

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, November 4, 2019 – Regular Meeting

7:00 p.m. – Central Office Main Conference Room – 8 Bonair Street

Members present: Ms. Krepchin, Dr. Ackman, Ms. O’Sullivan, Ms. Normand, Mr. Green and Ms. Pitone.
Members absent: Mayor Curtatone, President Ballantyne and Ms. Palmer.

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:06 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

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

II. REPORT OF STUDENT REPRESENTATIVES

Student Representative Nathalya Salmeron was present and reported on the following topics:

- Last week the Student Council had a meeting where they created a Kahoot to present to the student body, in an attempt to find ways to get them more comfortable with sharing information with the council. They created some fun questions followed by some serious questions to touch base on issues throughout the school. The Student Council took a survey to come up with the questions to ask, and then voted to choose.
- Last week was also spirit week; Monday was Meme Day, Tuesday was Twin Day, Wednesday was Represent Your Culture Day, Thursday was Halloween and seniors were allowed to wear costumes to school and Friday was a day for class colors.
- The first quarter ended on Friday.
- Fall sports season has come to an end, both the girls’ and boys’ soccer teams won the Greater Boston league and the Football team made it to the playoffs.
- On November 18th SHS is having a fundraiser at Chipotle in Davis Square to raise money for semiformal.

At this time Chair Normand opened the floor for questions and Mr. Green asked what a Kahoot is. To which Nathalya responded that it is a website/app where students could login using a specific code to answer specific questions, surveys, etc. to gather data.

III. PUBLIC COMMENT

Chair Normand read the guidelines of public comment and invited those who signed up, to comment in the order in which they were called.

Nelson Salazar, Ward 1

Tonight I am here to talk on behalf of the paraprofessionals that work in our district. When I think about paraprofessionals I also think about early educators, people who work in head start and other early education programs, many of whom are underpaid. I don't want to minimize the work that teachers do, but according to thewellfamily.com paraprofessionals are educational workers who are not licensed to teach but perform many duties, both individually with students and organizationally in the classroom. If we think about the metaphor of a car, the engine could be the teacher and the Paraprofessional could be the wheels, both need each other, just like the teacher, the paraprofessional is a critical part of the classroom. It is time that the district starts recognizing the work paraprofessionals do, if you truly believe that they play a very important role with our children, then, let's increase their salaries. The city is creating many jobs in the Human Services Department and other departments, as we know, the city of Somerville is doing well and has a lot of money coming in due to developments. They must increase the budget so paraprofessionals get a fair salary. Equity is the word of the year in the school system, let's put it into practice. Thank you very much.

Patricia Depasquale

My name is Patricia Depasquale, I'm a lifelong resident of Somerville, and I'm just starting my 32nd year working as a paraprofessional for Somerville Public Schools. Most people would think that I make a good salary working in the district so long, but sadly I know paraprofessionals don't even make close to a livable wage. Right now I work two other jobs to make ends meet. I did some research online to find out what I would need to make in order to be able to live in Somerville, a livable wage in Somerville for a single person without children needs to be \$30,982 yearly before taxes, my salary is nowhere near close to that figure. According to payscale.com after I entered all of the relevant information pertaining to my job, the salary report stated that I am making less than 94% of people like me and 12% less than the median range in my position. Somerville paraprofessionals are no longer simply in the classroom to assist the teachers, instead we are there working alongside teachers. We often spend more time with students than teachers are able to and we participate in professional development so that we can better help our students, for many of us, this is a career. There are some paraprofessionals who have their master's degree as well. Now that the student Opportunity Act has been passed Somerville will receive over \$1 million each year for the coming three years, more than enough money to raise our salaries so that we can afford to live here. It's the right thing to do. Thank you.

Mark Quinones, North Street

I am a teacher at Somerville High School, and I know it is very difficult to manage some things by myself in the classroom, and if I had my way I would have two or three adults in every classroom. I know that there are some teachers that are very fortunate to have a paraprofessional in the rooms with them, and I believe that in those classrooms paraprofessional work as the left and right hand to guide everything in the class. I'm here because I'm heartbroken when I hear about what professionals are told and I don't think they're asking for the moon, they're asking for a bit more of a livable wage, so that they're happy and are able to come in and do their work effectively. I tell my students that it's not necessarily what you say it's what you do, and I think there comes a time when we stop saying that we appreciate our paraprofessionals and actually do something to demonstrate that you actually care about them. I was looking at the meeting agenda and you have a mission statement and a couple of goals listed and in the mission statement it says that you're committed to providing resources, and paraprofessionals are definitely a necessary resource for the classroom they're in. Then it states on Goal number six that you want to retain a diverse and talented staff. I think that, listening to the concerns that paraprofessionals have goes a long way in retaining an essential part of the education system. I believe it is time to start listening to what their concerns are, and to start moving towards the action and not just saying that we appreciate them, but actually showing that level of appreciation. Thank you.

Dave DiPietro, Chapman Road

I am a resident of Somerville and also a social studies teacher in Somerville. This is my 8th year here and I started as a paraprofessional, it's the job that got me into teaching. I worked for the Skip program and the SEEK program, two of the most vulnerable populations in the school, the most physically challenged students and socially, emotionally challenged students and I made \$16,995 in my first year. I worked three jobs and was only able to do it for one year because you cannot sustain that way, I was very fortunate to have a friend who rented me an apartment for \$550 in the city of Somerville. I had a master's degree at the time and a bachelor's degree, and I made \$16,995 to work in a classroom with the most vulnerable populations of our students and do some of the most important work we could do as a school. Somerville leads the way is the motto of the city, not on this issue, and that's the bottom line.

Jerry Fullerton

I've worked at the Capuano for over 20 years and I am here to talk about job security. We have to wait until the end of June, to get a slip of paper saying we are welcome back and have a job come September. It's ridiculous that we are not hired permanently in the city I don't understand it; nobody can explain it to us. There's no written reason and it's absolutely It's crazy. And I don't think anybody here can give me an answer as to why we're not permanent hires. Thanks.

Amanda Montero, Ward 4

I'm just going to add a couple of anecdotes to support what some people have said, especially as far as retaining a high quality diverse workforce. I can think of three paraprofessionals that we've lost to Boston in a

row, specifically for pay, because they know they could make a living wage there. The last one I bumped into weeks ago and found out he had just given his two week notice that week, so that means that a very high quality diverse candidate is leaving a classroom mid district, and his exact anecdote to me was that in Boston, he'll be able to work one job because one job should be enough. In Somerville last year he worked 10 hour days, starting as a para in the school and then going to the Citizen Schools after school program, and could barely make ends meet. We're losing high quality people because we don't have a competitive salary. There's the right thing to do and then this just isn't a competitive or smart thing to do if we want to retain high quality diverse candidates. And then to the idea of just having some solid security for your life, to know whether or not you're going to have a job year to year. Last summer I bumped into a very dedicated paraprofessional in Market Basket and she was distraught saying that she'd gotten a letter telling her that she was not being invited back to work, and at the same time, there were job postings. When she called, even her principal couldn't give her an answer and redirected her to Special Education Department, where no one gave her an answer. Again, just the humane thing to do for people to have some consistency from year to year. And also, just some information when they're not invited back, especially when there are openings in the district and the students and teachers that worked with them every day know that they were dedicated and responsible people.

Lindsay Tosches, Summer Street, Ward 2

I'm a teacher at the Kennedy School, union board representative for the Kennedy School and I live in Ward two on 126 summer street in Somerville. I'm here today to lend my voice to parent educators who are continuing their fight for a fair contract. I'm here to talk about one crucial item on the table for them, better wages. In the city of Somerville, according to Zillow, the average home price is listed at \$800,000 and a Studios for rent is listed at \$1700 per month, both less than 500 square feet. Para Educator's pay maxes out at step 9, \$25,000 per year for the current contract, and that's with a bachelor's degree and a license. Longevity pay with 25 years of service adds less than \$2,000 to their paychecks. At less than \$30,000 a year, unless our para educators have additional jobs, or a partner making considerably more money, living in the city is virtually impossible. And it is not just the ability to live in Somerville that is on the line, it's the ability to live anywhere in the greater Boston area when you're being paid a non livable wage. Because of this we are losing our para educators. This week at the Kennedy we lost an outstanding young educator, she's a certified teacher who was not able to get a teaching job in our district last year, she returned to her position this year, and due to low wages must work a second job to make ends meet, which is why she is not here tonight. I asked her why she was leaving and her reply was, I can't pay my rent. She leaves at the end of this week to become a nanny for two children, because she will make more doing that, watching two kids, then she will supporting and educating a classroom of 25 students. If we want to attract and retain strong educators in our district, we must honor the work that they are doing with a fair wage. Otherwise, who will be there to support our most at risk and high needs students. Thank you.

May Idris

I've worked at the Capuano as a Paraprofessional for 11 years and I have been living in Somerville for 16 years. First of all, let me just say thank you to all the paraprofessionals across the district. I have my master's degree but unfortunately, I found it doesn't count. It is now, after 12 years that I reached the maximum salary of \$25,000 a year. I have a second job and it is still not enough. I love Somerville, I love teaching and I love working with kids and I find it really tough for me to leave Somerville to look somewhere else or move to another city. But unfortunately, we are underpaid, with that, I cannot stay anymore. I got my masters to bring more experience and education to the classroom. We work hard, side by side with the teachers, we're the backbone of the teachers, we are the extra set of eyes and ears of our teachers. We keep our school and our kids safe. But when I look at the pay I get, I feel really disrespected and I feel like the job I do is not truly appreciated enough. So I would like you to consider this. I would also like to invite all of you to come for a week, visit our classroom experience. Paraprofessionals don't only cut papers and laminate cards, we don't just wash the tables and don't sit and scribble and color and draw with the kids. The teacher designs the curriculum and paraprofessionals help implement that curriculum. Thank you.

Patricia Cruz, Alston Street

I'm standing here tonight asking you to consider our wage and to invite you to come to see us and how we work side by side with the teachers. We the Paraprofessionals do this job because we love it. I currently work at the Capuano and before that I worked at the Edgerly. This is my 22nd year working here, and after 22

years, I am now making around \$23,000 a year, which is not fair money for us, with all the experience all the hard work that we do with the kids. And especially with the cost of living in Somerville being so expensive, I also work at after school so I can afford to pay my bills. We should only have to work one job. Thank you.

Sharon Lamere, Gibbons Street

I teach at the Argenziano School and I just want to talk really briefly about the huge benefit that the para educators at my school are. They do a very massive job, like May said the job isn't just helping to laminate or make copies, a para educator goes from a fourth grade classroom where they're co teaching a math class, they'll work with small groups in third grade and then they might be pulled and to work in an eighth grade classroom, these are very diverse skills that we value but that we need to really value with a higher salary. I also wanted to mention that they're the ones that are working most closely with our most vulnerable students, so students that get push in services, those services are often given by a paraprofessional. If we really value, equity, I think we need to really value our para professionals by giving them a higher salary. Thanks.

Carrie, Summer Street

I work in healthcare in pediatrics. I really appreciate the opportunity to speak today as a member of the Somerville community. Honestly, because comments are only open to Somerville residents that means that there are a lot of dedicated paraprofessionals here who are not able to contribute to the conversation tonight, which I do think is unfortunate. But since I do have the floor I'll say that I'm really concerned that the contract that was put forward will leave many Paraprofessionals still not even making \$30,000 a year. I'm a renter here in Somerville I certainly would not be able to live here on \$30,000 a year and I know many paraprofessionals do not live in Somerville for that very reason. I would like to think that it would be nice for our schools to be staffed by members of our own community and one full time job should be enough to make that possible. This discussion about paying paraprofessionals a fair and livable wage is fundamentally about worker's rights and also the value we place on this type of labor. School based professionals like paraprofessionals are highly skilled trained, educated and a dedicated part of our workforce. They are entrusted with the responsibility of literally taking care of and fostering development of all of the children and our community. Yet for some reason the monetary value that's been set for this work is so egregiously low it's impossible to consider they could even make ends meet. Somerville right now in the school system I know it's focused on equity but that really has to begin within the structures of the school. In order to achieve equity and education you need high quality dedicated and seasoned workforce, Somerville cannot expect to retain many of the skilled and talented people that currently has over the long term if it does not invest in them. This lack of investment leads to turnover and burnout, it doesn't benefit staff, our classrooms and it certainly doesn't benefit our children. If Somerville is truly committed to providing high quality education, equitable education, to our community it needs to consider how it shows its value for its educators. Thank you.

Eliana Clone, School Street

I've been teaching kindergarten in Somerville for about 10 years. My son is also in kindergarten at the East Somerville Community School right now. You all know that people can't live off of \$20,000 a year I don't need to convince you of that. What I really want you to know is what the paraprofessionals do in our schools, because I don't know if you do know the level of experience and how they help our children succeed. The paraprofessionals that I've worked with have been extremely experienced and knowledgeable. And just to give a little bit of specifics of the paraprofessional who I worked with for many years; she has worked with a small group of children every day, practicing letters and the reason why I felt confident sending those children to first grade was because they were getting that very intensive work with her, they were able to learn and able to meet the kindergarten standards in order to be able to move on. The paraprofessional I'm currently working with has gone out of her way to make sure every single child in my classroom is coming in for a parent teacher conference, that's going to make a huge impact on those children and those families. Because the paraprofessionals have dedication and knowledge and experience that they're bringing to their jobs, they really are a second teacher in our classrooms. The teachers are guiding the curriculum, we're following the curriculum and we're passing that information on to the paraprofessionals and they go above and beyond. I just want to make sure that you know, when you're thinking about this issue that the paraprofessionals are a huge part of what is helping children learn and succeed in Somerville schools.

Chair Normand thanked everyone for being there.

The meeting paused for a brief five-minute recess at 7:38.

The meeting reconvenes at 7:45.

IV. APPROVAL OF MINUTES

- October 7, 2019

MOTION: Motion by Mr. Green, seconded by Ms. Krepchin to approve the School Committee Regular meeting minutes of October 7, 2019.

V. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

- **Diversity, Equity and Inclusion Memo** (update from April 2019)

Superintendent Skipper introduced the first item of her District Report, the Diversity, Equity and Inclusion Memo produced by Dr. Jessica Boston Davis, Director of Equity and Excellence, and Liz Doncaster, Director of Student Services. She added that this work has been broken down into two pieces; one is around the equity specific work that Dr. Boston Davis has been doing. And the other is around the student support work that Ms. Doncaster and then SST department has been doing, relative to working with schools both when an incident happens, but also in addressing young people and the staff to help the staff understand what it means to have conversations, and ultimately prevent this from happening.

To: Somerville School Committee

From: Jessica Boston Davis, Director for Equity & Excellence

Liz Doncaster, Interim Director of Student Services **Date:**

Monday, November 4, 2018

Re: Update on Equity Initiatives

Purpose The purpose of this memo is to provide an update on current district initiatives designed to proactively support the advancement of equity in Somerville Public Schools.

Leadership Development to Advance Equity

- ***Principals' Meetings*** This year, all Principals' Meetings (which occur approximately twice per month) have an explicit focus on equity. The first Principals' Meeting in the month is professional development led by Mr. Mazza, Dr. Davis, and outside organizations focused on leadership development and equity (such as, NYCLA). Professional development topics include building common language around equity, implicit bias, deficit thinking, and collaborating with family and the community (with presentation from ELPAC). There will also be opportunities for principals to engage in scenarios and role-play on ways to address issues of inequity. The second meeting each month consists of instructional walk-throughs in each school with the goal of creating common visions of equity in action.
- ***Leadership Development Meetings*** This year, all administrators are creating Equity In Action plans with the goal of advancing equity in their schools/department. Every leadership development meeting is dedicated to administrators working on their plans and receiving feedback from other leaders in the district.
- ***Professional Development Opportunities*** We have continued our relationship with outside organizations to support advancing equity and addressing inequities in our schools by collaborating with the following organizations for professional development:
 - o New York City Leadership Academy
 - Facilitate Principals' Meetings
 - Leading development with the Assistant Principals of SHS throughout the school year
 - Facilitating two Leadership Development Meetings in the winter and spring
 - Available for additional support in schools as needed

- o Facing History and Ourselves
 - Leading two district professional development opportunities
 - Additional support in schools as needed
- o Teaching Tolerance
 - Leading two district professional development opportunities
- o Several SPS Staff
 - There are several SPS staff members leading Professional Development sessions this year explicitly focused on equity. Some include:
 - Investigating Equity and Inclusion in our Schools: A Critical Participatory Action Research Project (Gretchen Brion-Meisels of HGSE)
 - Inclusive Anti-bias Curriculum for Young Children (Heidi Givens)
 - Supporting LGBTQ+ students (Julia Post)
 - And many other opportunities incorporating a lens of equity to the professional development

Strategies to Advance Equity

- *District Level Positions*
 - o The district has hired Dr. Jessica Boston Davis as the Director for Equity and Excellence.
 - o Created a new Equity Specialist position at Somerville High School (0.4 FTE) through support from the Nellie Mae Education Foundation.
 - o The current Harvard Superintendent Fellow, Rebecca Grainger, has focused on advancing equity in her strategic project.
- *Instructional Leadership Teams*
 - o Principals have prioritized equity with their Instructional Leadership Teams in order to plan all school professional development through a lens of equity.
- *Administration Equity Budget*
 - o Dr. Davis is working with each school principal and Instructional Leadership Team to use a budget dedicated to advancing equity in each school. Schools have used the funds for professional development, conferences, and book studies.

Strategies from Student Support

- *Professional Development, "Full Administrative Team" via Facing History & Ourselves* Facing History & Ourselves Rose Sadler provided a training to all district administrators, focusing on the contemporary issues related to antisemitism in order to support a diverse and inclusive environment for educators and students. *April 2019*
- *Facing History & Ourselves Educator Network*: Provides access to the Facing History leading library of educator and student resources, online teaching strategies, resource collections, lessons and units and streaming videos. *April 2019 & Ongoing*
- *Student Support Teams (SST)*: Student Support Teams meet regularly at all schools for the purpose of identifying and supporting our high-risk high-need or symptomatic students. SST assesses the identified students, prescribes interventions, implements review dates all while promoting accountability as we attempt to stabilize and support the whole child. *Weekly & Ongoing*
- *Clinical Supports for Identified High-Risk & High-Need Students*: Student Services continues to develop a menu of Tier 1, 2 & 3 level Social-Emotional Learning (SEL) supports. A sample of these supports include: Individual embedded therapy, small group counseling, In-home Therapy, as well as full wrap-around services via Riverside, Home for Little Wanderers, & Cambridge Health Alliance. Clinical consults, clinical assessments via Health & Human Services; Behavioral Plans and classroom observations via our behavioral consultants and in-house teams.

- *Professional Development: (ongoing, 6 sessions per school year for each group)* Group A: Counselor Educators, Dean of Students & Supervisors of Attendance: Group B: K-8 Assistant Principals. In an effort to support equity, Student Services provided trainings on trauma informed care, de-escalation strategies and techniques, Child Find Federal statute, Restorative Justice Practices, positive behavior interventions and supports (PBIS), and discipline investigations. *September 2016-Ongoing*

- *Lesley University & Somerville Public Schools Partnership* Lesley Institute for Trauma Sensitivity is partnering with SPS offering school-based teams of educators the opportunity to earn a "Graduate Certificate in Trauma & Learning". SPS educators will understand the dynamics of acute and chronic trauma, its adverse effects on learning and how trauma sensitive schools can benefit all children. SPS currently has two cohorts of three schools participating in this partnership which consists of four graduate courses. *March 2019-Ongoing*

- *Restorative Justice & PBIS Trainings* The District offered Restorative Justice & PBIS trainings in June 2019 to district staff. PBIS Institute at UMass, Boston (Lyndsey Fallon) provided a three-day training in June to approximately 25 educators, 10 Somerville High School educators attended this training. *June 2019-Ongoing*

- *Sustainable Solutions: Applying A Systems Approach to Social Emotional Learning & Mental Health Supports in Schools* This grant offers 42 SPS educators an opportunity to acquire Tier 1 & 2 SEL skills and bring this new knowledge back into the classroom to help regulate students. Dr. Deni Howling from North River Collaborative is the primary educator and facilitator as she partners with three mental health service providers and provides a rich and robust curriculum to instruct our SPS educators. *September 2019-Ongoing*

- **By All Means Update**

At this time Superintendent Skipper introduced the By All Means Update and asked Ruth Santos to join her in answering questions.

Ms. Santos is the city liaison director for the By All Means Initiative, which is a triangular relationship between Harvard, the Somerville School District and the City of Somerville. We recently had a convening over at Harvard, it was the fourth year that we've attended and so here is the convening update.

I'm Ruth Santos and I am the coordinator for the SomerPromise office, which serves as a support for the Children's Cabinet. And the Children's Cabinet in turn is part of the By All Means Initiative along with eight other children's cabinets from around the United States. We get invited to these twice yearly convening over at Harvard, along with these other communities. This year the theme was social determinants of health, and the speaker was Dr. Tony Item, out of California. He did a very good job of tying in how social determinants of health and social determinants of education are inextricably linked. While we were there we did some work on ourselves as a cabinet, inspired by a lot of the work was coming out of the mornings work.

We have as a cabinet two priorities, which are early childhood and out of school time. The existence of our cabinet is the embodiment of commitment to cross sector work in Somerville that has attracted some funding. We have funding from the Commonwealth Children's Fund and funding from the CPPI, the Commonwealth Police School Partnership Initiative fund, that is rolling out some really great work in the early childhood sector supporting Somerbaby and other programs. Because that work is beginning to roll out a little bit more, health has become more of a focus and a priority for children's cabinet. We also had a good session with the members who were there for the convening around, incorporating more family and student voice in the children's cabinet and how that might look in the coming years.

Superintendent Skipper added that it has been a wonderful initiative and she applause Ms. Santos' leadership in it. it's great to at the convening be able to cross share with other districts to hear what peer like roles they're doing. For us being part of the cabinet has helped the district feel as if there's a true support team in the city around us, helping to support the work that is so vital to our young people.

Ms. Pitone thanked the Superintendent for her update and asked about teacher voice and whether or not

we're going to pursue that as part of the children's cabinet.

Ms. Skipper responded that it is something we can absolutely take back to the cabinet.

Superintendent then continued with the last of her district report.

Superintendent's Notes: *School Committee Meeting - Monday, November 4, 2019*

We are now in our fourth year as a member of the Harvard Education Redesign Lab's **By All Means** initiative. By All Means is a consortium of communities from across the nation looking at ways to develop comprehensive child wellbeing and education systems that will help eliminate the link between children's socioeconomic status and achievement. Last week, groups of school, city, and community representatives from each of the By All Means communities spent two days at Harvard for a convening, exploring and discussing the social determinants of health and the role that health plays in supporting student learning.

We heard from a variety of experts, and spent time discussing how we are approaching collective impact in our own communities to support our students and families. Among the highlights was a compelling presentation on "Tackling the Root Causes of Health and Education Inequity" from keynote speaker Dr. Tony Iton from The California Endowment, and hearing from Dr. Karen Woods about the "Role of Community Engagement in Collective Impact."

Our work as a founding member of the By All Means initiative has been driven by our knowledge that only by working together – as a community working toward a common goal – can we ensure the success of every one of our students. We are grateful for the Harvard Education Redesign Lab's commitment to supporting communities like ours toward building child wellbeing and education systems that bring together the many resources we can offer collectively in support of our youth.

In celebration of Family Literacy Month, the **SFLC invites you to enjoy a StoryWalk™** in Somerville throughout November at parks across the city. A selection of story books have been posted at parks around the city as a way to encourage families to walk and read together. We encourage you to gather the family for a leisurely stroll and enjoy a good children's story at the following parks all month:

- ***Nuestro Autobus*** at Foss Park Playground (intersection of Broadway and McGrath Hwy.)
- ***My Mother's Sari*** at Capuano Early Childhood Center (150 Glen St.)
- ***Feast for 10*** at the SFLC Center located at the Cummings School Building (42 Prescott St.)
- ***This is the Way We Go to School*** at the Capuano Early Childhood Center (150 Glen St.)
- ***Wild about Books*** at Lincoln Park (Perry St.)
- ***Whoever You Are*** at Hodgkins-Curtin Park (Holland St.)

A final reminder that tomorrow, **November 5th, is Election Day** and that there will be no school for students. It will be a professional development day for teachers from 8:00am to noon, and all schools will be hosting Parent-Teacher Conferences for a two-hour window in the afternoon.

In addition to all schools hosting conferences for 2 hours tomorrow afternoon, the following **Parent-Teacher Conferences** are also coming up in the next few weeks. We look forward to seeing parents & guardians, and sharing their students' progress as we move into the second quarter of the school year:

- Somerville High School: tomorrow evening from 3:00-5:30pm
- Winter Hill: Wednesday, November 6 from 5:00-7:30pm
- Capuano: Thursday, November 7 from 5:00-7:30pm
- Next Wave/Full Circle: Thursday, November 7 from 5:30-8:00pm
- Healey School: Wednesday, November 13 from 2:45-5:15pm
- Kennedy: Thursday, November 14 from 3:15-6:15pm
- Argenziano: Thursday, November 14 from 5:00-7:30pm
- East Somerville: Thursday, November 21 from 5:00-7:30pm
- West Somerville: Thursday, November 21 from 5:00-7:30pm
- Brown School: Thursday, December 5 from 5:00-7:30pm

Finally, a reminder that next Monday, November 11 is **Veteran's Day**. All schools and district offices will be closed.

That concludes the Superintendent Report.

VI. ITEM A FROM NEW BUSINESS (OUT OF ORDER)

A. Somerville Public Schools Policy Manual

• Equity Policy

Chair Normand introduced the draft in the packet, which is dated 10/18 and asked a member of the committee to read the policy.

MOTION: There was a motion by Mr. Green, seconded by Dr. Ackman to waive the reading of the policy.

She then asked Dr. Boston Davis to say a few words about what the equity policy is and the history of it.

We started drafting the Equity Policy around the school committee's drive and desire to put a stake in the ground about the district's commitment towards equity. It's my understanding that there were some personal reflection for school committee members and also thinking about what different districts are doing across the country and then what best fits the needs for the City of Somerville in our schools. That said, we started policy drafting this year in January 2019.

The first week we took from other districts and took out what we thought was best from those policies, and then we thought really carefully about the needs. We started with a statement around the definition, and that came out of the work of the group together, but then I also facilitated some focus groups last year. We facilitated focus groups with a small group of students, through a partnership with Teen Empowerment to bring some students together and we had students from various schools in the district there. We also did have focus groups for educators, and then we did not have a focus group for families but I was able to share the policy with different stakeholders. I brought the policy to a couple of school council meetings, and I was able to share it with different parent groups like the ELPAC.

So we have a definition, we have the purpose, which is the district's commitment or stake in the ground around equity, and then we talked about what are the things that we're hoping to really impact when we think about equity and what will bring a more equitable school system for all students. And then finally, the policies end with a way in which we can measure growth and record on it accordingly.

Chair Normand announced that as the first reading, this policy will be on the agenda again for the second reading. She encouraged members to come to the next meeting prepared to take a vote.

VII. UNFINISHED BUSINESS (OUT OF ORDER)

A. School Committee Draft Goals

Superintendent Skipper introduced the 2019-2022 goals.

What you'll see is something that we have refined, multiple times based on feedback. These are three year goals 2019-2022, you will see that we speak in the introduction to the need for these goals based on the fact that, despite a lot of well intent. The fact is that, particularly for Black and Brown students, there continues to

be persistent and deep gaps. Really the work that we plan in need to do in the goals that live low are the goals that

Involve the kind of institutionalized embedded and deep seeded, racism, and bias that district often don't take on. And because of that, you never really kind of close those kinds of inequality.

In human capital, we looked specifically at the data in other districts, our goal is over three years to be able to increase our support staff of color by 6% points, which would include our paraprofessionals, 5% point for teachers and counselors of color, and for administrators 4% points. In creating a pipeline for which we will go back to students as well, and offer opportunities for students that want to get into education to kind of fulfill that pipeline. And this, again, is from the recruitment, all the way through, hiring processes to training to retention to development into advancement. So we're not looking at this narrowly, we feel it's very complex because we know, not only do we want to diversify and add educators of color at all levels, but we also want to keep the educators of color that we have more to offer opportunities for advancement to them. So it really requires a finessing of both human capital, but also a professional development with Karen Woods as we're bringing in more opportunities for our staff.

For the enrollment and access to programming, what we're really talking about is twofold here. First is what I would call sort of a mathematical exercise, which is working with a consultant to gather much data about our enrollment processes, as well as the enrollment trends that have existed in that they forecast to exist, going forward. That becomes the foundation of the grounding for an assignment plan. And so we're looking through the assignment plans at the lens of the value statements. You know what as a community do we value? Do we value for instance, accessibility and being able to have quick access to where we live closely and not have to commute or travel for it for our child school, or is it more important that you know part of the collective experience here in Somerville is to be in a diverse city, and to be exposed to all the wonderful cultures and languages and people, and therefore that's important that our schools will reflect the broader community of our city. So with assignment this is really why it's three years. This being the first year to really gather a lot of that data on enrollment in talking with parents and students and staff to really get an understanding of what people are thinking about when it comes to the values of an education in Somerville Public Schools.

Resources which is really weighted student formula, is how do we define for resources to ensure that a student who is in a resource room at one school and another student in a resource room at another school are actually getting service at the same level and that they have the same opportunities. Weighted Student Formula is really where the dollars follow the student based funding. This is again where we have value conversation about what are the criteria that we feel require extra support for particular students.

Each of these groups will have a structure where a school committee member, along with a district member, will co chair the group. And then they will have members based on whatever it is that we're trying to identify that's relevant content. That will be a multi year process for which those groups will be together.

The last part of the goals is just the milestones of learning which is formalizing a benchmark system. What we expect is students would know what to be able to know and do. Currently we have standards and we use those as guides, but really adding in from a competency standpoint, what should students be able to do to demonstrate that they could meet that standard. So really coming up with that system of milestones. And then most important, if a student hasn't met that competency benchmark, what is the support or intervention that the school district can provide that would help that student along the way to meet that benchmark.

So these are the goals that we have spoken about and schools really have helped to frame your hard work around, equity.

At this time chair Normand open the floor to a motion and/or discussion.

MOTION: There is a motion by Dr. Ackman, second by Mr. Greens to approve the 2019-2022 School Committee Goals.

Ms. Pitone started off by thanking the administration for this huge initiative.

I struggled with the titles of the different sections, I felt like they weren't as accessible as I would like them to be. Things like human capital and resources I don't think that necessarily means anything to our community. So I'm going to make a motion to change a couple of them and we can modify them as people feel fit, see fit.

MOTION: Motion by Ms. Pitone to change three out of the four titles as follows: the first title of Human Capital gets replaced with Educator Excellence in Diversity, change Resources to Needs Based Resource Allocation, and change Milestones of Learning to Milestones of Learning for the Whole Child Development, seconded by Ms. O'Sullivan.

Superintendent Skipper responded that we went through a pretty inclusive process with this with cabinet and principles and she would feel remiss to not take these changes back to them. Because words matter and what we call these is important and because our staff has really labored on the words and the concepts, she would want an opportunity to take it back and have a conversation with them to see if in their mind this makes sense.

Motion tabled, pending the superintendent's discussion with cabinet.

MOTION: There is a motion by Ms. Pitone, seconded by Mr. Green to change the word "child" to "student" on the first line of the last paragraph of the goals to now read "While we believe that every student can thrive, we recognize a gap in achievement and opportunity in our current system".

Motion approved via voice vote.

B. Superintendent's Evaluation

What you have in front of you now is the two-year cycle, the first year being formative and the second year being summative. The guidance has not changed but there is also the district rubric.

Superintendent Skipper explained that on the rubric itself what's highlighted are the indicators that she thought were the best to look at, based on the work that we're currently doing.

MOTION: There is a motion by Dr. Ackman to approve and proceed with the proposed Superintendent evaluation process and indicators, seconded by Ms. Krepchin.

Dr. Ackman added that the evaluation is very aligned with the goals that we have put forward.

Motion approved via voice vote.

VIII. REPORT OF SUMCOMMITTEES

A. School Committee Meeting for Rules Management: October 21, 2019 (Ms. Palmer)
Education Programs & Instruction - Meeting Minutes - October 7, 2019

Tabled.

B. School Committee Meeting for Finance and Facilities: October 21, 2019 (Mr. Green)
Finance and Facilities meeting Report

In attendance were A. Green, P. O'Sullivan and I. Krepchin. Also in attendance were Supt. Skipper, Asst. Supt. Mazza, and Finance. Director Gorski and STA President. Bridge

Meeting came to order at 6pm. Director Gorski walked us through the Bill Repots and Expense reports, which Ms. O'Sullivan moved to approve and Ms. Krepchin seconded. Motion passed unanimously

Director Gorski then gave a brief overview of the End of the Year Report. Every year DESE requires districts to submit a report on the previous years financial expenditures (including the school costs born by the city) All members are encouraged to review this report and if they have questions give them to Director and Gorski and I in writing to be answered at the November F&F meeting. Additionally, Director Gorski was asked to provide a comparison between last year's budget as passed by SC and the End of the Year Report, showing efficiencies, unexpected costs, and any monies moved between line items.

With an eye on coming SC turnover, Director Gorski will be preparing an overview of our so-called soft dollars, the state, federal, and grant dollars explaining how much, what it covers and when it expires (if

applicable)

With that we moved to discussing the plans for moving WSF forward. Pending the approval of the goals, the plan is to assemble an in district working group, lead by Finance Chair Green and Director Gorski. On it (as of meeting time) was to be Christine Trevisone (SPED), Sara Davila (SFLC), Liz Doncaster, Chad Mazza, and Kathleen Seward. We also have invited STA to provide a representative. The working group will meet every 3 weeks. Discussion was had, and will continue to be had on the best ways to include student and community input. While some of the initial work needs to be done to have something for the public to begin to discuss, we will look into holding some introductory sessions for the larger community explaining what WSF is and what we're trying to do.

With a motion from P. O'Sullivan and a second from I. Krepchin, the meeting adjourned at 6:53pm

I moved to accept the report of the Finance and Facilities Meeting of October 21, 2019.

MOTION: Motion by Mr. Green, seconded by Dr. Ackman to accept the report of the School Committee Meeting for Finance and Facilities of October 21, 2019.

Motion approved via voice vote.

IX. NEW BUSINESS

B. Report Out of Coordinated Fall Office Hours

Chair Normand asked members of the committee to report out on their Fall Office Hours.

Ms. Pitone

Kennedy School Office Hours

10/22/2019 - 10 people plus Mark Niedergang, Principal Mark Hurrie, and Ass principal Steve Marshall, Liaison Francesca Broekman

Summary: An overview of our draft SC goals and equity policy were a great framework for our discussion. Topics included supporting transition from 8th to SHS, changes in the SPS student population, increased demand for counseling, desire for more support in 1st grade classrooms. a district wide cell phone/device policy and an update on the homework policy.

Intro with Goals and Equity Policy

Questions around the room and discussion

Topics included:

- Goals
 - In the context of Milestone for Learning goal
 - what are we doing at the High School?
 - Transition from 8th to 9th and 9th to 10th (kudos to the 9th grade experience)
 - With respect to enrollment and programming
 - considering the needs of all families
 - Appreciate proactive planning -- is student population increasing, as well as how students
 - are distributed in the district?
 - Resource Allocation - how will "student need" be determined and how will the investment
 - be evaluated as we redistribute \$. Determining the impact of equity director over additional teaching staff.
- Challenge for a car-free family and needing to be assigned to a proximity school
- Equity
 - How are we focusing on the needs of "middle of the road" students (in addition to High Need and High Achieving, who seem to get a great deal of attention)
 - Offsite learning - would the district consider a district wide program (versus individual schools doing different things.) We want middle schoolers in all schools to have the opportunity for overnight field trips like Nature's Classroom, NYC, or DC

- Student government - not all schools have mechanisms for middle grades leadership and voice
- Mental Health needs appear to be increasing, do we have enough counseling available?
- Transition from K to 1st grade and increased expectations is challenging for students and staff, especially without additional assistance from paraprofessionals. Can having more paraprofessional support in 1st grade classrooms be considered?
- Preparing students at SHS for the careers of the future, as the world continues to automate, are we preparing our students primarily for careers that won't continue to be there?
- Progress on cell phone policy
- Update on the homework policy
- Consideration of foreign language at younger ages
 - Discussed the advantage of Spanish for all in 7th and 8th grade - students not excluded
 - and an opportunity to shine, but the loss of X block for some and how to make up for losing the intervention
- Status on improvements to college/career guidance at SHS

Armory on Nov 3rd

9 people in attendance, parents, educators including teachers and paras

- Executive Function support for all middle graders and high schoolers
- Concern about increasing class sizes
- Paraprofessional concerns about contract
- Retaining after school teachers
- Unmet need for pre-K (ECIP and SMILE is primarily learned about through word of mouth)
- Challenge to access middle school out of school time programming
- Question about increase in administration, and maintaining people who have retired. How long?

Dr. Ackman

My office hours we're joined with Senator Jalen, Representative Mike Connolly and Matt McLaughlin. We bounced around to multiple different topics and there were 14 people in attendance. The crossing on Mystic Ave and the number of pedestrian deaths and sort of if there is anything that can be done about that pertaining to residual trauma for people who knew about it, possibly students and they wanted to know how that was being handled. The Education Opportunity Bill that's passing, people are wanting to know at the state level what that would mean for our district. We also spoke about class sizes, and it ended up generating quite a bit of conversation. There were two East Somerville parents who came, both of their kids are in early grades and they are very pleased with their experience.

Ms. O'Sullivan

I cohosted with Ms. Normand on Saturday afternoon and we had just three people there. We had two district parents that came and advocated for much of what we heard tonight. They talked also about the sick leave bank, they talked about more Paraprofessional specific professional development. We had a teacher from the district also bringing up concerns about class size and the differences across schools in class sizes. And then I heard, heard from another constituent not during that office hour but in this officer out there with concerns about vaping at a school, and particularly in the restrooms and students not feeling comfortable going into the restroom because of what's happening.

Ms. Krepchin

I co-hosted my office hours with Chair Normand on Tuesday evening and we had six people attend. There was one parent, three paraprofessionals and two teachers. We also heard on a variety of things about the same kinds of stuff we've heard this evening. We also had a general discussion about homework policy and what they wanted to see. And we're thankful about the PD that we were having with teachers.

Ms. Normand

I attended for two office hours, one with Ms. O'Sullivan and the other with Ms. Krepchin. I would add that the homework discussion was very interesting because people came with ideas of what it should be, and I think we're surprised to hear how varied opinions are and how, in some ways, how very culturally specific expectations about homework can be. It was an eye opening experience for some of the members. The constituents on the west spoke about class size, recess, and there's the biannual office hours about resources on the west side, this year in particular about pre K, and the need for more and the fact that so many of the resources are on the east side of this city, and it's especially difficult this year while so many of the bridges are closed. There was a lot of discussion and enthusiasm about the student enrollment study that we're about to watch throughout the city.

C. Somerville High School 2019 Summer School Graduate – (Recommended Action: Approval)

- Ana Laura Martins

MOTION: Motion by Ms. O'Sullivan, seconded by Ms. Krepchin, to approve the 2019 Somerville High School Diploma for Ana Laura Martins.

Motion approved via voice vote.

X. ITEMS FROM BOARD MEMBERS

Ms. O'Sullivan

I just wanted encourage me colleagues and parents to attend the upcoming Math workshop, even if you don't have a child in K-5, it's really important if you're involved in education at all, to understand the way new math is taught. So those are open to all members of the schools and it's at the Healy school Wednesday, November 6th from 8:30 to 10:00. And then the second one is at the West Somerville Neighborhood School Wednesday, November 13th at 6:00 – 7:30.

Mr. Green

In keeping with our focus on equity, I would like to request a report out of year 3 of the GOAL Program and how those students are doing relative to when they were at Somerville High School. Also an item regarding head start, and the fact that our programs are still under enrolled. This is something we should be mindful of as a district.

Ms. Pitone

It's just a follow up on getting a summary of the past cycle goals. Also, where do we want to fit on the agenda for the rest of the year for consideration of a cellphone policy.

XI. ADJOURNMENT

Meeting was adjourned via voice vote at 9:25.

Related documents:

Agenda

School Committee Draft Goals

Equity Policy

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CENTRAL OFFICE MAIN CONFERENCE ROOM – 8 BONAIR STREET
REGULAR MEETING – NOVEMBER 4, 2019 – 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. PUBLIC COMMENT

IV. APPROVAL OF MINUTES

- October 7, 2019

V. REPORT OF SUPERINTENDENT

A. District Report

- Diversity, Equity and Inclusion Memo (Update from April 2019)
- By All Means Update

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: October 21, 2019 (Ms. Palmer)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 21, 2019

B. School Committee Meeting for Finance and facilities: October 21, 2019 (Mr. Green)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 21, 2019.

VII. UNFINISHED BUSINESS

A. School Committee Draft Goals

B. Superintendent's Evaluation

VIII. NEW BUSINESS

A. Somerville Public Schools Policy Manual

The following policy is being presented this evening for first reading, as amended:

- Equity Policy

B. Report Out of Coordinated Fall Office Hours

C. Somerville High School 2019 Summer School Graduate – (Recommended Action: Approval)

- Ana Laura Martins

IX. ITEMS FROM BOARD MEMBERS

X. ADJOURNMENT

School Committee Goals 2019-2022 Nov 4th Draft

Somerville Public Schools (SPS) defines equity as providing access to the opportunities, support, environment, expectations, and resources that every student needs to achieve educational success, feel valued, and contribute to a thriving community. In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with all Somerville families as well as district staff, city government, and community partners.

Somerville Public Schools has aimed to reduce persistent gaps in the educational attainment of all students for the past decade. Despite our efforts to provide equitable access and opportunities for our entire community of students, past goals and initiatives have not given rise to persistent deep progress for our black and brown students. Our three-year long-range goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

Human Capital

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of support staff of color by 6% , teachers and counselors of color by 5%, and administrators of color by 4% through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. We will engage staff and community as authentic partners in this work.

Enrollment and Access to Programming

Because we believe that no group of students should be disproportionately impacted by district enrollment policies and that all students should have access to support they need, by 2022, we will 1) conduct a district enrollment study to understand the prospective future population of the district and 2) craft a vision for school assignment and programming aligned with the district's equity policy. We will engage students and families in this process to design a school assignment policy grounded in equity and in the values of our community.

Resources

Because we know that every student has unique needs and interests and should have access to rich learning opportunities that help them thrive, we will design, evaluate, and partially or fully implement student-based budgeting by 2022. We will do this through a transparent process that welcomes and embraces the engagement of stakeholders at all levels to develop a system where students are funded equitably, regardless of which SPS school or program they attend.

Milestones of Learning

While we believe that every child can thrive, we recognize a gap in achievement and opportunity in our current system. We will, by 2022, design a robust system of aligned developmental academic and social-emotional benchmarks working with district administration, school communities, students, and educators. These benchmarks will be used to inform practices, policies, and resource allocation to ensure that every student has access to rigorous and responsive core instruction that integrates the whole-child approach.

Equity Policy Outline

Passed Rules Committee October 21, 2019

Definition:

SPS defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community.

This is different than equality, which means providing each individual student with the exact same conditions or resources regardless of need.

Purpose:

Somerville Public Schools (SPS) students have the right to respectful learning environments in which all of their identities, especially their racial and ethnic diversity, is valued and contributes to successful academic outcomes. This includes the embracing of intersectionality, the complexity of each unique student, and the convergence of their overlapping identities (such as race, ethnicity, gender identity, ability, sexual orientation, religion, nationality, language acquisition status, and socio-economic status).

This policy asserts that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal identity, and that equity demands intensive focus and attention to eliminate all gaps in student achievement correlated with demographic characteristics.

This policy exists to confront a legacy of institutional racism that results in achievement and opportunity gaps. These gaps include lower academic achievement and graduation rates, higher drop out and suspension rates, and fewer college and career opportunities for students of color than for their white peers. Moreover, when other variables are held constant (e.g. poverty indicators, special education status, language acquisition status), gaps along the lines of race and ethnicity are still present.

SPS acknowledges that complex societal and historical factors contribute to inequities within our school district. SPS must continuously examine all policies and practices for internal biases that contribute to achievement and opportunity gaps. SPS must provide all students with the support and opportunity to succeed.

This policy will uphold SPS' commitment that all staff will be culturally competent, and demonstrate mutual respect without regard to any individual's actual or perceived personal characteristics.

Equity Levers Crucial to Student Success:

There are a number of factors that influence success for all students. These factors include: (1) district and school policies and procedures, foremost pupil school assignment; (2) adequate resources; (3) high quality teaching and learning; (4) social, emotional, and physical health of students; (5) quality, diversity, competency, and stability of school leadership and staff; and (6) valued partnership with students' family and community.

Desired Outcomes:

1. Pupil assignment shall take into consideration district programming and neighborhood choice to result in equal access to opportunity and a diverse representation of the population at each K-8 and K-5.
2. Schools shall receive equitably allocated resources to respond to the needs of each student, which may result in differentiated resource allocation. This includes, after consideration of students' individual needs, equitable access to wrap-around support, material resources relative to the student body, and resources to support student mental health.
3. All students shall experience a rich, diverse, culturally responsive curricula, instruction, and assessments, which supports students' healthy identity development. All students should have access to advanced level courses at the high school level, including language arts, mathematics, science, social studies, history, career technical options, the arts, foreign language, and music.
4. SPS shall ensure schools are equipped to meet the social, emotional, and physical needs of each student.
5. SPS shall ensure that staff at each school are diverse, culturally competent, high-quality, stable and equity focused.
6. Family and community are valued and equal partners. As such, each school is responsible for building partnerships with every family with a specific goal of diversifying parent/guardian leadership and the SPS volunteer base. Our district and schools will work closely together with families and community members especially in the areas of building relationships, teaching and learning, and supporting advocacy.

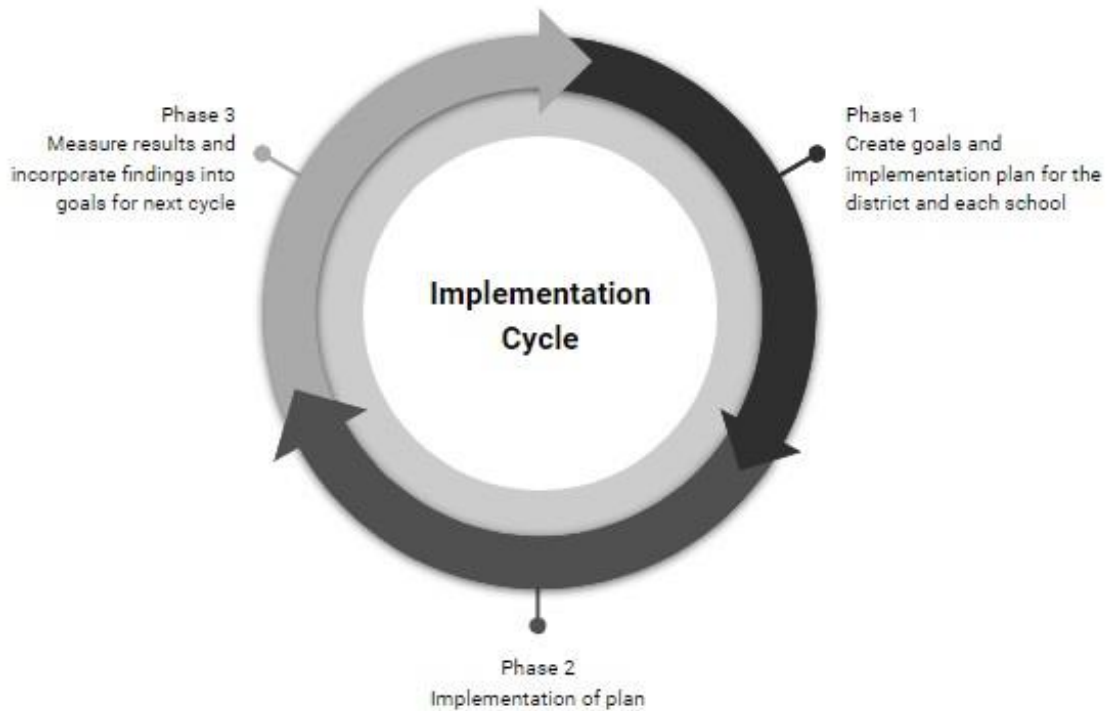
Equity Goals and Reports:

The Superintendent or designee shall develop and implement a system-wide racial/ethnic equity plan with clear accountability and metrics, which will result in measurable progress for all SPS students towards the desired outcomes outlined in this policy. Goals for schools, departments, and staff shall be connected to already existing prioritized structures of accountability and support to ensure progress is made. If a school or department is not making adequate progress towards the desired outcomes at the time of the report, the school or department will receive increased support. The Superintendent shall annually report progress on the plan and outcomes.

The district shall present the reports on the following data (where applicable aggregated and disaggregated by race/ethnicity, English Language Learners, indicators of poverty, and special education status):

Number of out-of-school suspensions and descriptions of in-school suspension programs; number of emergency removals; intervention programs used to prevent suspensions and support positive behaviors; specific supports for students with mental health conditions; school attendance; enrollment in advanced course work; number of dropouts; assignment into special education; college completion within six years, and any other data that district staff deem appropriate, useful and valid for this purpose.

The district shall develop a process to field complaints and violations of the values which this policy intends to uphold. This process will be clearly communicated to all staff and students. No SPS student or staff member who, in good faith, reports a violation of the equity policy shall suffer harassment, retaliation, or adverse consequences.



These desired outcomes shall be crafted into three phase goals in the following structure: