

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, April 22, 2019 – Regular Meeting**

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

**Members present:** Mr. Futrell, Ms. O’Sullivan, Dr. Ackman, Ms. Normand, Mr. Green, Ms. Pitone, and President Ballantyne.

**Members absent:** Ms. Palmer (7:15 p.m.), Mayor Curtatone.

**I. CALL TO ORDER**

Chair Normand called the meeting to order at 7:04 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked Superintendent Skipper to call the roll, results of which were as follows: PRESENT – 7 – Mr. Futrell, Ms. Pitone, Dr. Ackman, Ms. O’Sullivan, Ms. Normand, Alderman Ballantyne and Mr. Green. ABSENT – 2 – Ms. Palmer (7:15 p.m.) and Mayor Curtatone.

**II. REPORT OF STUDENT REPRESENTATIVES**

Ms. Nash gave a quick report:

- Parker Conley, Patrick Raftery, David Botchway and Aman Shrestha won the Massachusetts grand prize of \$10,000 in the Biogen Spark Video contest. The money will go to the Media Program at SHS.
- Two groups of students and staff traveled to France and Italy over April break.
- Today was the first day of classes since the school gym was closed off for the building project.

**III. PUBLIC COMMENT**

No public comment this evening.

**IV. ITEM A FROM NEW BUSINESS TAKEN OUT OF ORDER**

**A. SFLC Redesign Plan**

Chair Normand asked Sarah Davila to the podium for this presentation. Superintendent Skipper introduced this presentation by offering a compliment to the SFLC and PIC staff for having embraced the new 5-year strategic plan in order to streamline the many services they offer, and by thanking Dr. Davila for her leadership.

Dr. Davila started off the presentation with a 6-minute video of the strategic planning process. She talked about the work they do, which starts with prenatal work, through supporting families and on to adult education and beyond. The motivation behind starting the strategic planning process was to make sure they are doing the very important work they do, the best they can. They wanted to look at the entire organization and make it very inclusive, so every staff member was involved. They wanted to build on the expertise and talent that is already there, to figure out how to improve and align the services and connections to families. The process was fast and intense, it started in September with biweekly meetings, and they formed a strategic planning working group, but then reached out to all staff members through surveys and focus groups. They researched other communities and alternative models, like Springfield, who has an incredible model for family engagement. And in turn produced what they believe is a great vision for the next 5 years. What they found through coming together is that they really want to build a comprehensive family and community resource and learning center, with equity at the core, equity within the staff and by promoting equitable access for the community. Dr. Davila then introduced Nomi Davidson, Director of SFLC. Ms. Davidson introduced about 15 members of their staff who were in attendance. They each approached the podium and spoke a little bit about the work they do.

Ms. Palmer arrived at 7:15 p.m.

Dr. Davila rejoined the podium and continued the PowerPoint Presentation, speaking more in depth about the five-year strategic planning goals.

## SOMERVILLE FAMILY LEARNING COLLABORATIVE 2019-2024 STRATEGIC PLAN: FIVE YEAR GOALS

### Goal #1: A Comprehensive Family and Community Resource and Learning Center

Launch a comprehensive “Somerville Family Learning Collaborative” that engages with families and the community to identify needs and provides equitable and streamlined access to wraparound services, social-emotional supports, early childhood supports, community resources, school enrollment, and other needed services

*Strategies*

**1. Reimagine and redesign space in alignment with vision for new center**

- Conduct comprehensive assessment of existing space
- Develop plan for reorganization/redesign of space with the support of experts, if possible (consider working with design students from an area university to help reimagine space if funds are not available for a consultant)

**2. Rebrand the SFLC and PIC to reflect fully integrated services for families**

- Develop plan to rebrand and launch SFLC & PIC as a combined comprehensive center
- Redesign all public materials (e.g., website, flyers, etc.)

**3. Establish regular cycles for gathering, analyzing and reflecting upon relevant quantitative and qualitative data and goal setting**

- Establish benchmarks for survey indicators and create target metrics for the future
- Establish processes to document the impact of the center (e.g., number and demographic of people served in different service areas)
- Establish consistent processes for gathering and reflecting on feedback from those who participate in programming

**4. Formalize partnerships with outside agencies and organizations**

- Develop MOUs with community partners and agencies to formalize and clarify relationships and expectations
- Create an advisory council of district and community leaders to guide the work of the

Somerville Family Learning Collaborative

*Possible success measures*

- Surveys indicate that families find it easy to access the services they need via the school system
- Partners and department meet at least annually to reflect on relationship, revisit expectations laid out in MOU, and adjust course as needed
- Quantitative and qualitative evaluations of programming indicate programmatic impact and satisfaction from participants
- Center touches XX% of Somerville families each year, and XX% of families in targeted populations (specific percentages to be determined once baseline data is established)

*Conditions for Success*

- Commitment from district to maintain accessible, adequate, and welcoming physical space
- Data capacity
- Include SFLC/PIC Department review within the School & Department Improvement Cycle
- Collaboration with Communications Department for rebrand and launch of Center

**Goal #2: A Welcoming and Empowering School System for Families & Community Members**

Create a system in which families and community members, regardless of their background, feel welcomed by every SPS school and department they interact with and, through those interactions, are empowered to support the learning and development of the young people in their lives

## *Strategies*

### **1. Build a culture in which school and district staff and leadership feel responsible for and take a proactive role in welcoming and empowering families to be engaged participants in their children's learning**

- Provide training and resources (either in-house or using external trainers) to school and district staff and leaders on research-based family engagement strategies proven to improve student outcomes
- Work with district leadership to "pilot" family engagement ownership at some schools

### **2. Implement shared accountability for family engagement across the district**

- District leadership (e.g., School Committee, Superintendent) develop and communicate district wide goals for family engagement
- Include family engagement metrics in school leader evaluation and accountability

## *Possible Success Measures*

- Surveys indicate:
  - families feel increasingly welcome at their school and at district related events
  - families are having increasing numbers of interactions with their school
  - a positive change in parents' reporting on their ability to support their children's learning
  - district staff believe about family engagement is a key lever for improving student outcomes and they believe they are personally responsible for playing a role in engaging families
- Increase at school level in number of home visits, positive phone calls home, touch points with families

## *Conditions for Success*

- Collaboration with District Survey Task Force
- Alignment with Systems for Student Success initiative
- Incentives for Family Engagement Pilots at Schools
- Family Engagement Goals included in every School Improvement Plan
- Seek and secure funds to implement program models for Home Visits and family supports
- District support for educator professional development in effective family engagement practices
- Ongoing professional development and leadership capacity-building in culturally responsive practices
- Ongoing professional development for non-instructional staff (secretaries, food service, utility aides, etc.) in culturally responsive practices

### **Goal #3: An Equitable, Sustainable, and Efficient Staffing Model with Pathways for Growth and Development**

Establish an equitable, sustainable, and efficient staffing model for family and community engagement and empowerment that supports a culturally, racially, and linguistically diverse staff reflective of the community and provides clear pathways for staff growth, development, & leadership.

## *Strategies*

### **1. Redesign and reorganize departmental structure and roles and responsibilities to reflect organizational priorities**

- Assess current staffing model for efficiency, compensation equity, and alignment with long term goals and vision

- Ensure that all staff are provided with the basic tools needed to be successful in their positions and make sure those tools are budgeted for when considering the full cost of positions

**2. Establish a clear system for gathering, analyzing, and reflecting on quantitative and qualitative data about staff satisfaction, growth, and performance**

- Develop and implement a consistent annual staff engagement survey and build in designated time to reflect on and respond to results

**3. Assess professional growth and capacity needs and develop professional development plan for staff**

*Possible Success Measures*

- Employees report in annual staff survey that there are clear pathways for growth, development and leadership
- Regular review of staff positions and salary demonstrate compensation parity/equity with similar positions elsewhere in the district
- Feedback on exit surveys for departing staff
- Analysis of staff show progression in leadership/responsibility over time
- Staff turnover levels

*Conditions for Success*

- Employees report in annual staff survey that there are clear pathways for growth, development and leadership
- Regular review of staff positions and salary demonstrate compensation parity/equity with similar positions elsewhere in the district
- Feedback on exit surveys for departing staff
- Analysis of staff show progression in leadership/responsibility over time
- Staff turnover is low; exit surveys for departing staff indicate

**Goal #4: A Robust, Transparent, and Sustainable Funding Model**

Establish a robust, transparent, and sustainable funding model for family and community engagement and related services, supported by a clear, consistent annual budgeting and planning processes.

*Strategies*

- 1. Clarify and rationalize departmental budget to accurately reflect the positions and work streams housed within the center**
- 2. Develop and implement an annual budgeting and planning process aligned with district cycles and driven by reflection on departmental data**

*Possible Success Measures*

- Documented budgeting and planning process that is implemented on an annual cycle
- Employees report in annual staff survey that they find the budgeting and planning process transparent and clear
- Established time/cycle for reflection on data and planning

*Conditions for Success*

- Collaboration with Finance Office and Human Resources Department
- Unified SFLC/PIC Budget

Please see PowerPoint presentation in related items.

Ms. Palmer made a comment of gratitude to SFLC, and reminisced about the time when her son was part of the SFLC Playgroups.

Ms. Normand also thanked everyone present for the work they do, and expressed how very fortunate our district is to have each and every member on their team.

Superintendent Skipper initiated a round of applause for Dr. Davila and her team she thanked them as well.

**V. ITEM A FROM REPORT OF THE SUPERINTENDENT TAKEN OUT OF ORDER**  
**A. DISTRICT REPORT**

- Principal Assignment Recognition

Superintendent Skipper announced that over the past few weeks there have been several on-going Principal searches. Tonight we begin with the first of those appointments, introducing a special individual who has worked in many positions in our district, showing examples of excellence in each one, be it Teacher, Redirect Teacher, Assistant Principal and now the first Latina Principal here in Somerville Public Schools, Principal Glenda Soto.

Ms. Skipper invited Principal Soto to the podium to accept their gratitude and say a few words.

Principal Soto thanked Superintendent Skipper, she spoke about her journey and having worked in Education for the past 20 years. She would have never imagined being here today, 4 daughters and 4 grandkids later she is proud of how far she's come. She came to Somerville in 2010 and life hasn't been the same since. She shared that it has been very rewarding and for that there are a few people she would like to thank. She thanked Mr. Felix Caraballo, Assistant Principal at the Capuano School, for bringing Somerville in to her life. She thanked Dr. Holly Hatch, Principal of the ESCS, for trusting in her and bringing her in to the district. She thanked Dr. Vince Mackay, former Assistant Superintendent of Curriculum, Assessment and Instruction, for seeing in her what she didn't see in her self that led her to become an administrator. Lastly, Superintendent Skipper for trusting what Dr. Mackay saw, and allowing her to become an administrator of this district. She closed out by expressing her appreciation and love for the kids, who she continues to do the work for.

Then members of the School Committee each shared their gratitude for Principal Soto.

Ms. Palmer shared an anecdote of when her son attended the East Somerville Community School and Principal Soto was a Redirect Teacher, she was awestruck by her energy, her commitment to and interactions with the kids and adults alike.

Mr. Futrell congratulated Principal Soto, and said the Argenziano School is better now for having her, and thanked her for her service to the children.

Ms. Pitone echoed her colleague's comments, and reminisced on the first time she met Principal Soto during one Summer Program. She remembers having an immediate appreciation for Principal Soto's sense of professionalism and focus on a systemic approach to solving problems. Taking an important program that was serving so many students and saying, hey we can do this and we can do it better, and leaving it in much better shape than how you found it was very impressive to see. She is thrilled to see Principal Soto in this new leadership position.

Mr. Green spoke about the Argenziano Parents and how they stand behind Principal Soto and are always ready to defend her at all costs. He said this speaks volumes of the kind of leadership she brings, and he can't wait to see what happens next.

Chair Normand also got to know Principal Soto through summer school and agreed with Ms. Pitone, that Principal Soto is a systems thinker who cares deeply for individuals. She shared that summer school was a patchwork of services before, and Ms. Soto made it a real program with a single point of entry and nurses in the buildings. She added that not only is she a principal and a mom, she is also on the Somerville Education Foundation, bringing a very important educator perspective to this foundation. The Argenziano is lucky to have

her, the whole district is lucky to have her.

Superintendent Skipper expressed that Somerville is a better District for having Principal Soto as a part of its leadership. She stated that it's an honor to serve with her as she continues to lead the Argenziano and congratulated her once more.

The meeting recessed at 7:45 for a 5-minute congratulatory celebration.

The meeting reconvened at 7:52.

- Pre-K and K Enrollment Update

Superintendent Skipper mentioned a short memo that went out regarding Pre-K and Kindergarten Assignments; she invited Regina Bertholdo to the microphone to answer any questions, but first gave a quick update on enrollment. As you may know the lottery was completed the Friday before April vacation and assignments were sent out for Pre-K and K. The good news is the numbers are up and very strong. There are areas of the city that have more demands based on proximity, but we are doing our best to accommodate, there are waitlists and so parents have been notified. We are actively looking at the waitlist and trying to find other strategies to potentially address it. In general, the West Somerville Neighborhood School and the Albert F. Argenziano School are the two areas that have a very young population of students that we are trying to accommodate.

Ms. Palmer first congratulated Ms. Bertholdo on 88% of families getting their first choice. She then asked about the 12% of placements who did not get their first choice, she asked some questions on behalf of these families. Can you be on more than one waitlist for more than one school and how does that work?

Ms. Bertholdo responded that this year they are doing things a little different, because of the large population of students at the WSNS; they are allowing students to be on more than one waitlist. Usually students are put on a waitlist for their first choice school, but when parents return their waitlist return forms, they could list up to 3 schools to be waitlisted for. There is a deadline for the waitlist return forms, and then other factors will be taken into account like, proximity, sibling priority and the ranking of the original lottery form, when making the final decisions.

Ms. Palmer asked the deadline date for the Waitlist Return Forms. The deadline is Friday May 3, 2019.

Ms. Palmer also mentioned that some parents were not aware that if their proximity school is not listed as a first choice, you lose the proximity priority. She asked Ms. Bertholdo to speak about this.

Ms. Bertholdo explained the way the lottery is done. Students are given 5 choices with sibling priority and programs being the criteria for assignments, having students in several levels of SEI and students who receive special education classes who are integrated in both standard and Special Ed classes, and these are called programmatic assignments. But sibling priority and proximity priority to your first choice school being the following criteria guaranteeing your proximity school as a second choice is giving two first choices.

President Ballantyne asked if the Parent Information Center has been able to assign all the kids for Pre-K at the WSNS if they have a sibling who attends the school.

Ms. Bertholdo replied no, and explained that the WSNS only has 18 seats for Pre-K, with no sibling or proximity priority for any of the pre-K programs. They received 248 Pre-K registrations, all students were assigned a seat, not necessarily within their first, second or third choice but were all assigned a seat. Right now all schools with only 18 seats have a wait lists, which are the Argeanziano, the WHCIS, and the WSNS. At the Healey where we have a mix of head start and regular education classrooms all the seats are filled and there are seats still available at the Capuano.

Conversation ensued about the different waitlists and how they work. They also spoke about community schools and the need for parents to know where their students are attending before the lottery in order to enroll in Community Schools.

Superintendent Skipper thanked Regina for all her amazing work.

- Diversity, Equity and Inclusion Memo

Superintendent Skipper invited Dr. Jessica Boston Davis to the microphone; she said Jessica has contributed so much in her fellowship this past year, leading in equity and inclusion. She asked Jessica to share a recap, much like she did in the memo, of the many things that we are currently working on, including the equity policy that is now in draft form for School Committee.

First Dr. Abeyta gave some background information on the equity update, she said this began on November 1, 2017, when she wrote a policy about explicit initiatives that we were doing in Somerville Public Schools. As you know we have made slow progress, because equity work does not happen overnight. She added that on her second week on the job Superintendent Skipper had asked her to put together a District Instructional Leadership Team. On year two with this team they were introduced to RIDES, The Harvard Reimagining Integration, Diversity and Equitable Schools Initiative, and this is where equity came in. While the ESCS was being train and giving professional development, at the same time the District Instructional Leadership Team was doing the same work. At the end of planning with the RIDES Initiative last year, they asked themselves what they could do to make a difference, and the best thing to do was shift the focus of the DILT and dedicated to equity. Jessica joined their team this year and so she asked Jessica to speak a little more about the work that was done this year.

Dr. Davis thanked Dr. Abeyta and Superintendent Skipper, she then presented the Equity Memo and explained it at a high level overview.

To: Somerville School Committee  
Date: April 22, 2019  
Re: Update on Equity

SPS defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community. This is different from equality, which means providing each individual student with the exact same conditions or resources regardless of need.

The purpose of this memo is to describe the updates on the work to advance equity in the district. Specifically, this memo aims to answer the following two questions:

- 1.) What explicit work are we doing regarding staff recruitment and equity training?
- 2.) What strategies have we put in place to ensure that equity is advanced for all students?

### ***Explicit Recruitment and Professional Development for Equity***

- *Recruitment of Diverse Staff:*

#### *Hiring Policy*

This year, the SPS School Committee created and passed the Workforce Diversity Policy. The goal of this policy is to diversify staff to better reflect the District's diverse student population. Under this policy, best efforts should be made to include at least two candidates from underrepresented racial or ethnic minority groups in the applicant pool for interview.

#### *Teacher Diversification Grant from DESE*

The District very recently received a Teacher Diversification grant from DESE. The grant proposal outlined a human capital strategy that starts with recruitment and the development of a teacher pipeline involving high school students and paraprofessionals.

#### *Diversity in Leadership Positions*

There has been an increase in diversity at Cabinet level positions over the past three years. When applicants see diversity in key leadership positions, it makes it easier to recruit a diverse staff.

#### *Recruitment Fairs*

Human Resources has participated in the following recruitment fairs:

- Massachusetts Partnership for Diversity in Education Recruitment Fair
- NEMNET Minority Recruitment Fair

- *Harvard Reimagining Integration Diverse and Equitable Schools (RIDES) Project (SY 2016-2018):*

The RIDES Project works in partnership with schools, districts, and charter management organizations that are already racially and economically diverse to “reimagine integration” as a way to disrupt systemic inequity. The RIDES Project offers research and practical tools that support reimagining integration. This includes strong academics, a sense of belonging, a commitment to dismantling racism, and an appreciation of diversity. From 2016 – 2018 East Somerville Community School and the central office staff (the District Instructional Leadership Team) received training simultaneously. While the partnership ended in 2018, due to the Harvard Graduate School of Education going in a different direction with the project, the work at East Somerville continued with training from the New York City Leadership Academy.

- *SPS Administrative Team Development Meetings*

The District Instructional Leadership Team created and are currently facilitating the following professional development opportunities for all District administrators:

- Development Sessions with the New York City Leadership Academy (four in total)
- Development session with Dr. Tyrone Howard of University of California Los Angeles
- Development session with Facing History and Ourselves
- Professional Learning Community Book Groups
  - Administrators had the opportunity to choose one of three PLCs focused on advancing equity -- 1.) Humanity: Experiences of Sameness and Difference, 2.) History and Context: Understanding Structures and Systems of Inequity, and 3.) What Does Change Look Like: Applied Leadership for Equity.
  - Each PLC offered several book selections. Each administrator chose one book to focus on this year with a group of at least two other administrators.

### ***Strategies and Programs to Advance Equity***

Below is a list of programs and initiatives that SPS has implemented (or will implement in the future) to ensure our students receive a high quality and equitable education. Please note that this list highlights key initiatives and programs provided at the district level and does not include, specifically, what individual schools may be implementing.

### ***Academic Programming***

- Expansion of Pre-K: We recognize that to close the opportunity and achievement gaps, we need to start at Pre-K. Thus, over the years we have expanded Pre-K offerings to five schools city wide: Capuano, Argenziano, West, Winter Hill, and Healey.
- As SPS expanded Pre-K, Pre-K seats were added to Community Schools.
- Last year, Community Schools introduced a sliding scale and scholarships to create access for economically disadvantaged students for their year round and summer programs.
- To meet the needs of our English Language Learners (ELLs), the district created the following: a pilot ELL after school program at Argenziano and, in 2016, to target beginning level ELLs at the high school, the GOAL program was created to help students stay in school and prevent drop-out amongst at-risk ELLs.
- In analyzing programs and feedback from families, it became evident that the district needed programming for middle grade students after school. To meet this need, the district has expanded partnerships with the following programs for the 2017-2018 school year: Citizen Schools, Breakthrough Greater Boston, Boston Debate League, The Calculus Project, and El Sistema. These programs are free for families and were strategically placed at schools where there are concentrations of economically disadvantaged students.

## **Family Engagement**

- Several schools have a whole school improvement goal of recruiting parents to their school councils to further represent the school's student diversity.
- SFLC (Somerville Family Learning Collaborative) programs are designed to create a district-wide system that is equitable and accessible to all members of the community. The SFLC's mission is to increase the capacity of families and schools to support children's learning and development through:
  1. **Multilingual Services** to provide language access and equity in home-school communication;
  2. **Multilingual Needs Assessment:** survey families to assess need for afterschool, summer programming, and family supports to analyze changing needs and create programming that will level the playing field for all families;
  3. **Information, Referral, and Resources:** multilingual access to basic needs: Food, housing, clothes, childcare, healthcare, Know your Rights and legal services;
  4. **Interpretation** at Parent-Teacher Conferences and meetings. Translation of school flyers and district documents;
  5. **School-Based Family and Community Liaisons:** A multilingual team to improve equitable outreach and to remove barriers to communication. SFLC Liaisons work to strengthen home-school and community connections by focusing on parent leadership development, family engagement opportunities linked to student learning, and resource and referral for high needs families;
  6. **English Classes for Parents and Guardians** with a focus on school-related topics and to provide language access and equity in home-school communication;
  7. **Leadership opportunities** for Parents and Guardians to reach more proportional representation on School Councils and Committees and to develop equity in shared-decision making processes;
  8. **IMPACT:** The Immigrant Multilingual Parent Action Team (IMPACT) is a group of parents developing leadership skills in order to advocate for children and families and have an impact on decision making in our schools;
  9. **Parent Leader Program:** in collaboration with the Welcome Project, Parent Leaders work with Parent English Classes in a popular education model;
  10. **Professional development to staff** (Teachers, Paraprofessionals, Administrators, Food Service Staff) in cross-cultural communication;
  11. **Provide multiple opportunities for engagement** that foster parent-to-parent networks and information sharing;
  12. **SomerBaby Welcome Bags** are offered to under-resourced families who may be challenged by poverty or language barriers. Parents of newborns are provided information, resources and connections to help establish a support structure early in a child's life;
  13. **Parent Support Groups:** *Sharing our Stories* Support Group for Families with young children with special needs;
  14. **Workshops and learning opportunities** for parents and guardians in four strands (Family in the Community, Leadership and Advocacy, Teaching and Learning, The Whole Child);
  15. **Identify and leverage cultural brokers** to foster culturally responsive relationships between parents/families, teachers, and other educators;
  16. **Early Literacy Home Visiting Program:** The Somerville Parent Child Home Program is a school readiness and family support program for parents and their children. Multilingual Early Literacy Home Visitors work with families with children between 18 months and 4 years old and focus on developing language, literacy and school readiness skills for immigrant families;
  17. **Playgroups for Birth to 5 years:** Universal access- parents and caregivers with infants, toddlers and preschool children in Somerville meet and play in age and language-based groups offered in English, Spanish, Portuguese, Nepali, and Arabic;

18. **Family Talk Campaign** to raise awareness with families about the importance of back-and-forth conversation in developing expressive language, engaging with children about what they are learning at school, and supporting student aspirations for the future;
19. **Community Leaders Resource Team:** host quarterly meetings for community programs and agencies staff on topics facing students and families (immigration, housing, mental health, substance abuse, food security);
20. **Sanctuary City/Sanctuary Schools:** develop and disseminate information, supports, and resources for students, families, and educators.

Dr. Davis stated that this memo outlines some of the current initiatives and planning for future initiatives around equity at a high level, thinking about the staff, both recruiting and retaining diverse staff, and the efforts going on around that. She mentioned the new hiring policy that was recently passed, and a new teacher diversification grant, which was just awarded to the Somerville District. In addition, there have been some great professional development opportunities for district admin, which have been strong and well-rounded. There have been a number of strategies, similar to what was talked about here today with the expansion of Pre-K and the remarkable presentation from SFLC and all they are doing in the community. Dr. Davis shared that there is still a lot of work to be done, but she feels encouraged to know the efforts of the district and of the School Committee are recognizing that and are eager to continue to advance equity in the future.

Mr. Green thanked Dr. Davis for her update. He said a lot of places mistake anti-discrimination work for equity work, and he is glad to see we are truly doing equity work. He would like to know what work is being done around anti-discrimination, particularly pertaining to recent incidents locally and nationwide.

Superintendent Skipper responded and said that the district is approaching this on a lot of different levels. In particular, with the anti-Semitism we just had a training on facing history and ourselves for the entire leadership team, which is made up of 52 administrators. We also just had a great parent meeting called "let's Talk Race", facilitated by Dr. Davis. One of the things they began with was identifying the types of bias and discrimination, both micro and macro, that are going on within society and what we can do to change those. The focus for next year will be Equity and Excellence, starting with the director position being posted next week.

Conversation ensued about the equity work around the district.

Chair Normand thanked Dr. Davis for the work she has done.

Superintendent Skipper then gave her district report.

Congratulations to Somerville High School English teachers Lindsay McCracken and Meagan Spinelli for receiving the **Partners in Excellence teaching award** from Mass Insight Education and Research for their exemplary work in the organization's Advanced Placement STEM and English program. Ms. McCracken and Ms. Spinelli were among only 29 AP educators across the Commonwealth to receive this recognition for outstanding contributions to student success during the 2017-2018 academic year. Thank you for your commitment to Somerville students, and for making such an incredible impact in our community.

The Somerville Public Schools Music Department, under the leadership of our outstanding Director of Music, Rick Saunders, was awarded a **Berklee Urban Service Award** at their annual awards ceremony this past weekend. The Berklee Urban Service Awards celebrate Berklee students, faculty, staff, alumni, and surrounding community members who work for social change in the Great Boston area, honoring people who make a difference in Boston area communities. Under Mr. Saunders' guidance and leadership, the Somerville Public Schools music department provides numerous opportunities for students to be involved in active music-making and to share their musical talents and passion with the community at large. Congratulations to Rick and his outstanding team, as well as to the hundreds of students who bring music to our schools and to our hearts throughout the year!

We invite you to join us in celebrating **Screen-Free Week** from April 29<sup>th</sup> through May 5<sup>th</sup>. Screen-Free Week is a national event designed to encourage us to unplug, spend time with family, try some new activities, and get outdoors. If you need some ideas on screen-free ways to stay active, take a quick glance at our Screen-

Free Week website ([www.somerville.k12.ma.us/sfw](http://www.somerville.k12.ma.us/sfw)), then plan to unplug from your screens for a week and make some new, fun memories with family and friends.

**Parent-Teacher Conferences** continue this week and next week with the following school conferences coming up:

- Thursday, April 25<sup>th</sup>, 6:00-7:30pm – Somerville High School
- Thursday, April 25<sup>th</sup>, 6:00-7:30pm – Argenziano School
- Tuesday, April 30<sup>th</sup>, 6:00-7:30pm – East Somerville Community School

The annual **Spring String Fling** takes place on Thursday, May 2<sup>nd</sup>, 6:30-8:00pm at the Somerville High School Auditorium. Enjoy performances by several of our string programs at this free family event.

Also on Thursday, May 2<sup>nd</sup>, from 6:00-8:00pm, we will be presenting our 2019-2020 proposed district budget to the School Committee at a public **Budget Hearing** at the East Somerville Community School auditorium. This event is open to the public, and includes an opportunity for public input.

Then on Thursday, May 9<sup>th</sup>, please join us at the Somerville High School Auditorium for the annual **All-City Middle Schools Concert**, where you will enjoy performances by middle grades music ensembles from across the district.

**B. Personnel Report**

**VI. APPROVAL OF MINUTES**

- March 18, 2019

MOTION: Motion by Mr. Futrell, seconded by Dr. Ackman, to approve the minutes from March 18, 2019, seconded.

President Ballantyne asked for one-line correction change to be made, to change "I don't believe in the plan", to "I cannot support the plan as presented".

Motion approved via voice vote.

**VII. REPORT OF SUBCOMMITTEES**

**A. School Committee Meeting for Education Programs and Instruction Committee of the**

**Whole:** February 11, 2019 (Ms. O'Sullivan)

**B. School Committee Meeting for Education Programs and Instruction Committee of the**

**Whole:** February 25, 2019 (Ms. O'Sullivan)

**C. School Committee Meeting for Education Programs and Instruction Committee of the**

**Whole:** March 6, 2019

**D. School Committee Meeting for Education Programs and Instruction Committee of the**

**Whole:** March 18, 2019 (Ms. O'Sullivan)

Ms. O'Sullivan gave the following four reports.

Education Programs & Instruction - Meeting Minutes - February 11, 2019

The Education Programs & Instruction Committee of the Whole held a meeting on February 11, 2019. School committee members in attendance were Paula G. O'Sullivan, Emily Ackman, Laura Pitone, Andre Greene, Dan Futrell, and SC Chair Carrie Normand. Participating district staff included Superintendent Mary Skipper, Assistant Superintendent Almi Abeyta, and Kenya Avant (Data Coordinator). Kennedy School staff included Mark Hurrie (principal), Steven Marshall (Assistant principal), Victoria Vendola (special education chair), and Sharla Randazzo (SPED SEEK Program Director). Next Wave/Full Circle staff included Margaret Green (principal), Jack Haverty (special education department head), and Tim Dunphy (teacher counselor).

Ms. O'Sullivan called the meeting to order at 6:00pm. There were two topics on the agenda, the Kennedy School Improvement Plan and the Next Wave/Full Circle Improvement Plan.

Kennedy school staff started their presentation by sharing the school's 2018 DESE accountability designation of "Meeting targets" and the school percentile of 88th. They then gave an update on the 2017-18 school improvement plan goal and continuing work on the grade 5 math growth percentile. For 2019, the SIP academic focus is on mathematics achievement among students on IEPs.

To boost student learning, the school has created an interventionist position and structure to provide support to identified students in grades 2-4 in foundational skills and understandings. Staff also identified "time off learning" as major contributing factor, and therefore increased their focus on attendance and behavior support. Other strategies to support this goal include MCAS analysis, ongoing screeners, and instructional coaching.

In addition to the academic focus, the school's improvement plan also includes a student wellness focus, specifically reducing "chronic absenteeism" (defined as the percent of students absent more than 10% of school days in a year). Strategies include tracking data through student insights and meeting with parents of all chronically absent students. Ongoing interventions include data reviews, staff collaboration, student support plans, and student wellness initiatives.

The second school improvement plan presentation was from Next Wave/Full Circle. The school has been engaged in a redesign process to address identified concerns such as low student attendance, low engagement in class, and delayed graduation. The school won a \$150,000 grant this past summer from the Barr Foundation entitled "Doing High School Differently" to support their efforts.

As part of the redesign process, they engaged with staff, parents, and students this past fall, through focus groups and surveys, and gathered data. From this work, several recurring themes emerged related to particular indicators of school quality: Mission & vision, student supports to graduation, relevant learning experiences, and strategic use of resources. Through continued work, the school developed a new mission statement, articulated a set of core values and instructional vision, and set design priorities. Staff are also considering how to shift the image of the school, and are working to identify potential students earlier and increase the prevalence of project-based learning experiences. Next steps include visiting other schools with similar missions, planning for a new instructional vision, and applying for an implementation grant.

With no further business, the meeting was adjourned at 7:24pm.

#### Education Programs & Instruction - Meeting Minutes - February 25, 2019

The Education Programs & Instruction Committee of the Whole held a meeting on February 25, 2019. School Committee members in attendance were Paula G. O'Sullivan, Laura Pitone, Emily Ackman, Carrie Normand, Dan Futrell, and Andre Greene. Participating district staff included Superintendent Mary Skipper, Assistant Superintendent Almi Abeyta, and Kenya Avant (Data Coordinator). Capuano Early Childhood Center staff included Cheryl Piccirelli (principal), Felix Caraballo (assistant principal), and Ariel Mayer (teacher).

Ms. O'Sullivan called the meeting to order at 6:04pm. There was one topic on the agenda, the Capuano School Improvement Plan.

Principal Piccirelli shared progress made to date on the school's focus area of literacy, specifically phonemic segmentation, and work the school staff plan to do to continue with the progress. School staff had analyzed literacy data for Kindergarten students by PK experience, and also specifically for English language learners. The data presented suggests a positive correlation with attendance in SPS PK and K literacy, but also room for continued improvement for all students. In identifying root causes, staff zeroed in on a need to ensure continuity and alignment of preschool and kindergarten practices in early literacy, and a need for a more consistent instructional approach across grade K within Capuano. The school has already begun the work, with curriculum mapping and parent/guardian support workshops and materials. This year they are implementing new literacy curriculum with fidelity, progress monitoring of students not meeting benchmarks, and targeted ESL specialist support, with specific goals to boost the percentage of kindergarten students at benchmark by five percentage points each year for this year and next.

The school's wellness focus is to improve students' self-management and conflict management skills in PK and K. This is measured through a Social Emotional Learning assessment. Principal Piccirelli shared work that has been done to date with the Second Step curriculum, professional development, and creating sensory spaces and calm spaces in the school. They also have been developing tools to measure student progress and the effectiveness of interventions. Going forward, they plan to learn more about students' experiences in school and to examine school practices and policies as related to students' social emotional learning. They will also refine the data collection process, provide push-in counselor support in PK, and work to identify specific findings related to self-management and conflict management. The school has a goal to increase the percent of

PK students meeting the SEL standards in self-management and conflict management from 28% to 38% by spring 2020.

With no further business, the meeting was adjourned at 6:55pm.

#### Education Programs & Instruction - Meeting Minutes - March 6, 2019

The Education Programs & Instruction Subcommittee held a meeting on March 6, 2019. Subcommittee members in attendance were Paula G. O'Sullivan and Laura Pitone. Also in attendance were School Committee members Andre Greene and Dan Futrell. Participating district staff included Superintendent Mary Skipper and Assistant Superintendent Almi Abeyta. Winter Hill Community Innovation School (WHCIS) staff included Chad Mazza (principal), Courtney Gosselin (assistant principal), and members of the school site council. East Somerville Community School (ESCS) included Holly Hatch (principal), Laura Bonnell (assistant principal), and members of the school site council.

Ms. O'Sullivan called the meeting to order at 7:04pm. There were two topics on the agenda, the WHCIS School Improvement Plan and the ESCS Improvement Plan.

Winter Hill school staff started their presentation by sharing the school's work thus far on student wellness, including implementation of curricula such as Responsive Classroom and Second Step, professional development on trauma sensitivity and mindfulness, community partnerships and a focus on restorative practices. They then shared results from an annual student survey on students' sense of belonging, connection, and rigor. They highlighted the positive results around rigor, and discussed digging in more to understand the results around belonging and connection, with the goal of boosting those areas. They shared concrete steps to learn more about students' experiences at school and to examine school practices and policies that impact students' experience, in order to identify next steps to ensure students have a strong relationships and enjoy their time at WHCIS. Specifically, the school set a goal of 95% of students in grades 3-8 will respond "agree" to the survey questions related to belonging and connection in June 2019.

In addition to the student wellness focus, the school's improvement plan also includes a student academic focus on literacy. Staff shared the work they have done so far to implement small group instruction across grades and to refine instructional strategies. In addition, they have worked to provide students with longer, uninterrupted instructional blocks during the school day. Staff also shared positive evidence from literacy assessments that suggest that their work is having the impact they had hoped it would have, further work they plan to do, and specific goals for June 2019.

The second school improvement plan presentation was from East Somerville Community School. The school started by sharing the state accountability results for 2018, which included many positive data points. They then presented three areas of focus that they will continue with, until they become "just what we do", as Principal Hatch explained. The first area is developing as a trauma-sensitive school. A team of school staff has been participating in a 2-year program with Lesley University, and the school staff as a whole have taken a number of action steps to increase student support and decrease the number of incidents prompted by student stress and anxiety. Progress is monitored through several different data points, including referrals to counselors and staff/student surveys.

The school's second focus is on student relationships and classroom community. Again, the school staff reviewed data related to office referrals and other measures and determined action steps they could take to build positive relationships and classroom environments, including grade-level community meetings, continuing to deepen the Second Step curriculum implementation, and working with older students to serve as models and peer-coaches for younger students. For example, one 5th grade student at the meeting shared his experience as a playground "coach" and his work with younger students. The school then presented several specific goals around decreasing the removals from class and increasing the students' feelings of safety and support.

The school's third focus is on reading comprehension and guided reading. Two students shared, via video interviews, their reflections on their own growth in reading and what they believe helped them to succeed, which included the opportunity to work in a small group with a teacher. School staff reviewed reading assessment data, identified root causes, and planned action steps focused on small group reading instruction,

ESL instruction, curriculum documentation, targeted student support, and parent workshops. The school set literacy goals for grades K-3, grades 4-8, and English language learners.

#### Education Programs & Instruction - Meeting Minutes - March 18, 2019

The Education Programs & Instruction Subcommittee held a meeting on March 18, 2019. Subcommittee members in attendance were Paula G. O'Sullivan and Emily Ackman. Also in attendance were School Committee Chair Carrie Normand and member Andre Green. When School Committee members Laura Pitone and Lee Palmer arrived, the subcommittee adjourned and the Committee of the Whole convened.

Participating district staff included Superintendent Mary Skipper and Assistant Superintendent Almi Abeyta. Healey School staff included Christopher Glynn (assistant principal), Samantha Patton (Grade 5 teacher), and Dayshawn Simmons (Grade 5/6 teacher), joined by parent members of the school site council. Argenziano School staff included Glenda Soto (principal) and Larry Silverman (assistant principal), joined by members of the school site council.

Ms. O'Sullivan called the meeting to order at 6:05pm. There were two topics on the agenda, the Healey School Improvement Plan and the Argenziano School Improvement Plan.

Healey members of the site council started their presentation by sharing highlights of the school's work thus far, including project-based learning, multicultural literature, and PBIS (Positive Behavioral Intervention & Supports) implementation. They also shared planned initiatives "Restorative Justice Day" and Half-days' community improvement projects, as well as school demographic data and the school's core values of excellence, joy, openness and creativity. The presenters shared MCAS data for various groups of students, and noted the achievement gap for English Learners (ELs). The school also presented results for two comparable schools within the district, which further suggested a need to focus on the needs of this population at Healey. They plan to examine school practices and policies related to instruction and supports for ELs and to learn more about the students' experiences at the school, with an eye toward increasing the prevalence of culturally responsive practices. They will do more progress monitoring of ELs, engage in relevant professional development, and collaborate with the district EL department and other district schools. The goal is to increase the percentage of EL students Meeting or Exceeding expectations on MCAS from 4-5% to 15% by June 2020, with further increases in subsequent years.

The Healey presenters also shared results from the *Conditions for Learning* (CFL) survey, which measures perceptions on five essential conditions for learning that students need in order to learn effectively in a school setting: 1) School Climate, 2) Academic Engagement, 3) Social Emotional Learning, 4) Parent & Family Engagement, and 5) System of Student Support. The low response rate (11.5%) and non-representative sample (higher % English speakers than school population) were noted, and the school shared plans to increase the response rate of future surveys. Meanwhile, the survey data collected revealed a need to focus on school-home communications, meaningful ways to involve families, and parents/guardians feeling accepted and comfortable at the school. School staff plan to review communication structures and address gaps, seek to better understand parents'/guardians' experiences, increase the number of community events, and increase the translation of school-to-home communications.

School staff also provided updates on the project-based learning at each grade level and the work with the MA Consortium for Innovative Education Assessment (MCIEA) to refine, expand, and assess this work, with the goal of increasing student engagement.

The second school improvement plan presentation was from the Argenziano School.

School staff started by sharing demographic student enrollment data, specifically noting the enrollment increase from 569 students in 2015 to 625 in 2019. They also shared, from the CFL survey, teacher and student perceptions around student behavior and discipline, in particular the negative impact on learning, the limited fairness of disciplinary actions, and perceived lack of consistency in practices, especially by students. These results prompted the staff to ask an essential question of "How do we support the social-emotional needs of our students in order to minimize class disruptions?", and examine more closely the data available on conduct referrals, specifically for grades 6-8. As a result of this data analysis, staff identified the need to examine the consistency of expectations and disciplinary practices, as well as students' sense of belonging and accountability for their actions. They also reviewed the implementation of interventions for students with multiple referrals, and data related to counselor-student ratios. This led to an action plan to consider staffing needs, establish clear roles, develop systems to support this work, and adopt a school-wide social-emotional learning program. A school team will attend PBIS training this summer. School staff plan to engage students in the process as well. The school's wellness goal is to reduce the number of conduct referrals in grades 6-8 by 30% in school-year 2019-2020.

School staff then presented data related to academic achievement in English language arts. They noted changes in the MCAS ELA assessment, and shared student performance data from both MCAS and the ACCESS (assesses English learners progress toward proficiency in English). From this data, the school decided to focus on the writing curriculum in the school, in particular in idea development and conventions, and writing across all subject areas. The preliminary action plan includes identifying what teachers are already doing, the skills students bring to each grade level, and quarterly writing goals. The

school's academic goals are to, on spring 2020 assessments, increase the average writing level to at least 3.2 as measured by ACCESS, and to increase the scores on MCAS essays to at least 55% of the possible points on idea development.

With no further business, the meeting was adjourned at 6:59pm.

After the school presentations, Laura Pitone made a motion, seconded by Paula O'Sullivan, to approve the minutes from the subcommittee meetings on December 17, 2018, January 28, 2019, and February 11, 2019. The motion passed unanimously.

With no further business, the meeting was adjourned at 8:25pm.

MOTION: Motion by Ms. O'Sullivan, seconded by Mr. Green to accept the reports of the School Committee Meetings for Education Programs and Instruction Committee of the Whole of February 11, 2019, February 25, 2019, March 6, 2019 and March 18, 2019.

Motion approved via voice vote.

**E. School Committee Meeting for Finance and Facilities of the Whole:** March 25, 2019 (Mr. Futrell)

Mr. Futrell read his report for the Finance and Facilities Meeting of the Whole of March 25, 2019

MOTION: Motion by Mr. Futrell, seconded by Mr. Green to accept the report of the School Committee Meeting for Finance and Facilities of the Whole of March 25, 2019.

**F. School Committee Meeting for Long Range Planning:** March 27, 2019 (Ms. Normand)

Dr. Ackman took to the podium so Ms. Normand could give her report for the Long Range Planning Meeting of March 27, 2019.

MOTION: Motion by Ms. Normand, seconded by Mr. Futrell to accept the report of the School Committee Meeting for Long Range Planning of March 27, 2019.

## **VII. NEW BUSINESS**

### **A. Report on Coordinated Hours**

Ms. Pitone gave her report on coordinated hours.

Winter 2019 Office Hours Notes (excluding Powderhouse Studios) - LPitone

1. Math Curriculum, needs to be strengthened.
  - a. Their students not learning the basics, i.e. multiplication tables
  - b. Mostly worksheets
2. X-Block --focus on older students tutoring younger students versus enrichment and extension (coaching for kids)
3. Concern about students having to choose between Band and Exploratory Freshmen Year. Band really gets hit hard and unusual for students to join band Sophomore year. Can exploratory be scheduled ½ year and band ½ year?? Other solutions? What % of students take exploratory pursue a CTE
4. Improve after school offerings -- Brown (clubs and Community schools - don't always have crossovers) -  
- Brown has lot of clubs other schools don't, especially at middle grades
5. More project based learning across the board in all schools (initiated in the context of the PHS)
6. Interest in early grade foreign language, both during the school day or afterschool programming
7. Increasing movement/mindfulness/sensory breaks for students
8. Concern about health/sex education...don't agree with separating by gender for classes
9. Concern about access to after school programming, for students that need scholarship and families unaware it is available, for those on waitlists (and what can be done to meet the demand) as well as families that are transferred into schools later after school is full
10. Belief that SPS Central Office is vastly understaffed. Eight people are doing curriculum coordination in the Lexington School district, which is the job of one person in Somerville.
11. Requesting that Somerville increase rigor for students -- believes the student work level is not what parents/guardians know their students are capable of
12. Better mechanisms to empower student voice in our schools
13. Consider opening up some SHS clubs for middle school students. More after school opportunities for middle schoolers.
14. Acknowledged the work being done to support the 8th grade to HS transition, but concerned that transition is made more difficult when students don't have any freshman classes with their friends. Can something be done to consider this factor in scheduling to better support transitions?

Ms. O'Sullivan gave her report on coordinated hours.  
Winter 2019 Office Hours- P. O'Sullivan

1. Course selection process at HS for 8th graders - how was it communicated to students and parents? What is the process?? (I followed up with Sibby on this and agree the process could be more transparent for parents)
2. health course content, info for parents (from parent of 5th and 8th grader) vaping, need more presentations, information for parents
3. Question about preparedness of HS grads, in light of Globe article on valedictorians
4. What is calibration across K-8 on expectations for students, especially at grades 6-8?
5. screening for dyslexia - do staff know how to recognize it? Are we identifying it early enough? what are we doing to develop staff expertise? parents can't be expected to advocate; some don't have knowledge or not in their culture to question school authorities anti-Semitic
6. incidents - SPS needs better policy, protocols (what gets communicated to community, parents...eg. if swastika is found on bathroom wall, are parents notified?), training, have not gotten satisfactory response from district thus far (this was in January)
7. Newberne proximity school - listed as Kennedy but only block from Brown (followed up with Regina on this)
8. Input on new homework policy - support from multiple parents of SPS students

Ms. Palmer gave her report on coordinated hours.  
Erica Lee Palmer, Winter 2019 Office Hours

8 constituents total over the two events, also joined on the 26th by city councilor Ben EC, Sen. Pat Jahlen and Rep Denise Provost.

Topics discussed (as related to school committee, otherwise there was big zoning conversation and trees and development and housing, etc.):

1. PHS - if the financials can work out, sounds like an interesting idea, but do we need a new school? Can we afford one? Need to know the financial impact on the district and other schools.
  2. KDY drama program - is it being expanded to other schools, can the district fund more drama in elementary schools
  3. Community Schools
    - waitlists across the schools, equity concerns that some principals advocate for more spots but others don't (i.e. Brown yes but KDY no)
    - sliding scale fees/not advertised?
    - sense that wealthier families would pay a LOT more if we could expand the slots so everyone could participate
  4. Equity concerns - Argenziano students not getting the supports needed to be successful academically and behaviorally
  5. Create a middle school to address some of the equity issues of some schools providing clubs and other activities that are feeders to the high school (i.e. music programs) while others don't have those opportunities
  6. Citywide busing - is it a cost issue? other concerns? Seems like it's necessary to create more balanced schools (like Cambridge has) economically/racially, etc.
  7. SICs and how to get involved (particularly at the Argenziano where there doesn't seem to be enough parent involvement to address many of the concerns raised)
  8. future enrollment projections, where are we at with that?
  9. new out of school time coordinator, can we get a report of progress made there for universal opportunity for OST
  10. SHS snack program still not staffed (posted hourly rate is \$11?? That's below minimum wage, this can't be right?)
  11. Students at SHS told at cash register that they owe X amount on their balance and they are embarrassed to return for lunch
  12. SHS lunch #s are down overall? If true, why? This is concerning
- B. 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	Mr. and Mrs. Guy Corricelli	Medford, MA	\$2,000	CTE Student Banquet Scholarship in the name of Guy Corricelli
Monetary	Dennis Maher	North Reading, MA	\$2,000	CTE Student Banquet Scholarship in the name of John Maher
Monetary	Michelle Mobilia	Somerville, MA	\$1,000	Somerville Special Olympics
Monetary	Brynna Li Ledyard and the Resale Tent Event	Somerville, MA	\$1,300	SFLC Clothing Closet
Photography and Dark Room Equipment	Joshua Touster	Watertown, MA	\$2,931	SHS Photography Program
Monetary	Martha Kelehan	Somerville, MA	\$500	SPS District School Lunch Debt

MOTION: Motion by Ms. Palmer, to accept the donations with gratitude, seconded by Mr. Green.  
Motion approved via voice vote.

**VIII. ITEMS FROM BOARD MEMBERS**

**Mayor Curtone**

Asked the School Committee to join him in thanking the Community for gracefully dealing with all the inconvenience going on throughout the city. He added that our young student athletes were very adaptive and flexible on the first rainy day being out of the atrium, and thanked them for that.

On behalf of the Tufts Partnership Negotiating Committee the Mayor reported that there was a community meeting last Tuesday and in that meeting they reported on important community goals around housing and the role we each play in dealing with tufts housing policies, education and the partnerships they have with our different schools and the opportunities to forging those partnerships and creating new opportunities, other community benefits and access to other resources such as field etc.

**Ms. Palmer**

Had 2 quick questions about when the Community Schools budget is being presented and about when we could get parents a response on how to donate to the lunch debt.

She also announced that the Cambridge Health Alliance is hosting a free full day mental health first aid training on Tuesday, May 14<sup>th</sup>. This one in particular is for youth mental health. For more information, you may contact Kerri Mello from the Cambridge Health Alliance at [kmello@challiance.org](mailto:kmello@challiance.org).

**Ms. Normand**

Shout out to our educators at the high school and the high school students, she attended the concert and it was incredible. She also attended the National Honor Induction Ceremony and was really proud to see two of our young female students being inducted because of their academic achievements while working full time. The definition of what student success looks like is being broadened and recognize and we thank our educators for it.

**IX. ADJOURNMENT**

The meeting was adjourned at 9:24 p.m.

**Related Documents**

- Agenda
- Personnel Report
- SFLC Redesign Plan

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE  
CITY COUNCIL CHAMBERS  
REGULAR MEETING – APRIL 22, 2019 – 7:00 P.M.**

**Somerville Public Schools - School Committee Vision Statement/Goals**

*We believe in developing the whole child - the intellectual, social, emotional, and physical potential of all students - by providing students with the skills, opportunities, and resources that will nurture innovative ideas, foster pride in diversity, inspire students to become lifelong learners and empower them to enrich their communities.*

- Goal #1: Increase achievement and access for all students. Reduce all performance gaps by half.
- Goal #2: Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.
- Goal #3: Increase engagement with the community to reflect the community in which we live.
- Goal #4: Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.
- Goal #5: Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.
- Goal #6: Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

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

**II. REPORT OF STUDENT REPRESENTATIVES**

**III. APPROVAL OF MINUTES**

- March 18, 2019

**IV. PUBLIC COMMENT**

**V. REPORT OF SUPERINTENDENT**

**A. District Report**

- Diversity, Equity and Inclusion Memo
- Pre-K and K Enrollment Update
- Principal Assignment Recognition

**B. Personnel Report**

**VI. REPORT OF SUBCOMMITTEES**

**G. School Committee Meeting for Education Programs and Instruction Committee of the Whole:** February 11, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Education Programs and Instruction of the Whole of February 11, 2019.

**H. School Committee Meeting for Education Programs and Instruction Committee of the Whole:** February 25, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Education Programs and Instruction Committee of the Whole of February 25, 2019.

**I. School Committee Meeting for Education Programs and Instruction Committee of the Whole:** March 6, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Education Programs and Instruction Committee of the Whole of March 6, 2019.

**J. School Committee Meeting for Education Programs and Instruction Committee of the Whole:** March 18, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Education Programs and Instruction Committee of the Whole of March 18, 2019.

**K. School Committee Meeting for Finance and Facilities:** March 25, 2019 (Mr. Futrell)

MOTION: To accept the report of the School Committee Meeting for Education Programs and Instruction Committee of the Whole of March 25, 2019

**L. School Committee Meeting for Long Range Planning:** March 27, 2019 (Ms. Normand)

MOTION: To accept the report of the School Committee Meeting for Long Range Planning of March 27, 2019.

**VII. NEW BUSINESS**

**C. SFLC Redesign Plan**

**D. Report on Coordinated Office Hours**

**E. Acceptance of Donations** (recommended action: approval)

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

<b>Donation</b>	<b>Donor</b>	<b>City, State</b>	<b>Value</b>	<b>Program Donated to</b>
Monetary	Mr. and Mrs. Guy Corricelli	Medford, MA	\$2,000	CTE Student Banquet Scholarship in the name of Guy Corricelli
Monetary	Dennis Maher	North Reading, MA	\$2,000	CTE Student Banquet Scholarship in the name of John Maher
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Monetary	Bryнна Li Ledyard and the Resale Tent Event	Somerville, MA	\$1,300	SFLC Clothing Closet
Photography and Dark Room Equipment	Joshua Touster	Watertown, MA	\$2,931	SHS Photography Program
Monetary	Martha Kelehan	Somerville, MA	\$500	SPS District School Lunch Debt

**VIII. ITEMS FROM BOARD MEMBERS**

**IX. CONDOLENCES**

**X. ADJOURNMENT**

**INTRA-DISTRICT 2019 Summer School Personnel**

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
Elementary	District Coordinator	Caeli Smith	02/15/19 - Additional Assignment
SPED ESY	Counselor	Angelique Murillo	03/01/19 - Additional Assignment
SPED ESY	Teacher	Ava Strezynski	06/06/19 - Additional Assignment
SPED ESY	Teacher	Brittaney Courier	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Carmen Rodi	06/06/19 - Additional Assignment
SPED ESY	Teacher	Caroline DiPaolo	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Caterina MacDonald	06/06/19 - Yearly Appointment/Seasonal
SPED ESY	Paraprofessional	Christine Smith	06/06/19 - Additional Assignment
SPED ESY	Speech/Language Therapist	Chritie Ward	06/06/19 - Yearly Appointment/Seasonal
SPED ESY	Paraprofessional	Clara Dooley	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Deb Dirusso	06/06/19 - Additional Assignment
SPED ESY	Teacher	Donna Fils-Aime	06/06/19 - Additional Assignment
SPED ESY	Teacher	Emily Bruneault	06/06/19 - Additional Assignment
SPED ESY	Speech/Language Therapist	Emily Fishman	06/06/19 - Additional Assignment
SPED ESY	Teacher	Emily Wilson	06/06/19 - New Hire/Seasonal
SPED ESY	Paraprofessional	Gisele Callagari	06/06/19 - Additional Assignment
SPED ESY	Speech/Language Therapist	Harley Nordmeyer	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Jacqueline Gaffney	06/06/19 - Additional Assignment
SPED ESY	Occupational Therapist	Jamie Migliaccio	06/06/19 - Additional Assignment
SPED ESY	Teacher	Jane Ritchie	06/06/19 - Additional Assignment
SPED ESY	Teacher	Jeffly Louis	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Jennifer Adams-Leblanc	06/06/19 - Additional Assignment
SPED ESY	Occupational Therapist	Jennifer Riopelle	06/06/19 - Additional Assignment
SPED ESY	Director	Jennifer Zacharias	03/01/19 - Additional Assignment
SPED ESY	Teacher	Jillian Casey	06/06/19 - Additional Assignment
SPED ESY	Teacher	Karma Dingyon	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Katelyn Dickson	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Kathleen Sullivan	06/06/19 - Additional Assignment
SPED ESY	Teacher	Kelley Dickson	06/06/19 - Additional Assignment
SPED ESY	Teacher of the Visually Impaired	Kerry McLean	03/01/19 - Additional Assignment
SPED ESY	Teacher	Keveney Glynn	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Kimberly Leonhardt	06/06/19 - Yearly Appointment/Seasonal
SPED ESY	Teacher	Kristen Spence	06/06/19 - Additional Assignment
SPED ESY	BCBA	Laura Walley	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Lauren Ellis	06/06/19 - Additional Assignment
SPED ESY	Teacher	Lauren Harris	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Lillian Kelley	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Lindsay MacDonald	06/06/19 - New Hire/Seasonal
SPED ESY	Paraprofessional	Monica Regan	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Lisa Capo	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Lisa Lavoie-Gay	06/06/19 - Additional Assignment
SPED ESY	Assistant Director	Marisa Macdonald	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Mary Johnson	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Mary Johnson	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Michelle Anzalone	06/06/19 - Additional Assignment
SPED ESY	Teacher	Miriam Donovan	06/06/19 - Additional Assignment
SPED ESY	Door Monitor	Nancy Murphy	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Neelam Sehli	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Patricia Dipasquale	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Peter George	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Philip Murray	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Priya Plein	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Rachel Caffey	06/06/19 - Additional Assignment
SPED ESY	Teacher	Rachel LeBlanc	06/06/19 - New Hire/Seasonal
SPED ESY	Teacher	Robert Legrand	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Robert Mosher	06/06/19 - New Hire/Seasonal
SPED ESY	Teacher	Sabrina Armata	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Sara D'Amelio	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Sean McKenna	06/06/19 - Additional Assignment
SPED ESY	Paraprofessional	Stephanie Amaral	06/06/19 - Additional Assignment
SPED ESY	Teacher	Wanda McLaren	06/06/19 - Additional Assignment
SPELL Elementary	Door Monitor	Ann Marie Darocha	06/06/19 - Additional Assignment
SPELL Elementary	Director	Dolores Porziella	03/01/19 - Additional Assignment
SPELL Elementary	Assistant Director	Julia Allen	03/01/19 - Additional Assignment
SPELL Elementary	Counselor	Karen Murdock	06/06/19 - Additional Assignment
SPELL SHS	Director	Zachary Shufren	03/01/19 - Additional Assignment

# SLFC Strategic Planning Presentation to School Committee

April 2019  
Prepared in Consultation with  
Thérèse McKinney-Wood

## Goals of Strategic Planning

- Identify and document current strengths, challenges, and opportunities for improvement
- Learn about various models for family and community engagement and wrap-around services and assess for Somerville context
- Facilitate an inclusive process to engage and develop buy-in from staff
- Set a vision and clear goals for the future
- Develop high level recommendations on how to achieve departmental goals

## Strategic Planning Process

- Bi-Weekly Leadership Planning Check-Ins
- Strategic Planning Working Group
- Focus Groups
- Research on Alternative Models
- Visit to Springfield
- Established Working Groups for Implementation Phase
- Budget Collaborative kicks off Five Year Strategic Plan

## 5 Year Vision

1. A **comprehensive family and community resource and learning center**, known as the Somerville Family Learning Collaborative, engages with families and the community to identify needs and provides them **with equitable access** to wraparound services, social-emotional supports, early childhood supports, community resources, student enrollment, and other needed services.

2. **Families and community members, regardless of their background, feel welcomed by every SPS school and department** they interact with and, through those interactions, are empowered to support the learning and development of the young people in their lives

3. School and district staff and leadership deeply believe that effective, research-based family and community engagement is a critical lever in improving student outcomes and achieving equity and take a proactive role in welcoming and **empowering families to be engaged participants in their children's learning**

4. An **equitable, sustainable, and efficient staffing model** is in place that supports a culturally, racially, and linguistically diverse staff reflective of the community and provides clear, pathways for staff growth, development, & leadership

5. A **robust, transparent, and sustainable funding model** is in place, supported by a clear, consistent annual budgeting and planning processes.

Somerville Family Learning Center <i>Somerville's hub for comprehensive family and community engagement, support, and empowerment from birth to adulthood</i>			
<p><b>Prenatal-Early Childhood Services &amp; Supports</b></p> <p>Develop and implement a comprehensive, research-based strategy for prenatal to early childhood supports, ensuring alignment and coordination with early childhood through Kindergarten priorities, putting children and families on a path toward school success</p> <p><i>Operates in close coordination with SPS Early Childhood, SPS Communications, Somerville HHS</i></p> <p>Responsibilities Include:</p> <ul style="list-style-type: none"> <li>● Manage Parent Support Groups</li> <li>● Manage Parent Child Home Visiting Program</li> <li>● Coordinate SFLC Playgroups</li> <li>● Run Developmental Screening</li> <li>● Coordinate Early Childhood Transitions &amp; Support</li> <li>● Coordinate with early childhood programs in mixed delivery system</li> <li>● Coordinate with SomerBaby program (HHS)</li> </ul>	<p><b>Student Enrollment &amp; Registration</b></p> <p>Create and maintain a system for school registration, enrollment, and assignment that is easy for families to navigate and fosters a seamless entry into Somerville Public Schools</p> <p><i>Operates in close coordination with SPS Student Services, ELL, SpEd, Communications &amp; Somerville HHS, Early Childhood Centers/PreSchools</i></p> <p>Responsibilities Include:</p> <ul style="list-style-type: none"> <li>● Coordinate School Registration and Assignment</li> <li>● Oversee School Transfers</li> <li>● Manage all systems related to student enrollment and registration (e.g., InfoSnap)</li> <li>● Coordinate ELL Testing</li> <li>● Coordinate with OST, Early Childhood, and community program Enrollment in coordination with Single Point of Entry</li> </ul>	<p><b>Family Engagement &amp; Empowerment Linked to Learning</b></p> <p>Develop and implement strategy for building capacity and accountability across schools and departments to support research-based family engagement strategies that improve outcomes for youth and empower families</p> <p><i>Operates in close coordination with school principals, School Improvement Councils, and SPS Curriculum &amp; Instruction, ELL, &amp; SpEd, Communication</i></p> <p>Responsibilities Include:</p> <ul style="list-style-type: none"> <li>● Develop and coordinate resources, tools, and professional development for schools and central office related to family engagement</li> <li>● Coordinate School-Based Liaison Program</li> <li>● Coordinate annual family engagement survey; analyze and disseminate results/findings to relevant stakeholders across school system</li> <li>● Coordinate Parent English &amp; Leadership Classes</li> </ul>	<p><b>Community Partnerships &amp; Wraparound Services</b></p> <p>Develop and implement strategy to provide and/or connect families with comprehensive wraparound services; Engage in authentic, collaborative partnerships with community organizations and city agencies to ensure optimal, comprehensive services for families</p> <p><i>Operates in close coordination with SPS Student Services, Communications, Somerville HHS and OHS, DESE, and Community Organizations</i></p> <p>Responsibilities Include:</p> <ul style="list-style-type: none"> <li>● Manage engagement and collaboration with community partners</li> <li>● Serve as liaison to city agencies &amp; services</li> <li>● Coordinate SPS Volunteer Program</li> <li>● Coordinate Basic Services</li> <li>● Manage Homeless Services</li> <li>● Oversee Multilingual Services</li> <li>● Coordinate with Single Point of Entry</li> <li>● Coordinate with OST and Summer Programs in mixed delivery</li> </ul>

## Prenatal - Early Childhood Services & Supports

Develop and implement a comprehensive, research-based strategy for prenatal to early childhood supports, ensuring alignment and coordination with early childhood through Kindergarten priorities, putting children and families on a path toward school success

*Operates in close coordination with SPS Early Childhood, SPS Communications, Somerville HHS*

Responsibilities Include:

- Manage Parent Support Groups
- Manage Parent Child Home Visiting Program
- Coordinate SFLC Playgroups
- Run Developmental Screening
- Coordinate Early Childhood Transitions & Support
- Coordinate with early childhood programs in mixed delivery system
- Coordinate with SomerBaby program (HHS)

## Family Engagement & Empowerment Linked to Learning

Develop and implement strategy for building capacity and accountability across schools and departments to support research-based family engagement strategies that improve outcomes for youth and empower families

*Operates in close coordination with school principals, School Improvement Councils, and SPS Curriculum & Instruction, ELL, & SpEd, Communication*

Responsibilities Include

- Develop and coordinate resources, tools, and professional development for schools and central office related to family engagement
- Coordinate School-Based Liaison Program
- Coordinate annual family engagement survey; analyze and disseminate results/findings to relevant stakeholders across school system
- Coordinate Parent English & Leadership Classes

## 5 Year Goals (please see hand out for measures and conditions for success)

#1: Launch a comprehensive "Somerville Family Learning Center" that engages with families and the community to identify needs and provides equitable and streamlined access to wraparound services, social-emotional supports, early childhood supports, community resources, school enrollment, and other needed services

#2: Create a system in which families and community members, regardless of their background, feel welcomed by every SPS school and department they interact with and, through those interactions, are empowered to support the learning and development of the young people in their lives

#3: Establish an equitable, sustainable, and efficient staffing model for family and community engagement and empowerment that supports a culturally, racially, and linguistically diverse staff reflective of the community and provides clear pathways for staff growth, development, & leadership

#4: Establish an equitable, sustainable, and efficient staffing model for family and community engagement and empowerment that supports a culturally, racially, and linguistically diverse staff reflective of the community and provides clear pathways for staff growth, development, & leadership

## Student Enrollment & Registration

Create and maintain a system for school registration, enrollment, and assignment that is easy for families to navigate and fosters a seamless entry into Somerville Public Schools

*Operates in close coordination with SPS Student Services, ELL, SpEd, Communications & Somerville HHS, Early Childhood Centers/PreSchools*

Responsibilities Include:

- Coordinate School Registration and Assignment
- Oversee School Transfers
- Manage all systems related to student enrollment and registration (e.g., InfoSnap)
- Coordinate ELL Testing
- Coordinate with OST, Early Childhood, and community program Enrollment in coordination with Single Point of Entry

## Community Partnerships & Wraparound Services

Develop and implement strategy to provide and/or connect families with comprehensive wraparound services; Engage in authentic, collaborative partnerships with community organizations and city agencies to ensure optimal, comprehensive services for families

*Operates in close coordination with SPS Student Services, Communications, Somerville HHS, DESE, and Community Organizations*

Responsibilities Include

- Manage engagement and collaboration with community partners
- Serve as liaison to city agencies & services
- Coordinate SPS Volunteer Program
- Coordinate Basic Services
- Manage Homeless Services
- Oversee Multilingual Services
- Coordinate with Single Point of Entry
- Coordinate with OST and Summer Programs in mixed delivery

## Guiding principles for reorganization and staffing

In a parallel process, the SFLC/PIC Leadership Team met to develop a five year reorganization and staffing plan informed by Strategic Planning.

Over 5 years, we aim to:

- Promote equity within the organization and across the district
- Develop professional pathways and SFLC Leadership Model
- Ensure efficiency and avoid duplication in the delivery of services
- Reduce the number of part-time and increase the number of full-time staff
- Dedicate staff to the areas of basic needs and wrap around services
- Train and build technology and data capacity among all staff members
- Incorporate PIC/Enrollment Functions into SFLC Staff and Operations
- Carry out vision of building capacity for family engagement across the district
- Develop Space Utilization Plan to maximize delivery of services
- Build Multilingual Services in collaboration with Special Education Department and City