

BELMONT SCHOOL COMMITTEE MEETING

MARCH 1, 2011

**CHENERY MIDDLE SCHOOL
COMMUNITY ROOM**

7:30 PM – 9:30 PM

BELMONT SCHOOL COMMITTEE

A meeting of the School Committee will be held on March 1, 2011. At 6:15 p.m. the Committee will enter Executive Session for the purpose of discussing strategy with respect to labor contract negotiations given that a discussion in Open Session may have a detrimental impact on our bargaining position. At approximately 7:00 p.m., the Committee will return to Open Session for the Business portion of the meeting.

AGENDA

1. EXECUTIVE SESSION
 - 1.1 Executive Session for the purpose of discussing strategy with respect to labor contract negotiations given that a discussion in Open Session may have a detrimental impact on our bargaining position. (6:15 p.m.)
2. OPENING BUSINESS
 - 2.1 Call to Order/Roll Call (7:00 p.m.)
 - 2.2 Pledge of Allegiance (7:00 p.m.)
 - 2.3 Adjustment to the Agenda (7:00 p.m.)
 - 2.4 Special Report-out from the State House (Mike Widmer and Will Brownsberger) (7:00 p.m.)
 - 2.5 Superintendent's Report (7:30 p.m.)
 - 2.6 Chairman's Report (7:45 p.m.)
 - 2.7 Citizens' Concerns (8:00 p.m.)
3. UNFINISHED BUSINESS
 - 3.1 None
4. MAJOR BUSINESS
 - 4.1 Budget work update (L.C. Report-out) (8:10 p.m.)
 - 4.2 FY11 Budget Report-out (#2) – Anthony DiCologero – **Exhibit A (To Come)** (8:30 p.m.)
5. REPORT OF SUBCOMMITTEES/LIAISONS
 - 5.1 Wellington Building Committee (8:50 p.m.)
 - 5.2 Communications and Community Outreach (8:55 p.m.)
 - 5.3 Other report-outs (as needed)

6. OTHER BUSINESS

6.1 Consent Agenda

(9:05 p.m.)

6.4 Personnel Items - Informational

- Instructional Assignments – **Exhibit B**
- Maternity/Extended Leave – **Exhibit C**
- Family Illness – **Exhibit D**

6.4 Approval of Minutes

7. FUTURE BUSINESS

7.1 Next Meeting Dates: **March 5, 2011**
Workshop – 8:30 a.m. – 3:30 p.m.
Town Hall Gallery

March 15, 2011
Workshop – 7:30 p.m.
CMS Community Room

April 5, 2011
Organizational Meeting – 7:30 p.m.
CMS Community Room

8. ENCLOSURES

March 5, 2011 Budget Workshop Agenda
Article from February 14, 2011 Marshall Memo

9. ADJOURNMENT

(9:30 p.m.)

EXHIBITS

- ❖ **Instructional Assignments – Exhibit B**
- ❖ **Maternity/Extended leave – Exhibit C**
- ❖ **Family Illness – Exhibit D**

INSTRUCTIONAL ASSIGNMENTS

- ❖ Allison Ruane – **Long-Term Substitute Grade 7 English Teacher** for Belmont High School @ \$246.37 per day effective March 7, 2011 through the end of the 2010-2011 school year.
- ❖ Kate Bisantz – **Professional Aide** for the Wellington School @ \$17.55 per hour for 27 hours per week, effective January 31, 2011 through the end of the 2010-20211 school year.
- ❖ Nikolaus von Huene – **Long-term Substitute Grade 2 Teacher** for the Burbank School @ \$264.60 per day effective March 11, 2011 through the end of the school year.
- ❖ Faye Concannon – **Long-Term Substitute Professional Aide – Special Education** for the Chenery Middle School @ \$17.55 per hour for 30 hours per week, effective January 20, 2011 through the end of the 2010-2011 school year.
- ❖ Liesel Wilbers – **Professional Aide at the Wellington School** @ \$17.55 per hour, for 30 hours per week for the remainder of the 2010-2011 school year.
- ❖ Sara Giovanangelo – **Maternity Leave Substitute Kindergarten Teacher** for the Butler Elementary School @ \$105 per day effective March 11, 2011, for the remainder of the 2010-2011 school year.
- ❖

MATERNITY/EXTENDED PARENTHOOD LEAVE

- ❖ Katherine Metter – **English Teacher** for the Chenery Middle School, beginning approximately April 25, 2011, through the end of the 2010-2011 school year.
- ❖ Katie Alexik – **Grade 1 Teacher** for the Winn Brook School, beginning approximately April 1, 2011 through the end of the 2010-2011 school year.
- ❖ Rebecca Precourt – **Guidance Counselor** for the Wellington School, for the 2011-2012 school year.

FAMILY ILLNESS LEAVE

- ❖ Chi-Shiang Ling – **Foreign Language Teacher** for the Chenery Middle School, for the 2011-2012 school year.

ENCLOSURES

- ❖ **March 5, 2011 Budget Workshop Agenda**
- ❖ **Article from February 14, 2011 Marshall Memo**

SCHOOL COMMITTEE/LEADERSHIP FULL COUNCIL WORKSHOP AGENDA
Saturday, March 5 2010
Homer Building
Gallery
8:30 AM – 3:30 PM

A CONTINENTAL BREAKFAST AND LIGHT LUNCH WILL BE PROVIDED

TIME	TOPIC	RESPONSIBLE	OUTCOME
8:30 AM	Continental Breakfast		
8:45 AM	Introduction/Enrollments/Overview	G. Entwistle T. DiCologero	
9:00 AM	Program/School Detail <ul style="list-style-type: none"> • English and Reading • Elementary <ul style="list-style-type: none"> ○ Burbank ○ Butler ○ Wellington ○ Winn Brook • Kindergarten • Mathematics • Physical Education • School Committee Q & A 	J. Darias C. Francis M. McAllister A. Wagner J. Carey Elementary Principals P. Soliozy J. Davis	
10:30 AM	<ul style="list-style-type: none"> • Science • Health Education • Technology Education • Social Studies • Early Childhood Education/Pre-K • Special Education • Guidance/Psychological Services • School Committee Q & A 	P. Soliozy J. Davis P. Soliozy J. Darias P. Hamilton K. Kramer/M. Weinstein K. Kramer/M. Weinstein	
12:00 PM	Lunch		
12:30	<ul style="list-style-type: none"> • Foreign Languages • ELL • Athletics and Student Activities • Health Services • Library • Technology and Audio Visual • Fine and Performing Arts • Chenery Middle School • Belmont High School • School Committee Q & A 	J. Darias J. Darias J. Davis R. Peterson J. Darias S. Mazzola B. Pappazisis K. St. George M. Harvey	
2:00 PM	<ul style="list-style-type: none"> • Curriculum and Staff Development • Substitutes • Building and Grounds/Custodial • Transportation • Utilities • Administration/Legal/School Committee • Fringe Benefit/Revenue Offsets • School Committee Q & A 	J. Darias T. DiCologero T. DiCologero T. DiCologero T. DiCologero T. DiCologero T. DiCologero	
3:00 PM	"Next Steps"/Wrap-Up		

A couple of interesting
from the M.M.
for S.C.
members

—BHE

4. A Seamless Intervention System for Struggling Students

In this paid column in *Education Week*, author/consultant Richard DuFour addresses the common tendency to refer struggling students to special education as a first response rather than a last resort. "Student failure is often not a result of a disabling condition," says DuFour, "but rather a function of student indifference to school, unwillingness to do the work, or a host of personal problems that interfere with a student's ability to do what is necessary to be successful in school. If a school was able to identify every student who truly required special education services and did a wonderful job of providing those services, it would continue to face the harsh, cold reality that a number of its students were still not being successful."

What's the alternative? A multi-step intervention process that kicks in as soon as students experience failure, says DuFour: "If timely, directive, and systematic interventions are in place in a school, a student can be shifted from one level of support to another within minutes." An effective safety-net system helps students learn what they're supposed to be learning and weans them from support as soon as possible.

Response to Intervention, says DuFour, is all about educators taking responsibility for student learning: "RTI, like the pyramid of interventions we have advocated for years, operates under the assumption that whenever any student is having difficulty, it is a 'school problem.' Rather than designating students as at risk, which defines the problem as the student, the staff views the student as 'under-supported,' which puts the onus on the school."

Special education is vital to a school's success, concludes DuFour, but it can't operate in isolation. "Rather than separating students into general education versus special education, or 'my kids' versus 'your kids,' professional learning communities create collaborative cultures and effective systems of interventions to convey the message that every student is considered 'our student' and should have access to all of our available resources (including human resources) to resolve the problem."

"Intervention or Special Education?" by Richard DuFour in *Education Week*, Feb. 9, 2011 (Vol. 30, #20, p. C11), no e-link available

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5. Surprising Findings about Social-Emotional Learning

In this *Education Week* article, Sarah Sparks reports on a meta-analysis of 213 school-based studies that was just published in *Child Development*. Researchers found that students who took part in

during-the-school-day social-skills programs made robust academic gains – 11 percentile point gains on standardized tests – as well as gains in social-emotional areas. “There can be a payoff academically for these kids that compares to a lot of straightforward academic interventions,” says University of Chicago professor Joseph Durlak, the lead author, “which is really sort of amazing.”

How can non-academic programs produce academic gains? Probably because teachers find it easier to work with students who are calmer and better behaved. The students who took part in the social-skills programs were more cooperative and helpful, experienced less emotional distress, and had more positive attitudes and fewer conduct problems (e.g., bullying and suspensions) – and these gains were sustained six months later.

Durlak and his colleagues found that the most effective programs had the following characteristics (which make the acronym SAFE):

- Sequenced – Instruction proceeds step by step through an organized curriculum.
- Active – Role-playing and other hands-on techniques are used.
- Focused – Enough time is allotted to each goal.
- Explicit – Goals are clear to teachers and students.

Corinne Gregory of the Seattle-based SocialSmarts program agrees with the Chicago researchers’ decision to study programs aimed at a broad range of behaviors rather than just bullying (a recent trend). “We focus all our efforts on that nasty endpoint of the social-emotional continuum, bullying, rather than preventing all the other problems that lead up to that,” she says, mentioning disrespect and cheating. “By then, it’s almost too late in the game.”

The Chicago meta-analysis’s most surprising finding is that classroom-based, teacher-led programs were far more effective at improving social skills and academic achievement than elaborate schoolwide programs featuring assemblies and parent outreach. This echoes a recent Institute of Education Sciences study that found disappointing results from a number of popular schoolwide character-education programs (see Marshall Memo 358, #10). “The more-comprehensive and broader programs tended to have more implementation problems,” says Durlak. “Trying to do more in the schools tends to be harder, takes more coordination, involves more people – they’re a lot harder to pull off.”

“Study Finds Academic Payoffs in Teaching Students Social Skills” by Sarah Sparks in *Education Week*, Feb. 9, 2011 (Vol. 30, #20, p. 8), <http://www.edweek.org>. The full study is “The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions” by Joseph Durlak et al. in *Child Development*, Feb. 4, 2011, <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01564.x/abstract>