

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, October 5, 2020 - Regular Meeting

7:00 p.m. – GoToWebinar

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

Members absent: President McLaughlin

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:00 p.m. with a moment of silence dedicated to Lou Schnider, a Crossing Guard at the Brown School, and a salute to the flag of the United States of America. Superintendent Skipper called the roll, results of which were as follows: PRESENT – 8 – Mr. Green, Ms. Normand, Ms. Krepchin, Ms. Barish, Dr. Phillips, Ms. Pitone, Mayor Curtatone, Dr. Ackman - ABSENT – 1 - President McLaughlin

II. REPORT OF STUDENT REPRESENTATIVES

Natalia Salmeron; Addressed the Block 7 class. Students are upset that the time runs later than the regular school day and many students that work after school are losing hours at work because of it. Students would like to see this class start at 8am so that everyone has the opportunity to end their day at the same time.

Superintendent Skipper stated that she and Assistant Superintendent Mazza would talk to Principal LaGambina and Department Heads to see what the potential is to move the Block 7 Class to the morning.

Ms. Normand asked for a summation of what Block 7 is to which Superintendent Skipper answered that it is an extra block that allows students that are taking a lot of AP classes to still be able to fit in electives such as Music and Art.

Natalia lastly spoke to the Fall Sports schedule that students have started their Conditioning Programs but won't be playing until late February.

Mayor Curtatone gave an update from the Town Hall Meeting on building ventilation and how to achieve low risk scores. We want the lowest risk score possible, on all our school buildings. That is one of the critical facts we must achieve prior to opening.

We are under contract with PMA, and a significant achievement is we were able to obtain from the Department of Capital Asset Management from the Commonwealth, approval for procurement process for the building improvements and we need this approval to expedite the work.

Next steps to align the sequencing of what work will be done first to reconcile the school's re-opening plan, work on securing the contractors necessary to complete the work and the scope of work. The infrastructure management division is soliciting three quotes. Today we have one full response, one partial response and we're close to having a third. We're estimating the cost range to be \$5 to \$7 million dollar range.

The update on developing and finalizing programmatic testing and contact tracing protocols and our plan, these are two important components between the building air filtration and surveillance testing that the Commonwealth and DESE did not address, that the city is setting a standard and priority for. We are finalizing logistics and the schedule, will be identifying a specific testing locations and a schedule.

Ms. Barish asked if the \$5-\$7 million estimated included the Brown School and was and Mayor Curtatone stated he did not believe the Brown School was included.

Mr. Green stated that it has been determined that the Mods were in good shape and he asked if that space would be available sooner to be used for in person learning space before December 1st.

Mayor Curtatone responded that they are looking at that potential as well as other vacant and commercial space

around the city.

Superintendent Skipper commented that they have been doing walk through's in a number of buildings to determine the ones that will enable us to get special education, substantially separate or self-contained programming, high needs, ELL relative to levels 1 and 2 and Pre K to two, which is the first set of priority students.

Dr. Phillips asked questions she has been getting from the community about the re-opening of buildings, the metrics, and Covid testing. What are the options if a child can't be coded tested regularly, particularly concerning children with sensory issues. Also, what if teachers or students just declined to be tested? What are we thinking the process will be?

Mayor Curtatone responded that there will be medical wavers available but without one, everyone is required to be tested per Board of Health.

Ms. Pitone asked questions she has been getting from the community about the building standards, why they seem so stringent; also, the testing in terms of the frequency and scope and who we're using as experts in terms of infectious disease.

Mayor Curtatone answered that he addressed these issues in the Public Meeting. He has full confidence in the experts that the city has gained access to. Our standards are to preserve the safety of everyone involved.

Dr. Phillips asked when the full building status report will be made public. To which Mayor Curtatone stated that it will be a couple of weeks.

III. APPROVAL OF MINUTES

- June 8, 2020
- June 22,2020

MOTION: There was a motion by Mr. Green, seconded by Dr. Phillips to approve these minutes. The motion was approved via a unanimous roll call vote.

IV. PUBLIC COMMENT

Chair Normand read the Public Guidelines and invited those who signed up to comment to do so in the order called and allotted each person 3 minutes.

Annie March -29 Berkeley Street.

She has kids at Capuano and Argenziano and said that remote learning is going well in her house. She worried about kids who cannot adjust to remote learning because of their disability. She would like the School Committee, Administrators, Teachers, STA, service providers, to look for opportunities to offer small group and one-on-one, outdoor learning and therapy sessions for these kids and wants it to happen immediately. If there's a teacher or service provider therapist who wants to meet in person with their students, they should be given a tent and a time and a place to do so. She stated that she's e-mailed the STA President twice about this and has not received a response. She said that she knows remote learning is working well for many students with disabilities, but she worries that it's not working for some students, and they are not learning because of their disability.

Aili Contini-Field -215 Summer St. (Submitted to be included in meeting minutes)

My son is in first grade at Winter Hill. I also have a 3-year-old daughter who has been joyfully attending full-time in-person preschool since July. I cannot tell you how many different types of privilege I enjoy, from being white, to being fluent in English, to being fully employed...and yet even I am on my last thread.

In the wake of the most recent Virtual Town Hall on school reopening I asked to meet with my City Councilor, Ben Ewen-Campen, to discuss Somerville's school reopening plans. I was — I am — incredibly frustrated by the diffuse, even obFUScatory, nature of the decision making process around all aspects of school reopening. Parents don't know if decisions from...when the remote school day starts and ends...to which buildings need a humidifier (and what type, and who will service them when they break down) are being made at the classroom level, by the school principal, by the superintendent, or by the mayor's office. A functioning democracy should support hearing the voices of the people, but emailing the hardworking members of the school committee seems like screaming into

the void, as we have heard back that most decisions are out of their hands.

When we met, Mr. Ewen-Campen was polite and apologetic as he told me that historically the City Council in Somerville has taken a hands-off approach to the schools, and that, historically, this distance has been appreciated on both sides. I want to highlight, though, how much this situation is NOT normal. Every parent or other adult who has to oversee their SPS child's all-remote schooling, or who is paying - in money or basic desperate goodwill - for another adult to help them—is a citizen of Somerville whose daily life is being impacted by what is happening—by what is NOT happening—in our city's schools. The towns around us are reopening their schools to their youngest and special-needs children, many of them with great transparency around the extensive, science-backed safety measures they are taking. And we in Somerville wait, week after week, for crumbs of information to drop from the mayor's mouth, since no one else has any answers.

It would probably be more reasonable to say this at a City Council meeting, but THIS is the meeting I have time to attend, while also working a full-time job and sharing remote learning duties for my 6-year-old with my spouse, with our endlessly patient and relentlessly kind classroom teacher, and with that stupidly blinking monster icon in ClassDojo.

In closing, I would like to wish all my fellow Somerville Public Schools remote-learning parents, extended family, caregivers, and facilitators a happy National Teachers' Day. Thank you all.

Julia Toof - 40 Pennsylvania Avenue. (Submitted to be included in meeting minutes)

I am a mother of two, and have a 3-year-old with Autism Spectrum Disorder who has been evaluated for an IEP and found to qualify by SPS Special Education. On parts of the assessment, he was found to be at the level of a 1-2 year old.

Clearly, remote school is developmentally inappropriate for my child. I worry that his social and emotional development will be permanently hurt by a lack of in person schooling, and it's difficult for me to understand why Somerville has adopted stricter standards (such as humidification) than neighboring school districts and not chosen to bring back the youngest special ed students. Boston, Cambridge, Medford, and Belmont, to my knowledge, have all restarted special education for this age group.

I would like to remind all present - for many of us with children who qualify for IEP's, there is no other school option. I can't send my child to a private school unless they have appropriate special education. The one option that exists is far out in the suburbs and would require buying a car and quitting my job.

Please consider opening the schools that have appropriate HVAC for vulnerable SPED students like my child.

Matthew Allison – 14 Ashland St.

He has a Preschooler. His student is going to the Smile Program this year which is doing remote five days a week. It makes no sense that Somerville can't possibly do in person, preschool and yet, the Agassi's Preschool on Summer Street has been doing, in person, full day, full classrooms, of preschool kids, five days a week. They all wear masks, and everybody is doing fine. He does not believe we are serving our kids appropriately. Kids Pre K to 2, cannot read or know math, and these are important skills that they cannot learn over a laptop. He stated that we have a short window of opportunity here, to get these kids in front of their teachers and the teachers need to be in front of their students to teach these basic building blocks. He said we're failing these kids. There is a significant potential for long term learning deficits because they're not being taught these basic building blocks at this stage of their neurological development. He ended that he appreciates the work of the Committee and the Mayor, but please consider these comments. Thank you.

V. NEW BUSINESS (taken out of order)

A. Acceptance of FY2021 Grant Funds Recommended action: approval
Federal Grants

Title I \$1,169,425 funds Math, Reading and Professional Development

Title II \$165,709 funds training, recruiting and retaining of high quality educators, including teaching teachers, paras and admin staff

Title III \$152,963 supports our English Language Learners, including funding for professional development for teachers and administrators and family engagement programs.

Title IV \$88,006 funds Student Support Services, including funding for AP Exams
340 Adult Ed. \$740,818 SCALE

State Grants

336 Behavioral & Mental Health \$91,375 funds social emotional supports, especially for English Language Learners arriving in the district with trauma.
850 Hiset SCALE \$6,665 for our adult Ed program
345 Community Adult Learning Services \$258,646

Other State Grants

MCC Serhacer – El Sistema \$26,000
Farm 2 School Grant \$50,000 Food Service
FFVP – Fresh Fruit & Vegetable \$106,514.00 Food Service WH, HEALEY & ESCS

MOTION: A Motion was made by Dr. Ackman, seconded by Ms. Barish to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools during FY21 by Dr. Ackman, Seconded by Ms. Barish.

Mr. Green asked regarding transparency in the budget process, if there is a reason why we are accepting grants in Public Session. Mr. Gorsky agrees that it is for transparency purposes.

Ms. Kerpchin asked if these grants are typical of what we normally receive or if it is due to Covid. Mr. Gorsky stated that this is similar funding from FY '20.

Chair Normand asked if these were the same numbers from the meeting in the summer. Mr. Gorsky stated these are very similar numbers used in the summer presentation.

Mr. Green asked Mr. Gorsky to speak to the previously stated concern about the Title I Grant going forward.

Mr. Gorsky stated the district is on a watchlist, based on income and the relative wealth of the district. We may face decreased Title I funding in FY '24. That's something we need to monitor and obviously in a conversation with DESE.

Superintendent Skipper stated that Title II is being phased out over 5 years and we took a decrease last year.

Chair Normand mentioned the Community Preschool Partnership Initiative Grant and stated that it was a significant grant over a few years.

The motion was approved via a unanimous roll call vote.

October 14, 2020 is the next Finance Committee's meeting.

VI. REPORT OF SUPERINTENDENT

A. District Report

· Summer School Report (Ms. Smith)

- Attendance rates and how they engaged
- Special Education; Overall average of who attended each week was 66
- ESY attendance; highest attendance rates in 1st & 2nd grades
- Life Skills; 10 students (Students who have borderline intellect who require curriculum related to life application of the foundational skills)
- SKIP; numbers were fairly low (only 3 students) (Somerville Kennedy Intensive needs Program)
- SHS Summer Programming 112 students recommended for summer school
- 6% of those students were from Full Circle
- The percentage of the students who were recommended and then registered was 79%.
- Math is the highest Credit Recovery need

- 48% of students who participated earned credit
- SPELL Program
- Calculus Project help kids engage and understand Math to increase interest – starts with Middle School up to High School students. It pairs younger students with mentor peers who have been through the program.
- Community Schools had great attendance, close to 100 students each week
- Literacy and Math Tutoring Program had a 98% attendance rate
- Summer Counseling Services – most students worked with counselors that they've worked with throughout the year so there was not a lot of crossover and found that it was successful
- Some challenges – we assume that young students are good with technology but that is not always the case.
- Meal Pick-up during the Summer, it would be helpful to have a tech person there so parents can talk to them real quick if they are having difficulties getting onto remote platforms.
- What worked well was 1 on 1 time
- There were no transportation, food allergy or safety interaction issues

Superintendent Skipper stated that although, the 48% is low for what we normally are able to recover for credits, it was 48% of a group of students that had struggled with remote to start. We tried to do really small groups and 1 on 1 in order to really reach each student. The students that were not able to recover the credit, what would happen to them?

Patricia answered they would still have to take the classes in a smaller setting, blended learning environment.

Sarah Davila spoke about the fact that they brought in 50 ELL students who did not engage during the spring. Participation in the synchronous learning was most successful. We had a unified curriculum theme of Essential Workers and Social Activism.

Christine Trevisone spoke that students performed best in a 1 on 1 setting or very small group instruction in Reading and Math.

Mr. Green asked Ms. Smith to address what we have learned through this remote learning that we can bring into the curriculum when we go back to in person learning. Ms. Smith stated that if we are going to do something, we need to put in the effort into doing it well. Collaboration is very important and we had great focus.

Ms. Trevisone added that it is about engagement and relationships with students and families so students feel more connected, and they're willing to take some greater risks and seek out the help.

Ms. Davila added that there was also an aspect in community building.

Superintendent Skipper added that the small group work and 1 on 1 sessions are important for student learning. It is easy for students to hide and disconnect in a class of 25.

Superintendent Skipper gave an update on the Recreation Department and Community Schools

- REC – 265 students participating on Wednesdays and 349 students participating on the other days as part of the Cohort schedule
- Community Schools has 440 students in their afternoon block and about 220 students in the 12:30 to 2:30 blocks
- There is still some space in the programming

VII. REPORT OF SUMCOMMITTEES

A. School Committee Meeting for Rules Management: September 11, 2020 (Dr. Ackman)

Rules Subcommittee for September 11, 2020

The meeting was called to order at 9:02 am.

In attendance were Dr. Ackman, Dr. Phillips, Ms. Barish, Superintendent Skipper, and Mr. Iwasaki

Dr. Ackman presented file EBC Supplemental, taken from the Massachusetts Association of School Committees, which is intended to be an overarching policy that gives the superintendent temporary broad authority to act with regard to a wide variety of School Committee and district policies that could be impacted due to the pandemic.

After discussion about the nuances and language in the policy, for example on which particular policies should the superintendent notify the school committee after a decision was made and where she should seek permission in advance, the subcommittee agreed to adjourn and reconvene on September 16 to discuss potential substantive edits.

The meeting adjourned at 9:38 am

MOTION: There was a motion by Dr. Ackman, seconded by Ms. Barish to accept the Rules Subcommittee meeting minutes for September 11, 2020.

The motion was approved via a unanimous roll call vote.

VIII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policy is being presented this evening for a second reading:

- File JE: Attendance Addendum

MOTION: There was a motion by Dr. Ackman, seconded by Ms. Phillips to accept the JE Attendance Addendum.

Ms. Barish had a question about the meaning of "continuously present" and also if a student is absent, will the robo-call system still be used?

Superintendent Skipper clarifies that it is comparable to a student coming to class, getting a bathroom pass and never returning. So the teacher will do multiple check-ins if they call on a student and don't get a response, they will check back in 10-15 minutes to see if the student is present and engaging. They find it happens in the Middle School grades. This invites discussion with the student and their parents. The robo-call system will be used to alert parents if a student does not log on for attendance.

The motion was approved via a unanimous roll call vote.

JE – Attendance Addendum

All Somerville Public Schools (SPS) students are expected to attend and engage in all synchronous and asynchronous activities designed by their teachers for the full school day.

SPS teachers in PreK-8 will take attendance during homeroom daily and report in Aspen. All teachers must enter Virtual Present (VP) or Virtual Absent (VA) in Aspen each day for every student. PreK-8 teachers will also take attendance during each learning block and keep an electronic record of student attendance.

Attendance for High School students will be taken daily at the beginning of period 1 and at the beginning of every academic class block during the school day. In addition, Somerville Public Schools educators will monitor whether students are present asynchronously, e.g., submitting assignments online, logging onto online learning platforms, and attending virtual check-ins during remote learning.

In the case of illness, parents/caregivers must call the school sick line to report a student absence (contact information found toward the bottom of each school's website home page). After 3 days of consecutive absences due to sickness, parents/caregivers must submit a doctor's note electronically to the school office.

Throughout periods of synchronous learning, SPS educators will observe for students' presence. If it is observed that a student is not continuously present, the educator will contact the building Redirect Teacher or Dean of Students for follow up action. The Redirect Teacher or Dean of Students will contact the student's parent/caregiver to support getting the student back online. If a student is consistently absent and does not respond to outreach by the classroom teacher, the school Redirect Teacher, or Dean of Students, that student will be referred to the school's Student Support Team (SST) for further support.

· File EBC Supplemental

MOTION: There was a motion by Dr. Phillips, seconded by Dr. Ackman to consider the edited version of EBC Supplemental.

Dr. Phillips commented that in the edited version there are two critical pieces of the policy. One is, authorizing the Superintendent where noted to suspend, revise, or recommend policies. Then the sentence continues, giving the superintendent new authority that ends at the end of the emergency. The other is the back to school plan that we approved constitutes the policy of the school district during the pandemic and we authorize the Superintendent to carry it out.

Ms. Pitone questioned if there was anything substantial changed between the two documents to which Dr. Phillips answered that the only notable change was that she added to the last sentence, "unless otherwise noted".

Ms. Barish stated that her concern is that the last sentence, states that it shall expire upon the end of the emergency, as declared by the governor. She suggested that we add, "or the mayor, whichever comes last", because there are times when our city is under a state of emergency that the state is not. And she pointed out that the Superintendent's powers would be hampered in that case.

Dr. Phillips suggested that was added as an Amendment.

Mr. Green at the end of Paragraph 4, right before "policy scope", he would like to add the sentence, "The Superintendent will bring any minor policy changes to the School Committee for notification".

Dr. Phillips accepted this as an Amendment, Superintendent Skipper agreed.

The motion was approved via a unanimous roll call vote.

IX. NEW BUSINESS

B. MASC Annual Meeting Delegates and Resolutions

Chair Normand stated that the Annual Conference will be remote. She asked that colleagues go through each resolution thoroughly for next time, and asked for a volunteer to become Delegate to that conference.

Mr. Green serves as current Chair on the Division of Urban Schools. He reported that in the MASC there will be a contested election and is concerned about how ineffective MASC has been regarding this. He stepped forward to be the Delegate.

Chair Normand thanked him for volunteering and asked that everyone take at the different resolutions and considers being an alternate or run for Delegate and suggested having a vote in two weeks. Another suggestion was to consider each of the resolutions and have authorized our Delegate use their judgment to vote on an amendment at the delegation session. She asked Mr. Green if he had any information about the contested election if that will be something the delegates a vote on. He clarified that each committee gets one vote.

Chair Normand asked Mr. Green if he could prepare and share information on the candidates. She stated that it was brought to her attention that a name needs to be submitted before the next meeting; Mr. Green has volunteered, and asked if there are any other volunteers. Hearing none, Mr. Green was appointed Delegate and Ms. Krepchin volunteered to be alternate.

C. Legal Counsel Search

Chair Normand stated our current Counsel is retiring and the District needs to start talking about what kind of representation we they looking for, any strong preference, thoughts or questions about if they go with a law firm, or bringing someone in house and to start interviewing potential replacements. Ms. Kerpchin has volunteered to help with that.

Chair Normand would like to get some brief conversations started tonight and put it on the next agenda.

Dr. Ackman’s vote is to bring someone in house. She believes it is worth the investment because it seems like the District has utilized counsel quite a bit and that they will need to, for various reasons.

Mr. Green stated he is in favor of having an in-house lawyer who is available to help with trainings, knowledge sharing, and research, et cetera.

Ms. Kerpchin stated one of the benefits to having a law firm is the access to multiple different lawyers, who may have multiple different specialties and perspective that comes from working with lots of different districts. But also see the product they're having in house. She suggested keeping an open mind and considering both.

Dr. Phillips stated that she would like to ensure we have a racially and ethnically diverse teaching goal to ensure that we have a racially and ethnically diverse group of candidates because it is critical for us to demonstrate our commitment to equity at every level.

Ms. Pitone stated that there are advantages to having inside counsel for access to trainings and supports and also a financial advantage. But also have to think about corruption and the lack of third party accountability. Not to say there would be bias from an internal person, but it can be challenging. So I see advantages of both sides.

Chair Normand stated she feels we'd benefit from having a firm that our primary lawyer can draw on the expertise of other people in their office also doing school law work and be able to talk things through.

Mayor Curtatone stated that with an in house lawyer you're not going to get the full suite of services that you would in a firm, but looks forward to the having the conversation.

Superintendent Skipper stated that we are a complex enough district that having kind of the full tool set of a firm would be beneficial. We also have seven units to negotiate with in addition to the kinds of labor issues that happen. We also have student issues too. She stated that one of the things that have been nice about having a firm is that the District has been able to have somebody that's worked with us on negotiation side, somebody on labor side and somebody on student issues.

Chair Normand stated the Ms. Kerpchin and herself have gotten a number of recommendations of firms, and individual practitioners. She suggested that they may want to find out who actually is accepting new clients. With the permission of the committee, she thinks the next steps would be to start some initial conversations and phone calls of finding out who is available who was not, and then as a group moved farther down that process. She said that they will have more information at the next meeting.

D. Scale Diploma Requests

MOTION: Motion by Dr. Ackerman, seconded by Ms. Barish to approve the SCALE diploma request in Winthrop, MA

The motion was approved via a unanimous roll call vote.

E. Donations (Recommended action: approval)

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

Donation	Donor	City, State	Value	Program Donated to
167 Face Shields	Tim Weaton	Wellesley, MA	\$TBD	Somerville Public Schools
9 Copies of India Unveiled	Atman Press	Columbus, GA	\$TBD	SPS Middle School Libraries
Cash	Cheryl Endicott		\$100	SPS Food and Nutrition Services
Cash	Edmund Jones		\$200	El Sistema

MOTION: Motion by Dr. Ackman, seconded by Ms. Barish to accept this donation with gratitude. The motion was approved via a unanimous roll call vote.

X. ITEMS FROM BOARD MEMBERS

There are no items from Board Members.

XI. CONDOLENCES

Gwendolyn Simmons, Mother to Gilbert White, Dean of Students at Somerville High School. **Catherine Gosselin**, Mother to Courtney Gosselin, Principal of the Winter Hill Community Innovation School. **Arthur Roderick**, Father to Patti DiFraia, Secretary of Somerville Public Schools.

XII. ADJOURNMENT

Meeting was adjourned via voice vote at 9:20 p.m.

Related documents:

Agenda

Delegate Form

EBC Supplemental Pandemic Specific Policy for Back to School

Submitted by: S. Duggan

ATTACH DOCUMENTS STARTING ON THE NEXT PAGE

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE GoToWebinar
REGULAR MEETING – October 5, 2020 – 7:00 P.M.**

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

Copy & paste the following link into your internet browser to preregister or on the date and time of this meeting to view it live:

<https://attendee.gotowebinar.com/register/5880157809022236684>

Somerville Public Schools - School Committee Goals 2019 - 2022

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

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

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

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

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

ORDER OF BUSINESS

I. CALL TO ORDER

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

II. REPORT OF STUDENT REPRESENTATIVES

III. APPROVAL OF MINUTES

- June 8, 2020
- June 22, 2020

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- Summer School Report (Ms. Smith)

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: September 11, 2020 (Dr. Ackman) **MOTION:** To accept the report of the School Committee Meeting for Rules Management of September 11, 2020.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policy is being presented this evening for a second reading:

- File JE: Attendance Addendum
- File EBC Supplemental

VIII. NEW BUSINESS

A. MASC Annual Meeting Delegates and Resolutions

ORDER OF BUSINESS 2 October 5, 2020

B. Legal Counsel Search

C. Acceptance of FY2021 Grant Funds (Recommended action: approval)

MOTION: To accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools during FY21.

Federal Grants

- Title I \$1,169,425
- Title II \$165,709
- Title III \$152,963
- Title IV \$88,006
- 340 Adult Ed. \$740,818 SCALE

State Grants

- 336 Behavioral & Mental Health \$91,375
- 850 Hiset SCALE \$6,665
- 345 Community Adult Learning Services \$258,646

Other State Grants

- MCC Serhacer – El Sistema \$26,000
- Farm 2 School Grant \$50,000 Food Service
- FFVP – Fresh Fruit & Vegetable \$106,514.00 Food Service WH, HEALEY & ESCS

D. Donations (Recommended action: approval)

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

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167 Face Shields	Tim Weaton	Wellesley, MA	\$TBD	Somerville Public Schools
9 Copies of India Unveiled	Atman Press	Columbus, GA	\$TBD	SPS Middle School Libraries

IX. ITEMS FROM BOARD MEMBERS

X. CONDOLENCES

XI. ADJOURNMENT

Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109
(617) 523-8454 (800) 392-6023 fax: (617) 742-4125 www.masc.org

Date: March 2020

To: MASC member school committees, c/o superintendent of schools Re: Voting delegate to annual business meeting
Date: **DURING JOINT CONFERENCE. FRIDAY, NOVEMBER 6, 3:15PM** Location: **RESORT AND CONFERENCE CENTER AT HYANNIS, HYANNIS**

FIRST NOTICE

Deborah Davis, President

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2020 annual meeting is October 16, 2020.

Official Delegate Form

For the school committee of

delegate is: _____

ing delegate is: _____

Signed

—

NOTE: In order to register for the annual business meeting, delegates must send in this form in addition to the conference registration form.

POLICY ISSUES FOR THE PANDEMIC

Creation of a General (Interim) Policy on COVID-Related Issues File: EBC Supplemental

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families, and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “back to school plan,” and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the “back to school” plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The superintendent will bring any substantial change of policy to vote for the School Committee while minor alterations to policy as warranted do not need to be brought to the School Committee.

The “back to school” plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- provide the most effective educational services as possible to students under the circumstances;
- authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- conduct the district business and operational functions of the district as efficiently as possible;
- allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
- facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools (File JCA)

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File IC/ICA)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File IIB)

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File IKF)

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements. DUPLICATE STATEMENT IN SPECIAL EDUCATION

- Special education (File IHB, IHBA, IHBA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)

The “back to school” plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these “back to school” plans provisions for students were disciplined or suspended **or** who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school

committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the “back to school” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File IHBG (temporary), home-bound instruction File IHBF (e.g., students with physical disabilities) and remote instruction for students in quarantine

The “back to school” plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing (File JLCC)

Subject to the provisions of the “back to school” plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File EEA, EEAA, EEAE, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP’s that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district “back to school” plan.

- Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

Possible need to add something on technology