

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, December 3, 2018 – Regular Meeting

7:00 p.m. - Board of Aldermen Chambers - City Hall

Members present: Ms. O'Sullivan, Dr. Ackman, Ms. Normand, Mr. Green, Alderman Ballantyne and Mayor Curtatone.

Members absent: Mr. Futrell, Ms. Pitone (7:10 p.m.) and Ms. Palmer.

I. CALL TO ORDER

Chair Green called the meeting to order at 7:07 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Green asked Superintendent Skipper to call the roll, results of which were as follows: PRESENT – 6 – Dr. Ackman, Ms. O'Sullivan, Ms. Normand, Alderman Ballantyne, Mayor Curtatone and Mr. Green. ABSENT – 3 – Mr. Futrell, Ms. Palmer and Ms. Pitone.

Ms. Pitone arrived at 7:10 p.m.

II. PUBLIC COMMENT

- Carrie Gwynn gave public comment saying she lives in Somerville and homeschools her daughters. Ms. Gwynn started a campaign for homeschooling access to SPS classes, then scaled it back to after school activities. She received a March 2016 email from Dr. McKay saying homeschoolers could have access to after school activities, except for Somerville Community Schools. In June 2017, there was an updated policy but this does not seem to have been communicated sufficiently to schools. Ms. Gwynn is currently on the Out of School Time Taskforce, and hopes this work will lead to the consolidation of after school options.

III. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Emily Nash and Emily Cannistraro were present. They reported on the following topics:

- The Thanksgiving Pep Rally was held Wednesday, November 21, followed by the SHS football team's fourth consecutive win against Cambridge Rindge and Latin.
- Rent will premier this Thursday, December 6, at 8:00pm. Students have the opportunity to view a rehearsal for the show tomorrow during X-block.
- Winter sports began last Monday.
- This week, the Broadcast Club is partnering with PBS Nova to host daily live podcasts during the lunch blocks, which will be related to a variety of STEM topics. The podcasts will be available on the Somerville High School Media YouTube channel.
- This morning, a survey developed by Somerville's Health and Human Services dept. was distributed via AspenX2 during block 1 about students use of nicotine-delivery systems.

IV. APPROVAL OF MINUTES

- **November 5, 2018**

MOTION: Motion by Dr. Ackman, seconded by Ms. Normand to approve School Committee Minutes of November 5, 2018.

Motion was approved via voice vote.

V. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

- MCAS Update

Chair Green and Ms. Skipper invited Kenya Avant-Ransom, District Data Coordinator to present an update on MCAS accountability. This was the first year that the new MCAS accountability system has been in place. Ms. Avant shared that it is impossible to compare the new accountability system with the past accountability system. The accountability data for Somerville Public Schools is available on the DESE website. 2017-2018 was the baseline year in which our district targets were created.

There are several accountability measures in the new accountability systems, including the new chronic absentee measure. This looks at the percentage of students who are absent 10 days or more over all of the possible days they should attend school. This is based on research showing that missing more school than that is very

detrimental to student learning. Ms. Avant shared that extended engagement rate is another new measure of this new accountability system. The measure looks at how well a school is retaining all of its students. There have also been changes in how indicators are weighted.

Chronic absenteeism is on the decline in Somerville Public Schools. Ms. Avant reviewed the overall average Student Growth Percentile (SGP) for students in grades 3-8 and grade 10. Approximately half of all students met expectations; our district is ahead of state SGP averages. Ms. Avant then reviewed the SPS comparisons for Math and English Language Arts for Somerville Public Schools relative to all state schools and to comparable districts; these comparisons were positive. Ms. Avant then spoke to how the district uses data to improve practice. She also shared the MCAS timeline and fact that all students will take the test online this year.

Ms. O'Sullivan gave thanks for the excellent presentation and detailed data. There are definite bright spots across the district. She appreciates Ms. Avant noting that this is one measure among many. Do MCAS data correlate to other local measures? Overall picture is encouraging, but some of the subgroup measurements are worrisome Ms. Avant said we do, in general, see some correlation between MCAS and other measures like DIBELS and STAR results.

Ms. Pitone is curious about what the data say regarding our closing of the achievement gap. Ms. Avant responded, we absolutely look at the trend data and changes in MCAS over time. Ms. Skipper added this would be a good topic to go into further detail in during an upcoming Education Programs. Regarding gap closing, we have to look at some of the limitations of the testing instrument particularly for English Language Learners. Most urban districts have and will continue to raise this concern around testing students in English if that is not their native language. Our work with MCIEA is trying to help us get beyond standardized measures that might ultimately be more useful for teachers. We are pursuing this in addition to measures like DIBELS and STAR. That said, my personal opinion on the achievement gaps is that they are unacceptable at the district and state level. This gets to the equity conversation that is underway.

Chair Green thanked Ms. Avant for all the work she does on this and other efforts.

- Youth Risk Behavior Survey (YRBS)

Ms. Skipper then called Health and Human Services (HHS) Director Doug Kress and Prevention Services Manager Matthew Mitchell to present the Youth Risk Behavior Survey (YRBS) data. Mr. Kress shared his thanks for inviting them both to present these data this evening, and for the strong partnership between HHS and the district. The YRBS captured the responses of 754 Somerville students and Mr. Kress's department looks at the validity of the responses. With that framing, Mr. Kress turned the microphone over to Mr. Mitchell to present on substance abuse.

Mr. Mitchell reviewed the following data: 40% of Somerville High School (SHS) students report using alcohol; 28% use marijuana, and 27% use electronic tobacco. Females reported slightly higher rates of substance use than males. Substance use is, generally, at the lowest level on record for the YRBS. Electronic tobacco use is the only substance that is going in the opposite direction with use rates rising.

Mr. Mitchell then turned the presentation back over to Mr. Kress. Students representatives talked a little about the survey just released on e-cigarettes, given the rise of this trend among high school and middle school students. We are doing a lot of training on the dangers of e-cigarettes. Mr. Kress then reviewed the trends on violence and safety among Somerville youth. Most of the rates of violence are on the decline and represent historical lows. Students were slightly more likely to report bullying in school than out of school. Bullying rates have been steady or declining.

Mr. Kress then spoke about the mental health and stress data. The HHS department did a One Day of Wellness last year and hope to continue that next year. Mental health concerns have remained relatively stable. 17% of

students seriously considered suicide; 5% of students reported attempted suicide. Roughly a third of students who consider suicide reported seeking mental health support from a school counselor.

Mr. Kress then reviewed sexual behavior: 30% of students reporting ever having sexual intercourse. 57% of students reported using condoms during intercourse. All of these data will be on the Somerville Data Farm, including broken down by subgroups and gender. Mr. Kress then reviewed weight, physical activity, and "resiliency" data among SHS students. 76% of students participate in extra-curricular activities. We are using all of these data to inform our strategy at the Health and Human Services Department.

Ms. Skipper thanked Doug Kress and Matt Mitchell for their partnership and support. These data inform our district strategy such as embedded counseling. Ms. Skipper said she hopes to see two things in future YRBS surveys: measures of screen time and sleep. These issues may be correlated, especially for students. Ms. Skipper said that parents are regularly asking us for guidance on these issues. Mr. Kress replied we are looking to add both of these to future YRBS surveys. Mr. Kress then highlighted the city's 9-5-2-1-0 wellness campaign.

Dr. Ackman is curious about prescription substance use and self-medicating data trends. Mr. Kress said that we administer another instrument and training to help address these issues among students.

Alderman Ballantyne was curious about screen use at home vs. at school. After school teacher didn't allow students screen time last year, which Ms. Ballantyne appreciated. Ms. Ballantyne is curious whether legal marijuana will translate into more use. Mr. Kress responded we don't have that data, but we worry about that possibility. Brains are developing up to the age of 26 years old, so we are concerned about this issue.

Ms. Pitone commends administration for having this presentation as part of the Regular meeting. She appreciates the rich data of this presentation. Worried about the reduction in condom use among students. She is curious as to what the key take aways are from this report for the district. Mr. Kress said that they will send a late memo on this. Ms. Skipper added that we will share this data with the Wellness Committee and Student Services. We work in close partnership with HHS and our school-based nurses. This is part of our overall work with the Wellness Report and Harvard's By All Means.

Ms. O'Sullivan, referencing slide 24, shared her concern that students highest worry is about school issues. Ms. Skipper shares this concern about the prevalence of anxiety about academic performance. This is worth asking more information to increase our understanding. Ms. Skipper continued, we have a pilot at WHCIS where students can exchange their cell phone for a Chromebook device to reduce non-academic screen time. Ms. Normand shared her belief that sleep is everything. Mr. Green mentioned that every year he has pushed for more mental health supports in the budget. He is glad to see we are meeting more student demand here, suicide rate is deeply troubling. It's also worrying that 1 in 3 students still don't feel like they have an adult they can connect with at school. Mr. Green is appreciative that these YRBS data are presented alongside MCAS data, which shows the commitment we have to the whole child.

Ms. Normand appreciates the Superintendent looking at the high school schedule and the physical makeup of the new building which encourages more student interaction. Mr. Green thanked Director Kress and Mr. Mitchell for their presentation.

Ms. Skipper then gave the report of the Superintendent

It's **Open House** week in our district! This Wednesday, Thursday, and Friday (December 5th, 6th, and 7th) families interested in learning more about our schools or who may have a little one getting ready for school can visit any of our pre-K to 8 schools including the Capuano Early Childhood Center between 8:30am and 1:30pm. Visitors will have a chance to tour a school, meet the principal, talk the schools' SFLC liaison and other parents, and get a sense of what makes each school unique. We encourage you to visit as many schools as you can to

find just the right fit for your child.

We are fortunate to be part of a caring community that does so much to support our youth and families. This Thanksgiving, families across our district were able to enjoy wonderful family meals thanks to the generosity of some very **generous donors**. As they have for several years, the Ryan Harrington Foundation donated baskets of food items for more than 20 families in our district to prepare a hearty Thanksgiving dinner for their entire household. In addition, another generous donor made sure that families at the Winter Hill School enjoyed a delicious Thanksgiving meal, thanks to a donation of 42 turkeys, along with all the trimmings. Our sincere thanks to all of the people who give so willingly and generously to our students and their families.

The Highlander Theatre Club at Somerville High School has been busy designing sets and rehearsing for their production of the musical ***RENT: School Edition*** this week. Four performances of this award-winning musical will be held at the Somerville High School Auditorium on December 6th (8pm, following the City's tree-lighting ceremony), December 7th @ 7pm, and December 8th at 2 and 7pm. On Saturday the 8th, an age-appropriate workshop is being offered during the 2:00pm performance for children in grades 3-6 whose families are attending the performance. Visit www.highlandertheatre.org to learn more and to purchase tickets.

Just a reminder that the annual **Next Wave/Full Circle Tree Lot** is officially open for the season. Stop by and pick up a holiday tree or wreath from the Tree Lot, and support a great cause – our students! The lot is open Mondays-Friday from 4:00-8pm; Saturdays from 10:00am-8:00pm; and Sundays from 10:00am-5:00pm. The lot is run by Next Wave/Full Circle students and staff. We hope you'll stop by to say "hi" and to pick up your holiday tree. All proceeds go toward student programs.

With the **snowy weather** creeping up on us, I want to remind parents and guardians to make sure that if your contact information has changed since you registered your child this year, please call or email your school secretary and ask them to update your contact information in Aspen. We hope not to have ANY snow day cancellations this year (fingers crossed), but if we do you can expect an email and call from us notifying you of the cancellation. We pull contact information from Aspen so it's important that contact information be current. We will also post school cancellation notices on our website, on Facebook and Twitter, and will notify local television outlets.

Mark your calendars for the annual **All-City Middle School Concert**. The concert takes place next week, December 13th, 6:30-8:30pm at the East Somerville Community School Auditorium. (Please note that the venue has changed; it was originally scheduled to be held at the high school auditorium.) We hope you'll join us in celebrating the work of our middle grades music students and teachers next week.

Ms. Pitone asked for a quick recap of the delayed school start policy. Ms. Skipper explained that when the schools are able to be open, but staff need a few extra hours to safely arrive, school will open in two-hour delay.

VI. REPORT OF SUBCOMMITTEES

A. School committee Meeting for Finance and Facilities: November 6, 2018 (Mr. Futrell)

MOTION: To accept the report of the school committee meeting for Finance and facilities of November 6, 2018.

VII. NEW BUSINESS (OUT OF ORDER)

A. REPORT ON THE APPROVAL OF STA UNIT A CONTRACT

Ms. Skipper gave opening remarks highlighting the partnership with Somerville STA and introduced STA president Jackie Lawrence. Ms. Lawrence introduced the bargaining team unit, including Laurie Foley, Mark Kirwan, Karen Murdock, Theresa Nickerson, Kerri O'Keefe, Mark Quinones, Gloria Salazar, Meghan Sousa, Mario Sousa and Linda Walsh. President Lawrence highlighted this agreement as forward looking and progressive.

Chair Green echoed the importance of this teacher relationship.

Ms. Skipper added this contract speaks to professional development and autonomous status for our teachers. Teacher post-secondary tuition reimbursement. We're proud of the family engagement and parent conference time that this contract expands. We have come away with several joint commissions that will examine important initiatives like stipends and professional development. We are blessed to have a talented and engaged teacher corp. We thank STA and the negotiating team for all of their hard work on this contract.

MOTION: Motion by Ms. Normand, seconded by Dr. Ackman, for chair to sign the contract.
Motion was approved via voice vote.

Meeting recessed at 7:25 p.m. to share congratulations in the signing of the new STA Unit A contract. The meeting reconvened at 7:30 p.m.

VIII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The following policy is being presented this evening for second reading:

- File EFD: Wellness Policy

MOTION: Motion to approve this policy by Ms. Pitone, seconded by Normand.
Motion approved via voice vote.

MOTION: Motion by Ms. Pitone, seconded by Ms. O'Sullivan to add language that we "require the Wellness Committee and that the Wellness Committee will report back to School Committee on an annual basis."
Amendment Passes.

- File GBAA: Workforce Diversity Policy

This item remains in Rules so it is tabled here.

NEW BUSINESS

B. Acceptance of Donations (recommended action: approval)

The Superintendent recommends the acceptance, with gratitude, of the following donations:

Donation	Donor	City, State	Value	Program donated to
21 Thanksgiving Baskets	Ryan Harrington Foundation	Somerville, MA	\$TBD	To various families in the Somerville Public Schools

MOTION: Motion by Ms. Normand to accept the donation, with gratitude, seconded by Ms. Pitone.

Motion was approved via voice vote.

IX. ITEMS FROM BOARD MEMBERS

Ms. Pitone

That the agenda for next regular meeting include a briefing for the Master Planning Report.

Concerned about Ed Programs being slotted for School Improvement Programs. This will affect what we can do in Ed. Programs, especially that the time is only one hour.

Future agenda items: request about the status of Somerville 2030, office hours' report, draft schedule for 2019

X. ADJOURNMENT

Meeting was adjourned at 8:56 p.m. via voice vote.

Related Items

Agenda

SY 18-19 School Committee MCAS Presentation

STA Unit A Signed MOA

YRSB Presentation

File EFD: Wellness Policy

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
BOARD OF ALDERMEN CHAMBERS
REGULAR MEETING – DECEMBER 3, 2018 – 7:00 P.M.**

Somerville Public Schools - School Committee Vision Statement/Goals

We believe in developing the whole child - the intellectual, social, emotional, and physical potential of all students - by providing students with the skills, opportunities, and resources that will nurture innovative ideas, foster pride in diversity, inspire students to become lifelong learners and empower them to enrich their communities.

- Goal #1: Increase achievement and access for all students. Reduce all performance gaps by half.
- Goal #2: Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.
- Goal #3: Increase engagement with the community to reflect the community in which we live.
- Goal #4: Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.
- Goal #5: Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.
- Goal #6: Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.

ORDER OF BUSINESS

I. CALL TO ORDER

Call to order with a moment of silence and a salute to the flag of the United States of America.

II. REPORT OF STUDENT REPRESENTATIVES

III. APPROVAL OF MINUTES

- November 5, 2018

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- MCAS Update
- Youth Risk Behavior Survey (YRBS)

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- File EFD: Wellness Policy
- File GBAA: Workforce Diversity Policy

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B. Acceptance of Donations (recommended action: approval)

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IX. ITEMS FROM BOARD MEMBERS

X. ADJOURNMENT

MCAS Update

PERFORMANCE, GROWTH, & ACCOUNTABILITY RESULTS

December 3, 2018



What is the Next Generation MCAS?

- Revised MCAS Assessment
- Focus:
 - Critical thinking
 - Knowledge application
 - Making connections between reading and writing
- Intended to signal readiness
 - For next grade level and college/careers
- Has replaced "legacy" MCAS tests in grades 3-8

Next Generation MCAS Results

- What is available:
 - Aggregate Results (school, district, state)
 - Scaled scores at grade 3-8 and Student Growth Percentile (SGP)
 - School and subgroup percentiles
- NOTE: We can compare this year's results to 2017 MCAS assessment results (although SGP must be recalculated)

Interpreting MCAS Results

- Aggregate student growth (SGP) is now an average
- MCAS scores identify where students may need academic support, but there may be other—non-academic—barriers to high test performance
- Continuing to offer student supports
- MCAS is 1 measure – Continue to use other measures of achievement/progress (MCEA)

State Accountability System

- Designed to measure how schools are doing and what kind of support may be needed from the state, if any.
- Focus is on raising the performance of each school's lowest performing students in addition to the performance of the school as a whole
- Focused on "raising the achievement floor"; Progress for lowest performing 25%
- Cannot compare new and old accountability systems

Accountability

- Accountability data for all schools and the district are available
- 2017 Next Generation MCAS was the baseline year for target setting
- 2018 targets established by comparing Somerville to all districts and setting targets based upon the 25th percentile of districts that improved from 2017 to 2018
- All districts have the same expectations for improvement (although this translates to different targets based upon where they target)

Accountability: Primary Indicators (3-8)

- ELA Scaled Score
- Math Scaled Score
- ELA SGP
- Math SGP
- English Learner Progress towards English Proficiency
- Chronic Absenteeism

Accountability: New High School Indicators

- Four-year cohort graduation rate (87.5%) Percentage of students in a graduation cohort that graduate from high school in four years or less
- Extended Engagement Rate (81.4%) Percentage of students in a graduation cohort that either graduate in the open or open or enroll in school after five years
- Annual dropout rate (1.5%) Percentage of students in grades 9 through 12 that drop out of school in a given year
- Advanced coursework completion (28.7%) Percentage of students enrolled in grades 11 and 12 who complete at least one advanced course. These include Advanced Placement, International Baccalaureate, dual enrollment for credit, and other selected rigorous mathematics and science courses

Weights for Accountability Indicators – Non-High School

Indicator	Weight
English Language Arts (ELA) average scaled score	15%
Mathematics average scaled score	15%
Science assessment (Emergency Performance Index (EPI))	15%
Student Growth	20%
English Language Proficiency	35%
Additional	10%

Weighting is 3:1 (Achievement: Growth)

SPS Accountability Results

- Brown School among 52 schools designated "School of Recognition"
- No schools in need of assistance for academics
- 1 school in need of targeted assistance for MCAS participation rates
- At grades 3-8, Somerville ranks among the top three urban districts in percentage of all students who are Meeting or Exceeding Expectations in Math and ELA

SPS Graduation Rates On the Rise

SPS Attendance Rates Remain High

SPS Dropout Rates Have Declined

SPS Attendance Rates Remain High

SPS Maintains Good Growth Overall: Average SGP

	Grade 3-8	Grade 10
ELA	54.9	61.9
Math	51.2	55.3

*State average is 50 SGP.

SPS Graduation Rates On the Rise

Approximately Half of All Students Met Expectations

	Grade 3-8	Grade 10*
SP5	49	51
State	51	84
ELA	49	51
Math	45	48
Science		
Grade 5	43	47
Grade 8	28	35
Grade 10	67	74

* At grade 10, percentages represent the percentage of students who scored Proficient or higher.

Grade 3-8 ELA on Par with State: Gaps Remain

Grade 3-8 ELA: Comparable Districts

Grade 3-8 Math: Comparable Districts

Grade 3-8 Math on Par with State: Gaps Remain

Grade 3-8 Math: Comparable Districts

Grade 5&8 Science Performance

Grade 5&8 Science Performance

Grade 10 Math & ELA Performance

Grade 10 Science Performance Gaps

Using Data for School Improvement

The SPS School Improvement Guide outlines the process for school leaders

Using Data for School Improvement

The SPS School Improvement Guide outlines the process for school leaders

MCAS Assessment Update SY18-19

- Computer-Based Testing at all grades this school year
- Students in grade 10 will begin taking new MCAS in the Spring (implications for accountability system still unknown)
- Grade 5 and 8 STE tests
 - 16-17 – assessed 2001/2006 science standards
 - 17-18 – assessed overlapping standards of 2001/2006 and 2016
 - 18-19 – will assess 2016 science standards

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Thank you



Data From the 2017-2018 Somerville High School Health Survey

Prepared by:
Social Science Research and Evaluation, Inc.
22 C Cambridge Street
Burlington, MA 01803
781-270-6613

METHODS

WHO CONDUCTED THE SURVEY?

- The Somerville Office of Prevention through the Somerville Health Department, the Somerville Public Schools, the Somerville Police Department, and the Landridge Health Alliance, in collaboration with Social Science Research and Evaluation, Inc.

HOW AND WHEN WAS THE SURVEY CONDUCTED?

- The survey was administered as a questionnaire in February of 2018 to all Somerville public school students in grades 9 through 12.
- The survey was administered in four languages: English, Spanish, Portuguese, and Haitian.

WHO RESPONDED?

- The total number of respondents was 734. The number of respondents in each grade is as follows: 9th = 184, 10th = 218, 11th = 202, 12th = 130 (Other and unknown = 5).

WHAT DID THE SURVEY ASK ABOUT?

- Background characteristics such as gender, age, and grade level.
- Student use of and perceptions about alcohol, tobacco, and other drugs.
- Other related health issues such as violence and safety, mental health, sexual behavior, and dietary behavior.

CAVEATS

VALIDITY

- Research indicates that student responses to such surveys are reasonably accurate provided that the survey is voluntary and confidential. The Somerville High School Survey met these conditions.
- Many of the items are based on standard and reliable items from surveys such as the Youth Risk Behavior Survey, Monitoring the Future, Profiles of Students Use - Attitudes and Behaviors, and Survey of Student Resources and Assets.

NON-RESPONDENTS

- Results can be generalized only to students who were present when the survey was administered and may not reflect responses from youth who are absent, chronically absent, or out of school.

BIASES

- The Somerville High School Health Survey was conducted in 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, and 2018. The representative data from the surveys conducted between 2008 and 2018.

COMPARABILITY DATA

- Limited comparisons can be made to Massachusetts as a whole using the most recent available state 1995 data available at the time of this report (2012).

WHO HAS THE PROBLEM?

- Although the survey was administered to students in school, the behaviors addressed are not confined solely to youth.

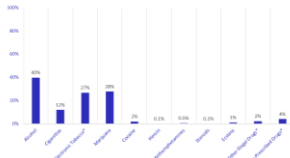
WHO IS RESPONSIBLE?

- These are community issues that require the attention of all community members and organizations, not merely the schools.

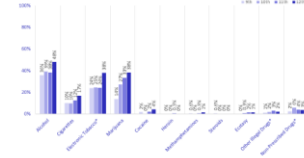
Substance Use

What substances are used most often by Somerville youth?
How does use change as youth age?
Are boys or girls more likely to use substances?
How has use changed in Somerville over time?
Are rates of substance use higher or lower in Somerville than in other places?

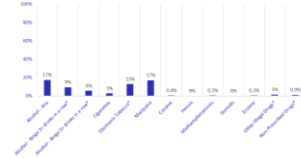
Lifetime* Substance Use for Somerville High School Students (2018)



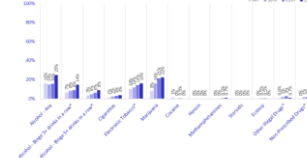
Lifetime* Substance Use for Somerville High School Students, by Grade (2018)



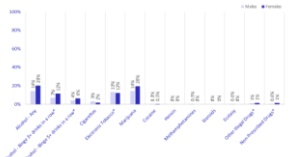
Current* Substance Use for Somerville High School Students (2018)



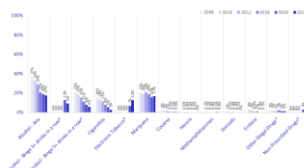
Current* Substance Use for Somerville High School Students, by Grade (2018)



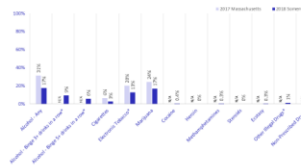
Current* Substance Use for Somerville High School Students, by Gender (2018)



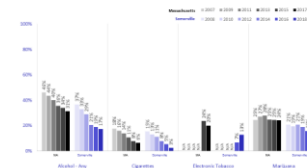
Trends in Current* Substance Use for Somerville High School Students (08, '10, '12, '14, '16, '18)



Current* Substance Use for Massachusetts* (2012) and Somerville (2018) High School Students

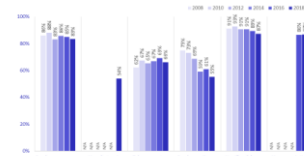


Trends in Current* Substance Use for Massachusetts* and Somerville High School Students

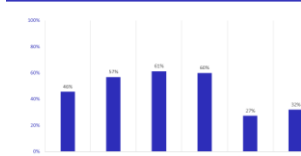


Issues Related to Substance Use

Trends in Perceived Risk of Substance Use among Somerville High School Students (2018)



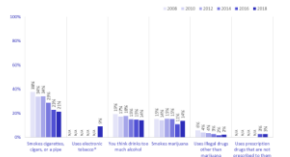
Perceived Ease of Obtaining Substances among Somerville High School Students (2018)



Trends in Perceived Parental Disapproval of Substance Use among Somerville High School Students (2018)

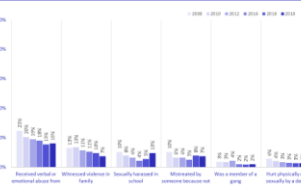


Trends in Exposure to Substance Use at Home among Somerville High School Students (2018)

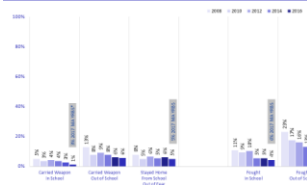


Violence and Safety

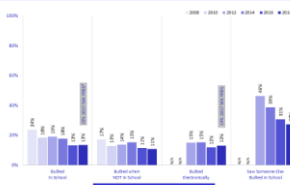
Percent of Somerville High School Students Who Experienced Family or Personal Violence in the Past 12 Months (08, '10, '12, '14, '16, '18)



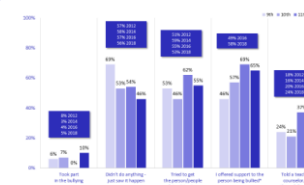
Violence and Safety-Related Experiences Among Somerville High School Students (08, '10, '12, '14, '16, '18)



Percent of Somerville High School Students Who Reported Being Bullied and Seeing Someone Else Bullied in the Past 12 Months (08, '10, '12, '14, '16, '18)



Response Last Time They Saw Someone Else Bullied in School in the Past 12 Months, by Grade - Multiple Responses Possible (2018)



Mental Health

Self-Harm, Depression, and Suicidal Ideation and Behavior in the Past 12 Months Among Somerville High School Students (08, '10, '12, '14, '16, '18)

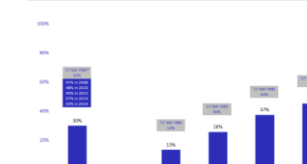


Percent of Somerville High School Students Who Sought Support When Experiencing a Mental Health Concern (16, '18)

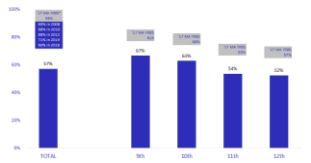


Sexual Behavior

Percent of Somerville High School Students Who Have Ever Had Sexual Intercourse, Total and by Grade (2018)



Percent of Sexually Active Somerville High School Students Who Used a Condom at the Last Time They Had Sex, Total and by Grade (2018)

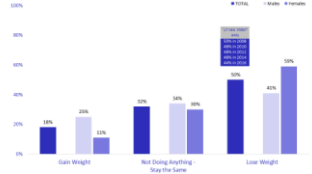


Weight and Physical Activity

Perception of Body Weight by Somerville High School Students, Total and by Gender (2018)



Percent of Somerville High School Students Reporting Attempts to Change Their Weight, Total and by Gender (2018)

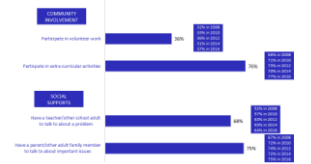


Recommended Level of Physical Activity Among Somerville High School Students in the Past 7 Days, Total and by Gender & Grade (2018)



Resiliency

Percent of Somerville High School Students Reporting Potential Protective Factors (2018)



1. Percentages based on 1,025 Somerville High School students surveyed in 2018 between 9/15/2018 and 11/15/2018.
 2. Data was collected by Ipsos and is not intended to be used for individual-level analysis or for a clinical purpose.

1. Percentages based on 1,025 Somerville High School students surveyed in 2018 between 9/15/2018 and 11/15/2018.
 2. Percentages based on 1,025 Somerville High School students surveyed in 2018 between 9/15/2018 and 11/15/2018.

MEMORANDUM OF AGREEMENT BETWEEN
THE SOMERVILLE SCHOOL COMMITTEE THE SOMERVILLE TEACHERS
ASSOCIATION, UNIT A
AND

This MEMORANDUM OF AGREEMENT is entered into by and between the Somerville School Committee (hereinafter the "Committee") and the Somerville Teachers' Association (hereinafter "STA" or "Association") (collectively hereinafter the "Parties") upon ratification by the Association's general membership and the full Committee.

WHEREAS, the Committee and the Association are parties to a collective bargaining agreement covering the bargaining unit for Unit A (hereinafter the "teachers' unit") for the period September 1, 2015 through August 31, 2018; and

WHEREAS, the Committee and the Association wish to enter into a successor agreement that reflects all of their understandings and agreements arrived at through said negotiations and both parties are in agreement that, except noted below, there are no additional agreements or amendments to the contract.

NOW, THEREFORE, in consideration of the mutual covenants expressed herein, the Parties agree as follows:

1. The terms and conditions set forth in the Collective Bargaining Agreement for the period September 1, 2015 through August 31, 2018 shall remain in force for the successor agreement, except as amended herein.

2. Amend Article IV D by adding the following paragraph

3. The parties agree to establish a Joint Study Committee, to review and assess the feasibility of 26 paychecks as an option, and will report to their respective constituencies the results of their study.

3. Amend Art. IV (B) as follows

1. Increase salaries in Appendix A across the board as follows:

Effective September 1, 2018:	2.5%
Effective September 1, 2019	2.5%
Effective September 1, 2020	2.75%

2. Increase salaries in Appendix A on Step 11 across the board as follows:

Effective September 1, 2018:	add \$750
Effective September 1, 2019	add \$750
Effective September 1, 2020	add \$750

1

B. Work Day

Add a new Section 6, as follows:

The parties agree that only under extraordinary circumstances and with the approval of the Special Education Director or Director of Student Services or his/her designee IEP/504 meetings may be scheduled before, or after the regularly scheduled work day. Such scheduling after consultation with staff, will only occur after a parental rejection of two (2) proposed team meetings during the school day. All such staff shall be afforded at least ten (10) calendar days' notice of that meeting, and will make a good faith effort to attend in light of their own personal responsibilities. Staff will not be scheduled for such meetings more than two times per year. Meetings will not be scheduled more than one hour before the regular workday, and no meeting shall be scheduled to begin later than 4:45 and must end by 6 P.M. Unit members will be compensated for attendance at all such IEP/504 meetings at the rate of \$40.00 per hour, and shall be compensated for "wait time" at the same rate for time between the end of their regular work day and the start of an afternoon IEP/504 meeting. All unit members in attendance shall be compensated for a minimum of one (1) hour for such a meeting.

C. Extended Days

1. Amend section 1 as follows:

For the 19-20 and 20-21 school years the 22.5 hours will be increased to 24 hours for professional development. By the first work day of the school year in 19-20 and 20-21 the District will provide educators with a list of professional development activities in which the educator may participate to satisfy this requirement. By the end of September, the educator will submit to his/her Principal or Director a list of the professional development activities that s/he will complete for the first semester. For the second semester, a similar list will be prepared by the end of the first week of work after the December vacation and by the last day of January educators will submit to their Principal or Director the professional development activities that s/he will complete by the end of the second semester. The documentation of professional development activities will be accomplished through My Learning Plan or whatever system of documentation is in place. In the second and third years of this agreement the same process will be utilized for development of a list of professional development activities for selection by staff.

In the 19-20 school year the Principal will be allocated fourteen (14) hours of this time and the staff will be allocated ten (10) hours. In 20-21 school year the time will be evenly divided, 12 hours to the Principal and 12 hours to the staff.

3

4. Amend Art. IV, (F) (2) and (9) as follows:

Extra Instructional Duties: For the life of this Agreement, compensation for the additional instructional duties listed below shall be as follows:

a. Evening School:	25526/hour
b. Curriculum Work:	25526/hour
c. Workshop Instruction:	40841/hour

Subsection 9. The rate for work performed by bargaining unit members outside of the regular work day or work year that is not compensable under another provision in the collective bargaining agreement will be \$25527 per hour

4. Add a new paragraph 10. Tuition Reimbursement

A. The School Committee will reimburse unit members for up to \$ 1,000.00 per year, for college and university courses related to the field of education, their assigned subject area, the acquisition of an advanced degree in the field of education or administration or educator license with the advance written approval of the Principal and Superintendent or designee. The reimbursement will be for a grade of "B -" or better and will be made after provision of official transcripts. Reimbursements will be on a "first come, first served" basis. The School Committee shall not be required to expend more than \$40,000 per fiscal year in the aggregate under this article. Unit members will not be eligible to receive educational benefits under this article until they have completed 2 years of service in the bargaining unit, except that the Superintendent or designee may elect to waive this requirement on a case-by-case basis. The School Committee and the Association will develop a form to be used for purposes of seeking approval and reimbursement under this article.

5. Amend Article V: Teaching Hours & Load as follows:

A. Work Year
Add a new paragraph (4) s follows:

SHIP/SKIP/ASCD: Subsequent to the execution of this agreement, all new hires will have an 11 month work year and all existing staff will be grandfathered in their current schedule unless they decide to become an 11 month employee. The salary will be increased by prorated per diem, i.e. twenty five (25) additional days at 25 X 1/184th. Other yearly leave benefits available yearly are also prorated, e.g. sick leave, personal days. Logistics for implementation in summer 2019 will need further discussion between the parties.

2

If both parties agree, the allocation utilized in 20-21 will continue beyond the 20-21 school year. In the absence of an agreement to continue the 20-21 allocation, the parties shall revert in 21-22 school year to the 22.5 hours and process utilized in the 17-18 school year until further modified by bargaining.

Amend section 3 as follows:

3. Elementary and secondary school teachers may be required to attend four (4) parent/teacher conference meetings, which will include an open house, during the school year. Each meeting will last 2.5 hours in duration. After consultation with the faculty, the principal may decide to hold up to two (2) of the last three (3) meetings in the afternoon.

Beginning in the 2019-2020 school year, the professional development day that is scheduled on the November election day, also will be used for the purpose of Parent/guardian conferences. In 2019-20 the first 2/3rds of the work day will be used for professional development activities determined by the Principals and the remaining 1/3 of the work day will be used for parent conferences. In 2020-2021, the day will be evenly divided between professional development activities determined by the Principal and parent conferences.

D Early Release/Preparation Time

ADD A NEW SECTION 5 AS FOLLOWS:

The parties agree to establish a Joint Study Committee, consisting of four (4) representatives of the Association and four (4) representatives of the School Committee to make a joint recommendation to the School Committee for a comprehensive Common Planning Time model that will not take away from current contractually required individual prep time. The Committee will include in its study, an assessment of current practices of common planning time in the Somerville Public Schools. The Joint Study Committee will complete its work prior to June, 2019 and will submit its joint recommendations to the parties' respective bargaining teams for negotiations and ratification by January 1, 2020

Add a new section under F 3(c). **Teaching Load:** as follows:

Effective with the 2018-2019 school year guidance counselors at the high school shall be scheduled for one (1) non-teaching duty per week

Add the following paragraph in italics to section J:

4

J. **Lesson Plans-Evidence of Planning:** Each bargaining unit member who has not acquired Professional Teacher Status will be required to demonstrate to their principal on a weekly basis, in writing, on a form to be developed by the superintendent after consultation with the Association president, that the member's daily instruction is consistent with the state curriculum frameworks and the school district's curriculum guide.

Add the following language:

Within three work days of a request from the principal, each bargaining unit member with PTS will be required to demonstrate to their principal evidence of the teacher's lesson plans that reflects the member's daily instruction consistent with the state curriculum frameworks and the school district's curriculum guide. Within three work days of receipt of lesson plans, the educator will receive timely constructive feedback that encourages teacher growth and planning.

K. **Home/School Communication**

Add the following paragraph

Teachers will post class attendance each day. For teachers in grades 6-12, all efforts will be made to post grades weekly in X2 or another electronic informative portal utilized by the Somerville Public Schools to inform students, parents/guardians and administrators of daily attendance and academic progress. During the 2018-2019 school year, the Committee will provide voluntary training for staff, students and parent/guardians in the use of X2 (Aspen) or, in future years training for whichever record keeping program the district uses.

Add new section L

L. For the 2019-2020 school year, after consultation with the STA, the Committee may endeavor to provide five (5) days per week programming for students in the ECIP.

6. **ARTICLE VII CLASS SIZE-Not in Contract**

The parties recognize that an enrollment study is in the process of being planned that will review, among other aspects, class size and demographics and the STA will participate.

7. **ARTICLE IX:TEACHER EMPLOYMENT**

Amend as follows:

B Reduction in Force: If a reduction-in-force becomes necessary, members of the unit shall be laid off in the following manner:

1. Whenever possible, attrition will be utilized before layoffs. Subsequent to any attrition, the district will solicit volunteers.

5

2. a. Pursuant MGL, c.71, section 42, nothing in this section shall affect the right of the superintendent to lay off teachers pursuant to a reduction in force or reorganization resulting from a declining enrollment or other budgetary reductions.

b. No teacher with professional status shall be laid off pursuant to these reasons if there is a teacher without such status for whose position the affected teacher with such status is certified at the time of the layoff, or if there is a less qualified teacher holding the same or similar position for which the senior teacher is certified at the time of the layoff.

c. There are two factors to be used in determining qualifications. One will be overall ratings resulting from a comprehensive evaluation conducted pursuant to section 38 of MGL, c.71 and the second will be the best interests of the pupils in the school or district. In comparing the relative ability of staff based on evaluation, no distinction shall be made between teachers when the overall performance ratings established by the DESE are determined to be proficient or exemplary. The number of summative evaluations compared will include all those evaluations written for teachers during the time equal to the most recently hired professional status teacher in the targeted discipline.

The best interest of the students shall be considered equal unless there is written finalized discipline, at the level of suspension, related to classroom conduct over the previous 3 years.

If there is a tie using the above criteria, the tie shall be broken by seniority, with the least senior teacher in the discipline targeted laid off first.

3. Seniority: no change

4. Definition of seniority: no change

8. **ARTICLE XV PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT**

Add a new section (L) as follows:

L. Pathway to increased licensure-administrative licensure.

The parties agree to establish a Joint Study Committee, consisting of four (4) representatives of the Association and four (4) representatives of the School Committee to make a joint recommendation to the School Committee concerning development of a pathway to administrative licensure or additional licenses. The Committee will include in its study, an assessment of advancement opportunities in the Somerville Public Schools as well as development of a career ladder. The Joint Study Committee will complete its work prior to June, 2019 and will submit its joint recommendations to the parties' respective bargaining teams for negotiations and ratification by January 1, 2020.

9. **ARTICLE XIX, SICK LEAVE**

Amend Art. XIX (F) (2) as follows:

6

14. **APPENDIX A - See attached**

Appendix B

The parties' agree to incorporate the final recommended changes from the Joint Study Committee for Appendix B that will re-categorize certain stipendiary positions. The parties agree that those positions in schedule B shall be increased by 2.5% for the 2018-19 and 2019-20 school years and 2.75% in the 2020-21 school year.

Appendix C

The parties' agree to incorporate the changes to the categories in Appendix C from the Joint Study Committee. The parties agree that those positions in schedule C shall be increased by 2.5% for the 2018-19 and 2019-20 school years and 2.75% in the 2020-21 school year.

15. **APPENDIX D EDUCATOR EVALUATION INSTRUMENT AND PROCEDURES**

Amend as follows:

Post-observation conference: Add the following on Page 89 of current agreement

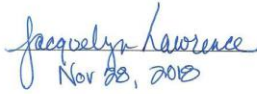
11 (a) (iv) Within five school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. The timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within twenty-four hours if possible. During the post observation conference the parties will discuss the observation and may, if applicable, review any of the information set forth in Section 11 (b) (i) (b).

16. **APPENDIX E SOMERVILLE HIGH SCHOOL SCHEDULE**

Add the following:

The parties agree that the high school schedule will be amended to reduce the total number of advisories by 50% and replace the advisories with X block, assemblies or release time.

SOMERVILLE SCHOOL COMMITTEE SOMERVILLE TEACHERS' ASSOCIATION


Nov 28, 2018

WELLNESS POLICY FOR PK -12

POLICY:

Somerville Public Schools envisions that all students and staff are healthy, safe, supported, engaged, and challenged. SPS recognizes that physical, social, and emotional health are linked to academic achievement and college, career, and community readiness. Students learn better in healthy schools with healthy employees.

This policy is intended to (1) help address the national challenge of childhood obesity at a local level, and (2) promote healthy lifestyles by establishing guidelines and placing an emphasis on District-wide programs and efforts designed to support overall student wellness. Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*. The provisions set forth in Section 204 expand upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Definition of Wellness:

The definition of wellness long used by the National Wellness Institute is consistent with these tenets: *Wellness is an active process through which people become aware of, and make choices toward, a more successful existence.*

Guiding Principles:

SPS shall establish and maintain an infrastructure for management, oversight, implementation, communication and monitoring of the Wellness Policy and its established goals and objectives.

1. Students in SPS shall have access to healthy foods and drinkable water throughout the school day including access to the USDA's Child Nutrition Program.
2. All students in grades K-12 shall receive standards-based health, nutrition, and physical education that provides students with learning experiences to develop the skills to live a healthy, well-rounded lifestyle.
3. All students in grades K-12 shall have opportunities to be physically active.
4. SPS shall create and maintain healthy and safe physical environments that promote learning.
5. All students shall have access to strategies and supports to develop knowledge and skills for social-emotional health.
6. All students shall have access to health services to support students in first aid, chronic conditions management, and promote wellness through school based-nursing staff.
7. SPS is committed to establishing strong partnerships with students, employees, families, community members, and community organizations to ensure engagement and involvement between school and other settings to maximize the impact of wellness programming.

District Wellness Procedures for ensuring that specific goals and objectives designed to meet all Guiding Principles outlined in this Wellness Policy shall be developed by the District Wellness Committee and reviewed/revised by said committee at least every three (3) years, and presented to the Superintendent for approval. The approved procedures shall serve as the basis for evaluating schools' and district departments' compliance with this Wellness Policy, to assess progress toward the district's wellness goals, and to inform any recommended Wellness Policy changes.

Adoption Date: March 6, 2006

Revised: November 27, 2007

Date Approved by School Committee: December 17, 2007

Revised: August 2009

Revised: May 2013

Revised: November 2018