Program \$3,550
- Blue Hills Campus Full Day Program \$8,400
- Gile Rd Campus (Pre-K only, 3 Full Days per week) \$4,200

Summer School/Enrichment

- One Course N/A
- Two Courses \$450
- Three Courses \$N/A
- Four Courses (discount) \$800
- Family Cap (including Preschool) \$1,875
- Preschool \$825

Community Use – Adult Education

- Driver's Education \$800
- Driver's Education – Extra Driving Hours \$450

Short -Term Rental MPS

- Custodian (p/hr 3 hr min) \$43
- Tech Support Staff \$55
- Food Service Fee \$42

Community Schools

- Before School Program CU/CO (Weekly Fee) \$16-\$74*
- Before School Program CU/CO (Family Cap) \$23-\$112*
- Before School Program GL/TU (Weekly Fee) \$20-\$96*

- Before School Program GL/TU (Family Cap) \$30-\$150*
- After School Program CU/CO/GL/TU (Until 4:30*) \$39-\$152*
- After School Program CU/CO/GL/TU (Until 5:30*) \$54-\$218*
- After School Program CU/CO/GL/TU (Until 6:00*) \$64-\$288*
- After School Program CU/CO/GL/TU (Sibling discount) 30% **
- Vacation Weeks (4 day tuition) \$165

* Depends on the number of days attending per week

** Discount applies as long as first child pays \$168 or more per week

Short Term Rental – Town/NP

- Additional Custodian (p/hr 3 hr min)* \$61
- Tech Service Fee \$65
- Food Service Fee** \$45

*for holiday rentals, these rates will be higher.

**FS fee applied to rental of cafeterias

Short Term Rental – Other****

- Additional Custodian (p/hr 3 hr min)* \$61
- Tech Service Fee \$65
- Food Service Fee** \$45

*for holiday rentals, these rates will be higher.

**FS fee applied to rental of cafeterias

Margaret Eberhardt put forth a motion to approve FY21 Fee Schedule.

Second: Chair Varela

Vote: 5-0-0

(Dr. Craghead absent from meeting)

b. Approval of Vendor Warrants

Margaret Eberhardt put forth a motion to approve Vendor Warrant number 23 payable December 5, 2019 in the amount of \$478,645.29.

Second: Chair Varela

Vote: 5-0-0

(Dr. Craghead absent from meeting)

7. Health & Wellness Advisory Committee Report

Betty White reported that the Health & Wellness Committee met a few weeks back.

- Laurie Stillman spoke regarding the ban on vaping

- A large number of children/teenagers are arriving at the emergency rooms with vaping related illnesses
- Additional resources will become available to the schools
- Pierce Middle School will have a presentation soon from the “Drug School Theater”
 - Presenters will share their stories
- Clear that the drug/alcohol message needs to reach children at an earlier age due to all the social media, children are exposed at an age
- Mental Health Issues addressed/resources available
- Noel Vigue looking into Mind Wise Curriculum
- Youth Center hoping to open in January
- Sticker Shock Program – Underage Drinking Awareness, a few local businesses have started to use the stickers
- Jackie Morgan spoke about the Achieve Program being on TV regarding their Garden Program. Looking to expand the Garden Program to the Middle School.

Chair Varela asked if a survey can be done regarding the new block schedule at the High School, how has it impacted the students/school?

Superintendent Gormley stated that yes perhaps at a meeting in January we can speak about the progress of the block schedule.

8. **Transportation and Traffic Safety Advisory Committee Report**

Margaret Eberhardt commented that the committee met on November 25th.

- Discussed the bus issues
- Status on the busses
- Challenges with not having enough seats for students on the bus
- Talked about different ways to priorities when signing up, example sibling/distance
- Need to wait to see what happens with the budget before any decisions can be made about the buses for next year
- Many towns are having the same issues with shortages of buses/expenses
- Talked about carpooling/riding bikes

9. **Policy Subcommittee Report – Dr. Donahue**

- Working on finishing touches
- Need to address student privacy. Working with Tech Director on the privacy protection.
- **First Reading Policy JGA, Grade One Assignment Policy**
 - Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission, the student is participating in the French Immersion Program through the

below process, or school location is determined by a student's Individualized Education Program (IEP) or Section 504 Plan.

- Special permission may be granted for the following reasons:
 1. If the change involves a student with a disability, a hardship case, or if there are medical considerations.
 2. If the change appears to be in the interests of the child, of the schools, and/or for disciplinary and administrative reasons.
 3. If the legal residency of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his/her former school; permission will not be extended beyond current school year.
 - School bus transportation will not be provided for students attending school outside their attendance area unless they can be accommodated on existing bus routes and schedules or the placement has been made pursuant to the student's IEP or Section 504 Plan.
 - The Superintendent has the authority to assign or reassign students to an elementary school other than his/her neighborhood school if the other school is better suited to address the student's educational and/or special educational needs.
 - Hold Grade One lotteries in the event that the demand a program in a school exceeds the number of available seats in that school.
 - In the event that the demand for a program exceeds the number of available seats the Superintendent will assign students based on the results of lotteries as detailed below.
 - School-based Lottery for Kindergarten students attending the MPS as of March 1st.
- **First Reading Policy JB, (Equal Education Access)**
 - It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, creed, gender, gender identity, gender expression, gender conformity, gender transitioning, transgender status, gender variance, religion, national origin, pregnancy or pregnancy related condition, homelessness, and disability.
 - No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and causes of study of such public school on account of race, color, sex, religion, national origin, pregnancy or pregnancy related condition, sexual orientation, gender, gender identity, gender expression, gender conformity, gender transitioning, transgender status, gender variance.
 - **Second Reading, Policy EFD, Meal Charging Policy (Vote)**
 - Any student whose school meal account has a zero or negative balance will be allowed to charge a reimbursable meal and/or a milk/water.

Dr. Donahue put forth a motion to approve Policy EFD, Meal Charging Policy.

Second: Betty White

Vote: 5-0-0

(Dr. Craghead absent from meeting)

- **Expedited Reading for Policy JLG, Homeless Students**

- Rewritten by council

Dr. Donahue put forth a motion to approve Policy JLG, Homeless Students.

Second: Chair Varela

Vote: 5-0-0

(Dr. Craghead absent from meeting)

10. **Approval of Minutes**

None

11. **Old Business**

None

12. **Citizen Speak Topic Response**

None

13. **Next Meeting Agenda Items**

Next meeting agenda was edited and updated to be provided at the next meeting.

14. **Citizen Speak (Policy BEDH - 15 minutes)**

None

15. **Executive Session**

Chair Varela moved to adjourn to go into executive session not to return to the open session for the purpose of discussion of Negotiation Strategy for Union Personnel, AFSCME, MEA and approval of minutes.

Second: Margaret Eberhardt

Roll Call Vote: 5-0-0

(Dr. Craghead absent from meeting)

The meeting was adjourned at 8:38pm.