

Superintendent Bodie, Assistant Superintendent MacNeal
and Members of the School Committee,

Introductions of Principals: Thad Dingman, *Dallin Elementary School*, Karen Donato, *Thompson Elementary School*, Mark McAneny, *Bishop Elementary School*, Karen Hartley, *Peirce Elementary School*, Michael Hanna, *Stratton Elementary School*, Stephanie Zerchykov, *Brackett Elementary School*, and Kristin DeFrancisco, *Hardy Elementary School*.

Thank you everyone for the opportunity to have this conversation about our schools. We continue to be grateful for the continued support of our community, as well as for the opportunity to provide leadership in a district that values a high quality educational experience for their children. From all that we've experienced in Arlington, this fact has been unwavering.

In Arlington, our experience is both similar and unique to national trends in education.

- The popularity of our town has brought a wave of enrollment that is changing the population and dynamics of our schools, and also the square footage...
- Standards and assessments are changing and our teachers are needing to be more nimble than ever as the demands of the profession shift rapidly
- The mental health crisis, the effects of trauma, and the fluidity of social identity are all real challenges that schools are being forced to confront - and we're seeing the impact on children as young as 4 or 5.
- Technology advancements are offering us an unprecedented opportunity to challenge how schools and families educate and parent students - but not without unintended and sometimes unhealthy social emotional side-effects, as young children interact more and more behind a screen.
- Parents are both more invested and more interested in their child's educational experience, but are also more worried because the world feels unsafe, and they rely on their teachers more.

We all know that the work of schools is exciting and terrifically complex. We have entered a moment in time when education has made its way from the back page to the front page, and it is more important than ever that we be transparent and honest about our strengths and our opportunities for growth.

So we begin tonight by providing an update on how we have used the resources that we prioritized in our budget requests last year to keep our schools moving forward.

- At the elementary level, we introduce two half time Assistant Principals at Hardy and Dallin.
- A literacy coach was introduced, moving the team of teachers responsible for overseeing ELA teaching and learning advancements from 2 to 3.
- Behavior Support Personnel (BSPs) were hired in 5 of the 7 elementary schools, to support behavioral interventions designed by BCBA's and Social Workers.

The elementary team is approaching this budget season differently than in previous years. Rather than look at FY 19 in isolation, we have decided to step back and look at the district priorities, the requests from our teachers, the direction of teaching and learning, and the resources that we have and need to support students and teachers in demonstrating success and high achievement.

What we'd like to present is a vision for how our elementary schools can and should be resourced so that we can say we are leading Safe and Supportive Schools for all students. Schools where high quality teaching and professional learning are a priority. Schools where each child has the opportunity to achieve at a high level, and all families in the town are benefiting from their investment in our schools.

Elementary Strategic Staffing Requests FY19-FY21

We are recommending that each of our schools use the following staffing model as a guide for budgetary requests over the next 2-3 years, moving toward an equitable allocation of people and resources, in cooperation of the superintendent, the assistant superintendent, revised as needed with changes in demographic that are currently unfolding across Arlington.

<i>Elementary Staffing Model</i> (prioritized by enrollment and building/district administration)	<i>2-3 Year Increase in FTE</i>
Half time and Full time Assistant Principals	5
Building Based ELA Coaches	4
Building Based Mathematics Coaches	2
Support for Social Workers by increasing (a) FTEs and (b) BSPs	(a) 3 (b) 2

Math Interventionist in each elementary school	3.5
Full Day TAs for our Kindergarten classroom	9.5

District Priorities and Professional Development Initiatives:

The staffing model we are presenting considers the day to day experience of our students and teachers, and also the district priorities that we are supporting as an administrative team.

Highest on the list are:

- developing culturally responsive schools and educators
- implementing schoolwide/school-day social emotional learning
- aligned, high-quality instruction that supports significant and ongoing curriculum reform
- providing all students opportunities for reteaching and extending learning
- increasing access to personalized learning opportunities
- iterative improvements to parent engagement and communication

We can now take a moment to continue the conversation and answer questions, and also speak about the experiences in our schools that may underscore the importance of each staffing request.