ARLINGTON PUBLIC SCHOOLS
EDUCATE • PREPARE • INSPIRE

ACE Meeting Minutes

The purpose of the Advisory Council for Education is to provide a systematic representative public involvement in educational decisions under consideration by the Board of Directors.

April 8, 2019
6:00-7:30 p.m.

Call to order- 6:03 p.m.

Members Present
Maggie Bagwell, Laura Bailey, Sarah Blake, Sarah Cofer, Erika Coghill, Kari Henderson-Burke, Judy Fay, Jen Fuller, Kerri Helgeson, Faith Holden, Brittany Kleinman, Mary Levesque, Pearl McInally, Kimberly Meno, Kirahy Meyers, Gary Sabol

Guests Present
Duane Fish

Approve minutes
Laura Bailey made a motion to approve the March 8, 2019 meeting minutes. Kimberly Meno seconded. The minutes were approved by voice vote.

Approve 2019-20 ACE Calendar
The committee reviewed the dates for the 2019-20 calendar. The dates are: Sept. 16, 2019; Oct. 7, 2019; Nov. 4, 2019; Dec. 2, 2019; Jan. 6, 2020; Feb. 3, 2020; March 2, 2020; April 6, 2020; May 4, 2020; and June 1, 2020.

Erika Coghill made a motion to approve the 2019-20 calendar. Sarah Cofer seconded. The calendar was approved by voice vote.

Review of School Schedule Options
The committee reviewed the different options for school start times. Erika Coghill, Jen Fuller, Faith Holden, Pearl McInally, and Kirahy Meyers volunteered to write a rationale for a later start time for high school students. The rationale will be presented to the board in June.

Arlington High School Principal, Duane Fish, weighed in on adding more periods to the school day. He noted that part of the problem is staffing an extended day. He said it can increase costs by about $1.5 million per year. The school he came from conducted a two-year study on extending the day and released they couldn't afford it.

Teenagers aren't necessarily ready for learning early in the morning. If we start later, there will be transportation impacts. Duane thinks it would benefit teens a lot.

Equity Work
Kari Henderson-Burke talked about chapter six "Mathematics and the Path to Equity" in the book *Mathematical Mindsets*. The chapter talked about: the elitist construction of math; the pervasive belief that not everyone can do math; the myth of the mathematically gifted child; and when math inequalities in course placement become illegal, many students are impacted by this (special education, low income, females, English Language Learners, minorities).

Kari asked the committee to reflect on these questions as they reviewed the chapter:

- Why or how is this strategy related to equity?

    - Looking at every student and making sure they're getting an equal opportunity for math
    - Opportunities to work together, give children all the same experiences, no one is left out, real hands-on engaged learning
    - Solo vs. team work, solving problems together- one ethnic group vs. another, why are we siloed in math? Teach kids to work together!

- Is this strategy already used in Arlington?

    - Some being done, challenge is teacher time, training for teachers

- What are the challenges/implications of implementing the strategies in Arlington?

1. Offer all students high-level content
2. Work to change ideas about who can achieve in mathematics
3. Encourage students to think deeply about mathematics
4. Teach students to work together
5. Give girls and students of color additional encouragement to learn math and science
6. Eliminate (or at least change the nature of) homework

    - Adults don't bring work home so why should students? And when they get home, do they have access or time to do it?
    - More students spent on math homework, the lower the achievement.
    - Kirarhy said in one class last year, he didn't have math homework one year and struggled. When he did the homework, he did much better. He agreed the group work was also very helpful. Practice makes perfect!
    - Value into learning study habits, college requires lots of homework, those types of strategies need to be taught in the classroom.

HS Grad Requirements/24 credits
Duane referenced a guest editorial he wrote last summer for the *Arlington Times*: "The 24 Credit Challenge: Enhancing a 6 Period Day for the Success of Every Student." Current freshman and sophomores need 24 credits to graduate. He said that 80 percent of students are successful in meeting the 24 credit graduation requirement; in fact, many graduate with more credits than they need. However, it's the 20 percent that aren't successful that need the additional interventions. The bigger problem is, "How do we help struggling learners and how can we better support students in our schedule? How can we better deliver in a six period model?

There are opportunities for students to earn credit at middle school: PE, Math, WA state history. In high school, students who take drivers ed can earn .5 credits. They are currently looking at world languages.

Duane said there is flexibility in the schedule. Students can choose their personal pathways. They are trying to introduce students to Naviance faster so they can choose their college and career pathway. A language proficiency test can help students get credits.

Biggest challenge: If you truly want every student to graduate, you may need a more robust zero or seven period. All of this comes with a big financial cost.

Online is an option. Does student benefit more from a seat based course or online course?

Credit opportunities for students

ARLINGTON PUBLIC SCHOOLS
EDUCATE • PREPARE • INSPIRE

- High School and Beyond Plan- they can receive one elective credit for that
- Pre-emptive credit in middle school
- Competency-based credit
- Summer school opportunities
- HS CTE Offerings
- Work-based credit
- .5 PE waiver

Closing
Sarah Cofer made a motion, seconded by Maggie Bagwell to adjourn the meeting. There being no further business to discuss, the meeting was adjourned at 7:26 p.m.

Next Meeting: Monday, May 6