

# Assistant Superintendent of Student Services Entry Plan



# Professional Background



**Arlington Public Schools**  
Education That Empowers

- 1999- 2003 Head Teacher at the League School of Greater Boston

*Instructed students ages sixteen to twenty-two with Autism Spectrum Disorders in a vocational training program at a MA Approved Private School*

- 2003 - 2004 Principal Intern, Boston Public Schools

*Year-long internship while completing graduate degree in School Leadership through Harvard University Graduate School of Education*

- 2004 - 2011 LAB Cluster Coordinator, Boston Public Schools

*Building-based special education administrator grades K-8 overseeing a substantially separate special education program for students identified with Emotional Impairment*

- 2011- 2014 Director of Student Services, Reading Public Schools

*District administrator responsible for Special Education, School Counseling, Nursing, English Learner Education, 504, and Homeless Liaison/McKinney Vento Coordinator*

- 2014 - 2022 Director of Special Education, Arlington Public Schools

*District administrator responsible for Special Education*

# SY2022-23 Reorganization



District began a reorganization of departments and created the Office of Student Services overseen by the Assistant Superintendent

Special Education	Nursing	School Counseling
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# Current Reporting Structure

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- Director of Nursing
- Director of School Counseling & SEL
- Special Education Coordinators (6)
- Special Education Financial Manager
- Senior Clerks (2)

# Entry Plan: Goals



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## Goals

1. To meet staff members with whom I have not previously worked with directly in the School Counseling and Nursing Departments.
2. To work with the Directors of each of these departments to develop an understanding of what has worked well in those departments and what challenges they have experienced.
3. To gather insights into the opportunities the three departments have to work together under a larger umbrella of Student Services.
4. To deepen my understanding of the needs of the community members in regards to the delivery of services from each department.

## Entry Plan: Sample Ongoing Activities



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1. School visits and classroom observations
2. Learning Walks with district administrators
3. Monthly meetings with individual building principals & special ed coordinators
4. Administrative Team Meetings - Central Office, District Admin, Principals
5. Direct Report Weekly & Monthly Meetings
6. Joint Committee of the AEA and Special Education
7. SEPAC Business Meetings, Workshops, and Officer Meetings

## Entry Plan: Sample Additional Activities



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1. Community Forums
2. Attending AEA Board meetings with the Superintendent, Assistant Superintendents, and Human Resources Administrator
3. Instructional Leadership Teams
4. Meeting regularly with Director of Nursing and attending department meetings with both Nursing and School Counseling & SEL.
5. Tiered Focus Monitoring (TFM) Cycle A
6. Listening Sessions
7. Empathy interviews

# Timeline



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Fall	Winter	Spring
<ul style="list-style-type: none"><li>● Ongoing activities identified above</li><li>● Tiered Focus Monitoring (TFM) on-site review &amp; final report</li><li>● Strategic Planning Team</li><li>● Equity Forums</li><li>● AEA board meetings</li><li>● Establish regular meeting schedule with Directors</li><li>● Observations/school visits</li></ul>	<ul style="list-style-type: none"><li>● Stakeholder listening sessions</li><li>● Individual interviews</li><li>● Attend department meetings</li></ul>	<ul style="list-style-type: none"><li>● Synthesis &amp; Reporting to Community</li></ul>



# Listening Sessions



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Education That Empowers

## Stakeholder Groups

Teachers  
Curriculum Directors  
Special Education Coordinators  
Assistant Principals/Deans  
School Nurses  
School Counselors PK-8  
School Counselors 9-12  
Students  
Community members

## Individual Interviews

Principals  
Director of Nursing  
Director of School Counseling & SEL  
SEPAC Co-Chairs