

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, January 13, 2020 – Regular Meeting

7:00 p.m. – City Council Chambers– City Hall

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

Members absent:

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:02 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked the Superintendent to call the roll, results of which were as follows: PRESENT – 9 – Ms. Krepchin, Ms. Pitone, Ms. Barish, Mr. Green, Dr. Ackman, Ms. Normand, Dr. Phillips, Mayor Curtatone and Mr. McLaughlin ABSENT – 0 -

II. REPORT OF STUDENT REPRESENTATIVES

Student Representative Ekaterina Hicks-Magana was present and reported on the following topics:

- Basketball Season started and the girls won their first two games.
- Midterms are also starting and students are stressed out because of it.
- An Incident that took place the previous week, which involved a student and a security guard, and the overall student concern for how it was handled.

III. APPROVAL OF MINUTES

- November 4, 2019

MOTION: Motion by Mr. Green, seconded by Dr. Ackman to approve the School Committee Regular meeting minutes of November 4, 2019.

- November 18, 2019 - Tabled

IV. PUBLIC COMMENT

Chair Normand read the guidelines of public comment and announced that tonight 40 people signed up to speak, because of this comments would be limited to two-minutes but all speakers would be allowed to speak. She then invited those who signed up to comment.

Ashley Addington, 49 Church Street

I have a first grader and origins piano and a future either potential smile cat at some point or kindergartener. I have seen for a year and a half, the impact that paraprofessionals have in the classroom. I have seen 24 kids in my daughter's kindergarten class, and the availability and comfort and helpfulness that the paraprofessional provided was crucial to me feeling okay about kindergarten in Somerville. I've seen the same thing in first grade. I am so glad to hear that you guys are going into a process that will hopefully make everyone happy, there are some really great talented professionals here, and I want to make sure that you guys work to keep them. Thank you.

Jim Kaplan, 48 Liberty Avenue and Ward six

Firstly, in the economy that we're in the remedy for very distended inequity of wealth and income is best addressed, not by percentage increases but by crime rate increases. And if it's possible to add on \$2,000 to \$5,000 on salaries at the upper end, would it be possible to have the same flat rate amount at the lower end? That's how you diminish differentials on the budget, the place to cut it is at the top and not at the bottom end. Also, until a couple weeks ago, there was face to face connection between the attorney and his team and the union team, you said that now there's a mediator in between them. Going in this direction is separating out farther the connection between the parties. It seems that the proper direction ought to be to narrow the distance by encouraging the school committee members to sit in on the negotiations because state law under the Massachusetts Ed reform system designates the committee, not the superintendent, as responsible for labor negotiations.

Mary Jo Connell, 36 Marshall Street

I am the parent of two children, one of whom graduated from the High School in 2016 and another is still at the Somerville High School. We have been very happy with our children's education. There are many things we value, probably at the top of the list is how hard the school committee, administrators and staff work to create a culture of respect for all, inclusion and compassion, this matters as much to us as strong academics. I'm shocked that it's even a question as to whether our Somerville paraprofessionals who are so vital to our children's education and the successful functioning of our schools deserve to have their demands for more money and more respect met, as well as continuous employment. What message are we sending our students when we devalue the contributions of the paraprofessionals they work with every day. I believe this message is profoundly at odds with the values of the Somerville public schools and what we hope we are teaching our children.

Elaine Koury, 101 Beacon Street

I am here to talk about money and value. \$20,608, which is what we pay annually for full time, starting paraprofessionals is below the federal poverty level for a family of three. If we value our children, we should value those who work with them, those who teach them every day to care for one another, because what they do is really valuable. I looked in the budget book to see what Somerville does value, I studied several departments, all of which do important things but few of which do things as important as caring for and teaching and loving our children. For instance, for the same amount we pay seven planners, we could pay 21 paraprofessionals at the higher rate the union is asking for. I'm not saying that the jobs are equivalent but I am saying that the one is not three times more valuable than the other. Now I know that Somerville is just doing what other districts do by undervaluing teachers and paraprofessionals but Somerville can do better than that.

Sean Balon, 12 Watson Street

I have a third grader at the Kennedy School and I want to tell you that my experiences with the Somerville School System has been fantastic. The district administration has been fantastic and in my experiences my daughter's teachers have been fantastic. That being said, the lack of income that our paraprofessionals are making is embarrassing. I encourage you to go to school pickup or drop off and see para's working with kids who are hard. These kids are not easy to connect with, and the paras have this ability to connect with them in ways that I don't get. I did some quick research on how much it would cost and it's not inexpensive to give the raise. I would say to the folks that we voted in that it's your job to make those hard decisions and find it, I implore you to look deeper.

Kristen Strezo, 333 Great River Road, Ward one

I stand with the Paraprofessionals and their fight for a living wage. I'm here to leave with you what I've witnessed as a parent in the special education department in the school system. From what I witnessed it is hard work and their wages don't reflect that para's are often bitten, kicked and shoved to the ground. It is a hard job and Somerville should be supporting Para's every step of the way.

Vivian Abraham, 5 Glenwood Road

My son has been in the Somerville Public Schools for 10 years mostly at the Healy school. He has special needs that cannot be met alone by a teacher in a classroom of 20 students without support. The paraprofessionals in Somerville have made his education possible, they have given him patience and love and highly skilled support. Their job is a very difficult and challenging one, and the amount of wages that paraprofessionals are paid for these services in Somerville is shockingly low. They deserve to make a wage that allows them to live in our amazing city of Somerville, for their families to gain the benefits of our city and support system just as my family has thanks to their hard work.

Roberta Bauer, 58 Berkeley Street

I am the proud grandmother of two Somerville school students and I served on the School Committee from 1998 until 2007. One of the most difficult things that I faced on the School Committee was figuring out how to prioritize the limited funds. I know this isn't easy but I also think it is very important. Over the years, I know that we have expected much more from the Paraprofessionals and the degree of credentialing has gone up. They are very important to the students in the classroom and I can see by the turnout here today that they're really important to the teachers in the classroom and they deserve to be compensated. The other thing I want to mention is the issue of job security. I think it would actually help the school department to know every year who is coming back and not to have to send out the notices to invite people back. Let's give everybody the security of knowing that after a certain number of years the staff is going to be consistent.

Rami Bridge, 9 Wilton Street and President of the Somerville Teacher's Association

I am so honored and proud to represent such a dedicated and passionate group of educators. The educators behind me embody

the values that Somerville stands for, particularly inclusivity and equity. I have chosen to live, work and raise my family in Somerville because of these values. It is these very values that we are here fighting for.

Somerville is a changing community and I truly believe we are at a crossroads, this is a moment for us to put action behind our rhetoric and the STA is doing just that. I ran with a group of like-minded educators on a campaign to build a member driven union which enforces rights for our members and promotes justice in our community. The educators of Somerville elected me and I take that responsibility very seriously. The STA is here today to fight for the same values the community of Somerville ascribes to our Paraprofessionals, implementing inclusive and equitable practices in our classrooms. They also deserve to be included in our community, not priced out by virtue of low pay in a city where cost of living is rising so dramatically.

Equity means historically marginalized groups get what they need to move towards a more balanced playing field with those who are privileged. Our paraprofessionals clearly need more, you have a professed interest in giving them opportunities to continue to grow and expand as educators, if you want to make that a reality. They have to work two and three jobs to also go back to school. It doesn't matter how much money is put into tuition reimbursement. We have heard a lot of talk from school committee about percentages. I was a middle school math teacher for seven years and I know a thing or two about percentages. Apparently the salary of \$20,680 would see about a \$1,000 raise this year with your most recent proposal, which was for 5% salary increase. Maybe you believe that that is good enough. I don't think so. Your lawyer in negotiations referred to this as a market adjustment. We are not seeking a market adjustment but a fundamental change in the way we pay respect and value Paras. This is an issue of equity, the Superintendent's raise for the year has been equity in action, if you really want to address this issue, we should be talking about actual salaries, a big percentage of a small number is still a small number.

When I started at the West Somerville eight years ago I met Francesca, she is a dedicated hard working paraprofessional, and she has been in this district for over two decades, she is fantastic with the students and to my eyes she was indistinguishable from the special educator that she offered students support for. When I found out what her salary as I was shocked, when I learned I have professional teacher status and learned that every year she has to wait to be invited back, I was embarrassed. I am here to fight for Francesca and all the other paraprofessionals with similar stories. I hope that you decide to fight with us, instead of fight against us.

Ryan Dunn, 64 Alpine Street

I'm proud to work with the Massachusetts Teachers Association. I think it's important that all of the members of the school committee here be proud of the schools. I want to say that the schools here are remarkable, our experiences as a family in the schools has been remarkable. But the reality of our system of public education now is that there's always a demand for greater improvement and there's always a demand for more progress. There is absolutely no way that my daughter after a year and a half, in the Somerville Public Schools could make the kind of progress that she has as a learner and as a member of her school community in a classroom that doesn't have a full time Para. For all of our classrooms that are teaching very young learners and for all of our classrooms and have special education students, we need full time para's, we need skilled experienced para's. And what we're talking about here today is establishing a contract that will allow us to retain skilled experienced para's.

Olo Bayul, 7 Montrose Street

I've been in Somerville for 24 years now and I'm also a graduate of Somerville High School Class of 2007. I'm now a second grade teacher here at the Kennedy School. I admire the progressive values that the city holds, but unfortunately, it seems like the progressive values stop when it comes to the wages of the paraprofessionals in the city, which is pretty outrageous. I do think that it is time to give them the salary that they deserve.

Rebecca Brown, 5 Maxwell's Green

I'm a resident of Somerville, a parent of a Somerville school student, and I am a Paraprofessional. I am here because I am one of the lucky ones, many of my colleagues are not here tonight, not because they do not care enough to be here, but because they're working their second or third job, or they cannot speak in front of the school board, because they cannot afford to live in Somerville. Why, because we are not paid a living wage. We are paraprofessionals, we are not stay at home parents, looking to get out of the house. We are not room moms and dads that just come in for a few hours to make copies for the teachers, many of my colleagues have degrees, or are working toward their advanced degrees, they're using their jobs as a paraprofessional as a stepping stone to become teachers, counselors, social workers, or even administrators. Those of us without degrees, do this because we love children, and we want the next generation to have the best. Every single one of us deserves the respect of a living wage, our jobs are not easy. We have been bitten, hit, scratched, kicked, punched, pinched, and flushed we change diapers

of students that outweigh us by 50 pounds, we take the time to learn new ways to communicate and help our students and our teachers. We love our jobs, or we would not be here. We should not have to work for 15 years before it is decided that maybe we're good enough for keeping around. Finally, I would like to thank the teachers and the parents and community members, and kids that came here to support us and to thank those that could not come, but still help us behind the scenes. Thank you.

Sarah Marx, 11 Bowdoin Street

I have a kindergartener at the Argenziano School and another one coming up in a couple of years. I am also an MTA member. I teach secondary history and English at Newton Public Schools. First, a lot of people talking about the wonderful things that para's do, have been talking from the perspective of them working with young children, but I know from being a secondary teacher that para's are crucial for being able to implement individualized education plans and follow the law to comply with those legal documents, so I just wanted to make sure that was heard. I'm really saddened to see this gap in the values and the actions and I hope something will be done right away. I've seen the city change in my just decade of living here, there's been lots of development at Assembly Row, I just feel like what's the big deal of that development, can't be spread around to our public employees. And I personally don't feel like a good person at all if I'm going to take advantage of the wonderful things the city has to offer and the wonderful educational experiences my kids will have on the backs of a segment of our educational workforce.

Lena Flannery, 13 Wilson Ave

I'm the mom of a kindergartner at the Brown School and I cannot believe \$25,000 is all they're asking for. I thought it was a typo, it's not much. I love his teacher, she's here and she's amazing. But I thought wow 24 kids alone how are you going to do this and then thankfully I met her para, who's also over here, who's equally amazing, and together they can do it. And they have 24 kids and they do a great job. And it just makes me sad to think that the pay is so low, it's shameful please make this right.

Annie Schapira, 30 Burnside Avenue

I am a library aide at the Brown School and I'm here in solidarity with my colleagues in the classrooms. Since the Brown School is very small, I have gotten a sense of how integral our paraprofessionals are to our school community. I see how hard they work to support the children when they come up to the library for specialist. I see how much their children depend on them and love them. They do so much to support our classrooms and I think that we should give them our support in return because we all want what's best for the students. Thank you.

Tessa Bridge, 9 Wilton Street

I am the Coordinator of an Equity and Racial Justice Program in Cambridge Public Schools and I have two future SPS students. My entire career has been in education, I've worked in several districts and I really see some of our public schools as optimally positioned to lead the way on many issues for our students, families, teachers and in this case Paraprofessionals. That's a huge part of the reason why my family has chosen to be here. Somerville has named equity as a central value of our schools and our city. Equity means making sure that people who have been historically marginalized get what they need, equity is at the heart of the fight for respectful pay for paraprofessionals. Our paraprofessional workforce is comprised of many more women of color than our teaching force, they have also been disadvantaged by years of being underpaid. If we are truly centering equity in our decisions, then we must write this wrong and pay them the wage that they deserve. Furthermore, making decisions centered on equity means that you center the voices of those most impacted. It is your responsibility as our elected leaders to center their lived experiences and needs in your decisions. We must proactively live our values and make every decision with an equity lens. I am asking you to be leaders and to use the privilege of your position to champion the values you say you hold, pay these hardworking educators the living wage that they deserve.

Carrie Howard, 157 Summer Street

I've been trying to follow along with the contract process and I've heard the articulate and compelling arguments of educators, families and members of the community in defense of para's right to a fair contract. I agree that the money we spend on our school should be going to those who are directly involved with the care of our children, that para's are a highly skilled, central part of the education workforce and that everyone is deserving of a living wage. In spite of all of these compelling arguments to give para's a fair contract, I'm still witnessing them fight tooth and nail for a meager \$25,000 starting salary and job security after four years. I also know that recently School Committee members raised their own concerns that the percent salary increase para's were asking for is too high, and trying to do my own research to understand the complexities of these processes I came across the public SPS budget documents and saw that in FY19 School Committee board members each received a 41.7% salary increase. Holding these two truths together raises questions in my mind about how much we are all operating in good faith with regards to negotiations for Paras. I still have hope though that some of those School Committee members know they cannot

retain skilled and talented people when they do not invest in them. If Somerville is truly committed to providing high quality equitable education to our community, it needs to take very seriously the value it places on its educators. And last thing I'll say is honestly because comments are only open to Somerville residents that means there are a lot of dedicated paras here in this room who are not able to contribute to this conversation. And I think that that's really unfortunate, because this is this is clearly a passionate and articulate group, and they deserve to have a voice in the fight for their own futures.

Liam Easton Calabria, 25 Knapp Street.

I'm an emergency room technician, a member of Socialist Alternative, and a resident of Somerville. These professional educators are essential actors in the classroom and incredibly important for our children's education. As I said at last month's committee meeting paraprofessionals in Somerville Public Schools aren't making nearly enough money living on a starting salary of \$20,000 a year, which makes out to be about \$10/hour. The housing crisis in the city makes paying rent difficult for people making much more than \$20,000 a year. Many paras are also burdened by the cost of driving and public transportation, with many having longer commutes from further out of the city where rent is more affordable. As an ER technician I want to come in on the medical realities of what living on \$20,000 a year looks like, such a low salary has its impacts on health. As an ER technician, I can tell you that we see traumas, but what we see, day in and day out, are very sick working people who've put off seeing a doctor because they do not have the financial resources or the time to do so. Many patients, end up in the ER for illnesses that are preventable and treatable by primary care. It could be an untreated cold that develops into serious pneumonia or someone who ignores a fever because they have to work their second or third job. We see very sick patients for these reasons every day, even patients with good health insurance.

Kathryn Anderson. 28 Warren Ave #5.

I'm a Special Education teacher at the Brown Middle School in Chelsea, and I'm the VP of the Chelsea teacher's union. I just want to mention that the Chelsea School Committee meetings are open to all. I appreciate the sentiment that you don't want to fight the people that you work with, but paraprofessionals making \$20,000 a year is a fight every day to keep their head above water financially. This year at summer school the para assigned to my classroom grabbed a few hours of sleep between her jobs and still managed to come to school and be gentle and kind and supportive for the students with disabilities in our classroom. Paras are overwhelmingly assigned to support English language learner and special education students, they're there for our most vulnerable students and we should not make them the most vulnerable employees in our schools, if we are truly dedicated to equity. This is an easy and clear stance to take. It's shameful that it's taken this long to get them to 25,000.

Jess Smith, 114 Rogers Ave #3

I've only lived here for about five years, I don't have kids in school, I didn't go to several public schools here and I'm not a teacher, but I get to talk at this meeting. So I'm going to say a few things on behalf of some really great para's that I met this weekend, they're obviously hard working, but there's probably going to be a lot of discussion about them not operating in good faith. I think sending out an email to parents telling them that there is % pay increase without giving the dollar amount of \$20,000 for a salary is not operating in good faith. I've been an educator and I was in my union when I was an educator, I was elected to the bargaining team and I sat across the table from people who would tell me that they needed me to find the money. And what I would tell them is that my job is to teach students and their job as administrators being paid, way more than me was to find the money, do your jobs.

Bruce Castonguay, 157 Summer Street

I'm a member of Socialist Alternative and I'm a concerned Somerville resident. My wife and I are looking to possibly starting a family in this town, we've lived here for five years and obviously education is part of that process and that decision. I've come to understand the vital role that paraprofessionals play in the educational success of our children, and they deserve to be paid as such. I prepared a lot of data and statistics because they're just so alarming but so many people have already covered them today. It costs more than they make a year to rent a one-bedroom apartment in this city, which also doesn't even account for the fact that you have to come up with first, last and a security deposit. If we want our kids to succeed, we have to ensure that the folks responsible for their high quality education and care are adequately taken care of, a good start is tonight, all of us coming out, we need to keep this momentum up, we need to build community support so this movement can take care of our para's. The cruelest twist in this entire negotiation process is that only Somerville residents are allowed to speak at these meetings, It's ridiculous, let them speak.

Jacob Kramer, 8 Quincy Street.

I'm here in solidarity with paraprofessionals, in particular I support the demands for a \$25,000 starting salary and job stability.

I'm an author, I write books for children and this work, often takes me into the classroom to present. I've visited over 30 schools around the country and someday hope to do this in Somerville. Sometimes during a presentation, a student or two will have trouble focusing, if my quiet coyote doesn't work, it's paraprofessionals who intercede and work with the students through whatever they need to stay engaged. This kind of personal attention is critical for education and growth, and without it the unfocused student and their peers suffer. The school to prison pipeline is real, and we need to disrupt it here. I did an author visit a juvenile detention facility in Tucson, Arizona, the students there were just as bright and curious and enthusiastic as those I've met at public and private schools around the country, but this was not a school and it was staffed with another kind of paraprofessional. They're called prison guards. I was alarmed that this year a paraprofessional at the high school stopped working in that capacity and took a job as a school security guard, mostly because it paid about \$10,000 more. My alarm was compounded, when I heard from the student representative here tonight to describe the tension in our own schools between security officers and students. We need to invest in paraprofessionals, the people who are working closest with the kids.

Emma- Rose Borzekowski, 126 Hudson Street

I'm really upset that as a new Somerville resident, I'm able to speak here, but paraprofessionals who've been working here for 10 years aren't allowed to share their thoughts. I'm also outraged on behalf of our students, our students are not getting the highest quality care that they deserve. When we don't pay our paraprofessionals I'm outraged for teachers who are working alongside our paraprofessionals and need their support every day in the classroom. And I'm outraged for our paraprofessionals who deserve to be making more than \$20,000 a year. I live here in Somerville, and I know how affordable, it can be. And part of making Somerville affordable is changing our housing market but part of it is also just paying people enough to live here. This should be a welcoming and inclusive community for all, for our students, for our teachers, and for our paraprofessionals, and I in my outrage, have some hope that we can start listening to the voices of paraprofessionals and coming to the bargaining table to meet their demands. Thank you.

Aaron Dockser, 152 Walnut Street.

I'm sitting here feeling very lucky for two reasons. One reason is that I'm a union member. And the second reason is because I live with two paraprofessionals and living with them is amazing. They're conscientious, they're smart, they're clean. They're good cooks. And they're very tired. Often they come home from school and they just pass out. I also feel lucky because the two paraprofessionals that I live with work in places that aren't Somerville, that pay them respectively \$31,000/year as a first year educator and \$40,000/year as a para educator. I just want to make a note that when people are not paid enough to live in their city, when they're not paid a living wage, they have a number of options in front of them. One of them is to quit, one of them is to find a job in a city or a place that actually pays them enough to live. And the third option is to fight to change their job and to make it better and I think that all the people in this room, especially the School Committee members and all the Somerville residents owe a debt of gratitude to the para educators that have decided to stand up and fight for what they deserve.

Ari Daniel, 152 Walnut Street

I'm outraged that I live in a city with a salary for Para's that's \$20,000. It's ridiculous. I live with two Paras who work in Boston and Cambridge public schools in the same house as the previous person. And when they get home, they're exhausted, they take naps for two hours or more, because they make a living wage. That allows them to not worry about having to find another job and Para's in Somerville deserve a job with a livable wage, with job security, and it's absolutely absurd that none of them who don't live in Somerville can speak tonight.

Anna Callahan, 1051 Broadway

I have lived in Somerville since 2003, and my son is a preschooler at West Somerville Neighborhood School so thank you for that. He was very excited to come tonight and to see some of his teachers here. And as a kid who is in a classroom of about 18 preschoolers, it's my understanding that Massachusetts State law requires that you have a certain number of teachers for a certain number of students and I think that you have to have two teachers for that many preschoolers. I was honestly shocked to find out that one of the two people teaching him is paid less than \$15, an hour which is really a fight that is happening across the country, in places that are far less affluent than Somerville. So, I think it's fair to say that Somerville, is a relatively affluent city at this point. It is also a relatively progressive city. And that means that we are aware of things like the fact that paraprofessionals are more likely to be people of color than the teaching staff, and that it really is important for us to be able to pay them fairly. I have heard that it actually has been sort of traditional for the Somerville school board to have the lawyer speak to the unions when that happens, not sure if that's correct or not. But I also have the understanding that the professionals and the teacher's union do not feel that it is a sign of respect. I hope that you can listen to their side and find a way to work together.

Perette Sweeney, 40 Lowden Ave

I've been a Somerville resident for seven years now with my husband Jim. He grew up here, I grew up in Watertown, and I have two children that went through that school system. And I was glad to come to Somerville for a refreshing education system. Our son has Down syndrome, he is nonverbal, he still is in diapers at six years old. He's also at the Capuano School. The paraprofessionals are the ones who I have been working with since my child started with early intervention at three years old. He's still to this day, calls and sees his paraprofessionals at the Capuano every day. I'm outraged about how much they're getting paid. And at the fact that they have to apply for public assistance in order to live, is just a really down shadowing of this town.

Peter Melan, 133 Walnut Street.

I'm not a parent and I'm not a teacher, but I have lots of friends and family who work in education, and I see how hard they work. I'd see them come home and sit down on the couch for five minutes and then get back up make dinner, you know, for the kids, and then get back out the door and go to a second job. I don't see how it's reasonable, how we can ask someone to give it all for these kids who need so much, and then yet also, to expect them to be able to live here they have to get a second or third job and put in all this outside effort. I think it's just disrespectful that we say yes you are someone whose skills and abilities we need, and we want, but you know we don't want to pay you enough to actually live here.

Liana Tuller, 8 Dickson Street

I live in Somerville for nearly 17 years, and I have two children in Somerville Public Schools. Until this fall, I did not know how low the professional salaries were and shame on me for not making it my business to know that but shame on us if we do not do something to change that. One of the things I most value about living in Somerville is our cities inclusive and progressive values. I hope my children will learn these values in Somerville Public Schools, and the value that we as a city place on people's contribution to their workplaces, and especially to our children. I'm asking you tonight to offer paraprofessionals, a living wage starting at \$25,000 per year and increased job security. I'm also here today because of our kids, one of whom is in kindergarten, and who works with a loving warm and nurturing para educator who's here tonight. Every day, it would be a detriment to my son and all of his 23 classmates, if she would be forced to leave her profession for one that paid her more or that could offer greater job security. I'm sure there are many demands on our city's budget, but I doubt it is a zero sum game to raise salaries for paraprofessionals in our schools. Our city is going through a fairly prosperous period of time for some but also a time of great inequality. The cost of living is very high. When people are paid a living wage it improves their morale, their health, the service that they provide and they stay in their jobs longer, and all of these things stand to benefit the individuals who work in our schools, our children and us as a society. So I asked you tonight to live our values as a beloved community that treats its members with dignity and justice. Thank you.

Jessica MacMartin, 36 Bond Street

I'm an eighth grade teacher at the East Somerville Community School. I absolutely love the school and the community that I work in and I love the city of Somerville, and I know for a fact that my school would not run nearly as well and particularly with my colleagues who teach younger students, their classes would not run nearly as productively and fairly and efficiently without paraprofessionals. I think as a district that talks about equity and action we need to walk the talk, we cannot be perpetuating inadequate systemic inequalities and paying these people who are so essential to our student's success such an abysmal salary, so please give them job security and pay them more. Thank you.

Brendan Caffrey 71 Alpine Street

I'm a parent of a five-year-old at the Brown School. Because I have a five-year-old I'm somewhat invested in this but I would rather not be here. I'd rather be watching the college football national championship, but unfortunately I can't do that. I shouldn't have to come to this. This should just be solved, it should be transparent and its kind of outrageous that it isn't. I built insightful software companies, for my career, and what I've learned in that is the way you build a successful company is by investing in people and I'm pretty convinced that's the same way you build successful schools.

Elizabeth Caffrey, 71 Alpine Street

My husband and I are here tonight, and we're paying a babysitter \$20/hour. We don't provide benefits beyond food, drinks, Wi Fi, my child has been sleeping for over an hour, and we're paying \$20 an hour. In our society, pay and salary is a proxy for value and what we're telling our paras is we do not value what they're offering us. I think we need to be showing them that we value them, we value what they provide for our children, which ultimately is for our city. I'm watching a multimillion dollar four-unit condo go up next to my house and I my own tax assessment shows that it's gone up more than 13% this year. So, if you want to talk percentages. I want that money to go towards their, salaries.

Justin Reddington, 44 Springfield Street

I am a teacher in North Redding, and I just want to say because of the Union negotiations that the union has gone through in that town, I'm able to live in Somerville, I'm able to buy a car to drive to North Reading every day and I'm able to afford medical care. I've done a budget analysis on what the paraprofessionals in this town make, and I don't think I could own all three of those things on \$20,000 a year. So, I would like to ask you please to pay your paraprofessionals enough money so that they can take care of themselves.

Lianor Hiller Strom, 22 Cameron Avenue

I have a six-year-old in kindergarten at the West Somerville Neighborhood School, he has Down syndrome. We fought so hard for him to be in an inclusive setting and I'm so grateful that we were heard by the School Committee and Special Education Department and he is now in an inclusion pilot program there, he wouldn't be there without the paraprofessionals. In his classroom there's not just a teacher and a general education paraprofessional there's also a special education paraprofessional, who is toilet training him, who helps him when he gets dysregulated, who greets him every morning and takes him to me every afternoon when I pick him up. I'm used to hearing about equity around special education and inclusion, because of my son, and I'm here to stand in solidarity with the paraprofessionals who make his inclusion possible.

Christopher Moutern, 61 Edgar Ave

I'm a resident of Somerville and a teacher in Cambridge Public Schools and I come before you to ask a simple thing, do your job. The body before me has the awesome responsibility and power to determine what the system of education will look like in the city of Somerville, but it feels that you all have forgotten that. You are not elected or hired because we expected you to be told what to do by a lawyer. You were elected because we thought that you could stand up to the elites that para educators represent. You do not look bigger or stronger or wiser for denying a living wage to people who work to educate the youth of this city, than you do on a daily basis. And lucky for your para educators are not even demanding a true living wage. They are demanding \$25,000 to start, which still means that them and their families would be living in poverty and requiring public assistance like food stamps and housing subsidies. My wife and I are both public school teachers making significantly more than the para educators you employ, and we cannot afford to live here much longer. Para educators are also seeking professional status after four years, given all that they do. What they do is professional work, and many are highly educated like a classroom teacher. To be clear, this professional status would not entitle them to a job, but rather release them from the purgatory of having to wait every summer for a letter notifying them that they once again can come back for poverty wages, it would release them from the fear and instability of knowing that could be fired at any moment without cause. To deny workers these two basic demands and to call in a referee to mediate is not a shrewd negotiating tactic, it is not fiscally responsible, it can only be seen as cruel and misguided and an abdication of your responsibilities.

Emily Hurd, 21 Elm Street

I teach at the Kennedy School in the SKIP program for anybody in the room who is unfamiliar with that acronym It stands for a specialized Kennedy intensive program and as the name implies we work with the students who have the most complex and most intensive disabilities. None of what we do would be possible without capable paraprofessionals. We ask a lot of our paras, it's not just passive supervision or making copies, it's implementing instructional plans, it's accurate data collection, it's responding appropriately to medical emergencies and behavioral crises, to supporting inclusion and specialist classes when the Special Ed teachers aren't there. And that's all in addition to providing the support that our students need day in day out to stay safe and clean and comfortable; assistance with feeding and dressing and toileting transferring positioning students with physical disabilities, and our students deserve that level of care and support, but the adults working with them also deserve to have all that hard work respected and reflected in their salaries. I can thank the fantastic para who works with me, Rebecca Brown who spoke earlier, I can thank her every day but those words of appreciation don't do anything to raise her paycheck. We teach kids who need 100% engagement from the adults around them 100% of the time, this is not a job where you can give 70% or 80%. And I don't know how we can ask people to put out 100% when they're having to work second and third jobs, not sure how they're going to pay their rent. If we really value teaching all learners in our district we have to value and support the people who are supporting them too. Thank you.

Rachel and Paul Chagnon, 82 Benton Road

I grew up in Somerville and I've spent most of my life finding reasons to be proud of Somerville and this time, I am embarrassed. I am a teacher now in the Somerville Public Schools in addition to being an alumna, and I am delighted that on a teacher salary I can also be a Somerville Public School's parent. I wish that was something that all of the paraprofessionals could have as an

option. I wish they were being paid enough to be able to raise their families here like I was raised here, and like I'm raising my children here. Please take care of the paras who take such good care of our children. I see it in my children's experience every day, the care that paraprofessionals in their school are giving constantly to the kindergarteners and frequently to other students. I see it at Somerville High where paraprofessionals work with many students who have a lot of needs and if the paras were not there everybody's days would go a whole lot worse.

Natalie Shapiro, 10 Webster Street

I'm currently an East Somerville Community School parent, when my kids started the Somerville school system she went to the ECIP program at the Capuano. It was fantastic but her classroom cycled through three different paras during the time she was there, people were leaving to have a shot at making a living wage. I think that if you don't have adequate compensation and decent retention it's not good for students who are trying to adjust in the classroom and it's not good for teachers. There's so much wealth in the city, I think it's wrong to pay our educators poverty wages.

Michael Tsobar, 9 Monmouth Street

I'm a parent of a kindergarten student at the Brown School. I'm not here to scold, or to shout, or to tell you what to do, but I'm here to share a story with you that emphasizes what paraprofessionals are to me and my family. The first day of school at the Benjamin Brown School my son was visibly stressed when the kids were lining up. This would have been the first time that my son would be going into a new environment without me accompanying him. He was looking for a way out. Ms. Perry is his paraprofessional and in the most humane and natural way she just reached out her hand and took his hand and he just dissolved into the classroom, this is unteachable. There is a national crisis regarding pay of educational staff, increasingly staff cannot afford to live where they educate, in the communities that they help Forge. I don't want Ms. Perry to commute four hours to get here, I don't want any of you to commute four hours, I want you to be part of our community.

Daphne Balan, 20 Cecilian Ave, Revere (Out of district Paraprofessional)

I lay down in bed at night as a single mother, the values that I want to teach my daughter are to be strong and not to expect less because she is more. Every night I wonder what am I teaching her with my actions staying in a place that does not value me. I lay at night and I pray that she doesn't get sick because I don't know if I'd be able to afford for her to be healthy. I live with my parents, my father is retired and my mother is retired and has dementia. I pray that the water won't burst in the house because I don't know if I could afford to make sure they are okay. Every day when I get up to go to work I don't know if I can afford for issues with my vehicle. The request is \$25,000; I still can't live with that. I still have to consider getting another job with \$25,000 a year. I still have to question how am I going to pay for my daughter's college tuition when she is old enough to go to college. I deserve more, your children in this district deserve more. They deserve respect, they deserve love, and that needs to show with how you treat the teachers that give it to them every single day. You cannot go to bed tonight thinking that you could let this continue to go wrong, do what's right, do your job, do what you were elected for.

Chair Normand thanked everyone for being there. The meeting paused for a brief five-minute recess at 8:33. The meeting reconvened at 8:40.

V. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

• 2020-2021 School Calendar

Ms. Krepchin mentioned that she sent out the draft calendar to some constituents to get feedback, and someone pointed out that some of the Jewish holidays listed under important dates are not as important as some other holidays. Perhaps we shouldn't be listing a holiday if it isn't something that teachers need to take into account in terms of field trips or other special projects. Dr. Phillips had a question related to this and wondered how we decide which holidays make it onto our calendar.

Superintendent Skipper explained that traditionally we've gone through SFLC, where there's discussion around the makeup of our family body to sort of understand what would be considered our major holidays. There's also a review of other district calendars. And as you'll see in other districts some holidays are listed as major and the day is given off, others are not. We have a policy that we always recognize a holiday even if it's not given off, we will excuse students and staff, they just go through human capital to request it.

Dr. Phillips suggested that we consider adding Hindu holidays to this calendar, our emphasis on inclusivity calls for us to respect anyone from those faiths, who have kids in the public schools. Superintendent Skipper asked that if

there are particular one's members want to suggest to send them to Mr. Mazza or Katherine, and we could certainly see what can be added.

Mr. Green suggested that next year we do a survey to get a sense of what holidays students celebrate and also which holidays may be more or less important.

Chair Normand mentioned that this is the second time the calendar is brought to the committee but this is the first time the new members are seeing it, she asked the body to hold off until the next meeting to vote on the calendar.

- **2020 School Committee Meeting Schedule**

Chair Normand introduced the 2020 School Committee meeting schedule in its draft form and asked the Subcommittee Chairs to review it to make sure the dates are accurate and to forward any changes to Katherine.

At this time Chair Normand announced the Subcommittee chairs that have changed for 2020. Ms. Pitone is now chairing the Educational Programs and Instruction Subcommittee, Mr. Green will be chairing Finance and Facilities and Dr. Ackman will be chairing Rules Management. She requested that the three chairs of the subcommittees bring to the following meeting their agenda for the rest of the year, however well-developed it may be, to share it with the rest of the body.

- **EL Pathways and Goal Program Memo (for informational purpose)**

Superintendent Skipper introduced a memo from the District Administrator for ELE, Sarah Davila and Emily Blitz, who is the Department Chair at Somerville High School. This Memo is in response to information that the School Committee requested relative to where the Goal Program is.

The Gold program began roughly three years ago, in a very small pilot and has expanded since then to include 40 students. It was predominantly for over aged English language learners who would come in around 18-19 years old, and realistically would not be able to finish school given their age and the amount of family and life things that they have to deal with, in addition to going to school. We constructed a pilot program where we partnered with SCALE, our adult education program, to enable the students in their first year to attend the high school to get the basics around math literacy with ESL, and the beginnings of science. They then build on that by going over to SCALE to complete their requirements, and then they're able to get into the EDP program to get their diploma, if that's what they're choosing to do.

This was in response to an issue that manifested at the high school with our over aged English language learners, where they made up about 90% of the dropouts in a given year. In talking with the students and the staff we were able to identify that this was a program that might better serve young adults, being that 18-19 year olds.

Chair Normand then asked Mr. Mazza to speak to the School Improvement Plan schedule.

Mr. Mazza explained that the school improvement planning process changed, in the past, Principals and their teams would go in front of the Educational Programs Subcommittee to present their School Improvement Plans. This changed so that half of the Principals and their teams present to the full body of the School Committee and the other half will submit a memo to Educational Program for review in one rotation and vice versa the following year.

The John F Kennedy School will present to the full body on February 3rd, the Benjamin G. Brown School and the Capuano Early Childhood Center will present on February 24th, and on March 9th the West Somerville Neighborhood School and Next Wave/ Full Circle will present.

Superintendent then delivered the last of her district report.

Superintendent's Notes: *School Committee Meeting - Monday, January 13, 2020*

Welcome back and Happy 2020. I hope the winter break was restful and enjoyable.

As we move into the second half of the school year, I invite you to join us at a number of **school and district events**, and celebrate the outstanding work of our students and educators. School concerts are continuing through the end of this month. Please check the district website for dates, times, and locations. The **Beginners'**

Instrumental Concert will take place on Thursday, January 16 starting at 6:30pm at the Somerville High School Auditorium.

Among the many partners that support our students and staff year in and year out are the Duhamel Education Initiative (DEI) and the Medford/Malden Elks. DEI holds several fundraising events throughout the year to raise funds that support Somerville Public Schools educators through mini grants. DEI recently launched **The Duhamel Star**, a new program designed to not only raise funds, but also to recognize educators in our district. The Duhamel Star is a certificate of appreciation given as a donation to DEI in the honoree's name. Visit the DEI website (www.duhamelsomerville.org) to learn more.

For several years now, the **Medford/Malden Elks** organization has donated a dictionary to every third grade student in our district, and this year is no exception. We are coordinating with the Elks organization to have the dictionaries delivered this week, ensuring that every SPS 3rd grader has this important resource available to use at home. We are incredibly grateful for the support of partners such as DEI and the Medford/Malden Elks.

Every year, students from the Somerville High School CTE Program participate in the **SkillsUSA Fall Leadership Conference**. Participants receive intense training and then are able to demonstrate their mastery of the SkillsUSA Frameworks elements of personal, workplace, and technical skills, and earn the SkillsUSA Massachusetts Leader Award. Somerville High School was well-represented at the fall conference in late November, earning four gold medals, a silver, and a bronze at the event. Congratulations to the following SHS students for an outstanding performance:

- **Alex Albano, Suki Huang, & Jack Donovan** earned a Gold Medal in Community Construction
- **Carl Benjamin** - Gold Medal in Workplace Safety
- **Kyissa Almeida** - Gold Medal in Workplace Skills
- **Manal Khouti & Jarad Gorman** - Silver Medal in Personal Skills
- **Harrison Zorrilla-Romero** - Gold Medal in Framework Video Challenge
- **Alyssa Camara, Hiba Khouti, & Rajan Raut** - Bronze Medal in Technical Skills

All current 8th grade students in the district and their families are invited to a **Somerville High School Course Planning Night** information session on Thursday, January 30th. Students and families will have an opportunity to learn about the high school course selection process and to meet their student's future high school counselor. Interpretation will be provided. The event will be held at the SHS Auditorium (81 Highland Ave.).

Finally, a reminder that all schools and district offices will be closed on Monday, January 20th, in observance of **Martin Luther King, Jr. Day**. We invite you to attend the annual MLK Day Celebration, which will take place starting at 10:00am on Monday at the East Somerville Community School. This is a free family event that will include musical performances by El Sistema Somerville and the Somerville High School World Percussion Ensemble, as well as readings by student essayists. Following the program, the Beautiful Stuff Project will facilitate the creation of a community mosaic. This year, the Somerville Human Rights Commission will hold a benefit drive during the event to support Project SOUP. Attendees are invited to bring toiletry items such as shampoo, toilet paper, toothpaste, soap, and other toiletry items, to donate.

That concludes the Superintendent Report.

VI. REPORT OF SUMCOMMITTEES

A. School Committee Meeting for Rules Management: December 16, 2019 (Ms. Palmer)

Tabled.

B. School Committee Meeting for Finance and Facilities: December 16, 2019 (Mr. Green) Finance and Facilities December meeting.

In attendance were A. Green, I. Krepchin, P. O'Sullivan. Also in attendance were Finance Director Gorski, CS Director R. Paribello, Asst. CS Director A Guereque, School Committee Member elect Phillips and STA President Bridge.

Meeting convened at 6:04 pm

First item was the bill rolls and expenditure reports, the payments to move the SPS policy manual to MASC's service, which would make it searchable online for the first time ever have been made, which is why the "School Committee" budget line looks over budget. This expense should possibly be coded elsewhere. That line generally covers our MASC dues and conference expenses.

Ms. O'Sullivan moved and Ms. Krepchin seconded a motion to approve the bill rolls

Most of the meeting was spent discussing Community Schools. Community Schools has seen explosive growth in recent years, and have expanded our number of subsidized students dramatically though at most school's low income students may still be underrepresented. In recent years Community Schools has invested in language, special education, and early childhood services. Community Schools has also worked on School Committee's mandate from 2 years ago to spend down more of their carryover funds. They aim now for a buffer of about 300,000 as opposed to the close to \$1,000,000 they carried over 4 years go.

We adjourned at 6:40

MOTION: Motion by Mr. Green, seconded by Ms. Krepchin to accept the report of the School Committee Meeting for Finance and Facilities of December 16, 2019. Motion approved via voice vote.

MOTION: Motion by Mr. Green, seconded by Dr. Ackman to accept the December bill rolls. Motion approved via voice vote.

VII. NEW BUSINESS

A. MCAS Presentation

Tabled.

B. Somerville Public Schools Policy Manual

The following policy was presented for a first reading:

- File ECA: Building and Grounds Security

Superintendent Skipper spoke to and reintroduced this policy to the committee.

In many ways this policy codifies what the process is we use in Somerville Public Schools as part of our lockdown procedures, for all our building safety and security we coordinate heavily with Somerville Police and with the Somerville Fire Department. This also talks a little bit about the ability for us to make changes relative to things like electronic surveillance devices. The question that came up at the last meeting was whether or not there was facial recognition, there's not, these are using our cameras that are mostly on the outside of the buildings for perimeter, and they're mostly used in the event that there's a break in, as opposed to anything else. So there's no facial recognition technology, the city has a broader facial recognition policy that would supersede anything we do. Occasionally we get a grant, for example we received a grant from the Healy to be able to do the cameras in the building, and so that is something that we pursue as those opportunities come up.

Dr. Curley felt that he wanted to make sure this was put forward through Rules to reflect what the practice is that is already happening. There's also a piece in here about the badges; we've moved to electronic badges in the schools which has been amazing. It results in doors not being propped, teachers being able to come and go as they need to. Right now these badges are controlled through the Human Resource department and what that simply means is if a staff person leaves the badge is deactivated, if a staff person loses their badge we reported stolen and issue them a different badge. That's what's new, up until now it was really only the East Somerville Community School and the Argenziano School that had these badges. Currently, all of our schools have one entrance that has the key card, but the plan is to be able to expand that into buildings where there's a second entrance, it makes sense to have staff be able to come in.

Chair Normand explained to new members the way policies get developed. If there's an issue that gets brought up to the committee, it can come in many different ways, but often does at the regular meetings, it gets recommend to the Rules Management Subcommittee and they will work on it and vote it out to the full body once it's ready for a vote. The policy that you're seeing tonight has already been vetted by three members of the school committee and brought to the full body. Then we would put it to the agenda for two readings. Tonight is the first reading, which gives people time to, if they want to talk to constituents or get feedback but also to think and have a little more information to ponder before they come back for a vote at the second reading.

C. Field Trips (Recommended Action: approval)

March 13, 2020 – March 15,2020

The SHS Boys and Girls Indoor Track Teams will visit Armory Track in New York City. Students will pay for lunch and dinner and will travel via school minibus.

May 7, 2020 – May 9, 2020

The SHS Boys and Girls Spring Track Teams will visit White Plains High School in New York. Students will pay for lunch and dinner and will travel via school minibus.

MOTION: Motion by Mr. Green, seconded by Dr. Ackman, to approve the above listed field trips. Motion 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
Monetary	Beverly Schwartz	Somerville, MA	\$28,000	SPED Reading Programs

MOTION: Motion by Dr. Ackman, seconded by Ms. Krepchin, to accept this donation with gratitude. Motion carried via voice vote.

VIII. ITEMS FROM BOARD MEMBERS

Mr. Green

Brought up and suggested for Rules Management the Public Comment policy. It was never his intention to use as a habit or a way of excluding comment. The policy also called to be reviewed periodically and we're due for periodic update.

Dr. Ackman recalled that it was sent back to Rules within the past 6 months and it was thoroughly reviewed and the explicit logic was that the union is the voice for its member and employees, and SC members are put in office by constituents and by residents. There was a robust discussion, and that was where it was landed on.

Chair Normand asked the new chair of rules to go through the record of that and to give a chronology at our next meeting.

Ms. Pitone

Had a request from the superintendent for some feedback on the response to the SSEPACK letter that came in November of 2019. She requested that the letter be included in a future packet.

She made two additional requests pertaining to and email and letter from constituents that she would like forwarded through the superintendent to all the school committee members. The email was talking about equity issues regarding sports jackets and some students receiving jackets for playing into certain sports. The letter came from an ELL student athlete and it asked for study hall specific for athletes in place of these athletes taking Physical Ed.

IX. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the families of **Keith O'Donnell**; husband of Denise O'Donnell who is a paraprofessional at the Kennedy School, **Frances LoRusso**; past English teacher at Western Jr. High School, **Ann Tuccelli**; wife of retired WHCIS Principal Steve Tuccelli and **Joanne Peura**; mother-in-law to Lara Peura who is a Library and Media Specialist at the Brown School.

X. ADJOURNMENT

Meeting was adjourned via voice vote at 9:22 p.m.

Related documents:

Agenda
2020-2021 School Calendar
2020 School Committee Meeting Schedule
EL Pathways and GOAL Program Memo
File ECA: Buildings and Ground Security

Submitted by: K. Santiago

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – JANUARY 13, 2020 – 7:00 P.M.**

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. APPROVAL OF MINUTES

- November 4
- November 18

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- 2020-2021 School Calendar
- 2020 School Committee Meeting Schedule
- EL Pathways and GOAL Program Memo (for informational purpose)

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: December 16, 2019 (Ms. Palmer)

MOTION: To accept the report of the School Committee Meeting for Rules Management of December 16, 2019

B. School Committee Meeting for Finance and Facilities: December 16, 2019 (Mr. Green)

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

VII. NEW BUSINESS

A. MCAS Presentation

B. Somerville Public Schools Policy Manual

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

- File ECA: Buildings and Grounds Security

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Monetary	Beverly Schwartz	Somerville, MA	\$28,000	SPED Reading Programs

VIII. ITEMS FROM BOARD MEMBERS

IX. CONDOLENCES

X. ADJOURNMENT



AUGUST '20				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September '20				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October '20				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November '20				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December '20				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January '21				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2020-2021 School Calendar

February '21				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March '21				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April '21				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
24	25	26	27	28

May '21				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June '21				
M	T	W	TH	F
	1	2	3	4
	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Quarters

- 1st Quarter 9/2-11/9 (45 days)
- 2nd Quarter 11/10-1/26 (45 days)
- 3rd Quarter 1/27-4/7 (45 days)
- 4th Quarter 4/8-6/17 (45 days)

Half-Day Wednesdays

- Dismissal @ 11:30 (PK) Noon (K-8)
- Sept. 16
 - Oct. 14, 28
 - Dec. 9
 - Jan. 13, 27
 - Feb. 10
 - Mar. 10, 24
 - Apr. 7
 - May 12, 26

Jun. 9

Important Dates

- August**
31 – 1st day for Staff Prof. Devel.
- September – 19 days**
1 – Staff Prof. Development, Para’s report
2 – 1st day for students 1-12 (1/2 day)
4 – No school (Offices Open)
7 – No school - Labor Day
8 – 1st day for Kindergarten and Pre-K Students
18 – Rosh Hashanah begins
27 - 28 – Yom Kippur

- October – 21 days**
5 – No school – Indigenous Peoples’ Day
- November – 17 days**
3 – No school – Election Day Prof. Devel. 8-12/ PTA Conf. 12:30 – 2:30
11 – No School – Veterans Day
25 – Begin Thanksgiving Recess at noon

- December – 17 days**
10 – 18 - Hanukkah
23 – Begin Winter Recess (Includes Christmas – 12/25 and Kwanzae – 12/26)

- January – 19 days**
1 – No School – New Year’s day
4 – Classes resume
18 – No school – Martin Luther King Day
- February – 15 days**
12 – Lunar New Year
15 - 19 – February Vacation (includes Presidents’ Day)

- March – 23 days**
27 – Passover begins

- April – 16 days**
2 – No school - Good Friday
4 - Easter
19-23 – April Vacation (includes Patriots Day)
12 – Ramadan begins

- May – 20 days**
12 - 13 Eid al-Fitr
28 – Class Day (Tentative)
31 – No school – Memorial Day

- June – 13 days**
7 – Graduation (Tentative)
17- Last day of school (180 days)
24- 185th day

Prof. Dev. for teaching staff

○ Half-Day ALL students PK-12

☆ Special Dates for Seniors

Major Religious & Cultural Holidays

Dates underlined above represent the district’s major religious and cultural holidays. Observance of Jewish and Islamic holidays begins at sundown of the preceding day. Somerville Public Schools staff members will do their best to refrain from scheduling one-time events, field trips, athletic competitions, auditions, tests, quizzes for these days. Long-term assignments will not be due on the day of or the day after one of these holidays.
* Estimated

For more information or for any questions, please contact Katherine Santiago-ksantiago@k12.somerville.ma.us

School Committee Meeting Dates - January - June 2019

DRAFT

Date	Meeting	Location	Time
1/6/20 (Monday)	Inaugural Ceremony	City Council Chambers- City Hall	5:30 p.m.
1/13/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
1/15/20 (Wednesday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
1/22/20 (Wednesday)	Rules Management Subcommittee Meeting	Main Conf. Room- Edgerly	3:00 p.m.
1/27/20 (Monday)	Educational Programs & Instruction Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
1/27/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
1/29/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	6:00 p.m.
2/3/20 (Monday)	Rules Management Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
2/3/20 (Monday)	Regular School Committee Meeting: 1 SIP (tentative)	City Council Chambers- City Hall	7:00 p.m.
2/10/20 (Monday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
2/10/20 (Monday)	School Committee Annual Meeting with the Council of PTA's	Main Conf. Room- Edgerly	7:00 p.m.
TBD	School Committee and SEPAC Meeting	TBD	TBD
2/24/20 (Monday)	Educational Programs & Instruction Subcommittee Meeting	Main Conf. Room- Edgerly	6:00 p.m.
2/24/20 (Monday)	Regular School Committee Meeting: 1 SIP	Main Conf. Room- Edgerly	7:00 p.m.
2/26/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	6:00 p.m.
3/9/20 (Monday)	Rules Management Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
3/9/20 (Monday)	Regular School Committee Meeting: 2 SIPs	City Council Chambers- City Hall	7:00 p.m.
3/11/20 (Wednesday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
3/11/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	7:00 p.m.
3/23/20 (Monday)	Educational Programs & Instruction Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
3/23/20 (Monday)	Regular School Committee Meeting : 2 SIPs	City Council Chambers- City Hall	7:00 p.m.
3/25/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	6:00 p.m.
3/25/20 (Wednesday)	Long Range Planning Subcommittee Meeting	Main Conf. Room- Edgerly	7:00 p.m.
4/6/20 (Monday)	Rules Management Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
4/6/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
4/8/20 (Wednesday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
4/8/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	7:00 p.m.
4/27/20 (Monday)	Educational Programs & Instruction Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
4/27/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
4/29/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	6:00 p.m.
5/6/20 (Wednesday)	Budget Hearing	ESCS Auditorium	6:00 p.m.
5/11/20 (Monday)	Finance and Facilities Meeting of the Whole	City Council Chambers- City Hall	6:00 p.m.
5/11/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
5/13/20 (Wednesday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
5/13/20 (Wednesday)	Rules Management Subcommittee Meeting	Main Conf. Room- Edgerly	7:00 p.m.
5/18/20 (Monday)	School Choice Public Hearing	City Council Chambers- City Hall	6:45 p.m.
5/18/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
5/20/20 (Wednesday)	Educational Programs & Instruction Subcommittee Meeting	Main Conf. Room- Edgerly	6:00 p.m.
5/20/20 (Wednesday)	Finance and Facilities Meeting of the Whole (HOLD)	Main Conf. Room- Edgerly	7:00 p.m.
5/29/20 (Friday)	SHS Class Day	SHS	9:00 a.m.
6/1/20 (Monday)	SHS Graduation (Tentative)	Dilboy	5:30 p.m.
6/3/20 (Wednesday)	Full Circle Graduation	Armory	5:00 p.m.
06/3/20 (Wednesday)	SCALE Graduation	ESCS Auditorium	6:00 p.m.
6/8/20 (Monday)	Rules Management Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
6/8/20 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
6/15/19 (Monday)	Educational Programs & Instruction Subcommittee Meeting	City Council Chambers- City Hall	6:00 p.m.
6/15/19 (Monday)	Regular School Committee Meeting	City Council Chambers- City Hall	7:00 p.m.
6/17/20 (Wednesday)	Executive Session	Main Conf. Room- Edgerly	6:00 p.m.
6/17/20 (Wednesday)	Finance and Facilities Meeting of the Whole	Main Conf. Room- Edgerly	7:00 p.m.

1/9/2020

To: Mary Skipper, Superintendent of Schools
From: Sarah Davila, District Administrator of Programs and Emily Blitz, ELE Department Chair, SHS
Date: December 16, 2019

Re: Update on English Learner Pathway Programs at Somerville High School

- **GOAL Program in partnership with SHS and SCALE**

22 students enrolled in GOAL Seminar at SHS

5 or 6 of these students are ready to transition to SCALE in January 2020
(fully or in a hybrid model)

6 enrolled at SCALE and working towards Adult Diploma

4 graduates from GOAL to date

Please see attached EL Department Spotlight (11/18/19) with GOAL Program details

- **Early College Program at Cambridge College**

12 Juniors enrolled and attending college level course supported by Seminar at SHS

Please see attached EL Department Spotlight (9/23/19) with Early College Program details

- **Enroot**

80 SHS EL Students participating in mentoring, tutoring, internships, and leadership development opportunities

Please see link for Enroot Program details <https://www.enrooteducation.org/>

File: ECA - BUILDINGS AND GROUNDS SECURITY

School buildings, building contents, sites and site facilities constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the School Committee to exert every reasonable means to protect the investment adequately.

Security means more than having locks and making certain that doors are locked at the proper times. Security also means:

- minimizing fire hazards
- reducing the possibility of faulty equipment
- keeping records and funds in a safe place
- protection against vandalism and burglary

It shall be the policy of the School Committee to protect the Somerville Public Schools' sites, site facilities, buildings and building contents against attempts at vandalism, destruction or unlawful entry. The School Committee authorizes and directs the Superintendent, in coordination with the Somerville Police Department, to develop and implement a program of security for the school district's buildings, building contents, sites and site facilities. The Superintendent is authorized to institute, as she or he deems desirable, the use of electronic surveillance devices and the use of security services to safeguard school buildings.

The Human Resources Department is responsible for activating and de-activating electronic access badges for all SPS employees. Principals in each school shall be responsible for maintaining physical control of access badges and keys over the summer, and shall be responsible for use of the school by any staff under their jurisdiction.

The Superintendent shall inform all school principals that it is the policy of the Somerville Public Schools that all school doors always be secured from the outside to prevent unauthorized entry to school buildings, and that all individuals entering the building after the beginning of school report first to the main office.

Adopted: