

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, December 5, 2016 – Regular Meeting**

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

**Members present:** Ms. Palmer, Mr. White, Mr. Roix, Mr. Futrell, Mr. Green, Ms. Normand, and Ms. Pitone.

**Members absent:** Mayor Curtatone

**I. CALL TO ORDER**

Chairman Carrie Normand called a Regular Meeting of the School Committee to order in the aldermanic chambers at 7:03 p.m., with a moment of silence and a salute to the flag of the United States of America. Ms. Normand asked for a roll call, the results of which are as follows: - Present – 7 –Palmer, White, Roix, Futrell, Green, and Normand and Absent – 1 – Curtatone.

**REPORT OF SUPERINTENDENT**

Ms. Normand announced that, unless there were objections, the next item would be taken out of order. We have lots of guests present tonight to present information related to Social Emotional Learning. The PowerPoint presentation is included at the end of these minutes.

**A. Presentations:**

- Social Emotional Learning

Presentations were made on various aspects of Social Learning programs by multiple parties. Mrs. Skipper introduced the first presenters who are really the key people regarding Social Emotional Learning – Student Services Director Richard Melillo and Health and Physical Education Supervisor Steve Simolaris. These presentations included the following:

- Rich Melillo and Steve Simolaris – overview of programming including *Second Step*
- Chad Mazza and Julia Monroe – Winter Hill Community School – *Responsive Classroom*
- Les Lartey – West Somerville Neighborhood School – *Responsive Classroom*
- Jill Geiser and Barbara Strell – Healey School – *Positive Behavioral Interventions and Supports*
- Rich Melillo, Damen Kelton, Karen Murdock and Les Lartey – *Student Support Teams*

Following the presentations, discussion and a question and answer session ensued. Topics included:

The School Committee meeting was recessed at 8:30 p.m. so members could thank presenters  
The School Committee meeting resumed at 8:30 p.m.

**II. STUDENT ADVISORY COUNCIL**

Ms. Normand reported that many items have been taken out of order this evening and thank Student Representative, Dessources Domond, for his patience in waiting to give his report. For those who do not know Dessources, Ms. Normand explained that he is one who leads by example and one of Somerville's finest. Dessources provided a report on the following:

- The High School's School Lunch Reform Committee which is working with Food Service to improve food options in the cafeteria. Thanks to Mr. Oteri and members of the Student Council for facilitating this.
- Reported on Mr. Dua's "Big 32" program, which includes various physical activities and provides prizes/rewards. Posters are up at the High School promoting this initiative.
- The Somerville High School Trivia Team has qualified again, placing second in the Greater Boston area, which is a great accomplishment. Dessources is, actually, part of the team!

**III. APPROVAL OF MINUTES**

**A. November 21, 2016 Regular Minutes**

MOTION: Mr. Roix made a motion, seconded by Mr. Green, to approve the minutes.  
The motion was approved via voice vote.

**IV. REPORT OF SUBCOMMITTEE**

**A. School Committee Meeting for Personnel: Oct. 26 (Ms. Pitone)**

The School Committee met in a Personnel meeting of the whole in the conference room at 8 Bonair Street.

In attendance: Dan Futrell, Andre Green, Carrie Normand, Lee Palmer, Laura Pitone, Steve Roix, Mary Skipper

The purpose of this meeting was to discuss and agree on the timeline and scope of the 2016 Superintendent Evaluation. The Chair, Carrie Normand called the meeting to order and communicated the Vice Chair, Laura Pitone, would be leading the Superintendent Evaluation process.

The scope of traditional SPS Superintendent Evaluation, last executed end of year 2014, was reviewed. The evaluation consists of commentary and rating for the four standards defined by the Massachusetts Department of Elementary Education (which are Instructional Leadership, Management & Operations, Family and Community Engagement, and Professional Culture) and the district goals. The evaluation process traditionally includes completion of a Superintendent self-evaluation and staff evaluations (compiled for categories of staff) which are shared with the SC and followed by individual SC evaluations that are compiled into the final evaluation presented to the public. The three groups of staff are Cabinet Members, Principals and Select Administrators. Superintendent Skipper suggested and the members agreed upon the inclusion of the President of the STA with Select Administrators.

Although the current Superintendent has been in her position since July 2015 (one year, four months), the goals were only adopted late Spring of 2016. It was deemed too early to evaluate the goals, but several members were uncomfortable with delaying the evaluation completely until Spring 2016 (at which point the Superintendent would be working for the district for two years.) A compromise was proposed and agreed upon; a modified evaluation which would include a full evaluation of the four standards (ratings and comments) and commentary on goal progress for School Committee Members and Cabinet Members only (those who felt comfortable commenting on the goals.)

Tentative plans for a full evaluation in Spring 2017, which would include district goals, was proposed and will be confirmed at the start of 2017. Reconsidering the Superintendent Evaluation timing in the future was discussed, in an effort to best align with goal adoption and the school improvement process. Historically the evaluation has been at the end of the year, possibly to align with new SC member start date of January.

The following timeline was presented, a motion to approve the timeline made by Carrie Normand, 2nd by Steve Roix, and passed unanimously.

<b>Superintendent of Schools Evaluation Timeline 2016</b>	
October 26th	Superintendent of Schools Evaluation documents shared with the SC
October 27th	Superintendent of Schools Evaluation documents forwarded to Principals, Supervisors/Directors, STA President and Central Office Administrators.
November 10th	Principals, Supervisors/Directors, STA President and Cabinet are due to Patti Marques.
November 17th	Summaries of Superintendent of Schools Evaluation by Principals, Supervisors/Directors, STA President and Central Office Administrators and Superintendent of Schools Self Evaluation in School Committee Packet of November 21, 2016.
December 1st	School Committee Evaluations of the Superintendent of Schools due to Ms. Pitone.
December 8th	Composite out of SC Members and Superintendent.
December 14th	Meeting of the School Committee for Personnel to review the Evaluation with the Superintendent of Schools.
December 21st	Special Meeting for Executive session

A motion was made by Carrie Normand to move forward with end of 2016 Superintendent Evaluation consisting of the evaluation of the four standards and only commentary on district goals. This motion was 2nd by Laura Pitone and passed unanimously.

Steve Roix moved to adjourn at 9:06, 2nd by Carrie Normand, and passed unanimously.

MOTION: Ms. Pitone made a motion, seconded by Mr. Futrell, to accept the report and minutes of the Chair of the Personnel Committee regarding the evaluation of the Superintendent of Schools for the meeting of October 26, 2016.

The motion was approved via voice vote.

## V. REPORT OF SUPERINTENDENT

### B. District Report

Mrs. Skipper provided her district report as follows:

- Our annual district-wide, week-long **Somerville Hour of Code** event kicked off this morning. This is the third consecutive year that the Somerville Hour of Code event will provide every student in our district the opportunity to learn the basics of computer science and log at least one hour of coding during this week-long event. We are so thankful to have great community partners working with us on this event, including Shawn Stzurma, a parent at the Brown School and Director of Financial Services at Pegasystems who works hand-in-hand with Charlie LaFauci, our Supervisor of Library Media Services, to plan this week-long learning adventure. This year, students will have an opportunity to dig a little deeper at a variety of afterschool special activities happening throughout the district, that include a Mini Makerspace at the ESCS tomorrow, an Interactive Music Workshop at the Brown on Thursday, Virtual Reality Workshops at the Brown (Tuesday) and the Kennedy (Thursday), and more! Visit [www.somerville.k12.ma.us/HOCEvents](http://www.somerville.k12.ma.us/HOCEvents) for a list of all the special Hour of Code afterschool events happening this week. A very special thanks to all of our volunteers who are helping make this event a great success!
- The annual **Christmas Tree Fundraiser** hosted by Next Wave/Full Circle is in full swing through December 18<sup>th</sup> at Foss Park. You can purchase your holiday tree and support a great cause. Proceeds from tree sales help fund scholarships, special programs and events for Next Wave and Full Circle students. Visit the NW/FC website home page and watch the student-produced Tree Lot video to learn more. The Tree Lot will be open from 4-8 p.m. on weekdays and from 10:00 a.m. to 8:00 p.m. on weekends.
- Somerville families with young children or families considering raising their children in Somerville are invited to the Capuano Early Childhood Center on Wednesday, December 7<sup>th</sup>, from 6:30-8:00pm to **Learn about the Somerville Public Schools**. The evening will include an overview of curriculum and day-to-day life in pre-K and Kindergarten classrooms throughout the city, with a focus on informing prospective families. Educators from our district and parents of current SPS students will be available for questions. We hope you'll join us.
- The Somerville Family Learning Collaborative is hosting a **Community Resource and Information Clinic** on Thursday, December 8<sup>th</sup>, from 5:00-7:00pm at the Cummings School (42 Prescott St.). Meet representatives from the SFLC, the City of Somerville's Health and Human Services Department, and SomerViva for information about community resources, housing, childcare, immigration services, and much more. The SFLC Community Closet, which provides free clothing for those in need, will be open.
- It's that time of year when "music is in the air." Please visit our website Calendar to learn about **upcoming school and district-wide concerts** as we wind down 2016 and get ready to ring in a new year. Among the many music events coming up is the All-City Middle School Winter Concert, which takes place this Thursday, December 8<sup>th</sup>, starting at 7:00pm at the Somerville High School Auditorium. We hope you see you at many of our concerts, celebrating our young student musicians.
- It's hard to believe, but we're winding down 2016. Just a reminder that Winter Recess begins on Friday, December 23<sup>rd</sup>, at the close of the school day; it will be a regular day of school for all students. All schools will be closed December 26<sup>th</sup> through the 30<sup>th</sup>, and again on Monday, January 2<sup>nd</sup>. All District offices will be closed on Monday, December 25<sup>th</sup> and on Monday, January 2<sup>nd</sup>. Classes will resume on Tuesday, January 3<sup>rd</sup>.

## VI. NEW BUSINESS

### A. Resolution - Resolution in Support of Our Immigrant Community

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

**Members absent:** Mayor Curtatone

## VII. NEW BUSINESS

### A. Resolution - Resolution in Support of Our Immigrant Community

Mr. Green announced that, being from Ward 4, which is the home of the Welcome Project, he would like to submit the following resolution for approval. In the future, he would like to offer words of support to even more groups, including members of the LGBTQ community, women, etc.

Mr. Green made a motion, seconded by Mr. Futrell, to approve the following resolution in support of our immigrant community:

**Resolution in Support of Our Immigrant Community**

WHEREAS, recent national political events have caused some to question whether the United States is still committed to being a welcoming home for immigrants, and

WHEREAS, Somerville’s status as a “Sanctuary City” has been the subject of threats from the presumptive next President of the United States

WHEREAS, Somerville Public Schools is a multicultural school community dedicated to the realization of the full intellectual, physical, social, and emotional potential of all students, and

WHEREAS, that dedication entails a commitment to the education of all our students, regardless of immigration or citizenship status, and

WHEREAS, we believe that the diversity of our schools and our community is a strength, not a weakness, and

WHEREAS, that commitment has led to over 15 years of consistent educational improvement for all the students in the district, and

WHEREAS, abandoning that commitment because of external political pressure would not only betray our friends and neighbors, it would violate our sense of what it means to be Somervillians and Americans, therefore

BE IT RESOLVED THAT, the Somerville School Committee reaffirms our support of Somerville’s status as a Sanctuary City, and

BE IT FURTHER RESOLVED, that the Committee rejects any attempts by any individuals, groups, organizations and government bodies to denigrate, harass or oppress any resident based on their national origin or immigration status, and

BE IT FURTHER RESOLVED, that the Committee continues to work with the Superintendent to develop plans to shield our students from such denigration, harassment and oppression within our schools and

BE IT FURTHER RESOLVED, that the Committee commits to fight any attempt to reduce funding or the provision of services to the District or any of its students due to immigration status with every reasonable tool at our disposal, and

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.

Following the reading, discussion ensued relative to:

- Resolution is well written and members were thankful for it being brought before them for approval
- translation and distribution
- the development of a Value Statement by the School Committee
- Community-based conversations as well as the RIDES and By All Means programs
- Distribution at various upcoming city events

Following the discussion, the motion to approve was passed via voice vote.

**B. Field Trips** (recommended action: approval)

**Jan. 12, 2017** Next Wave/Full Circle students to Pat’s Peak Mountain. Transportation via school van with a cost of \$25.00 per student.

**Feb. 9, 2017** Next Wave/Full Circle students to Pat’s Peak Mountain. Transportation via school van with a cost of \$25.00 per student.

MOTION: Mr. Futrell made a motion, seconded by Mr. Green, to waive the reading of the field trips and approve.

The motion was approved via voice vote.

**C. Acceptance of Donation** (recommended action: approval)

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

Donation	Donor	City, State	Value	Program donated to
Monetary	Julie Engel and the Morris S. & Florence H. Bender Foundation, Inc.	Somerville, MA	\$5,000.00	SFLC Playgroups

MOTION: Ms. Pitone made a motion, seconded by Mr. Green, to accept the donation with extreme gratitude. The motion was approved via voice vote.

### **VIII. ITEMS FROM BOARD MEMBERS**

#### **Mr. Futrell**

1. Recently attended a School Council meeting at AFA and there was discussion relative to delivery of report cards and conference times. Many feel there is not enough time allotted for every student's parent/guardian to have a chance to meet. This is something to think about. "Every kid gets time with teacher."

#### **Mr. Roix**

1. There is a Building Committee meeting on Monday night at 5:30 p.m. and another on December 20, also at 5:30 p.m. – both at Somerville High School. These are the last two meetings before the submission of the schematic design to the MSBA.
2. Mr. Roix requested that consideration be given to holding the two subcommittee meetings scheduled for December 12 somewhere at the High School to make it easier for members to attend both meetings. Ms. Marques informed members that she had already booked the Culinary Arts classroom for the subcommittee meetings that evening.

#### **Ms. Palmer**

1. Requested information regarding CORI requests for volunteers and clarity on the ID requirements.
2. Also requested information regarding families who receive a scholarship for After School, but were required to pay tuition until they learned whether they were eligible for a scholarship. Ms. Palmer would like to know about refunding the money they had to pay while the scholarship decision was pending.
3. Requested an update on Recycling in our schools

Mrs. Skipper responded that the CORI issue will be referred to a future Rules meeting for examination. We are unsure of the ruling regarding international passports.

Dr. McKay is looking into the scholarship issue.

The recycling item will be discussed at the next Finance and Facilities meeting. We are 100% committed to increasing recycling.

#### **Ms. Pitone**

1. Reminded members that about the December 14 Personnel Meeting.
2. Announced that AFA Crafts Fair on Friday, December 9 at 6:30 p.m.

#### **President White**

1. Reminded members that following approval by the MSBA, the building project then goes to the Board of Aldermen for a bond vote.

#### **Ms. Normand**

1. The Ward Six election takes place tomorrow. There is one candidate – Paula O'Sullivan. Please get out and vote!

Mrs. Skipper asked for a point of clarification regarding the resolution. We should send now to elected officials and that other distribution will be determined later; is that correct? It is.

### **IX. ADJOURNMENT**

The meeting was adjourned at 9:23 p.m. via voice vote.

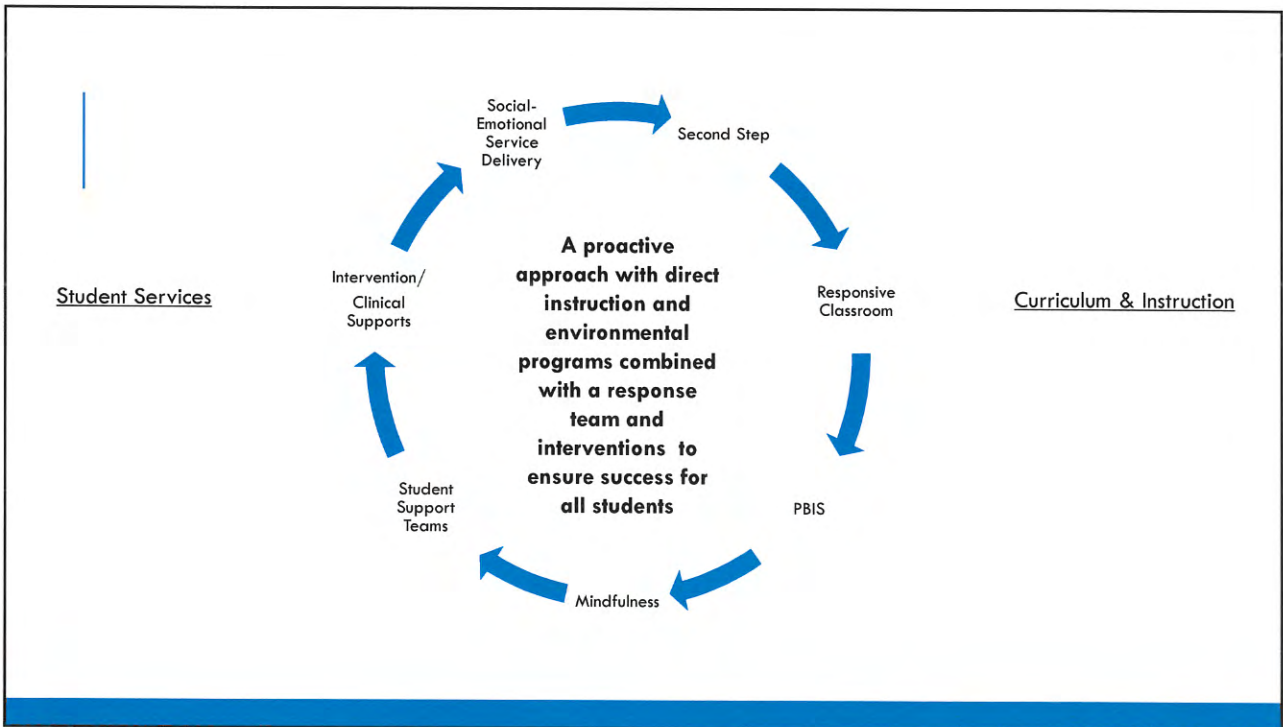
### **RELATED DOCUMENTS:**

1. Agenda
2. Minutes of November 21, 2016 for approval
3. The draft resolution in support of the immigrant community
4. Two (2) Overnight Field Trip forms for approval
5. One (1) Donation Acceptance form
6. Two (2) Condolence letters
7. Two (2) donation thank you letters



# SOCIAL AND EMOTIONAL LEARNING AND SERVICES

SOMERVILLE PUBLIC SCHOOLS



## SECOND STEP IS...

A comprehensive, prek-8 curriculum

Evidence-based

Direct instruction around the 5 core SEL competencies:

- Self awareness
- Self-management
- Responsible decision making
- Social awareness
- Relationship skills

These are the skills, attitudes, and behaviors that parents, educators, and employees alike value

Skills:

- Impulse control
- Stress management
- Self-discipline
- Organizational skills
- Accurate self-perception
- Self-confidence
- Empathy
- Self-efficacy
- Appreciation for diversity
- Communication skills
- Problem solving

## IMPLEMENTATION PLAN

YEAR 1

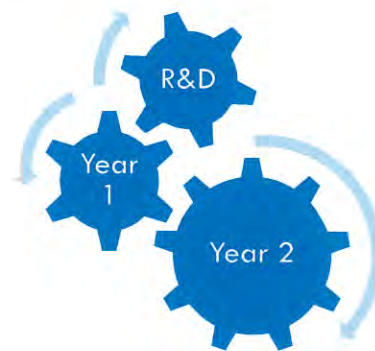
Primary lessons

Working group meets with CFC to provide feedback and suggestions

3 professional development dates

- September: teacher training
- October: gathered data; surveyed teachers
- February: end of lessons; encourage continuation; address questions; finding solutions for long-term questions; provide research on impact;

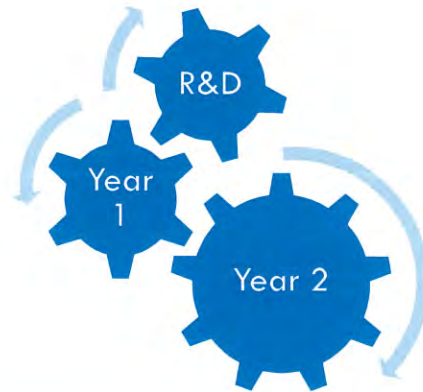
Determining measurement of SEL Programs (PBIS, Responsive Classroom, Mindfulness)



# IMPLEMENTATION PLAN

## YEAR 2

- Lessons every week
- Built-in training for new teachers
- Training for paraprofessionals and support staff
- Built-in professional development time
- Feedback loop throughout the year



# EXAMPLES OF LESSONS

## Respectful Disagreement

### Lesson 4 Handout 4A: Respectful Disagreement Skill-Practice Instructions **Grade 6**



#### Skill-Practice Instructions

1. Decide who will be the characters and who will be the coaches.
2. Each character reads his or her perspective aloud.
3. Characters talk back and forth at least three times, communicating about their different perspectives.
4. Coaches watch, check off skills the characters use on their checklists, and give suggestions.
5. Then switch parts and do the second scenario.

#### Respectful Disagreement Checklist

Respectful disagreement skill	Character A	Character B
Keep calm.		
Use active listening.		
Consider the other person's perspective.		
Explain your perspective clearly.		
Act nonjudgmentally.		



# HOME-LINK

**Grade 1, Unit 2**  
**Lesson 11: Showing Care and Concern**

*Home Link*



**What is My Child Learning?**  
 Your child is learning how to show care and concern for another person by listening, saying kind words, and helping that person. This is called *showing compassion*, and it makes people feel better.

**Why is This Important?**  
 Being able to show compassion helps children get along with others.

Ask your child: **What does *showing compassion* mean?** *Possible answer: Showing you care about others.*

**What are some ways you can show care and concern or compassion for others?** *Possible answers: Listening to them. Saying kind words. Helping them.*

**When is a time someone might need you to show someone compassion?** *Possible answers: When someone is feeling sad, lonely, tired, or frustrated.*

**How do you feel when someone shows you compassion?** *Possible answers: Happy, special.*

**Practice at Home**

Help your child notice when someone else could use some help or a kind word. For example:

- Your father has a lot of dishes to do after dinner. Do you think he could use some help?
- It sure looks like Mrs. Sanders could use some help picking up the trash. Can you do that?

**Activity**

Help your child think of something kind to say to someone else at home (or someone your child can easily call on the phone) as a way to show "compassion." Fill in the details below for your child. Then help your child do it!

I can show compassion to \_\_\_\_\_

\_\_\_\_\_

I will say: \_\_\_\_\_

\_\_\_\_\_

After I showed compassion, I think this person felt \_\_\_\_\_

# FEEDBACK FROM TEACHERS

- Focus and listening lessons particularly effective
- Accountable talk is working well
- Kids are learning how to use their words
- Common language is being used throughout grade levels
- Common language helps within the classroom for behavior
- I see kids using "attentescope" throughout the day
- Using and understanding what empathy is
- Language- naming feelings, how to listen
- Shared set of guidelines for treating peers and adults
- Language- assertive/aggressive
- Kindergarteners taught 8<sup>th</sup> graders listening skills
- Students are engaged
- Kids are using self talk
- Parents reading "home-links"

## RESPONSIVE CLASSROOM AT WHICS

### **Create a climate and tone of warmth and safety**

Students learn about each other and develop a sense of belonging within the community through establishing limits and boundaries which will keep everyone safe

### **Teach the schedule and routines of the school day and our expectations for behavior**

Order and predictability in daily school life is essential, allowing students to feel safe and focus on learning. By teaching expectations for behavior students know how to be successful

### **Introduction to physical environment and materials**

Giving students a sense of ownership for our school environment through explicit teaching of how we will use this space and these materials

### **Establish expectations about how we will learn together**

Sharing expectations for how we will speak to each other, work collaboratively, and achieve high expectations for learning

## KEY COMPONENTS: FIRST SIX WEEKS

- Morning Meeting
- Guided Discovery
- Academic Choice
- Hopes and Dreams
- Modeling
- Logical Consequences
- Quiet Time

## GOALS FOR WEEK ONE: WHOLE SCHOOL

- Know each other's names
- Identify interests of classroom members
- Know basic expectations
- Share hopes and dreams for the school year
- Ideas and procedures for using basic tools
- Present work 2-3 times
- Art, writing, artifacts displayed in the room

## FIRST SIX WEEKS INITIATIVE

- 100% of students participating in Morning Meeting daily
- All adults in a classroom participating in Morning Meeting daily
- Establishing the way we communicate consistently within our school

### Teacher Feedback

- "My students and I appreciate having quiet time after recess. It's allowed me to check in with individual students and prepare them for the day's lesson. I appreciate the administration's support and recognition that building community in the first 6 weeks of school allows us to work more meaningfully throughout the year."
- "After completing the first six weeks of school, I feel as though my students know what is expected of them. Everyone knows the routines and procedures of the class and can demonstrate them independently."

## RESPONSIVE CLASSROOM AT WSNS

- School-wide, tier 1 social/emotional framework to ensure academic success for all students
- Build a strong learning community with common language/rituals/routines and belief system
- Know all students (and families) well.

## POSITIVE BEHAVIOR INTERVENTION SYSTEMS (PBIS) HEALEY ELEMENTARY SCHOOL

School-wide approach that assists schools in organizing evidence-based behavioral interventions which will enhance academic and social behavior outcomes for all students

The purpose is to help our students have a safe, positive learning environment.

Healey's four consistent school expectations (S.O.A.R):

- **S** - Stay Safe
- **O** - Own your Learning
- **A** - Act Responsibly
- **R** - be Respectful

Healey Hawks S.O.A.R.



*toward excellence, joy, openness, and creativity*

	Playground	Restroom	Classroom	Cafeteria	Hallway
<b>S</b> <i>Stay Safe</i>	<ul style="list-style-type: none"> <li>Be alert; Look around.</li> <li>Follow safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Keep light on</li> <li>Wash hands</li> <li>Ask for help if needed</li> </ul>	<ul style="list-style-type: none"> <li>Calm body</li> <li>Move around the room safely</li> </ul>	<ul style="list-style-type: none"> <li>Calm body</li> <li>Stay seated and ask if you need to leave</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Hold the door for others</li> </ul>
<b>O</b> <i>Own your Learning</i>	<ul style="list-style-type: none"> <li>Choose an activity you enjoy</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your business and return to class</li> </ul>	<ul style="list-style-type: none"> <li>Learn from and fix mistakes</li> <li>Take pride in your work</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Fuel your body, fuel your mind</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Be on task</li> </ul>
<b>A</b> <i>Act Responsibly</i>	<ul style="list-style-type: none"> <li>Take care of equipment and property</li> <li>include others</li> </ul>	<ul style="list-style-type: none"> <li>Use the bathroom supplies appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Follow Directions</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Follow directions</li> <li>Line up quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly and to the right</li> <li>Follow directions</li> </ul>
<b>R</b> <i>Be Respectful</i>	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Speak kindly</li> </ul>	<ul style="list-style-type: none"> <li>Keep bathrooms clean and report problems</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate with teachers and classmates</li> <li>Take care of your classroom</li> </ul>	<ul style="list-style-type: none"> <li>Say please, thank you and excuse me</li> <li>Be kind</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and appropriately</li> </ul>

## STUDENT SUPPORT TEAMS & SOCIAL-EMOTIONAL SUPPORTS

Student Services

Somerville Public Schools

Presenters:

Rich Melillo, DOSS

Damen Kelton, A-DOSS

Karen Murdock, SC Healey

Les Lartey, SC WSNS

## OVERVIEW

- DESE assessments focus on 4 primary criteria in rating school districts: attendance rates, standardized test scores, drop-out rates & graduation rates
- Student Services' primary initiative is to support the whole child through social-emotional supports resulting in increased student seat time & healthy access to the curriculum
- The District has made a commitment to early identification of our high risk, high need students and created a process that offers appropriate supports that align with SC Goal #2. Student Support Teams are the identified tool and are in place in every school

## STUDENT SUPPORT TEAMS: SST

- The premise is simple: we created a diverse school based team of educators and clinical staff to identify high risk students and prescribe social-emotional supports resulting in increased seat time & healthy access to targeted curriculum instruction.
- **AGENDA:**
- **Attendance:** excessive absenteeism is a symptom of dysfunction
- **Discipline:** disruptive behavior results in exclusion
- **Students in Crisis:** trauma & symptomatic crisis create dysregulation and disengagement

## SST & SOCIAL EMOTIONAL SUPPORT

- SPS implements school based Student Support Teams at the PreK-12 level that align with the state mandated multi-tiered system of supports
- SST is the primary vehicle for **identifying & implementing** social-emotional supports & prescribed targeted interventions to all our students
- SHS implements multiple tools including: SST, Student Intervention Teams (SIT) & Ninth Grade Experience (NGE)
- SST is a data driven meeting. Data documentation and consistent assessment of the impact of prescribed interventions drives the “system” that ensures student wellness & a supportive learning environment

## SST GOALS

- Improve “SEAT TIME”
- Improve District attendance
- Reduce suspensions & disruptive behavior
- Improve our dropout rate & graduation rate
- Provide integrated therapeutic services to students in crisis
- Improve overall school culture by regulating and supporting the whole child

## SST PROCESS

- Team convenes once a week for 1 hour
- Team Members: Principal, Asst. Prin. (Chair), School Counselor, Adjustment Counselor, Nurse, Redirect, Attendance Officer, Clinician
- Redirect Counselor collects attendance data
- Assistant Principal collects/presents discipline data
- Students in crisis: referred to AP for case review
- Teachers refer student to Asst. Prin. via referral form

## SST PROCESS

- Process: Identify student, assess the case, prescribe an intervention, review and follow-up the following week
- Case discussion and assessment is 2-4 min per student, or case conference if warranted
- Accountability is ensured by identifying a team member for intervention coordination
- Case assessment occurs weekly until progressive interventions regulate the student
- "Student Insights" is the data tracking tool
- Providing therapeutic supports to our identified students provide an opportunity for student regulation thus improving seat time and active engagement



## SOCIAL EMOTIONAL SUPPORTS

### EXAMPLE OF OUTSIDE AGENCIES

- SPS contracts with Riverside MH & Home for Little Wanderers to provide Embedded School Therapy serving approximately 170 SPS students in 11 schools
- SPS contracts with a Substance Abuse Counselor, serving approximately 60-70 students
- SPS teen pregnancy program, COPE serves 10-12
- SPS contracts with CHA; Teen Connection Clinic served approximately 300 students in 2015-16 providing medical & clinical supports. (2016-17 Goal is 350 students)
- SPS/Somer-Promise counseling to ELL students
- NEW: Path & Promise fragile programs, increased embedded counseling, youth clinician, therapeutic kindergartens

## SOCIAL EMOTIONAL SUPPORTS

### IN HOUSE

- School Counselors: 20; Redirect Counselors: 9
- School Adj. Coun: 10;
- BCBA Behavior Specialists: 2; School Psych: 2
- Home trainer, Physical Therapist, Speech & Language Pathologist
- NGE, 9<sup>th</sup> grade attendance & academic support 300 students
- Therapeutic Day Prog. FC/NW: 104 students
- SPED Students 1200 students; 178 profiled with emotional disability & receive MH counseling
- Attendance Officers (2) serve approx. 500 students

**DATA EX 2015-16: ARGENZIANO SCHOOL LEVEL 2**  
70% FREE & REDUCED LUNCH

- Attendance 97.2%
- Tardy reduction: 2010: 2989; 2016: 1258
- Suspension: 2016:- "1"
- Students receiving counseling services:
  - \* 74 students w Counselor Educator
  - \* 62 students with SAC, 15 dually identified
  - \* 19 families with Home for Little Wanderers
  - \* 16 students & families with Riverside MH
  - .\* 36 families involved with ELL wrap-around services

**WSNS SC ,LESLIE LARTEY**  
**HEALEY SC, KAREN MURDOCK**

- WSNS: Leslie will discuss the SST process, including data assessment & TEAM collaboration and how SST delivers positive impacts in attendance, discipline & students in crisis
- HEALEY: Karen will offer a case study

## DATA DRIVES DECISIONS

*Discipline:*

2015 State ISSP: 1.8%; OOS: 2.9%

2016 Somerville: ISSP: 1.4%; OOS: 1.7%

Dropout Rate: 2015: 2.6; 2014: 3.7; State: 1.9

Attendance 2015-2016:

SPS Attend: 94.6, State: 94.9; Camb 93.6

Attendance: Grades K-8; 96.2%

Supportive data 2015-2016:

504 AP: 122 cases; Embedded Therapy: 175 cases (2014: 90)

Bullying Cases: 25 (2013: 48); 51A filings: 2016: 52; 2015: 67

## MINDFULNESS

*Being in the present; aware and acknowledgement of your thoughts, feelings, and surroundings without judgement*

