

ARLINGTON PUBLIC SCHOOLS
Arlington School Committee
School Committee Regular Meeting
Thursday, October 22, 2020
6:30 PM

Conducted by Remote Participation

Conducted by remote participation per Governor Baker's Emergency Order of March 12, 2020

Open Meeting

Ms. Morgan called the meeting to order at 6:30 p.m. Ms. Morgan read the Governor's Executive Order of March 12, 2020, pertaining to remote participation of public meetings during the state of emergency due to the outbreak of the COVID-19 virus.

Ms. Morgan, Chair, confirmed member attendance.

Ms. Liz Exton Present, Paul Schlichtman, Secretary Present, Len Kardon Present, Kirsi Allison-Ampe Present, Jeff Thielman Present, Jane Morgan, Chair Present.

Absent: Bill Hayner, Vice Chair and Kathleen Bodie, Ed.D. Superintendent of Schools

- Roderick MacNeal, Assistant Superintendent
- Robert Spiegel, Human Resources Director
- Michael Mason, CFO
- Alison Elmer, Director of Special Education
- Karen Fitzgerald, Administrative Assistant
- Dr. Janger
- Bill McCarthy
- Fabienne Maxwell
- Matt Coleman
- Julianne Keyes
- Deb Perry
- Shannon O'Brien
- Tricia Stodden
- Maria Amato

Public Comment

Heather Breslau, mother of children in hybrid at bishop and in hybrid at Gibbs and concerned with the remote learning on Wednesday, only one academic class and 2 hours of self-directed work on remote days and hoping to find a way to improve this.

Grant Cook, parent of two children at the Dallin School, 1st and 4th grade, in Cohort A. Mr. Cook was very concerned with the current hybrid school calendar, management and leadership on the equity gaps in in person days, both in Cohort B and especially in Cohort A. Mr. Grant would have wished the schedule had been addressed early in any planning, went full remote and prioritize the schedule and involved communications to parents

Fall Opening Update

Dr. MacNeal said that the recent COVID testing in the district no positive results were linked to schools or related to sports. All the cases that have come up positive is mostly from social family gatherings and not school events. The October 9 testing cost did not come from school funding but came from Cares Act and CRF grants and we will continue testing through the year. Ms. Julianne Keyes, AEA President, thanked the administration and appreciated the district providing testing to in person staff.

Dr. MacNeal said he has heard the concerns in the community on inequity or different amount of instructional days for Cohort A and Cohort B. The team came up with the plan to mitigate and enough time to plan and after considering several options, APA will add one day in January to cohort A. Since Monday, January 18 is MLK, Jr day, Cohort A in person in on Tuesday, and then again in on Friday. Cohort B will be in person on Thursday only of this week. The Wednesday schedule will remain unchanged. Mr. Schlichtman wants to tell community to be patient with them and bear with them to do the right thing for the kids.

Cohort A/B calendar days

Ms. Morgan said over the last week, she has received emails from parents expressing concern about the two-day inequity of in-person days for the A and B cohorts. Over the course of the school year, students in cohort A will be in school 65 days, while students in cohort B will be in school 67 days.

Dr. Bodie sent out the following letter to all parents/guardians yesterday which said after considering several options for how to equalize the number of in-person days, the plan is to add one in-person day to the Cohort A schedule during the week of January 18. Monday is a holiday to celebrate the life of Martin Luther King, Jr. That week, students in the A cohort will attend school in-person on Tuesday and Friday. Students in the B cohort will attend school in-person only on Thursday. On Friday, Cohort B students will have the remote schedule they missed on Monday. Cohort A students will have their regular Thursday remote schedule. Wednesday's schedule remains unchanged for both cohorts.

This schedule change will equalize the number of in-person school days for cohort A and B students. One consideration in making this schedule adjustment in January is to give families sufficient time to make adjustments to their work schedules or childcare plans.

As we progress through this unprecedented school year, we will carefully monitor the equity of in-person school days and make adjustments as needed.

Dr. Bodie wanted to clarify the plan for the Monday and Tuesday before the Thanksgiving and Winter breaks. On these two days, cohort A and B will be remote with synchronous instruction for the regular school day. At the elementary level, the school day is from 8:10 am to 2:30 pm (there is no need for a 1:45 pm dismissal since the students are remote). At Gibbs and OMS, the school day runs from 8:30 am to 2:56 pm.

2019-2020 District Goal Progress

Dr. MacNeal had provided the PowerPoint presentation which covered the Student Achievement Goal 1 for ELA English and Math. The evidence was provided and supported the goal. Deb Perry, ELA Curriculum Leader and Tricia Stodden, Maria Mato and Shannon O'Brien provided the action plans and spoke to the evidence. Mr. Matthew Coleman, Math Curriculum Leader provided the evidence to support the Goal 1 for Math and the progress made for the Computer Science goal which was completed but not able to do this school year. You can find the 2019-2020 District Goal presentation at the end of the minutes.

Ms. Stodden provided Mr. Kardon an update due to the March shut down they were unable to complete the formal ELA Dibbles assessments in June but they are already using Dibbles this fall to help with the needs to identify who needs to be in small groups. The data has been collected and is in the data bank.

Mr. Kardon said during the CIAA subcommittee they discussed the 2020-2021 process of the District Goals, and due to all that is going on, and Dr. Bodie's retirement they would not go through the formal development process and go with the high level goals this year. Mr. Thielman, Dr. Allison-Ampe appreciate the presentation and report. Ms. Morgan appreciated that we are doing assessments, but would like the data bank and information shared with families. Dr. MacNeal said that parents, through conferences, phone calls, can receive the assessment feedback.

Goal 2 Staff excellence and Professional Development APS will recruit hire, retain, and build the capacity of a diverse staff and how we provide professional development.

During the 2019-2020 school year the literacy coaches meet with grade 1 teachers during the early release time and visited the classrooms and during summer professional development and worked with coaches and layers of collaborated work. People helping people to share materials. Which showed evidence to the ELA English 2.1 Grade 1 goal. The coaches also worked with the Grade 3-5 teachers and looked at the Dibble assessment scores. At the secondary level 8-12 the secondary dept. meetings was to provide support for teachers to implement lessons focused on narrative writing, voice and perspective. We also sent teachers to the NCTE conference.

During the 2019-2020 school year the Math Department in K-12 did an audit on the assessment system and held many department meetings for staff in Grades 6-12. They were working through the data asking students to engage in similar literacy work and collected the data and learned how useful it is.

Dr. MacNeal said that the additional progress on the 2019-2020 District Goals will be presented at another meeting to be determined by Ms. Morgan. Mr. Thielman requested a timeline when he will receive the 2020-2021 District Goals. Dr. MacNeal said the team is developing the goals now and the school committee will assess how we evaluate the progress.

AHS Update

Dr. Janger had shared the report which On September 10, the Arlington School Committee requested a report due October 16 on the beginning of the school year including the following:

- A specific plan for remote instruction in the first semester of the 2020-21 school year that contains:
 - Opportunities for all students to have contact with teachers and staff on the campus of the high school through a variety of means, including some in-person instruction, orientation, and extracurricular programs,
 - A robust system of follow-up with all students, particularly those who do not submit assignments to their teachers on time or otherwise struggle with remote learning, and
 - Other pertinent details of the remote instruction plan.

This report gives an overview of the plans and activities for Semester 1 of the 2020-21 school year with a particular focus on opportunities for students to have contact with teachers and the system for monitoring and follow up with students who do not engage effectively with remote learning. Specifically this report discusses the teacher expectations, attendance support, referral processes, and events and activities. There are links with supporting information throughout the document.

Teacher Expectations and Student Support Processes

In order to ensure that we engage and reach all students, teachers, administration, and the union worked together to develop new expectations and processes. These include:

- Grading and Interim grade review
- Teacher tracking and follow up and Work Habits expectations
- Referral of students to Deans and the Student Support Team
- In person office hours
- Centralized attendance monitoring
- Reverse Field Trips
- Remote Instruction Guidance - synchronous instruction

Grading

Teachers are routinely expected to keep grading up-to-date. Given the challenge of remote teaching and learning, we have developed expectations for more systematic follow up. Teachers monitor work completion and give feedback both in Google Classroom and on PowerSchool. Current expectations are for teachers to keep grades up-to-date within a 1-2 week period, as opposed to the usual expectation of a 2-4 week window. We are targeting a formal interim grade check on October 23, roughly the mid-point in Term 1. Teachers will have PowerSchool grades updated and reports on student grades will be formally reviewed by the Deans and Student Study Team, with all at-risk students assigned to an intervention. This is just one of many checkpoints to make sure that we are identifying and intervening with students who are not successfully engaging with instruction.

Tracking and Follow-up

Each teacher is expected to identify, monitor, and track their course expectations around work habits, these include things like Zoom classroom participation, use of cameras, and work completion. A team of administrators and teachers worked together to develop standards and tracking tools for teachers. Teachers are expected to track their interventions with students who are not meeting expectations and to be able to provide documentation as part of the referral process for support from the Deans and the Student Support Team (SST). [Work Habits Committee Presentation](#)

Referral Process

Following monitoring and intervention by the teachers, we have developed a more formal process for referring and tracking students to Tier 2 support from the Deans and the Student Study Team ([Referral Form](#)). The most common interventions reported by teachers are email (63%), extra help (61%), reminders (41%), counselor contact (30%), and parent contact (27%). After teachers have intervened, they may refer student concerns to the Deans who will then follow up or refer the student to other members of the Student Support Team (Counselors, Social Workers, Liaisons, and other support staff). The form is built on elements of Collaborative Problem Solving and tracks teachers' interventions and helps to identify the challenging behavior and the situations in which it occurs so that Deans can identify the underlying lagging skills or unsolved problems. To date, we have had 49 formal referrals, most for work completion (65%), engagement (41%), and attendance (33%). The Deans have logged 923 follow-up contacts with students including email, phone calls, zoom calls, and in-person meetings. Teachers may also refer students to the counselors for review in our weekly Student Support Team meetings. This pathway parallels the referral process to the Deans and both pathways lead to referrals to the entire team as appropriate. The School Counseling Department has logged a total of 1301 individual meetings with students.

In-person Office Hours

Teachers are expected to offer in-person meetings by appointment for up to one hour per week. Teachers should post both their availability and the process for requesting a meeting. In addition, teachers are expected to be available for a minimum of 60 minutes before or after school. Teachers also have Xblock time on Wednesdays. The time provided on Wednesdays is accompanied by the expectations for grading, follow up, tracking, and student support.

Centralized Attendance

In order to make sure that students are not slipping through the cracks during remote instruction, we have created a centralized attendance office that tracks student attendance in real time. Our goal is to engage with families, offer support, and build relationships where students are not engaging or attending classes.

Teachers are expected to enter attendance within the first 15-minutes of class and are contacted if their attendance is not completed. Following the entering of attendance, the attendance office sends automated and (in appropriate cases) individualized contacts to students in an effort to get

them to class right away. In the first two weeks of school, Deans reached out immediately to students as well.

We are tracking a current completion rate for attendance at roughly 97% meaning that this percentage of classes complete the attendance during class and their students are contacted in real time. Because of accidents and technical difficulties the remaining 3% are corrected afterwards. The state has required a new set of codes distinguishing remote and in-person students. While these have the potential to give useful information on different rates of participation, at the moment they make it challenging to make comparisons between current and past rates of attendance. Our records indicate that 128 students have missed at least one class. The attendance percentage for comparable periods from this year and last year show an improvement. For 9/21/20 - 10/16/20 we show 99.1% as compared to 9/08/19 - 10/16/19 which was 96%. The total number of absences from classes (not daily attendance, but meeting attendance) is as follows:

- Grade 9: 62 absences 6475 total number of class meetings
- Grade 10: 37 absences of 6,287
- Grade 11: 64 absences of 6384
- Grade 12: 48 absences of 5997

At this time, the “risk” algorithm in PowerSchool, which identifies students at risk because of poor attendance and grades, identifies 53 students as high or moderate risk, with another 232 students showing some risk. By our attendance policy, students with more than 6 unexcused absences in a term, may receive a failing grade (59%) due to attendance. Deans monitor students at risk of failure due to attendance, students who approach 4 unexcused absences in a term, and engage them in collaborative problem solving.

Reverse Field Trips

This year, because we are in Majority Remote instruction, we have committed to having each class meet in person at least once per term (quarter). Where classes are meeting on campus, we are calling this a “reverse field trip”, because it requires most of the steps for planning a regular off-campus field trip. For students, this works just like a field trip, teachers contact the students and provide them with permission slips for their parents/guardians. Teachers need to plan for student travel time, missed class time, needs for in-school study hall (if students can’t get home on time), space needs, and COVID safety requirements.

Reverse field trips are opportunities for students and teachers to engage in live interaction. They focus on things that live interaction fosters: interpersonal connections, norm setting, relationship building, community building, social emotional support, and engagement. This does not mean they are not academic, most are, focusing on promoting our love of learning. In the last 3 weeks, we have hosted 46 reverse field trips with over 700 student participants. Some of these will be recurring as with the Performing Arts. While there were few in the first 2 weeks of school, they are gaining speed with 86 planned in the next 4 weeks, serving more than 800 students.

Remote Instruction Guidance

With the shift to Majority Remote instruction, teachers immediately began to think about how to maximize their instructional contact time with students. Rather than following the cohort model, remote instruction allowed teachers to use their block time to meet with their entire class and structure their time in whole group, break out, and varied work. A group of staff and administrators drew upon the research done over the summer to create guidance for teachers on how to effectively plan their synchronous instructional time, so that students would be engaged, but not overtaxed, by the remote instruction environment. We have since revisited our experience and planning in common planning meetings, department meetings, and most recently in a schoolwide Edcamp.

[Remote Learning Class Schedule Guidance](#)

Events, activities, and contacts

The amount of outreach, interaction, and planning going on around events, activities, and contacts is too numerous to track and report here. In addition to the reverse field trips discussed above, there have already been many activities and many more are planned. These include

- Freshman Orientation
- Clubs
- Material Distribution
- Curbside Library
- Study Hall and Learning Center
- Advisory - Peer Mentors
- Wellness Month
- Athletics
- Student Government
- Special Education
- SAT for Seniors
- Guidance seminars and scheduling meetings
- Bringing interventions to school

Freshman Orientation

Freshman Orientation this year comprised a number of activities, including a webinar and outreach by student peer mentors. The events culminated in live orientation activities on October 7 and 14th attended by 195 students. Thirty upper class students assisted with activities, discussions, and team building activities. [Freshman Orientation Flyer.](#)

Clubs

Arlington hosts 60 student led clubs, with faculty advisors, every year and this year appears on track to continue. The process of choosing club leaders, clarifying plans, and recruiting culminates each fall with a Club Day. This year the day will be virtual on November 4, starting in Advisory and continuing through Xblock. Currently, 50% of clubs have held meetings. In addition, 18% have met in person and 50% have plans for an in person meeting.

[Virtual Club Day Presentation](#)

Materials Distribution

We have successfully distributed materials to 1,186 students over the course of six distribution days. 348 out of 366 9th grade students came! Support staff and administrators distributed materials and were able to greet each student and some parents who attended.

We continue to distribute materials and library books on Wednesday mornings from 8 am - 11:30 am. We will continue to use the entrance to the left of the courtyard gates labeled Menotomy Preschool. Students may come to pick up any textbooks that they still need and/or other materials teachers would like to distribute.

We are currently exploring other options for students to pick up materials at their own convenience by using an outdoor lock box. We will keep you posted!

Curbside Library

In addition to the material distribution, AHS has launched a regular Curbside Library. The [AHS Curbside Library](#) is open every Wednesday morning school is in session from 8:30-11:30am. Students request books through our online catalog and receive email confirmation and instructions for picking up their materials. We hope to add a browsing cart soon where students will also be able choose from a curated selection of great books. Library staff wear masks and sanitize hands when handling materials, and library books are quarantined for a minimum of 72 hours before being recirculated. To provide a one-stop shop experience, teachers may deliver other course materials through the curbside library as well. To help students find their next great read, the library has set up a [Visual Search](#) for students to browse the catalog by genre and a [Book Recommendation](#) form to request personalized suggestions by email. For more information, please visit the [AHS Curbside Library](#) online. For more information about the ongoing activities of the AHS library, check out the library [website](#).

Study Hall and Learning Center

For students who need a place to work or for students who need tutoring assistance, we have opened study hall space near the Fusco House Dean's Office and the Learning Center. Students can ask to work in the building regularly or on a drop in basis, if they don't have a good work environment (e.g., loss of Wi-Fi, noisy siblings) or if they need to be in school for an event (e.g., reverse field trip) and can't return home in time for class ([Study Hall Form](#)). They have served 174 students in person already. Students can also request an appointment, live or in-person, to work with our Learning Center tutors (Learning Center Form). Some students have begun to schedule regular Learning Center check ins.

[Example Reverse Field Trip](#)

Advisory

Advisory groups meet remotely on Wednesdays in their existing groups (new groups for grade 9). Students receive one credit, Pass/Fail, based on attendance and completion of an exit ticket for participation. This year, a group of upper class students will be serving as Peer Mentors.

The stated goals of AHS' Advisory program:

- Create and foster connections between teachers and students

- provide a consistent conduit for communication with students
- Create and foster positive school climate and culture

Some focus topics include:

- Details of safety, school routines, counseling
- Wellness & stress-reduction
- Anti-racism and Anti-bias
- Digital citizenship
- School-wide events/communications
- Fun & Games
- [Peer Mentors](#)

Wellness Month

AHS has held an annual Wellness Day (formerly Mental Health Awareness Day) for over a decade. This year, the Wellness Day team is coordinating a new version of our annual Wellness Day. We will host a combination of Wellness Month activities for AHS students. The current plan is during the month of December there will be 3 days where activities will take place. On Wednesdays 12/2/2020 and 12/9/2020, students will have the option to attend in-person socially-distanced activities focused on fun social emotional connection, self-care, balance and wellness. On Wednesday 12/16/2020, we will offer an array of remote sessions led by students and staff with the same focus. Details are forthcoming!

Athletics

This fall we were able to offer Boys and Girls Cross Country, Boys and Girls Soccer, Field Hockey, and Golf. We had 410 students participate in our Fall 2020 tryout week. After that week 342 students made final team rosters. We have 131 varsity athletes. Varsity athletes practice three times a week with a game on Saturday and also Columbus and Veterans Day. Varsity athletes' in-person time averages out to about eight hours a week of practice/games with their team and coaches. Varsity Soccer, Field Hockey and Golf will play a ten game schedule against Woburn, Winchester, Reading, Lexington, and Belmont. Cross Country will play a five game schedule. We have 211 sub varsity athletes. Sub varsity athletes will practice twice a week with a game on Saturday. They will play a six to eight game schedule against the same teams as varsity. Sub varsity athletes in-person time averages out to six hours a week with their team and coaches.

Student Government

Our Student Government is an active and important part of our school community. Last spring, we did not hold elections due to the disruption of the closure. Our current student government has continued to run the program, assisted with the welcome assembly and website for 9th graders, and has organized the online elections that will be happening in the coming week, Oct 19-21 ([timeline](#)). Once installed, class officers and student council will be working with their respective advisors to explore both remote and in-person community-building activities.

Special Education

As part of planning for our Majority Remote Instruction, high and moderate needs students were invited to the school for in-person services. 129 students are currently enrolled in in-person programming, most of these special education. In order to plan for delivery of services the AHS Special Education liaisons contacted each of the 158 special education families to determine how their IEP services would be delivered, developing a Special Education Learning Plan.

Arlington High School Special Education Department prioritized membership and connectivity with our students and families. We recognize the limitations the pandemic places upon our physical and instructional proximity with our students, so we have developed work arounds to counter the negative impact as much as possible.

For example, one of our special education programs served pizza outside, in a spread out area, under tents. This time was used to relax, laugh and have fun with each other. Another group of teachers offered virtual game date/times as a method to spend non direct instructional time with students.

For parents and guardians, they receive calls, emails and individualized attention. For example, we have one family who travelled thus requiring quarantine for 14 days. AHS special education staff developed work for the student, shared how to access IEP services remotely, and delivered hard copies of school work to the students home, all in collaboration with the parents. Another teacher delivered organizational binders for all classes to their students who were working remotely, simply to support their organization needs in the home.

Additionally, we moved the traditionally held Spring Transition Meeting (Mass Rehabilitation Commission), from February back to October 28th, so we can have face time with parents sooner in the year.

On a more individualized level, teachers consistently offer and hold weekly office hours, in addition to working with students in person. For students who chose to learn remotely, teachers are engaging them through relationship building activities at the start of their class and if a student does not attend a class, or seem disengaged in any way, the teacher makes a follow contact to check on the student.

SAT for Seniors Only

While most neighboring schools have cancelled their SAT administrations, AHS is offering the SAT for our seniors. With clearance from the Board of Health and the Department of Elementary and Secondary Education, we have clearance to offer up to 240 tests to Arlington High School seniors. We are prioritizing those who have not yet had an opportunity to sit for the test. This will be a large administration, taking place socially distanced and primarily in our two gyms.

Bringing Interventions to School

The remote environment offers opportunities and challenges to school discipline. Most challenging behaviors result from lagging skills and lack of supervision. In this environment, we are able to build on collaborative problem solving to bring students who have disrupted the online environment into school. We engage in collaborative problem solving and supervise student participation in classes, intervening and building relationships rather than disciplining and separating the students from school. We have had only a handful of such incidents, but we are building capacity to interrupt the usual punitive approach to use discipline to connect students to school and act upon the principle that “students succeed if they can.”

Ms. Morgan said the report sounds robust and sounds like everything is going great and everyone is happy. She would like to know what is not going well and hopes to bring students back to in person learning. Dr. Janger would agree to have all the students in front of teachers. He said things are good for the students who are athletic and in chorus, but for those students who don't connect we are trying to increase levels of contact to get kids into the building. One option is to expand reverse field trips, for them to come down for 60 min instead of 80 min. We have delivered materials to students because some kids have not come in to get books. The concerns, are if students disconnect and fall in the cracks and they have loss of learning.

Dr. Janger wants to send out a survey but concerned on which questions to ask. The goal is to move toward in person learning and continue to bring as many kids back. We need to let teachers, special education schedules and students know. He recommends to have the facilities or curriculum subcommittees meet to process the conversations now. Mr. Thielman said a 50/50 hybrid is unlikely in 20-21 school year and parents need to hear this now. A report will come out in the last meeting in November.

The school committee if it was necessary to put a motion out to have a hybrid plan in place. Dr. Janger said it would be hard to have everyone back and would like to serve the needs of all students, but asked if we bring back seniors or freshmen? He would want to hear from his students, staff, and parents on this. Mr. Thielman said families are concerned for our students not doing in person learning but with no vaccine yet, spacing of desks and the number of students in classrooms Dr. Janger wants to do what is best. We need to be cautious of mental health issues for students and be able to meet teacher's needs too. The committee members had reviewed the Facility Report at their last subcommittee meeting. The report showed fixing ventilation systems, and that most of the classrooms are repairable and they will be able making larger space available for in person learning in the red and blue gyms, the pit, old hall and fixing ventilation.

Mr. Kardon would want to hold a Curriculum, Instruction, Accountability and Assessment (CIAA) meeting before the high school plan is presented to the full committee at the School Committee Regular Meeting on November 19th. Mr. Kardon would like to hear from Dr. Janger on just how other high school are running their hybrid programs, how they designed it and if they regret doing hybrid. Mr. Schlichtman would like to know what is the best possible education students can receive in the mist of this pandemic, how do we package this for our

students, it may in person time over learning time but getting feedback on remote model or hybrid model would be important.

AHS Mascot Update

Ms. Schlichtman heeding policy of anti-racism group said together with the Human Rights Commission and the student body they led a discussion on not using the native image as in the high school mascot. Mr. Schlichtman encouraged the community to join in the conversation on what direction we want to go. Dr. Janger spoke on the history of AHS students being called Spy Ponders and said a contest was held to determine a new AHS logo.

It was the sense of the committee to stop using the current symbol as soon as possible and notify those in the Middlesex League school districts. .

APS Hiring Update

Mr. Spiegel said he has hired new staff tutors, building subs, TA, and an elementary literacy tutor and is still looking to fill paraprofessional's positions.

Homeschooling report

Dr. MacNeal said we have 81 home schoolers with 55 families. The report was broken down by grade with 63 new homeschoolers this year and we have additional families that are pending.

Enrollment Report versus last year effect Chap 70

Mr. Mason said that Arlington will provide enrollment numbers to DESE by November 1 for the total enrollment of K-12. We currently have a reduction of 199 students, due to home school and some attending private schools, more details will be given in November. The classroom report was requested by Mr. Kardon.

Monthly Financial Report

Mr. Mason presented the financial report which had some changes reflecting transfers and money carried forward from FY 20 that was yet to be paid. The COVID 19 report shows spending over 2.9 million dollars and Mr. Mason said this number will increase. The members of the committee discussed the Covid-19 relief expenses, hiring expenses at OMS, the cost of Covid testing and the discussion will continue at the next Budget Subcommittee meeting next Thursday, October 29, 2020 at 9:30 a.m. Mr. Kardon and Ms. Morgan agreed to do whatever it takes to improve remote set ups for the home or classroom.

MASC Delegate Assembly representative

Mr. Schlichtman said the MASC conference will be held virtually and that we need to send a Delegate to the MASC assembly.

On a **motion** by Dr. Allison-Ampe, seconded by Mr. Thielman, it was voted to approve and nominate Mr. Paul Schlichtman as Arlington's MASC Delegate Assembly representative. Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

Superintendent Search Process Update

Mr. Paul Schlichtman announced that the Superintendent Search Screening subcommittee will finish interviewing nine candidate next Thursday, October 29, 2020 and then they will meet on Monday, November 2 to bring forth 3, 4, or 5 finalist to the full School Committee on Wednesday, November 4 to schedule meeting interviews. They will also discuss how to conduct a two hour hybrid interview and hold forums for teachers, administration and the community. We also need to do this without interfering with Town Meeting which begins on November 16. The Department of Health is not on board to have the candidate meet in person, and everyone will think of options and the plans to make this happen.

On a **motion** by Mr. Schlichtman, seconded by Ms. Exton, it was moved and approved to authorize the chair to schedule Special School Committee meeting on Wednesday, November 4 for the purpose of receiving the finalist names of the Superintendent.

Roll Call: Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

On a **motion** by Dr. Allison-Ampe, seconded by Mr. Thielman, it was voted to approve and nominate Mr. Paul Schlichtman as Arlington's MASC Delegate Assembly representative.
Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

Superintendent's Report

Mr. MacNeal sent out the presentation to various foundation for curriculum night and will be posted to the website.

Consent Agenda

On a motion by Dr. Allison-Ampe, seconded by Mr. Thielman it was voted to approve the Warrant: Warrant #21081 Dated 10/13,2020, Total Amount: \$513,286.82 Vote approval of Minutes: none

Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

On a **motion** by Mr. Kardon, seconded by Mr. Thielman, it was voted Move the 10 o'clock rule to 10:15.

Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

Subcommittee/Liaison Reports/Announcements

Budget, Kirsi Allison-Ampe, will meet on Thursday, October 29, at 9:30 a.m.

Community Relations: Bill Hayner, Chair absent

Curriculum, Instruction, Assessment & Accountability, Mr. Kardon meet on Monday to discuss goals with Dr. MacNeal. On schedule for Superintendent Evaluation of Dr. Bodie. Meeting with AHRC to continue to work with them on issue with the discipline data and will work together before bringing this to the full school committee.

Facilities, Mr. Thielman reported out tonight from their subcommittee meeting on October 15, and the issue's on the size of classrooms.

Policy & Procedures, Paul Schlichtman, no report

Superintendent Search Process, Paul Schlichtman, reported out.

Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe are looking to set up raising of first beem meeting of the new high school.

Liaisons Reports

Announcements

Future Agenda Items

Executive Session

On a **motion** by Mr. Thielman, seconded by Dr. Allison-Ampe, it was voted to enter into Executive Session at 10:01 p.m. to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and/or nonunion in which held in an open meeting, may have a detrimental effect, and to conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted, to discuss Traffic Supervisor's MOA and Food Service MOA and to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements (HIPAA) and to exit only to adjourn.

Roll Call: Liz Exton, Yes, Len Kardon Yes, Kirsi Allison-Ampe Yes, Jeff Thielman yes, Paul Schlichtman Yes, and Jane Morgan yes (6-0)

Correspondence Received:

Warrant 21081 10 13 2020

Regular School Committee minutes 9/24/2020 and 10/8/2020

2019-2020 Curriculum and Instruction District Goals

Monthly Financial Reporting Packet 10 22, 2020

Letter to APS Families Re A & B In-Person Days, 10/21/2020

Revision of 2020-2021 School Calendar approved 10 8 2020

North Union Playground email K. Keefe-Perry 10/14/2020

Traffic Supervisors Joe Marshall email 10/8/2020

League of Women Voters, October 2020

The District voluntary COVID-19 testing programing letter to parents 10/13/2020
MASC Delegate forms
Joe Connelly Recreation Director Park and Recreation School Playground use
October 16, 2020
Kathleen Bodie School Calendar update 10 16 2020
Town of Arlington Park and Recreation Commission School playground Use and
hours October 16, 2020
COVID-19 Positive Test Results email Sunday October 18, 2020
MOA Cafeteria Workers AFSCME, Local 680 10 8 2020
MOA Traf ic Supervisors, AFSCME, Local 680 10 8 2020
Correspondence Received August-October 2020
Pamela Baldwin
Janine Duf y
Elissa Krakauer Jacobs
Julie DeSander
Lynn Chachkes
Tracy Van Dorpe
Hannah Blitzblau
Lisa hersey
Pamela Baldwin, Andrea Canty, Diane Garner, Amy Hof , Melina Vanderpile
Janet Sparks
Sharon Lipton
Alex Lancaster
Andrea Canty, Amy Hof , Pamela Baldwin
Ian King
Holly Rossi
Catherine Slesnick
Lisa Marshall
Katia Shtyrkova
Laura O'Brien
Brett Lambert
Tony Siddall
Eve Manz
Stephanie Larason
Hilary Clay
Brian O'Hagan
Emails from parents regarding School Calendar Update
April Kalix-Cattell and Joe Catell
Sara Vismeg
Tracy Callahan
Krista316
Bailey Snyder
Joselyn Dennis
Rachel Bragin
Heather Breslau
Jennifer Bullock

Tracy Van Dorpe
Melanie Riccobene Jarboe
Melissa Geddie
Janine Duffy
Christa Beranek
Kamila Pomiecinska
Karin Moellering
Maxie Schmidt
Ian King
Katrina Vinck Baker
Amy McCann Antczak
Amy Hampe
Emily Holler
Ellen Pfeiffer
Grant Cook
Heather Breslau
Rachel Bragin
Jason Moreau on safety of our remote schooling technology

Respectfully submitted by
Karen Fitzgerald
Administrative Assistant
Arlington School Committee