

1.) What do you think the District can do to reign in costs knowing that certain obligations, like employee pension contributions, will continue to encroach on the overall budget?

Davina Katz Goldwasser

The majority of our costs go to salaries. The more experienced teachers are higher on the pay scale and come to us at a greater cost. We are fortunate to have such a skilled staff in KSD and a high number of veteran staff. The cost for salaries is not something that is going to change.

The passage of Measure A has left us in a good place for the next 10 years. The parcel tax has accounted for the needs we will have and also takes into consideration the rising pension contributions.

Our district also has a healthy reserve for any unexpected emergencies. We always need to ensure that we are making the most fiscally sound decisions and leveraging the right resources to meet our goals. For now we are in a good place.

At the same time we need to be thinking about how we can foster a positive relationship with our community. Some of these residents were supporters of our parcel tax and others were very opposed. It is time for everyone in Kentfield-Greenbrae to appreciate what amazing students we have and connect with our schools in a meaningful way. For example, I would like to see community members being judges at science fairs and spelling bees, and interacting with our student musicians and artists as they showcase their talents at places like Bon Air shopping center. We need our community to see the evidence and the value of excellent public schools in our community.

Sarah Killingsworth

The District should continue to focus on making sure every dollar spent enhances our students' education. The KSD budget goes primarily for people – salaries and benefits – which is appropriate. Our fantastic teachers and administration are the District's biggest assets. Looking forward, we need to keep expenses in check, and balance that with the need to continue to provide competitive compensation for our employees.

The KSD needs to maintain prudent spending based on our student population – the Board should always look for ways to be more efficient/cost conscious. In order to help ensure our spending levels remain prudent, it would be helpful to compare detailed spending reports versus other comparable school districts in California.

The KSD pension contribution requirements are set by the State of California, and although the total required contribution will rise roughly \$200,000 per year for the next 3 years (the amount fluctuates per year), that increase is anticipated to be offset by an increase in property tax revenues (driven by expected increases in property values). So, the additional pension contributions will not come out of other, existing budget line items.

I would support efforts by the KSD to encourage State administrators and legislators of California to reduce the burden on local school districts for pension funding.

David Riedel

Having attended every District Finance Committee meeting in the past three years I am very familiar with the financial condition of the District. Fortunately it is currently healthy but we do need to be vigilant to make sure it stays that way. The growing pension obligations that Sacramento has pushed down to the district level will be a challenge for Kentfield but not an insurmountable one.

State-mandated District contributions to the pensions are currently approximately \$1.6 mn representing approximately 8.5% of the budget. They will grow over the next 5 years by approximately \$800,000. We will have to look hard at prudent use of the proceeds from the Grant Grover Settlement (which could be used to pay down the mortgage on the KSD office) as well as ensure appropriate facility use fees are being charged for after-school and summer use of the campuses.

I have significant experience as a financial analyst and entrepreneur. When combined with my comprehensive understanding of Kentfield's unique finances I believe I can help provide the financial oversight that the community demands.

Heather McPhail Sridharan

We are very fortunate as a school district to have the strong commitment from our Kentfield and Greenbrae community to support our local schools through thirty years of continuous funding in parcel taxes and bonds. Unlike many other districts in Marin and across the state, we should feel proud that the Kentfield School District is financially secure and managed in a fiscally sound way. We have healthy reserves and are not making the difficult teaching and program cuts that so many of our neighboring districts are making right now.

However, a couple of areas concern me regarding our budget that I think we need to address since they may affect our district's ability to adequately fund our high quality program in the future:

1. **Our parcel tax is a tenuous funding source:** Currently, parcel tax proceeds represent about 25% of our district revenue. The good news is that we just successfully renewed our parcel tax, ensuring ten more years of stable funding. However, I do not think it is financially prudent to rely upon such a vulnerable funding source for 25% of our \$18M budget. Our recent experience to successfully renew our parcel tax (which required two attempts) indicates that we should be analyzing our current budget and preparing for alternative funding sources now rather than waiting until our current parcel tax expires in ten years.
2. **Increasing pension obligations:** Similar to other school districts across Marin and the state, we are faced with significant state-mandated pension increases over the coming years.

As some other neighboring school districts such as Mill Valley have done, I would like to see us create a Community Financial Advisory Committee (CFAC). This could be comprised of community members, school parents, and district staff whose mission is to advise the Superintendent on matters relating to the long-term financial health of the District in recognition of the vital link between educational excellence and local funding and community support.

In addition to the important work of our district Finance Committee, the creation of a CFAC could be a critical component in addressing these two budget concerns in the coming years to ensure that the KSD remains a high performing district with strong support from our community.

Sharra Weasler

First, I think Barbara Johnson and other district staff and leadership have been conscientious about ensuring that we have a conservative approach to budgeting that takes into account future demands of the pension obligations. Pension policies are made at the state level and the state will likely need to make changes to accommodate issues state-wide before problems become severe for our district.

However, it's always wise to know what your priorities are and where you can make cuts when they are required by budget changes on either side of the income statement (i.e., revenue and expenses). I think our budget decisions must be made based on the impact on student learning and development. We know that our teachers, administrators and other support staff are the #1 most important factor when it comes to student learning, so it's important that we continue to put resources toward recruiting, retaining and developing the best people. Other aspects of our schools are not as closely tied to student learning. If our budget requires making cuts, we can invest less in maintaining/purchasing technology and in updating facilities.

2.) What will your priorities be as a school board member in the coming years?

Sarah Killingsworth

If I become a Trustee, my top three priorities will be: (1) better communication with our community and actively listening to community members in setting policies; (2) making sure our District is allocating resources appropriately; and (3) encouraging greater teaching differentiation in all areas, in every classroom, and across every grade level. I would work to set metrics by which we can measure our success in this area (by surveying parents and teachers, by reviewing test scores, and by surveying students).

I would like to see Board meeting agendas and minutes made more accessible on the District website, and a Board section with updates on upcoming Board agenda items included in the weekly newsletter.

I would use my mediation training and communication skills to make Board meetings a place where people feel comfortable giving feedback, to ensure we hear from concerned community members. Right now, it seems people do not come to Board meetings until their concern/issue has become a crisis. The Board can make better decisions when it has full information, and it is

better to be proactive in obtaining information from the community as opposed to reactive to an outcry.

I would use my creative problem-solving skills to try to find solutions on issues where people's interests may seem incompatible or divergent. With a background in non-profit boards and governance and my professional experience in analyzing complex financial matters, I will thoroughly review financial decisions and the KSD budget. Lastly, I would use my legal training to ask good questions about issues before us, and anticipate and discuss potential long-term consequences of various choices.

David Riedel

1) **Promote Equity in Learning for All Students**

Education in the classroom needs to provide differentiation in teaching approaches to meet the needs of the broad range of students. At the most recent board meeting I learned that there is a growing caseload of students with Individualized Education Programs (IEPs), which require specific resources. Additionally, as has been addressed in past meetings we need to make sure that more advanced students are engaged and challenged in all subjects. While there has been some progress in addressing differentiation in math we need to ensure that differentiation is being utilized in all classes. The number of IEPs and assessments at our schools has grown significantly since 2012. We need to provide adequate resources to help these students succeed. KSD has seen significant turnover in special education teachers and staff in recent years. The district needs to make sure they are doing all they can to attract and retain top quality special education staff.

2) **Build Community Confidence in Financial Oversight at Kentfield Schools**

The issues that came up over the bond measure for construction at the schools and the narrow passage of the parcel tax, after being voted down once, could be indications that community does not have full confidence in the financial oversight of the board. I will use my many years of experience as a financial consultant and analyst and my years of service on the District Finance Committee to ensure that I am asking questions and providing insight that helps boost the community's confidence that proper financial oversight is being provided at the district.

3) **Emotional Well-Being of Our Students**

The district conducted a Youth Truth survey of our students earlier this year. I was surprised and disturbed to hear the results in Ms. Schott's presentation to the board at the May 2018 meeting. The survey showed a high level of anxiety and stress among our middle school students. We know that students today experience tremendous pressure at the high school level. We need to make sure we are providing our students with the building blocks for effective communication, strong self-esteem and a positive school community. I will make the social and emotional well being of our students a top priority.

Heather McPhail Sridharan

In my opinion, the top three issues facing the Kentfield School District are 1) ensuring consistent differentiated instruction in all classrooms; 2) addressing the achievement gap in the academic

performance of our English learners, our socioeconomically underrepresented students, and our students with disabilities; and 3) increasing pension obligations due to STRS and PERS rate increases which may affect our district's ability to adequately fund our high quality program in the future.

As a KSD board member, I would continue to be a strong advocate to address these issues head-on. I would continue to work together with the governance team to help set direction for the district by creating yearly goals that address these issues so that programs can be implemented, funded, and closely monitored by the KSD board. I would continue to monitor the responsible fiscal stewardship of our resources, particularly related to the Measure D construction projects currently happening in our district.

Finally, during board meetings, I would continue to be an independent voice and ask questions from staff about how we are measuring progress to achieve our goals and ensure we are always keeping the focus on the best interests of all students as our top priority.

Sharra Weasler

1. Make sure that Kent Middle and Bacich continue to have the best teachers, administrators and staff and make sure they have the support they need to do excellent work. Maintain the culture of respect that exists from district leadership all the way down to the students.
2. I know that differentiation is top of mind for the parents, principals and teachers of this district. I'm encouraged by the holistic approach that Sally Peck and Grant Althouse are taking with this issue. But, I think we need to continue to do better and make sure that teachers have the professional development and curricular support to be successful. And, that we put special programs in place where we need them. We may need to do a comprehensive search to find the most effective resources out there.
3. Make sure we have the right balance when it comes to technology use. I applaud the district for not following neighboring schools when it came to one-to-one technology resources for younger students (i.e., handing every child an i-Pad or Chrome device). Hands-on activities, teacher-student interaction, and children working together are often more effective teaching and learning methods. I think technology can be a powerful tool and has the potential to bring the world into the classroom, for example, images and video footage related to science and history topics. But, I think it should only be used when the benefits over offline teaching/learning methods are clear.
4. Ensure that every policy and budget decision is based on the impact on student learning and development.

Davina Goldwasser

My priorities will be to:

- Inspire a love of learning in all of our students, and help them reach their potential through properly implemented differentiation.

- Ensure the community has a voice in our schools and that there are effective systems to provide input and feedback.
- Use my school leadership experience to help our district achieve our goals, measure our progress, and hold our district accountable when it falls short.

Every student has their academic strengths and growth areas. Differentiation means meeting every student where they are - challenging high achieving students with more complex work, while at the same time providing appropriate supports for students that need it, and everyone in between. To accomplish this our teachers need quality professional development and a clearly communicated focus articulated by their Principal. Once this is in place across all classrooms, parents must be included so they can have a greater awareness around what approaches are being used in the classroom and so that these practices are more widely understood.

Our school district has already selected important goals to strive for. Now we need to make sure we are achieving those goals, by detailing how we plan on accomplishing them, capturing objective data that measures our success, and helping our leaders.

We need someone on the School Board who has experience achieving these goals. I have accomplished each of these goals many times, in many schools. Every day I work with schools to achieve these very goals, to measure their success, and to hold schools accountable when they fall short. I am the only candidate who knows how to get these things done. Our school board needs at least 1 member who has educational leadership experience.

3.) Today's kids are more stressed, anxious, and depressed than ever before. We have heard this reported both nationally and in the district-wide student survey that the KSD conducted just last year. In addition to providing our children with an excellent academic program, what do you think our schools can do to help improve the social-emotional aspects of our student's development?

David Riedel

- One of my top priorities in my campaign
- Advocating for strong character-building programs, wellness centers, mindfulness and programs to support the development of the entire child. Bacich has done well with the Character Counts initiative and Kent with the WEB and other initiatives. Need to keep these funded and a top priority.
- Need to be coordinated with the High School wellness centers to make sure we are using consistent language (as age-appropriate)
- Counseling services – Youth Truth survey highlighted this need very clearly.
- Supporting the teachers in the classroom – keeps kids engaged and strong members of the school community.

- Noted at the last board meeting how dramatically the number of our higher needs students are growing – number of assessments and IEPs growing very quickly.
- Critical to Reduce turnover in Learning Center staff.

Heather McPhail Sridharan

Research suggests that when schools promote positive social and emotional development, it not only reduces negative social behaviors, but also has a long-term positive impact on children's success, academic achievement, and healthier life choices.

In my opinion, a critical, defining feature of the KSD program is our ambitious Vision Statement that we "will deliver a quality education that empowers our students to reach high, work hard, and be kind." The final part of the Vision to "be kind" is what sets our district apart from other high achieving districts since we believe it is possible to combine learning and social-emotional growth. Character education, mindfulness instruction, community service and service learning are deeply integrated into the curriculum starting in TK/Kindergarten.

Social Emotional instruction is also currently embedded in our Local Control and Accountability Plan (LCAP), our District Strategic Plan, professional development training, and reflected in our budget priorities.

As is the case with each component of our program, we should always strive to keep Carol Dweck's "growth mindset" front and center in our district. We need to be responsive to the current needs of our students, familiar with the latest research, and aware of successful strategies with social and emotional instruction used by other districts. The results of our recent Youth Truth survey in the spring were very revealing and suggested several areas of growth that need to be further discussed and addressed, particularly in the area of student stress and anxiety. I am confident that our staff and teachers are well trained and will be responsive to the ever-evolving needs of our students.

As a board member, I feel that my role in this area has been to ensure that the board's focus is always on student learning, which includes social emotional learning as a critical component. From my perspective, this is best achieved by continuously assessing needs / baseline data; establishing budget priorities that reflect our mutually-agreed upon goals; and engaging and involving our entire community in collaborative, inclusive decision-making and transparent communication.

Sharra Weasler

Social-Emotional development is a key component of educating elementary school and middle school children. Given the increases in teen suicide, this is an urgent issue. Also, when a child doesn't have healthy relationships with peers and adults, it can be a significant barrier to learning. We can support children's social and emotional development by ensuring that they feel they belong to a safe and welcoming community (family, peer group, sports team, classroom, school, etc.) and that they are valued contributors to that community. I think the programs that Kent and Bacich have in place are an excellent start. The pillars of character, WEB Leaders, Be the Change Week, etc. set a tone for a culture of respect and kindness. But we must continue

to do more. I'd like to see us move beyond conversations to taking action while also moving beyond voluntary programs to having all children participate. For example, instead of having a Green Team at Bacich, I'd like to see all children be responsible for cleaning up after themselves and each class to play a role in maintaining and improving school facilities. At Kent, this could be done through the advisory classes. Real contribution to your community makes you feel like valued member. This sense of belonging and purpose is key to emotional health. I also think in general that we need to make sure the advisory program at Kent includes a high quality curriculum and that all teachers are trained to implement it.

Davina Goldwasser

Our student's social emotional well being needs to be a key area of focus for our School Board. The Youth Truth survey data was an important awareness building moment. To respond we need to take a student centered approach. Students need to be front and center in the dialogue around what they feel are the big issues they need support with.

During my time on the Bacich School Site Council our focus for the year was on social emotional learning (SEL) and enhancing what was already in place. We reviewed data from the mindfulness pilot classes and advocated for an expansion of the pilot which I am pleased is happening.

There are programs that I have experience with in my role as Director of High Schools in SFUSD that have been yielding positive results. The first is Common Sense Media, available free to schools, which focuses on teaching digital citizenship for grades K-12. At the middle school level many issues involve social media such as cyber bullying, harassment, hurtful gossip, isolationism, or threats to school safety. Teaching students how to be safe with technology and fully understanding the harm that could come from this powerful tool is extremely important.

Another program is Say Something, from Sandy Hook Promise (SHP). Say Something is an anonymous reporting system that works through an app. The program helps prevent violence, suicide, bullying, and self-harm.

I would like for us to examine how social emotional learning in KSD is addressing a component of SEL called social awareness, which is around how students empathize with others, including those from diverse backgrounds and cultures. SEL needs to be taught through a cultural lens for it to truly develop the interpersonal skills we want to see in our students.

Sarah Killingsworth

The KSD has a strong focus on kindness and respect at both campuses. Teaching students to be good citizens and community members is critical in shaping the atmosphere on our campuses.

The mindfulness program at Bacich has been very successful (and I have seen first-hand how it has helped my son handle stressors), and I would like to see it expanded to Kent as well. We need to give our students tools to handle stress and anxiety – and talk to them about healthy

coping mechanisms (exercise, time with friends, hobbies, etc.) vs. unhealthy ones (alcohol, drugs, tobacco products or self-harm).

We should incorporate social/emotional learning into the dialogue in “Life Skills” programs, including discussing the impact of social media.

Social/emotional health is impacted by how a child feels when he/she is at school. I want to ensure that every child is seen and heard, and understood as an individual. Doing so will enhance their social/emotional health. We should make sure that there is an intervention team for students when there is a concern, similar to the academic team – so that if there is a social/emotional concern about a student, there is a “team” assembled to brainstorm ways to address it.

4.) You are a parent of current KSD students. How would you, as a Kentfield School Board Trustee, want to see future dialogue and engagement between the District Administration and our school community?

Heather McPhail Sridharan

In 2013, I ran for the KSD Board to help foster a more inclusive community and open, transparent communication. During my tenure, I have served on the District Communication and English Learner Advisory Committees (ELAC) for the past five years. I feel proud of our district’s work to improve community engagement and communication, but there is still work to be done based on the recent Youth Truth survey results and feedback from community members.

The vastly improved weekly district newsletter that is available in both English and Spanish was an important step in the improvement of district communication. Much hard work was put into the development of that weekly newsletter with the input of many stakeholders. I am also proud of our work to create a print annual newsletter that goes out to our entire community in Greenbrae and Kentfield. The annual community newsletter highlights the exciting developments in our school district each year, and recently, the progress of our Measure D construction projects.

Another area of improvement in district communication are the Board Highlights, which are determined during each monthly KSD Board Meeting. These highlights are meant to communicate all important board business and board actions taken to our entire community. They are included in the district newsletter and also posted on the district website. Finally, the district website is in the process of being overhauled to promote better communication and engagement. An important new section on District Committees will include all meeting date schedules, agendas and minutes for all of our committees with contact info on how to ask questions and get involved if interested.

As mentioned, there is still work to do, especially to ensure that all members of our community feel included and engaged. In particular, we need to do a better job making sure that parents of ELAC students, parents who work outside the home, and community members who do not have children at our schools can access all information, have ample opportunities to offer feedback,

and can attend school meetings during times that accommodate their needs. Our school district thrives only when all community members feel valued, included, and engaged.

Sharra Weasler

About two years ago there was a meeting in the Kent library to get parent feedback on the LCAP, which represents the district's strategic plan. I was interested in this topic and have a background in policy and strategic planning so went to the meeting. I was the only person who showed up! I did get to have a wonderful conversation with Liz Schott and Juli Kaufman about the schools and education philosophy, and I decided then to run for school board. While Julie and Liz were not surprised, I was shocked. Clearly the parents in our community care about our schools; but clearly they are also very busy and trust the leadership to make good decisions. And while in-person dialogue is ideal, it seems that staying connected through electronic communications may be the most effective with our community. The weekly email/newsletter is well done and provides important information on a consistent schedule. But I think informal surveys, including social media interactions, could help District Administration stay on the pulse of the concerns, opinions, and questions of the school community. And reflecting back what we've learned along with how we are addressing the feedback would encourage more participation.

Davina Goldwasser

Currently, there are some formal channels for communication such as school site council, DLAC, Parent Partners, and School Board. Within these existing structures though it isn't clear how parents would go about raising a concern and who they should contact.

When changes to current practice are raised to the School Board, if elected, I will ask critical questions to help our Board ascertain whether or not enough community engagement has been done before we can move forward. I would want to ensure that our administration has provided enough notice to our parents and identified reasonable communication channels to learn about the issue at hand and to hear from a range of parent voices, not just the most vocal parents.

The most important thing is our student's relationships with their teachers and if our students are learning in their classes. There are almost no channels to provide feedback from the student point of view or the parents on what is going well and what could be improved at the classroom level. Our schools need to model a growth mindset and I'd like to see this data gathered and reviewed by teachers in the spirit of learning. The data would be confidential (not shared with administration) and non-evaluative. I would also like to see data like this gathered to provide feedback to administration around their leadership.

Another stakeholder group where communication needs to be improved is with our English Language Learner families. I recently started a monthly Spanish speaking moms group with another parent at Bacich. This community is marginalized in many ways and when we are reflecting on whether or not our communication and engagement channels are working we need to ask the question of for whom is it working, and is this good enough.

Sarah Killingsworth

While I think District communications have improved in recent years, I believe there is still room for significant improvement. I would like the Board to solicit feedback from parents – that would include year-end grade level surveys of parents, perhaps anonymous student surveys provided to the teachers in each grade level, and encouraging community feedback on Board agenda items.

It is important for people to feel comfortable approaching board members and Administrators with questions, concerns and ideas. I have suggested that we have an annual “Open House” of Trustees and Administrators where people can come and interact in a more informal setting, if they aren’t comfortable with the Board meeting format, or cannot attend Board meetings.

I would want to make sure that all KSD communications are accessible to our Spanish-speaking families, and that they feel included in the community overall. Our outreach to the broader community could be expanded as well – the community Art fence is a great example of how the KSD can contribute to our community. I would support more outreach, such as student art shows and other events where our whole community is invited.

David Riedel

District communication has improved greatly in recent years. The weekly email from the district is a trove of useful information. The School Board meetings are open, advertised and invite public comment. Perhaps we can do a better job highlighting what items are on the agenda for the upcoming meeting and repeatedly inviting people to attend the meetings.

It is critical that we remember that the broader community is a stakeholder in our public schools as well. Having spent the past 5 years engaging with our local businesses, parents, fellow school districts and parents I know that our broader community wants to be supportive of our public schools. We need to remember that 80% of the voters in our district do not have kids in our schools currently but have a voice in our district. Our budget comes largely from the local community and we need to be responsive to them. We may be able to do more by email, social media, community events and other channels to reach this community.

5.) What are your thoughts on improving equity in education and in our community?

Sharra Weasler

We must make sure that income and ethnicity are not predictors of achievement in our schools. We know that all children can achieve at high levels. There is legitimate concern that we see an achievement gap based on income and ethnicity when we look at standardized test scores, with our low-income and Hispanic students performing lower on standardized tests. But we need more data to understand the problem and to know where to put our resources.

At Bacich for example, we see an achievement gap between our Hispanic students (12 % of students) and the rest of our students on the standardized test scores. But we also see that 6% of our students are English Language Learners. And we see that our Hispanic students do worse than the state average on the Language portion of the test, but much better than the state average on the math portion of the test. Could it be that the standardized test differences are due in large part to English proficiency? We don't know because we don't separate out English Language Learners from Hispanic students that are English Proficient.

There are many data points I want to know to figure out how to best address equity:

- How are we doing at moving English language learners to English proficient? How does it compare to other districts?
- How are our Hispanic and low-income students doing on the tests who ARE English proficient? Are we still seeing an achievement gap?
- What year-over-year progress do our English language learners make on the standardized tests once they become language proficient? Are we seeing the achievement gap closing over time for those students?

Once we understand the data, then we can figure out where we need to put resources to make sure that all children are achieving.

In addition, standardized tests should not drive teaching methods to the detriment of actual learning or social-emotional development. The best way to gauge student learning and find gaps in understanding is through the formative assessment which takes place continuously inside the classroom – tests, writing assignments, homework, in class discussions, etc. Teachers use this information to support children who need extra help and to extend the knowledge of children who have grasped the concept. It is important that teachers have the professional development and support they need to continuously assess student learning in their classroom and to support students that are falling behind.

Last, school ratings based on test scores should not drive our policies. We must make sure that everything we do is in the best interests of the students.

Davina Goldwasser

Equity in education is an area of expertise for me. I have been endorsed by directors of The National Equity Project, a nonprofit that is on the cutting edge of this work, and that I have worked closely with for over 15 years. There are some concerning opportunity gaps in our district. Over the past several years our student demographics are changing to include more English Language Learners, a larger Latino population, more students that are socio economically disadvantaged, and a growing number of students with learning differences that have Individualized Education Plans (IEPs) and require different support. We also have students that are advanced and are grasping the lesson objectives quickly and need more challenge. As a small district we could benefit from learning from districts that have had real success in these areas. There are best practices that are working for students with similar

needs and our School Board can make recommendations around ensuring our district is up to date with the latest research.

Equity in education means that everyone is getting what they need and this is going to look different for every student. Part of this work is ensuring that differentiation is happening across content areas in every class and that parents are aware of what this looks like for their child's needs. If elected I would want to learn about the methods that are in place for teachers to receive professional development in this area, and if these approaches feel useful to the teachers.

If elected, I would work with our Board and our Superintendent to set realistic goals and progress markers for what we hope to achieve in this area and what resources, support, systems and training we are putting in place to get there.

Sarah Killingsworth

Race, Gender and Socio-economic status impact every person's viewpoint and experience of the world. To achieve equity in education, we need to recognize those differences and work to ensure our classrooms meet the needs of all students. Professional Development on this issue is key for teachers and administrators. Cultural competence and equity in education would also be worthwhile topics for KSPTA Parent Ed events. When I chaired the KSPTA Parent Ed committee, we had all of our flyers in English and Spanish, provided a translator at events, and had Spanish subtitles on the movie screening (*The Mask You Live In*, from The Representation Project).

Cultural competence is a starting point, but then we need to look at ways to make our curriculum more diverse – with materials that highlight different backgrounds and help develop empathy. Books like Wonder and I Will Always Write Back facilitate discussion of different life experiences and perspective. I would like to see the KSD have more events like the Second Grade Heritage Day - Kent recently had a "Be the Change" week with featured speakers from our community from a variety of backgrounds. We can do more events like this.

To ensure equity in education it is also critical for teachers to have materials in the classroom that support all learners. Since ELL students spend the majority of their time in their classroom (and a smaller percentage of time in pull-out language learning), we need to make sure teachers have the support they need to ensure students' success – including professional development and materials in the classroom.

I would work to set specific goals for improving students' performance, and then have the Board review at least annually (perhaps every 6 months) whether the KSD has met that goal.

David Riedel

- Kentfield has the resources to have good facilities and good technology - we have the resources to attract, hire, reward and support the best teachers.
- Teachers want to have the tools and resources to spark the love of learning on every student. Not to micro-manage but to set goals and policies to create environment of success.
- Slightly different take on differentiation than some - The focus needs to be on hiring, supporting and retaining the best teachers.
- Making sure we have the best teachers will help close the achievement gap and ensure equity in our classroom.

Heather McPhail Sridharan

I define equity in education as the measure of achievement, fairness, and opportunity in education. Equity in education is often viewed as equivalence or sameness. But that is not accurate; equity is not equality. A more useful way to view equity is through the lens of fairness. In other words, the goal is not to provide all students the same instruction and resources. Leveling the playing field is not enough. Instead, the focus of equity in education is to understand the individuality of students, and as a result, recognize that some students need more support to achieve their academic potential.

A focus on equity takes into consideration the varying personal experiences and social attributes that impact students' educational opportunities, including race, gender, ethnicity, socioeconomic status, disability, and family background. In the context of the Kentfield School District, we currently have an achievement gap in the academic performance of our English learners, our socioeconomically underrepresented students, and our students with disabilities.

As a KSD Board Member, I believe we can best address this achievement gap through the implementation of one of our three KSD Board Goals for the 2018-19 year: ensuring that consistent differentiated instruction is occurring in all classrooms and across all curriculum. This is an ambitious goal, but I think it is attainable with the high quality administrators and teachers we have in place. It is a goal I care deeply about, and would continue to monitor as a board member to ensure that true equity in education is occurring in practice within the KSD.