

MINUTES OF THE LINCOLN SCHOOL COMMITTEE
Thursday, May 10, 2018
Hartwell Multipurpose Room, Hartwell Building, Ballfield Road, Lincoln, MA
OPEN SESSION

Present: Tim Christenfeld (Chairperson), Peter Borden (Vice Chairperson), Al Schmertzler, Tara Mitchell, Laurel Wironen (Hanscom Educational Liaison). Also Present: Becky McFall (Superintendent), Jessica Rose (Assistant Superintendent), Buckner Creel (Administrator for Business and Finance), Mary Emmons (Administrator for Student Services).

Absent: Jena Salon, Simone Johnson (METCO Representative), Robert Ford (Director of Technology).

1. Greetings and Call to Order

Mr. Christenfeld, Chairperson, called the open session to order at 7:06 pm.

2. Chairperson's and Members' Reports

Mr. Schmertzler attended last night's Capital Planning Committee meeting, and the school building project was a major topic. The CapCom has significant questions and concerns and was not sure whether to support the compact scheme or the L3 scheme. Mr. Schmertzler reported that the CapCom wanted to know which of the two schemes would allow hubs, and they would like to know where those hubs would occur. The CapCom wanted more details and opinions on the two gyms and whether there should be one or two cafeterias and kitchens.

Dr. McFall reported that Ms. Audrey Kalmus of the CapCom and Ms. Jennifer Glass, Selectman, found the data on cafeterias from the school building projects on the Massachusetts School Building Authority [MSBA] site, and all projects have cafeterias. Dr. McFall did not know of any schools that do not have cafeterias. She said that three classrooms could be added to the compact design if needed because the compact design is three fewer classrooms than the building has now. She said the School Building Committee did not discuss additional hubs, but hubs could be placed at the ends of the buildings. Mr. Creel said that cafeterias in schools are not new, and the 1994 renovation needed a warming kitchen. The MSBA no longer approves projects without cafeterias. Mr. Christenfeld said that the 1946 original plan for the Smith School had a cafeteria which was dropped because it was too expensive.

Mr. Christenfeld said tonight's agenda did not have an item for the School Building Committee [SBC] update, but there will be a community forum on Tuesday, May 15 at 7 pm to discuss the existing slate of concepts and get input to cut down the number of projects. The SBC will meet on Wednesday, May 16 to discuss sustainability and costs and its last meeting before the Special Town Meeting will be on Wednesday, May 30. The Special Town Meeting will be held on Saturday, June 9. There will be babysitting services available. Mr. Christenfeld announced that Town Clerk Susan Brooks is looking for marshals, so please contact her if anyone would like to serve. If there are more than 622 people at the Special Town Meeting, there will be several rooms. Marshals can vote and talk at the meeting.

Mr. Christenfeld said there will be a tour of the Hanscom Middle School on Monday, May 21, and those interested should contact Ms. Janice Gross in the Superintendent's Office to sign up to attend. The deadline to sign up is Monday, May 14 at noon.

Mr. Schmertzler reported that there will be a meeting on Thursday, May 24 at the Commons to discuss the school building project.

Ms. Mitchell thanked the PTO for their work this school year. The last PTO meeting was held last Friday. She thanked President Trintje Gnazzo and others who have offered great programs this year.

3. Public Comments

None.

4. Consent Agenda

1. Accept \$3,000.00 Gift from Raytheon

Document: Memorandum to School Committee and Becky McFall, Superintendent, from Erich Ledebuhr, dated May 2, 2018

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to accept a gift of \$3,000.00 from Raytheon to assist with the cost of the Hanscom Middle School grades 4 through 6 field trips to the Discovery Museum and the Museum of Science.

There being no further discussion, the Committee voted unanimously for the motion.

Mr. Christenfeld thanked Raytheon for their generous donation. The administration will send a thank-you letter.

5. Time Scheduled Appointments

1. School Improvement Plans, Lincoln School

Document: Lincoln School, School Improvement Plan 2017-2018, End-of-Year Report

Mr. Christenfeld said these next three agenda items are focused on how to improve the schools. Dr. McFall said the update on the Strategic Priorities Maps is in the School Improvement Plan report. Mr. Christenfeld welcomed Ms. Sarah Collmer, Lincoln School K-4 Principal, and Dr. Sharon Hobbs, Lincoln School 5-8 Principal.

Ms. Collmer said it has been a terrific year with the members of the School Council asking questions, giving suggestions, and working together as a fabulous team. She and Dr. Hobbs thanked the Council—parents Cathie Bitter, Cindy DeChristofaro, Sylvia Perry, Hannah Stephenson, teachers Corinne Parris, Melissa Webster, and community member Valerie Fox—for their work.

The first goal is “to support K-8 teachers as they implement the collaborative practices that will create professional learning communities focused on student learning.” Ms. Collmer reported that teachers are becoming more comfortable with the collaborative work and are starting to find that the collaborations improve student outcomes. In grades K-2, the teachers are teaching in a more structured and sequential way and are using phonics so that students gain a foundation in phonemic awareness. Teachers working

collaboratively are able to monitor student progress and to give students more support in reading. Ms. Collmer said there have been tremendous outcomes in the assessments, and students are exceeding benchmarks, and students who were below or well below are also making progress. She said the work was incredible. The next steps are to take a more longitudinal look at the data, and teachers are excited about continuing the work and about having more time to talk about instruction and students.

Dr. Hobbs said in grade 7, the staff has used Sargent Camp to build an idea of the students as citizens and to help them show growth as reflective learners and thoughtful citizens by working with the four Cs: communication, commitment, cooperation, and care. This concept has taken root, and back on campus, students looked at how they were chosen and chose to be in the groups they were in at the Camp.

For goal two -- "School Council will start year two of work to define current and potential changes to homework practices and guidelines" -- much has happened since February. The Council wrote a general statement of purpose which is, "Homework should be developmentally appropriate and purposeful. There should be flexibility to ensure that all students' needs are considered." Ms. Collmer said that the new recommendations are: kindergarteners have no homework. Students in grades 1-4 should read as much as they can, and the amount of reading increases each year and is assigned reading and students' choice reading. Students in grades 1-2 for math do not need to do a daily worksheet, but will do as needed. Students in grade 3 will receive homework with purpose and meaning increasing. Students in grade 4 will receive an increasing amount of homework that will challenge them and give them experience with problem-solving. There will also be a range of when to turn in homework so that students learn time management. Ms. Collmer said students in grades K-8 will also be assigned special projects with communication from teachers to parents.

Dr. Hobbs said students in grades 5-8 have shifted to having skills-based homework, such as how to read and take notes and to write and to synthesize writing. She noted that some skills require nightly practice, such as math and playing a musical instrument. Students also plan long-term projects. She said the focus for the homework is less about the time spent on it but about what skill the students are developing. Dr. Hobbs said the district is making sure that teachers communicate with each other so that they don't overload students with homework. Dr. Hobbs said the administration will go back over the recommendations and look at them with the faculty.

Mr. Borden was concerned that homework put too much pressure on students, and said that many times homework is focused on the wrong things. He was pleased with the recommendations. He asked if Dr. Hobbs and Ms. Collmer felt the recommendations addressed the concerns and if they had a sense of how different the new homework recommendations will be for students and teachers. Teachers have spent a fair amount of time on homework and would like to spend more time on in-class study plans. Ms. Collmer said that some classrooms can have different homework practices, and the district wants to honor individuality but have equity for all students, and the guidelines help principals and teachers discuss these homework issues. She said that the district is not a 'no-homework school' and said that homework is important.

Dr. Hobbs said the School Council helped with the homework issue by running focus groups and writing summaries of information. Ms. Collmer said there will be a new goal for next year. Ms. Mitchell asked about how the information would be shared.

Dr. Hobbs said they will have shorter event during a June faculty meeting to present and share teacher work.

Dr. McFall said the last collaborative practices session was held last Wednesday. Dr. Hobbs mentioned in the Strategic Priority A2, Innovation, the grade 5 team worked during the summer on project- and performance-based assessments in science. Teachers worked on how to create performance assessments that show deeper learning. She said that for the grade 7 teams, the LSF funded a half-day visit to the Meridian Academy, a cross-graded and interdisciplinary school for students in grades 6-12, that had information on propaganda and how it is used, using World War II posters. Teachers figure out the common themes in what they are teaching. She said the visit was fascinating and had them asking what could match for Lincoln. They will also visit the King Middle School in Maine in the fall.

Dr. Hobbs reviewed work in the Strategic Priority B1, the culturally responsive teaching work, which is in its second year. She noted they have learned that the work is not linear, and the district is looking at the curriculum through many lenses. This summer the district looked at power and privilege and the desire for a level playing field for all students. The conversations have changed and become more open, especially on race. Dr. Hobbs said that some teachers liked the cultural responsive teaching, some liked the trust and values, and others liked the curriculum. She noted that it is deep important work that addresses implicit bias. Dr. Hobbs said that next year, they would like to set up a second layer of collaborative practices groups to look at these questions. She suggested they read Beverly Daniel Tatum's book, *Why are All the Black Kids Sitting Together in the Cafeteria?* Mr. Christenfeld said he liked including students in the conversations because it treats them like full adults.

Mr. Borden and Mr. Christenfeld thanked them for their work, noting that they had much of which to be proud.

2. Discussion and VOTE to Accept Lincoln School Foundation Grants

Documents: 1) Letter to Lincoln School Committee Members from Lucy M. Maulsby, LSF Grants, Chair, dated May 3, 2018; 2) Lincoln School Foundation, Grant Applications 2018-2019, Grants Presented to School Committee May 10, 2018; 3) Lincoln School Foundation, 2018-2019 Grant Cycle, Grants Presented to School Committee, May 10, 2018

The mission of the Lincoln School Foundation [LSF] is to inspire and fund innovation that fosters critical thinking, collaboration, and authentic learning experiences for every student in the Lincoln Public Schools. The LSF is a nonprofit organization funded privately through the generosity of Lincoln residents and others.

Mr. Christenfeld welcomed Ms. Lucy Maulsby, Ms. DJ Mitchell, and Ms. Cathie Bitter of the LSF. He said their work is often under the radar and was pleased to have them attend to shine a light on their work.

The LSF approved three out-of-cycle grants totaling \$2,077.00. The three regular cycle grants originally totaled \$3,652.48, but Ms. DJ Mitchell reported that the third grant on the list, "Screen Free Coding for Kindergarten," has been increased by \$2,959.10 to \$4,753.00, bringing the total for the three grants to \$6,611.58. Ms. Maulsby said the third

project is in its first year and if it goes well, they hope it will expand into a second year. Mr. Christenfeld said the grant fits into the computational thinking curriculum.

The LSF was more selective in what they funded this year, and they would like to see more applications from teachers. The LSF has money for out-of-cycle grants. Ms. DJ Mitchell said they are reaching out to teachers about what is happening in their classrooms and would like teachers to get ideas and curricula to come to the LSF to grow the pipeline.

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to approve the Lincoln School Foundation grants of \$6,611.58 and the out-of-cycle grants of \$2,077.00 as presented.

There being no further discussion, the Committee voted unanimously for the motion.

Mr. Christenfeld thanked the LSF for their generosity and work.

3. Discussion on Innovation in Education

Documents: 1) PowerPoint entitled, “What do we do with Innovation?” by Peter Borden; 2) Innovation Landscape Exploration; 3) The Lincoln School Foundation: Advancing Education Through Innovation since 1988

Ms. DJ Mitchell started the conversation on innovation and passed out her report. She noted that the last three years, the LSF has discussed what innovation means to their organization; is innovation something entirely new or just new to the Lincoln Schools? Is innovation technology-based or not? What are the expected outcomes of innovation? She reviewed her report and the projects that the LSF has funded. Dr. McFall noted that the work coaching high-impact teams was not on the list but was great work.

Mr. Christenfeld said tonight’s discussion on innovation will be about what the district does to foster a culture of risk-taking in learning. Mr. Borden noted that tonight’s discussion was an exploration, and he would like to have more innovation and noted that innovation was valued but there is not a shared language on it. Why is innovation important to the district? How could things be done differently to reach the desired outcomes for students? Dr. McFall noted that innovation can mean how students are learning to be learners and can entail experiential learning. She noted that innovation is not always new -- it is the experiences that the district provides to students. Mr. Borden asked who the district is innovating for—students or the world? One parent commented that innovation was inclusiveness first and foremost, not technology. She added that innovation is a starting point, not an end point, and it has to ask for whom and with whom. Dr. McFall said that the focus on innovation has to be on students and not teachers.

Ms. Wironen left the meeting at 9:00 pm.

Mr. Ledebuhr said that not all students learn the same way, and innovation can be used to assist. One parent said that taking an experience, such as two people going to get bread in different countries, and having them discuss it from the ends of the spectrum is innovation. She said that innovation does not happen in a bubble. Ms. Emmons said there needs to be differentiation so that all learners can learn the way they need to.

Mr. Borden said there is a spectrum of innovation, from rethinking the district’s educational model to refinements of specific curricula. Mr. Christenfeld mentioned that

getting students to the deCordova is a challenge even though the museum is across the street; so he envisioned that innovation could mean spontaneity and agility and being able to grab opportunities as they arise. Dr. Rose said innovation was a balance. One parent added that innovation widens the scope by asking students to participate and to take ownership in their learning.

Dr. McFall said the goal of innovation was to create students who loved learning and to create seekers. Ms. Emmons said innovation was to celebrate strengths. Dr. Hobbs said there is a spark from playing the whole game, and she thought innovation was integrated learning.

Mr. Borden asked why innovation was important to the district. Mr. Ledebuhr asked what the district's need was, whether there are specific outcomes we seek. He felt that without innovation, the district would be gray and flat. Ms. DJ Mitchell said there is less engagement and fewer sparks when teachers don't respond to students. Mr. Creel suggested that innovation meant changing and improving and not being stagnant. Mr. Borden suggested that there is an emotional element, a spirit, and a love of learning and growing and not being complacent to be a fuller person.

Ms. Mitchell wanted students to come to school excited and engaged, and innovation helps to get to that point. Mr. Schertzler said different thinking is needed besides just getting better at the same things. Ms. Emmons suggested it was transformation. Dr. McFall said the teachers and administration need to be seekers too and models for students.

Dr. McFall said that scores on standardized tests keep them from innovating; accountability has put fear into educators, which is understandable, but the administration is trying to assuage that fear. Dr. Rose mentioned that there is a concern about the equity of outcomes.

One parent said that students live in bubbles, and students have different experiences at home and different extracurricular learning outside of school. She said that the three groups of students in the district—Lincoln, Hanscom, and Boston—do not exchange with each other. She said that teachers have a hard time talking with students. She said that bubbles keep students in their own cultures, and Lincoln students don't go to Boston or to Hanscom, the Boston and Hanscom students come to Lincoln.

Mr. Borden asked what questions they want to answer. Dr. McFall said that they did not have all of the right voices in the room at the time to answer those questions and said that she would want teachers to contribute to the discussion.

4. deCordova Appointee Report

Document: Letter to School Committee of the Lincoln Public Schools from John Ravenal, Executive Director, deCordova Museum, dated April 18, 2018

Mr. Christenfeld welcomed the Committee's Appointee to the deCordova Museum Board of Trustees, Mr. Dan Elias. Mr. John Ravenal, Executive Director, and Ms. Julie Bernson, Director of Learning and Engagement, joined him.

Mr. Elias reported that Ms. Bernson has been working with teachers and there have been visits by Boston and Hanscom students but not with Lincoln students. Ms. Bernson said the deCordova offers professional development for teachers, visits for schools, and hosts family day for Hanscom.

Mr. Elias said the School Committee members, the Board of Selectmen, and the Library Trustees are overseers of the deCordova. Mr. Elias said the deCordova may partner with the Trustees of Reservations. Mr. Ravenal invited the members to the deCordova's annual meeting for trustees on May 30 at 6:30 pm, at which more details about the potential partnership with the Trustees of Reservations would be presented. He noted that the plan to integrate with the Trustees of Reservations has come together after a long period of study prompted by the awareness that the deCordova's business model is not sustainable. The deCordova has a small endowment that covers only 7% of their operating budget, while the average museum endowment covers 22%. Mr. Ravenal said the deCordova has fixed costs that cannot be cut, and while the museum is fine with their earned revenue, but they rely heavily on it. He reported that five years ago, the deCordova had 100,000 visitors, but now they have only 75,000-80,000 visitors. The deCordova needs to build their donor pool and has decided that having a partnership with the Trustees of Reservations would financially stabilize the deCordova. The Trustees of Reservations would not be acquiring the deCordova but would be integrating with them. It would also enhance the deCordova's mission. He said the deCordova and the Trustees are raising money jointly, and the Trustees of Reservations has capital reserves and a bigger marketing budget.

Mr. Ravenal said there will need to be a change to the Town's bylaws, which would need to be approved by the overseers and Town Meeting. The partnership will be on the agenda at the State of the Town Meeting in Fall 2018 and the Annual Town Meeting in March. The deCordova's governance would change. Mr. Ravenal said they attended the Board of Selectmen's meeting, and the Board is forming a task force to study the issue and make a proposal.

Mr. Borden noted that the deCordova is a great resource that the schools should use. Dr. McFall noted that it can be a challenge to schedule the time at the deCordova.

Mr. Elias said the advantage of partnering with the Trustees of Reservations would gain curatorial and educational staffs to assist with working with schools.

Mr. Ravenal said the Committee did not need to vote, but the overseers and the deCordova's Board of Trustees would vote on the bylaw change. Mr. Ravenal said overseers could vote by proxy at the May 30 meeting.

Mr. Christenfeld and Mr. Borden indicated that they were more comfortable voting after the Board of Selectmen's task force examined the issue.

5. Strategic Priority Reports

Documents: 1) Collaborative Practices Literacy Team Session #4, March 7, 2018, Hanscom Campus; 2) Strategic Priority Map for 2017-2018, Lincoln Public Schools, A1: Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity; A2: Create a culture and develop structures that support innovation and risk-taking to improve student learning; B1: Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences; B2: Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students; C1: Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students; C2: Continue to

provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key questions for learning; D1: Support educator use of data to monitor student growth and inform instruction; D2: Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions and assess the effectiveness of our practices; 3) Lincoln Public Schools Strategic Plan, Approved by School Committee August 24, 2017

The first reports on the Strategic Priority Maps were given during the School Improvement Plans. Dr. Rose added that in A1: Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity, one example of district based collaborative practices work was the literacy team's Wednesday work. The team was cross campus and included the literacy team specialists and coaches. The team read and examined *Disrupting Thinking: Why How We Read Matters* by G. Kylene Beers and Robert E. Probst. She said there was group accountability on making goals, and teachers worked on their literacy practices for the next day, the next month, and upcoming years. She was proud of their work.

Ms. Mitchell left the meeting at 10:23 pm.

6. May 1 Enrollment Update

Documents: 1) May 1, 2018 Enrollment – Lincoln Public Schools; 2) Projected 2018-2019 Enrollment – Lincoln Public Schools, as of May 4, 2018

Dr. McFall reported that the number of kindergarteners has changed since the packet was distributed. There are 54 students registered for kindergarten with six Boston students. She noted that the maximum number of students per kindergarten section is 20. She said that the Lincoln campus should stay with the projected four sections of kindergarten that were budgeted, and she would like to increase the number of Boston students.

Mr. Christenfeld said the Committee supported Dr. McFall's position on the number of kindergarten sections and increasing the number of Boston students.

7. Review Superintendent Summative Evaluation Process

Documents: 1) Memorandum from Tim Christenfeld, School Committee Chairperson, to School Committee and Rebecca McFall, Superintendent, Re: Superintendent Summative Evaluation Procedure, dated May 3, 2018; 2) Lincoln Public Schools, Annual Superintendent Evaluation Timeline; 3) Evaluating the Superintendent Under the New Massachusetts Educator Evaluation System: A Guide for the School Committee, School Councils, and Parents, Prepared by the Massachusetts Association of School Committees, Revised, November 2012; 4) Superintendent's Annual Plan, 2017-2018, Approved at September 7, 2017 School Committee Meeting

Mr. Christenfeld postponed the discussion of the superintendent's summative evaluation to the next meeting.

6. Superintendent's Report

Document: None.

Dr. McFall had no updates.

Mr. Christenfeld thanked Dr. McFall for her work.

7. Curriculum

Document: None.

Dr. Rose had no updates.

Mr. Christenfeld thanked Dr. Rose for her work.

8. Policy

1. Review Policy ILE, Testing on Religious Holidays, Second Reading

Document: Lincoln Public Schools, Policy File: ILE, Testing on Religious Holidays, Adopted at School Committee Meeting of March 4, 1985

Dr. McFall said that the administration has worked on including the information from Policy ILE into Policy IMDB, Accommodations for Religious and Cultural Observances, which will be discussed later in the meeting. At the last meeting, Mr. Christenfeld recommended eliminating it.

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to eliminate Policy ILE, Testing on Religious Holidays, as presented.

There being no further discussion, the Committee voted unanimously for the motion.

2. Review Policy JG, Classroom Placement, Second Reading

Documents: 1) Draft, Lincoln Public Schools, Policy File: JG, Classroom Placement, Reaffirmed at School Committee Meeting of October 19, 1981; 2) Lincoln Public Schools, Policy File: JG, Classroom Placement, Reaffirmed at School Committee Meeting of October 19, 1981

Dr. McFall indicated that they made no new edits since the last meeting.

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to accept Policy JG, Classroom Placement, as presented.

There being no further discussion, the Committee voted unanimously for the motion.

3. Review Policy JG-R, Placement Procedures, Second Reading

Document: Lincoln Public Schools, Policy File: JG-R, Placement Procedure for Individual Schools, Revised at School Committee Meeting of December 16, 1985

The policy on placing students in classes was revised, and JG-R, Placement Procedures, is getting too far into the details. The Committee, as it has with other procedures that were in the policy manual, has included the pieces of the procedures into the revised versions of the policies.

Mr. Christenfeld moved, and Mr. Schmertzler seconded, the motion to eliminate Policy JG-R, Placement Procedure for Individual Schools, as presented.

There being no further discussion, the Committee voted unanimously for the motion.

4. Review Policy IHBG, Home Schooling, Second Reading
Documents: 1) Draft, Lincoln Public Schools, Policy File: IHBG, Home Schooling; 2) Massachusetts Association of School Committees, File: IHBG, Home Schooling

Dr. McFall said the changes suggested at the last meeting were made.

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to approve Policy IHBG, Home Schooling, as presented.

There being no further discussion, the Committee voted unanimously for the motion.

5. Review Policy JFABC, Admission of Interdistrict Transfer Students (Enrollment of METCO Students), Second Reading
Documents: 1) Draft, Lincoln Public Schools, Policy File: JFABC, Admission of Interdistrict Transfer Students (Enrollment of METCO Students), Revised at School Committee Meeting of May 6, 2004; 2) Lincoln Public Schools, Policy File: JFABC, Admission of Interdistrict Transfer Students (Enrollment of METCO Students), Revised at School Committee Meeting of May 6, 2004

Mr. Christenfeld moved, and Mr. Borden seconded, the motion to approve Policy JFABC, Admission of Interdistrict Transfer Students (Enrollment of METCO Students), as presented.

There being no further discussion, the Committee voted unanimously for the motion.

6. Review Proposed New Policy IMDB, Accommodations for Religious and Cultural Observances, First Reading
Documents: 1) Draft, Lincoln Public Schools, Policy File: IMDB, Accommodations for Religious and Cultural Observances, undated; 2) Bedford File: IMDA, Religious and Cultural Holidays Policy, Approved May 9, 2017; 3) Concord-Carlisle, File: IMDA, Accommodations for Religious and Cultural Observances, Approved December 12, 2017; 4) Westford, Religious Holiday Observance, Belmont, Wayland

Dr. McFall said that some districts have the policy named IMDA, but Lincoln has another policy named IMDA, so she suggested that they name the new policy IMDB, which will include some pieces from the eliminated ILE, Testing on Religious Holidays. She noted that the current draft came from merging other districts' policies.

Mr. Borden asked if anyone had abused the policies, and Dr. McFall said no one had. There have been conflicts scheduling exams and professional development for teachers. Dr. Rose said that they have to be careful with fasting and scheduling MCAS

exams. Mr. Christenfeld said that scheduling with teachers is covered under the teachers' contract. He asked if that piece needed to be addressed in this policy.

Policy IMDB, Accommodations for Religious and Cultural Observances, will come back to the next meeting for a second reading and vote.

9. Facilities and Financial

1. Warrant Approval

Document: None.

Mr. Creel presented the payroll warrant totaling \$730,416.12 and the accounts payable warrant totaling \$198,071.94 for a total of \$928,488.06. Mr. Schmertzler reviewed the warrants and recommended that they be approved. Mr. Christenfeld moved, and Mr. Borden seconded, the motion to approve the warrants as presented.

There being no further discussion, the Committee voted unanimously to approve the warrants as presented.

Mr. Christenfeld thanked Mr. Creel for his work.

10. Old Business

None.

11. New Business

None.

12. Approval of Minutes

None.

13. Information Enclosures

Documents: 1) Letter to Ms. Trintje Gnazzo and Ms. Heather Veague from Rebecca McFall, Ed.D., Superintendent, dated May 4, 2018; 2) Letter to Ms. Heather Anderson, from Rebecca McFall, Ed.D., Superintendent, dated May 4, 2018

These items were for the Committee's information. They were not discussed.

14. Adjournment

On motion by Mr. Christenfeld, seconded by Mr. Borden, the Committee voted unanimously to adjourn the meeting at 10:35 pm.

The next School Committee meeting is tentatively scheduled for Thursday, May 24, 2018 at 7:00 pm in the Donaldson Room, Town Hall, 16 Lincoln Road, Lincoln.

Respectfully submitted,
Sarah G. Marcotte
Recording Secretary