

January 20, 2020

Dear Stapleton Community:

Over the last few months there has been expressed concern about student behavior, classroom evacuations, and staff assaults and consequently a demand for information to be provided to the public about what, exactly, is happening at Stapleton Elementary School and what, exactly, is being done to address these expressed concerns.

The purpose of this correspondence is to provide an update to the Stapleton Elementary School community and broader Framingham community in an attempt to be as responsive as possible to the many questions and concerns that have been raised and to provide as much information as student and staff privacy rights will allow.

### **Number of Classroom Evacuations by Grade Level and Time Spent Out of the Classroom**

Documentation of classroom evacuations at Stapleton Elementary School began on November 15, 2019. The school has established a communication protocol with families that includes an email sent to all families when an evacuation happens in their child's classroom. The district is also working on a district-wide evacuation communication protocol to increase consistency across the Framingham Public Schools.

Evacuation Total by Grade Level *starting November 15, 2019		Time Spent out of Class (if logged)
Kindergarten	0	n/a
Grade 1	0	n/a
Grade 2	3	Not logged
Grade 3	1	Not logged
Grade 4	2	20 minutes and 30 minutes, respectively (students read or completed learning tasks in alternate setting)
Grade 5 (2 of which were from a sub-separate classroom)	5	Ranging from 6 minutes to 20 minutes (student learning occurred in alternate setting)

### Number of Staff Assaults/Injuries

The data provided here represents staff visits to the school nurse, not necessarily the result of intentional aggression by students. As a matter of practice, any staff member who is injured at the school is evaluated by the nurse.

Month *starting November 12, 2019	Number of Injuries
November	0
December	4
January	0

### Number of Student Injuries (by other students)

Any student who is injured at school is evaluated by the school nurse. Not all injuries logged are the result of intentional aggression by students.

Month *starting November 12, 2019	Number of Injuries
November	14
December	19
January	5

### Number of Radio (“Walkie-Talkie”) Calls for Help by Staff (including response time, and time/location of calls to uncover any behavior “hot spots”).

There was a short lapse in support call data collection from January 2, 2020 - January 14, 2020. Data collection began on January 15, 2020. This data is collected by office staff and is one data point reviewed by support staff to inform programming and supports for students and staff. On average, there were 10 radio calls for help by staff each day since October 11, 2019.

December School-Wide Information System (SWIS) referrals showed a pattern in the hallway that aligns with support calls so when the Positive Behavior Interventions and Supports (PBIS) Team planned the “PBIS reset” for 2020, the hallway was the first area of focus.

## Staff Increases/Departures Summary

Positions Departed (3)	Positions Created/Posted (7)	Positions Hired (5)
<ul style="list-style-type: none"> <li>Assistant Principal (October 2019)</li> <li>Interventionist (October 2019)</li> <li>Interventionist (December 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (December 2019)</li> <li>(2) Social-Emotional Mental Health (SEMH) Student Support Specialists (December 2019)</li> <li>Interventionist (January 2020)</li> <li>Campus Aide (January 2020)</li> <li>Cafeteria Aide (January 2020)</li> <li>Language Assistant Teacher (January 2020)</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal - Interview Process/Finalist Selected (January 2020)</li> <li>Interventionist (January 2020)</li> <li>Campus Aide (January 2020)</li> <li>Cafeteria Aide (January 2020)</li> <li>Language Assistant Teacher (January 2020)</li> </ul>

## Stapleton Support Staffing 2019-2020

	Assistants (10)	Aides (3)	Special Education Teachers (10)	Support Staff (8)
<b>ALL</b>	Jones, Griffin, Petersen, Deyoe, Sampson, Hedin, Bace, Lawson, Bradley, Sullivan	O'Brien, Tamburro, Downing	Gleason, Ciolfi, Brown, Goranson, Shine, Bloom, Price, Connolly, Newton, Beckman	MacKinnon, Burrill, DiDonato, Jeffery, Hall, O'Brien, New Support Specialist, New Support Specialist
<b>The Learning Center (TLC)</b> <i>(Utilized for students in Emotional Disability [ED] Program)</i>	10	3	2	2
<b>Tier 1 and Tier 2</b>	0	0	8	6

## Staff Roles and Qualifications for Special Education

- The first page linked to this heading lists all Special Education Staff
- The second page lists the staff with a Department of Elementary and Secondary Education (DESE) licence
- Paraprofessionals (Special Education Aides and Assistant Teachers) have an Associates Degree as a minimum or have passed the ParaPro Test

### **Number of New Students Enrolled and Leaving the School Along with IEP status.**

Since September 9th, 27 students have enrolled in Stapleton. Two of the students have IEPs and were enrolled at Stapleton based on programmatic needs. The enrollment summary below details how the enrollment has changed with enrollment and withdrawals.

### **Stapleton Monthly Enrollment (September to Date)**

	<b>Total Number of Students Enrolled</b>	<b>Total Special Education Students</b>	<b>Percentage Special Education Students</b>
<b>September 1, 2019</b>	337	95	28%
<b>October 10, 2019</b>	342	97	28%
<b>November 15, 2019</b>	352	100	28%
<b>December 15, 2019</b>	360	99	28%
<b>January 19, 2020</b>	358	100	28%

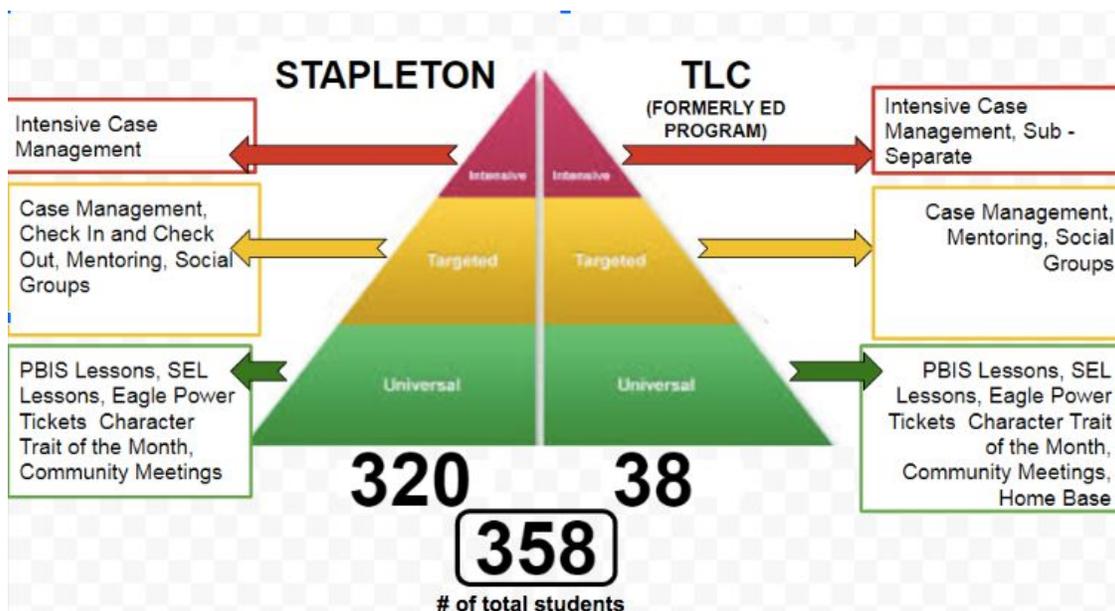
- Stapleton has 18 inclusive classrooms that support the learning of a variety of learning profiles. Students have access to high-quality instruction regardless of their learning profile. Support staff work closely with classroom teachers to meet the diverse needs of students. There are also two sub-separate classrooms that allow for students who benefit from a small group setting as a result of an identified diagnosed need (generally).
- Since the Parent Forum, Stapleton support staff designed an alternate learning space called the “Transition Room” that is staffed by our Social Emotional Behavioral (SEB) Coach who works in collaboration with other support staff members and teachers. Student participation is data-driven and scheduled. Students are supported with academic tasks and then follow-up coaching happens with the SEB coach and classroom teacher to support transfer of effective practice. This new approach allows other support staff members to service students more effectively and allows for analysis of the data collected to revise the supports as needed. Currently, 11 students have schedules that include a 30 minute block 2-5 times per week in this transition room.

The December SWIS referral data shows the following patterns/trends by whole-school and by grade-level:

- Whole School - A majority of referrals are happening on Wednesdays around 1:00pm. This data was used to determine the need for conversations with staff regarding strategies and supports during this time (strategies including movement breaks, monitoring the balance of teacher-student talk, whole group vs. small group instruction, etc.)
- By Grade Level:
  - Kindergarten: No referral data
  - Grade 1: Most referrals are around 1:30pm
  - Grade 2: Tuesday and Wednesday seem to be difficult days
  - Grade 3: Majority of referrals from the classroom on Tuesdays & Wednesdays
  - Grade 4: Referrals occurring primarily on Wednesdays
  - Grade 5: Many referrals are taking place in the hallways

As a result of this data, the SEB coach visited grade level teams to further analyze referral data and suggest strategies and supports. In addition, this data informed the first focus location for a school-wide “2020 PBIS Reset”- The Hallway. This reset involves all students and educators engaging in the [PBIS lessons](#) in an intentional way and then using Eagle Power tickets to encourage expected behaviors.

Below is an image created as an outcome of these discussions that outlines the tiered supports available to students at Stapleton and the components/goals for “The Learning Center (TLC)” to be implemented at different intervals including by February break, by the end of the year, and in preparation for the opening of the 2020-2021 school year.



In closing, it is important to note that district leaders and school staff have met five times over the past two weeks to discuss the Emotional Disability (ED) programming, as well as the Tier 1 and Tier II structures and supports at Stapleton. There are additional meetings scheduled this week with support staff and ED staff to review the implementation timeline that addresses what can be done now, by the end of the year, and the next school year.

In our efforts to better partner with our families, your feedback on this correspondence is very important to us. Please tell us if this information is useful to you and let us know how we can better communicate with you as it is our hope to build a trusting relationship through frequent and transparent communication.

We take the safety of our students and staff very seriously and we will continue to address the needs at Stapleton by adding or redeploying staff as needed to ensure that every student can be safe and successful.

Very truly yours,

Robert A. Tremblay  
Superintendent of Schools