

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Special Meeting
Tuesday, November 24, 2020
6:30 PM***

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

Open Meeting

You are invited to a Zoom webinar.

When: Nov 24, 2020 06:30 PM Eastern Time (US and Canada)

*Topic: School Committee Special Meeting, Superintendent hiring conversation,
Tuesday, November 24, 2020, 6:30 p.m.*

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_9QNHGh3JRruVMBkwyoWxXA

After registering, you will receive a confirmation email containing information about joining the webinar.

6:30 p.m. Vote on Winter Sports for AHS, J. Bowler Athletic Director

6:35 p.m. AHS Reopening Plan

7:20 p.m. Superintendent hiring conversation

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Meeting Location

Summary:

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

ATTACHMENTS:

Type	File Name	Description
Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote Meeting script
Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Participation checklist
Reference Material	Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_-_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Supplement re Remote Participation during Coronavirus State of Emergency

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- **I/the Chair,** will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:

After members have spoken, the Chair will afford public comment as follows:

- The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

- ☐ All non-emergency items properly posted *at least* 48 hours in advance
- ☐ “Executive Order on Remote Participation” is posted with agenda
- ☐ All members received the same documents for meeting
- ☐ Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
- ☐ For meetings with public participation, encourage written public comments

Initiating Meeting

- ☐ Confirm that all Members are present and can hear each other
- ☐ Read Preamble to Remote Meetings
- ☐ Note materials for meeting available online through Novus or Town website for the public
- ☐ Introduce all members, staff, and persons on the agenda
- ☐ Cover “ground rules”

For “Zoom” Meetings

- ☐ Disable Chat Function for Participants
- ☐ Click “Record Meeting”
- ☐ Advise Participants that Meeting is Being Recorded
- ☐ Caution Participants About Screen Sharing

During Meeting

- ☐ Each speaker states their name before each presentation, comment, or question
- ☐ All votes taken by roll call
- ☐ Meeting Minutes reflect remote status

Technical Difficulties

- ☐ If technical difficulties arise, Chair suspends meeting while attempts to resolve are made
- ☐ Keep accurate minutes noting any disconnections and reconnections of members



**Town of Arlington
Legal Department**

Douglas W. Heim
Town Counsel

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To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone, Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

Please receive this Supplement to the Memoranda from this Office of March 11, 2020, and March 13, 2020 regarding the Town's options for conducting meetings during the coronavirus (or "COVID-19") State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of Emergency may proceed with all participants engaging remotely, so long as "alternative means of public access" is provided.¹ Public access can be provided by allowing the public to call in or otherwise join meetings remotely so that they can see and/or hear what takes place at remote participation meetings. To assist you in availing yourselves of these options, this Office has developed a checklist and script for Chairs and administrative support staff for remotely

¹ Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;
- All other requirements of the Open Meeting Law are met;
- The public understands the modifications to the Open Meeting Law during the State of Emergency; and
- Chairs are able to effectively use new technologies such as the “Zoom” app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body’s business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.



Town of Arlington, Massachusetts

Open Meeting

Summary:

You are invited to a Zoom webinar.

When: Nov 24, 2020 06:30 PM Eastern Time (US and Canada)

Topic: School Committee Special Meeting, Superintendent hiring conversation, Tuesday, November 24, 2020, 6:30 p.m.

Register in advance for this webinar:

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After registering, you will receive a confirmation email containing information about joining the webinar.



Town of Arlington, Massachusetts

6:30 p.m. Vote on Winter Sports for AHS, J. Bowler Athletic Director



Town of Arlington, Massachusetts

6:35 p.m. AHS Reopening Plan

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	AHS_Semester_2_Sample_Summary_201120.pdf	AHS Semester 2 Presentation

Arlington High School



Semester 2 Sample Models

These Slides

These slides focus primarily on explaining 3 sample hybrid schedules for the purpose of getting feedback on needs, preferences, and priorities.

At the end of the slides there is more information on goals, constraints, rationales, and current conditions.

The survey information will be used to focus, refine, and detail our service plan

Clarifying Goals

“We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation’s response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.” ([AAP, AFT, NEA, AASA](#))

Focus Goals

- Safety (students, staff, community)
- Academics
- Social emotional interaction
- Meals and exercise
- Equity of access
- Students with disabilities
- COVID readiness

Current Model

- 4x4 Semesterised year
- Most classes and students are be remote for Semester 1
- Moderate and high needs students offered in school programming
- Reverse field trips and other in person programming offered
- Athletics and extracurriculars continue

Semesterised Year

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 45' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-45' 9:15a-		
B - 80' 10:00-11:26a	B - 80' 10:00-11:26a	PE- 45' 10:00a-	B - 80' 10:00-11:26a	B - 80' 10:00-11:26a
		PE-45' 10:45a-		
Lunch - 30'	Lunch - 30'	Adv-24' 11:30a-	Lunch - 30'	Lunch - 30'
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		

Wednesday

Physical Education - Students meet with teacher via Zoom for 40 minutes on Wednesday. Students schedule small group meetings during the week (personalized). Students keep contract journals to document their work.

Advisory - Existing groups for grades 10 -12. Video or activity, discussion, exit ticket. 1 credit P/F for attendance and participation.

Xblock - Focus on clubs, student social events, time for teacher help.

Teachers provide extra help, common planning time, follow -up with families

What We See

- Maintaining levels of attendance (Slightly higher than previous year - 97% vs. 96% last year),
- Maintaining grade/work completion, class engagement with work, academic progress.
D/Fs - 216 at 7 weeks vs. 296 after Q1 in SY 2020 (comparable to previous year, should improve)
- Ongoing concern about student social interaction
 - isolation and worry
- Ongoing concern for students needing more in-person support for academics
 - increasing support
- Not seeing increased levels of mental illness

What We See

- Provides more teacher led, structured time with students
- Provides time for teacher planning, grading, follow-up
- Teachers are getting proficient with remote, long block, semesterised format
- Are developing programming for connection, e.g., reverse field trips, clubs, athletics, Wellness Month, Freshman Orientation
- Ventilation is now safe for almost all rooms up to their capacity

Definitions

Hybrid instruction involves a mix of live, in-person instruction, remote instruction, and independent learning activities.

- Cohort model - in a hybrid cohort model, classes are divided into smaller sub-groups of students so that they can receive live, in-person instruction in smaller groups for social distancing purposes.
- Shift model - in a hybrid shift model, classes are not divided, instead subsets of classes (e.g., by department, grade) meet in whole group or partial groups to allow for social distancing.
- Combined Cohort/Shift - one can combine cohorts and shifts to make more spaces available (e.g., only English classes come in and are divided in cohorts)
- Simulcast - In person class with students participating remotely

3 Sample Models

Model	Course Offerings	Number of Courses	Time per Course	Social Interaction Per Course
4-Cohort	Keeps all course offerings	3-4 per week	1x40' in person 3x50' remote 260' independent = 450'	6 students 40' each week
Departmental Shift	Keeps all course offerings	3-4 per week	1x60' in person every 2 weeks 4x80' remote 130' independent = 450'	25 students 60' every 1-2 weeks
Grade Shift/2-Cohort	Complete schedule change, reduced course offerings, need Remote Academy, increased staffing needs	3-4 per week	Hybrid Week: 2x80' in person 310' independent = 450' Remote Week: 4x80' remote 130' independent = 450'	12 students 80' twice every other week

4 Cohort Model

1x40' in person, 3x50' remote whole class, 4 cohorts (inc. 1 remote)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 cohort - 40'	A2 cohort - 40'		A3 cohort - 40'	Ar* cohort - 40'
B1 cohort - 40'	B2 cohort - 40'		B3 cohort - 40'	Br* cohort - 40'
C1 cohort - 40'	C2 cohort - 40'		C3 cohort - 40'	Cr* cohort - 40'
D1 cohort - 40'	D2 cohort - 40'		D3 cohort - 40'	Dr* cohort - 40'
Lunch/travel	Lunch/travel		Lunch/travel	Lunch
B remote 50'	A remote 50'		A remote 50'	A remote 50'
C remote 50'	C remote 50'		B remote 50'	B remote 50'
D remote 50'	D remote 50'		D remote 50'	C remote 50'

* "r" = Remote Academy student cohort

Sample Student

Sample Student: Downs House, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
Independent 8:30-11:30 a	Independent 8:30-11:30 a		Chorus 40'	Independent 8:30-11:30 a
			Chemistry 40'	
			English 40'	
			History 40'	
Lunch/travel	Lunch/travel		Lunch/travel	Lunch
<i>Chemistry 50'</i>	<i>Chorus 50'</i>		<i>Chorus 50'</i>	<i>Chorus 50'</i>
<i>English 50'</i>	<i>English 50'</i>		<i>Chemistry 50'</i>	<i>Chemistry 50'</i>
<i>History 50'</i>	<i>History 50'</i>		<i>History 50'</i>	<i>English 50'</i>

Bold=6 students in-person, Italics=All class remote

Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time - $1 \times 40' \text{ in-person} + 3 \times 50' \text{ remote} + 260' \text{ independent} = 450'$
- Short period - challenging for labs
- Social interaction - 6 students, 1 x per week
- 70 rooms hold 8+, Need 57-71 to seat.
Challenge for scheduling (May need many courses to remain remote)

Departmental Shift

4x80' remote whole class, each department holds 60' in person class every 1-2 weeks

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 40' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-40' 9:15a-		
B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*	PE- 40' 10:00a-	B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				

Sample Rotation

M/T	Th/Fr	M/T	Th/Fr
English	Math	History	W. Language
Science	Art/FCS	Science	Art/FCS

Sample Student

Sample Student: Chorus, Chemistry, English, History

Day	Block A	Block B	Block C	Block D
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	English '60	<i>History '80</i>
T	<i>Chorus '80</i>	Chemistry '60	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
F	Chorus '60	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	History '60
T	<i>Chorus '80</i>	Chemistry '60	<i>Chemistry '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
F	Chorus '60	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>

Bold=All class in-person, Italics=All class remote

Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time -
 - 4x80' remote + 130' independent = 450'
 - 60' in-person lessons by department every 1-2 weeks
- Can create separate labs to allow for additional rotation
- Social interaction - 1 x 25 students every 1-2 weeks
- 8 large spaces, 32 large classrooms, additional spaces for labs

Grade Shift/2 Cohort

Weekly shifts for split grades 9/10 and 11/12. Create Remote Academy

Remote week: 4x80' remote whole class

Hybrid week: 2x80' in person ½ class

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80' 8:30-9:50a	A1 - 80' 8:30-9:50a	PE- 40' 8:30a-	A2 - 80' 8:30-9:50a	A2 - 80' 8:30-9:50a
		PE-40' 9:15a-		
B1 - 80' 10:00-11:26a*	B1 - 80' 10:00-11:26a*	PE- 40' 10:00a-	B2 - 80' 10:00-11:26a*	B2 - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
C1 - 80' 12:06-1:26p	C1 - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C2 - 80' 12:06-1:26p	C2 - 80' 12:06-1:26p
D1 - 80' 1:36-2:56p	D1 - 80' 1:36-2:56p	PD- 1:00p-	D2 - 80' 1:36-2:56p	D2 - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				

Sample Student 1 of 2

Junior/Senior Hybrid Week: 2x80' in person ½ class

Sample Student: Junior, Cohort 1, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
Chorus - 80'	Chorus - 80'	<i>PE- 40' 8:30a-</i>	Independent	Independent
		<i>PE-40' 9:15a-</i>		
Chemistry - 80'	Chemistry - 80'	<i>PE- 40' 10:00a-</i>		
		<i>PE-40' 10:45a-</i>		
Lunch - 30'***	Lunch - 30'***	<i>Adv-24' 11:30a-</i>	Lunch - 30'***	Lunch - 30'***
English - 80'	English - 80'	X/Counseling 60' 12:00p-	Independent	Independent
History - 80'	English - 80'	PD- 1:00p-		

Bold=½ class (12) in-person, , Italics=All class remote

Sample Student 2 of 2

Junior/Senior Remote Week: 4x80' remote whole class

Sample Student: Junior, Cohort 1, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Chorus - 80'</i>	<i>Chorus - 80'</i>	<i>PE- 40' 8:30a-</i>	<i>Chorus - 80'</i>	<i>Chorus - 80'</i>
		<i>PE-40' 9:15a-</i>		
<i>Chemistry - 80'</i>	<i>Chemistry - 80'</i>	<i>PE- 40' 10:00a-</i>	<i>Chemistry - 80'</i>	<i>Chemistry - 80'</i>
		<i>PE-40' 10:45a-</i>		
<i>Lunch - 30'***</i>	<i>Lunch - 30'***</i>	<i>Adv-24' 11:30a-</i>	<i>Lunch - 30'***</i>	<i>Lunch - 30'***</i>
<i>English - 80'</i>	<i>English - 80'</i>	<i>X/Counseling 60' 12:00p-</i>	<i>English - 80'</i>	<i>English - 80'</i>
<i>History - 80'</i>	<i>History - 80'</i>	<i>PD- 1:00p-</i>	<i>History - 80'</i>	<i>History - 80'</i>

Italics=All class remote

Features

- Complete schedule change, reduced course offerings, need Remote Academy
- 3-4 courses per week
- Academic time -
 - Hybrid Week: $2 \times 80'$ in person + $310'$ independent = $450'$
 - Remote Week: $4 \times 80'$ remote + $130'$ independent = $450'$
- Social interaction - 12 students, 2 x every other week
- 32-44 large classrooms. Need 37-44.
Challenge for scheduling (May need many courses to remain remote)

3 Sample Models

Model	Course Offerings	Number of Courses	Time per Course	Social Interaction Per Course
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Grade Shift/2-Cohort	Complete schedule change, reduced course offerings, need Remote Academy, increased staffing needs	3-4 per week	Hybrid Week: 2x80' in person 310' independent = 450' Remote Week: 4x80' remote 130' independent = 450'	12 students 80' twice every other week

Supplementary Materials

These slides provide information about ongoing activities, details of options considered, and constraints controlling our planning

In School

- ~128 students with Identified High and Moderate Needs
- English Language Learners
- Workplace
- Harbor/Shortstop
- Millbrook
- Learning Center available to ALL students
- Drop -in study hall available to ALL students
- Reverse Field Trips
- FACS, Music running regular live classes

Coming Activities

Senior Events Planning (e.g., Turf dances, Drive in, Car Parades, Teacher Deliveries)

Grade 9-11 Events Planning

Increasing in -school offerings for special ed., 504, credit recovery, existing programs

Targeted support for struggling students

January MCAS for Juniors

School Committee Requests

- A summary of student experiences to date with remote instruction, including participation rates and the number, percentage, and frequency of in-person, on-campus contacts AHS students have with faculty and staff,
- AHS Reopening Plan and FAQ for SY 21
<https://docs.google.com/document/d/1Q23uppUcCWiFgpGxtos5C8J-9pFBf-HU8L51WhxetHg/edit?usp=sharing>
- Arlington High School Support for Remote Instruction 201016
<https://docs.google.com/document/d/1H0txJfzhdqi2zLwIToVGghYprc7WxKY77GbBSVdoY0Y/edit?usp=sharing>

School Committee Requests

- A summary of the school leadership's evaluation of all reasonable hybrid models they have researched that allow students to experience live, in-person instruction (e.g., grades of students going to school at different times, an in-school schedule for selected core courses, etc.),
- A plan to implement hybrid instruction at AHS in the second semester of the 2020-21 school year that allows all students to experience live, in-person instruction if their parents or guardians make this choice for them, and
- A summary of any new costs associated with a transition to hybrid instruction in the second semester (e.g., audio visual equipment, additional staff, etc.).

Constraints

Number and capacity of rooms (80 many small)

Staffing - Class sizes of ~25, 5 classes per teacher

Semesterised schedule (3 -4 classes per semester)

Contract - 8:30-2:56 school day

Contract - No simulcast (Live classes with students watching from home)

Constraints

- Currently students have 4x80 minutes of remote teacher/students/structured instruction per class per week (320'), 3-4 classes per semester, advisory, and sometimes PE. This means that students have at least 4 hours of structured synchronous contact for 4 days per week (plus 4th class, PE, advisory)
- In a 2 cohort model, each minute of live, in-person time costs 1 minute of live, remote instruction (plus travel, passing, etc)
- In a 4 cohort model, each minute of live, in-person times costs 3 minutes of live, remote instruction (plus travel, passing, etc).
- In shifts, time is only lost for transitions (travel, passing, etc.).

Preferences

- Want to allow students to keep their current course requests.
- Want to allow students choosing All Remote to remain in their current classes.
 - Staffing a separate Remote Academy would require completely revising schedules.
 - If we reduced the number of hybrid students by even as much as 33%, we would still require 44-55 classrooms over 12+.
 - Staffing a separate Remote Academy or a Hybrid Academy would reduce options for ALL students, particularly those remote.
 - Can include remote academy students as a hybrid cohort in order to reduce overall class size and use smaller rooms for in-person
- Consistency and simplicity in the Semester 2 supports executive function, student routine, and planning

Room Capacity

- Average class size of 23, usual range is 20-25
- 1415 students require 56-71 classrooms just to seat
- Building a schedule usually requires 85 -90% capacity (66 -84 classrooms)
- Have 32 classrooms that hold 12+, 44 classrooms that hold 11+ students

Room Capacity

Room Capacity	# of Rooms available
4-6	13
8	15
9	4
10	6
11	12
12	19
14	2
15	11 + (School committee)
Large 25+	6-8
Total	83 + Large spaces

Hybrid Options

Consistent

These options keep our the current class offerings and staff assignments while building more opportunities for in-person instruction.

- Option #1 - 2 cohort model - Don't have enough large classrooms ~ 33 hold 12+ students (could add SC and large spaces) - Can't accommodate
- Option #2 - 4 cohort model (one cohort is all-remote) ~ 70 rooms hold 8+
- Option #3 - Departmental shift model - Create a regular departmental rotation for live, in-person instruction. Could serve each department in 2 days in large spaces and large classrooms. ~ 6-8 large rooms, 13 rooms hold 14+
 - Build out lab spaces to allow for larger groups of students to do science, art, FCS (students could observe remotely)

Hybrid Option Restructure

These options significantly change the current class offerings and staff assignments, requiring significant staffing and reducing course offerings.

- Combined grade shift and 2 cohort model - Students are divided in grade level shifts and are also divided into 2 cohorts. Requires Remote Academy. Significant staff increase and reduced course options.
- Limited hybrid academy - Space could accommodate a subset of students in a 2 cohort hybrid that teaches only core requirements (English, Math, History, Science). Large scale would requires significant staffing and reduce course offerings for all students. Option to target some struggling students.
- Second shift - Could offer classes in the building during a second shift. Requires significant staffing. Reduces course offerings. Contract renegotiations.

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life -long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility
- Respect.
- Effective teamwork,

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.



Town of Arlington, Massachusetts

7:20 p.m. Superintendent hiring conversation

ATTACHMENTS:

Type	File Name	Description
▢	Recommendations Victoria_Greer_redacted.pdf	Victoria Greer redacted
▢	Recommendations Elizabeth_Homan_redacted.pdf	Elizabeth Homan redacted
▢	Reference Material	Finalist_Bio_Paragraphs.pdf Finalist Bio Paragraphs

ARLINGTON PUBLIC SCHOOL DISTRICT
ARLINGTON, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT

Personal Information:

Name Victoria L Greer Home Phone [REDACTED]
Address [REDACTED] Office Phone [REDACTED]
Cambridge MA 02140 Cell Phone [REDACTED]
city state zip
Email Address [REDACTED]

How did you learn about this position (e.g. Education Week, Internet, Boston Globe)? MASC website and mailer

How may we contact you? ☐ at work ☒ at home ☒ by e-mail ☒ by cell phone **Preferred**

Certifications Held

Certification	State
Asst. Superintendent/Superintendent	MA
Superintendent	TN

Are you licensed as a superintendent in Massachusetts? ☒ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☒ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application: _____

Current School District Information:

Are you presently under contract to a school district? Yes
June 30, 2021
If yes, when does your contract expire?
Sharon Public Schools
Name of District
Superintendent
Position

ARLINGTON PUBLIC SCHOOL DISTRICT
ARLINGTON, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT

Personal Information:

Name Elizabeth C. Homan

Home Phone

Address

Office Phone

Newton MA 02458

Cell Phone

city

state

zip

Email Address

How did you learn about this position (e.g. Education Week, Internet, Boston Globe)? colleague

How may we contact you? ☐ at work ☒ at home ☒ by e-mail ☒ by cell phone

Certifications Held

Certification

State

Superintendent/Assistant Superintendent / MA

Supervisor/Director, Non-Core / MA

Teacher, Instructional Technology / MA

Are you licensed as a superintendent in Massachusetts? ☒ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☐ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application: _____

Current School District Information:

Are you presently under contract to a school district? yes

If yes, when does your contract expire? June 30 2023

Name of District Waltham Public Schools

Position Assistant Superintendent of School for Curriculum and Instruction

Academic and Professional Training:

High School(s), Colleges, Universities Attended	Location	Degree
Mahomet-Seymour High School	Mahomet, IL	High School Diploma
University of Illinois	Urbana, IL	Bachelor of Arts, Education Minor
Purdue University	West Lafayette, IN	Master of Science, Curriculum & Instruction
University of Michigan	Ann Arbor, MI	Doctor of Philosophy, English and Education

Professional Experience:

No. Years	Dates From/To	Position	School District
3	2018-current	Assistant Superintendent	Waltham Public Schools, MA
3	2015-2018	Admin EdTech Integration	Waltham Public Schools, MA
1	2014-2015	Digital Learning Specialist	Boston Public Schools, MA
4	2010-2014	Graduate Student Instructor	University of Michigan
1	2009-2010	High School ELA Teacher, Speech Team Coach	Tippecanoe School District, Indiana
2	2007-2010	Middle & High School ELA Teacher	North White School District, Indiana

Other Relevant Work Experience and Achievements:

Teacher education and teaching methods instructor for three higher education institutions (Boston College, U Michigan, Purdue)

Teacher supervisor for Detroit Public Schools and surrounding area schools

Positive track record with competitive grant awards (Nellie Mae and Barr Foundations)

Publications and invited speaker presentations

See resume for full list

Memberships in Professional Organizations:

Massachusetts Association of School Superintendents

Association for Supervision and Curriculum Development

American Educational Research Association

The Deeper Learning Dozen

References:

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Michael Sabin: McDevitt Middle Principal Address [REDACTED]
Relationship Colleague Phone Number [REDACTED]

Name Anthony Bent: MASS, ASLS Address [REDACTED]
Relationship Mentor Phone Number [REDACTED]

Name Kaylie Dowcett: Exec.Dir. Wallham Partnership for Youth Address [REDACTED]
Relationship Community leader, colleague Phone Number [REDACTED]

Release of information:

Please check one box:

Upon request from the media, I ☒ do ☐ do not give permission to the school committee to release my resumé.

Your resume becomes a public document should you become a finalist.

Your resume becomes a public document should you become a finalist.

A complete application form includes the following:

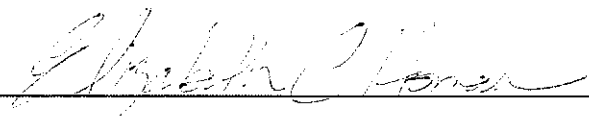
- X 1. A completed and signed application form.
- X 2. An up-to-date resume.
- X 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.
- X 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).
- X 5. Three recent letters of reference (within the past three years preferred) from persons **other than those listed on the previous page.**
- X 6. The Committee requests a personal statement describing your major educational accomplishments and the specific leadership and management skills you can bring to the superintendency of the Arlington Public School District.

All application documents listed above must be received via email on or before **October 9, 2020** at 3:00pm.

Please note: MASC does not maintain an applicant file for use in future searches.

A new application and application materials listed are required for each search.

I understand that, under the requirements of the Massachusetts Open Meeting Law, should I become a finalist, certain facts of my application will become public information and that the school committee may request a copy of my transcripts.

Signature  Date 10/9/2020

Email all information to Ann-marie Martin: amartin@masc.org

For further information please contact Glenn Koocher (gkoocher@masc.org) or Kathleen Kelly (kkelly@masc.org)

Please do not contact school committee members or members of the school administration.

Dr. Elizabeth C. Homan



Education

University of Michigan, Ann Arbor, MI: 2010-2014: PhD, English and Education

Purdue University, West Lafayette, IN: 2007-2009: Master of Science, Curriculum & Instruction

University of Illinois, Urbana, IL: 2003-2007: Magna Cum Laude Bachelor of Arts, English + Minor, Secondary Education

Professional Experience

Assistant Superintendent of Schools for Curriculum & Instruction, Waltham Schools, 2018-Present

- Plan, implement, evaluate, and budget for all aspects of curriculum, instruction, and assessment for all disciplines, PreK-12.
- Serve as lead author on Comprehensive District Reopening Plan for 2020-21 School Year; initiate and co-lead District Reopening Advisory Council.
- Design and lead professional learning for administrators on calibration of educator evaluation, data-informed leadership, anti-racist leadership, effective and collaborative communication with families, and other topics.
- Develop and implement Waltham Leading and Learning for Equity Network and their Comprehensive District Professional Learning Plan.
- Evaluate and mentor administrators across disciplines, levels, and roles.
- Convene and facilitate District Assessment Committee and subsequent plan for aligning and streamlining assessments across the district.
- Design 2018-20 approach to professional development on equity, racial and cultural bias, and culturally responsive pedagogy for all adults in the school system.
- Apply for and receive major competitive grants for work tied to equity (Nellie Mae Foundation), school transformation and project-based learning (Barr Foundation, Mass STEM Hub), and Teacher Leadership (Nellie Mae Foundation).
- Design and implement new systems for measuring and tracking social-emotional learning, school climate, early warning indicators, and equitable practice, and integrated these measures into existing structures for evaluating the success of teaching, learning, and operations districtwide.

Adjunct Professor, Boston College, Newton MA: 2018-Present

- EDUC 754 & 2104: *Teaching Reading*. 3-credit courses for pre- and in-service elementary school teachers focused on the development of foundational and complex literacy skills through the elementary grades. Key concepts include foundational literacy development, text complexity and core standards, lesson planning for high-quality literacy instruction, and literacy support for elementary language learners, among other topics.

Administrator of Educational Technology Integration, Waltham Schools: 2015-2018

- Planned, implemented, evaluated, and budgeted for all aspects of technology infrastructure, device purchasing, instructional technology curriculum, library materials and programming, and software for all operational and curricular departments.
- Evaluated and led professional learning for librarians, digital learning teachers, administrators, and paraprofessionals within and external to the Department of Information and Instructional Technology.
- Implemented MA Frameworks-aligned, curriculum-embedded digital and information literacy curricula and assessments for grades PreK-12.

- Implemented new communications and learning management systems, including design, maintenance, and leadership of a new district website and upgraded systems for communicating with students, staff, and families.
- Developed and led District Technology Council (team of parent, teacher, and administrator stakeholders) to evaluate technology programs and policies district-wide and to develop District Technology Plan.
- Expanded 1:1 Device Program, evaluate 1:1 iPad program, evaluate software and hardware for 1:1 devices, and develop 1:1 recommendations and 5-year strategic purchasing and refresh plan for districtwide 1:1 Device Program.
- Spearheaded transition from Outlook/Microsoft to Google Suite, including design of flexible professional development options and full-scale transition to Google Suite applications.

Digital Learning Specialist, Boston Public Schools: 2014-2015

- Designed and led online and blended professional development for K-12 teachers in the city of Boston.
- Collaborated with district administrators to design and facilitate blended professional development.
- Implemented district-wide learning management system for adult learning.
- Designed and facilitated professional development in collaboration with academic directors and network administrators.

Doctoral Candidate and Graduate Instructor, University of Michigan, Ann Arbor, MI: 2010-2014

- Taught ELA Teacher Methods, Professional Writing, Academic Argumentation, and Freshman Writing courses in the College of Education and the College of Literature, Science, and the Arts.
- Supervised, observed, and mentored pre-service secondary English teachers in teacher education programs.
- Implemented K-12 professional development and research partnerships with area schools.
- Collaborated on academic research projects with professor and graduate student colleagues.
- Published and presented academic research (see selected publications and presentations below).

English Teacher, Harrison High School, West Lafayette, IN: 2009-2010

- Taught 9th and 10th grade English Language Arts
- Coached and Managed High School Speech Team

English Teacher, North White Middle and High Schools, Monon, IN: 2007-2009

- Taught 8th and 9th grade English Language Arts
- Taught 8th grade Communications
- Collaborated with colleagues to develop and implement standards-aligned ELA curricula for grades 6-8

Graduate Student Instructor, Purdue University, West Lafayette, IN: 2007-2009

- Taught Literacy Across Content Areas and Freshman Writing courses in the College of Education and College of Liberal Arts and Sciences.
- Taught Summer High School Film Course for Purdue Summer Programming.

Educator Licenses

Administrator: Superintendent/Assistant Superintendent ● Administrator: Director ● Teacher: Instructional Technology

Other Interests

Spending time with family: my husband, Kristoff; our two children, Finny and Gus; and our dog, Gertrude

cooking, quilting, and knitting

running, kayaking, hiking, swimming, and exploring New England

Professional Engagement

Selected Publications

- Homan, E. C., Spanke, J., & Schoffner, M. (2019). "Intersections of teacher reflection and literacy instruction in the secondary ELA classroom." *Ubiquity*.
- Homan, E. C. (2015). Dissertation: *Digital Pedagogies and Teacher Networks: How Teachers' Professional Learning and Interpersonal Relationships Shape Classroom Digital Practices*. DeepBlue.
- Homan, E. C. (2014). "The Shifting Spaces of Teacher Relationships: Complementary Methods in Examinations of Teachers' Digital Practices." Journal of technology and teacher education.
- Homan, E. C. & Reed, D. (2014). "Learning From Digital Students and Teachers: Re-Imagining Writing Instruction and Assessment for the 21st Century." In Purdy, J. P. & McClure, R. *The New Digital Scholar*. Medford, NJ: Information Today.
- Ruggles, A. G., Homan, E. C., Parsons, C., Spooner, R. A., Uzogara, C. (2014). Textual Complexity: Supporting Student Readers. Urbana, IL: NCTE. (e-book)
- Homan, E. C. (2013). "The Networked English Teacher." CLAS Statement, 49 (2).
- Williams, J., Homan, E. C., and Swofford, S. (2011). Supporting Students in a Time of Core Standards: Grades 3-5. Urbana, IL: NCTE.

Selected Conference and Professional Presentations

- Speaker, American Educational Research Association, San Francisco, CA, April 2020: "Seeking Social Justice: Teacher Leadership for Equity, Inclusion, and Advocacy."
- Invited Panelist, LearnLaunch Across Boundaries Conference, Boston, MA, February 2020: "Data, Dashboards, and the Whole Child."
- Invited Speaker, Panorama Education Seminar Series, Boston, MA, March 2018: "Teacher Networks and Professional Learning: How Teacher Social Networks foster Knowledge Sharing and the Spread of Innovative Practice."
- Invited Panelist, LearnLaunch Across Boundaries Conference, Boston, MA, February 2018: "How Does the Role of the Educator Change in the Digital Classroom?"
- Invited Speaker, Massachusetts Government Finance Officers Association, Marlborough, MA, May 2017: "Google Applications for Municipalities."
- Invited Speaker, Brandeis University Elementary Education: "Digital Learning in the Elementary School." April 2017 & 2018, Brandeis University, Waltham, MA.
- Speaker, Masscue Annual Conference, Foxborough, MA, October 2016: "Creating Teacher Networks: Building Capacity for Sharing Innovative Digital Practice."
- Speaker, New England Council of Teachers of English, October 2015: "Connecting, Constructing & Disrupting: Revising ELA Pedagogy for Digital Literacy Instruction, Social Problem-solving and Literacy Across the Curriculum."
- National Council of Teachers of English, Washington DC, November 2014: "Integrated and Innovative: Five Stories of Technology-Rich Instructional Partnerships."
- National Council of Teachers of English, Chicago, November 2011: "Teachers Speaking Up and Out: A Case Study of One Teacher's Online Activism"
- National Council of Teachers of English, Philadelphia, Pennsylvania, Nov. 2009: "The Power of Students Who *Speak*: Two Young Adult Novels in the Project-Based High School Literature Classroom"

Professional Memberships

- American Educational Research Association (AERA)
- Massachusetts Association of School Superintendents (MASS)
- Association for Supervision and Curriculum Development (ASCD)

Full Name	License Number	Category	Field	Level	Status	Type	Effective Date
Homan, Elizabeth	492802	Academic: Administrator	Superintendent/Assistant Superintendent	All Levels	Licensed	Provisional	06/07/2017
Homan, Elizabeth	492802	Academic: Administrator	Supervisor/Director - Non-Core	Level depends on prereq license	Licensed	Initial	07/28/2017
Homan, Elizabeth	492802	Academic: Teacher	Instructional Technology	All Levels	Licensed	Provisional	08/29/2016

The University of Michigan

to all who may read these letters, Greetings:

Hereby it is certified that upon recommendation of

The Horace H. Rackham School of Graduate Studies

The Regents of The University of Michigan have conferred upon

Elizabeth Carol Homan

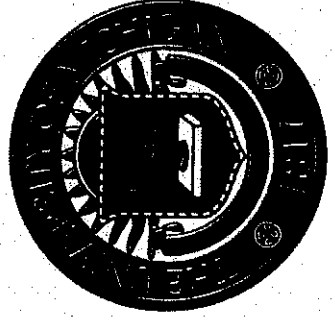
in recognition of the satisfactory fulfillment of the prescribed requirements
the degree of

Doctor of Philosophy
(English and Education)

with all the rights, privileges, and honors thereto pertaining here and elsewhere.

Dated at Ann Arbor, Michigan, this fourteenth day of December, two thousand and fourteen.

Mark E. Skidmore
President



Sally J. Churchill
Vice-President and Secretary



Waltham Public Schools

Brian K. Reagan, Ed.D.
Superintendent of Schools

October 4, 2020

To Whom it May Concern:

I am pleased to write this letter of support for Dr. Elizabeth Homan, an applicant for the position of Superintendent of the Arlington Public Schools. While I have worked with Dr. Homan for a relatively short period of time, that time has been spent collaborating through an unprecedented period in public education. My tenure as superintendent in Waltham began officially this July, but my work with Dr. Homan actually began several months prior as I was transitioning to my new role. Dr. Homan was leading all of Waltham Public Schools' efforts related to the pandemic when we first connected and I was able to witness her skills first hand well ahead of my official start date. What I witnessed during those transition months has carried forward and I have quickly come to rely on Dr. Homan as a critical collaborator and thought partner. She is an invaluable member of our leadership team for a variety of reasons. I will use this letter to highlight a few specific areas where Dr. Homan excels that I think relate to the superintendency.

Dr. Homan is highly skilled at mining, organizing, and using data to inform decisions and improve practice. Her confidence with technology serves her well in her current role and will certainly serve her well as a superintendent. Education is a data-driven business. Whether it be exit ticket data collected after a professional development experience, student attendance or engagement data, or data to support adjustments to curriculum and instruction, Dr. Homan consistently seeks information to ensure that her efforts are moving her towards the established goal. Dr. Homan also has the ability to present data in a manner that lowers anxiety among users. She is pragmatic and patient in this respect and knows how far she can push people outside of their comfort zones. In short, her passion for and understanding of data has played a significant role in Waltham's efforts to become a more equity-driven organization.

Dr. Homan is an exceptional instructional leader. During the last several months, I have benefited from many conversations with her about teaching and learning. She is both insightful and reflective on these critical topics. In her current role, Dr. Homan's strengths as an instructional leader have helped her to be an effective coach and evaluator to principals, curriculum directors, instructional coaches and teachers. She has a strong sense of what constitutes quality teaching and how teachers can maximize their instructional efforts to reach students across the learning spectrum. These skills are not always evident in superintendents, but they are critical if a district seeks coherence and excellence in teaching across grade levels and buildings. Her passion for teaching and learning can also be seen in the quality of professional development that she both organizes and facilitates. This year, the pandemic allowed districts across the Commonwealth to engage with staff for 10 days of professional development and training to start the year. Using feedback she received during the reopening planning process, Dr. Homan collaborated with colleagues to design and execute an incredible array of professional learning experiences for staff. These experiences were organized each day by topic and included health and safety, social

emotional learning, equity and access, and instructional strategies in a remote classroom. Exit ticket data collected during the two week period showed that a high percentage of participants felt that the activities were valuable and relevant to their work. This is just one example of how Dr. Homan has changed the narrative relative to professional learning and professional culture in Waltham.

Dr. Homan views all of her work through an equity lens. I have met and worked with many school leaders who speak of equity, but very few who truly weave it into the fabric of their daily work. Regardless of the initiative she is helping to implement or the dilemma she is helping to resolve, Dr. Homan always considers the impact on all students first and foremost. Waltham is a city that is becoming more diverse every year and with this diversity comes a dichotomy of strengths and challenges. Dr. Homan is clear in her convictions that all students have a right to the scaffolding they need to find success in school and after graduation. I have seen this conviction play out time and again in one-on-one conversations, leadership team meeting discussions, and through her actions. As the leader of our efforts to plan for our reopening this fall, Dr. Homan helped our 85-member reopening advisory committee see through the same equity lens that is at the heart of the purpose and vision of our district. Even when achieving equity seems to present an insurmountable challenge, Dr. Homan always seems to have the words to pull the focus of those around her back to the students and families we are committed to serving. Whether seeking solutions to curb high drop-out rates, looking to increase engagement among our remote students, ensuring that our curriculum reflects the diversity of our student body, or improving hiring practices so that the diversity of our staff matches that of our students, equity is always at the heart of Dr. Homan's efforts. She is not afraid to engage someone in a difficult conversation. I have experienced this myself on multiple occasions and I am grateful for these interactions.

Above all else, Dr. Homan is a good person who truly cares for the people she works with and the students and families she serves. In all honesty, I write this letter with mixed emotions. While I am confident that she is poised and ready to be a very successful superintendent, if she were to leave Waltham, I would lose a critical member of my leadership team. There is no question that the Waltham Public Schools are in a better place today than they were prior to Dr. Homan's arrival. She will undoubtedly have a similar impact on the Arlington Public Schools should she be selected as the district's next superintendent. I would be more than happy to hold a phone conversation with you to discuss Dr. Homan's candidacy further. I can be reached at 781-600-1083.

Regards,

A handwritten signature in black ink, reading "Brian K. Reagan". The signature is fluid and cursive, with the first name "Brian" being more prominent than the last name "Reagan".

Brian K. Reagan, Ed.D.
Superintendent of Schools
Waltham Public Schools



RECOMMENDATION FOR
DR. ELIZABETH C. HOMAN

I am honored to have the opportunity to write a letter of recommendation for Dr. Elizabeth Homan. I have worked closely with her since her arrival in Waltham in 2015. Most recently, during school year 2019-20, while I was her direct supervisor in my year as Interim Superintendent, I entrusted her with leadership of curriculum and instruction, teaching and learning, and professional development, because I know that whatever the outcome arrived at, it would be grounded in her innate integrity. In that time, I have observed her work on literally a daily basis. To say that she has impressed me at every turn is an understatement.

Given all of that, the real question is whether she has developed the skill set to be a Superintendent of Schools. After all, Dr. Homan:

- Has not followed a typical, traditional path toward a Superintendency;
- Is relatively new to the realm of administration;
- Has not served as a school principal or assistant principal;

So, why her and why now?

I have thought about these questions quite a bit over time and now, of course, quite recently and have reached some conclusions which lead me to my recommendation. Superintendents come to the position from many paths; many from a curriculum/instruction/teaching/learning background; others from a business/finance route; still others from an HR path; or Pupil Service/Special Education roles. So backgrounds can be very different, which begs the question; what characteristics do the successful ones all possess? To identify these for the committee and to measure Dr. Homan to these is what will be most helpful to you and the committee.

Successful Superintendents have many similar traits but there are five that are critical:

- A deeply embedded positive work ethic;
- Critical thinking/reflective, inclusive decision making;
- The capacity to blend the educational aspects, with sound operational functions of schools;
- Integrity, and;
- A clear understanding of the school community and the direction it is moving toward.

So now we turn to Liz Homan.

No one works harder than Dr. Homan. No one works more efficiently and effectively than she does. I have observed this day after day, week after week for the past ten months. Dr. Homan attacks her work with passion and commitment; she is here early; stays late; manages the nights. In short, Dr. Homan leads by example and has inspired those around her to do the same. Staff know they can expect her to support their efforts and help them grow. She walks the walk all the time.

Dr. Homan approaches every issue and applies refined critical thinking skills that exhibit reflection and inclusion as her primary building blocks. She is committed to a process that is inclusive of



Waltham Public Schools

George Frost, Human Resources Administrator
georgefrost@walthampublicschools.org

many people and strives to hear diverse perspectives. Because of this, Dr. Homan reaches a point where thoughtful decisions are made. She then supports the execution of action; and yet, is always willing to discuss, reflect and if needed, re-alter the course of action. While every decision makes some happy and others not so, it is hard to question the thorough process that led to the decision.

Dr. Homan's actions are always derived from her grounded sense of integrity. Every aspect of her work emanates from "what is the best course to follow for our kids" or if personnel "for the person" or in district matters "for the schools." I have never once seen her take an action based on "for me." She has always maintained my trust.

Dr. Homan's background is rooted in the curriculum/instruction and teaching/learning side of a school district; and yet she has grown by leaps and bounds in the operations arena. She has brought her skills to budget development, personnel and contract management, as well as the "down and dirty" side of transportation, food service and building maintenance. She has met the challenges of operational management in the realm of COVID-19 and reopening a 6,000 student/1,000 staff school district in an exceptional manner while engineering a high quality educational program for students.

Dr. Homan came to Waltham in 2015. In her brief five year tenure, she has come to really "know", what is a very complex community. She developed a keen understanding of what the community wanted and needed from the Waltham Public Schools. Because she did this, she gained respect from all corners; staff, parents, other administrators, public officials, our students and the community at large. Arlington can expect the same and Dr. Homan will deliver.

In closing, Dr. Homan represents the future of public education. She knows how to use data in decision making. She knows good teaching and even better, knows how to develop it in staff. She knows what real learning looks like and can articulate practice to support it. With that, Liz also has developed and honed strong management skills. In short, Dr. Homan is the best of several worlds. She will serve Arlington very well!

I recommend Dr. Elizabeth Homan to you without reservation and with great enthusiasm.

George B. Frost
Human Resources Administrator
Waltham Public Schools



**HARVARD
GRADUATE SCHOOL OF EDUCATION**

Arlington Public Schools Superintendent Screening Committee,

It is an honor to write this letter to support Dr. Elizabeth Homan's application for Superintendent of Schools for Arlington, MA. I first met Dr. Homan in the spring of 2015 when I recruited her to a leadership role in the Waltham Public Schools where I was appointed as Superintendent. Fortunately for the Waltham Public Schools, she accepted the offer to serve as Executive Director of Education Technology Integration and then as Assistant Superintendent of Curriculum and Instruction. I supervised and evaluated Dr. Homan in both of these roles and can state with great confidence that she consistently demonstrates exemplary leadership and will excel in the role of Superintendent. I've since moved on to a new role as the Faculty Director of the Ed.L.D. program at HGSE, but I share my reflections and observations of Dr. Homan's work below.

The first thing you need to know about Dr. Homan's leadership is that she is doggedly committed to delivering on a promise of excellence and equity. Through her leadership, Waltham Public Schools made significant progress in this area. For example, under her leadership Waltham Public Schools experienced a rapid expansion of technology tools, mobile devices, and software that supports collaboration and data-informed practice and those investments were welcomed and well utilized by faculty. This was a game-changer in so many ways for Waltham, most especially as the district responded to the inequities surfaced by COVID-19. Dr. Homan led this work and it was her leadership that positioned Waltham to deliver on a promise to the community. In addition, Dr. Homan led the administration of community-wide surveys that focused on the experiences of students, families and educators and facilitated a pivot and focus on the development of the whole child. These tools provided school and district administrators opportunities to make nimble leadership moves that responded to the voices of the community.

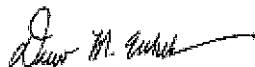
You can likely ascertain from her application materials that Dr. Homan is a skilled instructional leader. She also has strong operational leadership skills. For example, during my tenure she was actively involved in the creation of department and districtwide budgets, she presented to School Committee budget/finance subcommittee and to the entire committee in general meetings, supported strategy and negotiations with various bargaining units during CBA negotiations, informed the development of school and district schedules that prioritized time on learning and teacher collaboration, and ensured evaluation systems for bold, innovative initiatives. Dr. Homan presented to School Committee, City Council, interfaced with the Mayor and was a major driver of the City's School Building Committee. Most importantly, Dr. Homan led the city-wide committee that guided the district's actions during COVID-19. The district's

communication and written plans submitted to the community in multiple languages was exemplary. I've shared Waltham's materials with area Superintendents who seek models for their own districts. The way this crisis has been managed in Waltham is a testament to Dr. Homan's exemplary operational skill and communication.

Finally, Dr. Homan understands that a town's school system belongs to the citizens of the town. Dr. Homan has an inclusive and collaborative leadership style. She listens and partners with others well. She has an unwavering set of core values that focus on excellence and equity and she takes the time to hear different perspectives, examines her own blind spots, and pushes an agenda that is consistent with her values and consistent with the agreements she has made through two-way dialogue with the community. All too often, education reforms are top-down approaches in which a single leader is pushing an initiative on a school or a community. This is not Dr. Homan's leadership style. Dr. Homan builds from strength. She communicates. She creates space for inclusive decision-making. She develops community. She exudes the type of leadership any community, who wants a strong and dynamic school system, should welcome.

Dr. Elizabeth Homan is an extraordinary system-level leader. She is ready for the demands of the Superintendent role and I believe, with great confidence, that, if selected to serve she will lead Arlington with great pride while moving the system toward a set of collective goals the community envisions for its school system.

Sincerely,

A handwritten signature in dark ink, appearing to read "Drew M. Echelson", with a long, sweeping horizontal line extending to the right.

Drew Echelson, Ed.D.
Faculty Director, Doctor of Education Leadership (Ed.L.D.)

September 24, 2020

Dear Arlington Public Schools Superintendent Selection Committee,

Dr. Elizabeth Homan is an exceptional candidate for the Arlington Public Schools superintendency. Liz is a dedicated and driven district leader who deeply believes in providing an equitable, excellent education for all students.

I was the principal of Whittemore Elementary in Waltham from 2015-2020, and when I started in the fall of 2015 Liz was the administrator of technology integration. I worked with her regularly in connection with digital literacy and library initiatives. She had a deep knowledge of the subject area, had a clear vision, and led her team to seamlessly implement that vision. As a principal, I was grateful for her regular, clear, and detailed communication and I always felt that she was available, responsive, and supportive. Her leadership helped the district to not only receive funding for more technology devices, but also to start an Integrated Literacy Block where library and digital literacy teachers partnered with teachers during the ELA block to integrate skills with ELA end-of-unit tasks. Liz's work led us to the high-quality digital literacy tasks and structures that we now use on a daily basis, having 1-to-1 chromebooks in fifth grade, and having a full-time digital literacy teacher to support our continued development with technology. I can't speak highly enough about the work that Liz did for the district in her time as the administrator of technology integration. It directly impacted my school's success.

In the summer of 2018, Liz became the assistant superintendent, and in that role she has continued to have a clear vision for what needs to happen in order to ensure that the district provides an excellent, equitable education for all students and she works tirelessly to enact that vision. Liz designs thoughtful and regular professional development for principals and administrators that is targeted, embedded, and tailored to district needs. Liz has also implemented high quality equity and diversity professional development at the building level, which has been a critical step for faculty district-wide, and she created a teacher leader structure that included clear teacher leader roles with stipends, connected professional development with other lead teachers from other schools, and an opportunity for school principals to leverage lead teachers at the building level in support of school-level work. Liz's work to build meaningful systems and structures with the goal to positively impact students is evident throughout her tenure as Waltham's assistant superintendent.

In my time as the principal at Whittemore, Whittemore's achievement and performance increased significantly. In 2015, the school had a Level 3 accountability rating, and in 2018 the school was rated "Meeting Expectations," exceeding all targets for achievement with all subgroups. Some of the critical factors that helped the school grow and make strong gains in a short amount of time are a direct result of Liz's leadership. It takes a school-level team to move a school, but it also takes dedicated and driven district-level leaders who are knowledgeable, skilled, supportive, and accessible. When I worked with Liz as a school principal, I knew that if I needed anything I could call or email her and I would hear back from her in a matter of hours, if not minutes. She listened to the needs in my building and offered suggestions and advice that helped me do my job better and that helped my school continue to improve.

My school was permanently and positively impacted by Liz's work, and I have no doubt that she

would be an asset to the Arlington community as Superintendent. If you have any questions, please do not hesitate to contact me. You may reach me via email at emmaherzog@gse.harvard.edu or on my cell at 734-476-0442.

Sincerely,

Emma Herzog
Doctoral Candidate, Education Leadership
Harvard University Graduate School of Education

Previously:
Whittemore Elementary School Principal 2015-2020
Waltham Public Schools, Waltham, MA

Elizabeth C. Homan, Ph.D.
Personal Statement, Arlington Public Schools Superintendent Application

I write to humbly communicate my interest in becoming the next Superintendent of Arlington Public Schools. There is no question that the Arlington Public Schools operate from a position of strength in a community that values and supports the education of its children. In this statement I will share the core values and examples of my leadership work which I believe make me a strong fit, in collaboration with the Arlington community, to deliver on a promise of excellence and equity for Arlington's children.

I will begin by sharing some of my background: I currently serve as the Assistant Superintendent of Schools for Curriculum and Instruction in Waltham, where I lead all aspects of strategic planning and decision-making for curriculum, instruction, assessment, evaluation, and professional learning in a diverse K-12 school system. My teaching experience is in English and Literacy Education, and my first teaching job was as a middle and high school ELA teacher in a rural school district in Indiana with a significant population of students from Central America.

These experiences, coupled with the challenges of leading through dual pandemics of COVID-19 and systemic racial oppression, have reinforced a set of unwavering core values which guide my leadership practice:

- the importance of inclusive decision-making,
- the imperative that leaders take brave actions to ensure equity for all students, and
- the impact of deep and sustained collaborative connection with community and families.

It is important that systems-level leaders have strong congruence between their values and their practice. Here, I share three examples of my leadership that demonstrate a commitment to equity and excellence and align to the important values I live out in my practice:

1. Identification, Pilot, Recommendation, and Implementation of High Quality, Culturally Responsive K-12 ELA curriculum;
2. Expansion of Teacher Leadership and Implementation of a Comprehensive Professional Learning System; and
3. The Inclusive and Strategic Reopening of Waltham Schools in Fall 2020.

For each example, I align tasks with the four standards from the Massachusetts Superintendent Rubric: Standard I, Instructional Leadership; Standard II, Management and Operations; Standard III, Family and Community Engagement; and Standard IV, Professional Culture.

Elizabeth C. Homan, Ph.D.
Personal Statement, Arlington Public Schools Superintendent Application

Example 1: Identification, Pilot, Recommendation, and Implementation of High Quality, Culturally Responsive K-12 ELA curriculum

From 2016-2020, I worked with educators and the Waltham community to arrive at a K-12 standards-aligned core curriculum for ELA and literacy that includes the perspectives of people of color and provides educators with a common scope and sequence, while also giving teachers the flexibility to design and implement lessons that are inquiry- and competency-based and are highly responsive to the needs of students. This curriculum alignment work has had significant positive impacts on student outcomes and closed achievement and opportunity gaps for our students.

Arriving at a standards-aligned K-12 culturally responsive curriculum has involved:

- Convening educators K-12 across 10 schools to:
 - analyze and develop high-quality curriculum review rubrics,
 - identify and analyze curriculum resources for consideration and discussion, and
 - assess curricula and pilot experiences using shared rubrics and protocols (Standards I and IV);
- Budgeting for both pilot materials and implementation materials in partnership with the School Committee and School Business Office over multiple budget years (Standard II);
- Collaborating with Special Education staff and administrators and English Learner staff and administrators to ensure access to both core curricula and needed services K-12 (Standards I and IV);
- Presenting to school committee on multiple occasions to propose adjustments, request allocation of funds, and respond to community questions (Standard III);
- Allocating resources and time for professional development focused on anti-racist practice and the role of diverse texts by authors of color in the curriculum (Standard II);
- Navigating conflict in moments of disagreement and discord over which resources and texts would be the “best fit” for our students and community (Standard IV).

The impact of this work has been continuous improvement and the closing of achievement gaps in ELA/Literacy across grade levels for the past several years. In a 2019 Press Release and presentation to School Committee, I outlined significant improvements for students on IEPs and English learners across our elementary schools in ELA, including matching the state in ELA outcomes in Grades K-8 for the first time since 2011. Much of this success is attributable to our collective focus on the student experience and ensuring curriculum provides both *mirrors* for all students to see themselves, and *windows* for students to build empathy and community. Aligned with these academic successes, our schools saw considerable improvements in school climate, student social-emotional wellness, and student engagement.

Example 2: Expansion of Teacher Leadership and Implementation of a Comprehensive Professional Learning System

In Fall 2018, I had the opportunity to apply for and implement a \$300,000 grant project thanks to the generosity of the Nellie Mae Education Foundation. The project's goal was to focus on Teacher Leadership and Professional Learning efforts, a priority area tied to teacher retention from our District Accelerated Improvement Plan and in response to findings in a 2018 DESE District Comprehensive Review.

This grant funded the creation and implementation of the Waltham Leading and Learning for Equity Network, a coalition of over 50 teachers and administrators led by myself and Dr. Jill Harrison Berg, an expert and scholar in teacher leadership and systems change for equity. This group:

- Attended August Leadership Institute with principals and other administrators (Standards I and IV);
- Read several common summer reading texts focused on equity and culturally responsive teaching, effective leadership, and data-informed practice (Standard I);
- Conducted inquiry cycles in their schools and classrooms to understand educational equity in their local contexts (Standard 1);
- Researched effective adult learning strategies, systems, and models (Standard I);
- Proposed adjustments based on their research, including changes to budgets, staffing, facilities, assessments, and curriculum, designed to support educators in their efforts to teach in ways that support equitable outcomes (Standards II and III); and
- Piloted new approaches to teacher-led, choice-based professional learning focused on equity and informed by data and student outcomes (Standards I and IV).

Ultimately, this group achieved its core mission, which was to draft, collect feedback on, revise, and publish a comprehensive Professional Learning System and revised Lead Teacher Job Description for the Waltham Public Schools (Standard I).

The results of this work are already being felt in our school system; teacher efficacy has significantly improved, as reported on annual teacher surveys, and teacher involvement in decision-making and school-based leadership is increasing equitably across the school system. The 2020-21 school year is the first year of implementation of our new Professional Learning system, and so far we have welcomed 35 new Lead Teachers to our leadership institutes and created a Professional Development Committee, who worked with me to plan our First Ten Days of professional learning in preparation for reopening.

Example 3: The Inclusive and Strategic Reopening of Waltham Schools in Fall 2020

In May, as we looked forward to onboarding a new Superintendent, our school system also faced the monumental task of designing our reopening strategy for our schools. With the support of our former Interim Superintendent and incoming Superintendent, I spearheaded the leadership of our Fall Reopening Advisory Council. We began this work early, and took it seriously from the outset, holding family forums in 5 languages at least once every two weeks throughout the spring and summer to update the community on our planning and progress.

Our 85-person committee included administrators, teachers, union leaders, parents, community leaders, school committee members, and staff members, including many people of color and bilingual members of our community. The Council was made up of 12 subcommittees, focused on everything from food and facilities to counseling and communications.

Such a large and inclusive committee may seem excessive on the surface, but it was the work of this diverse team that led to our successful and strategic reopening of schools on September 16th. This committee:

- Implemented and analyzed data from a community-wide survey on students', families', and teachers' closure experiences, immediate needs, and emotional wellness (Standards I and III);
- Met for 5-10 hrs/week starting in May 2020 to review state guidance, discuss possible implementation challenges, and provide feedback to other subcommittees (Standard IV);
- Devised a communications strategy that clearly articulated an inclusive, streamlined, multilingual approach to communication of critical updates for families (Standard III);
- Modeled and collected feedback on remote and hybrid options, including instructional approaches, technical challenges, and model schedules (Standards II and III);
- Created protocols and procedures for health offices, PPE, meal service, cleaning and sanitization, and transportation (Standard II); and
- Created guides, tools, and expectations for remote and hybrid learning for families, students, and teachers (Standards I and III).

This list certainly is not exhaustive of the work that led to our Comprehensive Reopening Plan and Reopening Information Hub for families. The work of this committed team is reflective of what we can accomplish as organizations when we come together around common values, goals, and in this instance, extreme challenges. Such work requires leaders who can embrace complexity and discomfort, can coordinate and link the work of multiple departments and committees, and can synthesize the needs of many to arrive at plans that are at once equitable, flexible, and able to be implemented by all stakeholders.

Elizabeth C. Homan, Ph.D.
Personal Statement, Arlington Public Schools Superintendent Application

Lessons for Leadership of the Arlington Public Schools

Each of the above examples requires a visible and communicative leader; one who values and practices:

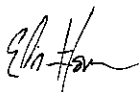
- inclusive decision-making,
- brave actions to ensure equity for all students, and
- deep and sustained collaborative connection with community and families.

It is the superintendent's unique responsibility to understand how the schools reflect and shape the future of a community, and to invite those voices into productive discussions and decisive actions. In our communications, planning, protocols, budgeting, hiring, and all aspects of our operations as an organization, district leaders must always remember how *human* an endeavor education is, and keep connection with one another at the center of our work. Throughout my career, connection with communities and individuals, particularly those who may be able to offer me a new perspective or alternative interpretation, has been a central pillar of my approach.

This approach extends to my personal life; my husband and I moved to the Boston area in 2014 to find our "forever home." Since then, we have welcomed our two children into our lives and embedded ourselves in the communities where we work and live. We are avid runners, we enjoy kayaking and exploring New England, and when I can steal a few extra moments, I love to knit, quilt, and read young adult novels (a holdover from my years as a middle school English teacher).

I am applying to Arlington because I am dedicated to working in a diverse community with a deep commitment to and investment in innovative, inclusive, and anti-racist education. I am seeking the opportunity to build, in partnership with the community, innovative visions and strategic plans that ensure all students have access to rigorous and highly engaging classrooms. Arlington's schools contain students who bring a wealth of cultural, language, and academic assets to their classroom experiences. If I have the opportunity to serve as the next educational leader for Arlington Public Schools, it would be my mission to support the system's capacity to provide an excellent and equitable educational experience to each of Arlington's talented students.

Respectfully Yours,



Dr. Elizabeth C. Homan, PhD
Assistant Superintendent, Waltham Public Schools

Dr. Victoria Greer brings a background in special education, curriculum and instruction to her roles in a progressively more responsible path to the superintendency. She arrived in Massachusetts after a lengthy career as a teacher, coordinator and director of instruction for the Metropolitan Nashville Public Schools, following which she was recruited to serve as Assistant Superintendent in Cambridge. There she was recognized for her achievements in strengthening parent and family engagement, improving the integration of students in special education, expanding minority student opportunities in advanced placement coursework, and expanded summer learning. Strongly encouraged to pursue the superintendency by Cambridge Superintendent Jeff Young, she was hired as the leader of the Sharon Public Schools in 2017 where she remained until this year. In Sharon, she worked successfully with the town manager, finance committee, and parents. Her work earned the strong support of Karla Baehr, former Deputy Commissioner of the MA Department of Elementary and Secondary Education Department, and the two school committee chairs with whom she collaborated in Sharon during most of her work. Dr. Greer earned her undergraduate and graduate credentials at Tennessee State University and a doctorate from Capella University. She currently resides in Cambridge.

Dr. Elizabeth Homan is now in her third year as Assistant Superintendent of the Waltham Public Schools having been the Administrator for EdTech Integration for three years prior to 2018. An Illinois native, she began her career as a middle and high school English Language Arts teacher and High School Speech Team Coach in Indiana before moving to the University of Michigan for a Ph.D. in English and Education. Her first post in Massachusetts was as a digital learning specialist in the Boston Public Schools. She was recruited to Waltham by former superintendent Drew Echelson and now oversees curriculum and instruction for the school district. She has focused on designing and leading professional learning, data informed leadership, anti-racist strategies, and collaboration with parents and teachers. She designed the equity, racial and cultural bias, and culturally responsive curriculum for the district. Among her primary achievements was the work to align curriculum and establish professional development to narrow the achievement gap through collaboration and improve outcomes for all students. She was actively involved in leading the district efforts to address COVID and to incorporate student wellness and academic progress during this challenging time. She currently resides in Newton.



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair