

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, February 26, 2018 – Regular Meeting

7:00 p.m. - Board of Aldermen's Chambers – Somerville City Hall

Members present: Ms. Pitone, Ms. Palmer (7:12 p.m.), Mayor Curtatone, Alderman Ballantyne, Ms. O'Sullivan, Ms. Ackman, Ms. Normand, and Mr. Green.

Members absent: Mr. Futrell

I. CALL TO ORDER

Mr. Green called the meeting to order at 7:03 p.m. with a 17 second moment of silence in honor of the victims of Parkland, Florida, followed by a salute to the flag of the United States of America.

Mr. Green asked the Assistant Superintendent to call the roll, results of which were as follows: PRESENT – 7 –Pitone, Curtatone, Ballantyne, O'Sullivan, Ackman, Normand, and Green and ABSENT – 2 – Futrell and Palmer.

Mr. Green announced that we would have several presentations this evening and that agenda items would be taken out of order and that we would start with the District Report and Next Wave/Full Circle's presentation.

II. REPORT OF STUDENT REPRESENTATIVES

SHS student, Felix Brody, was sponsored to speak by Emily and Aislinn, our Student Representatives. Felix spoke of the plan of students to participate in some peaceful protests in support of efforts to eliminate violence in schools. On this Wednesday, at 8:17 a.m., students will take part in a walkout and will spend 17 minutes outside of Somerville High – a minute for each of the victims of the shooting in Parkland, FL. Following that, some students will continue on to Trum Field where they will participate in various outreach methods to legislators and others asking for support in the passage of the House's Extreme Risk Protective Order (ERPO) bill. Mr. Brody shared some of the networking that is being done with students both in Massachusetts and across the nation. He also spoke of continuing walkouts on a weekly basis until the bill is passed.

Discussion ensued following Felix's words which included members' pride at the students' actions. Mr. LaGambina, Headmaster at Somerville High School, also voiced his pride in their actions and spoke about alternatives to walking out so that more students can participate without leaving school.

III. APPROVAL OF MINUTES

A. February 5, 2018

MOTION: Ms. Normand made a motion, seconded by Ms. Pitone, to approve the minutes. The motion was approved via voice vote.

IV. PUBLIC COMMENT

One member of the public, Jocelyn Kasow, signed up to submit comments regarding increasing staff diversity in our schools so that it is comparatively closer to the student demographic. Ms. Kasow's written testimony is included at the end of these minutes.

V. REPORT OF SUPERINTENDENT

B. PERSONNEL REPORT

Dr. Abeyta announced the retirements of the following staff members and wished them health and happiness:

- Jean Devanthery, ESCS Adjustment Counselor
- Lois Sweder, SHS English Teacher
- Charles Gerlach, SHS Graphic Design Teacher

C. DISTRICT REPORT

1. School Improvement presentations:
 - Full Circle/Next Wave

Principal Margaret DePasquale Green presented her report which focused on the following:

- PBIS to decrease issues where students are out of class
- Lunch issues and steps to improve student experiences
- Face Time and Interventions
- Focus on Math including Math Boot Camps where all teachers focus on Math education
- Last year's program review and the recommendations that came from it
- The wonderful addition of a guidance counselor at the school and praise at what he has added to the students' lives
- Praise for staff and students

Following the presentation, members had the following comments, etc.

- Additional information about the grant the school received from???
- Compliments at the great work being done
- Multiple structures to support student learning
- The passion and hard work that goes on every day at this school
- The statement that these are perhaps the most important schools in the district.
- Full Circle graduation is June 6, 2018

- Somerville High School

Headmaster Sebastian LaGambina went through the presentation which focused on the following:

- Closer look at failure data in the major subject areas and action steps to improve
- ELL Math performance and ways to improve
- Wellness and Nutrition – why aren't students eating lunch at school?

Following the presentation, members shared comments, etc. which included the following:

- This was a targeted and quick presentation
- Free lunch program expansion
- Question on number of homeless students and their food security
- Thanks for a data-rich presentation
- Reduction in the percentage of course failures is encouraging
- Praise for a supportive school where students know adults are on their side and the feeling of mutual respect.

DISTRICT REPORT (cont'd)

- The 2018 **Somerville High School Science & Technology Fair** takes place this Thursday, March 1st in the SHS Science Wing. Student projects will be on display from 4:30-5:30pm; families, former teachers, and the Somerville community are invited to stop in and view this year's projects. Life Science projects will be in Room 420; Chemical and Physical Science projects will be in Room 423; and Physics and Engineering projects will be in Room 425. Awards will be presented in the SHS auditorium from 5:30-6:00pm.
- The annual **Somerville Summer Camps & Activities Fair** also takes place this Thursday, March 1st, from 5:30-7:00pm at the East Somerville Community School. More than 30 programs will be on hand to share information about their summer programming. Members of the Somerville community are invited to stop by and learn about youth summer camp and activity options in the Somerville and surrounding areas.
- The annual **City-wide Swim Meet** at the Kennedy Pool takes place on Saturday, March 3rd, from 12:00-4:00pm. All Somerville students in grades 1-8 are invited to take part in this friendly competition, which is open to all level swimmers. Students can still register with their physical education teacher, at the Kennedy Pool, or online at www.somerville.k12.ma.us/swimmeet. All participants will receive a t-shirt and the winning team will host the trophy at their school. Friends and families are invited to join the fun and cheer on their favorite swimmers on March 3rd at this FREE family event.
- Save the Date for the 2nd annual **Somerville Public Schools Career Fair**, which will be held Saturday, March 10, 10:00am-1:00pm at the East Somerville Community School. Learn more about career opportunities in our district. Administrators and staff from school and departments throughout the district will be on hand to answer questions. Please help spread the word about this great opportunity to learn more about our dynamic educational community!

VI. REPORT OF SUBCOMMITTEES

D. Rules Management Subcommittee: February 5, 2018 (Ms. Palmer)

This report was deferred to our next meeting.

VII. NEW BUSINESS

E. Field Trips: (recommended action: approval)

April 11-18, 2019 Somerville High School students to Italy. Transportation via plane, bus. Cost to students is \$3,133 each.

MOTION: Ms. Palmer made a motion, seconded by Ms. Pitone, to approve the field trip.

Initially, this trip was tabled so that thought could be given to this trip not interfering with the already-scheduled SERAPO trip to Gaeta, Italy during the same week.

Prior to the meeting ending, Mr. Colantuono agreed to push is trip back by one year – to April 2019 – to eliminate the conflict.

F. 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
Monetary Grant	Nellie Mae Foundation	Quincy, MA	\$125,000	Somerville Teacher Leadership for Student-Centered Learning
Monetary Grant	Nellie Mae Foundation	Quincy, MA	\$80,000	SomerVision for Learning

MOTION: Ms. Pitone made a motion, seconded by Ms. Palmer, to approve the donations, with gratitude. The motion was approved via voice vote.

G. Somerville Public Schools Policy Manual

The following policies are being presented this evening for first reading:

- File: BDD School Committee – Superintendent Relationship
- File: BBA SC Power and Duties
- File: CBD Superintendent’s Contract
- File: CBI Superintendent Evaluation
- File: CHA Development of Procedures, as amended
- File: GCCD/GBGE Domestic Violence Leave
- File: GCCC/GBGF Family and Medical Leave
- File: JII Student Complaints and Grievances

The above listed policies were presented this evening for first reading. Following the presentation, Ms. Pitone requested that File: GCCD/GBGE be removed from consideration as the members of the Rules Committee had requested additional information before taking action.

VIII. ITEMS FROM BOARD MEMBERS - none

IX. ADJOURNMENT

- Helen Marie Seward – Mother-in-Law to Kathleen Seward, Principal at the West Somerville Neighborhood School
- Mary Harrington, retired Special Ed teacher who had worked at Edgerly, Winter Hill and the Healey during her career in the Somerville Public Schools.

The meeting was adjourned at 9:11 p.m. via voice vote.



NWFC School Council Members

Margaret Green	Principal
Jack Haverty	Special Education Dept. Head / Assistant Principal
MaryAnn Beaton	Clinical Coordinator
Julia Dahlin	Teacher Counselor
Erika DaSilva	Parent Liaison
Melissa Lanzieri	Teacher Counselor
Maureen Robichaux	Teacher Counselor

School Profile

Special Needs: NW 74% FC 74%

Economically Disadvantaged NW 62.5% FC 73.8%

Reasons for Referrals:

- Not making progress, continued school failure
- Anxiety, Depression, trauma
- Need access to counseling and therapeutic supports in order to access the curriculum
- Need smaller class size for academic and/or social emotional supports

Supports Available

- Teacher/Counselor Model
- Small class size 8:1
- In school counseling - 3 Clinical Counselor, College and Career Readiness Counselor, drug and alcohol counseling & embedded counseling through Riverside
- School-wide Behavior Management: Daily behavior point sheets, incentives
- Process Room: space for students who need to be out of class for behavior or emotional needs. Staffed by Clinical Team

Positive Behavior Interventions and Supports

2015-2016

- Introduction of PBIS to staff at PD and to Students.
- Students and Teacher/Counselors collaborate to develop Matrix, and Lesson Plans to Teach Behavior Expectations.

2016 - 2017: First full year of implementation of PBIS

- Explicit Teaching of the Behavior Expectations.
- Daily Point Sheets
- Data Collection using SWIS (School-Wide Information System)

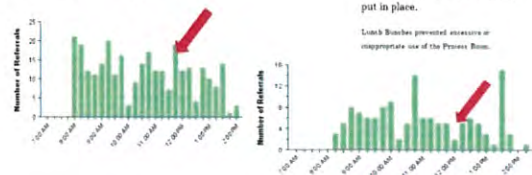
2017 - 2018

- Fall 2017 - Teacher model Behavior Expectations
- Monthly review of behavior data (SWIS - attendance)
- Spring 2018 - Booster activities to reinforce behavior expectations.

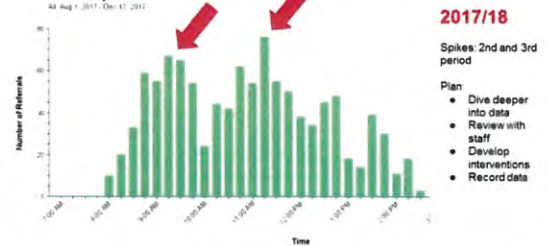
Visits to the Process Room by Month



2016/17 - spikes at lunch time



Referrals by Time



Student Wellness Focus - Tracking Face Time

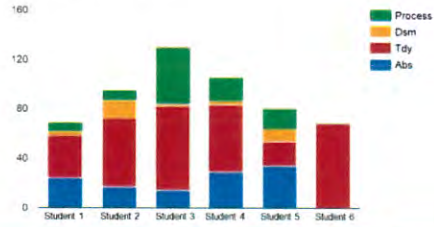
As an alternative program, NWFC has an inherent issue with respect to consistent student attendance. In an attempt to increase the amount of time spent on learning, we have been tracking students "face time" in class. To do so we have taken the maximum amount of time in class and subtracted hours missed for absences, tardies, dismissals and process room time to give students a percentage every month.

*Face Time: The amount of time a student is engaged in academic instruction.
Total school days - absences - tardy - dismissal - process room time = Face Time

How We Were Able to Define Face Time



Reflecting on Facetime with Counselors



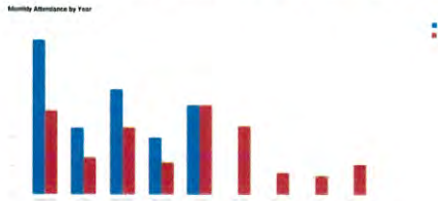
Face-Time Interventions

Daily: Phone calls / letters / email / texts home

If Face-Time falls below 60%

- Meetings with Parent / Guardians
- School based team meets with student and parent / guardian to develop a plan and set specific attendance goals.
- Attendance Officers / CRA if age appropriate
- IEP Team reconvene if interventions / supports aren't working

Facetime from 16/17 to 17/18 (Full Circle)



Facetime from 16/17 to 17/18 (Next Wave)



Our Full Strategy - Our 3-Pronged Approach

In order to maximize student time in class and address the barriers that keep them from getting to or staying in class we will

- Review SWIS data monthly
- Identify trends: time of day, behavior, student
- Develop interventions (school-wide or individual student) to address areas of need

Action Steps

Action	Who is Responsible	When
Collect behavior data on SWIS	Clinical Staff	Daily ongoing
Behavior Point Sheets	Teacher Counselors	Daily ongoing
Behavior Recognitions	Teacher Counselors	Weekly
Evaluate SWIS data	PBIS leadership team/all staff	Monthly
Review Attendance / tardy policies	Attendance Committee, Guidance Counselor, Principal	Started Fall 2017
Implement Tiered Interventions	Teacher/Counselors	Monthly beginning November 2017
Implement Crisis Intervention Meetings	Principal, Assistant Principal, Clinical Coordinator, Guidance Counselor	Weekly beginning November 2017

Academic Focus - MCAS Math

NWFC identified Math MCAS scores to be an area of relative weakness. Further investigation reveals many students lack foundational math skills necessary to access grade level MCAS problems.

NWFC Math Skills Assessment

All of the students at NW/FC completed a math skills assessment. The assessment ranged from basic addition and subtraction problems to pre-calculus depending on the student's current level. Below are the lowest and most crucial skill sets from each school, where the student body scored below 50%.

Next Wave	Full Circle
Multiplication/Division	Fractions/Ratios
Manipulating negative numbers	Order of operations
Isolating variables	Exponents

Justification for Targeted Skills

The following skills were particularly in need of remediation...

Next Wave	Full Circle
73% of NW students were unable to <u>multiply two digit numbers</u> Prerequisite skill for 33% of 8th grade MCAS exam	61% of FC students were unable to <u>reduce simple fractions</u> Prerequisite skill for 17% of 10th grade MCAS exam
73% of NW students were unable to <u>add negative whole numbers</u> Prerequisite skill for 23% of 8th grade MCAS exam	61% of FC students were unable to <u>apply order of operations</u> Prerequisite skill for 13% of 10th grade MCAS exam
82% of NW students were unable to <u>isolate a variable</u> Prerequisite skill for 15% of 8th grade MCAS exam	50% of FC students were unable to <u>simplify basic exponents and square roots</u> Prerequisite skill for 17% of 10th grade MCAS exam

Staff PD - Preparing for Boot Camp





Half digit multiplication 142×34 Half digit addition $184 + 27$ Adding decimals $3.45 + 2.1$	Area $12 \times 15 = 180$ $12 \times 10 = 120$ $12 \times 5 = 60$ $180 + 120 + 60 = 360$	MCAS Open Response/Challenge Problems 1. $100 - 20 = 80$ $80 - 10 = 70$ $70 - 10 = 60$ $60 - 10 = 50$ $50 - 10 = 40$ $40 - 10 = 30$ $30 - 10 = 20$ $20 - 10 = 10$ $10 - 10 = 0$
Double digit multiplication 52×17 Double digit division $144 \div 12$	Area $8 \times 12 = 96$ $8 \times 10 = 80$ $8 \times 2 = 16$ $80 + 16 = 96$	ROYGBV & P Based on the EM spectrum from low to high so kids can be grouped by color and not feel singled out by level
Simplifying Fractions Reduce $18/24$ Add and subtract uncommon denominators $\frac{1}{2} + \frac{1}{3}$...	Area $10 \times 10 = 100$ $10 \times 5 = 50$ $50 + 50 = 100$	



Recommendations from Program Review that have been implemented:

- **Hired Guidance counselor**
 - Shifted vocational class to a makerspace with Parts and Crafts
 - Still able to offer woodshop option for students
- **Courses on X2**
 - Next step is credits, report cards, transcripts
- **Professional Development**
 - Competencies, Performance Based Assessment (MCIEA, CCE work)
 - Mindfulness practices for teachers/counselors
 - Developing system to assess and evaluate student progress on clinical goals. (Triumph Center)
- **Hired Physics teacher**
 - Diversify science courses
 - Offer Physics MCAS for June 2018
- **Hired Paraprofessional to support clinical & behavioral needs**
 - Allows for Clinical team to meet with students more often and do preventative work

BARR Foundation Grant: Planning & Design of Schools and Programs for Students who are Off Track to Graduate in New England

Submitted RFP on January 22, 2018 - Awardees will be named in July 2018

NWFC is proposing to focus on the following areas:

1. Competency Based Education model
2. Flexible Learning Pathways
3. Personalization
4. Therapeutic Supports
5. Rebranding/renaming of the school

MCAS Math Data

	Next Wave (8th grade)					Full Circle (10th grade)						
Math MCAS	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
% Failing	60	81	48	67	93	55 NM	15	19	33	20	50	18

Assess Skills + Targeted Interventions + Ongoing support = Change in Scores

Next Steps

Action	Time	Person(s) Responsible
Administer math skills assessment	September 2017	Math teachers
Compile data on skills for each school and math class	September 2017	Special education department chair
Collaborate with math department to look at skill sets in need of remediation	November 2017	Math teachers and special education department chair
Plan school wide Math Boot Camp to address key deficits before MCAS	December 2017	All staff
Implement Bootcamps	Jan, Feb, March 2018	All staff
Readminister skill assessment for growth data and future planning	June 2018	All staff/students
Analyze Math MCAS data for future planning	August 2018	Math and administrative staff

Program Evaluation

Winter 2017:

- **Hired an independent consultant to complete a program review of NWFC**
 - determine what is working and what areas need improvement and if NWFC should remain a program for students with special needs or to explore moving to a more alternative school model.

Spring 2017:

- **Presented report to staff and superintendent/cabinet members**

Somerville High School 2016-2018 School Improvement Plan



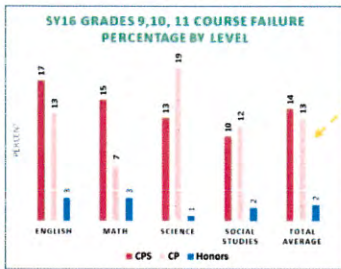
A CLOSER look at English, Math, Social Studies, and Science core courses in grades 9, 10, and 11

Failure Data

Marianna Hosking,
Alicia Kersten,
Trish Murphy-Sheehy,
Jodi Remington,
Rachel Zielkowski



Where We Began in SY16



1. Why are failure rates high in CP/CPS courses?
2. What actions can we take to reduce failure rates?

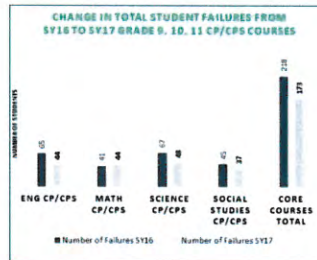
• CP - College Prep
• CPS - College Prep (various education programs)

SY16-17 Action Steps

- **NGE PD** Collaborated with The Landmark School to plan PD and implemented the consistent use of targeted evidence-based instructional practices, two column notes, posted objectives
- **NGE** Consistent agenda for meetings: student ID/action day and structured Professional Learning Community day
- **NGE** Plan for implementation during SY18
- **Attendance** Houses monitored attendance through the Student Support Teams process and implemented targeted supports.
- **US 2 Open Honors** Piloted in 10th grade Social Studies

• NGE - Non-grade experience

Total Numbers Comparison



• In SY16 there were 218 core course total failures and in SY17 173 total failures.

• The total number of individual students who failed in SY16 **decreased** from 130 individual students to 104 students in SY17

SY17-18 ACTION STEPS

- **Continue** the implementation of SY17 Action Steps
- **CO-TAUGHT CLASSES** Implementing specialized instruction and flex grouping
- **10GE** Implemented 10GE (10th-Grade Experience)
- **MODIFIED 10GE + 12GE** Considering "department" expansion grade 11 in science, social studies, English and grade 12 in English
- **ACADEMIC SUPPORT** Implementing and monitoring the program

Failure Data Pending Analysis

- At the end of the quarter, teachers will participate in data meetings that focus on course failures.
- Students are being surveyed as to what they believe are the causes of a failure
- Analyze grading practices and feedback practices of teachers

ELL Math Performance

Trish Murphy-Sheehy,
Franklin Vargas,
Raul Quintanilla,
Dr. Sarah Davila



ACCESS Proficiency with MCAS Performance, 2016

Expected Results to increase ACCESS level increases, MCAS CPI increases

In 2016, this wasn't the case in math

ACCESS WIDA Level	2016		
	# of Students	ELA CPI	Math CPI
1	2	25	25
2	9	33	31
3	8	56	33
4	9	75	61
5	2	88	88

* ACCESS - English Language Proficiency assessment for non-native English speakers

SY 16-17 Action Steps

- Khan Academy in Spanish in ALCS (Bilingual) Math Support Classes
- Created section of SAFE for SIFE (students with interrupted formal education) Math, reduced class size
- Reviewed grading practices in Math and Math Support classes
- Identified students failing math courses, provided support and dedicated grant funds for in-school tutoring (X-Block and Pull-out) (First Language Not English Grant)
- Partnered with Enroot (includes after-school tutoring)

ACCESS Proficiency with MCAS Performance, 2017

ACCESS WIDA Level	2016			2017		
	# of Students	ELA CPI	Math CPI	# of Students	ELA CPI	Math CPI
1	2	25	25	2	25	25
2	9	33	31	3	33	25
3	8	56	33	16	66	56
4	9	75	61	4	94	69
5	2	88	88	1	100	100

MCAS math CPI improves at higher levels of ACCESS performance in 2017

SY17-18 ACTION STEPS

- Coordination of grant funded in-school tutoring
- Additional after school tutoring
- Expanded participation in Enroot
- Bilingual MCAS Prep classes added
- Reorganizing Welcome Center to provide more academic supports
- Cross-department PD with Math and ESL Teachers
- ALCS Math Teacher attending WIDA PD: Engaging English Learners in Math

Wellness and Nutrition

Somerville High School
School Improvement Council
Chaired by Harry Marchetti



Concern: Who's not eating lunch, Why Not?

Average day 600-650 lunches provided by food services

On Record	Sample day
729 Free	465 Free
80 Reduced	50 Reduced
63 Did not qualify	18 Paid
Other Not Interested or did not return form	Other ?

Average day breakfast: 10 in Cafe, 10 in House/Nurse's Office

SY 16-17/17-18 Action Steps

- ✓ Increased portion size
- ✓ Offering variety, eliminated food items not desired, retain items students want
- ✓ Expanded after school snack program
- ✓ Investigating online free/reduced lunch form
- ✓ Established a "Quiet Cafe"
- ✓ PSA for lunch and breakfast
- ✓ Re-examining breakfast after 7:50 a.m.
 - Up to 10 students eating in House/Nurse's Office
 - Piloting Breakfast on the Go

Survey Questions, March 2018

- ✓ If you do not qualify for free or reduced-price lunch and cannot afford to buy a lunch, what do you usually do?
- ✓ Do you eat lunch? If not, why not? If you do not eat lunch, what do you eat instead?
- ✓ If you bring your own lunch from home, what is the main reason?
- ✓ If you do not stay longer than 10 minutes in the cafeteria, why not?
- ✓ If you get lunch at school, what is the main reason?

(Continued)

- ✓ How did you hear about the "quiet cafe"? (choices include option "I have never heard of the quiet cafe")
- ✓ If could choose where to eat, where would you prefer to eat: Breakfast? Lunch?
- ✓ What is your preferred start time for lunch?
- ✓ Did you fill out a school lunch form? If not, why not?
- ✓ Somerville High School offers a snack program to all students where they can receive a free snack after school. How did you hear about the *snack program*? (includes the option "I did not know about the snack program")
- ✓ Have you ever gotten a snack through the program?

Thank You!

*Public Comment
2/26/18*

School Committee Members, thank you for this opportunity to talk to you.

I want to talk about diversity, tolerance, and representation. My children attend the Argenziano School, which prides itself on its remarkable diversity of race, ethnicity, religion, language, and socio-economic class. Our staff and faculty, however, are predominantly white. This contributes to several problems.

First, most importantly, many of our children rarely or never have an opportunity to see themselves in their teachers. This lack of role models and representation is ultimately damaging to the self-esteem and academic performance of our students of color, which has been borne out in numerous studies. Archie LaSalle, a teacher in Cambridge, was quoted in the Cambridge Day, "At this point, I would pick the kazoo-playing black musician on the street corner before I would pick Mozart to teach here. It's just that bad." And Cambridge has a much higher percentage of teachers of color than Somerville. This is a desperate situation in our schools and needs to be prioritized. How can we re-enfranchise the disenfranchised until we address this glaring

need? How can we succeed in closing achievement gaps or in seeing all of our children reach their full potential until we do. Trying to create a pipeline is great, but my kids and many others can't wait until those teens become teachers.

Secondly, we will not succeed in engaging the full parent community until parents feel supported and valued by having representation in faculty and administration. As a white parent, I feel perfectly entitled to march myself right on in to the principal's office to discuss racism in the classroom, and I do. I expect to be heard, and I am. Many parents of color, or with different levels of comfort with English, do not feel this way. They do not feel safe to discuss race with our predominantly white and monolingual staff and faculty. This is not right. We all know how important parent engagement is for our children's success and all parents need and deserve to feel that their engagement is welcome.

Thirdly, the lack of people of color working in our schools leaves us with few resources when we do inevitably have issues of prejudice in our schools. Our teachers are unsure what to say or do when these problems arise. They are afraid of saying the wrong thing, and many times they

inadvertently do just that. I in no way want to disparage our teachers; I think they are amazing. I think the current teachers need help NOW. They need training, support, resources, and positive reinforcements so they can recognize and address racism in a positive, proactive and age-appropriate manner. Ideally, the district would hire a Diversity Officer, whose job includes teacher training, being a resource for teachers, and being a resource for the district as it tries to remedy the systemic issues. I have been told that there did in fact use to be such a position, but that it was eliminated due to a presumed lack of need, but the need is clear. At the very least, age-appropriate educational materials for teachers can easily and inexpensively be purchased from places like Tolerance.org, Anti-Defamation League, and Teaching for Change, to name a few, but someone needs to commit to purchasing, distributing, and REQUIRING them to be read and implemented.

Finally, I do see that some progress has been made and that the district is aware of the issue and working on it. I believe that more urgency needs to be applied; this is an issue that must be prioritized if we are to see all our children succeed in the way we all know they can. We should all feel the desperation Mr. LaSalle described. Addressing the issues of race,

equity, and social justice is fundamental to all of our other goals and priorities. I believe we will not get far with our goals for our district and our children if we do not tackle the issue of racial disparity head on. [example: differentiation - how can this be done when a significant portion of students are seen as possessing inherently less intelligence or potential?] This is about social justice. This is about racial equity. This is about simply doing what is right for all of our children. It is time we put our money where our mouths are.

Thank you for your time and consideration.