

**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 Kate Peretz, Hardy Elementary School.

Thank you everyone for the opportunity to have this conversation about our schools. As we stated last year, we continue to be grateful for the continued support of our work, 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.

As we expressed last year, in Arlington, our experience is both similar to and distinct from 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 needed for optimal learning for all students;
- Standards and assessments are changing to reflect the need for the students to develop 21st Century Skills, and our teachers are needing to be more nimble than ever as the demands of the profession shift rapidly;
- The mental health crisis and the effects of trauma, the need for optimal inclusion of all races and the multiple ethnic, language, religious traditions in our schools, the fluidity of social identity are all real challenges that schools are being forced to confront;
- 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 can also be more worried because the world feels unsafe, and they rely on their teachers more.

We would like to open this year with a short expression of appreciation for the particular funding initiatives from last year, and a brief description of their individual impacts on the programming for Arlington elementary school students:

- An additional Social Worker at Thompson - Ms. Donato
- A literacy coach was introduced, moving the team of teachers responsible for overseeing ELA teaching and learning advancements from 3 to 4. - Dr. Hanna, Ms. Donato
- Full time Kindergarten TA's (from part time) - Ms. Hartley, Ms. Peretz

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.

This year, the elementary principal team continues to approach budget requests with a multiple year view. Rather than look at FY 20 in isolation, we once again considered the district priorities, requests from our faculty, our leadership emphases, funding commitments from last year, and the resources that we have and need to support students and teachers in demonstrating success and high achievement.

We emphasize 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.

Below is a table that shows our recommendations that each of our schools would use 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 and curriculum directors, the Director of Special Education, and revised as needed with changes in demographic that are currently unfolding across Arlington. Since this is the 2nd year anchoring our requests to the left column, we have also recognized FTEs already funded in the FY19.

<b>Elementary Staffing Model &amp; Increase in FTE</b> (prioritized by enrollment and building/district administration)	<b>FY 19 (funded)</b>	<b>FY 20 (request)</b>
Assistant Principals - <b>2.5 FTE</b>	1.0 FTE (FY 18) (.5 FTE in 2 schools)	2.0 FTE (.5 FTE in 4 schools)
Increase Specialist Faculty - <b>5.1 FTE</b>	N/A*	5.1 FTE
Building Based ELA Coaches - <b>3 FTE</b>	1 FTE	----
Building Based Mathematics Coaches - <b>1.5 FTE</b>	.5 FTE (Title I)	----
Social Workers - <b>3 FTEs</b> and BSP - <b>2 FTEs</b>	SW: 1 FTE/BSP 1 FTE	----
Math Interventionist in each elementary school - <b>3.5 FTE</b>	0 FTE	----
Co-teaching PD/Consultant	N/A**	\$10,000 (est.)
SLC Staffing increase - <b>6.0 FTE</b> (faculty and TAs)	N/A**	.5 FTE (Brackett)
Inclusion Special Education faculty/Learning Specialists - <b>5.0 FTE</b>	N/A**	1.0 FTE (Stratton)

Full time OT's- <b>1.1 FTE</b>	N/A**	.2 FTE (Thompson); .2 FTE (Hardy); .5 FTE (Bishop)
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\*This finding request was not in our presentation last year. It is now in Row 35 of the Multi-Year Plan Positions document. We are happy to articulate the anticipated improvement in programming and student achievement we anticipate with this initiative.

\*\*The funding requests connected to Special Education were not emphasized last year, but are made necessary by increased enrollment across the district.

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 and improvement;
- 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.