

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, October 21, 2019 – Regular Meeting**

7:00 p.m. – Central Office Main Conference Room – 8 Bonair Street

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

**Members absent:** Mayor Curtatone and President Ballantyne.

**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 – 7 – Ms. Krepchin, Ms. Palmer, Ms. Pitone, Ms. O’Sullivan, Mr. Green, Dr. Ackman and Ms. Normand ABSENT – 2 - Mayor Curtatone and Ms. Ballantyne.

**II. PUBLIC COMMENT**

No public comments.

**III. APPROVAL OF MINUTES**

- June 17, 2019
- August 26, 2019
- September 23, 2019

MOTION: Motion by Mr. Green, seconded by Dr. Ackman, to approve the School Committee Regular meeting minutes of June 17, 2019, August 26, 2019 and September 23, 2019.

**IV. REPORT OF SUPERINTENDENT**

**A. DISTRICT REPORT**

- **Summer Meals and CEP Update**

Superintendent Skipper introduced her report with a couple of different report outs; the first one is the Summer Meals and CEP Update. Included in the packet you will see a memo from Ms. Mancini, which both explains how we're doing with our Summer Meals but also addresses the issue of unpaid student debt, and what our approach is relative to our policy for when there's a negative balance for students. I would like to ask Ms. Mancini to say a couple of words to summarize and take any questions.

Ms. Mancini greeted the committee and began her report. The CEP (Community Eligibility Provision) program, which means all students eat for free, continues to do well at the ESCS, the Healey, the WHCIS and the Next Wave/Full Circle schools. We're in year two or three at these schools and they're doing very well for lunch with 80-85% lunch participation. The first year for CEP at Somerville High School is going really well as well, lunches are up about 100 to 150 lunches per day, that brings participation up to 60%, which might not seem like a lot but is really good. Breakfast continues to be a challenge across the district at 25-35% participation. Capuano has one of the strongest breakfast programs, because it has two different periods, the pre-K and the Kindergarten and the parents coming with them, which also helps. The Winter Hill Community School also has good breakfast participation at about 80%, and that's because of the breakfast in the classroom program.

- **Meal Charging Policy- Food Nutrition Services**

Ms. Mancini then introduced the meal charging policy. We need to get the meal charging policy approved through the Rules Subcommittee, you may find a copy of it in the packet, it also has to be posted on the school district website. It is a lengthy policy but it basically states that we never deny students a meal in the Somerville Public Schools. We charge students and families debit as much as they can. That gets us on the whole topic of collected meal debt. We're working on the best ways to communicate the debt to families, we do send out a mailing almost every two weeks. This policy just tells a little bit about the USDA background and what our guidelines and regulations are as a district and how we track.

Mrs. Mancini also gave an update on summer feeding. Summer feeding allows us to feed all students enrolled in any indoor program. It does really well for breakfast and lunch at schools like the Argenziano and the WHCIS,

where students are on site. We're seeing low participation with a lot of the outdoor programs that are run by the recreation department. We get reviewed annually by DESE and one thing they said this summer was that we should look into our labor compared to how many kids are being fed at all the parks. The recreation department, for example, opened up about 20 sites and some of them would only have two to three kids showing up per day. We are preparing meals and sending trucks and so some discussion on logistically where we're placing open sites for students needs to be had.

Superintendent Skipper took this time to commend Lauren and her staff on the amount of work they've done with qualifying new schools for CEP, over her fourth now going into the fifth year here, we've added three additional schools. The high school was particularly important this year because we want our high school kids eating. The Breakfast continues to be an issue but I would say it's not unique to Somerville; it's how and when you get the food to the students. As Lauren said, with Breakfast in the Classroom, there is a convenience factor but there's also an attritional trade off factor and we see that within our own district. So that's something we continue to evaluate and to look at, Lauren is always out looking for best practices every place she goes, so I'm sure that we'll continue to look for the breakfast pieces.

Chair Normand then opened the floor for questions.

Mr. Green asked, on the topic of breakfast, what percentage would be considered good?

Like Ms. Skipper said, it struggles across the entire country and it's something that the USDA and DESE have put a pretty big emphasis on. We actually received some awards at some of our CEP schools for being Breakfast Challenge Champions. But I would say that 25-35% is actually the average.

Mr. Green clarified and asked at what percentage would we want to be at.

Ms. Mancini replied that of course we'd want 100% of our students eating breakfast, because it's a good start to the day, but that's not realistic. She would say maybe where the Capuano is or the WHCIS, but there are a lot of different reasons why students don't eat breakfast in school. Lunch is a little different; we have a captured audience who are all there for lunch.

Superintendent Skipper added that what we would want is for all of our students to have access to healthy breakfast. What we've heard even from parents is that breakfast is something they tend to do with the kids before bringing them to school. And so it isn't that our students aren't eating breakfast, it's that they've already eaten and that's the reason for it. But there's always availability for a student that hasn't eaten: the nurse has extra meals and the counselors have extra meals, we've really tried to cover the bases so students know if they come to school hungry at any age, they can always go to a trusted adult.

Ms. Mancini mentioned that we've also extended the breakfast time, it used to be just 7:30 – 8:00, it is now until the first homeroom period.

Dr. Ackman then directed a comment and question to the superintendent as well as to Ms. Mancini. Based on a private school where I taught, one of the things they do because it's a socio economically diverse school, is that breakfast is available to parents, as well as the students, which then fosters a community and allows parents to eat. Do you know if there's a grant for something like that, because from lived experience, I know that it builds community and gets families in and the kids eating?

Superintendent Skipper responded that we are exploring this relative to the supper programming foremost, because that seems to be the meal that students don't have access to as much, and then there is a convenience factor for the parents. There are several private foundations that we're talking with an exploring who play in this space and may be future partners for us.

Ms. O'Sullivan then asked Ms. Mancini to explain how breakfast works at the high school. Do students need to go to the cafeteria to get it or is it possible to pick it up and take it to class with them?

Ms. Mancini explained that kids can get breakfast in the cafeteria and it's earlier than just 7:30- 8:00 at SHS. The Assistant Principals also have breakfast available to them and its grab and go.

Ms. Palmer then asked Ms. Mancini to elaborate on the pros and cons of the Breakfast in Classroom program, because clearly 80% is far above the district average.

One of the pros is that every child has access to a breakfast. We label the classroom and bag every breakfast individually and make sure to label any kids with allergies, then it gets sent up in the morning. We did a study a couple years ago and attendance was better, nurse visits were improved and tardiness was improved. The nutrition quality is definitely not as good as a hot meal downstairs in the cafeteria, we can't bring up like the oatmeal or hot eggs so this definitely was a challenge with the nutrition value. The staff does their best, they're in at 6:30, though, and by the time they heat everything up and get it upstairs, they don't really have much time because the WHCIS has 450 kids and it's one breakfast for every kid. Storage can be an issue as well, we keep everything in bins and you need a lot of storage for it.

Mr. Mazza added some comments as former principal of the WHCIS.

When we first started the program, we went to visit a couple of schools and they had about 98% of kids eating but looking at what students were eating, we didn't want that for our kids, so we looked at the healthier pieces. One of the things that Ms. Mancini did is that she started to survey the students because knowing that we couldn't get all the hot meals that you would normally get any cafeteria, she wanted to make sure that there was student voice and that they had access to different hot meals. So when we first started, there weren't hot meals, then it increased to one and two per week based on student feedback. Another piece is that when students did come in late, there was always a breakfast waiting for them in the office. Teachers would keep the fruit and keep the snacks that they could keep in their classrooms and every day those containers were empty. The kids knew that they could leave and they could take a snack home with them, which is vital. So it is a great program, but it is hard when you can't always go to the cafeteria to eat. But when we were doing just the cafeteria 27% of our students were having breakfast and that just wasn't good enough.

Ms. Palmer took this time to make a comment of her own.

I served on the advisory committee to the Department of Transitional Assistance in Chelsea, and I learned recently that the Chelsea Public Schools receive grant dollars to do specific SNAP outreach. Particularly in this political climate where families are enrolling from SNAP, due to fears around their immigration status, the school district could play a really positive role in helping families re-enroll and they'd have specific access to a liaison to the department which would be a fabulous way to help our families gain more immediate access to dollars for food. Superintendent Skipper said we would welcome that and appropriately would put it through SFLC. Ms. Palmer added that it sounds like we would be completely eligible; we would just need a dedicated person to facilitate the program.

Ms. Pitone then asked for clarification on whether the BIC program is something that we're considering in other schools. We have such an improved utilization of the program, there are compromises having to be made for the nutritional value, but we're still doing it in one school so we know the pros outweigh the cons. She also took this time to thank Ms. Mancini for the evolution in the public schools in terms of the food quality and experience that kids are having. And also asked for clarification on the summer parks program. It sounds like you're just looking at the efficiency in terms of what the model looks like now and whether or not we're too distributed in too many places. You're not necessarily looking at not having a program but you just want to have them be more efficient and a better use of our money and time.

Superintendent responded that the Recreation Department does a tremendous job servicing students throughout the city. During the summer, it's not always the same students that drop in and so Lauren is always in this scheme of estimating what she needs to bring because there are so many different sites across the city. It's a lot in terms of the food truck and getting everything delivered so that it's hot or it's fresh. Some further conversation is needed much like we've had with our summer programming, relative to trying to consolidate into the buildings so that instead of using every building, we're using a certain number of buildings and those buildings are more full. Very similarly, we'd like to welcome a conversation with the Recreation department on how to do that.

Ms. Mancini thanked Ms. Pitone for her comment and said she appreciates the support of the school committee. To speak to why we piloted at Winter Hill is partly because we have a conveyor belt, and that's how we are able to wrap the food for the Breakfast in the Classroom as well as the Summer Meals Programs. So one of the reasons why the breakfast works well at the Winter Hill is that we can make the breakfast a complete unit so the teacher doesn't have to worry about asking the kids to take different pieces. It's already wrapped and it's a guaranteed reimbursable meal. But Superintendent Skipper and I talk about possibly expanding it often.

Ms. Palmer then added a follow up question on the Summer Meals and the gap at the starting period, wondering if we have found a solution to that. School ends and summer meals don't start immediately and so there is anywhere between a seven to 10-day gap period.

Superintendent Skipper responded that last year was the first year we felt that real two-week period between the end of school and the beginning of the summer programming and it's something we'll definitely look at. There are other providers besides our own food and nutrition department that can provide in temporary situation and that'll be a conversation we have. Some of the work Jose Mendez is doing relative to the out of school time programming that falls on the off time, such as the vacation times, the gap times, and to some extent the summer programming, that may be something that we could ask the city to look into as an opportunity. If I were to say there is one priority right now that I am hearing a most immediate need for it's the supper programming. There's definitely much more of a need at several schools for supper programming and whether that's through backpack or whether that's an actual meal, it's something that we have to look at because we know it's been articulated as a need.

Ms. Krepchin then asked a question about the letters that are sent home for lunch debt and whether or not they are translated.

Ms. Mancini mentioned that we spent a lot of time last year on trying to simplify the letters, but they are not translated. The system they come through doesn't have translators, but we've talked to SFLC and wondered if maybe there are a couple key lines that could be translated in the English version to possibly address those who need help in our four target languages.

Superintendent Skipper complimented this by adding that we engaged SFLC last year so that they could actually have a dialogue with parents, because beyond the letters some parents don't necessarily know where to go or how to do this. So sometimes, the PIC and SFLC will function in this way to be able to give much more of an explanation. Ms. Mancini and her staff are also really good about getting in touch with SFLC and being able to work it out for families.

Mr. Green said he appreciates the policy being brought to Rules for approval and review and thinks it would be incredibly helpful both to rules and to the whole community and staff if as part of that process we could also share exactly what is required of us from the feds and why we have this question. It's important to know places where we are able to use this policy and places where our hands are tied.

Ms. Palmer followed and mentioned that she knows we have flagged in the student database when we have limited English proficiency families, she wondered if there isn't a way to be able to pull those batches. Then asked if it's because it's all automated through an external system?

Superintendent Skipper explained that it is all automated through an external system. And it actually extends beyond limited English proficiency, because for some of our families even though the student no longer is, they would still like to keep the home language. So it's actually a much larger batch of students, but unfortunately, our system is pretty limited. Because the letters differ every month, you would literally be customizing every single letter.

Ms. Palmer followed up by asking if letter go home every month, and if that's the best use of our district resources.

Ms. Mancini responded that letter go home more often, they've been going home about every two weeks.

Superintendent Skipper clarified that the feedback we've gotten from parents is that it's helpful for them to know when they owe something as opposed to when they owe a huge amount. At that point, it becomes very difficult for them to pay. The feedback we got was to try to do it more often. She added that this comes out of the Food Service and Nutrition budget, which as you know, is self-functioning in terms of dollars.

Mr. Mazza then commented and added that he was fortunate to work closely with Ms. Mancini for seven years because her office is housed at the Winter Hill. One of the things that she mentioned at the beginning was that no matter what, students were never denied lunch. When running her meetings with her entire staff, that's something that is always at the forefront. Yes, we want to collect the debt, however, we know it's also important that students will eat no matter what the situation is. He commended Ms. Mancini and her staff for this.

Ms. Palmer then added that the Food Security Coalition, which she is a member of, was talking about reaching out to graduating seniors specifically related to snap. If there's any way that we can think of doing that, as there are many low-income college students who can't afford to eat and if they're preparing meals separately and not living

at home, they can be eligible for snap. It'd be great to give that information out to our graduating seniors; food insecurity is a huge issue on college campuses today.

Dr. Ackman echoed Mr. Mazza's points. There have been news stories about kids in other districts who are given something sup par for their school lunch when they're in a negative balance, not the actual meal for the day. Her understanding is that this never happens in Somerville. There's no shame attached to a negative balance and our staff has been trained to make sure that it's not just the same lunch, but that there's no shame applied explicitly when a family is in a negative balance. It's not just that they eat, they eat the same thing that everyone else has. That's a strong point of pride for her and it's something we should be talking about, she thanked Ms. Mancini and her staff for removing the stigma.

Chair Normand echoed what Ms. Pitone said: the meal service has evolved immensely since she started 15 years ago, and it is now stunning and kids are responding. She remembered when salad bars were introduced and then remembered when salad bars would run out soon after. So you have helped to evolve, not just in school, but what the kids are willing to try and eat outside of school. We talked about lifelong learning and lifelong habits, you're helping to create those, so thank you for that.

Chair Normand also took this time to formally ask Ms. Palmer, Chair of the Rules Subcommittee, to add the Meal Charging Policy to the growing list of topics. She then again thanked Ms. Mancini for joining the meeting.

- **Summer Programs Report**

Superintendent Skipper continued with her report by introducing Caeli Smith and the Summer Programs Report.

Caeli Smith is the leader of our summer programming here in Somerville and is also with our promise program over at the West Somerville Neighborhood School. We've invested a lot in summer programming both in resources but also in really looking at it year after year to ensure that we're reaching the students that most need it and that it has the types of resources that students most need as part of it. So whether that's academic, social, emotional, physical, whatever that may be. And so Ms. Smith came into this having traditionally run the Special Education Summer School, and this past year took on the entire summer programming. Comparing the first year of summer school to this year, the evolution from Glenda Soto down to Ms. Smith, there are now fewer issues more and more students enjoying it and having positive feedback. Ms. Smith has shared some important data with you and she's going to do a bit of a presentation.

Ms. Smith began by stating that this was her first year doing summer school and she did it by herself. It all worked out, everybody was really helpful including Ms. Mancini.

This summer there were 28 programs with about 1500 kids. In this information here in front of you (please refer to presentation attached), the table shows 1302 and those were programs that were through schools, it does not include the programs that were from other city agencies. So guesstimating, that bumped it up to about 1500 kids. We do not have information on the city agency programming, historically they haven't done that, so moving forward we will do that. There was an increase overall of 260 students throughout the whole programming. On the second page, you can see two charts. The top one shows last summer and the bottom chart shows this summer. It shows they also didn't have data last year for the high school, so there was nothing to compare that to. I compared from pre-K to eighth grade, and you can see that we had growth. Some had really big changes like pre-k that had 124 more kids, and others were not as remarkable, like second grade where we only had an additional three kids. Third grade was the only grade where we had a loss of students, there were 22 less kids.

The rest of the charts are broken down by enrollment, all the different programs and by the sending school, so we could see things like that the ESCS and WHCIS sent the most students and the Brown School and Next Wave/Full Circle have the smallest percentage of students, everyone else falls in between. The last two tables show us what programs were in which schools and what the different dates and times were for each program.

The last few things I covered were things that the directors and I found to be challenging, the strengths and moving forward what are some suggestions to smooth out the bumps or improve things. The biggest challenge was having all the directors in place by March. Having no assistant director and me being new were also challenges. The other thing was the access to the buildings for Professional Development. PD would come to meetings, but they were not really summer school. It was good because we needed to figure out the building logistics but then it was challenging figuring out who would let the people going to PD in the buildings.

Communication was a strength and a challenge. One example of a challenge is that the police had their junior police academy running at the East Somerville this summer and there was little communication. One thing that

happened is that they had a walkthrough showing the kids the SWAT team or something of the sort and it really freaked a lot of kids and families out who were not part of the junior police academy program. If it had been communicated that the walkthrough was taking place, it would have been shared with our kids and families so they knew not to be alarmed. They were alarmed, so we learned from that. Communication was also a strength; the directors were really good about indicating what they needed, they were good at responding to requests and were all very dedicated and everybody came to work.

One of the suggestions moving forward is with the Special Education summer school there is a four-week program that runs at the Capuano, but there is an autistic strands of students who stay for an extra week so that becomes a five-week program for them. What happens is they leave the Capuano and go to the Winter Hill for the last week, which is really disruptive, especially because they are autistic children and transitions could be very difficult for them. If we could have it all in one building, so those kids don't have to move that would be super helpful. Another thing is if PD need to use a building, maybe they could have a door monitor, even if just for the first couple of hours from eight to nine to let folks in and out. And so then also for each building to be able to have a door monitor is one of the suggestions. Also Mr. Mazza pointed out a gap with the Healy students and them not participating as much in summer programming, so wondering what is some outreach that we could do to help get more kids coming to those programs, and are there other types of programming that we should consider in addition to the things that we currently offer.

That concludes the summer programming report.

Chair Normand thanked Ms. Smith for her report and spoke of the evolution of the summer programming from the time Superintendent Skipper started to where we are now, the level of sophistication and the coordination, not only making it easier for families to be able to access it, but also being able to keep our staff and students safe. She complimented Ms. Smith on the new graphs of where the kids are coming from, and the strengths and challenges data.

Superintendent took this time to highlight that we were selected by the Department of Education to do a special reading program. A large concentration of the Healey, East Somerville and Winter Hill students attended that. It was grades one through five with a strong concentration of third graders. So even though it looks like our third grader number went down, it actually didn't, they were residing within the reading program. And so that also would technically bump the Healey numbers up, although the Healey is still one school that we deliberately want to do outreach around. She also wanted to applaud all of the staff that choose to work summer school.

Mr. Green also thanked Ms. Smith for her work and for the list of all the summer programs included, he asked for future data on the DESE reading program, and asked what may have caused the rise in the pre-k numbers.

Superintendent Skipper explained that It was really just the outreach to make our pre-k parents aware that the opportunity was there and how important we felt it was that they attend. One of the things in reaching back through the By All Means initiative in the mayor's work to the actual birth is that we're establishing relationships with the families from the get go. We're trying to make it as easy as possible and as available as possible to parents. The pre-k numbers are a direct response to having increased pre-k seats, but also to having just done so much more relationship building with the families.

Ms. Krepchin then asked why there was no Assistant Director of Summer Programs.

Superintendent Skipper responded that we did our best to recruit for one because the person that had done a stellar job and been in charge of the program, the prior two years as an assistant director could not commit to that level of investment. We ended up splitting up the responsibilities; That person ended up doing a lot of the data crunching and daily attendance, which is a big piece and we were able to parse out the responsibilities. Some of the folks who run the departments played a deeper role than previously. The goal is always to have two, because even the director may get sick or something may happen. The other thing we did was centrally we were strategic in who took vacations when, so there were always central staff available and supporting the program, and that will hold true in the years to come.

Mr. Mazza then spoke to the reading program. Christine Trevisone and Uri Harel were able to recruit Melissa Orkin. Basically this program was centered around phonics, fluency and comprehension. There were 37 students that were enrolled, grades one through five. Classes were five or six kids at the most with two certified teachers who went through specific training. Students were given a pretest and then it was determined what specific skills teachers would be working on with the kids throughout the entire month of July. The commissioner came at the

end of July to tour the program and was very impressed at what he saw. When we met to debrief with him at the end, we talked about how to expand this program to more schools and how to we expand this training to more teachers, not only here but across the state to affect more students.

Superintendent Skipper added that Melissa Orkin, who works at Tufts and is a renowned reading specialist, will continue to work with our special education department. She is somebody that is not only continuing to work in professional development, but is actually following the cases of each of the students. So for the 37 students, we're actually making sure that we're following their progress this year. Whether it was the teachers or the students that went through the training, they all came out very clearly more empowered around the art of reading.

Chair Normand closed it out by pointing out the attendance rate charts and how powerful it is that you could get attendance rates in the 80s and 90%. She also asked to see over time, where the students in the reading program wind up and what kind of gaps we're starting to close.

Mayor Curtatone arrived at 7:40 p.m.

President Ballantyne and Student Representative Ekaterina Hicks-Magana both arrived at 7:45 p.m.

Superintendent then continued with the last of her district report.

As we continue to work toward eliminating achievement gaps and ensuring that every one of our students has access to programs and resources that will help them continue to grow and thrive no matter where they're at in their educational pathway, we are very excited to have received a two-year \$250,000 grant from The Boston Foundation to support our **Equity in Action** initiative. These funds will be used to build out an equity dashboard on our Student Insights data system that will allow us to move beyond surface level data and toward a system that allows us to identify inequities in our system and perpetuate action through predictive analytics and target setting. We are incredibly grateful to The Boston Foundation for their continued support, and look forward to moving forward on this work.

Congratulations to **Boys' Basketball Head Coach Mark Antonelli** for being named the 2018-2019 North Division II Coach of the Year. Coach Antonelli led the Somerville High School Highlander Varsity team to a 15-5 record last year and a Northeastern Conference South Division Championship title. We appreciate his dedication to his students and wish the team continued success this year.

Congratulations are also in order for the **2019 Somerville High School Varsity Golf team**. The team recently won the Greater Boston League Golf Championship and Varsity Golfer, Aidan O'Donovan took GBL MVP honors. The team qualified for the MA Division II State Championship title for the first time in school history, and was schedule to compete for the state title today at Bar Corners in Boxford, MA. No word yet on the results of that tournament.

A reminder that the Somerville Special Education Parent Advisory Council will be hosting their annual **SEPAC Meet & Greet** tomorrow night, October 22<sup>nd</sup>, 7:00-9:00pm at The Neighborhood Restaurant located at 25 Bow Street. All parents and guardians are welcome to attend and connect with other interested parents/guardians.

**School Committee Fall Office Hours** begin tomorrow, October 22<sup>nd</sup>, and run through Sunday, November 3<sup>rd</sup>. Office Hours are posted on our District website calendar of events. I encourage you to stop by one or more of the scheduled office hours and share your thoughts about our district with your elected officials. We value and appreciate your input and feedback on how we're doing and how we can continue to improve.

Finally, a reminder that there will be no school for students on **election day, Tuesday, November 5<sup>th</sup>**. It will be a professional development day for staff from 8:00am to noon, and all schools will be hosting Parent-Teacher Conferences that day from 12:30-2:30pm. Please check the website calendar for additional Parent-Teacher conference dates that are coming up in the next several weeks.

That concludes the Superintendent Report.

#### **V. REPORT OF STUDENT REPRESENTATIVES (OUT OF ORDER)**

Ms. Hicks-Magana was present to deliver the report of student representatives.

For the student leadership council, we had Ms. Foreman and Ms. Healey come in to talk about the hat policy. The student leadership council will be proposing a rewrite of that policy because the administration feels like it's no

longer relevant. A student mentioned the possibility of an open lunch campus so we've been talking about different food options, especially for those with food restrictions. The class officers had a lunch to discuss the main issues for each class. Homecoming and the pep rally are coming up and the PSATs were last Wednesday for Sophomores and Juniors at the high school. There was a soccer game over the weekend and we won 3-1, the girls soccer team is currently undefeated. The musical in the Heights is starting on November 21<sup>st</sup>, and first quarter grades wrap up in about two weeks.

Mr. Green commented that this is not the first year that an open campus is brought up by students. The last time it came up the feeling was that given all of the construction it would be left for future consideration. But he hopes that over the course of the next few years this is a question the School Committee will take up.

Superintendent Skipper said there's definitely an openness around talking about doing the food in a different way. The students could pick up where we left off, which was to have conversation about perhaps senior privileges to start, since it's a smaller group. But definitely Mr. LaGambina and Mr. De Simone are open to the idea and so it is something that as the project wraps up or goes into the next phase we may be able to have a larger discussion about. She also added that we had a 95% rate for the PSAT taking, which is incredibly high, well done to students.

Chair Normand mentioned that she was at the soccer game and also got to enjoy our very talented Kat and the dance team. If you haven't seen the dance team perform: they are entertaining and athletic and uplifting and it was very fun and to see.

## **VI. REPORT OF SUMCOMMITTEES**

### **A. School Committee Meeting for Educational Programs and Instruction: October 7, 2019 (Ms. O'Sullivan)**

Education Programs & Instruction - Meeting Minutes - October 7, 2019

The Education Programs & Instruction Subcommittee held a meeting on October 7, 2019. Ms. O'Sullivan called the meeting to order at 6:02pm. Subcommittee members in attendance were Paula G. O'Sullivan, Emily Ackman and Laura Pitone. Participating district staff included Assistant Superintendent Chad Mazza, and from the Winter Hill, principal Courtney Gosselin, and educators Marah Paley, Lindsay Weaver, and Jennifer Miller. STA Vice President Megan Brady also attended. Superintendent Mary Skipper, as well as school Committee Lee Palmer, joined the meeting partway through. The agenda topic was the district's work to implement trauma sensitivity in schools.

Teams from the Winter Hill, East Somerville Community School, and West Somerville Community School were the first cohort to begin a four-course series on trauma sensitivity. They have completed the first course and are beginning the second this fall. Three additional district schools are starting the first course this fall.

Team members stated that they now implement school practices and make decisions through the lens of trauma, and the impact it has on children and adults. Trauma sensitivity is embedded in all that they do. They shared information related to the definition of trauma, the impact it can have, the prevalence among the general population, mitigating factors, as well as anecdotal evidence of specific situations they have encountered. Trauma-sensitive practices can increase a child's ability to engage and improve behaviorally and academically. It relies on the "ARC" framework, which stands for attachment, regulation, and competency. Staff discussed how this framework aligns well with both the core beliefs and values at Winter Hill, as well as the Responsive Classroom approach used in the school, to support social-emotional learning for all students. For example, one tenet of this framework is that small actions have big impact, such as the RC daily morning meetings and closing circles in classrooms, greeting students at the door, providing spaces for students to take breaks, and positive teacher language. Another example is the connections to work done around growth mindset in the school and student competency. Staff stated that the district's Second Step program also dovetails well with this work because it provides concrete lessons, but that it can be hard to fit in because of time constraints and that the kits need to be updated.

Meeting participants discussed the reality that adults in the school community could also have experienced trauma and currently work in demanding situations that can contribute to stress. Staff mentioned that mindfulness workshops for teachers have been valuable and the importance of developing a culture where it's okay to acknowledge stress and ask for help.

The discussion of how to expand this important work touched on new teacher onboarding, mentoring, and surveying educators on trauma-sensitive practices and resources. School staff identified their "pie-in-the-sky"



wishes as reduced case-loads, more time to meet with each other and for PD, and embedded implementation support, such as a coach focused on this work. All meeting participants agreed on the importance of supporting this work and expanding it to the entire district.

At the end of the meeting, Dr. Ackman made a motion to approve the meeting minutes from June 17, seconded by Ms. O'Sullivan. The motion passed unanimously.

With no further business, the meeting was adjourned at 6:58pm.

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 October 7, 2019.

Miss Palmer something that I recently meeting and I just want to fly for our equity policy celebration next meeting is whether we want to explicitly mentioned activity in that policy connection with

Motion approved via voice vote.

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

Long Range Planning Meeting of October 16, 2019

Carrie Normand, Chaired meeting

Present: Emily Ackman, Ilana Krepchin, Paula O'Sullivan, Andre Green, Laura Pitone, Carrie Normand, Superintendent Mary Skipper, Interim Assistant Superintendent Chad Mazza, Chief of Operations Jeff Curley

Audience: 1, STA Vice President Megan Brady

Meeting was called to order 6:50

Two items on the agenda:

1. School Committee Goals for 2019-2022
2. Long Range Planning Focus Areas

A motion was made by Mr. Green and seconded by Dr. Ackman to accept the October 15, 2019 Draft of the School Committee Goals. The Committee discussed the importance of communicating how the goals are connected to the proposed Equity Policy and how the goals are a deliberate departure from previous more narrowly defined goals. The reasoning behind this shift is the acknowledgement that more fundamental work needs to be done in terms of human capital, allocation of resources, student enrollment and programming, and transitional academic and other indicators benchmarks as essential elements of deeper, systemic changes. The Committee also discussed the need to develop an opening statement to the goals as a way to frame. Mr. Green volunteered to draft language. Superintendent Skipper acknowledged that she was not yet satisfied with the language of the fourth goal on transitional benchmarks and reported that she was going to ask district leaders to further develop the language before the School Committee considers the goals at the next full School Committee meeting on October 21 St. School Committee members were encouraged to get any additional feedback to Dr. Curley by noon of the following day and he would then work on another draft of the goals for the full School Committee to consider.

The launch Long Range Focus Task Forces work and the finalization of the superintendent's evaluation process is dependent upon an approved set of goals.

The meeting was adjourned at 7:50.

I moved to accept the report of the Long Range Planning Meeting of October 16, 2019.

MOTION: Motion by Ms. Normand, seconded by Mr. Green to accept the report of the School Committee Meeting for Long Range Planning of October 16, 2019.

Motion approved via voice vote.

**VII. UNFINISHED BUSINESS**

### **A. MASC Conference Delegates and Resolutions**

Chair Normand raised this item one more time to give members the opportunity to provide any additional input to our delegate, Mr. Green.

Mr. Green commented as the delegate and informed the committee that he's inclination is to vote yes on all the resolutions as they are currently written.

Chair Normand thanked him for the update and for representing the committee at the conference

## **VIII. NEW BUSINESS**

### **A. School Committee Goals Draft**

Chair Normand introduced the draft in the packet, which is dated 10/18 and asked Superintendent Skipper to speak to it.

This represents a process by which we worked with cabinet and solicited feedback from school leaders, to give to you what we thought would capture three of the large buckets of work we identified through long range relative to human capital, enrollment and programming and to our district resources, better known as student based budgeting or weighted student formula. We added based on several conversations with school committee the long-range milestones of learning as an example of something that would capture us ensuring that students at pivotal times of their transition throughout the system are meeting particular benchmarks beyond the report card relative to academic social, emotional goals. And so, what you see here is the latest draft for discussion, we would welcome feedback on this discussion.

At which point Ms. Normand asked the committee to also consider approval, and requested a motion, then opened the floor for discussion.

MOTION: Motion by Mr. Green to accept the school committee draft goals dated October 18th, seconds by Ms. Palmer.

Ms. Pitone commented that she was struggling a little bit because there were significant changes in the first two paragraphs and she is having a hard time with some of the language.

I struggle with words like in the second sentence "Like school districts across the Commonwealth and the country, we have found our initiatives failing", I would choose a word like insufficient, it seems rather charged and incredibly negative to disregard all the work that has been done. The next sentence that says, "Rather than continue down the path of slow and unsteady progress", I would actually strike that. I think what's more important to emphasize is the next part of the sentence, which is "the Somerville School Committee and Somerville Public Schools propose a fundamental shift in our work". Some context is important, but putting many references to failures is not really the kind of language I would like to use for goals that will be around for the next three years. Also, I'm great with all those references to the Equity Policy, I think it's fantastic to pull the straight language from there in the second paragraph. But, starting that last sentence in the first paragraph "Recognizing that unjust outcomes are the product of unjust systems", feels I could go both ways on this, but I feel like we're over repeating that. These are my suggestions.

Mr. Green the asked about the X percent points under Human Capital and what the progress is on those.

Superintendent Skipper responded that this is actually a little bit harder than just filling X in algebraically, because what we're really trying to do from a complexity standpoint is look at each group of staff to say that there may actually be an increase different from group to group, so for instance, our paraprofessionals, our supporting teachers and our leaders. We're also trying to look at districts around us to be able to get a baseline or a sense of where they are from a diversity standpoint, that's why this is taking a little bit longer. We left the x there so that you clearly would understand the meaning of it. But we will, before the next school committee have resolved what the actual x is in each of the groups.

Ms. Normand then clarified that on the last paragraph in the milestones of learning where it reads "by 2020" it should be 2022.

Dr. Ackman asked if the goals have to be three years and if we could consider making them longer term.

Ms. Normand explained that historically the goals have been two years more in line with the elected terms, the idea of having three years was to carry us over, there's going to be significant turnover as of January, but also leaving a window so that the next composition of school committee members would be able to during that term, create goals. And they may decide to continue these goals or to tinker with these. That was the thinking behind the three years.

Superintendent Skipper added that in her experience, goals like this would be three to five year goals. One of the things we could do is set the benchmarks out through the third year with the idea of revisiting them with whoever the school committee is, at that point, to refine them. I can point as example to the Early Education goal that's now consistently been here and going on its sixth year. We've revised it as time went, it used to start off at pre K and K and now it's birth. So these are three to five year goals, but also giving a window also requires us to be thoughtful in what we think the progress is that we could make in each of those years.

Mr. Green commented that he would hesitate to make goals longer than three years, because four years from now all the current members could be gone.

Chair Normand indicated that without solving the equation for  $x$ , the committee could not take a final vote on this. But asked that if there were motions or changes to be made, to do them tonight or come prepared to our next school committee meeting.

Superintendent Skipper took this time to explain that part of the value of tonight was to make the audience aware of the types of goals these are and that they're grounded in the deep work of equity that we hope and intend to ensure transforms within the district. We can certainly make any changes to the introductory paragraphs, but would appreciate if you could give that feedback directly to us as much as we have through the narrative of the process.

For the human capital what we're looking to do is ensure that we have a diverse workforce that is talented and ready to serve the students in our district who are diverse in ethnicity, in race and in language. What you'll see is that we're talking about taking all facets of human capital, be it from the hiring process and the recruitment process, through to the actual development in the advancement process to ensure that we create a pipeline within Somerville Public Schools, that allows staff, particularly diverse staff to enter at different levels and be able to move through the system all the way up to superintendent.

With the enrollment and the programming, we're talking about two things; the enrollment study, which we're going to commission this year to really get a sense of the city and what the various areas are and to look at where we're seeing increased population, and in what grade levels we're seeing the mobility. That would be the first step. The second step is the actual assignment process. That in and of itself is a year to two-year long process and it is to really look at how we're signing students up programmatically, and also how we're assigning students to the school through choice that they're ultimately going to.

And then the third step, which is weighted student formula, what we call student based budgeting, is one that ensures for us that there's equity of resource as it flows to the student. The goal is to ensure that all students are resourced adequately in the same way. That also is a three-year process, one of which we actually look to develop the values of the weights, then the other two years are to look at what that looks like rolled out and to train the staff to be able to do that.

It would be unusual for a district to take on more than one of these, but it's been with the support of our School Committee, our Mayor and City Council that equity is at the center of the work that we're doing. And so that gives great faith and hope that we can actually tackle these three things. These are the things that when tackled, lead to closing the opportunity gap for all students.

Ms. Pitone took this time to clarify that feedback for these goals should go directly to the administration.

Mr. Green spoke as the primary drafter of those two paragraphs. When submitted, he attested that they were still too long and is happy to see they have tightened up. He however still spoke very strongly in favor of using the word failing, because it is exactly what we've done. In the 25 years that we started measuring the student opportunity gaps, within Somerville and across the country, we've made virtually zero progress. The intent has been there and we could recognize that, but he struggles to believe that a district that can't admit that we have failed, is ready to do the hard work moving forward.

Chair Normand closed out the goals by saying that overall she is thrilled with the goals and the community commitment to do this.

I would also leave some of the wordsmithing up to the superintendent, but would encourage us to shorten them, mostly to put them at the top of our agendas and be able to push them out but also to have something that could convey how these initiatives are connected and what we're overall trying to do, in fewer words.

Superintendent then asked the committee to get any suggestions to the administration by the end of the week.

#### **IX. ITEMS FROM BOARD MEMBERS**

##### **President Ballantyne**

Took this time to request a formal update on the gender equity at the high school on athletics. It was brought to my attention at one of the subcommittee meetings of our city council that there is only one varsity lacrosse team and that it is for boys, when I understood early on that there was going to be a girl team. So I would just like to ask what all the varsity teams are for each of the genders.

##### **Ms. Pitone**

Requested to see something possibly in writing about the closure on our last set of goals, acknowledging what has happened with things like early childhood education. It would be a great piece to have on the website to wrap that entire workout.

#### **X. CONDOLENCES**

The Somerville school committee extends its condolences to the family of James P. Twohig, father of Jane Cummings, Assistant Principal at the Somerville High School.

#### **XI. ADJOURNMENT**

Meeting was adjourned via voice vote at 8:36.

##### **Related documents:**

Agenda

Summer Programs Report

Summer Meals and CEP Update

Meal Charging Policy- Food and Nutrition Services

Personnel Report

School Committee Goals Draft

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE  
CENTRAL OFFICE MAIN CONFERENCE ROOM, 8 BONAIR STREET  
REGULAR MEETING – OCTOBER 21, 2019 – 7:00 P.M.**

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

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

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

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

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

**II. REPORT OF STUDENT REPRESENTATIVES**

**III. PUBLIC COMMENT**

**IV. APPROVAL OF MINUTES**

- June 17, 2019
- August 26, 2019
- September 23, 2019

**V. REPORT OF SUPERINTENDENT**

**A. District Report**

- Summer Programs Report
- Summer Meals and CEP Update
- Meal Charging Policy- Food and Nutrition Services

**B. Personnel Report**

- October

**VI. REPORT OF SUBCOMMITTEES**

**A. School Committee Meeting for Educational Programs and Instruction:** October 7, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 7, 2019

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

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 16, 2019.

**VII. UNFINISHED BUSINESS**

**A. MASC Conference Delegate and Resolutions**

**VIII. NEW BUSINESS**

**A. School Committee Goals Draft**

**IX. ITEMS FROM BOARD MEMBERS**

**X. CONDOLENCES**

**XI. ADJOURNMENT**

**The 2019 Somerville Public Schools Summer Programming**

**Enrollment**

This summer, there were a **total of 28 summer programs** for a **total of [approximately] 1,500 students** taking place throughout the City of Somerville. The programs included academic support, language development, special education, behavioral and emotional support, transition, and recreation. In addition to programs offered by the Somerville Public Schools and other city agencies (YMCA, Somerville Recreation, Somerville Police Department, Cambridge Health Alliance), there were programs offered through The Calculus Project, Breakthrough Greater Boston and The Kodaly Music Institute.

**Table 1: Attendance Data**

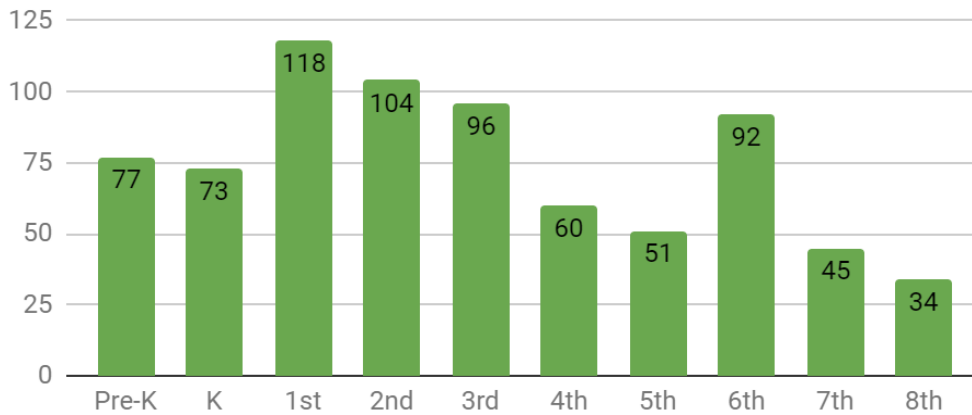
*\*This table provides attendance data for programs that reported to district coordinators. Does not include Somerville Recreation, Somerville Police, HFLW, YMCA, Reading Institute, Swimming.*

<b>Program</b>	<b>Total Enrolled</b>	<b>Attendance Rate</b>	<b>No-Shows</b>	<b>Adjusted Enrollment</b>	<b>Adjusted Attendance Rate</b>
Breakthrough @AFA	98	89.7	2	96	91.6
Calculus Project @AFA	99	69.2	12	87	78.8
CS Adventure Program (Week 3) @HEA	162	91.9	3	159	93.6
Elementary SomerSession @WHCIS/WSNS	126	71.3	25	101	88.9
Elementary SPELL @ESCS	171	72.2	26	145	85.1
Kinder Explore @CAP	89	66.5	12	77	76.8
Making Proud Choices @ESCS	15	16.7	7	8	31.3
Peace Camp @HEA	11	82.3	1	10	90.6
SHS SPELL @SHS	56	73.4	9	47	87.5
SHS Summer School @SHS	156	85.2	0	156	85.2
SHS Summer Success	27	65.9	5	22	80.9
SING Somerville @WSNS	25	91.1	1	24	94.9
SpEd Programs @WHCIS	54	34.4	9	45	76.4
SpEd Programs @CAP	74	75.4	7	67	83.3
SpEd Programs @KDY	29	82.2	1	28	85.2
Strings Camp and Camp HONK @KDY	110	79.3	5	105	83.0
<b>TOTALS</b>	<b>1302</b>		<b>125</b>	<b>1177</b>	

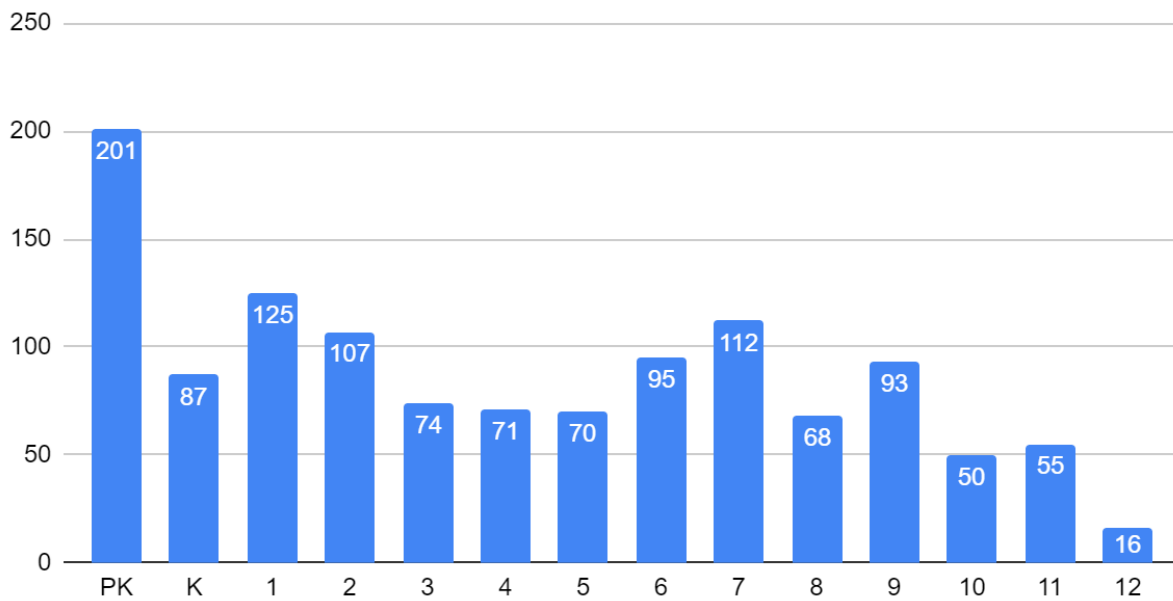
**Graph 1.** Number of students enrolled in summer programming based on grade

*\*The BLUE chart is summer 2019; the GREEN chart is summer 2018. Both are shown for the purpose of comparison.*

## Students in Summer Programs by Grades



## Summer Program Enrollment by Grade Completed (Does not include Strings Camp and HONK)



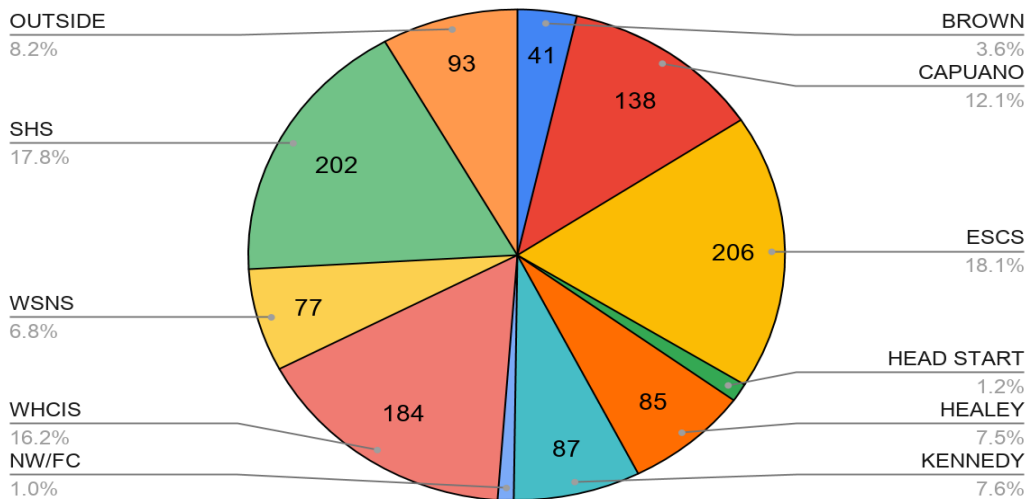
***Difference between programs in the 2018 summer vs. the 2019 summer is shown below (growth+/deficit-)***

***\* PK: +124 K: +14 1st: +7 2nd: +3 3rd: -22 4th: +11 5th: +19 6th: +3 7th: +67 8th: +34***

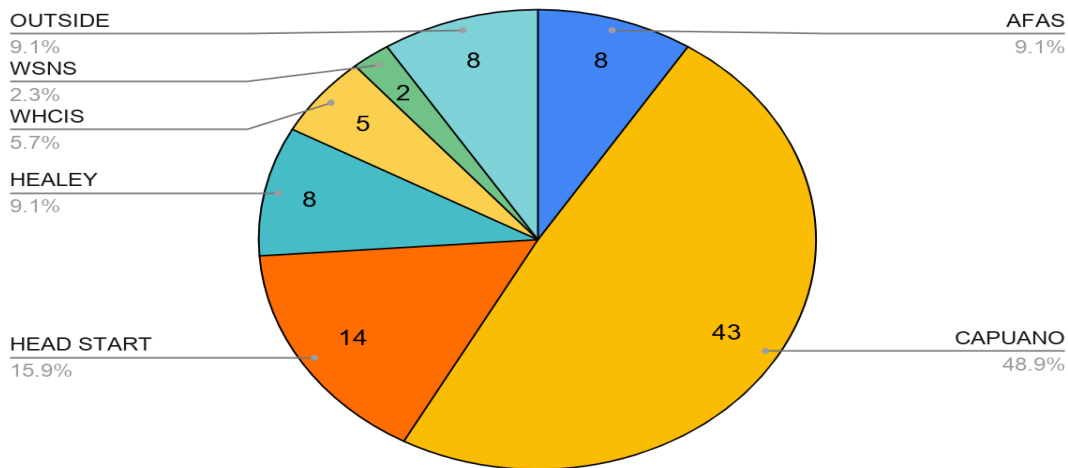
***\*\* TOTALS FOR PK-Grade 8: There was an overall increase of 260 students from summer 2018 to summer 2019***

This summer, we took a close look at the students who attended summer programs based on which schools the students came from. The following nine graphs are based on enrollment information from the specific programs listed based on sending schools.

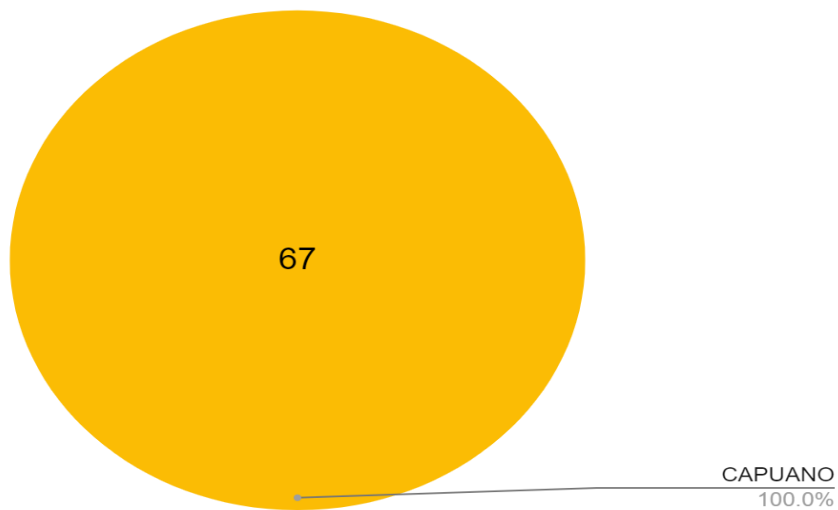
### Enrollment in All Programs by Sending School



### Kinder Explore Enrollment by Sending School

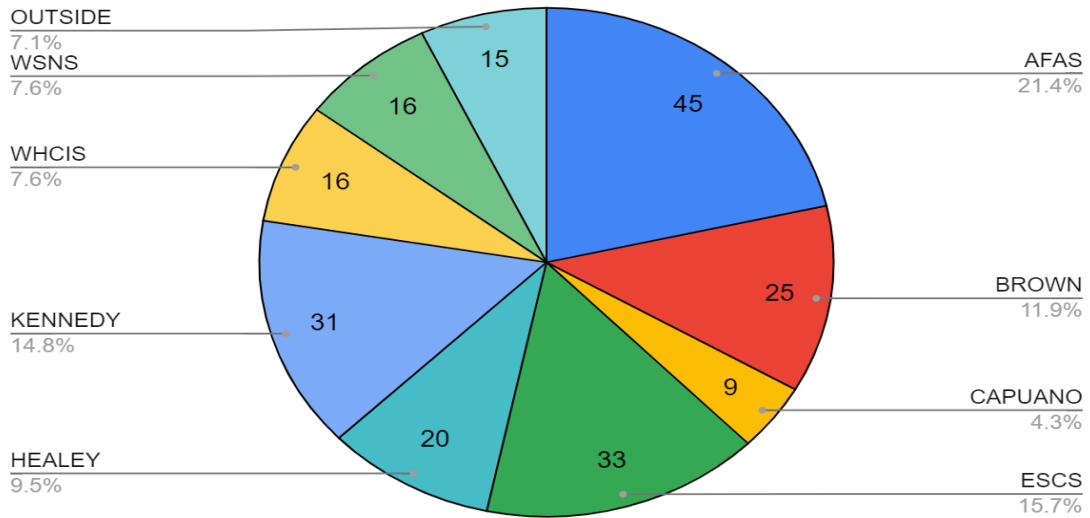


### SpEd Programs @CAP Enrollment by Sending School

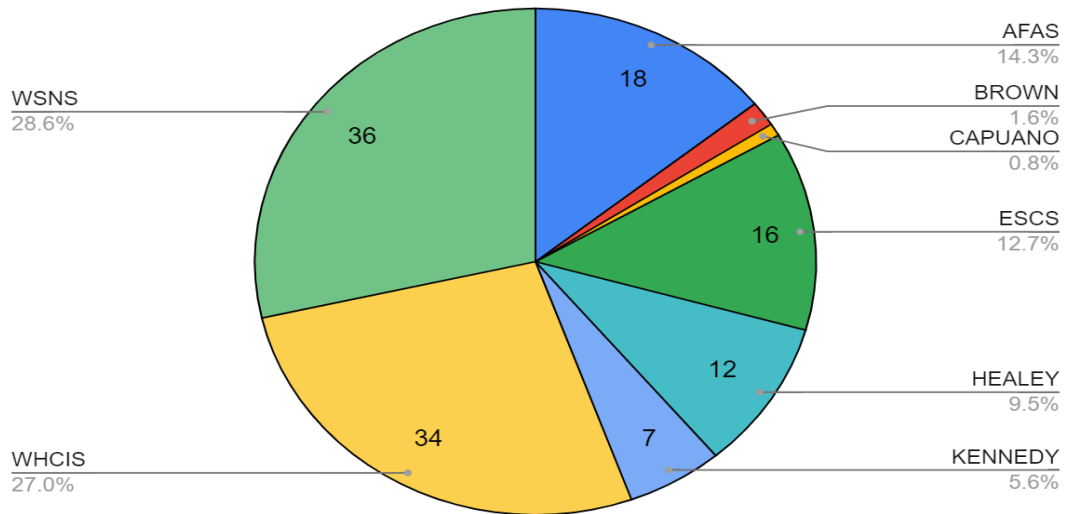




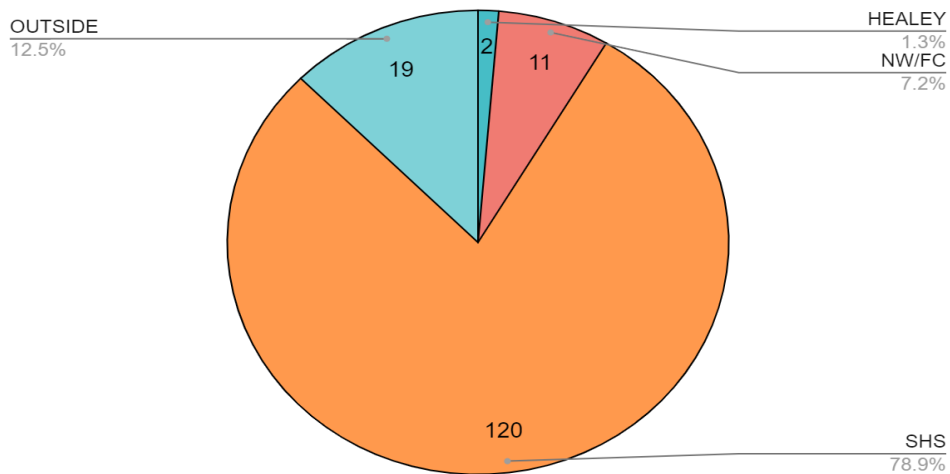
### Community Schools Adventure Program by Sending School



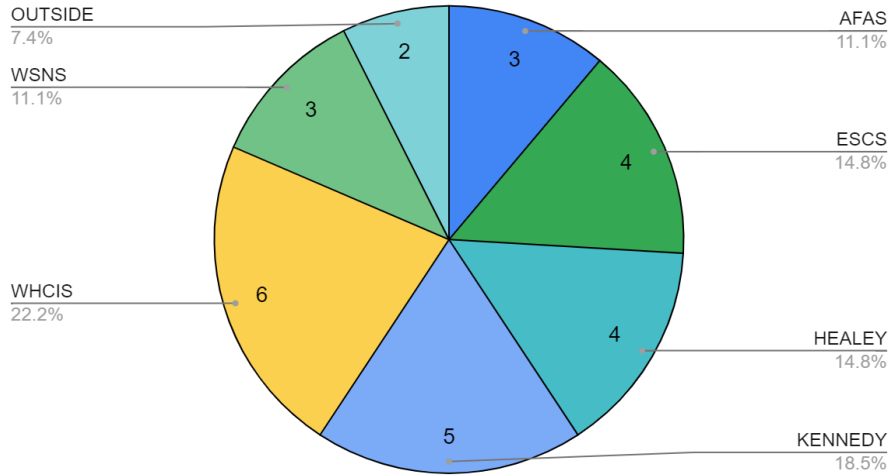
### Elementary Summer School by Sending School



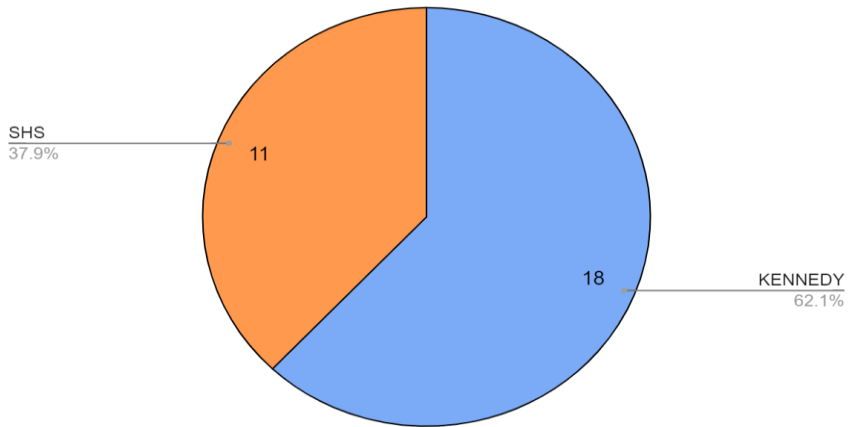
### SHS Summer School Enrollment by School



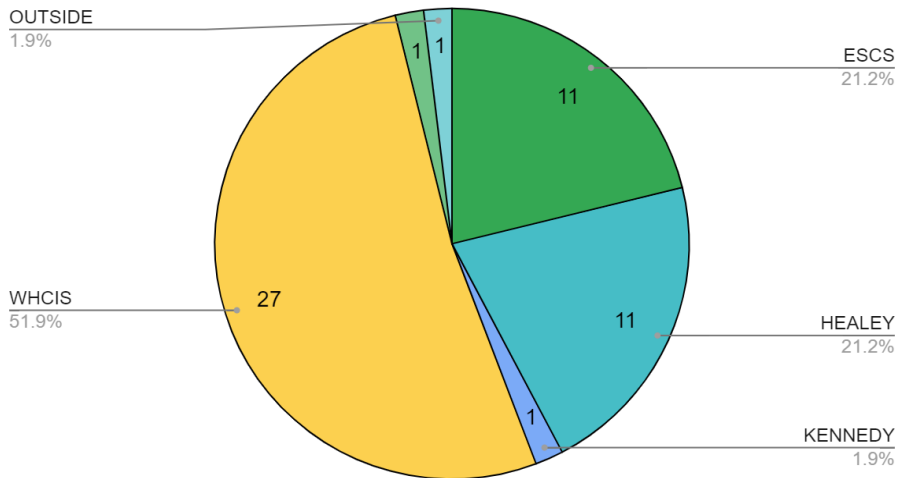
### SHS Summer Success Enrollment by School



### SpEd Programs @KDY Enrollment by Sending School



### SpEd Programs @WHCIS by Sending School



**Table 2.** Programs broken down by buildings and dates of operation

PROGRAM	SCHOOL	DATES
Breakthrough Collaborative	AFAS	07.01-08.09(staff: 06.24-08.14)
Citizens School Staff Training	AFAS	07.09-07.31
ECIP	Capuano	07.01-07.30
ECIP ASD-pre-K	Capuano/WHCIS(last week)	07.01-08.06
Adventure Camp and Summer CIT SUMMER EXPLORE	Capuano	07.01 - 07.30
PD Lction Balanced Literacy	Capuano	06.26-06.27
Parent Information Center	Cummings	Daily
Somerville Family Learning Collaborative	Cummings	Daily
Somerville Child Care Center	Edgerly	Daily
Professional Development	Edgerly	Various
Elementary ELL Summer School (SPELL)	ESCS	07.01-07.26
SPELL Summer Language Camp	ESCS	07.01-07.26
The Calculus Project	ESCS	07.08-07.26
CHA Making Proud Choices	ESCS	07.01-07.18
Junior Police Academy	ESCS	07.08-07.12 & 08.05-08.09
Parent Classes	ESCS	Daily
Home For Little Wanderers	ESCS	07.05-07.28
Professional Development	ESCS	08.05-08.23
Peace Camp Riverside Counseling Services	Healey	07.01-08.08
Professional Development	Healey	06.17-08.01
Community Schools	Healey	07.01-08.09
YMCA CIT Program	Healey	06.24-08.09
SEEK, SKIP, SHIP: Life skills	Kennedy	07.01-07.30
String Camp and Camp Honk	Kennedy	07.22-08.02
Summer Swim Program	Kennedy	Daily
NW/FC MCAS Prep	NW/FC Edgerly	07.29 - 08.09
SAFE/Secondary ELL Summer School (SPELL)	SHS Modules	07.01-07.26
Secondary Summer School	SHS Modules	07.01.07.26
9th Grade Transition(Collaborative Summer Success)	SHS Modules	07.08-07.25 & 8.20-08.23
PD Foundations of Equity Work	SHS Modules	06.17 - 06.18
Multi-Graded/SpEd Resource Room	WHCIS	07.01-07.30
ASD	WHCIS	07.01-08.06

Reading Institute	WHCIS	*Christine & Uri
Elementary Somersession	WHCIS	07.01-07.26
Sing Somerville	WSNS	07.01-07.19
Elementary Somersession - West Satellite	WSNS	07.01-07.26
Somerville Recreation Camp	WSNS	06.14-08.16
PD Restorative Justice	WSNS	06.19-06.20

## **LOOKING AHEAD**

### **What were some challenges this summer?**

- \*Timely staffing
- \*No assistant district coordinator
- \*New district coordinator
- \*Communication of deadlines
- \*Access to buildings for PDs
- \*Communication

### **Strengths:**

- \*Dedication of directors and staff
- \*Problem solving by directors and staff
- \*Willingness of administration (Superintendent, Assistant Superintendent, Director of Student Services, Director of \*Special Education, Director of Human Resources, Director of Food Services, Director of Health \*Services, Transportation Department, etc...) to assist district coordinator
- \*Response to student needs
- \*Communication

### **Suggestions:**

- \* Special Education for the pre-K/Kindergarteners stay in one building for the entire summer program (not switch from Capuano to Winter Hill for the last week of programming).
- \* PD have staffing for the summer separate from summer school, i.e.: PD have their own door monitors to allow staff to access buildings.
- \*Programs each have door monitors to allow families and staff access to buildings.
- \*What types of outreach do we need to consider to close the gap of Healey students being referred to summer programming?
- \*What are other types of programming that we should consider? (Visual Arts? Performing/Dramatic Arts?)

To: Mary Skipper, Superintendent

From: Lauren Mancini, School Nutrition Director  
RE: Update on CEP and Summer Food Program  
Date: October 8, 2019

CEP continues to do well at East Somerville, Healey, Winter Hill and Full Circle/Next Wave with lunch participation at 80-85%.

CEP at SHS is off to a great start. Compared to last year, lunch participation has increase by 100-150 lunches a day. Participation is at about 60%.

Breakfast continues to be a challenge across the District with participation at 25-35%. Capuano continues to have one of the strongest breakfast programs, doing just as many breakfasts as they do lunch (about 180 a day at 63% participation.) Winter Hill also has a high breakfast participation because of the Breakfast in the Classroom program at about 80% participation. BIC however has its pros and cons.

Summer feeding does very well in the closed indoor school sites where we can offer a hot meal, control food production and labor and ensure food safety. We had 80% participation at these sites.

Summer feeding does not do well at many of the outdoor Somerville Recreation Department sites. They opened 6 "come out and play sites" and they did less than 20 meals a day. Kidstop does about 15-20 breakfasts a day and Dilboy Pool on some days had no kids or 2-3 kids a day.

Our department was audited by DESE this summer and they noted the lack of participation and waste. They noted that we should evaluate the effectiveness of having multiple sites open with low participation in comparison to food and labor costs. In my opinion, we should have fewer sites, strategically located across the city and stronger communication/partnership with the City to get kids at those sites.

# Meal Charging Policy- Food & Nutrition Services

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## **USDA- Introduction:**

The school meals program aims to provide nutritious meals to children during the school day. Children may receive breakfast and lunch at no charge if they are categorically eligible for free meals or if they qualify for free meals based on Federal poverty guidelines. Children who do not qualify for free or reduced priced meals may purchase meals at the paid rate.

Sometimes, however, children who do not qualify for free meals would like a breakfast or lunch, but do not have money in their account or in hand to cover the cost of the meal at the time of the meal service. Because student breakfast and lunch payments are local revenue, USDA's traditional position has been to allow State and local program operators to develop meal charge policies to address their unique circumstances.

Such a policy ensures school food service professionals, administrators, families, and students have a shared understanding of expectations. Given this, no later than July 1, 2017, all school food authorities (SFAs) operating the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must have a written unpaid meal charge policy. The policy must be communicated to all families with children within the SFA and all school or district-level staff members responsible for policy enforcement. State agencies and SFAs retain the authority to establish the specifics of their policies based on local conditions.

## **USDA- Unpaid Meal Charge Policy Requirements:**

While State agencies and SFAs have discretion in developing their policies, they must meet certain requirements. Children who qualify for free meals may never be denied a meal, even if they have accrued a negative balance from other purchases in the cafeteria. SFAs may prohibit a child certified for free meals from charging à la carte if the child's account is negative, but may not deny the child a reimbursable meal.

## **Meal Charging Background**

Somerville Public Schools Food & Nutrition Services has never had a formal written meal charging policy. The following attributes were followed in past practice:

- No PREK-8 student was ever denied access to the reimbursable meals offered in the cafeteria.
- Any PREK-8 student unable to pay for his or her lunch at the point of sale would have the value of that meal charged to his/her meal account.
- Families are notified via mail every 2 weeks if their child's meal account has a negative balance.

## **Policy Statement**

To facilitate payment in advance for school meals, the Department of Food & Nutrition has established a payment program whereby parents/guardians may pay for meals in advance either by cash or check or through the PAYPAMS program at [www.paypams.com](http://www.paypams.com). Additional information about payment methods can be obtained through the Director of the Food Services Department, or through the Somerville Public Schools Food Services website. If a parent/guardian chooses to send in one payment to be distributed amongst sibling accounts enrolled in the same school, the parent/guardian must specify how the funds are to be distributed amongst the sibling accounts.

No child shall be denied access to food due to lack of payment; however, the regulations set forth in this policy shall be followed whenever a child does not have sufficient cash at the point of sale or sufficient funds in his/her school meal account.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Director of the Food Services Department, or the applicable school's family liaison for assistance. The District encourages all families who may have a child eligible for free or reduced-price meals to apply for such.

According to Federal regulations funds from the non-profit school food service account cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff, and visitors). Adults are not allowed to charge meals, and shall pay for such meals at the time of service or through pre-paid accounts.

This policy shall be provided in writing to all households at the start of each school year and to households with students transferring into the District during the school year. The policy shall also be provided in writing to all school staff responsible for its enforcement. In addition, school administrators, nurses, the District's educational liaison for homeless children and youths, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

## **Regulations, Implementation Standards**

### ***Guidelines for Pre-Kindergarten to 8<sup>th</sup> grade***

1. The District's efforts to recover from household's money owed due to the charging of meals must not have a negative impact on the children involved, and shall focus primarily on the adults in the household responsible for providing funds for meal purchases.
2. To encourage maximum participation in the USDA Free and Reduced Meals program the Food & Nutrition Department will mail an information packet detailing how to apply for meal benefits. This packet is sent separately from the annual school mailing. Information on how to apply for school meals is also available on the Food & Nutrition webpage. Please note: Only the Food & Nutrition Department can designate students as qualifying for free or reduced price meals.
3. Families can apply for free or reduced price meals at any time during the school year. However, meal benefits are not retroactive. For example, if a there is a -\$20.00 balance on a student's meal account when the Food & Nutrition Office receives a free and reduced meals application; regardless of if that student qualifies for free meals the -\$20.00 will still be owed on the account.
4. Any Pre-K through 8<sup>th</sup> grade student that comes to the school cafeteria will be offered a full reimbursable meal regardless of their ability to pay at the point of sale. No Pre-K through 8<sup>th</sup> grade student will have a meal taken away from them for not having cash.
5. Any student who is not actively qualified for free meals that arrives at the point of sale without cash for payment and insufficient funds in their school meal account will be charged the value of that meal to their school meal account.
6. If a student's meal account reaches a balance of -\$0.25 they will be included in a biweekly mailing generated by Food & Nutrition Services to households indicating the negative account balance and requesting repayment.
7. Any funds left in a student's meal account at the end of the school year will follow them into the following school year even if they transfer schools within the district. If a student is leaving the district and the family would like their balance refunded a written request must be submitted to the Food Services Business Manager or Director along with an address where the refund will be mailed. After 30 days of leaving the district all remaining funds will be forfeited.

### ***Guidelines for Tracking Collections***

1. Funds owed will be reclassified as "bad debt" by June 30th the year of the student's graduation, or up to 30 days after a student has transferred out of the district. After the debt is reclassified as "bad debt," such debt shall be written off as an operating loss not to be absorbed by the non-profit school food service account, but must be restored using non-federal funds.



**Somerville Public Schools**  
 Education • Inspiration • Excellence  
**PERSONNEL REPORT**  
 2019-2020 School Year  
 October 2019

RESIGNATION FOR PURPOSE OF RETIREMENT:					
SCHOOL	POSITION	INCUMBENT	DATE OF RETIREMENT	YEARS OF SERVICE	
ESCS	Principal	Holly Hatch	09/01/19	14	
WHCIS	Grade 3 teacher	Maria Medeiros	09/30/19	23	
CAP	ECIP Teacher	Joan Duffy	09/05/19	18	
SHS	Special Education Teacher	Eithna Sweeney	09/19/19	32	
SCALE	ELL Program Administrator	Ngaio Schiff	08/09/19	28 years + 5 months	
SCALE	FT Computer Operator	Doreen Curreri	08/30/19	37	
BR	Kindergarten Paraprofessional	Margaret Ghirarda	08/01/19	29 + 73 days	
CAP	ECIP Paraprofessional	Bridget Travers	09/09/19	18	
St. Catherine's	Technician	Catherine Ray	06/30/19	29	
WSNS	Grade 6 ELA Teacher	Victoria Macrokanis	06/30/20	35	
WHCIS	Grade 4 Teacher	Charlene O'Neill	08/23/20	33 + 126 days	
ESCS	Resource Room Teacher	Gail Portine	06/30/20	32	
	Metal Fabrication Teacher	Anthony Vecchiarello	02/20/20	31	

RESIGNATION NOTICES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE OF RESIGNATION	
SFLC/CAP	School Based Family & Community Liaison	Alexandra Carlino	09/06/19	
SHS/Athletics	Girls Lacrosse Coach	Molly Kilday	09/30/19	
WSNS	FT Lead Teacher	Elizabeth Varela	10/11/19	
WSNS/Comm Schools	PT Homework Helper	Emily Jahne	09/20/19	

ASSIGNMENT ENDED			
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
ESCS	Paraprofessional	Joana Gonzalez	10/11/19

LEAVES OF ABSENCES			
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES
BR	Grade 5 Teacher	Francine Davis	09/09/19-09/20/19
ESCS	Grade 5 Teacher	Karina Johanson	09/16/19-01/30/20 - Revised
ESCS	Unidos Paraprofessional	Margarita Lopez	09/30/19-10/31/19
ESCS	Unidos Specialist	Maureen Hughes	12/04/19-06/30/20
Eval Ctr	Team Facilitator	Mertisha Theodat	11/25/19-02/26/20
HLY/Comm Schools	FT Lead Teacher	Julia Austein	06/22/20-08/21/20
HLY	ESL Teacher	Jamal Halawa	10/08/19-01/22/20
WSNS	SMILE Teacher	Kristen Chiusano	09/08/19-06/30/20 - Revised
WSNS	Grades 7/8 ELA Teacher	Alison Kase	11/29/19-02/21/20

INTRA-DISTRICT PERSONNEL TRANSACTIONS				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	VICE/REASONS
BR/Comm Schools	Afterschool Site Coordinator	Kelsey Kent	10/21/19	G. Miranda/New Assignment
ESCS	Coordinator of Afterschool Programs	Julie Allen	09/23/19	Yearly Appointment/Additional Assignment
SHS	FT Security Monitor	Bedel Pierre	10/30/19	New Position/Resigned Para position 10/29/19
WHCIS/Comm Schools	FT SPED Lead Teacher	Yolking Goin	10/21/19	New Position/New Assignment
WSNS/Comm Schools	PT Assistant Teacher	Emily Jahne	09/23/19	New Position/Additional Assignment

NEW HIRES						
SCHOOL	POSITION	INCUMBENT	VICE	EFFECTIVE DATE	Dual/SEI	
AFAS	PT BOKS Program Lead Trainer	Anna Saropoulos	Yearly Appointment	09/19/19	No/No	
AFAS/Comm Schools	PT Assistant Teacher	Dimitri Jean	Deijah Eufarel-Brewington	09/30/19	No/No	
BR/Comm Schools	PT BOKS Program Lead Trainer	Alexander Kingsley	Yearly Appointment	09/16/19	No/No	
BR/Comm Schools	FT Lead Teacher	Christian Hoover	Max Kreisky	09/30/19	No/No	
BR/Comm Schools	PT Homework Teacher	Amy Truschel	New Postiion	09/30/19	No/No	
District/Comm Schools	FT Social Worker	Dana Gordon	New Postiion	10/07/19	No/No	
Central	PT HR Intern	Sabeen Sheikh	New Postiion	10/01/19	No/No	
Food Services	Nutrition and Sustainability Coordinator	Karyn Novakowski	New Postiion	09/02/19	No/No	
HLY	Grades 1/2 ELL Paraprofessional	Nicholas Triant	New Postiion	09/30/19	No/No	
AFAS	PT BOKS Program Assistant Trainer	Liesel Bender	Yearly Appointment	09/19/19	No/No	
SCALE	PT ELL Level 3 Teacher	Judith Schotland	D. Karagiorgas	09/03/19	No/No	
SCALE	PT EEL Level 2 Teaher	William Barfus	Anna Hadingham	09/23/19	Yes/Yes	
SHS	PT Mx2 Instructor - 8th Grade Geometry	Thomas Kenney	Yearly Appointment	09/25/19	No/Yes	
SHS	Senior Clerk - Elm House	Kellie Cavanaugh	Omayra Pimentel	10/21/19	No/No	
SHS/Athletics	Boys JV Hockey Coach	Collin Hogan	Ted O'Brien	12/02/19	No/No	
Somerville Childcare Program	FT Lead Teacher	Juliet O'Leary	Aaliyah Carter	11/04/19	No/No	



## **School Committee Draft Goals Draft 10/18**

For years, Somerville Public Schools (SPS) have aimed to reduce persistent gaps in the educational attainment of our students. Like school districts across the Commonwealth and the country, we have found our initiatives failing to make the persistent deep progress our students need and deserve. Rather than continue down the path of slow and unsteady progress, the Somerville School Committee and Somerville Public Schools propose a fundamental shift in our work. Recognizing that unjust outcomes are the product of unjust systems, we are building on recent efforts to fully move our district to an equity mindset.

SPS defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community. This is different than equality, which means providing each individual student with the exact same conditions or resources regardless of need. In making this shift we have identified four systemic barriers to equitable and sustained student success. In order to begin to address the root causes of systemic inequity in our schools, the Somerville School Committee and Somerville Public schools commit to the following, knowing that our goals can only be achieved through ensuring meaningful partnerships with all Somerville families as well as SPS staff, city government, and a wide range of community organizations.

### **Human Capital**

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of staff of color by X% - at all levels of the workforce - through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. Engage staff as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for staff voice and community engagement.

### **Enrollment and Programing**

Because we believe that no group of children should be disproportionately impacted by district enrollment policies and that all should have access to support they need, by 2022, we will 1) conduct a district enrollment study and forecast and 2) craft a vision for school assignment and programming aligned with the district's equity policy. In order to design a school assignment policy truly grounded in equity and the values of our community, we will engage students and families through a variety of opportunities for voice and community engagement.

### **District Resources**

Because we know that every student has unique needs and interests and should have access to rich learning opportunities that help them thrive, we will design, evaluate, and partially or fully implement student-based budgeting by 2022. We will do this through a transparent process that welcomes and embraces the engagement of stakeholders at all levels towards a system where students are funded equitably, regardless of which SPS school or program they attend.

### **Milestones of Learning**

While we believe that every child can thrive academically, we recognize a gap in achievement and opportunity in our current system. We will, by 2020, work with district administration, school communities, students, and educators to design a robust system of aligned developmental academic and social-emotional benchmarks. These benchmarks will be used to drive practices, policies, and resource allocation to ensure that every student has access to rigorous and responsive core instruction that integrates the whole-child approach.