

A school's capacity to maintain a stable faculty and build a coherent instructional program is essential.

Why is it, that in our district, the higher the ethnic minority student population of the school, the higher the teacher turnover?

What is the principal's role in teacher turnover rates?

What part does the current teacher assignment system in our district contribute to this disparity?

These are all questions that I wanted to ask on Tuesday night but was denied.

In conclusion, the current situation is contrary to the 2010-2015 Student Achievement Plan that you signed off on and that is emblazoned in the superintendent's office and in our boardroom:

Equity and Advocacy

*District-wide practices, programs, policies, and procedures to **provide all students** with rigorous curriculum, safe learning environments, differentiated educational opportunities, and the **resources necessary** to achieve comparably high outcomes. **Equity requires that educators develop skills, knowledge, and beliefs necessary to meet the needs of every student, with an emphasis on students of color, English learners, students in poverty, and students with disabilities.***

I would request that this item be placed on the school board agenda within the next two meetings and in advance of teacher negotiations so that any board decisions to correct this imbalance can be reflected in the teacher's contract: Written Agreement.

Shalom,

J. Michael Clára
Board Member, District 2

cc: Salt Lake Teachers Association