

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, March 6, 2017 – Regular Meeting

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

Members present: Mr. Futrell, Ms. Palmer, Mr. Roix, Ms. O'Sullivan, Ms. Normand, Alderman White, Mr. Green and Ms. Pitone.

Members absent: Mayor Curtatone

I. CALL TO ORDER

Chairman Laura Pitone called a Regular Meeting of the School Committee to order in the aldermanic chambers at 7:02 p.m., with a moment of silence and a salute to the flag of the United States of America. Ms. Pitone asked for a roll call, the results of which are as follows: - Present – 8 – Futrell, Roix, O'Sullivan, White, Green, Pitone, Palmer and Normand and Absent – 1 – Curtatone.

II. STUDENT ADVISORY COUNCIL – Mr. Domond was not present this evening.

REPORT OF SUPERINTENDENT

A. Presentations:

- School Improvement Plans
 1. **Kennedy School**

Ms. Pitone announced that, unless there are objections, the next item would be taken out of order and asked Mrs. Skipper to introduce our guests. Mrs. Skipper turned it over to Mr. Mark Hurrie from the Kennedy School. Mr. Hurrie introduced his team and he, Assistant Principal Steve Marshall, and Special Ed Department Chair Victoria Vendola took turns giving the presentation which included the following:

- Data on Student Learning at High Levels
- 2015-2016 Learning Gains
- Performance gaps over time
- Increased SGP in Math
- Key areas of focus and action steps
- Improving safety and wellness and lowering the rates of suspension
- Mindfulness and Positivity
- Respect and Responsibility

Following the presentation, members had the following comments and questions:

- Appreciation for a great presentation
- Discussion on Mindfulness and Restorative Justice
- Links between office referrals for behaviors to the Student Insights software
- Focus on closing gaps
- Focus on lowering suspensions
- The implementation of the sensory room to help students' behaviors
- The Kennedy's excellent job on data boards and the fact that they know every single student
- The mindset that every student can learn and the use of cohesive, strong communication
- The Kennedy School has 31-33% of their population in a Special Education program

The meeting was recessed from 7:43 p.m. to 7:51 p.m. so that members could thank the presenters and their team.

2. Brown School

Mrs. Skipper introduced Brown School Principal Shawn Maguire as he stepped to the podium to provide his presentation on the Brown School. Assisting Mr. Maguire was Mrs. Julie Jasper, teacher from the Brown and Co-Chair. The presentation included the following:

- Wellness
- IEP and 504 Information
- Counseling services
- Social/Emotional Needs
- Friendship is the greatest need
- Action Steps
- Academics
- Improving the Economically Disadvantaged CPI in Math

- Actions steps

Following the presentation, members had the following comments and questions:

- Thanked the presenters for their work
- Interest in the fact that scores for economically disadvantaged students are lower in ELA and not as much in Math.
- The information on the number of students who had deficits with social skills
- The amount of students who receive some sort of counseling
- The large discrepancies in students' preschool experiences prior to coming to Brown
- Impressed that staff at Brown are focusing on gaps even though they have high achievement, overall.

The meeting was recessed from 8:31 p.m. to 8:36 p.m. so that members could thank the presenters and their team.

Upon reconvening the meeting, another item was taken out of order – the report from the School Committee Meeting for Rules Management, which was held immediately prior to this meeting at 6:03 p.m.

Members present were Ms. Normand, Ms. Palmer, Mr. Roix, Mr. Futrell, Ms. Pitone and Mr. Green. Others present were Mr. Melillo, Dr. McKay and Mrs. Skipper.

Items discussed were:

- File JRA-R – Student Records – eliminating city of origin from the list of student directory information
- File JIH – Searches and Interrogations – amended language around Law Enforcement
- File KI – Visitors to the Schools

The following motions were made and passed at that meeting:

MOTION: Ms. Normand made a motion, seconded by Ms. Palmer, to approve File JRA-R, as amended. The motion was approved via voice vote.

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, to approve File JIH, as amended. The motion was approved via voice vote.

MOTION: Ms. Normand made a motion, seconded by Mr. Futrell, to approve File KI, as amended. The motion was approved via voice vote.

MOTION: Mr. Green made a motion, seconded by Mr. Futrell, to approve the report and minutes of the School Committee meeting for Rules Management of March 6, 2017.

Discussion ensued relative to language in File JRA-R and 603CMR and subparagraphs.

MOTION: Mr. White made a motion, seconded by Mr. Green to amend File JRA-R. Discussion ensued.

MOTION: Mr. White made a motion, seconded by Ms. Palmer, to sever out File JRA-R from the report before approving. The motion was approved via voice vote.

MOTION: Mr. White made a motion, seconded by Mr. Green, to lay File JRA-R on the table. The motion was approved via voice vote.

MOTION: Mr. White made a motion, seconded by Mr. Green, to amend the language in File KI – Visitors to the Schools, in the paragraph about trespass warnings from should expire to shall expire.

Discussion ensued relative to appeals and who to appeal it to and within what time period.

MOTION: Mr. White made a motion, seconded by Mr. Green, to add the language, "may be appealed, in writing, to the Director of Student Services." The motion was approved via voice vote.

MOTION: Mr. White made a motion, seconded by Mr. Green, to strike reference to the building principal and to remove the parentheses.

The motion was approved via voice vote.

MOTION: Mr. White made a motion, seconded by Mr. Futrell, to approve the committee report, as amended.

The motion was approved via voice vote.

III. REPORT OF SUBCOMMITTEES

A. Rules Management Subcommittee: Feb. 6 (Mr. Green)

This report was tabled until our next meeting.

B. School Committee Meeting for Finance and Facilities: Feb. 7 (Mr. Futrell)

On February 7, the Finance Committee (comprised of the entire School Committee during budget season), met to conduct the normal business of approving the January Bill Rolls and reviewing the January Expenditure Report, but also to begin the FY 18 budget process by reviewing the districts projections for a level service budget - that is, forecasting the base level cost if the district incurred no new expenses and made zero changes to the budget.

The meeting began at 7:05 pm. In attendance were myself, Ms. Normand, Ms. O'Sullivan, Mr. Green, Ms. Palmer, Mr. Roix, and Ms. Pitone. Additionally, two community members were in the audience.

During our review and approval of the Bill Rolls, we discussed the interest of the committee in putting budget documents online for the public to reference, and determined to discuss any implications of this at a future date.

We discussed our support of homeless students, particularly homeless students who were previously registered in Somerville but who are in temporary housing outside of Somerville. For these students, Somerville continues to support their transportation to Somerville Public Schools.

We also discussed the PlayWorks grant and the associated Wellness Director, and we discussed the idea that we could consolidate and save resources if we revisit our contracts with food vendors after budget season.

Laura Pitone moved and Carrie Normand seconded approval of the January 2017 Bill Rolls, which passed unanimously.

In our discussion of the Expenditure Report for January 2017, we dug into Special Education expenses, which are over 100% of their budgeted amount for the fiscal year. Of particular note is that this reflects an encumbrance and not necessarily dollars expended, something I've brought up before and that will be changed in the next fiscal year. In addition to ensuring that our expenditures are as close to real time as possible, Finance Director Gordon is taking a more holistic look at out of district expenses, including not only the tuition for those placements but also the transportation, home services, and summer programming associated with those placements. As always, Somerville Public Schools will provide all services our children need, and that are reflected in IEPs. In doing so, we'll also look at total cost to help identify where we might invest in future programming to bring external services back into the district. Additionally, there may be some cases where it may be less resource intensive to provide residential services rather than day placements when transportation and other costs are included.

During our first look at the level service budget for FY 2018, we identified a need for a deeper dive into out of district tuition as it relates to services needed by our population. Of note, we discussed greater need for autism services, as well as a transition position that is solely dedicated to students with IEPs, to help them determine their life plans after SPS. Across out of district placements, we're seeing that each site's tuition is increasing at an average rate of 6% per year.

Shifting to Operational costs, the district is forecasting an increase of 5.06%, given level service.

We discussed data, and how data informs the addition of positions across the district, specifically talking through needs around 1st grade and around dually certified teachers. Overall, the district communicated a commitment to ensuring that we applied our teachers and support to programs that serves the most children with the greatest positive impact for those kids.

So to close, we see Operational expenses (school level, program level) increasing by 5.06% to \$14.3M; we see Personnel expenses increase by 2.9% to \$53.6M, for a total budget increase of 3.35% to \$67.9M that would be funded by the City of Somerville. This level service budget represents the minimum needed to provide today's level of service to our kids through 2018.

The next step in the budget process will be to review the needs that our educational leaders - principals and program directors - see in our district, and then to prioritize and quantify those needs. That step will take place in the Finance meeting of the whole tomorrow evening, 7pm, at 8 Bonair Street.

Should members of the community want to voice their thoughts on particular needs that may not be addressed, please reach out to your School Committee member, your nearest Principal, or as always, our Superintendent and her team are available to you as well.

The meeting adjourned at 8:59pm.

MOTION: Mr. Futrell made a motion, seconded by Mr. Green, to approve the FY17 bill rolls. The motion was approved via voice vote.

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, to accept the report and minutes of the Chair of the Finance & Facilities Subcommittee for the meeting of February 7, 2017. The motion was approved via voice vote

C. School Committee Meeting for Long Range Planning: Feb. 16 (Ms. Pitone)

This report was tabled until our next meeting.

D. School Committee Meeting for Rules Management: March 6 (Mr. Green)

IV. REPORT OF SUPERINTENDENT

B. District Report

Mrs. Skipper provided her District Report, as follows:

- Despite the cold, people are preparing for an active summer. Approximately 250 people attended the 2017 **Somerville Summer Camp and Activities Fair** held at the Healey School last week. More than 40 organizations from Somerville and the surrounding communities were on hand to share information and answer questions. Visit the SFLC website (www.somerville.k12.ma/families) and the Somerville Hub (www.somervillehub.org) for resources and lists of upcoming activities/events to help you plan for a fun and active summer for your children.
- Congratulations to all the participants in this year's **City-Wide Swim Meet**, which took place this past weekend at the Kennedy Pool. The Brown School earned the "Most Participants" award, and also took the top team prize in the Grades 1-5 category. The East Somerville Community School took first in the Grades 6-8 category. Students competed in a variety of individual and relay events, while working on their swimming and teamwork skills in the process. A special thanks to Director of Aquatics Rich Cheney and to Stephanie Hudson, Asst. Director of Aquatics, for their tireless work in pulling this great event together each year. Thank you also to all the parents, guardians, and friends who stopped by the event to cheer on their favorite swimmers.
- AP enrollment at Somerville High continues to increase, while the drop-out rate is the lowest it has ever been. A campaign encouraging students to meet with their counselors to consider taking an AP course has led to a substantial increase in AP enrollment in the last few years. In fact, enrollment increased by more than 50% in just one year. In addition, working with non-profit partner Mass Insight Education, SHS now covers 85%-95% of the cost of AP exams, expanding access to students for whom the cost might have been prohibitive. In 2016, 225 students were enrolled in a total of 597 AP courses, which is an increase of more than double in two years. Graduation and drop-out rates recently released by the state show SHS with an all-time low dropout rate of 1.4 for 12th grade students! Targeted outreach to re-engage students, along with a variety of interventions and supports to mitigate some of the barriers that students may be facing, have played an important role in helping us address the dropout issue. This strategy not only helps some of our highest needs students successfully earn their high school diploma, but it provides them with that critical educational foundation as they move on to higher education or careers.
- The **Somerville High School Science & Engineering Fair** takes place this Thursday, March 9th. Projects will be judged from 8:30-11:30am by scientists and engineers from Biogen, Brammer Bio, Wolfe Labs, Tufts University, Harvard University, and other partners. Projects will be available for public viewing from 4:30-5:30pm in rooms 420 (Life Science projects), 423 (Chemical and Physical Science projects), and 425 (Physics and Engineering projects). An Awards Ceremony, also open to

the public, will take place in the SHS Auditorium from 5:30-6:00pm. Winners advance to the MA Region IV Science Fair, which SHS will host again at the SHS Field House on Saturday, March 18th.

- Mark your calendars for the **El Sistema Somerville Concert** on Tuesday, March 14th. The concert will be held at the East Somerville Community School Auditorium and will feature "Music of the Northern Hemisphere". Concert begins at 7:00pm.
- The annual SHS Career & Technical Education (CTE) Fair takes place on Saturday, March 25th, from 9:00am to noon at the Somerville High School Atrium. This is FREE and open to the public, and has become a premier Somerville event. We encourage you to stop by for a tour and to learn more about Somerville's outstanding technical/ vocational education programs, available to all SHS students. Guests will also have an opportunity to participate in a variety of hands-on activities. We hope to see you there!

V. UNFINISHED BUSINESS

A. School Committee Legislative Program - representation

Further discussion took place regarding the School Committee Legislative Program.

MOTION: Ms. Palmer made a motion, seconded by Mr. Green, to form a Legislative Program Committee of three members who will meet two to three times a year. The first meeting will be used to establish parameters, etc.

- Discussion ensued relative to whether or not changes are needed to the current policy – they are not.
- The hope is to establish the committee, meet over the next couple of months and then bring back to the full School Committee in June.
- The three members will be Ms. Palmer, Mr. Green and Mr. Futrell.

The motion was approved via voice vote.

VI. NEW BUSINESS

A. DRAFT Resolution to Affirm Somerville Public Schools as Safe and Welcoming for All Students

Mrs. Skipper announced that, this evening, a resolution will be introduced for approval that will, hopefully, reiterate the District's strong stance on protecting the rights of all of our students. This evening, we have a couple of speakers who would like to comment on this effort and then Ms. Normand will read the resolution and we will take a vote.

Ms. Jacquelyn Lawrence, President of the Somerville Teachers Association stepped to the podium and announced that as the representative to the educators in a district where we have been a Sanctuary City since the 80's, we need to continue to welcome all. She looks forward to sharing this resolution with others across the State.

Next, Dr. Sarah Davila, Director of ELL and the SFLC spoke about efforts made since November in providing resources to the community. Actions from Washington, DC greatly impact our students and families. Dr. Davila shared words from one of our students in the audience: "He has always felt safe in school, but he and others are having trouble concentrating with outside distractions. He is thankful that people will not be allowed in to interrupt learning."

Ms. Pitone thanked everyone for their leadership and efforts take to get this all fast-tracked, including the amendments to the policies. Thanks, also, to the legal counsel who assisted.

Ms. Normand read the following resolution aloud:

SOMERVILLE PUBLIC SCHOOLS SCHOOL COMMITTEE

RESOLUTION TO AFFIRM SOMERVILLE PUBLIC SCHOOLS AS SAFE AND WELCOMING FOR ALL STUDENTS

WHEREAS, the mission of Somerville Public Schools ("SPS") is to maintain a multicultural school community dedicated to the realization of the full intellectual, physical, social, and emotional potential of its students;

WHEREAS, SPS is committed to providing a safe and welcoming learning environment in order to increase achievement and access for all students irrespective of their immigration status,

- national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socioeconomic status, disability status, or beliefs;
- WHEREAS,** the City of Somerville (the "City") declared its commitment to providing all people with the same rights and privileges regardless of immigration status by passing the April 22, 1993 City of Equal Opportunity Resolution;
- WHEREAS,** the City is enriched and strengthened by its diverse cultural heritage, multinational population, and welcoming attitude toward newcomers;
- WHEREAS,** education plays a critical role in furthering tolerance and inclusivity within our society;
- WHEREAS,** the United States Constitution prohibits states from denying students a public elementary or secondary education on account of their immigration status;
- WHEREAS,** the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools (Title IV) and by recipients of federal financial assistance (Title VI);
- WHEREAS,** the Family Educational Rights and Privacy Act of 1974 ("FERPA") and Massachusetts law generally prohibit school districts and their employees from disclosing information from a student's education record to a third party without the prior written consent of a parent, a legal guardian, or the student;
- WHEREAS,** no law requires the City departments or employees to volunteer to federal immigration law enforcement officers information regarding the immigration status of any individual in the City;
- WHEREAS,** the United States Constitution and the Massachusetts Declaration of Rights prohibit unreasonable searches and seizures;
- WHEREAS,** searches and seizures are generally unreasonable unless conducted pursuant to a valid warrant issued by a neutral magistrate or judge, or under exigent circumstances, which typically involve hot pursuit of a criminal suspect or destruction of evidence and are extremely unlikely to be present in the context of students engaged in school activities;
- WHEREAS,** the U.S. Department of Homeland Security ("DHS") and its predecessor have repeatedly affirmed as a general policy that federal immigration law enforcement officers must obtain prior approval from high-level DHS officials before conducting any enforcement actions — including arrests, interviews, searches, or surveillance — at or focused on schools, which DHS has designated as "sensitive locations";
- WHEREAS,** SPS has legal custody of students during the school day and during hours of approved extracurricular activities, and it is the responsibility of SPS to protect each student's rights regarding interactions with law enforcement officials;
- WHEREAS,** the School Committee has, and has delegated to the Superintendent, the authority to control access to school buildings and premises to protect the best interests of students;
- WHEREAS,** the policy of SPS is to prohibit access to school buildings and premises by any individual or organization whose presence will disrupt the educational setting; and
- WHEREAS,** the presence of federal immigration law enforcement officers on school premises or during school activities will disrupt the educational setting and will exert a chilling effect on student enrollment and attendance;
- NOW, THEREFORE,** be it:
- RESOLVED:** That all SPS students have the same right to a free public education and associated school services, and that all SPS students will be treated equally regardless of their immigration status;
- RESOLVED:** That SPS will not seek or maintain information regarding the immigration status of any student or family member for the purpose of fulfilling the student's residency requirement, age requirement, or any other reason, except to inform a student about circumstances in which a determination of citizenship status is a prerequisite for establishing a student's eligibility for scholarships or other financial awards;
- RESOLVED:** That all requests by federal immigration law enforcement officers to enter any Somerville public school building or premises, or to communicate with any student while that student is under the supervision of SPS during any school activity or while utilizing SPS transportation, shall be forwarded immediately to the Superintendent, the City Solicitor, and the Chief of the Somerville Police Department;
- RESOLVED:** That no federal immigration law enforcement officer shall be permitted to enter any Somerville public school building or premises without either written approval from the Superintendent or a valid judicial warrant signed by a neutral magistrate or judge, except under exigent circumstances;

- RESOLVED:** That all subpoenas or other requests received by SPS for any information from a student's education record shall be forwarded immediately to the City Solicitor who, in determining the response to such subpoenas or requests, shall consult with the Superintendent and shall exercise the full extent of the lawful authority of SPS to protect the constitutional and legal rights of SPS students;
- RESOLVED:** That SPS shall provide training and any additional resources it deems necessary to its existing crisis and emergency response teams in order to ensure the safety and well-being of students who may be impacted by immigration enforcement actions;
- RESOLVED:** That SPS shall post this Resolution at every school location and distribute it to staff and parents in the most commonly-spoken languages of the City; and
- RESOLVED:** That if a court of law declares any part of this Resolution to be contrary to any statute, regulation, or judicial decision, the validity of the remainder of this Resolution shall not be affected.
- RESOLVED:** That a copy of this resolution be delivered to the Governor, Attorney General, and the Somerville state and local legislative delegations and otherwise widely distributed.

MOTION: Ms. Normand made a motion, seconded by Mr. Futrell, to approve the resolution as amended. Discussion ensued.

MOTION: Mr. Green made a motion, seconded by Ms. Palmer, to amend the resolution to include the language relative to distribution. The motion was approved via voice vote.

MOTION: Ms. Normand made a motion, seconded by Mr. Green, to amend the second paragraph to include disability status to the list. The motion was approved via voice vote.

MOTION: Ms. Normand made a motion, seconded by Mr. Futrell, to approve the resolution as amended. The motion was approved via voice vote.

B. Field Trip: (recommended action: approval)

May 20-21, 2017 Somerville High School Girls' Ultimate Frisbee Team to Northampton, MA, overnight, to participate in a tournament. Transportation via SHS mini-bus. Cost to students is the money needed for snacks and food.

MOTION: Ms. Palmer made a motion, seconded by Mr. Green, to approve the field trip. The motion was approved via voice vote.

C. Acceptance of Donations: (recommended action: approval)

The Superintendent recommends the acceptance, with gratitude, of the following donation/grant:

Donation	Donor	City, State	Value	Program donated to
Monetary Grant	Center for Collaborative Education	Boston, MA	\$20,000	FC/NW and WHCIS

MOTION: Ms. Palmer made a motion, seconded by Mr. Green to accept this very generous donation with extreme gratitude.

The motion was approved via voice vote.

VII. ITEMS FROM BOARD MEMBERS

Ms. Normand

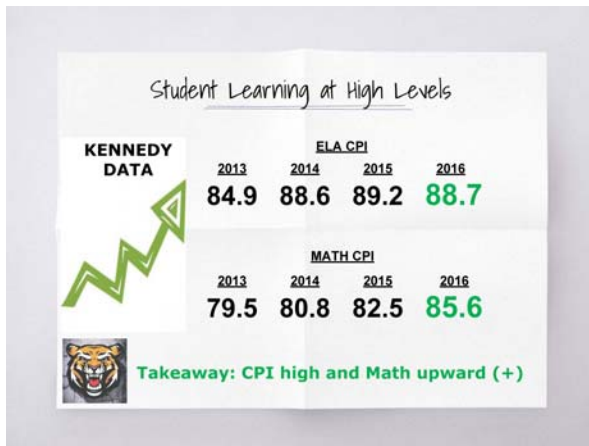
PHS Innovation Committee meeting will take place on Thursday, March 9 at 3:00 p.m. at Bonair Street. The plan is to vote on the plan at this meeting.

VIII. ADJOURNMENT

The meeting was adjourned at 9:48 p.m. via voice vote.

RELATED DOCUMENTS:

1. Agenda
2. PowerPoint presentations for Kennedy and Brown Schools
3. A copy of the Resolution to Affirm Somerville Public Schools as Safe & Welcoming for All Students
4. One (1) overnight field trip for approval
5. One (1) donation acceptance request
6. Four (4) condolence letters

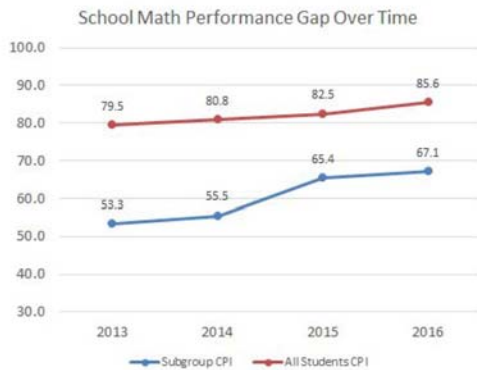


2015-2016 Learning Gains

Math SGP				
2013	2014	2015	2016	
54	57	53	59.5	- Math SGP up 6.5pts - We met district goal

ELA SGP				
2013	2014	2015	2016	
64	61	50	60	- ELA SGP up 10pts - We met district goal - Sp.Ed 11pt SGP increase

- SGP is going up across the board
- Remember: Gains are progressively harder when your scores are high



Good news!

<u>Math Sp.Ed SGP</u>	
<u>2015</u>	<u>2016</u>
47	58



KEY FOCUS & FINDINGS

KEY FOCUS AREA: Needs Improvement and Warnings

Math:

- 47 students are W or NI

29 W-- 19 of 29 are in sub-separate settings.

17 of 29- are 6th, 7th, 8th

15 of the 17 are in sub-sep and in 6th,7th or 8th grade.

4 ASD, 3 ED, 13 SLD, 3 IN of the 29

19 NI--16 of 19 are in inclusion

2 of 19 are in sub-sep



5 of 19 students in grades 8

7 of 19 students in grades 4

2 ASD, 6 SLD, 5 ED, 4 Health

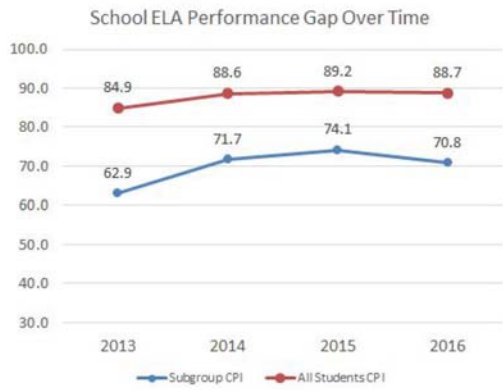
ACTION STEPS (Macro + Micro)

- Math NI (6 of 31 are inclusion students)
- Drilling into the numbers we found a vast majority of students scored a 0 or 1 on Short Answers

ACTION STEPS:

- School-wide Focus on Closing Gaps:
 - First day PD and subsequent meetings-- CPT, LAR, PD-- heavily focused on the themes closing learning gap and meeting the learning needs for students with disabilities and high needs.
- Ongoing and targeted focus on SPED performance:
 - Goal setting meetings
 - Data progress monitoring sheets-- by Steve M
 - Prepared observation conferences with feedback targeted towards special education students
 - Closing the gap meetings for 5x per year to fill out track sheets and update progress.
 - Nov. 8th PD-- 45 hours of collaborative data meetings on closing gaps.



Good news!

ELA Sp.Ed SGP

2015	2016
45.1	52.5

Improving Safety and Wellness

SUSPENSIONS

Three years ago, the district was cited by the state for the high number of suspensions, with the highest number (86) in the district occurring at the Kennedy.

Last year we had 13 suspensions.


Kudos to all our staff!

Improving Safety

SUSPENSIONS

2013-2014	84 total suspensions
2014-2015	33 suspensions
2015-2016	13 suspensions
2016-2017	5 suspension to date

Improving Safety



SUSPENSIONS

2014-2015
109 referrals (23.8% and #1) for insubordination

84 referrals (18.8% and 2nd highest) for endangering behavior

Concerns:
Reactivity
Trauma


Wonderings?

- How can we reduce reactive + explosive behavior that greatly impacts student learning and seat time?
- How can we create a school + class culture that emanates warmth, support, POSITIVE energy and a 'we care about you' approach.

ACTION STEPS:

- Chpt. 222
- Restorative Justice- Liz D and training
- Data Driven - Google Forms
- Positive Relationships (Hiring, modeling, R&R, A*T, Community Events, MCAS)
- Mindfulness (class lessons)

Mindfulness and Positivity



We implemented mindfulness and therapeutic practices to help support students.

We gave out over 1600 Respect & Responsibility tokens to students last year.

Kudos to all our staff!



Brown School SIP Presentation

March 6th, 2017



Wellness



IEP and 504

Special Education Data

There are 230 students enrolled in the Benjamin G Brown Elementary School
There are 22 students on an IEP (9.5% of the school population)
Out of the 22 - there are 5 students who receive Speech only (2% of the school population)
Out of the 22 - there are 2 students who receive OT only (less than 1% of the school population)
Out of the 22 - there are 15 students who receive academic support (6.5% of the school population)
Out of those 15 students who receive academic support - 1 student is an academic consult only
Out of the 22 - there are 5 students who receive Adjustment Counseling
Out of those 5 - 1 student is an Adjustment Counseling Consult only

504 Data

There are 15 students who receive accommodations through a 504 Accommodation Plan

Counseling Services

There are 66 students who receive Counseling services

Counseling services are provided through the Counselor Educator, School Adjustment Counselor, Riverside, or other outside counseling agencies.

Out of those 66 students

- 37 students were referred for Social Skills, as the primary concern
- 27 students were referred for Emotion Regulation, as the primary concern
- 2 students were referred for Academic support, as the primary concern

Social/Emotional Needs

We surveyed the classroom teachers to get a sense of which students require additional social/emotional support and are not receiving any counseling services.

We found that there are a total of 22 students who are in need of additional Emotion Regulation and Social Skills Support. These students are not currently receiving any counseling services.

Out of those 22 students

- 6 students were referred for Social Skills only
- 5 students were referred for Emotion Regulation only
- 11 students were referred for both Social Skills and Emotion Regulation

The majority of the students in need of counseling have a Social Emotional Need.

42% Emotional Regulation

58% Social Skills

Friendship is the Greatest Need

86% of the students of those in counseling for Social Skills Deficit have difficulty with Friendship skills.



Action Steps

Action	Who	When
School Wide focus on skills needed to build friendship <small>Students give, being kind, being generous, being polite, sharing, being flexible, not just what you want, accepting what a partner/colleague/one gives, listening, and helping each other make being a great work being successful.</small>	Whole Staff	April 2017- June 2018
Student focus groups/ interview activity in disguise	ILT members/ Teachers	March 2017
Continue with Playworks	Caroline Barcia/Playworks	2017- 2018 school year
Ensure adults/other kids model the skills.	K-5 lessons on bullying	2017- 2018 school year
Ensure 2nd Step implemented with fidelity	Counselor Educator/ Classroom Teachers/ Principal	2017- 2018 school year
Opportunities for students to practice skills and receive feedback from adults	Whole staff/Community	2017- 2018 school year

Academics



Our Academic SIP Focus: Improving the Economically Disadvantaged Mathematics CPI

	CPI (All)	ED	Non-ED	White	Asian	Hispanic/ Latino	High Needs
2018	94.8	83.7	98.9	96.4	96.4	84.8	87.1
2015	92.3	77.4	96	93.7	100	80.7	77.1
2014	87.7	75.6	92.1	83.3	91.7	79.5	74
2013		69	91	85	88	78.1	73

Our Academic SIP Focus:
Improving the Economically Disadvantaged Mathematics CPI

Economically Disadvantaged Students in Math

There were originally 11 children in the 3rd, 4th and 5th grade who were economically disadvantaged and had a Needs Improvement in Math.

6 students left the school for different reasons. (Left for Middle School or Moved)

There are no current Economically Disadvantaged Students in 3rd or 5th grade who scored Needs Improvement or Warning on MCAS.

There are 5 Economically Disadvantaged Students in 4th grade who scored NI.

Areas of Academic Struggles in Math for grades 3 to 5

Looking at MCAS individual questions, these students need improvement in

- Short Answers
- Operations and Algebraic Thinking
- Word Problems were harder for them than numerical problems.

Areas of Struggle in Mathematics in grades K-2

Fact Fluency

Story / word problems

Abstract thinking as it pertains to math

Action Steps

What	Who	When
Support in math for struggling readers (Tufts tutors or other)	Teachers/ Tutors/ Parents/ School Wide Para	During XBlock, in class and at Home
ID relative weakness at beginning of year to focus	Classroom Teachers	Start of school year 2017- 2018
Monitor progress using STAR results	Classroom Teachers	Three times a school between 2016-2018
Focus on Short Answer and OA (word vs numerical)	Classroom Teachers/ Tutors	In Focused Lessons
Get Math intervention for Struggling Students	School Wide Para	2017-2018