

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, September 14, 2020 - Regular Meeting

7:00 p.m. – Conducted via Remote Participation

Members present: Ms. Krepchin, Ms. Barish, Ms. Normand, Mr. Green, Ms. Pitone and Dr. Phillips, President McLaughlin, Mayor Curtatone

Members absent: Dr. Ackman

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:00 p.m. with a moment of silence and Pledge of Allegiance. Chair Normand stated that this meeting was being held tonight because of Labor Day last week and Yom Kippur so we are meeting this week and next week. Superintendent Skipper requested to call the roll, results of which were as follows: PRESENT – 8 – Mr. Green, Ms. Normand, Ms. Krepchin, Ms. Barish, Dr. Phillips, President McLaughlin, Ms. Pitone, Mayor Curtatone - ABSENT – 1 - Dr. Ackman

II. REPORT OF STUDENT REPRESENTATIVES

No Student Representatives.

III. PUBLIC COMMENT

Elizabeth Pinsky – 27 Williams St. You guys should know that if you think your seasonal allergies are worse, you're actually right and that's due to climate change, more pollen in the air, longer growing season and more carving. I had to just throw that in at the beginning. So on to schools. I just wanted to say that I'm aware that this is a really complex problem. I'm a pediatrician and a child psychiatrist. My lens around all of this is very much about child mental health and development. I did the math today and it's been over 180 days since in district young learners with complex special needs have gotten their speech therapy, their behavioral therapy and their other essential services, and as a pediatrician, I know that when provided early these are the services that literally change the arc of the child's development. So I'm commenting tonight only to plead that, whatever decisions are getting made in the coming weeks regarding the general school population we can't ask these kids or these families to be patient. It's not a question of community, or achievement for them. If we're not acting with real urgency around that, we know that there are literally lifelong consequences for these kids. So, I just wanted to speak on their behalf. I'm glad that we'll be hearing from SSEPAC later. And that's it. Thanks.

Tim Sackton – 20 Willow St. My kids go to the Brown School, 1st and 5th grade. I have two specific comments I want to make, but I want to preface that by saying I know everybody is working incredibly hard, including parents to keep track of all the information that keeps coming out. And I know that the current situation is really difficult, and I know that none of us are going to be perfect. And nothing that happens is going to be exactly, you know, smooth running. But I do want to make a comment about the way that, first, about the way that communication has been occurring, and in particular. I feel like information has been changing constantly. Specifically 1 recent example is around the sort of afterschool Rec programming there is. I'm still not clear whether my kid can go to both the paid afterschool and the free Rec program or whether they conflict. And I feel like that information has, whether they conflict or not, has changed at least three times over the course of the past week. I think, I mean, I know, it's really hard because probably what happened is, in fact, the information did change, and parents were told one thing, and then the schedules changed and the details are worked out and got told another thing, and then another thing. That's just really hard to keep track of everything and keep everything straight. And I don't know exactly what the solution is. I just wish there was some way to think a little bit more about, just how to clarify all of this and like, the expectations. You know, we get so many e-mails and it's just, it's a huge amount of effort. And I'm just exhausted just dealing with the scheduling and not even thinking about what the remote learning piece is going to look like. And you know, I wish I had some brilliant solution. I'm just commenting to ask that there be some attention to making it easier for parents to understand what's going on with information changing all the time. Also, around things like metrics around when we are returning to school, right? Like, not a timeline for when we return to school. Just a timeline for when we're going to know what the metrics are. Again, this sort of keeps changing and I don't know how to keep track of this all, and getting 15 e-mails is not great. Just briefly, I'd like to also comment on the attendance policy, which I realize is probably largely not something that

district has control over because of DESE rules. But it seems like really impossible for me to guarantee that my first grader can make it to every zoom meeting, while I'm also working from home doing my job. And I hope that there's some way we can extend some grace to overworked and overburdened parents who are just, you know, doing their best in a really difficult time and that our kids aren't going to be penalized if we just can't make everything happen. Because for working parents, it feels like we're being asked to do the impossible. And I will stop there.

IV. Report of the Superintendent

A. District Report

Superintendent Skipper addressed that the amount of information being delivered has in part to do with the number of programs. She stated that the website does have the most current information. I will talk tomorrow with Miss Morgan to make sure that the website does have the most current information. The other thing is parents can always reach out to us directly. You can reach out to the principals, Assistant Superintendent Mazza, myself, or Dr. Curly.

- **New Administrative Staff**

- **Leslie Lartey – Healey School Vice Principal** - Started as student though SPS. Has worked throughout the District, at the Healey and the WSNS.
- **Sean Callanan – Director of CTE** - 28 Years in the Voc/Technical Education area, started at Woburn High School as a Drafting Teacher, Minuteman Voc Tech as Pre Engineering and Architectural Design Teacher, Dept. Head NE Metropolitan Regional Voc High School, Director of EDCO Collaborative Academy for Career Pathways
- **Paul Cooley – SHS Vice Principal** - Education First EF College Study Tours as Director of Institutional Partnerships where he developed study abroad programs, Promise Academy Middle School in Harlem, Academy of Urban Planning High School in New York

- **School Reopening Update**

Stan Vieira, Athletic Director– Over the last several months with the constant meetings and guidelines, regretfully, we have decided to push fall sports over to the newly created MIAA fall to season, technically call the floating season, 'Fall 2 season'. Five schools in the greater Boston Legal are in designated "red" communities. So, they were not able to participate in any kind of sports. So, we're pushing everything to the Fall 2 season. We've been working to put together a conditioning program for our fall sports teams. The idea now, along with all this meeting all of our guidelines, is to have a centralized conditioning option for all of our kids that would starts either end of September, first of October, and to be centralized over at Dilboy Stadium. The idea would be staggered teams would come in, come in one way, leave a separate entrance with time in between each conditioning for each team working with our coaches in cohorts of 10 and making sure we're sanitizing and again, following all the EEA and CDC guidelines. I think it's an important thing to make sure our kids are conditioning. We want to make sure our kids are, are ramping up their workouts, and they're doing it properly and safely to make sure they're prepared for what, hopefully, will be their season come and the February early March.

Ms. Normand; I applaud you for coming up with the conditioning for the fall. Physical health is so important to mental health. It's also a way for especially our high school students to be able to see each other in control situations, but that interaction is so important. My question is for students that play 2 or 3 seasons, will they have to decide between which sport to play.

Mr. Vieira; seasons will be shortened to about 2 months each and there will be no playoffs/championships the way the seasons are going to be essentially split up, is we'll have our winter season typically it starts November so we have that timeframe in place. And there's really no possibility of us having a tournament. The reason behind that is the season will just go too long. We want to keep the seasons very short and keep kids very safe. So the idea here is, winter will happen over a course of two months.

Mayor Curtatone; would like to get the sports going to get the students the opportunity for scholarships to Universities

Superintendent Skipper had Dr. Curley speak to Rec and Community Schools

- Recreation and Community Schools registration opened today

- Through our SFLC partners to make sure our students, particularly underrepresented students, have access to the programming, parents and guardians should continue to sign up and reach out. This week, the registration will remain open for both community schools and for REC.
- Tents are going up around the city and the programming is weather permitting
- Lunch and snack will be provided through Food Service at all of the K-8 and Brown Schools
- We had to figure out how to merge the program with the existing community schools after school program, which had almost 700 students already registered and paying to attend.
- Regarding scheduling and Cohort System; students in cohort A, will return to in person school on Monday, Tuesday, but they could be enrolled in record community school programming on Thursday and Friday and vice versa
- Therefore, we really wanted to maximize the number of students that had access to safe, social and peer interactions, and this system will allow students to return to full in person days of school and have two additional days of in person enrichment.
- How many students each of the programs will be serving; Community Schools program had about 700 students enrolled, the Parks and Rec program is going to take nearly 450 students, and the Community Schools is adding close to 225 students in their program.

Questions for Dr. Curly; If you signed up for Community Schools After School, not the Enrichment Programming, what days do your kids get to go in person? It was requested that information go out in the weekly email.

Question regarding transition from end of school day to after school; the expectation is the students get there as soon as possible after school; there is no penalty for not arriving within a specific timeframe.

Dr. Curly offered to put a visual calendar on the website to explain the time blocks for the programming.

If your student is enrolled in the Community Schools After School then they cannot participate in the Recreation Department Enrichment Programming, particularly for students in grades 1 through 5.

Superintendent Skipper stated; we are actively talking with other partners to see what other kinds of options we can develop for students. We've also had parents say they would rather their children be doing something for a shorter period each day rather than two longer days. There are all sorts of needs happening in the community that we are trying to respond to. For right now, families should plan around what is being offered now and then if there are other options that materialize, they can be advised of those options, but families should not hold up their planning based on theories waiting for programming to materialize. We are looking at other partners to fill in some of the time gaps.

Mr. Green stated; I am thinking ahead to when we actually have hybrid, given the reality that people's lives are dramatically different now than they were six months ago, when they signed up for these programs, how are we adjusting to different parents' needs?

Dr. Curly answers we can continue to grow the space on the outside providers and the options that are available to increase the seats. When we maximize space, and we haven't built everything, and we're still able to do targeted outreach and reach more families. We're also looking at other community partners that from great programming to see if they could support this as well. Because I think, as we've seen with food service and food insecurity, you're right to point out the needs are going to change and we don't want something set fixed in stone that may not meet the needs of our community a few months down the line. This is a temporary solution from a weather standpoint, so we will need to re-evaluate what this programming looks like in a few months. And when we open enrollment again, it will be very different if we have access back to our buildings and there will be changes, and we want to be flexible and the point to make here is that parents shouldn't feel that if they don't get in now, they won't be able to get in the door down the line.

Mr. Gorski gives Finance update; when the Re-opening plan was presented, we've got three main Grant funding sources Related to the re-opening, one of them is the re-opening grant, which was about \$1.1 million dollars from the State, the other is the Technology grant for about \$165,000. And then the ESSR portion of the Cures Act, which

was just under \$1 million. So, that's a little bit over \$2 million we have in special revenue related to Covid and re-opening. We've spent a fair amount of that between expenditures on PPE, Chromebooks, new furniture that we're purchasing and various other items. We know that we're going to have additional staffing needs. Obviously, Special Ed needs, social/emotional, and we're also looking at purchasing additional Chromebooks. The Mayor, City Council, and the city's finance director have pledged to support the schools in whatever manner that we need financially through their own allocation of Cares Act funding.

Ms. Bertholdo gives update on enrollment; several families have called and they are moving out, homeschooling, or sending their children to private school. Grades K-12, 299 students leaving and 75 PK students that were enrolled are not attending

Superintendent Skipper then asked Department Directors to each give an update.

Mr. Mazza; Educators, including specialists, they are expected to provide between 3 and 4 hours of daily synchronous instruction. But we also want to clarify that not all students will receive the same amount of synchronous instruction. I think it's very important to point that out. The synchronous instruction will vary by grade levels; will also be based on student needs. For example, pre K to two students should expect between 1 to 2 hours of daily synchronous live online instruction, and the synchronous instruction will increase to about four hours at the high school level. Attendance daily required daily PK-12. If students are sick we are asking parents to call the Sick Line. Students who want to continue working remotely after hybrid is implemented, they have that option. He will check in with families bi-weekly around attendance and around grading and around problem solving and troubleshooting to make sure that they're getting the support that they need. Students will be receiving traditional grading and report cards. For grades 6-12, there will be an NA option for student grades when the teachers know about extenuating circumstances for families where older students need to care for younger siblings and we don't want to penalize these students throughout the course of the year. Technology platforms – all schools will be using Google Classroom and Zoom for videoconferencing. PK-2 students at Capuano, East Somerville, Winter Hill, and West will use Class Dojo, which they have used in the past, and PK-2 students at AFAS, Brown, Healey and Kennedy will use SeeSaw.

Director Woods; We have had several days now of Professional Development, district wide and school based, school based planning time, department based planning time, district wide grade level meetings, and planning time, independent work time, office hours, there's a variety of different ways that educators are collaborating. Topics for district wide PD included guidelines for remote learning, online platforms and tools to support remote instruction, engaging with families to support student learning, considerations for special populations, including multilingual learners and special education students, keeping equity at the forefront, and understanding trauma and trauma sensitive schools in the midst of Covid 19.

Director Boston Davis; Equity and Excellence agenda about the PD that was based off of educator feedback, asking for both district wide professional development around areas to advance equity, and then also around multi leveled, tiered support when it comes to engaging with equity, because some folks are brand new in thinking about issues of equity, inequity, race, racism, etcetera, anti-racism, for example, whereas others have engaged in the work for years, decades, even. The PD that was offered last week will conclude tomorrow. There was a course that was offered by Facing History, a foundational course on the history and will continue tomorrow on the history of equity and inequities in our schools. And what does inequity look like in our schools and based on the history, talking about things like the genetics movement and what does that look like today in present day. The other professional development was given by doctor Darin Graves of Simmons and he's also with the Harvard Graduate School of Education. And he did a Critical Race Theory and Education session where he talked about schooling for critical consciousness. What that means, and so these were folks who are engaged in thinking about equity and inequity in schools and classrooms for a while. We hired an Equity Specialist for each school, we are interviewing for the last school now, to support and facilitate all things under the equity umbrella as it relates to the school community. Director Doncaster; We had to reconsider 504 Accommodation Plans for remote learning (we have about 200 of them) having conferences with parents/teachers to make adjustments. The Social/Emotional teams and working the Second Step program and supplying lessons that applies to current events for our district and the world. We've made it very clear that we would like an emphasis on processing, building community, creating a learning community, making students feel safe and accepted in class, and having that time and space to process, and to get used to the remote learning, to understand that attendance is important

Director Kuh; we are in the process now of starting to reach out for 1 to 1 conversations, and then next week, each school will have a particular day when families will be invited to come and pick up home learning supplies that teachers, paraprofessionals, and coaches are busily assembling and they will have an opportunity to meet someone from the school. Teachers are building in intentional, outdoor play, break time, time to go and have a sensory experience, all of that is being taken into consideration with curriculum. The big ideas are really about working together to get ready for school. We can learn at home, and we can be a community even though we aren't together.

Director Davila; our obligation to our multilingual learners doesn't change whether we're remote, or whether we're working towards other modes of learning, our obligation is daily ESL, is meaningful access to rigorous curriculum every day. Opportunities to practice language, listening, speaking, reading, and writing, getting to know our students, what have they learned over these last six months, where do they need the most supports, what can they express orally to us, what they express in writing? And then we'll work together as a big team of teachers and educators to really see where our students are with language. As for families, English Learner Parent Advisory Council, we're planning, our first large ELPAC meeting in a couple of weeks. We're piloting virtual online English classes in collaboration with the Welcome Project. Because we know those English classes are not only about learning the language, but also an amazing opportunity for engagement and sharing information.

Director Trevisone; our theme this year is that we're going to lead with joy, we're never going to lose sight of the joy, why we do what we do every single day even during difficult times. So, the best way to find joy, you sparkle. We're required to develop what's called a Covid 19 Special Education Learning Plan, and that's slightly different from what we had created in the spring. I have been meeting with staff every week, helping them learn how to develop these plans according to DESE and they've already been reaching out to families to say we'll be providing all of the minutes on the IEP, adhering to the free appropriate public education for both synchronous and asynchronous instruction and how does that work. I've been meeting with about 30 special educators over the summer to really brainstorm and figure out how best to meet the needs of our students. We did a lot of work and found some research based multi-sensory, asynchronous programs for students to use, when they're not in synchronous instruction, Lexia reading, unique learning systems, boom cards, IXL map, Dreambox. There are ways to collect the data. So they're going to be a great tool for us. We have started our psychological and academic Eligibility testing outside with the psychologists.

Ms. Krepchin asked two quick questions – first, if parents still want to sign up for the LMS, can they do that? And the second question is, homework, in the age of remote learning. Is that just considered what the asynchronous work is that they're doing there during the day? Alternatively, will there be an expectation that there is extra work outside of that 8:35 to 2:35 does it range by age?

Mr. Mazza; to answer the first question, yes. And for the homework piece I think we can be creative with the asynchronous work and look at it as creative way to have students working on skills that they normally would do after school. But, I also think that as students get older, it's important that they do get used to the process of homework. I don't think we can just forget that homework exists because we are remote right now, but I think teachers can be creative.

Mr. Green; what are the things that are showing up in the schedule is the Wednesday afternoon, asynchronous reading time? My understanding, it has been said that it also allows us to experiment and try some new things, as far as redirect our curriculum towards cultural competency.

Dir Boston Davis; there will be an opportunity for the district to support independent reading and the texts that students are selecting during the independent reading time, which will be on Wednesday afternoon. We took a look at a lot of things, we thought about how we can include educator perspective for those that want to contribute. I've had a lot of educators send me an e-mail saying, hey, this would be a really great book for middle schoolers. And so the goals there are around diversity of perspective. How can we diversify, who is the center of the story? Who is the storyteller? Who are the authors that write the books, in what languages are the characters speaking? What is the experience of the characters? And so we are thinking from that. It is at the very beginning stages, but that is the beginning of the work there.

Mr. Mazza; tailoring to the younger students that can't read, we're thinking about Read Alouds to benefit our younger learners far more than just giving them a book. But I think we haven't lost sight of that. That is a big focus of the Wednesday piece.

Mr. Green; Asked Mr. Mazza to speak to the attendance policy.

Mr. Mazza; there needs to be flexibility; the conversations that we have with families, the conversations that we have with students with young adults around what can we do to keep kids engaged as much as we come, and give them something useful to learn? You know, it's not about time on the computer; it's about what they're actually learning. So, I think we have to keep those lines of communication open to have conversations with teachers, administrators, counselors, about my child's doing this amount of work. And I don't think that we're going to be then stringent where we're going to turn parents off. I think this is unprecedented and we have to work with our families to make sure that they are comfortable and they are getting something productive out of what we are providing for them.

Superintendent Skipper; the goal of attendance is to measure engagement and participating and being part of the class. There's going to be sometimes where situations arise in this environment, where that's not as possible. Our requirement is to take attendance once a day. We have a system of taking attendance, period based, at high school levels. That is also, as we get into middle school, a smart way to do it, because it really speaks to all the individual subjects. When it comes to the PK to five, a lot is going to be about communication with the teacher, around making sure that students make as much of the synchronous as possible. And then when the asynchronous, they'd be more flexibility. We're going into it with good faith and to make sure that there is some flexibility there for families. The best thing the families can do is to make sure they're in the communication with your educators. Dr. Ackman; I appreciate that the point of attendance is to measure engagement, but the flip side of attendance is that we are held accountable, and it is attached to very real dollars for us. I'm just trying to understand sort of where stricter accountability begins is. My larger question from that frame of reference is attendance, accountability, and money, because this is going to matter for the next academic year.

Superintendent Skipper; 10 days absent is what triggers a discharge which is when the student is taken off the roll Ms. Pitone; my question is about plans to engage parents and train them to better support their students with remote learning. It might not be something you're ready to talk about because I know we're flooding families with a lot of information, so if you want to defer this to the future, just want to make sure that this is still in the mix and maybe what it's going to be looking like.

Ms. Davila; we have actually been working on this through the summer in collaboration with the Tech Department and Jason Behrens Innovation Specialist and Somerville media center. So we've been producing collaboratively a number of instructional videos that can be seen on YouTube, can be accessed in family meetings and all kinds of venues. So we know in remote learning, children's success is dependent on family knowledge about the tools. So it's a primary concern. And we've got lots of avenues that we're working on, 1 to 1 kind of trainings, recorded trainings, and just continued information in every form, so that families are familiar with the platforms they're using. When we're talking about attendance and engagement and participation, we really need to look at some of our assumptions about what families are capable of doing, depending on the platform that we use. We know you can sign into Zoom with your phone and families are very skilled at doing that. They can access information from us when we know which tools to use. And we don't make assumptions about what kids can and cannot do and what families can and cannot do. Because I agree that for younger one there are some developmental realities for little kids using this mode, my estimation really is the second grade and above, kids can really do this. And parent's once shown, can do it.

Ms. Krepchin; I know early on in this, we talked a lot about teacher collaborations across grade spans, across different schools. Now that we've had a bunch of this PD, and now that schedules have gone out, I have heard first from some parents wondering sort of where that went.

Dir Trevisone; actually, now we get to work with people, not within their school building but throughout and it allows people to shine. You can start asking questions. You just get that opportunity to do it. And there's been a great opportunity for that and I'd love to see it expand a little bit more. Within the department I think it's been great. I think it was in the building and principal lead some of that work within the buildings, but during this time

how do we truly collaborate, on general education, special education, English language learners, to wrap around students?

Mr. Mazza; the ultimate goal is to create consistency across a district, every grade level, every discipline taking teacher's skill sets, bringing them together to create rigorous, hands-on, project based learning experiences for kids, that include collaborates with special educators, language learners, ESL specialists, general educators, that's the collaboration that we were talking about.

V. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Finance and Facilities: September 2, 2020

Finance and Facilities of September 2nd

Present: A. Green. I Krepchin. E. Barish (6:11)

Also in Attendance: C. Normand, Supt. Skipper, Asst. Supt. Mazza, and Finance Director Gorski

After some technical difficulties, we came to order at 6:08pm. We had two items on the Agenda. First was an update from Dir. Gorski on changes to spending due to Covid. To date, Somerville Public Schools has encumbered \$1,516,269.76 in COVID related expenses—mostly related to infrastructure for remote learning (technology and internet for economically distressed families) and the purchase of PPE and furniture for eventual in-person learning. As school has not started yet, this number will go up. So far, we have been able to absorb those costs in CARES act and other COVID grants, but that money is almost out.

This brought us to discussion of known expenses coming. We will be working with the city on the costs of HVAC improvements—as the buildings are technically DPW responsibility. We will also be working with the city on the costs of the nutrition program. In normal years between reimbursements and lunch costs, the nutrition program is self-funding, and has been so well managed as to be able to absorb the costs of making the ESCS, Healey, Winter Hill, NW/FC and SHS universal free lunch. However with the shift to remote, revenue has not been coming in, while the program continues to shoulder the costs of providing meals to people in need and keeping our staff whole in preparation for in person learning. Thanks to good fiscal management and the prepayment of some FY21 expenses, we have been able to absorb the costs so far, but an extended remote period will require either help from the city of undesirable cuts to nutrition services and/or staffing.

Finally, we examined the June and July/August bill rolls. After some questions about paying some FY21 costs (which began July 1) with remaining FY 20 Dollars, Ms. Krepchin moved and Ms. Barish seconded to approve the bill rolls, which passed unanimously. Then after a motion to adjourn by Ms. Krepchin was seconded by Ms. Barish and passed unanimously, we adjourned at 6:54pm

MOTION: There was a motion by Mr. Green, seconded by Dr. Phillips to accept the June, July and August bill rolls. Motion was approved unanimously via roll call vote.

MOTION: There was a motion by Mr. Green, seconded by Ms. Pitone to accept the report of Finance and Facilities Subcommittee Meeting of September 2, 2020.

Mr. Green added comment; \$1.5 million is already 2% of what we would spend in a year and if it were not federally funded, we would not be able to absorb that cost, and school hasn't started yet. We are looking at losing \$1.2 million in funding next year so he highlighted that SPS finances right now are fine, but that is a right now distinction and that in the future we are probably going to have to make some hard priority decisions in the months to come.

Motion was approved unanimously via roll call vote.

VI. New Business

A. Report out of SEPAC Town Hall (taken out of order)

Ms. Pitone shared the following report:

In attendance were Michelle Lippens, Lenore Hillerstrong, Lucy DeToledo, Christine Trevisone, Chad Mazza, Ms. Normand and over 100 parents and guardians

First time SEPAC hosted an event with simultaneous interpretation and many took advantage of the interpretation. There were lots of questions regarding evaluations that had to be postponed back in the spring due to the pandemic and district already set up scheduling summer evaluations outside in tents. There's a backlog of evaluations, with a lot of energy being put in to doing that work. There was strong advocacy for in person, outdoor or otherwise, including in home service delivery, not wanting students to have to wait for the hybrid implementation. The message is clear, Students with special needs need in person education as soon as possible. And many families felt like the remote options, while could be helpful, particularly if a parent was at home supporting the student directly, once families are working, it's really difficult to implement that or take advantage of that. There was a request to consider remote daily check in's for students with attention, executive functioning, emotional, and behavioral challenges, particularly for students in the 5th grade and higher. All families are being contacted because there are Covid 19 Learning Plans being created for all Special Ed students. There were questions about services being delivered virtually and the feelings that they weren't delivered in the spring, how will the district make up skills and lessons from the spring, scheduling challenges with school and complementary programming with community schools, and rec, and how? What were the plans to support students with special needs? And I know we've talked about this in previous meetings, about how the district is going to work, to support that. The feeling is the best possible remote learning, no matter how robust, maybe not be effective for these types of students. Concerns about social and emotional needs of our students, will there be enough counselors to support that, and interest in virtual events to help parents.

Director Trevisone; we are reaching out to families to find out what are the things the children are struggling with. How do you support students who may need some more executive functioning or check in? We're writing the Learning Plan through the conversations with the team how will it be best for this child to learn, to access what they need? SEPAC meetings have been great, but also part of the learning plan is parent engagement. How are we going to engage with parents? Not just having office hours. What we really found helpful was having some parent coaching sessions, where they are meeting with the teachers and a team that could include a BCBA and/or speech and language pathologist to apply the activities. I've also reached out to the multilingual Center, SFLC, and I'm going to start to do my own coffee talk where one evening with parents whose primary language is Spanish, another evening with Portuguese, to have the conversations, 'how can I help you, what's important to you?' We've built a partnership with Kevin Russo for BCBA's and one on one consultation. But we have been testing at least 10 kids a week. We also contracted an occupational therapist and a speech and language therapist, for at least three months, for 30 hours a week, to really get ahead in some of the testing that we need to do. Because I wanted speech and language pathologist and occupational therapist to be focused on providing instruction to our students, not to be worried about testing and not going to IEP meetings.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

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

- JLCB – Immunization Policy

Dr. Ackman spoke to what passed out of rules. The governor's language pursuant to this policy is that you have to have a flu shot if you want to enter Somerville Public Schools, and the counter to that is that the city and district will commit to providing free flu shots for everyone.

Mr. Green clarified that in the process, the lawyers have not had a chance to look at the policy and make edits yet.

Ms. Normand requested to table this policy to the next meeting.

VIII. NEW BUSINESS

A. 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
Grant	Mathematical Sciences Research Institute	Berkeley, CA	\$700	SPS
Grant	Barr Foundation	Boston, MA	\$550,000	Next Wave/Engage New

				England
Grant	Popplestone Foundation	Mineola, NY	\$20,000	SFLC-Parent Child+ Services
Grant	MA Foundation for Humanities and Public Policy	Northampton, MA	\$1,581.30	SCALE

MOTION: Motion by Ms. Pitone, seconded by Ms. Krepchin, to accept this donation with gratitude.

Next Wave was recipient for Barr Grant planning grant for Engage New England, for restructuring, inclusive learning, project based with student engagement. The planning grant was given 3 years ago and they had to submit a full proposal on how they would execute as an alternative and therapeutic learning site.

Motion approved via voice vote.

IX. TEMS FROM BOARD MEMBERS

Ms. Barish

Reworked the language and included feedback from the Department of Health and Human Services regarding the GBBAR, Gender Identity Support for Staff. She looks forward to sharing the reworked language when the agenda allows.

X. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the families **Mary Harris**; Former Director of the Foster Grandparents Program for Catholic Charities. **Julia DiPasquale**; Mother to Patricia DiPasquale, Kennedy School paraprofessional, and Julie Casper Brown school teacher, former school committee member and PTA President Powder High School, retired city employee, worked as an assistant to former Mayor Dorothy Kelly Gay and later in the Treasurer's Department at City Hall.

XI. ADJOURNMENT

Meeting was adjourned at 9:47 pm

Related documents:

Agenda

Submitted by: S. Duggan

ATTACH DOCUMENTS STARTING ON THE NEXT PAGE

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE GoToWEBINAR
REGULAR MEETING – SEPTEMBER 14, 2020 – 7:00 P.M.**

Amended 09-14-20

Pursuant to Governor Baker’s March 12, 2020 Order suspending certain provisions of the Open Meeting Law, G.L. C. 30A, s. 18, and the Governor’s March 15, 2020 Order imposing strict limitations on the number of people that may gather in one place, as well as Mayor Curtatone’s Declaration of Emergency, dated March 15, 2020, this meeting of the Somerville School Committee will be conducted via remote participation. We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels (SCAT).

Copy & paste the following link into your internet browser to preregister or on the date and time of this meeting to view it live: <https://attendee.gotowebinar.com/register/7230552701028116235>

Somerville Public Schools - School Committee Goals 2019 - 2022

Through the following long-range goals, we commit to addressing deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensuring that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future. By 2022, we will ...:

...increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system.

... 1) conduct a district enrollment study to understand the prospective future population of the district and 2) craft a vision for school assignment and programming aligned with the district’s equity policy.

... design, evaluate, and partially or fully implement student-based budgeting to ensure that every student has equitable access to rich learning opportunities that help them thrive.

... design a robust system of aligned developmental academic and social-emotional benchmarks which will be used to inform practices, policies, and resource allocation.

ORDER OF BUSINESS

I. CALL TO ORDER

Call to order with a moment of silence and a salute to the flag of the United States of America.

II. REPORT OF STUDENT REPRESENTATIVES

III. PUBLIC COMMENT

IV. REPORT OF SUPERINTENDENT

A. District Report

- New Administrative Staff
- School Reopening Update

V. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Finance and Facilities: September 2, 2020 (Mr. Green)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities of September 2, 2020.

VI. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policy is being presented this evening for second reading, as amended:

- JLCB – Immunization Policy

VII. NEW BUSINESS

A. Report Out of SEPAC Town Hall (Ms. Pitone)

B. Donations (Recommended action: approval)

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

Donation	Donor	City, State	Value	Programs Donated to
Grant	Mathematical Sciences Research Institute	Berkeley, CA	\$700	SPS
Grant	Barr Foundation	Boston, MA	\$550,000	Next Wave/Engage New England
Grant	Popplestone Foundation	Mineola, NY	\$20,000	SFLC – ParentChild+ Services
Grant	MA Foundation for Humanities and Public Policy	Northampton, MA	\$1,581.30	SCALE

VIII. ITEMS FROM BOARD MEMBERS

IX. CONDOLENCES

X. ADJOURNMENT