Arlington School Committee
School Committee Regular Meeting
Thursday, May 9, 2019
6:30 PM

Arlington High School
School Committee Room
869 Massachusetts Avenue, 6th Floor
Arlington, MA

Present: Chair Len Kardon (7:20), Secretary Paul Schlichtman, Jeff Thielman (6:45), Jennifer Susse, Kirsi Allison-Ampe MD, and Bill Hayner.

Roderick MacNeal, Jr., Assistant Superintendent, Michael Mason, Chief Financial Officer, Rob Spiegel, Human Resource Director (7:05), Alison Elmer, Director of Special Education Karen Fitzgerald, Administrative Assistant, and Marion Nolan, AEA representative, and Victor C AHS student representative.

Absent: Superintendent Kathleen Bodie, Ed.D. Vice Chair Jane Morgan

Mr. Thielman, Ms. Elmer, and Ms. Nolan entered the meeting 6:45p.m.
Mr. Spiegel entered the meeting at 7:05 p.m.
Mr. Kardon entered the meeting at 7:20 p.m.

Open meeting
Mr. Schlichtman opened the meeting with the Peirce school artwork.

Public comment
None

Resolution
Mr. Schlichtman would like to present a revision of the Somerville School Committee member's resolution pertaining to the controversial essay question on the 2019 Grade 10 English Language Arts MCAS which was labeled as racially troubling. The state has discarded the test question from scoring but the test itself remains a graduation requirement. Mr. Schlichtman presented the rewritten resolution as follows:

RESOLUTION TO HOLD HARMLESS 2019 10th GRADE MCAS DUE TO RACIALLY TROUBLING QUESTION

WHEREAS the graduation requirement makes the tenth grade MCAS exam one of the highest stakes exams most Massachusetts students take; and
WHEREAS teachers, families, and schools all invest time and resources to give students the best

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possible chance at success on the exam; and

WHEREAS the 10th Grade MCAS English Language Arts (ELA) MCAS prompted students to write an essay question from the perspective of an openly racist character who betrays slaves trying to escape in the novel, The Underground Railroad by Colson Whitehead; and

WHEREAS, the Massachusetts Teachers Association, the Boston Teachers Union, the American Federation of Teachers Massachusetts, the Massachusetts Education Justice Alliance and the New England Area Conference of the NAACP issued a joint statement calling on the Department of Elementary and Secondary Education (DESE) to not score tests containing the question; and

WHEREAS, DESE quickly moved to void the scores on that question, and

WHEREAS, research shows that exposure to negative stereotypes and traumatic experiences can have a negative impact on student performance; and

WHEREAS, the impact of the racially troubling question on performance on a diverse student population as they continued to take the tenth grade ELA MCAS cannot be quantified; and

WHEREAS, the reliability and validity of the scoring under these circumstances is compromised; and

WHEREAS, students should not be compelled to retest, in this context, for the purpose of obtaining a valid passing score;

NOW, THEREFORE, be it RESOLVED:

The Arlington School Committee calls on DESE to exempt students who took the spring 2019 10th Grade ELA MCAS with the rejected question from the graduation exam requirement in English Language Arts; and that a copy of this resolution be delivered to the Commissioner of Education, the Board of Elementary and Secondary Education, the Governor, the Arlington legislative delegation, the Massachusetts Association of School Committees, and otherwise widely distributed.

VOTED: 5-0
DATE: May 9, 2019
BY THE: Arlington School Committee

Mr. Hayner moved to adopt the RESOLUTION TO HOLD HARMLESS 2019 10th GRADE MCAS DUE TO RACIALLY TROUBLING QUESTION, seconded by Dr. Allison-Ampe.
Voted: 5-0

Mr. Schlichtman said the second resolution involves teacher licensure, The Massachusetts Tests for Educator Licensure (MTEL), and efforts to recruit diverse educators in Massachusetts. The resolution would be presented at their MASC annual Delegate Assembly on Friday, November 8, 2019. This was discussed at the Board of Elementary and Secondary Education's Accountability and Assistance Advisory Council meeting in March of the barriers for recruiting and retaining educators of color. Members stated the licensure process is a deterrent and we have an evaluation system, which lets us say goodbye to unfit teachers after the first ninety day. Mr. Thielman asked Dr. MacNeal if the administration thought about eliminating MTELL and he said through his doctoral work this did come up as a barrier of color and cultural bias to offer it. The following resolution reads:

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RESOLUTION PERTAINING TO EDUCATOR DIVERSITY AND PROFESSIONAL
LICENSURE for submission to the MASC Delegate Assembly

WHEREAS current research clearly demonstrates that public school students benefit from a
diverse teaching staff; and
WHEREAS Massachusetts districts are challenged to attract a diverse teaching staff; and
WHEREAS attracting diverse candidates often involves recruiting candidates from outside
Massachusetts; and
WHEREAS Massachusetts licensure requirements, including the Massachusetts Tests for
Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to
relocate to take a teaching position; and
WHEREAS test administration is conducted in centers that are often inaccessible without a car;
and
WHEREAS the cost of testing can be a barrier to potential applicants; and
WHEREAS there is no evidence the MTEL is a reliable or valid measure of successful practice
as an educator; and
WHEREAS school districts are capable of selecting qualified candidates for teaching positions,
as well as supervising, evaluating, and deciding on whether to retain the services of probationary
candidates; and
WHEREAS the Board of Elementary and Secondary Education governs educator licensure in
Massachusetts; and
WHEREAS practicing educators and school committee members are prohibited from serving on
the Board of Elementary and Secondary Education; and
WHEREAS the teaching profession is the only profession or trade in Massachusetts where the
holders of a license are prohibited from serving on its governing board; and
THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees
calls for the elimination of the MTEL as a licensing requirement for educators; and
BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls
for the governance and licensure of professional educators to be vested in a board comprised of
licensed educators.

RATIONALE: The licensure of Massachusetts educators is governed by the Board of
Elementary and Secondary Education. The oversight of licensure by non-educators has resulted
in a complex, difficult licensure system that discourages qualified candidates from applying for
licensure and employment in Massachusetts. Recruiting a diverse, qualified cohort of new
educators will be enhanced if the barriers presented by MTEL are removed, and if licensure
regulations and standards are placed in the hands of a committee of educators.

**Mr. Hayner moved to present the resolution pertaining to Educator Diversity and
Professional Licensure to the MASC Delegate Assembly, seconded by Ms. Susse.
Voted: 5-0**

Mr. Schlichtman will send the resolution to MASC and place it on MASC list serve and if five
School Committee's endorse this resolution it will automatically go to MASC Delegate
Assembly, in November.

<u>Science New Standards Curriculum Update</u>
Mr. Weathers provided the SOTSD, State of the Science Department, presentation and the accomplishments of the science department. The Common Assessments are under development now for the elementary schools. Meetings with the FOSS specialists to introduce and interpret the Scientific Practices, and to plan and draft versions of Common Assessments. Advocate for increased time in the day for Science activities/instruction in the Elementary day. The middle school iScience was discussed and Project-Bases Learning Activities were too. The high school level continues to discuss and plan for a new high school and PBL with many groups such as Concord Consortium, Harvard Smithsonian CFA, MIT, and Office of Naval Research.

The committee members inquired how the classes are using the FOSS kits and

Mr. Kardon said per our policy IGD, CURRICULUM ADOPTION, the School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

Mr. Schlichtman moved to accept the report of the Science Curriculum, seconded by Ms. Susse.
Voted: 6-0

<u>Technology Plan</u>
Dr. MacNeal introduced Mr. David Good, Chief Technology Officer and Ms. Susan Bisson, Director of Technology Learning and they spoke about the following plan.

Strategic Digital Literacy and Technology Plan for 2018-2021.

The major goal of the plan is to provide infrastructure that will allow APS to meet the state standards presented in the 2016 Massachusetts Digital Literacy and Computer Science Curriculum Frameworks. (DLCS).
Arlington Public Schools
Strategic Digital Literacy and Technology Plan 2018 - 2021

The major goal of the new technology plan is to provide the infrastructure that will allow us to meet the state standards presented in the 2016 Massachusetts Digital Literacy and Computer Science Curriculum Framework (DLCS). The vision of the standards is to:

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...engage students in digital literacy and computer science skills and concepts through the integration of practices, while making connections to what they know and the world they live in. The goal of the Guiding Principles is to help educators create relevant, rigorous, and coherent DLCS programs that support student engagement, curiosity, computational thinking, and excitement for learning over time.

Another action step to support the plan is to implement a K-12 Digital Citizenship curriculum that will be aligned by the 2016 DLCS standards and the following 5 guiding principles:

Guiding Principle 1: Learning: Digital Literacy and Computer Science ideas should be explored in ways that stimulate curiosity, create enjoyment, and develop depth of understanding.

Guiding Principle 2: Teaching: An effective program is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence.

Guiding Principle 3: Equity: All students should have a high quality digital literacy and computer science program that prepares them for college and a career.

Guiding Principle 4: Literacy Across the Content Areas: An effective digital literacy and computer science program builds upon and develops students' literacy skills and knowledge.

Guiding Principle 5: Assessment: Assessment of student learning in digital literacy and computer science should take many forms to inform instruction and learning.

Context for the Technology Plan

Since the creation and implementation of our previous technology plan, there have been shifts in curriculum and assessment which were taken into consideration when creating the new plan. These considerations include:

- Arlington's adoption of G Suite for Education apps, including Google Classroom
- The MA Elementary and Secondary Education adoption of the revised and updated DLCS curriculum frameworks in 2016
- The evolution of Massachusetts Comprehensive Assessment System (MCAS) to an online platform for all grades who participate
- The integration of project-based learning (PBL) into content area instruction
- The goal to expand the Arlington Public Schools Digital Media Literacy (DML) courses at the middle and high school level
- The goal to expand personalized learning opportunities for students at all levels
- The expanded pilot of i-Ready, the online adaptive testing platform, as a common assessment for math and reading in grades 4 and 5

In addition to the aforementioned developments, district personnel created the Vision of Student as Learner and Global Citizen. This vision statement, which is listed below, serves as a beacon

for the type of skills students need to acquire as they matriculate and ultimately graduate from the Arlington Public School District. A well thought out strategic instructional technology plan is an integral component for preparing students to meet the characteristics stated in the vision statement.

Vision of Student as Learner

The Arlington Public Schools strives to build the capacity of each student to become lifelong learners and critical thinkers who are welcoming of a challenge, resilient, and exhibit a curiosity about learning. They will be able to participate in and contribute to the complex and ever-changing world in which they live.

These characteristics will be demonstrated by student's ability to:

- Work independently and collaboratively
- Observe, analyze and synthesize information from a variety of sources to enhance existing understandings and construct new knowledge
- Demonstrate perseverance by using repeated reasoning and inquiry participate in rigorous, focused discourse
- Develop and defend arguments based on evidence and respectfully consider different perspective
- Create and critique original work

Vision of Student as a Global Citizen

Students will strive to be empathic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society, as demonstrated by their ability to:

- Speak with and listen to others in a manner that is respectful of multiple perspectives
- Cultivate and maintain healthy and rewarding relationships with diverse individuals and groups
- Develop self-awareness and self-understanding
- Think critically and reflect upon choices and their impact on others
- Participate as a consumer of and contributor to the cultural and civic life of local and global communities

Highlighted Accomplishments from 2014-2018

This current technology plan seeks to build off the progress that was made over the past 4 years. Examples of such progress includes, but is not limited to:

Curriculum
- Increased the use of online tools and apps that students can use to support their learning: Examples include, Scratch, Reading A to Z, and BrainPOP
- Expanded course offerings in DML at the middle school level

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- Integrated technology to support Project Based Learning (PBL)
- Expanded opportunities for Personalized Learning
- Expanded Makerspace programming at Arlington High School

Support, Professional Development, and Policies
- Hired a Director of Digital Learning
- Hired a lead Makerspace teacher and coordinator at Arlington High School
- Created a District-Wide Digital Literacy Team by the Director of Digital Learning
- Created after-school professional development opportunities for teachers and staff
- Developed a Bring Your Own Device (BYOD) policy for grades 6-12

Hardware

- Increased the number of student laptop and iPad carts at elementary, middle, and high school
- Redeployed older iPads to the K - 2 grades
- Implemented the Bring Your Own Device (BYOD) initiative at the middle and high school level
- Replaced older projectors with HDMI ceiling mounted projectors
- Increased the district's network bandwidth to accommodate the increased use of devices
- Replaced older teacher devices

2018-2021 Strategic Digital Literacy and Technology Plan by Year

Based upon data accumulated from 2014 – 2018, the current strategic plan is based on a 3 year cycle. This is to keep pace with the speed in which technology changes over time. This includes the life-cycle of current devices. Experience and research has informed our practice to consider the replenishment of devices within a three to four year time frame.

2018-2019 School Year

Curriculum

- Pilot Digital Citizenship curriculum in May/June
- Digital Learning teachers will pilot digital citizenship curriculum
- The creation of a seventh/eighth grade elective Digital Media and Literacy (DML) class at Ottoson Middle School

Support, Professional Development, and Policies

- Implemented a new protocol for assessing online tools currently in use and established a process for requesting and vetting new digital resources that maintain student data security
- Created a Digital Learning resources page at the Arlington Public Schools website
- Published the APS Digital Learning Resources list at the Digital Learning resources page

- Piloted an online Google-based platform that gives teachers and staff access to dynamic student assessment data at the elementary level
- Provided staff after-school professional development taught by the Digital Literacy Team
- Collected data from teachers and staff via an online survey to inform future decisions regarding functionality and purchase of devices

Munis Financials:

Decentralization of Invoice Entry.

Implementation of Employee Self Service Module

Vendor Consolidation Project

Hardware
- Elementary: Expanded the purchase of devices that provide each K-2 classroom teacher access to an iPad cart and each 3-5 teacher access to a Chromebook cart. Installed a new Chromebook cart and devices, projector, audio equipment, and ELMO document cameras in six new classrooms at Hardy School. Replaced older projectors with HDMI ceiling mounted projectors.

Middle School:

- Gibbs: Purchased Chromebook cart and devices, projector, audio equipment, and ELMO document cameras, installed ceiling mounted HDMI ready projectors, installed a state of the art building security system and voice-over IP communication that enhances the public address system
- Ottoson: Purchased additional Chromebook carts to put 2 carts in every grade cluster, redeployed an iPad cart for the art and music department. Replaced older projectors with ceiling-mounted HDMI projectors.

High School:
- High School: Replaced outdated computers in the: Music Technology Lab; Computer Science lab; the new Innovation Lab, which supports Computer Aided Drawing and Design (CADD), and Digital Photography Lab; purchased an iPad cart and chromebook cart for World Language Department; purchased 15 chromebooks for Social Studies Department; and upgraded the building security system. Replaced aging Citrix environment in the Learning Commons with 40 ChromeBoxes. Completed Phase 2 of teacher equipment upgrades by replacing older devices with 60 teacher Chromebooks and 20 MacBooks.

2019-2020 School Year

Curriculum
- Create and pilot a 5th grade standards-based digital literacy class
- Expand the Digital Citizenship pilot at all levels
- Explore and pilot emerging digital curriculum resources

Support, Professional Development, and Policies

- Reevaluate digital literacy professional development
- Use data from the after school PD sessions and surveys given during 2018 - 2019
- Align professional development with grade-level standards in the DLCS
- Distribute the updated Responsible Use Policy (RUP) to families, teachers, and students
- Create Staff District Wide Social Media Policy
- Hire two Library/Technology teachers

Hardware

District:
Continue replenishment program of student and teacher devices based upon the age of equipment, curriculum standards, format of instruction, funding, and learning objectives with the goal of remaining device agnostic.

Elementary:
Replenish 3-5 grade level student devices at the Bishop, Brackett, Dallin, and Hardy Schools; replenish teacher devices at Stratton. VOIP Telephony System Provision and Install new District/Town Phone System in the Peirce, Stratton, Bishop, AHS, Ottoson, and Dallin Schools.

High School:
Procure, Provision, and Install 1 Chromebook cart with Chromebooks and 1 Laptop cart with PC's to support the relocation of Science classrooms
Procure, Provision, and Install 1 Chromebook Cart and Chromebooks for Math Dept.
Assess and Replace aging Student Chromebooks as identified

2020-2021 School Year

Curriculum
- Full implementation of the K–12 Digital Citizenship curriculum
- Expand the 5th grade Digital Literacy class to additional grade(s)
- Explore and pilot emerging digital curriculum resources

Support, Professional Development, and Policies
- Plan and expand the Digital Citizenship pilot at all levels
- Evaluate and revise professional development as needed based on DLCS standards
- Review and revise policies related to digital literacy and technology use as needed

Hardware

District: Procure and install additional Internet Bandwidth for use District wide

Elementary:
- Replenish 3-5 grade level student devices at Peirce, Stratton, and Thompson Schools
- Replenish teacher devices at Brackett and Thompson

Middle: Replenish teacher devices at Ottoson

High School: Participate in the Detailed Design Phase of the AHS Building Project

Projected Plans for:

2021-2022 School Year

Support, Professional Development, and Policies
Full implementation of digital citizenship curriculum K–12
Evaluate and revise professional development as needed based on the DLCS standards

Hardware

Elementary: Replenish teacher devices at Bishop, Hardy, Dallin, and Peirce

High School:
Procure, Provision and Install new technology infrastructure in Steam and Performing Arts wing
Procure, Provision, and Distribute Teacher and Student devices
Relocate IT Infrastructure from AHS to newly renovated DPW/IT Data Center and Network
Operations Center.

2022-2023 School Year

Curriculum
- Full implementation of digital citizenship curriculum K–12
- Evaluate and revise professional development as needed based on DLCS standards

Hardware

Elementary: Assess and procure Grades K-2 student devices

Gibbs School: Replenish all student devices

Middle School: Replenish 7th and 8th grade student devices

Mr. Good said he works for both town and school and oversees 20 people who take care of our network, support, training, and registration, as well as everything with wires. He said they have responded to over 7000 tickets and having spent time with school teachers to service lap tops, phones, printers, and security he said he uses this data to help his team decide what devices to upgrade, what applications to use and what the technology would look like in the future.   Ms. Bisson said she provides digital learning professional development district wide workshops one to two times a month for staff and works with them to on deciding the best application and devices for them to use. The online survey sent out to teachers asked what primary device they use and what applications meet their needs.

The committee members appreciated the technology plan and the update on the technology carts used at each schools for MCAS, and digital learning. Dr. MacNeal said the administration is

using them in the best and most efficient way possible and unfortunately we don't have enough money to provide each classroom with their own cart.

Surplus Space Report
Mr. Michael Mason provided the After School Program Financial and Enrollment Report dated May 8, 2019 to the full committee. This report was requested by the School Committee due to policy KFD, Surplus Space Policy for Extended Day Programs.

Mr. Mason said this report presents at a glance information for the After school programs that include prior year (SY2017-2018) and current year (SY2018-2019) revenue, salary expenditures and non-salary expenditures. In addition, the report presents the number of students enrolled and on waiting lists for both district and non-district sponsored After School Programs in surplus spaces in the current year (SY2018-2019) and the upcoming year (SY2019-2020).

This report is not the final report as this report does not include detailed information such as the director's salaries separated from the teacher's salaries, or itemized expenditures. Also, there are still some programs that have not submitted their data to complete the report. This is due to the inability to enforce non-district sponsored programs to provide data because the Surplus Space Policy was executed after the current contracts were executed. Currently, district administration is amending contract language to address the change in order to have non district sponsored programs provide the district the required information. An updated report will be provided to the committee once missing information is received.

Mr. Schlichtman thanked Mr. Mason for putting together the report and acknowledged that we are trying to enhance and attract parents to their programs and we are trying to solve problems for families to provide internal school programs. The private groups using our schools are under different regulations and we are currently adjusting the language in their contracts. Mr. Mason will get more information. The School Committee would like additional details included into the policy so a report of available classrooms, allocation of program expenses, amount of space being used, and how many are on waitlist to be included in the policy.

Superintendent's Report
Dr. MacNeal had attended a presentation highlighting a person who survived holocaust and thanked Mr. Conklin and Facing History for bringing the speaker here today. He congratulated the AHS Performing Arts on the outstanding POP's concert and said he had a wonderful experience with the Japanese visitors last week and said this is the 35th year of this program. Congratulated the OMS students and teachers for the Mary Poppins performance and thanked Rachel Oliveria with the Secretary's Certificates of Excellence in Energy and Environmental Education Award at the State House on May 6, 2019. The best buddies for Arlington LABBB Special Olympics was held on May 1, 2019.

Consent agenda.
Mr. Hayner moved to approve the Consent Agenda.
- **Approve warrant 19210 in the amount of $481,748.89**
- **Approve the minutes of the Regular Meeting: 4/11/2019**

- **Approve the minutes of the Organizational Meeting: 4/11/2019**
- **Approve the minutes of the Regular Meeting: 4/25/2019**
- **Approve AHS trip to San Juan, Puerto Rico: July 13-20, 2019 (Service learning, cultural exchange, and sports mentoring)**
- **Approve AHS Computer Team trip to Wayne, NJ: May 24-26, 2019**

At Mr. Hayner's request, the minutes of the Regular Meeting of April 25, 2019 was removed from the consent agenda.
Seconded by Mr. Thielman.
Consent agenda voted: 6-0

Mr. Schlichtman moved to approve the Regular School Committee minutes of 4/25/2019, seconded by Ms. Susse.
Voted: 5-0-1 Mr. Hayner abstained.

Policy
None

Subcommittee/Liaison Reports/Announcement
Budget: Kirsi Allison-Ampe, Chair said the budget passed and appreciated Mr. Mason's work at Town Meeting.
Community Relations: Jennifer Susse, Chair will hold a meeting on May 13th.
Curriculum, Instruction, Assessment & Accountability: Jane Morgan, Chair, nothing to report.
Facilities: Bill Hayner, Chair, nothing to report
Policies & Procedures: Paul Schlichtman, Chair, nothing to report.
Legal Services Review: Bill Hayner, Jeff Thielman nothing to report.
Arlington High School Building Committee: Jeff Thielman, Kirsi Allison-Ampe announced the AHSBC forum, Tuesday, May 21, 7-9 p.m. and said AHS tours will be coming soon.

Liaison Reports: Nothing to report.

Announcements
Mr. Kardon said he attended the annual Touchdown Club of Arlington dinner which hosted more than 235 guests and provided plaques over 100 students. The 2019 Ostergren winners were announced, Kayla Mayo and Ryan Oosting.

Future Agenda Items
Discuss Chapter 70 money from the state.

Executive session
None

Adjournment
Mr. Hayner moved to adjournment at 9:03 p.m. seconded by Dr. Allison-Ampe.
Voted: 6-0

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Respectfully submitted by
Karen M. Fitzgerald
Administrative Assistant
Arlington School Committee