

*Arlington School Committee
School Committee Regular Meeting
Thursday, December 20, 2018
6:30 PM*

*Arlington High School
School Committee Room
869 Mass Avenue, 6th Floor
Arlington, MA 02476*

Present: Kirsi Allison-Ampe Chair, Len Kardon Vice Chair, Jennifer Susse, Secretary, Paul Schlichtman, Jeff Thielman Jane Morgan and Bill Hayner.

*Kathleen Bodie, Ed.D. Superintendent, Roderick MacNeal, Jr., Assistant Superintendent
Rob Spiegel, Human Resource Director, Alison Elmer, Director of Special Education, and
Marion Nolan AEA Representative*

Absent: Karen Fitzgerald, Administrative Assistant

Executive Session - 6:35 - 6:55

Mr. Schlichtman moved to enter into Executive Session to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting, may have a detrimental effect, and to conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted, and discuss Superintendent Bodie Contract, and return to open session, seconded by Mr. Hayner.

Roll Call: Mr. Hayner, Yes, Ms. Morgan Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Ms. Susse, Yes, Mr. Kardon, Yes, Dr. Allison-Ampe Yes.

Voted: 7-0

Mr. Kardon moved that the School Committee approves notification to Superintendent to enter Contract Negotiations, seconded by Mr. Schlichtman

Voted: 7-0

Unanimous

Mr. Kardon move to authorize the Chair to notify the Superintendent in writing that the School Committee wish to continue her employment beyond June 30, 2019, seconded by Mr. Schlichtman.

Voted: 7-0 unanimous

Public Participation

None

Elementary FY20 Budget Needs Request Presentation, Principals

Welcome to Principals by Superintendent Bodie. All Elementary Principals Present, also - Bill Pappazisis, Larry Weathers, Deb Perry, Dave Ardito

- Mark McAneny begins the Elementary Presentation. (presentation is below Novus)
- Discussion of impacts. Karen Donato - additional social worker. Significant impact. More time with students. Allows school to be more responsive.
- Additional literacy coach. Regular meetings with literacy coach at Thompson. Look at data more precisely. Target interventions. Additional literacy coaches are able to do a lot more. Discussion of all the literacy coaches. Teachers have close relationships with coaches.
- Full time K TAs. Second adult in class is very helpful. Make sure routines are established and followed. Academic and social/emotional pieces. Tools of the Mind. Really need two people to keep groups small. Brings small group instruction into place. Supports for all students. Enrich and extend learning. For PD, if classroom teachers are out, the students have a consistent presence. Parents are very appreciative of extra time for students.
- Multi-year view of budget requests.
- Table as part of presentation.
- Assistant Superintendent - Update 5.1 FTE to 5.94.
- Chart is anchored to just next fiscal year.
- Jen - First column is where we want to be in 5 years. Second column is this year - FY19. Third column is FY20 request.
- Confusion in columns. For Example, there are 4 total ELA coaches now. Request is for 3 more over the next five years. 3 FTEs would meet goal of having a full time ELA coach in every building.
- Bill Hayner - wants a chart with what we have now and what the request is for FY 20. Want a staffing picture for what we have now and where we want to go.
- Kate P. - 5 year plan is starting now, in FY 20.
- Paul - want a table with one format for all requests District-wide.
- Jeff - Question about learning specialists and social workers. Question about Gifted and Talented program - AEA Request. Principals have not talked about it.
- Jennifer - asking Alison about Special Ed. requests.
 - Alison - request at Stratton reflects previous requests.
 - OTs - caseload
 - SLC Social Worker at Brackett
 - 6.0 is a larger 5 year plan

- *Jane - looking at how Principal requests and AEA requests align or not. AEA does not have Assistant Principals in their request. S.C. finds it hard to see tangible results with Assistant Principals. Hard to collect data. S.C. is looking for a narrative of how it is useful. Big ask. Lots of dollars.*
 - *Thad - for Dallin. AEA wants a manageable class size. That rises to the top. They are the conversations Thad has had with building reps. Second year with Assistant Principal - Sam K. Sam provides lots of different support. Face Time teachers deserve. Principals are stretched thin. Lots of work with student support. Gives support and guidance to teaching assistants and other support staff. They are benefitting from that leadership. P.D. for them. Climate and culture of school. Teachers have someone to give feedback and guidance. People feel supported. Sometimes it is triage. Day to day decision making. Having a job-alike colleague in the building is wonderful. In the service of what teachers are doing in the classroom.*
 - *Karen Donato - as parent, it is valuable. The Assistant Principal meets with group of students weekly.*
 - *Kate Peretz - also connects to big picture items they are trying to put in place. Connects to meeting the needs of all students and enriching learning. Multi-tiered systems of support. Need to do this effectively and well. Need people on the ground building relationships with students and parents. Principal cannot be in all places they need to be. Need to have the support for schools approaching or past 500 students. Lots of management in a building every day.*
 - *Len - in long range plan, not clear if request is for full time Assistant Principals. Are you looking for full time?*
 - *Michael - right now, we do not want to put a marker down and things shift again. Role of Principal is so broad and becomes more complex every year. Can use all the help they can get. It is about kids and faculty thriving.*
 - *Thad - acknowledging that we are still in the first stages of using this resource. This is a fair question to come back to.*
 - *Paul - Unification of Assistant Principal and social worker focuses on what we are looking for. Social work skills are an essential part.*
 - *Thad - explains and clarifies.*
 - *Kate - discipline is not old school discipline. Look at misbehaviors as opportunity to learn and grow. Takes time. Peggy at Hardy is Team Chair/Assistant Principal. What does .5 actually mean in a school? Kate and Peggy are collecting data. What will eventually support this being a full time position.*
 - *Paul - would like to tie .5 AP to another position*

- *Jeff - would like a defined description of Assistant Principal in Elementary Schools. Not good for schools this size not to have an AP. Would like one clear definition.*
- *Jane - Specialists. Almost 6.0 FTE. Question about what people are going to do during the day. Glad it was also in the AEA ask. Understand the scheduling piece. Do we have to go after all 6 FTE in one go around? Could we add the FTE in stages? New model of specialist.*
 - *Mark - we need full ask to make this happen. Need to have a consistent format for PD and collaboration. Not enough time with teachers.*
 - *Kathy - increasingly challenging to do the scheduling of specialists, because there is a lot of sharing. We would be able to have more common planning time. Once per week, have all grade level teachers meet with Principal or coach. Students might get a quarterly extra music or art class. More time for technology is needed. The staff would be well utilized. Sharing would be more limited. Teacher could support other enrichment for students.*
 - *Michael H. - almost never along with Special Educators. Even when together, they are not directed by Principals. But that is their prep time.*
 - *Rod M. - specialist teachers would have one building. Would feel more a part of the community. Multi-tiered support and interventions would be more available. Endorse this request. Looking at this as a team approach. Add additional PD. Real time lesson review. Need consistency across the district. Package deal*
 - *Alison - Fully endorse bulk of request going to specialist request. Special Ed teachers and interventionists will be able to target the schedule, and align resources. Need to align schedules. Have not achieved a lot of what we wanted to achieve because of the schedule.*
- *Len - still confused about details. Why the number of FTE? Should this be discussed at budget? Consensus is yes.*
 - *Rod - comparison of FTEs with what we have now.*
- *Bill H. - one of selling points of Tuesday release was more common planning time. Thought it was more PD rather than common planning time.*
 - *Rod - common planning time is incorporated into Tuesday release schedule. As you look at time and compare to common prep time every day - big difference. Grade level team would have common*

prep time every day. Also would have once per week team time to meet with Principal.

- *Looking for common prep time every day in grade level. Job of SC is to get the time.*
- *Jennifer. Does this help with instrumental music program?*
 - *Bill Pappazisis - potentially new schedule will alleviate the concerns.*
- *Jennifer - very valuable for colleagues to meet with each other. Also important for peers to observe each other. Why is there no building sub request?*
 - *Michael H - Design of visiting time is more imaginable.*
- *Len - Digital learning specialist. Where is that request? How does it fall in with the request?*
 - *Thad - reality is that education for students looks different. Invest in hardware. Emphasis on new curriculum. Classroom teacher can't do it all. Needs to find its way into the schools. Need to find room for basic skill building in technology. Eventually, we will need to add this.*
 - *Rod - Mass Digital Literacy and Computer Science Standards. Developing curriculum. Tiered throughout grades. Digital learning specialist will help implement the curriculum.*
- *Len - after school programming. We would like to see innovative approaches to try. Community is very interested in this. To the extent we can have more capacity that would be great.*
- *Kirsi - co-teaching PD consultant. Can PD be offered*
 - *Alison - district-wide request. Relationships take time to develop. Try to keep consistent. Instructional strategies that go into co-teaching. Pedagogical and ways to develop this. Looking at a coaching model.*
- *Kirsi - can we prep teachers.*

Elementary FY20 Budget Needs Request Presentation

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 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.*

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

*FTE (Brackett) Inclusion Special Education faculty/Learning Specialists - 5.0 FTE N/A** 1.0 FTE (Stratton) Full time OT's- 1.1 FTE N/A** .2 FTE (Thompson); .2 FTE (Hardy); .5 FTE (Bishop)*

**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.*

Arlington Education Association (AEA) FY20 Budget Needs Request for Elementary, M. Nolan Marion Nolan presenting for AEA. Thank you for opportunity to share budget request each item was thoughtfully considered. Jeff - curious about gifted and talented. Marion - some elementary schools have flex blocks. Want to support students who need more challenge. Not targeting them in an explicit way. The AEA request is below.

AEA 2019-20 Elementary and Menotomy Budget Requests Elementary

A. Increase specialists at each elementary school (Art, Music, and Physical Education)

Rationale: To increase flexibility in scheduling and reduce traveling time

B. An additional....

- 1.0 FTE Learning Specialist at Stratton*
- 1.0 FTE Learning Specialist at Peirce Rationale: To have 3 learning specialists at each elementary school (K-1, 2-3, 4-5)*

C. An additional....

- .5 FTE SLC Social Worker at Brackett*
- At least 2.0 FTE Social Workers per building, not including SLC programs Rationale: Increased student needs mean an uptick in extreme behaviors.*

Teachers in schools with two social workers report a dramatic improvement in student behavior. This clearly should be replicated through all schools.

D. An additional .2 FTE OT at Hardy Rationale: To create a full time OT at Hardy. Will also allow flexibility in scheduling and meet demands of caseload and workload.

E. An additional 1.0 FTE ELL Rationale: To create equity of ELL programs at each school and to ensure that students receive services that closer approximate state guidelines. Also to meet the district's goal of cultural competency.

F. Additional Grade Level Teachers Rationale: To bring class sizes down due to a growing enrollment

G. TA in all grades 1-2 classes with 22 or more students TA in all grades 3-5 classes with 24 or more students Rationale: To meet the behavioral, academic, and social/emotional needs of all students. As we raise the expectations and with the increase of students with Special needs, students and teachers need a greater support system.

H. Gifted and talented program for each elementary school Rationale: Our high level learners deserve a time for specialized instruction. Differentiation is not enough to allow them to thrive. Teachers report this as an area of need.

I. Increase of art supplies at all schools Rationale: With an increase of students, the budget of for art supplies also needs to increase.

J. Additional 3.5 FTE Team Chairs Rationale: Team chairs who are assigned to only one building will have more direct contact with staff for training purposes, and reduced caseloads would lend themselves to the timely completion of all required paperwork.

K. More behavioral specialists (BCBA) Rationale: Additional BCBA's would ensure that Teams are effectively responding to the social-behavioral needs of students; as Arlington's population grows, so does the variety of needs that students have when they enter the school setting.

Menotomy

A. Full time building substitute Rationale: To cover classes when teachers are in meetings, attending PD, or are out sick.

B. An additional .5 SLP FTE Rationale: To meet the demands of an increasing caseload and workload.

Discussion of Value Engineering for new AHS

Dr. Allison-Ampe presented draft version the cost trade-off analysis that was included in Novus. She reviewed the timeline as follows:

- 14th*
- 22nd*
- 24th*
- Estimates on 28th*
- Reconciled on 29th. Building committee meets.*
- 31st - possible 2nd building committee meeting*

- Feb. 5 - Building committee meets to approve total project budget.
- Feb 12 - approve submission of schematic design of report.
- Will have to provide information in advance of knowing if there need to be any cuts.
- Propose:
 - 3 different sets of discussions. Tonight - what is recommendation assuming we do not need to reduce square footage.
 - Jan. 14 - Dr. Janger and Dr. Bodie work together to create two proposals. One to save 3-5 million; another to save 6-10 million. Figure out numbers later. Hear proposals from Dr. Janger and Dr. Bodie. Then vote to accept it. Then passed off to building committee.
 - Tonight - what are our wishes?
 - HS Education Related Items
 - APS Administrative office
 - Non-AHS/APS - Facilities/Comptroller/IT.
 - Want authorization to draft letter from SC to forward to building committee. What is on the table in terms of proposals?
 - Len - should have joint meeting with Building Committee
 - Jeff - look at this as all that is in building is result of well thought out educational plan. Not a lot of fluff. We have as a committee pushed for larger spaces because we believe enrollment will be larger than 1755. Need to make cuts that are educationally sound. Committee should be involved in value engineering. We do not want to make any reductions. We want the building to be as large as possible.
 - Bill - Still think Admin offices and Town offices are not educational areas.
 - Paul - look at auditorium. If adequately sized it will be a community resource. Cannot reduce current seating of auditorium. Also, gym and library space have to be well thought out. Preference for maintaining district offices in this building. Will be a cost to put the district offices somewhere else. Will be a cost to put town offices somewhere else. On non-school related items, need to clearly state the costs.
 - Paul - Lots of conversations about parking and field space. Would like to see Town take over parking and have a garage to meet parking needs. Hybrid model where town builds a parking garage, it might be a solution to get more open space and gives better facility and revenue stream to town.
 - Jane - question about dollar amount around Menotomy Preschool. Support having it at AHS. Numbers are different here.
 - Kirsi - costs are all based on gross square footage.
 - Bill - where are alternative spaces for admin? Just Parmenter?
 - Yes. Just Parmenter.

- *Jen - if we maintain Admin in AHS - could be a place to move if needed in the future. Also look at building rental fees - could it offset cost of building?*
 - *Jeff - we can't say that to the state.*
- *Kirsi - unanimity in maintaining Educational Spaces.*
- *Not hearing unanimity in maintaining Administration and Town offices in the building.*
 - *Jeff - would need to be configured in a way to make it classrooms in the event student population grows beyond estimates. There would be a cost to move admin and reconfigure spaces.*
 - *Bill - question about payroll and admin. People need to know that everything was looked at.*
 - *Kathy - payroll is a Town/School Department. But we have a lot more staff on leaves, staff paid on grants. Lots of activity on daily basis between payroll and HR and business office. Payroll should be considered part of District offices.*
 - *Jane - can we justify payroll being part of APS related offices?*
 - *Kirsi - we will express that in the letter.*
 - *Kirsi - what is feeling of Admin staying in building?*
 - *Not unanimous support.*
 - *Len - more of a cost decision. Would be nice to have but not an educational requirement. Not required to walk down the hall to talk someone.*
 - *Jeff - need more data on the cost of renovating Parmenter.*
 - *Len - whatever building committee decides will work. Non educational need.*
 - *Kirsi - feels there are efficiencies in having Admin in building with the high school. Having admin around biggest school is helpful. There is a loss if we move administration off site. Should have a letter to communicate to building committee at the next building committee meeting.*
 - *Jeff - Building committee is only looking at AHS and Parmenter.*
 - *Any data on how many districts have admin offices in building?*
 - *Bill - security questions. By being in Parmenter.*
 - *Kirsi - new building will have security built in.*
 - *Rod - District offices - what are you talking about?*
 - *just talking about 6th floor.*

- Kathy - Different districts have District offices in different buildings. Many districts have preschool in the high school. Cost considerations. Also need to explore preschool and district offices link. Linked in the design of the building. Important that school committee weigh in.
- Jennifer - what is process? Who decides if there needs to be reduction?
 - Jeff - if it is more than 308 million, we have to make reductions. If motion is made at building committee to limit cost, we may have to make reductions. Ultimate authority is building committee. Building committee wants input from District leadership. Should happen with SC buy-in and District admin. Want alignment.
- Jennifer - still choices along the way?
 - Jeff - in 19-20, still choices need to be made in design process.
 - Kathy - once we have budget number that is our budget. Have to make decisions along the way. Budget will not increase. We have to work with that number.
 - Jeff - just want one debt exclusion in June.
- Kirsi - will work with Jeff on whether there should be joint meeting. Want a letter to get to building committee on 8th.

Mr. Hayner motion to authorize Dr. Allison-Ampe and Mr. Schlichtman to write to write letter to building committee, seconded by Ms. Morgan.

Voted: 7-0 unanimous

After the following discussion the motion passed.

- Jane - question about whether SC will get draft of letter, give input.
- Jennifer - could people comment to Karen - collect comments.
- Kirsi - that would be deliberation. Outside of open meeting.
- Kirsi - easier if people have strong concerns to ask that letter be held.
- Jeff - if people are not comfortable with letter, don't send it.

Superintendent's Report

Dr. Bodie spoke on the following:

- *Compliment Performing Arts Department on concerts. Early lessons in instrumental music makes the quality. Great chorus and orchestra. People in audience were seniors in the community coming just to come. Conversation that stage was too small.*
- *Dismissal at noon on Friday, December 21.*
- *Happy Holidays and Happy New Year.*
- *Jennifer - parents are not finding information about performing arts.*

Consent Agenda

Mr. Schlichtman moved to approve the Consent Agenda and noted Mr. Hayner is on the warrant, Approval of Warrant: Warrant #19113 Dated, 12/13/2018 Total Amount of Warrant: \$631,825.34, Approval of Minutes: None, seconded by Ms. Susse.

Voted: 6-0-1, Mr. Hayner abstention

Subcommittee/Liaison Reports/Announcements

Budget: Len Kardon, Chair

- *Joint budget and CIAA meeting on Friday, the 14th. Plan going forward is Power Point to present to PTOs. Will meet in January 17 at 5:30 PM to go over draft.*

Community Relations: Jennifer Susse, Chair

- *No January coffee.*

Curriculum, Instruction, Assessment & Accountability: Jeff Thielman, Chair

- *Report with Budget*

Facilities: Bill Hayner, Chair

- *None*

Policies & Procedures: Paul Schlichtman, Chair

- *None*

Legal Services Review: Bill Hayner, Jeff Thielman

- *Will meet in January*

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

- *Next committee meeting on January 8. Forum on January 14 at Town Hall. Tours of AHS on January 9 at 7:00 PM. Architects will be in Old Hall. Everyone should come on the 9th and 14th for forum. (16th snow date for forum)*
- *Hardy is going well*

Gibbs Committee: Jane Morgan

Liaisons Reports

None

Announcements

Future Agenda Items

- *Legal*

Correspondence Received:

Warrant# 631,825.24 Dated 12/13/2018

Value Engineering for new AHS

Monthly Financial Report

Budget request for FY 2020 Elementary and AEA

Executive Session

Mr. Schlichtman moved to enter into Executive Session at 9:05 PM to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting, may have a detrimental effect, and To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted. Will not return, seconded by Mr. Hayner.

Roll Call: Mr. Hayner, Yes, Ms. Morgan Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Ms. Susse, Yes, Mr. Kardon, Yes, Dr. Allison-Ampe Yes.

Voted: 7-0

Adjournment

Mr. Schlichtman moved to adjourn at 9:30 PM, seconded by Mr. Hayner.

Roll Call: Mr. Hayner, Yes, Ms. Morgan Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Ms. Susse, Yes, Mr. Kardon, Yes, Dr. Allison-Ampe Yes.

Voted: 7-0

Voted: 7-0

Recorded by:

Robert Spiegel, Human Resources Director

Respectfully submitted by

Karen M. Fitzgerald

Administrative Assistant

Arlington School Committee