

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, October 7, 2019 – Regular Meeting

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

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

Members absent: Mayor Curtatone.

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:10 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 – 8 – Ms. Krepchin, Ms. Palmer, Ms. Pitone, Ms. O’Sullivan, Mr. Green, Dr. Ackman, Ms. Ballantyne, and Ms. Normand ABSENT – 1 - Mayor Curtatone.

II. REPORT OF STUDENT REPRESENTATIVES

Chair Normand introduced Ms. Hicks Magana and Ms. Castillo Salmeron for their report.

We’ll start with a couple of things that happened during the past two weeks. We met with the student council on Tuesday of last week and elected our officers: The President, Vice President, our Secretary and our Communication Officers. During that meeting we also talked about small issues, such as representation. We have a representative from each club and from each student body/graduating class, the issue was that we need more representation from different departments, like for example the art and music departments, and so we had an in depth conversation about that. Another thing that came up was that maybe some clubs and student bodies should have more voting power than others, like for example the sophomore class, because it’s a bigger body. This then brought up the question of if we have voting power in this committee or not. In this meeting we also talked about how we should get feedback from the student body. Nina Ty recently divulged that the two of us are representatives for this committee, and talked about possibly having an anonymous box outside of the auditorium or in the cafeteria for suggestions, and we discussed other ways of how we could get input from the student body, such as surveys. The students mentioned that we have to be really precise about where those surveys go so everyone feels like they have a voice. We talked about how we could change policies and what type of influence the student council does have. Also as we mentioned last meeting, we came up with a constitution talking about what the council is all about.

One last thing to add is that we talked about the auditorium space during one of the rehearsals with the theater department, and Mr. Bora strongly feels that the auditorium should be a space for theater. There have been issues with booking the auditorium within the past year, but now the more pressing issue is that a lot of people feel that it shouldn't be torn down because it's been a good space for meetings and presentations.

Superintendent Skipper then asked them to share whom the elected officers are.

The President is Caroline, one of our seniors from class of 2020, the VP is Charlie from class of 2022, and the secretary is our one and only Ekaterina and lastly our communication officer is Rio from class of 2022.

Chair Normand took this time to inform the student representatives that when they have documents like the bylaws or constitution that they want to share with the committee, they could submit them beforehand for the meeting packet. Because it is really important for it to be part of the meeting record but also for school committee members to have a better understanding of what's going on at the high school. She also took the time to compliment them for having some intentionality about how they are building the student body, the representation and getting input; it's all very impressive.

Ms. Pitone then asked if there is a student council page on the high school website or if it’s the type of thing that could be posted on there for people to find. And Superintendent Skipper responded and said we would look into this.

Ms. Krepchin asked how many members are on the student council.

We’ve only had two meetings so far and have only met with the representative of each club/organization. I believe starting next week we're going to allow more people to come in and they could join at that point. In the document we have here all

of the representatives are listed, we could get a copy of this to you, but we want to mention who each class officer is for the student bodies. For the senior class officer, we have Brian Chan, for the junior class officer we have Jennifer Aguilar, for the sophomore class officer we have Ana Calzar, and there's no freshman class officer yet.

Mr. Green spoke about the representative's discussion regarding voting on this body, which is regulated by state law, and mentioned that we could possibly pass a resolution asking our delegation to amend that law and allow the school committee to give their student representatives voting membership. He added that he would be putting this under new business for a future meeting.

Chair Normand thanked Mr. Green for his comments and added that student representatives are members of this committee and their opinion is valued just as much as any of the adults. It's really important that they are here and to have their perspective, their intelligence and the connection to students that they bring is making all of us a better.

III. PUBLIC COMMENT

Ms. Normand announced that there are two people signed up for public comment: Carrie Gwynn and Jim O'Toole. She then read the public comment guidelines: public comment is not a discussion debate or dialogue between citizens and the committee; it is a residence opportunity to express his or her opinion and issues of school committee business. Public comment is intended for the school committee to receive input from the public, but not as a method to receive specific requests, which should be channeled through school and district leadership or individually to school committee member. To this end, members of the committee will not reply to public comment in the course of the meeting, though individual members may follow up and items from public comment may be taken up in future meetings. The committee and or administrators will not be prepared to directly respond to citizen's questions post in this form. And that public comment is a matter of public record and speakers should be aware that all meetings of the school committee are filmed live and public access and recorded for the future.

Carrie Gwynn of 32 Main Street.

I have homeschooled my kids here for about eight years, and in the past several years I've been trying to change the policy in Somerville to allow homeschoolers access to extracurricular after school activities. I think that any interactions between public school kids and homeschool kids it's just advantageous for both groups, plus, a lot of other districts do it. So I have a list of 13 districts that allow some form of participation in classes and extracurricular activities. I have the policy from Cambridge; this is from their home school policy online.

A student being educated in a home based program within the district may have access to public school activities of either a curricular or extracurricular nature, upon approval of the superintendent.

I'm not saying that Somerville should do it because other cities are doing it, but it shows that it might be a good idea. Currently, there is a written policy online, which was one of my goals and I'm really pleased to see it there. Unlike the original policy that was made in 2016, Somerville Community Schools was excluded in the current policy. It would seem to me that they are not exempt from allowing homeschoolers to register. There are about 35 homeschoolers in Somerville, and that number doesn't change that much. According to a poll that I sent out to the Somerville homeschoolers, it is important for the homeschoolers to have an inclusionary kind of policy for now and in the future. So even though there's not a whole lot of demand right now, I just it's important to have that policy in place for the future. Tonight, I'm just asking that the current policy be enforced so that Somerville Community Schools will accept registrations from homeschoolers.

Jim O'Toole of 15 Munroe Street.

I've been homeschooling my children in Somerville for a number of years, and I came tonight partly to support Carrie's efforts, but I also want to mention that a couple years ago when the Educational Programs Subcommittee met to discuss this issue there were two things being discussed: one was access to extra-curricular activities and the other was access to classes in schools, which as many of you probably know, is possible and often done in surrounding communities. At the time that the decision was made, Vince was able to help me get my daughter into the Somerville High School Frisbee Team. Based on my own personal experience, historically, I think there are a lot of homeschoolers who transition into the high school around the time of eighth to tenth grade and among my circle of acquaintances at least 20% to 40% of homeschoolers tend to end up in the high school at some point. So, what I want to suggest and hope the School Committee would think about doing is carrying out the second part of what we talked about a couple of years ago, that maybe a year after extracurricular access was enabled, you might be able to arrange for homeschoolers to participate part time in high school classes. In the transition into high school for homeschoolers around that age, it is much easier if they're able to do it gradually. The access to classes in the high school is what enables that if someone entering eighth or ninth grade can take just one class or two classes, it gets them on the path to being in your system more fully.

After their comments Superintendent Skipper added some remarks.

Typically, we don't respond to public comment but this is actually something I do want to respond to. I'm a firm believer that it is important for homeschoolers and those that are in the district to have interactions. Had it not been for the scale of the high school project, we might have been able to revisit the idea of the class piece. Once the new high school is rolled out, we will be able to do that. In terms of the Community Schools, I believe this is actually on the November Rules agenda. We are certainly amenable to making it happen, it is more a question of the fact that often times Community Schools has a capacity issue, and they're full. They do keep waitlists, and so it is possible for us to add the homeschoolers to the waitlist and as seats become available, because that is generally happens either through mobility or kids join other kinds of activities, we may be able to then serve them. This might be particularly possible in the middle grades, where we sometimes see that shifting. We're certainly open to looking at it; we just want to do it in a way that allows us to do what we say we will do.

IV. APPROVAL OF MINUTES

- September 23, 2019

Ms. Pitone said she read through the minutes and has some questions and things that need to be clarified. She made the recommendation to table the minutes until the next meeting

Chair Normand accepted the recommendation; we will move approval of the September 23, 2019 minutes to the next School Committee meeting.

V. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

- **2019 – 2020 Student Enrollment Update**

We've had, in some ways, shifting population within different parts of the city. There's more demand, particularly in our younger grades, so I am going to give a quick update on that. We are running about 100 registrations over what we ran last year, and some of that is due to mobility. In terms of net, we're about 60 students over what we were for the October Sims report, but it's over 100 registrations so there's been a lot more processing. Ms. Bertholdo said that they've taken in about 1200 registrations since January, so that's new registrations; that means that there's a certain portion of the students that are leaving. Some are Pre-K and K, which we call new enrollments, but then there's also mobility of some students leaving and other students coming. So, the net is roughly around 60, but in terms of the busyness and the demand on the Enrollment Center and on the online registration, we're seeing greater and greater amounts of students. We'll get better data in terms of the mobility piece, as we move to having a full functioning enrollment system that will be able to pull down and look at race, ethnicity, free reduced lunch etc. very quickly; right now, a lot of that is being calculated by Ms. Bertholdo and The Enrollment Center in a more manual way. In terms of pre K, the trend has been consistent now for the last two years, three in some parts of the city. The west part of the city is definitely seeing a much higher demand for Pre-K and Kindergarten seats, and that is actually the side of the city where we are capped out for space. In terms of the West Neighborhood School, the Kennedy and the Brown, as you know the Brown and the Kennedy do not have Kindergarten seats, so that only leaves the WSNS with Pre-K seats. So that's exacerbating a little bit, being able to fulfill family's needs for the pre k side. A few of those school buildings may have a slight capacity to add, but not much. To accommodate families, we've been able to provide some transportation with the kindergartners, we have certain number of kindergartners that take the west bus and go across the city to the Capuano. We did that predominantly this year because of the bridge issue, but it's not a long-term solution. This is something we're hoping the enrollment study will help to kick out and we'll be able to look to see at the birth rate what's going on in the west side, to see how to better fit that demand. We're also seeing that same demand in the Argenziano area of the city. So we're seeing a little bit of a boom and again, Pre-k and Kindergarten there are often three times what we have for seats. And so we're then going into the second choice for a lot of those families.

Our homeless numbers are high for the start of school, we're at about 50 families, usually, and we're more in the 30s. I think some of the challenges are that we didn't see much movement off of the list. So the same families that left us at the end of the summer, with the homeless status in a shelter, group home or temporary residence returned with that same status. And so that will only build, we usually get upwards of 100 students and families by the end of the school year so we're starting off with 50, we're already high. Other things, in terms of trends for our English language learner population, we're seeing a much higher rate of newcomers coming into SPS predominantly from Brazil, with a strong second being Central America. Right now our newcomer sites, which are at the Healey and at the Argenziano, are filling very fast. We are looking at that to see if we may need to add capacity in the kindergarten and the first grade, which are generally the ages that we see our newcomer students come in. We do have a population that comes slightly later in the fifth grade and then of course in the ninth grade. Fifth grade right now is manageable; the ninth and 10th grades are also high for this year so far.

We are typical, in terms of students coming back from charter, the range is anywhere from 20 to 25 students over the summer, that was pretty normal for what we see. We are seeing a slight tick up of students who we would term as medically fragile, and they're here predominantly for medical needs with their families. So these families often have brothers and sisters that will attend Somerville Public Schools, sometimes it's for a year, sometimes it can be for longer than that.

So right now we're really watching the SCI, our English language learner numbers and our newcomer numbers. Looks like the kindergarteners have settled a bit, at one time we had some concern that we might have to launch another kindergarten, but it does look like we have some space. What's going on in the kindergarten is the same as with the pre K, which is where the space is. Right now we have about 15 seats in Kindergarten to be able to accommodate families that are coming into the district, that number is about six for Pre-K seats.

Overall, we're running between 5050 and 5100 for students, when I came in it was more toward 48 to 4900 so we've definitely increased the pipeline over time. What we're also seeing in the trend is, we used to see students leaving come fifth, sixth, seventh, eighth grade, we're not seeing that. So we're seeing the classes stay fairly healthy anywhere between 330 and 380, there is one or two in there that are over 400. The two smallest classes are actually the 11th and 12th graders at the high school. Once those classes have gone, what come behind are much larger classes. It comes timely that we're building anew high school with the additional capacity.

Ms. Pitone thanked Superintendent Skipper for this preview and asked a question specifically about the transportation that's being provided from the West Neighborhood School to the Capuano. She asked whether it was just Kindergarten, or also Pre-K, and how those seats were allocated.

Superintendent Skipper responded; it's kindergarten and up, there is no Pre-K transportation. When families registered if they could not be given a choice in their geographic area, and were really having to go across the city, the Enrollment Center informed the families about the shuttle and asked them if they would like the opportunity to ride it, about 10 families elected to do it.

Ms. Pitone added that this was also precipitated by the fact that the Broadway bridge was closed and all the other bridges were closed, and asked the Superintendent to clarify that there's no intention to keep doing this and that there shouldn't be a developed expectation for the shuttle.

Superintendent Skipper agreed and said to keep in mind that when somebody rides in a car from one location to another it takes longer but it's a defined amount of time, when a child is on the bus, they have to go to each stop that that bus rides. So what would typically be a 25-minute ride can often be an hour ride, so we're really not looking for that to be a long-term solution in any way. This was really to accommodate understanding the burden for families with the bridges being down this year and public transportation not being easily accessible.

Dr. Ackman then asked what the district's legal obligation is around having Pre-School and Kindergarten.

Superintendent Skipper replied that preschool is by our jurisdiction, an election, the same with Kindergarten in terms of the hours. With our kindergarten we actually offer all day, because we have community schools partner with it. In Massachusetts the age of six years old for students becomes the legal age. With preschool our vision is, as you know from all the work with the birth to now kindergarten we work in a mixed delivery system: we have a lot of fine providers in our city that we're proud to work with, so we're not looking for simple public schools to come in and supplant that and be the only game in town we want to be able to work with the providers because we know that we can't provide that for everyone in all locations. And we also believe that kids having a variety of experiences and providers meeting particular parents interest is important, whether that's in a Montessori setting or whether that's in a traditional preschool setting all students are welcomed to come to us after that, and we are working very hard through our early Ed grants to do a lot of professional development in collaboration with the mixed delivering it's going extremely well. We're very proud of that and our plan would be to continue that.

Chair Normand added that coming from Ward seven, it's not just preschool and the school system; there are not as many daycare centers or preschool opportunities in central or western side of the city. There's a shortage on all fronts.

Ms. Palmer asked if the enrollment study is going to look at types of housing and homeownership versus rental for families.

Superintendent Skipper said we are and mentioned that this is what causes much of the shift here. When you have a high renting percent, families rent to a certain level and then they leave. The same thing happens with styles of homes, two and three bedroom homes, when there's multiple children as children get to be bigger they leave. So, I think we do have to look

at that.

- **Homework Policy Update**

Superintendent Skipper continued with her report and asked Mr. Mazza to give the Homework Policy update.

In your packet you have the memo that went to the Rules Subcommittee, September 26. This is the updated memo and it includes the facilitators for the focus groups, which wasn't on the initial memo. The first focus group is tomorrow, so we started this process; there is one on the 23rd and then one on the 28th. Within this packet you also have the focus group questions, which was a request from a while ago and I think it's important that you have them. You also have the survey questions in two forms, written in the memo and the actual survey itself. The focus group data will be verbal and the educator survey feedback data will be twofold; we'll be able to break that into grade spans. We're looking at getting great response in both the focus groups, and the survey because we want to hear teacher voice. This is a great opportunity to really hear and see teachers and speak with them about the importance of homework and their values along with the research around whether or not homework is appropriate. We're looking forward to this process and I will be reporting out to the Rules Committee at least once a month with the data that we do get.

Miss Palmer added to the point of hearing the policy updates in the Rules subcommittee that it will be a standing item in Rules and to the extent that they could make some decisions in the committee along the way to update the policy, they will be doing that as well.

Ms. O'Sullivan asked two questions. One is, whether there will be any discussion or providing of the old policy to the people in these focus groups, and also, would it be possible to share with us the research that you're going to share with focus groups.

Mr. Mazza said the answer is yes and yes: the research is actually the research that you sent to me, in terms of the first question around the original policy, we sent an email to the teachers at West last week that included the original policy, the revised policy, the research and the actual questions, but yes I can provide that.

Superintendent Skipper continued with her District Report.

- **Superintendent's Notes:** *School Committee Meeting - Monday, October 7, 2019*

Last week, we kicked off National Farm to School Month with another successful and very fun **Corn Shucking event**. Students, parents/guardians, and volunteers at all of our PK-8 schools spent an early morning shucking corn that was then prepared and served as part of school lunch at all of our schools later that day. I want to take a moment to thank everyone involved in that event. A particular shout-out to Lauren Mancini, Pauline Uccello, and Karyn Novakowski for coordinating the event. The corn was locally sourced from two Massachusetts farms – Calabrese Farm in Southwick and Dickinson Farm in Granby. Not only do these types of efforts support our commitment to providing healthy school meals, they also play an important role in educating students about the value of sustainable food sources. More than 3,100 ears of corn were shucked that morning!

I mentioned earlier this year that one of our focus areas this year is **Social- Emotional Learning**. We have several parallel initiatives to support our commitment to stronger SEL practices across the district. The S3 (Systemic Student Support) Academy kicked off last month and includes small teams of educators from schools across the district involved in a state-wide network of schools looking at evidence-based integrated student support approaches – ways of improving student outcomes by securing or coordinating academic and non-academic resources. This week, a district team of 10 will begin their work as part of the exSEL Learning Network. This group will be involved in gaining a clear understanding of core SEL skills and knowledge of classroom-, school- and district-level strategies to support the development of these skills in students and adults. As part of this Network, we will also be laying the groundwork for ongoing SEL improvement efforts. Both of these networks are being facilitated by The Rennie Center and other partners. We are excited about this work and look forward to updating you as the work progresses.

Somerville High School will be hosting its second Annual **Women in STEM Summit** later this month. On Monday, October 21st, from 3:00-5:30pm all SPS high school and grade 7 and 8 students are invited to participate in the 2019

Women in STEM Summit, which will be held at the SHS Auditorium. The purpose of the Summit is to encourage young women to explore their interest in pursuing a profession in the STEM fields. The afternoon will include a keynote speaker (Tufts Researcher, Dr. Rachael Bonoan and TEDxTufts Speaker: Embracing Science as a Verb), the opportunity for students to meet and hear from women in the science, technology, engineering, and math fields, and the opportunity for students to participate in small group discussions. We look forward to another very successful Women in STEM event. The Somerville Special Education Parent Advisory Council will be hosting their annual **SEPAC Meet & Greet** later this month as well. All parents and guardians are welcome to attend and connect with other interested parents/guardians.

The Meet & Greet takes place on Tuesday, October 22, 7:00-9:00pm at The Neighborhood Restaurant located at 25 Bow Street.

Just a reminder that the **Somerville Family Learning Collaborative Clothing Closet** is open on Thursdays from 12-3. The SFLC clothing closet is located at the SFLC Center at the Cummings School building (42 Prescott St.), and is a free resource for Somerville families. Thanks to generous donations from many people, the SFLC Clothing Closet offers gently used or new clothing, shoes, toys, and other items to families in need. As we enter the winter season, access to these types of resources for families in need takes on added urgency. Please share the news about this great resource. Speaking of the approaching winter season, cold and flu season is upon us. HHS is offering free flu vaccines for the next couple of months. Please visit our website calendar of events for dates and locations. While there is no charge for vaccinations, attendees are asked to bring an insurance card if available, including Medicaid cards. Upcoming clinics include:

- Thurs., Oct. 17 @ the Council on Aging (167 Holland St.), 10:00am-1:00pm
- Thurs., Oct. 17 @ City Hall Annex (50 Evergreen Ave.), 4:00-7:00pm
- Tues., Oct. 22 @ Somerville Public Library (79 Highland Ave.), 12:00-2:00pm
- Thurs., Oct. 24 @ City Hall Annex (50 Evergreen Ave.), 4:00-7:00pm
- Thurs., Oct. 31 @ City Hall (93 Highland Ave.), 10:00am-12:00pm

VI. REPORT OF SUMCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction: September 19, 2019 (Ms. O'Sullivan)

Education Programs & Instruction - Meeting Minutes - September 19, 2019

The Education Programs & Instruction Subcommittee held a meeting on September 19, 2019. Subcommittee members in attendance were Paula G. O'Sullivan, Emily Ackman and Laura Pitone. School Committee chair Carrie Normand also attended. Participating district staff included Assistant Superintendent Chad Mazza, Early Education Director Lisa Kuh, SFLC staff Nomi Davidson, Fernanda Villar, and Michelle Laskey, as well as Allyssa Corrigan (SPYC), Ruth Santos (Somerville Promise), and Rachel Wilensky (CCF Fellow). STA Vice President Megan Brady also attended. Ms. O'Sullivan called the meeting to order at 5:40pm. The agenda topic was the *By All Means* connection to Somerville's Early Childhood program.

The *By All Means* initiative is a multiyear collaboration with the Harvard Graduate School of Education and six communities, including Somerville, aimed at developing comprehensive child wellbeing and education systems that eliminate the link between children's socioeconomic status and achievement. The focus of this meeting was early childhood programming, one of SPS's three priority areas in the initiative (the other two areas are out-of-school time and student success plans).

Early childhood broadly spans prenatal care to school entry. At the earlier end, the services focus on building a strong foundation from prenatal to 3-years-old, with free, multilingual early childhood programs and resources for new parents and families, including Somerville Baby and Parent/Child/Literacy, which are two home visiting programs, playgroups, support groups and resources and referrals.

The discussion then took a deeper look at Somerville Baby in particular, as systems development work has initially started with this program, supported by the Commonwealth Children's Fund Grant. This work includes a partnership with the Institute for Community Health, a formalization of the program, an expansion of the developmental screening questionnaire, and expanded training for providers and families. This systems work will expand to support all programs.

The meeting discussion then shifted to the 3-year-old to school-entry age band and the Somerville Partnership for Young Children, which is focused on expanding early education opportunities through a mixed-delivery system, by developing a connected web of engaged, high-quality partners. The work is organized around center and educator quality, comprehensive wrap-around services, and expanding and improving access and equity. It was explained that this partnership model makes sense, rather than expanding existing SPS pre-K programs, because it provides more options to families, avoids pulling 3-4 year-old programs out of childcare centers, and doesn't require non-existent space in SPS facilities.

Meeting participants discussed the capacity that has been built within the current system, some part of which is funded by grants, and the necessity to keep the capacity long term. Questions were asked about priority-setting, assessing program effectiveness, potential connections to Harvard's GSE Achievement Gap Initiative and data work to connect to the K-12 information systems.

With no further business, the meeting was adjourned at 6:30pm.

MOTION: Motion by Ms. O'Sullivan, seconded by Dr. Ackman, to accept the report of the School Committee Meeting for Educational Program and Instruction of September 19, 2019.

Motion approved via voice vote.

Ms. Pitone took this time to give kudos to the Early Education team, to Lisa Q and the new staff that's been hired. We have increased capacity in this group, that team started with one person just five or six years ago, and additionally there's at least one city/district resource that is a shared resource. I'm pleased about how this has been moving forward. The quality of the work they're doing, the thoughtfulness, and the fact that they're really focusing now on how they can evaluate the impact of this and have data and create data around how we're impacting things is really powerful.

B. School Committee Meeting for Finance and Facilities: September 23, 2019 (Mr. Green)
Finance and Facilities, May September 23rd.

Meeting came to order at 6:00

In Attendance were A. Green, P. O'Sullivan, and I. Krepchin. Also in attendance were SC Chair C. Normand, Supt. Skipper, Interim Asst. Supt. Mazza, Finance Director Gorski, STA President Rami Bridge and STA Vice President Megan Brady

We began by explaining the first expense reports of the new fiscal year and bill rolls covering June as well as July and August. Director Gorski informed us that the end of year report was being finalized and we could expect them in a future F&F meeting.

A motion to approve the Bill rolls was moved by Ms. O'Sullivan, seconded by Ms. Krepchin. It passed unanimously.

Director Gorski then proceeded to explain the status of SPED spending in FY19. SPS has resumed its prior fiscal practice of paying circuit breaker money forward a fiscal year (we had to draw from the account in FY18 to cover extraordinary expenses). Additionally, the Commonwealth's reimbursement rate is higher than it has ever been, putting out SPED funding on excellent footing to begin the year.

Further, in a reflection of our emphasis on building our in district special ed services, we only have 71 students in out of district placements, the lowest number in years. Also, for the first time ever, we have students in district services trigger the circuit breaker. We still have a number of students being sent out of district for hearing disability issues, an issue the Superintendent expects the district to address in the near future.

We were then updated on the status of facilities after the summer. First, we want to thank DPW for their excellent work in preparing the schools for the fall. Of note is the work done to prepare Edgerly to host a large portion of Somerville High's CTE program. They also put in AC at the Edgerly, to the relief of students and staff both. Similar work to put AC in at the Brown School was done and is currently awaiting the completion of some unexpected electrical work for the AC there to be activated.

We then received an update on transportation issues in the district. First at the high school, the shuttle process between Edgerly and Central Hill seems to have overcome its initial hiccups. We've added a third shuttle, which, combined with clearance to use the bus only lanes, has reduced the amount of time students spend in transit between buildings. However, we're going to go over the existing contract to do it, so we will have to rebid out the contract. Administration expects, given our history with transportation bids, Eastern will win the contract.

We transitioned to larger transportation issues. There is widespread acknowledgement of the need for SPS to develop a systemic approach to transportation issues. Some of the current challenges discussed include:

- Given a spike in interest in schools on the west side of the city (probably caused in part by traffic due to construction) we are currently busing 13 students (under 5th grade) from the west side of the city to schools on the east (students over 5th grade are given MBTA cards)
- Ongoing issues with proper support and staffing for bus monitors
- The need for strategic thinking re: transportation equity.

Conversations are currently being had about how we staff transportation oversight. The administration may suggest stipends, part time positions, and/or a new fulltime position. Members shared their thinking about the need to make sure to do this in a way in that allows for the bandwidth to be proactive.

We discussed our agenda for upcoming months. The consensus was to try to focus on spending more time discussing topics in greater depth, and to use memos for things that could be briefed without the use of a meeting. In addition to WSF, identified priorities included the Community Schools and Nutrition Services budgets.

Finally, we began discussions on a timeline for Weighted Student formula. With a goal of having a recommendation for the full School Committee in time for the FY22 budget, we discussed SC's role in the process. There are two big questions SC must answer

- 1) What demographics are we weighing (and secondly, by how much are weighing them)
- 2) What elements of school funding will be covered under the funding?

The plan is to spend the fall beginning to think about those questions to give the district some initial ideas for things to run as trials during the FY21 budget process so we can begin to have real numbers to look at.

It should be noted that the smallest district we've found to do WSF has 23,000 students so Somerville has potential to really lead the way on this issue

FF adjourned at 6:54

MOTION: Motion by Mr. Green, seconded by Dr. Ackman to accept the three sets of bill roles for the months of June, July and August.

Motion approved via voice vote.

MOTION: Motion by Mr. Green, seconded by Dr. Ackman to accept the report of the School Committee Meeting for Finance and Facilities of September 23, 2019.

At this time, President Ballantyne asked for clarification on the point about students over fifth grade getting MBTA passes. She added that one example is that there was some question and confusion around some sixth graders in the UNIDOS Program and how they get to school, do they use the bus; some could use the bus and others couldn't.

When I called about this I found that it depends on whether you turn 12 and when in the year you turn 12. I thought about the fact that students and the families don't know this and asked about what the process is. They said that prior to your child turning 12, parents get a letter from the city telling them that students have to now use the public bus, and that they are able to get an MBTA pass, they also have to get a photo ID. If I use myself as an example, my daughter turns 12 in October, in 10 days, and we didn't get any of this.

She then asked what happens to the kids in the sixth grade who are going to be turning 12 throughout the year.

Chair Normand asked Superintendent Skipper to speak to that district wide.

This is actually something we're looking at right now because it goes back to when students were informally put on the bus to get to UNIDOS from the west part of the City, years ago but there was no clear policy written out for it. The only place that there is more of a clear policy is for ELL students. Currently, predominately at the Argenziano, when our ELL students go from the fourth grade to the fifth grade and move to the Winter Hill programmatic, when they turn 12 they come off the bus and then start to get a T pass for them to take the bus to the Winter Hill. Other than if they're assigned programmatic to something, we're not generally giving out transportation passes. The formality of the letter distribution comes from the ELL Department; it doesn't really come from the general education side. That's probably why you haven't been able to get clear information, because it hasn't actually been a true policy. It is something we're looking at because we do need to address it, as well as whether we continue to do a bus from the west to the east side, for a program like the UNIDOS. It was initially positioned in order to make sure that there was representation for the west side of the city, years ago. We're also trying to not have younger students with much older students on the bus, which is in generally why we do the cut off at 12.

President Ballantyne then asked what do you tell the parents of the students who are in the sixth grade, that are going to turn 12 in October or November or January.

Superintendent Skipper said we would give them a T-pass, so that the student would be able to go.

To which President Ballantyne asked for clarification on when they get notified, and added that it' not currently happening.

Because the problem wasn't earthed for the group of students that are part of El Sistema, Dr. Curly is working on it right now to get the names so that we can actually give the T passes to those students.

Chair Normand added that this speaks to needing clear policies and procedures and making decisions by students instead of programmatically and thinking long term.

Ms. Pitone then said that she had a similar question come to her in referenced to El Sistema and whether students in El Sistema are allowed to take the bus, and at some point are told they are not allowed to take the bus anymore, and dropped out. I don't know if they were given access an MBTA pass, but I heard second hand that that program was getting hurt by that.

Superintendent Skipper disclosed that we're currently trying to look at the data for El Sistema to see exactly how many students are coming over. One option is to try to do some musical programming on the west side of the city, since this back and forth between East and West is getting more complex. The reason why we have the cut off of 12 is because we don't want 14 and 15 year olds on a bus, where there's kindergarteners or first grade. It's a problem that again points back to when we start something we should revisit it each year to be able to see how is it working, what's are the unintended consequences of it and how are we going to sustain it. That wasn't done in this case, so now we're trying to go back and sort of unearth it, but we will come to some solutions for the families as best we can.

Chair Normand made a suggestion that before we get into open houses and new parents looking at schools that we are very clear about what policies and procedures were in place and implemented for this year as a temporary gap, while the bridges are closed, and what families should expect going forward and to be very explicit about that.

Superintendent Skipper agreed and added that this is also why we believe that transportation should fall under a person, as opposed to having multiple people trying to do transportation from different programs and departments.

The Motion for Mr. Green's Finance and Facilities report was approved via voice vote.

C. School Committee Meeting for Rules Management: September 30, 2019 (Mr. Palmer)

Rules 9/30/19 Subcommittee Report

Called to order 6:07pm

Attendees: Lee Erica Palmer, Laura Pitone, Carrie Normand, Jessica Boston Davis (Dir. Equity and Excellence) & Rebecca Grainger (Superintendent fellow)

Agenda

Items taken out of order

1. Life-threatening Allergies policy: was originally presented at Rules last spring, brought forth by the school nurses. Ms. Normand agreed to revise the current draft (that includes both policies and procedures) to bring just the policy components to next Rules for review.
2. Homework Policy update: received memo from Chad Mazza (Acting Assist Superintendent) with update on the upcoming teacher focus groups and outlining the focus group and survey questions for teachers (memo should also be in packet for 10/7 full meeting). Mr. Mazza will provide Rules with ongoing updates, and the Homework policy will be a standing item in Rules until the Subcommittee votes it out to full Committee (current goal is November).
3. MASC Online Policy Database: administration reported that the district is now under contract with MASC so all SPS district polices will be moved online this fall, so they will be easily searchable and shareable with other districts. We are excited for this 2019 Internet innovation!
4. Equity Policy – after much deliberation in long-range planning meetings last year, and a series of focus groups conducted last spring by Dr. Jessica Boston Davis (that culminated in findings and recommendations for the proposed policy), the current version was discussed and several amendments were approved (please see red-lined updated version of the policy in the packet).

Among other things, these amendments helped to (1) clarify and contextualize the addition of the term "intersectional" in the "Purpose" section, (2) elaborate on what "equitably allocated resources" means under "Desired Outcomes", and (3)

added "district and school policies and procedures" to the list of "equity levers" to highlight the responsibility School Committee itself has in creating greater equity across the district.

The subcommittee decided to keep the draft policy in Rules for one more meeting before voting it out to the full body with the hopes of first resolving the following:

- a. District counsel's approval of all language (specifically the proposed addition of "staff evaluations" to "existing prioritized structures of accountability and support" under "Equity Goals and Reports")
- b. Mr. Green had proposed (via email to the Chair) a whistleblower protection for those (staff and students) who report violations of the policy, which the committee agreed was critical – pending specific proposed language to establish this. Not discussed (by oversight), though important and related (also raised by Mr. Green over email): the creation of a mechanism to explicitly obtain student feedback on equity progress.
- c. Ms. Pitone raised concerns about the inclusion of "pupil school assignment" under "Equity Levers" – she wondered about the exposure associated with the "very specific expectation on balanced representation" at our schools and how we would or could achieve this beyond bussing due to the segregated nature of many of our neighborhoods– a longer discussion was requested

Subcommittee confirmed a 5:30pm start time of the next Rules subcommittee on 10/21/19

Meeting adjourned at 7:25p.m.

MOTION: Motion by Ms. Palmer, seconded by Ms. Pitone, to accept the report of the School Committee Meeting for Rules Management of September 30, 2019.

Ms. Pitone then added some comments.

Thank you Miss Palmer for keeping us really focused on this process and I also want to give public thanks to Dr. Jessica Boston Davis, and our new Harvard fellow Rebecca Granger who are really immersed in this process. It was a great meeting and we talked about some really challenging things. I wanted to clarify a couple things in referenced to policies and procedures, because we wanted to add the accountability of the School Committee, we didn't add a separate one, we added that in the context where we had pupil assignment. So policies and procedures including pupil assignment. The second thing is, we also had some feedback from Ms. O'Sullivan around, not just highlighting curriculum as one of our levels but also teaching, and I also included the term assessments. We all know that assessments are right for equity issues, and so we felt very strongly that we wanted to add that language to strengthen that we're not just talking about curricula. And then the last one that we talked about that is in this report was about pupil assignments. I wanted to clarify that I emphasize the fact that I like that we are really trying to hold ourselves accountable, is whether or not we are going to back ourselves into a corner and how do we create that balance. I really encourage all our members to take a couple minutes to reread Ms. Palmers report, to reread the new draft, because the more input that you as school committee members give us into Rules, the tighter and the higher quality this will be when it comes to Regular

Ms. Palmer added that overall we all heard the presentation from Dr. Boston Davis last time and read the Memo; the policy as it stood last spring was really well received. It's in really good shape and no substantive changes were suggested to the policy itself, the concerns were about implementation and accountability. To the extent that we can strengthen any of that and if people have suggestions or ideas about how the school committee really can be directly held accountable and hold the district accountable to implementing the very critical goals that it's outlining is key. But beyond that, please do get me in writing any suggestions, comments, concerns and we will get it back to you as soon as we can.

Chair Normand said that this will be the main agenda item on the first School Committee meeting of November, which is Monday, November 4.

The Motion for Ms. Palmer's Rules Management Report was approved via voice vote.

D. School Committee Meeting for Long Range Planning: October 2, 2019 (Ms. Normand)
Chair Normand asked Dr. Ackman to take the podium so she could take her seat and deliver her reports.

School Committee Meeting for **Long Range Planning**

Met on October 2, 2019

In attendance: Emily Ackman, Ilana Krepchin, Lee Erica Palmer, Andre Green, Laura Pitone, Paula O'Sullivan, Superintendent Mary Skipper, Chief of Operations Jeff Curley, Interim Assistant Superintendent Chad Mazza

Audience: 5 members including STA President Rami Bridge and Vice President Megan Brady

There were 2 items on the agenda:

1. Establishing new set of District goals
2. Request for Proposals for an in-depth enrollment study

Superintendent Skipper and Chief of Operations Jeff Curley summarized the process that district leadership went through to arrive at identifying the three main initiatives that form the initial equity work. They include:

1. human capital goal to recruit, train, and retain a more diverse staff to more closely reflect our student body
2. Exploring using a weighted student formula for budgeting
3. A in-depth enrollment study to inform the possibility of realigning student assignments.

Mr. Green moved to accept these three goals and Ms. Palmer seconded it. Ms. Pitone moved and Ms. Palmer seconded to amend the human capital goal to include language about community/family engagement, extending human capital beyond SPS staff. Ms. Pitone then made a friendly amendment to include language around transparency and community engagement. The amendment passed unanimously.

Ms. Normand made a motion, seconded by Mr. Green, to amend the original three district goals to include an instructional goal focused on critical student transitions. She cited third grade students reading on grade level, moving from elementary to the middle grades, the transition to high school, and indicators of post-secondary success as examples. She then asked the Superintendent in conjunction with district leaders to draft language and benchmarks

The original motion was tabled until the next Long Range Planning meeting scheduled for Wednesday, October 16th to allow the district to develop an instructional goal and generate benchmarks for the initial three goals.

The second agenda was about the Request for Proposals for the enrollment study. There was a brief discussion about the scope and timing of the request.

Carrie Normand adjourned the meeting at 7:02.

MOTION: Motion by Ms. Normand, seconded by Mr. Green, to accept the report of the School Committee Meeting for Long Range Planning of October 2, 2019.

Motion approved via voice vote.

E. School Committee Meeting for Personnel: October 2, 2019 (Ms. Normand)

School Committee Meeting for **Personnel**

Met on October 2, 2019

In attendance: Emily Ackman, Ilana Krepchin, Lee Erica Palmer, Andre Green, Laura Pitone, Paula O'Sullivan, Superintendent Mary Skipper, Chief of Operations Jeff Curley, Interim Assistant Superintendent Chad Mazza

Audience: 5 members including STA President Rami Bridge and Vice President Megan Brady

I called the meeting to order at 7:03 pm

There was one item on the agenda: The Superintendent's evaluation.

As chair, I provided a brief history of the various timeframes and criteria used to evaluate superintendents over the past six year. Chief of Operations Jeff Curley, Superintendent Mary Skipper, and Ward 1 SC member Dr. Emily Ackman outlined the

Department of Elementary and Secondary School's new superintendent evaluation rubric and explained the difference of a formative and summative evaluation.

Ms. Palmer moved to have this evaluation cycle be a two-year cycle with a formative evaluation at the end of year one and a summative evaluation with input from staff who report directly to the superintendent at the end of the second year. Dr. Ackman seconded the motion. Discussion included an appreciation for establishing a timeframe and clear expectations of evaluation parameters for the next two years and considerations for the anticipated school committee turnover in January 2020. The motion was tabled until the next Personnel meeting scheduled for Wednesday, October 16th to allow for the further development of district goals to be used in the superintendent's evaluation.

The meeting was adjourned at 7:29

MOTION: Motion by Ms. Normand, seconded by Ms. Palmer, to accept the report of the School Committee Meeting for Personnel of October 2, 2019.

Motion approved via voice vote.

Chair Normand thanked all of the subcommittee chairs for the timely reports. As we enter into this next year with so much equity work and three important task force, and several new members joining us the importance of timely reporting out will only make us more high functioning body.

VII. NEW BUSINESS

A. MASC Conference Delegates and Resolutions.

This is the yearly Conference of the Massachusetts School Committees, and attending this year are Emily Ackman, Andre Green, Ilana Krepchin and Laura Pitone. We need to nominate a delegate to represent our school district. Also, there are nine resolutions and I would encourage us to have a member who would be willing to read the title of the resolution and just the Therefore, so that there's a public record of it without going through this entire school six pages of details.

At that time Dr. Ackman nominated Mr. Green as delegate.

Mr. Green accepted the Nomination.

Ms. Pitone reminded the committee that they also need to nominate an alternate delegate. At which time Dr. Ackman nominated Ms. Pitone as Alternate delegate.

Ms. Pitone and Dr. Ackman then took turns reading the resolution titles.

RESOLUTION 1: Banning Polystyrene from Schools

THEREFO RE BE IT RESOLVED THAT: MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

RESOLUTION 2: Pertaining to Educator Diversity and Professional Licensure

THEREFORE, BE IT RESOLVED: that the Massachusetts Association of School Committees calls for the elimination of the MTEL and the MA Performance Assessment for Leaders (MaPAL) as licensing requirements for educators; and

BE IT FURTHER RESOLVED: that the Massachusetts Association of School Committees calls for the governance and licensure of professional educators to be vested in a board comprised of licensed educators.

RESOLUTION 3: School Transportation

THEREFORE, BE IT RESOLVED THAT: In order to promote greater competition for bus service contracts and improve performance, MASC calls for the creation of a working group to advise the Legislature on the best solutions to support greater competition and higher performance from transportation companies.

BE IT FURTHER RESOLOVED THAT: In order to promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis into the lack of bidders on school transportation contracts.

RESOLUTION 4: Climate Change

THEREFORE, BE IT RESOLVED THAT: MASC calls on Congress to take swift and effective action on climate change to protect current and future students.

BE IT FURTHER RESOLVED THAT: MASC advocates for funding for school infrastructure need and emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

RESOLUTION 5: Full Funding of Transportation Costs for Students in Foster Care and State Care

THEREFORE, BE IT RESOLVED THAT: The Commonwealth should fully reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth receive reimbursement for transportation expenses under Title IV-E of the Social Security Act.

RESOLUTION 6: Universal Quality Pre-Kindergarten Access in Massachusetts

THEREFORE, BE IT RESOLVED THAT: MASC file or support legislation that will provide a sufficient appropriation for universal pre-Kin Massachusetts and will achieve the actions necessary to provide access to good quality universal pre k for all children and Massachusetts.

RESOLUTION 7: Poverty and Children

THEREFORE, BE IT RESOLVED THAT: The Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families.

RESOLUTION 8: Resolution for Access to Menstrual Supplies

THEREFORE, BE RESOLVED THAT: MASC work with state and federal legislators to provide additional funding to provide free access to medical products from the school nurse and in restrooms and locker rooms.

RESOLUTION 9: Charter School Reform

THEREFORE, BE IT RESOLVED THAT: The Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

1. Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing within the school service areas.
2. Reporting of accurate numbers of students who leave charter schools to return to the sending districts or district of residence.
3. Requiring the MA Department of Elementary and Secondary Education to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.
4. State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.
5. State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

Chair Normand open the floor for discussion or questions about these resolutions.

Dr. Ackman asked for the Superintendent's feedback on the licensure requirement, Resolution 2. \

My understanding is that the lift in order to get an initial license is not that hard and it certainly is not enough to, bar someone from taking a job in Massachusetts if they're coming from out of state, my understanding is also that the district has a certain amount of leeway in hiring someone without a license, without being penalized by the state. What is the justification for the resolution?

Superintendent Skipper explained that this one in particular is around the professional licensure. It doesn't seem to address the waiver peace whatsoever. While it is true that we can get waivers. I think this is more coming out of a conversation that

we've been having particularly in urban districts where we are striving to have a diverse teaching body and staff body for our students because we know the positive impact that has, and that a continued stumbling block is often the MTEL. It's both a cost and there's also very little organized preparation for it. I wouldn't necessarily agree with everything in here but I do think the spirit of it is to try to get folks to think about what are some other options that credentialing can happen without being a standardized test. And if it is to be a standardized test what might be this appropriate support, including subsidy of cost in preparation to help educators to be able to pass it.

Mr. Green commented that this resolution is a perfect example of why historically the Somerville School Committee has authorized delegates to use their judgment. While in its current form, I would vote for it but for example if they were to amended to get rid of the second to be resolved around the educators being charged for licensure, I would then be opposed to it because for me it's important to create a better way of certifying teachers.

Ms. Pitone had a question about what the would be impact of banning polystyrene from schools and added that we use polystyrene trays.

Superintendent Skipper responded that, yes, we would have to take that into account through food services. We've been looking at the tray situation regardless to try to look at compostable trays and other kinds of materials so I don't think this would be something that we would not want to see happen.

President Ballantine asked about the foam ban in Somerville and whether the schools are exempt from that.

Ms. Skipper replied that she isn't sure what the foam consists of in our trays, so I would have to ask food services that question. This looks to be a particular chemical, that's within the foam.

Superintendent encouraged the committee to strengthen our voice on a couple of the resolutions. The one on school transportation, this is particularly for our students who are in DCF care and foster care. The way that it is written right now is that there is very little reimbursement back to the districts, and it's a huge problem for us, the cost keeps growing, which is why I think you see this here. Several of these we're just proud that things like the pre quality pre-K to the access to menstrual supplies certainly have come through our advocacy and people are now referring to them. The other one is the charter piece, and again, for us pretty much everything that's in here we would want to see happen, which is that it be excluded from the actual funding of the chapter 70, have its own separate pi dollars, and that charter schools would be held to the same accountability standard that we are in terms of student mobility, who's coming who's going and that there is a representative portion of special education and Ell in the district of the geographic area. So I would just encourage our delegate to emphasize those because we do care deeply about them.

Thank you for sharing your professional interpretation and recommendations,

Dr. Ackman reinforced what Superintendent Skipper is saying about resolution three, school's transportation. She shared that as a former Title One director, when a kid is taken into care, the district has no say and has to bear the cost. So that is to frame it, it is a sudden expense that we are expected to bear and can literally come overnight.

Superintendent Skipper added that in terms of the issue of equity one of the decisions that we've made is for our students who are homeless and in DCF care and are being transported, we've also included the ability to transport them so that they can attend after school, and out of school curriculum. I can't emphasize enough how important that is for the young people who are already in a difficult situation. And so that adds a tremendous cost because a lot of times this is singleton types of transportation, single vans, or single drivers. It's very orchestrated and very costly so anything that can be done statewide to help offset that cost of districts means that we can do other kinds of additional problem solving with the dollars.

MOTION: Motion by Ms. Krepchin, seconded by Ms. Palmer to give Mr. Green the option to use his good judgment.

Ms. Pitone encouraged the committee to just put this on the agenda again for our next meeting and have it in the packet just to give people another opportunity to read through it and see if they have any feedback.

B. School Committee Fall Office Hours

Chair Normand started by asking someone to volunteer to coordinate the publicity of these office hours.

She then made the suggestion that we do 10 days' worth throughout the district and that we start on Saturday October 25th, and conclude on Sunday, November 3rd.

Ms. Krepchin then volunteered to coordinate the office hours.

Ms. Normand urged members to get office hours' dates to Ms. Krepchin by the end of this week, Friday.

Ms. Pitone noted that we do encourage members to partner with their colleagues on city council when they can, or other representatives

C. Field Trips: (Recommended Action: approval)

October 19, 2019

The Somerville High School Outdoors Club will visit Mount Monadnock State Park in New Hampshire. Travel by SHS Van. Student cost is \$5.

MOTION: Motion by Ms. Palmer, seconded by Mr. Green to approve this field trip.

Motion approved via voice vote.

VIII. ITEMS FROM BOARD MEMBERS

Mr. Green

To formalize the request to add to new business of a future meeting a resolution in support of giving student representatives of school communities a vote.

Ms. Krepchin

Asked about indigenous people's day, which is coming up, and last year was the first year that we officially started it. I heard some concerns from families last year that they felt like their teachers were doing the same Columbus Day activities that were done in the past. I was just curious if there was district wide, something going on to address that.

Superintendent Skipper responded and said that at the last Principal's meeting, two weeks ago that was one of the items for discussion. We sent out the resolution for principles to go back and have a discussion with their staffs and really talk about how we can change up that day and make it more appealing, without doing the same things that we've been doing for many years. And I'm very confident that all the principals, went back to do this so we should see a change.

IX. CONDOLENCES

Dr. Ackman then asked for a moment of silence and expressed the School Committees condolences to the families of the following people who passed away:

Leah Walsh- Mother-in-law to Linda Walsh, Teacher at the Winter Hill Community Innovation School.

Charles McGovern – Brother-in-law to Cheryl McGovern, Senior Clerk at Somerville High School.

Mary Piacentini – Former Southern Jr. High School Teacher and Nurse at Powder House Community School, Wife of Louis Piacentini, former Director of Special Education.

X. ADJOURNMENT

Meeting was adjourned via voice vote at 8:56.

Related documents:

Agenda

Homework Policy Update

MASC Conference Resolutions

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

Amended 10-03-2019

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.

I. CALL TO ORDER

ORDER OF BUSINESS

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

II. REPORT OF STUDENT REPRESENTATIVES III. PUBLIC

COMMENT

IV. APPROVAL OF MINUTES

- September 23, 2019

V. REPORT OF SUPERINTENDENT A. District Report

- 2019-2020 Student Enrollment Update
- Homework Policy Update

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction: September 19, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of September 19, 2019

B. School Committee Meeting for Finance and Facilities: September 23, 2019 (Mr. Green)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities of September 23, 2019

C. School committee Meeting for Rules Management: September 30, 2019 (Ms. Palmer)

MOTION: To accept the report of the School Committee Meeting for Rules Management of September 30, 2019

D. School Committee Meeting for Long Range Planning: October 2, 2019 (Ms. Normand) MOTION: To accept the report of the School Committee Meeting for Long Range Planning of October 2, 2019

E. School Committee Meeting for Personnel: October 2, 2019 (Ms. Normand)

MOTION: To accept the report of the School Committee Meeting for Personnel of October 2, 2019

VII. NEW BUSINESS

A. MASC Conference Delegate and Resolutions

B. School Committee Fall Office Hours (Ms. Normand)

C. Field Trips (Recommended action: approval)

October 19, 2019

The Somerville High School Outdoors Club will visit Mount Monadnock State Park in New Hampshire. Travel by SHS Van. Student cost \$5.

VIII. ITEMS FROM BOARD MEMBERS

IX. CONDOLENCES

XI. ADJOURNMENT

September 26, 2019

To: Jeff Curley
From: Chad Mazza
RE: Homework Policy Update

Teacher Focus Groups

1. Teacher Focus Groups are being created for all schools through My Learning Plan. Teachers are allowed to use one of their allotted ten to participate in these groups. Each group will have two facilitators (one SPS and one STA) to frame the conversations. Below are the Focus Group dates with a description:

Educator Focus Group: Homework Policy

Description: This session is an opportunity for educators to share their ideas and opinions about homework practices in their grade levels, subjects, and schools. The information collected through these focus groups will help to inform School Committee Policy around homework. One focus group will be held at each school though educators are welcome to attend any of the sessions.

DATE	LOCATION	STA Facilitator	SPS Facilitator
Tuesday, October 8	West Somerville	Rami Bridge	Karen Woods
Wednesday, October 23	Kennedy	Rami Bridge	Karen Woods
Monday, October 28	Brown	Rami Bridge	Dr. Jessica Boston-Davis
Monday, November 18	Argenziano	Rami Bridge	Dr. Jessica Boston-Davis
Thursday, November 21	East Somerville	Rami Bridge	Karen Woods
Monday, December 9	Healey	Rami Bridge	Karen Woods
Thursday, December 12	Winter Hill	Rami Bridge	Dr. Jessica Boston-Davis
Wednesday, January 8	Capuano	Rami Bridge	Dr. Jessica Boston-Davis
Monday, January 13	Next Wave and Full Circle	Rami Bridge	Karen Woods
Tuesday January 14	SHS	Rami Bridge	Dr. Jessica Boston-Davis

Homework Policy Focus Group Questions

2. The Focus Group questions are designed to promote meaningful conversations regarding the relationship between classroom practices and homework. Additionally, research on homework will be integrated into each conversation. Below are the questions:

Focus Group Questions

- What role does homework play in your practice?
- What do you like about the revised policy? What gives you pause about the policy? Think of this as it relates to...
 - o Student achievement
 - o Skills (time management, persistence, etc.)
 - o Relationships with parents/families
 - o Impact on classroom practice
- Given the time allotments in the draft policy, where do you see reading fitting in?
- As a teacher what, if anything, would you change in this policy?
- Homework is one tool in a system of how we educate our students. If we prioritize reducing the amount of homework students receive each week what else in our classroom and school structures and educational priorities might need to shift to support this goal?

Survey Questions

3. The follow up survey questions will give additional data by different grade bands (K-2, 3-5, 6-8, 9-12). The goal is 90% participation rate for teachers. We have agreement with STA leadership in assisting with this goal. Below are the survey questions:

Follow-Up Survey Questions

1. Grade bands:
 - PreK-2
 - 3-5
 - 6-8
 - 9-12
2. How much time do you expect students to spend on HW per night?
 - 0-20 minutes
 - 20-40 minutes
 - 40-60 minutes
 - More than 60 minutes
 - Other
3. How many nights per week do you typically assign HW?
 - 0-1 night
 - 2-3 nights
 - 4-5 nights
 - Other
4. How do you most often assign HW?
 - One night/assignment at a time
 - One week at a time
 - Other
5. When you assign homework, when is it typically due?
 - The next day
 - Two days later
 - By the end of the week
 - More than a week later
 - Other
6. Do you and your colleagues collaborate around HW assignments?
 - Yes
 - No
7. In my schools, me and my grade level/subject team colleagues provide _____ homework assignments to our students.
 - The same
 - Similar
 - Different
 - NA
8. Which of the following statements most accurately reflects your expectation around HW?
 - I expect that students will complete the assigned task, regardless of how much time it takes
 - I expect students to finish as much as they can within a specified amount of time
 - Other
9. Is reading part of your HW assignment or in addition to homework?
 - Yes
 - No
10. What do you believe is an appropriate total amount of homework per night for students in your grade level?
11. How important is homework as a tool to accomplish your educational goals? (scale of 1-5)

12. If the Homework Policy reduced the amount of homework you could give how much would that impact your practice?
(scale of 1-5)
13. What else should the School Committee consider when finalizing the Homework Policy?
14. Is there anything else you would like us to know about homework?

report of the resolutions committee

The members of the Resolutions Committee met on June 27, 2019 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2019 Annual Meeting of the Association. Members present were: Margaret Hughes, Narragansett Regional; Denise Hurst, Springfield/MASC Secretary-Treasurer; Laura Fallon, North Hampton; Irene Feliciano-Sims, Holyoke; Mildred Lefebvre, Holyoke/MASC Minority Caucus Chair; Barbara Davis, Holbrook; Kim Hunt, Plymouth; Wendy Rua, Agawam; Bill Fonseca, East Longmeadow/MASC Division V Chair; Denise Schultz, Franklin; Jake Oliveira, Ludlow/MASC President-Emeritus; Beverly Hugo, Framingham/MASC Past President; Paul Schlichtman, Arlington/MASC Past President; Devin Sheehan, Holyoke/MASC President; Deborah Davis, Northeast Metro Voc. Tech./MASC President-Elect and Chair of the Resolutions Committee

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: Banning Polystyrene from Schools *(Submitted by the Silver Lake Regional School District, including the School Committees of Kingston, Plympton, and Halifax)*

WHEREAS: The United States Department of Education Green Ribbon Schools was created in 2011 to recognize school's efforts to reduce environmental impact and cost, improve the health and wellness of school's students, and staff, and provide effective environmental and sustainability education; and

WHEREAS: The Commonwealth of Massachusetts in conjunction with twenty other states joined together to form the United States Climate Alliance to support the Paris Agreement and through continued legislative and executive actions has demonstrated the Commonwealth's commitment to environmental protection; and

WHEREAS: Expanded polystyrene foam manufacturing process releases pollution into the atmosphere, expanded polystyrene foam has been shown to be non-biodegradable and has the ability to be persistent in the environment for thousands of years, expanded polystyrene foam breaks down into "pearls" which are often ingested by marine life and introduced into the food chain; and

WHEREAS: Expanded polystyrene foam is made with styrene, a chemical the Department of Health and Human Services has deemed as reasonably anticipated to be a human carcinogen, and the use of expanded polystyrene foam in food and beverage containers, especially containers holding hot or acidic food, have been shown to leach styrene into food and beverages;

THEREFORE, BE IT RESOLVED THAT: MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

RATIONALE Proponents cite the presence of toxins, including carcinogens in polystyrene and note that containers manufactured with this substance can be found in food and beverage containers that might pose a risk to students and others.

RESOLUTION 2: Pertaining to Educator Diversity and Professional Licensure *(Submitted by the Arlington School Committee)*

WHEREAS: Current research clearly demonstrates that public school students benefit from a diverse teaching staff; and

WHEREAS: Massachusetts districts are challenged to attract a diverse teaching staff; and

WHEREAS: Attracting diverse candidates often involves recruiting candidates from outside Massachusetts; and

WHEREAS: Massachusetts licensure requirements, including the Massachusetts Tests for Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to relocate to take a teaching position; and

WHEREAS: Test administration is conducted in centers that are often inaccessible without a car; and

WHEREAS: The cost of testing can be a barrier to potential applicants; and

WHEREAS: There is no evidence the MTEL is a reliable or valid measure of successful practice as an educator; and

WHEREAS: School districts are capable of selecting qualified candidates for teaching positions, as well as supervising, evaluating, and deciding on whether to retain the services of probationary candidates; and

WHEREAS: The Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS: Practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS: The teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board;

THEREFORE, BE IT RESOLVED: that the Massachusetts Association of School Committees calls for the elimination of the MTEL and the MA Performance Assessment for Leaders (MaPAL) as licensing requirements for educators; and

BE IT FURTHER RESOLVED:that the Massachusetts Association of School Committees calls for the governance and licensure of professional educators to be vested in a board comprised of licensed educators.

RATIONALE: The licensure of Massachusetts educators is governed by the Board of Elementary and Secondary Education. The oversight of licensure by non-educators has resulted in a complex, difficult licensure system that discourages qualified candidates from applying for licensure and employment in Massachusetts. Recruiting a diverse, qualified cohort of new educators will be enhanced if the barriers presented by MTEL are removed, and if licensure regulations and standards are placed in the hands of a committee of educators. An expanded explanation in support of this resolution can be found on the MASC web site.

RESOLUTION 3: School Transportation

(Submitted by the Hudson School Committee and revised by the Resolutions Committee)

WHEREAS: Among the transportation cost concerns for school districts is the lack of competition for bus contracts for regular day ("yellow bus") services, as well as costs for special education transportation; and

WHEREAS: Competition for transportation contracts has decreased over the years; and

WHEREAS: The transportation industry has been contracting and now has fewer competitors; and

WHEREAS: M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services, and

WHEREAS: M.G.L. c. 30B § 5 requires acceptance of the lowest cost bid; and

WHEREAS: Other factors beyond cost, such as past performance, cannot be considered when accepting a bid; and

WHEREAS: Many smaller districts only receive 1 bid when soliciting transportation contract proposals; and

WHEREAS: No action on this subject has been taken to increase competition; and

WHEREAS: Elimination of M.G.L. c. 71, § 7C would free the school districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on both the districts and the Commonwealth, and

WHEREAS: The lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials;

THEREFORE, BE IT RESOLVED THAT: In order to promote greater competition for bus service contracts and improve performance, MASC calls for the creation of a working group to advise the Legislature on the best solutions to support greater competition and higher performance from transportation companies.

BE IT FURTHER RESOLVED THAT: In order to promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis into the lack of bidders on school transportation contracts.

RATIONALE: Additional information can be found on the MASC web site.

RESOLUTION 4: Climate Change

(Proposed by the Resolutions Committee)

WHEREAS: We believe America is a great nation and has a proud heritage of addressing humanity's most pressing problems;

WHEREAS: We believe it is important to advocate for climate action leading to climate restoration to curtail one of the greatest threats facing communities throughout the world; and,

WHEREAS: We believe that climate change is not a partisan issue and that local, state, and national policies should be guided by the best available science; and,

WHEREAS: There is a broad scientific consensus among climate scientists that human activities, contributing to increases in greenhouse gas emissions, are the dominant cause of climate change;

WHEREAS: Children represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and,

WHEREAS: MASC recognizes climate change as a generational justice and human rights issue; and,

WHEREAS: Climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations, it disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America;

WHEREAS: The global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions and all elected leaders; and,

WHEREAS: National and state elected leaders working in a bipartisan fashion to enact carbon pricing policies could quickly and substantially reduce human-made greenhouse gas emissions; and,

WHEREAS: MASC recognizes and understands the significant negative impact that rapid and ongoing climate change has on America's schools, students, and their communities.

THEREFORE, BE IT RESOLVED THAT: MASC calls on Congress to take swift and effective action on climate change to protect current and future students.

BE IT FURTHER RESOLVED THAT: MASC advocates for funding for school infrastructure need and emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

RATIONALE: This resolution represents a call by advocates for action on climate change at the federal level and for state funding to anticipate the climatological implications and the emergencies they might cause.

RESOLUTION 5: Full Funding of Transportation Costs for Students in Foster Care and State Care
(Submitted by the MASC Board of Directors)

WHEREAS: FY18 was the first year Massachusetts added the category of transportation for foster children educated in the school or district of origin and subject to transportation to its reporting of education expenses by district, and the reported total was over \$3.2 million; and

WHEREAS: Federal and state law require the ability for students in foster or state care to stay not just in their districts of origin but also in their schools of origin; and

WHEREAS: The nature of foster care and state care placements has changed significantly within the past several decades; and

WHEREAS: School districts do not have control over whether a foster care student is placed into or removed from the district; and

WHEREAS: Section 7 of Chapter 76 of the Massachusetts General Laws, established over a century ago, obligates the Commonwealth to reimburse districts for the cost of educating students in foster care and state care;

THEREFORE, BE IT RESOLVED THAT: The Commonwealth should fully reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth to receive reimbursement for transportation expenses under Title IV-E of the Social Security Act.

BE IT FURTHER RESOLVED THAT: MASC advocate the Massachusetts General Court to properly calculate and assume the full expense of providing educational services to

students in foster care and state care including the costs of assessments, regular day and special education these services as well as out-of-district placements, transportation and mental health services.

RATIONALE: Because the foster care population is fluid, it is difficult for a school district to budget properly for un-expected transportation costs of students in foster care or state custody. Direct and full funding of transportation will remedy these problems while equitably and accurately allocating costs. The State Auditor notes the Commonwealth's failure to provide funding for the transportation of foster care students may be an unfunded mandate under the Local Mandate Law, G.L. c. 29, § 27c. This is a similar situation to that of the McKinney Vento finding by Auditor Bump in 2011-2012. As the requirement is tied to federal funding under Title I, the need to provide transit to these students means this could potentially be a requirement passed by the state to local districts without offsetting funding. Massachusetts received over \$220 million in Title I, Part A grants in each of the fiscal years 2016, 2017, and 2018.

While the reimbursement only offers a portion of the funds expended, it could help offset some of the expenses incurred by school districts to comply with state and federal laws. We applaud DCF and DESE for the effort underway to modify the federal plan to allow for reimbursement to Massachusetts for expenses incurred by school districts.

This resolution explicitly recognizes that "education expenses" include all education-related costs associated with the imposition of federal requirements and the decision-making of the Department of Children and Families (DCF) regarding each foster child's residential situation. Direct state funding of these services will allow for a more accurate allocation of funds to affected communities. Funding from the state will also lessen the administrative time lost by central office staff trying to determine the district financially responsible for each student and seeking reimbursements after the fact. Estimated total costs less the estimated existing payments would net to approximately \$56 million annually. More accurate data on student placements would sharpen this estimate.

RESOLUTION 6: Universal Quality Pre-Kindergarten Access in Massachusetts

(NOTE: This Resolution is a reaffirmation of a 2014 Resolution, submitted by the Framingham School Committee)

WHEREAS: In Massachusetts as many as four out of ten students lack access to a formal, early education and care program; and

WHEREAS: Advocates have cited as many as 25,000 low income children are in need of financial assistance for early education and care; and

WHEREAS: Low income students who participate in quality early education and care programs are 40% less likely to be held back a grade or need Special Education, and 30%

more likely to graduate high school twice as likely to attend college;and

WHEREAS: Better language, social and behavioral skills are obtained by attending a quality pre-school;and

WHEREAS: Children that attend pre-schools are shown to demonstrate tangible lifelong results for future success;

THEREFORE, BE IT RESOLVED THAT: MASC file or support legislation that will provide a sufficient appropriation for universal pre-Kin Massachusetts and will achieve the actions necessary to provide access to good, quality universal pre-K for all children in Massachusetts.

RATIONALE: This resolution would help ensure that our underserved population of 3 and 4-year-olds will be provided with the supports and services necessary for school readiness and lasting success in the classroom and for future success. Knowing that these strategies are documented in increasing student success, our resolution will level the playing field by helping to ensure equity and beginning the process of closing the achievement gap for this vulnerable cohort of children.

RESOLUTION 7: Poverty and Children

(Note: This Resolution is a reaffirmation of a 2015 Resolution. Submitted by the Framingham School Committee.)

WHEREAS: One third of the children in Massachusetts are living in or near poverty;and

WHEREAS: The perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage;and

WHEREAS: Students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront;and

WHEREAS: There is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address them;and

WHEREAS: The eradication of poverty among children is essential to generating a strong economy and vibrant society;

THEREFORE, BE IT RESOLVED THAT: The Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state program and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.
- Support for pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 8: Resolution for Access to Menstrual Supplies

(Submitted by the MASC Resolutions Committee)

WHEREAS: Schools have an obligation to serve all students equitably. Every student deserves the reassurance that their school restrooms are outfitted with necessities to accommodate their biological needs. Yet, for roughly half the US student population, there is a glaring exception to this commitment: menstrual hygiene products;and

WHEREAS: Menstrual hygiene products are basic necessities, and the inability to access them affects a student's freedom to study, be healthy, and participate in society with dignity. Studies have shown that when students lack access to menstrual hygiene products they skip or miss class, face embarrassment or objectification because of period stains, and are limited both

academically and socially; and

WHEREAS: Access to menstrual products could be cost prohibitive to many students and menstruating is not a luxury but a biological process that necessitates the use of costly products; and

WHEREAS: No student should miss a day of school because they feel ashamed or they do not have access to menstrual products; and

THEREFORE, BE IT RESOLVED THAT: MASC work with state and federal legislatures to provide additional funding to provide free access to menstrual products from the school nurse and in restrooms and locker rooms.

RATIONAL: Proponents assert that menstrual supplies are basic necessities which some students may not have on hand in school at any particular moment or may not be able to afford in general. They view these items, similar to other products found in nurses' offices or in restrooms, as basic, essential commodities for everyday use that should be available to all students without charge.

RESOLUTION 9: Charter School Reform
(Submitted by the MASC Board of Directors)

WHEREAS: In many cities and towns, Commonwealth charter schools are imposed upon communities or subject to expansion over their objections, without local representative oversight, and without regard to the impact such a charter school would have on the education of children in the public schools; and

WHEREAS: Charter schools are always fully funded by the sending districts enrolling students there while the charter school mitigation fund is subject to appropriation and has not been fully funded in years; and

WHEREAS: Charter schools may retain up to 20 percent of their operating budget and capital costs in reserve funds, regional schools may retain only 5 percent of any surplus funds in reserve, while district schools must return 100 percent of any unspent funds to their municipality; and

WHEREAS: Without substantial reform of Commonwealth charter school financing, recruitment of students, equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter schools cannot be addressed;

THEREFORE, BE IT RESOLVED THAT: The Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

1. Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing within the school service areas.
2. Reporting of accurate numbers of students who leave charter schools to return to the sending districts or district of residence.
3. Requiring the MA Department of Elementary and Secondary Education to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.
4. State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.
5. State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

RATIONAL: This resolution addresses several areas where charter school critics note that school districts are disadvantaged by current policy. Among these issues are failure to recruit and retain a fair proportion of students at risk, English Language Learners, or clients of special education services. The resolution also recommends that charter schools should be funded as a discrete budget line item rather than by having sending district Chapter 70 funding diverted to charter schools and that the current mitigation program to offset temporary losses of district funds be fully funded.

Critics of this resolution may argue that "the money follows the child" and that charter schools represent choices for parents and students. They might also cite efforts by some charter schools to recruit students at risk.

proposal to amend the masc by-laws

The Board of Directors of the Association has recommended to members that the by-laws of the Association be amended as follows:

It is proposed that Article VII (Election of Officers), subsection 2 (Nominating Committee) be updated to reflect the addition of the Minority Caucus representative on the Board of Directors and as a representative on the Nominating Committee.

Current language reads as follows:

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. One of such persons shall be a past President, who shall serve as Chairman of the Nominating Committee, four shall be Division Officers and five shall be members of school committees which are active members of the Association. The four Division officers and the five others shall be so appointed that each Division of the Association is represented.

Proposed language reads as follows (new language in bold face)

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. **A Past President shall serve as a non-voting chair of the committee. Five members shall be** Division Officers and five shall be members of school committees which are active members of the Association. **The five Division officers and the five others** shall be so appointed that each Division of the Association is represented.