

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, January 28, 2019 – Regular Meeting

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

Members present: Ms. O’Sullivan, Dr. Ackman, Ms. Normand, Mr. Futrell, Mr. Green, Ms. Palmer and Alderman Ballantyne.

Members absent: Ms. Pitone (7:16 p.m.) and Mayor Curtatone (7:25 p.m.).

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:01 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked Superintendent Skipper to call the roll, results of which were as follows: PRESENT – 7 – Dr. Ackman, Ms. O’Sullivan, Ms. Normand, Mr. Futrell, Ms. Palmer, Alderman Ballantyne, and Mr. Green. ABSENT – 2 – Mayor Curtatone and Ms. Pitone.

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Emily Nash was present. She reported on the following topics:

- Student response to campus conditions following last week’s snow storm.
- Students took midterms last week (Jan. 16-18).
- Tufts representatives were at the high school (SHS) last week for admissions interviews.
- Seniors are now able to apply to local/ SHS scholarships online.
- The SHS School Improvement Council will meet this Wednesday at 6:00. Representatives from each of the Barr Grant subcommittees will present their work.

Ms. Normand asked Ms. Nash whether reflecting back on her senior year, whether there are things she would encourage the high school to continue or expand? Ms. Nash demurred saying she would reflect on this question and return with an answer in future meetings.

Ms. Skipper shared her appreciation to the Department of Public Works (DPW) and to the SHS students and staff for their accommodation during the recent ice storm.

Mr. Green asked whether Tufts have done on-campus admissions interviews before. Ms. Skipper shared that Tufts has done this in the past.

III. APPROVAL OF MINUTES

- **January 7, 2019**
- **January 10, 2019**

MOTION: Motion by Mr. Green, seconded by Ms. Palmer to approve School Committee Minutes of January 7, 2019 and January 10, 2019 with the requested change noting that Dr. Curley called the roll for the January 10, 2019 meeting minutes.

Motion was approved via voice vote.

IV. PUBLIC COMMENT

Grace, a member of the Somerville community who lives in Teele Sq. made a request for some SMILE consideration for families on the west side of the city. She is unable to drop one student at West Somerville Neighborhood School and then another at the Capuano, especially with the upcoming Green Line extension bridge closures. She asked for the district to consider sibling or neighborhood preference for SMILE – and for more preschool seats to be added in the future.

Ms. Normand thanked the resident for her comment, and said that the Superintendent’s Office or a School Committee member would follow up.

V. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

- 2019-2020 School Calendar

Request by the Superintendent to push the 2019-2020 School Calendar to the next Regular meeting.

- Snow Emergency Update

Dr. Curley gave a quick update on the recent Snow Emergency and mentioned that last Tuesday we had the first successful test of the new Snow Emergency policy. This was the first snow emergency in which school parking gates were locked. As a reminder, the district worked with the City and in November, announced that for the first time, parking will not be allowed in school parking lots during snow emergencies. The goal of this change was to reduce the number of snow day school cancellations by allowing the Department of Public Works (DPW) adequate time to clear the parking lots overnight and in the early morning hours following a snow event so that they will be available for school teachers, staff, and student drop-off. Overall, Somerville has called 18 snow emergencies in the past five winters (2013 – 2018). Three snow emergencies occurred during a weekend. The 15 snow emergencies which occurred during the work week resulted in 26 days of school closures. Keeping schools open when conditions allow provides students with equitable access to the best learning environment and to the many other services that our schools provide. We are grateful to our DPW partners and custodians who locked and unlocked the gates. This allowed DPW to salt, plow, and shovel overnight, so we could open schools without incident on Tuesday morning.

Mr. Green was curious to know what the attendance rate was on the day following the snow emergency. Superintendent Skipper responded that the attendance was 92% at the Healey School that day.

Ms. Palmer mentioned that there were zero complaints from Ward 3. Alderman Ballantyne shared that she had received only one email about the gate closures.

Ms. Pitone arrived at 7:16 p.m.

- Powderhouse Studios- Questions

Chair Normand asked the body to share any additional questions they have received regarding Powderhouse Studios (PHS).

Ms. Palmer asked Chair Normand if she would be reporting the questions from the first Powderhouse Studios Public Hearing. Chair Normand responded she is going to read those questions, but she will be giving the report of the first Public Hearing at the following meeting.

Mr. Green asked for the previous questions to be read out loud before new questions are submitted so they are not repeated. Chair Normand then asked Dr. Curley to read the list of previously submitted Powderhouse Studios questions.

Dr. Curley reported that there had been approximately 100 questions received so far, roughly two-thirds of which have come from School Committee members and about a third from public comments at the first Public Hearing last week. He shared that the district administration have been working closely with the Powderhouse Studios team to answer these questions and publish responses as quickly as possible.

Chair Normand asked that Dr. Curley read the outstanding questions that have not been answered by the applicants. Dr. Curley said that about 30 questions have been answered and those are posted on the Somerville k-12 website (<http://www.somerville.k12.ma.us/powderhouse-proposal>). As for the other questions, Dr. Curley asked whether he should read a sample. Chair Normand asked that he read all the questions aloud. Dr. Curley then read through the following list:

1. What is our local spending per student net state aid?
2. How much will PHS tuition be?
3. How many students are currently in out-of-district placement? What are their needs and current school tuitions? Which are PHS likely to recruit back?

4. What are current teachers' salaries (which informs how many sections would need to close to cover the anticipated cost)?
5. Should the resources to innovate go to a new school serving a small group of students, or to the existing schools serving many?
6. With little outreach and English-only materials how can Powderhouse Studios reasonably enlist a proportional number of Hispanic students?
7. Could PHS fold into Next Wave instead of being a separate entity?
8. Could PHS (in full or in part) exist within SHS, or become an extended program like El Sistema?
9. There are many appealing elements to Powderhouse. However, why does this school have to be independent?
10. Is the school meeting some urgent unmet need or it is just an alternative?
11. Can Somerville secure the resources for PHS without sacrificing other programs?
12. How is Winter Hill a fair comparison to what Powderhouse Studios wants to do? What autonomies does Winter Hill has?
13. How will the PHS governing board will be selected/vetted?
14. What will be the administrative rules to ensure accountability and fairness?
15. Can Powderhouse Studios share the pre-enrollment demographic data?
16. The current PHS materials are English-only, how have they managed to pre-enroll a representative population of students from non-English speaking families?
17. Can you explain in lay terms the weighted lottery algorithm?
18. How the targeting efforts will be organized to have a representative pool of candidates? What happens if there are very few applicants from certain group? How you ensure fair representation?
19. Can you share the financial plan for PHS?
20. There is a shortage of counselors, specialists, liaisons, and other support staff. How the PHS staffing needs affect the rest of the district?
21. How would the existing district budget be re-distributed if PHS is authorized? Will existing district programs could be closed?
22. Where can I find the financial analysis/model showing the school saves the district in the long term?
23. What will happen when the startup fundraising runs out?
24. Has the curriculum/design of PHS been reviewed by Special Education department?
25. If PHS expects to serve a higher-than-usual proportion of students with emotional and learning disabilities, how will this work with only one Sped specialist on site?
26. Isn't the PHS mission similar to the Next Wave School as well?
27. What is a Sheltered English Immersion endorsement?
28. Will Powderhouse Studios seek a Parent-Liaison position that is bilingual?

29. Shouldn't SPS own Intellectual Property rights since PHS is part of the school district?
30. What is the school's projected budget for first 3 years? How much of that is from district, how much is from the XQ grant?
31. How has the XQ award been spent to date? And how will it be spent in the future?
32. Would supporting Powderhouse Studios potentially cut from other district programs? Would it require cutting budget from other schools?
33. Why couldn't Powderhouse Studios be folded into NW/FC? Why couldn't the innovations of Powderhouse Studios be part of Somerville High School?
34. How would PHS's weighted lottery work, especially with regard to considering gender?
35. Is the school for Somerville residents only? Would there be sibling preference?
36. How will MCAS be integrated in Powderhouse Studios?
37. How is Powderhouse Studios going to have a weighted lottery and ensure fit?
38. How will the Powderhouse Studios schedule allow students to access extracurriculars?
39. What are the other district priorities or initiatives that may be delayed or sidelined due to investment (time/resources) in PHS?
40. Will my taxes increase? Homeowners are receiving increases for the new high school and the green line already.
41. Will a special education student be able to have his special education services met? How? Speech, OT, Physical Social Skills.
42. It's stated that this is a district public school. How can this be If only 160 students can benefit? And how is the lottery fair? How can you be certain special education students will win a lottery?
43. How will Powderhouse Studios prepare students to successfully take the MCAS?
44. Will the state curriculum be followed and will teachers be required to be licensed?

Ms. Palmer started off by saying that the number one question she has received from constituents is geared toward the financial impact on the district. People are excited about innovation but want to know about finances. She also asked for translation of the proposal into Somerville's four targeted languages.

Mr. Futrell had a few questions mostly related to finances. He would like to see what the budget for the first 3 years looks like. The Innovation School Law requires a per capita number from the district, he would like to better understand how that supports the school and what that number is. How does the enrollment algorithm deliver on the promise of both representative demographic and student fit? And lastly Mr. Futrell asked, who manages finances and how are financial decisions made? If the Superintendent and the PHS director disagree, what happens?

Alderman Ballantyne voiced her frustration that we couldn't give answers to Powderhouse budget and financing questions at the recent Ward 7 community meeting. We needed to have the information in advance, which means we did not use that time as effectively as possible. Alderman Ballantyne also said she figure out the latest innovation plan. How does the curriculum address the achievement gap for Somerville's Latino students? How will PHS map back to standards? What kind of lessons were learned from the team's past work at the Healey school?

Mr. Green then asked: what is the nonprofit status of Powderhouse Studios Limited? How do we map students' progress across a breadth of standards?

Ms. O'Sullivan would like to see detailed examples of what seminars would look like at Powderhouse Studios. If this needs to be approved March 4th, what are the things that need to be done between March 5th and the schools opening?

Laura Pitone echoed frustration about not receiving the PHS materials in advance of the meeting. Will we receive the financial information by February 4th? As intriguing as the idea may be, the school's implementation is as critical. She asked for a list of current agreements of partners and vendors with Powderhouse Studios. How will PHS and the district coordinate around grants? What is the obligation to provide per pupil funding if there is grant funding? What were the outcomes from Healey pilot — was learning mapped to standards? Ms. Pitone also expressed interest in the details of the Somerville Teachers Association vote regarding PHS. How could we implement something that is a higher cost per pupil than other schools? How does this work in the context of the district's equity policy?

Emily Ackman is curious to know more about the educational side of the school. Teachers will be certified in digital literacy, but what additional certification or credentials will PHS educators have? She is also looking for a detailed timeline for the launch of the school. Want to follow up about Intellectual Property (IP) autonomy and policy — is there precedent in K-12 of holding onto Intellectual Property when it's developed as part of a public school district?

Carrie Normand mentioned that she was on the second iteration of the Innovation Planning Committee back in 2016; many of these questions were asked then in 2017 -- and it is frustrating that we still don't have answers. Will PHS reflect the population of the youth of Somerville? Or the overall district student population? Or the high school student population? What kind of training and experience will staff have to address a variety of student disabilities?

Shaunallynn Duffy is introduced to present at 7:56 p.m. She begins by stating that the Powderhouse team recognizes there are an overwhelming number of questions, and she apologized for providing School Committee with information late. She affirmed that the PHS team is working closely with Superintendent Skipper and Dr. Curley to pull together responses for School Committee. She deeply hears the concern about budget and money but wants to make sure they have an agreement with XQ and are within the innovation statute. They are frustrated they cannot make the commitments they want to make. They have this grant for now, but need to think about what the budget will look like after the grant and how could they most effectively and legally use that money in order to support the startup of the school.

Ms. Duffy then went on to summarize the Powderhouse PowerPoint presentation of the evening which talks specifically about curriculum and the staffing model of the school. This presentation is included at the end of the minutes.

Chair Normand then opened the floor to questions for the Powderhouse Studios team.

Mr. Green pointed out that Alec mentioned a couple of places where there are primary planning goals. He then asked how are these goals decided?

Mr. Resnick responded by saying that some of those are captured in the innovation plan and some are already in statute. As a matter of process, the Powderhouse team would be working with Dr. Abeyta and the district to define what the shared curriculum is for staff.

Mr. Green then asked who and how will the decision be made? Who decides what those things are and when will these curriculum lists be available to the general public?

Mr. Resnick said that at the highest level the standards piece has been at least proposed, so that is partially an answer to what everyone covers standards-wise, which is different from what curriculum Powderhouse Studios might implement. To answer the second half of your question of how these

decisions are made, some of that will sit at the staff level like it does in any school, but developing the structure will happen through working with Dr. Abeyta and the district integration working group.

Ms. Pitone asked for some clarification on whether the only Massachusetts standards that are going to be required are Math and ELA?

Mr. Resnick replied that people's individualized learning plan will be developed with their families and part of what they'll ask families to do is identify additional standards or skills that are a priority for them. With science in particular, although they don't talk about standard coverage there, students would still be taking the Science MCAS.

Ms. Pitone then also asked, what is the staff development requirement for the school?

Mr. Resnick responded that in the absence of organizing things by subject, they are asking staff to articulate a program of study, analogous to a research agenda or an artist statement. A theme or angle of inquiry that is going to unify the projects and programs that the staff would develop and run.

Chair Normand asked that the Powderhouse team to map one of the Healey School projects back onto standards and provide a concrete example of what that would look like. She also asked for the checklist of how it is and what it is students are going to be learning at Powderhouse Studios.

Emily Ackman asked the administration for more information on the 1,000-hour project or capstone project that will also be built in to the new Somerville High School curriculum.

Alderman Ballantyne asked, how do we want to receive responses to the many questions being asked here tonight? She requested digital and paper responses from the applicant. It is very important to feel there is transparency, and also important to get things in advance of meeting. Ms. Ballantyne shared that the Board of Alderman rule is that materials must be received 48 business hours in advance or they are not discussed. When are we going to get the answers and when can we share them?

Chair Normand said she would like questions answered by February 1st.

Mr. Futrell added that there is a tone of frustration with the many open questions. We are feeling this and experiencing this as we talk with constituents. If we didn't believe there was merit to the Powderhouse Studios design, we wouldn't ask these questions. He urged the Powderhouse team to use a human centered design approach, where School Committee are humans. He then asked, what are you learning from this?

Alec replied that the design should have been a shared process. Some of the questions are ambiguous, and they haven't been able to get fully on the same page with the district.

Chair Normand thanked the PHS team for their presentation and the members for their questions.

Item from New Business out of order:

C. Bridge Closure Update

Brad Rawson, Director of Transportation was introduced. He stated that there are dozens of tabling and community meetings happening to prepare residents for the Green Line extension bridge closures. The city administration is thinking about this like a 12-month snow emergency. Live time data collection. Late March will be first major pain point when Ball Square bridge will go down and be down for 12 months. The Washington St. Rail Bridge is projected to be closed for a 6 to 8-month period starting roughly on April 15th. And the Medford Street Bridge will be closed in May for about 3 months.

Mr. Futrell asked where the Washington St. Bridge closure is in relation to McGrath Highway.

Mr. Rawson explained that it is adjacent to where Cataldo Ambulance office is, so right by Washington Street and Tufts Street.

Ms. O'Sullivan asked how do we prevent neighborhood cut throughs?

Mayor Curtatone responded by reiterating that they are treating this like a year-long snow emergency in which we're collecting lots of real-time data. This is an issues the city will observe and react to based on data.

Ms. Pitone shared that she originally heard police patrols would be implemented for a short period of time, how long is that for? How do we plan to communicate with families? Has there been consideration of looking at trash and recycling schedules to move them later in the day? What about 2:30pm police patrols? Should constituents use 311?

Mr. Rawson responded that 311 is best option for questions and complaints; MBTA also has a Green Line hotline.

Dr. Ackman asked about the pedestrian bridge around Ball Square and the bridge closure? Will families be notified about transit impacts?

Mr. Rawson replied that the Board of Alderman has given \$400,000 to the city for an emergency shuttle around the Ball Square bridge closure.

Mr. Green is concerned about the impact on vulnerable families, particularly those in Unidos and at the Capuano.

Superintendent Skipper said the administration is analyzing this as part of the budget process. We will have to look at this in a live way, being flexible about tardy policy and making different transportation arrangements for our families.

Alderman Ballantyne also asked when will we communicate bus changes with families. Superintendent Skipper said that we will get this information to parents as soon as possible.

Chair Normand said there are numerous concerns about the families in the West Somerville SMILE (Pre-K) program.

Superintendent Skipper said one option would be a bus or shuttle. We will survey parents about having pre-K students on a shuttle. Adding more pre-K classrooms at West Somerville Community School is a real space challenge.

Mr. Rawson mentioned that Route 90 bus is underutilized. They are working with MBTA partners to improve. Route 85 should be extended into Winter Hill.

Mayor Curtatone thanked Brad Rawson and his staff for all that they do. He continued to say that we're going to live through this with everyone. This challenge is keeping us up at night. When we get through this, we will be in an even greater place as a city.

Chair Normand also thanked Director Rawson for his time.

Mayor Curtatone left the meeting at 9:37 pm.

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: January 14, 2019 (Ms. Palmer)

Ms. Palmer stated that the Workforce Diversity Policy should come to the body at the next Regular meeting. She then waived the reading of the Rules Management report of January 14, 2019.

B. School Committee Meeting for Long Range Planning: January 16, 2019 (Ms. Normand)

Chair Normand waived the reading of the Long Range Planning report of January 16, 2019.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The following policy is being presented this evening for second reading:

- Homework Policy

Dr. Abeyta started off by stating that the homework policy is here for the third reading, she then asked if there are any questions or comments about the policy.

Ms. Pitone said she had not had a chance to read the updated policy.

Mr. Futrell also said he had not had a chance to read it either.

Mr. Green said he is happy to postpone the reading. He said that the only comment is not being fully happy with the wording around K-2 Homework Policy limits.

Chair Normand moved the Homework Policy to the following meeting; she asked everyone to please review closely and bring their motions for the next meeting.

VIII. NEW BUSINESS

A. Report Out of Fall Office Hours

Report Out from Fall Office Hours is deferred to next week.

B. Resolution in Support of Full Funding for Our Public Schools

Mr. Green gave an overview of the impact of fully funding school districts like Somerville.

MOTION: Motion by Mr. Futrell to pass the resolution, seconded by Dr. Ackman.

Ms. Pitone did not have time to read the resolution so will vote present. All in favor, except Ms. Pitone who voted present.

C. Field Trips (Recommended action: approval)
April 5, 2019 – April 7, 2019

Somerville High School Orchestra will visit Washington D.C. for a performance at a Youth Center and historic sightseeing. Transportation via coach bus. Student cost may vary \$150 - \$165.

MOTION: Motion by Dr. Ackman, to approve field trip, seconded by Ms. Palmer.

Ms. Pitone asked if there is fundraising for students who cannot afford the trip?

Dr. Abeyta responded that there is fundraising for scholarships available on a sliding scale.

The Motion was approved via voice vote.

D. Acceptance of Donations (Recommended action: approval)

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

Donation	Donor	City, State	Value	Program donated to
Professional Hair Color Products	Yvonne Bonaccorso	Somerville, MA	\$520	Cosmetology Program at SHS

450 Dictionaries	Medford-Malden Lodge of Elks	Medford, MA	\$TBD	3 rd grade students across the District

MOTION: Motion by Mr. Green to accept the donations, with gratitude, seconded by Dr. Ackman.

Superintendent Skipper recognized the long-standing partnership with Medford-Malden Lodge of Elks.

Motion was approved via voice vote.

IX. ITEMS FROM BOARD MEMBERS

Chair Normand asked the body to please present Board Member items at the School Committee meeting or to her directly.

X. ADJOURNMENT

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

Related Items

Agenda

January 7, 2019 Organizational Meeting minutes

January 10, 2019 Minutes

Powderhouse Studios Curriculum and Staffing

Resolution in Support of Full Funding for Our Public Schools

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
BOARD OF ALDERMEN CHAMBERS
REGULAR MEETING – JANUARY 28, 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. APPROVAL OF MINUTES

- January 7, 2019
- January 10, 2019

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- Snow Emergency Update
- 2019-2020 School Calendar
- Powderhouse Studios Update

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: January 14, 2019 (Ms. Palmer)

MOTION: To accept the report of the School Committee Meeting for Rules Management of January 14, 2019.

B. School Committee Meeting for Long Range Planning: January 16, 2019 (Ms. Normand)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities of January 16, 2019.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The following policies are being presented this evening for second reading:

- Homework Policy

VIII. NEW BUSINESS

A. Report out of Fall Office Hours

B. Powderhouse Report out on First Public Hearing (Chair Normand)

C. Bridge Closure Update

D. Resolution in Support of Full Funding for Our Public Schools

E. Field Trips (Recommended action: approval)

April 5, 2019 – April 7, 2019

Somerville High School Orchestra will visit Washington D.C. for a performance at a Youth Center and historic sightseeing. Transportation via coach bus. Student cost may vary \$150 - \$165.

F. Acceptance of Donations (recommended action: approval)

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

Donation	Donor	City, State	Value	Program donated to
Professional Hair Color Products	Yvonne Bonaccorso	Somerville, MA	\$520	Cosmetology Program at SHS
450 Dictionaries	Medford-Malden Lodge of Elks	Medford, MA	\$TBD	3 rd grade students across the District

IX. ITEMS FROM BOARD MEMBERS

X. ADJOURNMENT

CITY OF SOMERVILLE, MASSACHUSETTS

SCHOOL COMMITTEE

JANUARY 7, 2019 MEETINGS

I. CALL TO ORDER

During the recess of the Board of Aldermen's Organizational Meeting, the first meeting of the 2019 School Committee was called to order at 6:16 p.m., in the Board of Aldermen Chambers at City Hall by the presiding member, Ms. Carrie Normand. A moment of silence was observed and a salute to the flag was recited prior to this meeting.

II. ROLL CALL

Present were Mayor Joseph Curtatone, Aldermanic President Ballantyne, Ms. Normand, Ms. O'Sullivan, Dr. Ackman, Mr. Futrell, Ms. Palmer, Mr. Green, and Ms. Pitone.

III. ELECTION OF CHAIRMAN

Ms. Normand announced that the next order of business would be the election of the Chairman of the 2019 School Committee.

Mr. Futrell nominated Ward VII School Committee member Ms. Carrie Normand Chairman of the 2019 School Committee, seconded by Mr. Green. There being no other nominations, nominations were closed. Ms. Normand was elected Chairman of the 2019 Somerville School Committee by a unanimous roll call vote of Yes--9.

City Clerk, John J. Long, administered the Oath of Office for newly elected Chairman, Ms. Carrie Normand.

IV. ELECTION OF VICE CHAIRMAN

With Chairman Normand presiding, the committee proceeded with the election of the Vice Chairman of the 2019 School Committee.

Mr. Futrell nominated Ward I School Committee member Dr. Emily Ackman Vice Chairman of the 2019 School Committee, seconded by Ms. Palmer. There being no other nominations, nominations were closed. Dr. Ackman was elected Vice Chairman of the 2019 Somerville School Committee by a unanimous roll call vote of Yes--9.

City Clerk, John J. Long, administered the Oath of Office for newly elected Vice Chairman, Dr. Emily Ackman.

V. SELECTION OF SEATS

Ms. Normand announced that the next order of business would be the selection of seats for the 2019 calendar year and asked Members Futrell and Pitone to assist with the process. Seating assignments were assigned as follows:

- Seat 1 Ms. Palmer
- Seat 2 Mr. Futrell
- Seat 3 Alderman Ballantyne
- Seat 4 Mayor Curtatone
- Seat 5 Mr. Green
- Seat 6 Ms. O'Sullivan
- Seat 7 Ms. Pitone
- Seat 8 Dr. Ackman
- Seat 9 Ms. Normand

Ms. Normand then announced the School Committee Subcommittee Assignments as follows:

- Rules: Chair Lee Erica Palmer, Vice Chair Laura Pitone, Dan Futrell
- Finance: Chair Dan Futrell, Vice Chair Andre Green, Paula O'Sullivan
- Educational Programs: Chair Paula O'Sullivan, Vice Chair Emily Ackman, Laura Pitone

VI. READING OF CREDENTIALS

Chair Normand read the Certification of Election Results letter from City Clerk John Long. The communication was received and placed on file.

VII. ADJOURNMENT

The meeting was adjourned at 6:24 p.m. via voice vote

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, January 10, 2018 – Special Meeting of the Whole

6:00 p.m. – Arthur D. Healey School

Members present: Ms. Palmer, Dr. Ackman, Ms. Normand, Mr. Green, Ms. Pitone.

Members absent: Mayor Curtatone, Mr. Futrell, Ms. O’Sullivan and Alderman Ballantyne.

I. CALL TO ORDER

Chair Normand called the meeting to order at 6:00 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked Superintendent Skipper to call the roll, results of which were as follows: PRESENT – 5 – Ms. Palmer, Ms. Pitone, Dr. Ackman, Ms. Normand and Mr. Green. ABSENT – 4 – Mr. Futrell, Ms. O’Sullivan, Alderman Ballantyne and Mayor Curtatone.

II. ITEMS OF BUSSINESS

MOTION: Motion by Mr. Green to approve the boys and girls indoor track team to compete at Dartmouth College, seconded by Ms. Palmer.

Motion approved via voice vote.

MOTION: Motion by Dr. Ackman that for the government of the School Committee of 2019, the rules and regulations of the School Committee of 2018, be adopted, seconded by Mr. Green.

Motion approved via voice vote.

III. ADJOURNMENT

Meeting was adjourned at 6:02 p.m. via voice vote.

PROJECTS AREN'T ENOUGH

The idea of a project-based learning model is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of project-based learning:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

POWDERHOUSE #2018 #1000

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Youth must be exposed to a wide range of tools, topics, and skills, specifically things outside what they are already interested in and passionate about.

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- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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Simply doing a project doesn't ensure learning is done deeply or rigorously; iterative critique and evaluation throughout the project cycle is necessary to ensure this.

INDIVIDUALIZED LEARNING PLAN (ILP)

The idea of an individualized learning plan (ILP) is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of individualized learning plans:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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Traditional academic standards

IEP, 504, goals

Personal and professional goals

Meta-cognitive, self-efficacy goals

WHERE DOES WORK COME FROM?

The idea of work is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of work:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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Interests, ILP goals

Workshops programs

Community partners

Individual Group

Personalized Standardized

Primary and secondary ILP goals, standards

HOW IS WORK EVALUATED?

The idea of work evaluation is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of work evaluation:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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	Project	ILP	IGAS/504	SEL
Formative	✓	✓	✓	✓
Summative	✓	✓	✓	✓

Formative and summative evaluation and critique at multiple timescales

SOCIAL, EMOTIONAL LEARNING & META-SKILLS

The idea of social, emotional learning and meta-skills is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of social, emotional learning and meta-skills:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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Empathy

Collaboration

Conflict resolution

Critique

Managing time, resources

Critical thinking

Iteration

Self-advocacy

Communication

Reflection

CAPACITIES OF STAFF

The idea of staff capacities is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of staff capacities:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

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30-40 youth

→ DLCS credentials

Experience doing creative projects of their own and facilitating project-based environments

For every staff member

For all of Powderhouse

→ SPED, ELL credentials

→ Mathematics, ELA credentials

Powderhouse staff are organized in small, interdisciplinary teams working with the same cohort over many years, all supported by district staff.

ORGANIZING STAFF

The idea of organizing staff is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging. The idea is to give students the opportunity to learn through projects that are meaningful, relevant, and challenging.

Benefits of organizing staff:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.
- Students learn to work in teams and to communicate effectively.

Support for learning, understanding, and mastery:

- Students learn to work in teams and to communicate effectively.
- Students learn to solve problems and to think critically.
- Students learn to take ownership of their learning and to be self-directed.

POWDERHOUSE #2018 #1000

30-40 youth per cohort

per 2 cohorts

as needed

Powderhouse staff are organized in small, interdisciplinary teams working with the same cohort over many years, all supported by district staff.

Resolution in Support of Full Funding for Our Public Schools

WHEREAS, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

WHEREAS, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, physical, social, and emotional needs;

WHEREAS, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

WHEREAS, fully funding an updated foundation budget formula would bring Somerville Public Schools over two million dollars in additional state aid each year, allowing this district to add more needed resources in pursuit of our goals for educational equity for all students; and

WHEREAS, this funding is nothing more than the keeping of the promise made to schools 25 years ago as part of Massachusetts' Education Reform; and

WHEREAS, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

THEREFORE, be it resolved that the Somerville School Committee urges the Legislature to approve and fully fund a new foundation budget formula by June 30th 2019; and

BE IT FURTHER RESOLVED; that copies of this resolution be shared with the members of our legislative delegation, as well as with the Governor, the Speaker of the House, President of the Senate, local media and otherwise broadly distributed.

WHY?

In 2014, the MA state legislature convened a bipartisan Foundation Budget Review Commission (FBCR).

In 2015, the commission found that public schools in MA are underfunded.

A subsequent study was conducted with respect to the items the commission deemed under-funded showing public schools in Massachusetts are in a funding crisis.

FBCR found underfunding was worst in the following areas:

1. Special Education
2. Low Income Students
3. English Language Learners
4. Healthcare