

These are not complete notes, the full recording can be found at ACMi.

In the Attendance:

All School Comm Members (Susse not present)

Bodie

MacNeal

Alison Elmer - Sp Ed

Mason: Finance

AEA: Juliana Keys

6:30 p.m. Public Comment

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us

Question submitted: How is the district planning to address the inequities this fall that were present this Spring?

6:40 p.m. COVID-19 Update and Remote Learning Plan matters update, K. Bodie

Overview w respect to participation and the remote learning plan, plus respond to the motion made last time re synchronous learning, as well as the elementary forum and the surveys we plan to conduct. That ques came up the most frequently in the parent forums

Things are moving in a good rhythm as reported by principals and curriculum leaders. Some trends - the diff btwn elementary and secondary. As we move into the 3rd phase of the school closure we changed accountability and curriculum. K-2 = 65% turned in assignments, but 89% participation in Google hangouts, 3-5th grade 74% turn in and 84% google hangouts. Hypothesize assignment turn in is lower bc at lowest grades need more parent support. Interesting info for looking towards fall.

Grades 4-5 already had experience w google classroom

Secondary level turn-in rate is much higher than google classroom

Gbbs/Ottoson turn in 74% and participation 23%

High School turn in 73% and participation hangouts 40%

One department enrichment work was 58% but now 74% so the effects of phase 4 assignments are motivating students more than optional assignments.

But what about the students who are not participating? Those students are being identified, reached out to them and their parents. The numbers at the elementary school are not great. Looking at the fall, how we can increase the contact?

We have set up elementary and secondary study groups. Learning a lot from this group and will continue as they continue to meet as a cohort

MacNeal

I worked with Curriculum leaders and principals to identify teachers who would want to be part of a pilot for synchronous places to support lessons and move kids forward. Different from what we have been using synchronous for thus far.

Put together some action steps, identified teachers, at different grade levels, identified a meet time and had our first meeting this past week

What we found out is that we have teachers that have already been piloting different strategies utilizing different online resources for the purpose of teaching academic content

Teachers were able to share best practices and challenges to identify an instructional model that we can implement in the fall with the goal of conducting live synchronous direct instruction. Focus on expectations for student, identifying guidelines to share with teachers, identify technology tools that can support teachers

At the elementary level we have all grades represented, sped ed teacher

At the upper levels as well

Hayner

Normally we would be assessing right now, what's the plan or the permanent record.

Bodie: We are not assessing grades for this section of time. Depending on the level, the HS will look like. The HS students will have audits, their grade for the year will be determined on the work prior to closure. There will not be a hole

Ampe: Is that all students or those who registered to audit?

Bodie: The students who signed up to audit

Ampe: What is the % of students who said they would audit?

Bodie: I think the same % as those that are turning in. I would have to parse that out. I'll double check

Ampe: I think that's a really important question right?

I appreciate the study groups, but what are we doing in terms of reaching out to teachers and finding out what are the roadblocks for them in terms of doing live synchronous content

MacNeal: Speaking from experience w teachers and principals, the majority of teachers are reaching out with well being synchronous time. The purpose of the study groups is for working on curriculum during the synchronous calls

Bodie: There are a number of things 1) Internet connections 2) Children at home themselves 3) you can't go very long, 30 min is the length of time to hold the attn of a young elementary student 4) the management of a large group, when the kids are younger it's hard to have a whole class together bc of the management of the platform Thought they are getting much better at this moving along. Looking to understand more about this via surveys. Three potential possibilities for the fall

- Return to schools normal
- Entirely remote
- Hybrid model

Probably definitely a different schedule, we are learning. What we can promise to give is a little but more insight over the next two meetings. It's been a constant input of data.

Ampe: It would be helpful to understand how many teachers have direct impediments to live direct synchronous learning. Just so we understand what to advocate for in terms of moving this forward. For example, the Internet obstacles we can look into fixing. Children at home are more difficult, Would be helpful to understand the roadblocks.

Bodie: We absolutely do need to know that in order to have a successful program Also want to know how many students are caring for kids at home

MacNeal: When teachers are looking at the fall, they are concerned about the teachers schedules being on a diff schedule than their kids..if we do staggered schedules

Ampe: Want to understand how many people fall into those categories.

Elmer: Spiegel will also speak to staff from an HR issue

Macneal: I've also been gathering info at dept meetings

Julianna Keys: Technology capability the macbooks are dying. The chromebooks aren't really good for virtual conferencing and presenting, sharing screens lags and doesn't work. Hard for timing w our families. Scheduling wise has been challenging
Don't get full participation, kids show up without mics or cameras on. Trying to talk when you are just looking at initials without faces is hard. Need to set expectations for students, fix the technology, etc

Theilman: Want to thank the district..appreciate how hard it is to teach and parent. We are getting good data. We need to keep doing what we are doing, experimenting. Most people

parents and others are tired and it's worth moving our mindset to an idea that we have to do everything we can possibly do to open up and offer instruction on site in the fall. We can't make it perfect but we are going to have to live with some uncertainty respect family rights to keep kids home and accommodate for that but many many people feel like we have to do everything we can possibly do to open up. Even though there will be some risk

Schlichtman: I want to make sure along with the kids safety, the adults are in the building as well I don't know how many are in critical cohorts for the likelihood of infection. We can't be risking the lives of adults even though it might be safe for kids to come back. Some kids are absolutely thriving in this environment some kids are performing at higher levels. Far more connections between teachers and families than there were before. Want to make sure we are actually capturing the unexpected positives coming out of this. That we are looking at what didn't work so well, as well as the things that are unexpectedly wonderful. The data is important to have and share as a way to identify best practices and share outcomes. I know we are working collaboratively with Lexington/Belmont/Winchester but I think the role that the state has as we have as a district is to be very frank as to what we are doing well and what we are struggling with. The more we learn from each other the better.

Bodie: To your point about gems, that's a really excellent point. In fact that came up today. The 5th grade teachers are surprised to see how the quality of writing has markedly improved. Some of the gems of learning, who is thriving who might not have been thriving prior to this.

Morgan: I heard you say you would provide the participation info in a chart, would love to see that. The majority of teachers are doing synchronous meets, it's hard for me to feel we are aiming for the majority or even 70% so that continues to be the experience in my family, so I hope that is something you can continue to work with. I don't want to get a "majority" and say that's ok. I am horrified by the 65% turn in in K-2, that is alarming to me. What happens in Sept if we are still in a remote environment and parents say we aren't turning this in anyways,, but if they opt to homeschool in Sept and our enrollment decreases how do we feel about that? Are we concerned about that? A lot of our state aid is based on our enrollment. Has that been part of the conversation?

Bodie: There will be some families that aren't comfortable having their children in school. I don't think I can give you a definitive answer as to what we are going to do but it is certainly something on our list of considerations to think about

Morgan: So I understand we will have challenges of some kids not in the school. I am also concerned we could have parents who will opt out of submitting work in a remote setting. I worry about that even in a fully remote situation. I appreciate the data and your candor about where we are at.

Bodie: We need to figure out if the platform is one of the issues. That's part of it, we have already started to change to another platform called see saw. We have another software

program called Dreambox and that particular software creates more independence for students to access it than some other things that we use. The ease of the software to build independence plays a role in it. I also think its the time of the year. I think we need to put it in context where we are right now. Let me be clear we would like to be back in school next year. Nobody feels this is a good substitute for what goes on in the classroom. All in all, despite the gems, most people are getting tired of not having that personal contact with people.

MacNeal: When I say majority, a lot of our teachers are participating. They are living this. I do want to make sure we honor the work that they are doing. They are doing the best they can do, if they aren't reaching out we need to address the reason and support them.

Kardon: Data is helpful but still confusing. When we say 65% does that mean 35% aren't handing in any assignments? Or they are handing in 65% of the assignments? Would like that data before two weeks from now. We need to find the teachers that are not doing any synchronous learning and find out -why? The participation might not be high in the synchronous part bc its not required and they aren't learning anything new. So let's not misinterpret the data as "live sessions aren't working" they might not be coming bc there is no reason to go and the technology we are providing our teachers is not adequate. Certainly as we look to the fall we need to figure out where we are following short rather than interpret the data incorrectly. Let's find out what teachers are doing that draw students in and get the higher attendance. And also talk to the other districts In Boston they are providing more robust technology for home instruction.

Bodie: I don't think anyone is coming to the conclusion that bc people aren't coming to hangouts that synchronous learning isn't working. As far as the technology we are buying all teachers a new computer. They really are inadequate for what they need to be able to do in that environment. They have already been ordered. We are looking at webcams, goosenecks to hold cameras in, etc.

7:10 p.m. Special Education Professional Development Update, A. Elmer and Dr. Orkin

Dr. Orkin (Sp Ed presentation):

Crafting Minds, Developmental Psychologist - Specialty in Written Language, Dyslexia

Our collaboration started in 2017 when I spoke with Elmer about the services in place in Arlington . Elmer was feeling like she wanted to diversity the options for struggling raiders. Established goal to appropriately differentiate specialized instruction for reading IEPS. Offered nearly monthly workshops and conducted school based consultations.

Appropriately Differentiate specialized instruction for IEPs - tall task

Multiple components to consider - how we are we monitoring their progress, does it seem like the right plan for them

Specific Learning Disabilities (SLB) reading most common but limited coursework at the graduate level for delivering specialized instruction. Leaves a wide variability

Accuracy

Fluency

Comprehension

Lots of subcomponent skills in each of these.

Wanted to make sure the assessment used in Arlington capture these skills and how do you communicate what is happening to the rest of the team, the stakeholders the parent ec

Sent out a survey in 2018 where we wanted to take the temp of what's happening from school to school - do they understand how to administer, how to score, etc

Wanted to introduce a framework to structure interpretation. And make it easy for families to understand. Needs assessment showed that fluency skills weren't be measured very well, so we added existing measures to the batteries especially for the initial evaluations.

Created a graphics organizer.

(missed a large chunk of notes here due to technical difficulties)

Used the info to plan PD, target PD and determine what curriculum to purchase

Theilman: Sounds like you are offering workshops what does it look like in the coaching of individual practice and how do you use the data. Is it possible for us to get, this has been a 3 yr partnership.. How have our numbers moved over the past three years. Going forward the data would be helpful, the student data you use to measure the impact of this work. Something that shows growth

Elmer: Used our early release time for specialists as we shifts to the instructional piece , school based consultations. AEF funded a granted for Orkin to work w gen ed. We also used PD opp for office hours, bring the graphic organizer to a session to go over an individual cases.

Schlictman: Sounds like we have collected a lot of data. How are we sorting this?

Notes end hear, technical difficulties- lost sound. The complete recording can be found at ACMi

7:30 p.m. FY 21 School Budget Update, K. Bodie

7:55 p.m. Authorization to proceed with a contract with MASC, P. Schlichtman

Superintendents Search Process Subcommittee recommendation

8:05 p.m. EDCO Update, K. Bodie

8:15 p.m. Monthly Financial Report, M. Mason

8:25 p.m. Superintendent's Report, K. Bodie

AHS Building Committee update
AHS Graduation update

8:45 p.m Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

Approval of Warrant: Warrant Number 20283 Total Warrant Amount \$394,676.75 DATED 5/19/2020

Approval of Minutes: None

Approval of School Committee Organizational Meeting, June 11, 2020 at 6:15 p.m.

8:55 p.m. Subcommittee/Liaison Reports/Announcements

Budget: Kirsi Allison-Ampe, Chair

Community Relations: Jennifer Susse, Chair

Poet Laureate Screening Committee Appointment

Curriculum, Instruction, Assessment & Accountability: Jane Morgan, Chair

Facilities: Bill Hayner, Chair

Policies & Procedures: Paul Schlichtman, Chair

Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe

Superintendents Search Process Committee, Paul Schlichtman

Calendar Committee: Jennifer Susse

Election Modernization Committee: Jennifer Susse

Traffic Negotiations: Jane Morgan, Bill Hayner

AEA Negotiations: Ien Kardon, Paul Schlichtman

Liaisons Reports

Announcements

Future Agenda Items

Executive Session

To conduct strategy sessions in preparation for negotiations with the union and/or nonunion personnel or contract negotiations with the union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

Conducting strategy with respect to collective bargaining or litigation, which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.

9:15 p.m. 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 Len Kardon, Chair

