

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, November 07, 2022 - Regular Meeting

7:00 p.m. – Zoom

Members present: Ms. Krepchin, Dr. Ackman, Ms. Barish, Ms. Dion, Mr. Green, Ms. Pitone and Dr. Phillips.

Members Absent: Mayor Ballantyne and President McLaughlin.

I. CALL TO ORDER

The meeting was called to order at 7:00 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Green asked Interim Superintendent Curley to call the roll, results of which were as follows: PRESENT – 7 – Dr. Phillips, Ms. Krepchin, Chair Green, Ms. Barish, Ms. Pitone, Dr. Ackman and Ms. Dion. ABSENT – 2- Mayor Ballantyne and President McLaughlin.

Chair Green asked interpreters to introduce themselves:

Mercedes Escorihuela - Spanish

Gina Miranda - Haitian Creole

II. APPROVAL OF MINUTES

- September 19, 2022

MOTION: There was a motion by Ms. Barish, second by Ms. Krepchin, to approve the School Committee minutes of September 19, 2022.

The motion was approved unanimously via roll call vote.

III. PUBLIC COMMENT

Chair Green read the public comment regulations and asked those who signed up, to comment at this time.

Brianna Walsh - 42 Hudson St – Ms. Walsh commented advocating for the evaluation of the WHCIS building and potentially a new building.

Aili Contini-Field-215 Summer St #1- **Ms. Contini-Field** spoke to the water main break issue that took place at the WHCIS. There was poor communication and parents are not sure if the building is all set for tomorrow. She said there was poor initial communication and follow up.

IV. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Marcia Narh-Botchway and Anna Sofia Protopapas were both present and reported the following:

- First quarter ended, teachers have until Friday November 11, 2022 to input grades.
- For sports, football and both girls and boys soccer made it to state nationals. Cross-country teams both girls and boys won the GBL title and are going to the state open tournament this week.
- Homecoming dance was a success, 500 tickets were sold.
- Pep Rally coming up the day before thanksgiving, the first pep rally for students currently at SHS.

Ms. Krepchin commented that she attended the Joint November Conference, where some student representatives mentioned that SC only likes to hear the good things that are happening. Ms. Krepchin encouraged our student representatives to share both good things and not so good things that may be happening in the district.

V. REPORT OF SUPERINTENDENT

A. District Report

Superintendent Curley first responded to the water main issue at the WHCIS.

It was an unexpected emergency and was brought to his attention by the City at 10:45 the morning of. The tough decision to call dismissal at 12:15 was made based on public health and safety guidelines, without having clarity as to when the water was going to be restored. Some of the challenges encountered with communication to parents were because of translation and making sure all families had the communication go out to them in their target language. Dr. Curley thanked the WHCIS team for rising to the occasion, they had all hands on deck and all students were accounted for.

Ms. Dion thanked Dr. Curley for his update, she wondered in relation to communications about TalkPoints and what percentage of parents check TalkingPoints. If it is an effective way of communication with parents. Superintendent Curley did not have the information on the percentages at that moment; however, he believed this was the most effective way of communication.

- **Professional Teacher Status Recognition** (Ms. MacDonald and Mr. Glynn)

Superintendent Curley introduced Marianna Macdonald Human Resource Director to begin the PTS recognition. School administrators took turns speaking about the staff in their building being recognized, which are listed below.

Location	Last Name	First Name	Position
ALBERT F ARGENZIANO SCHOOL	GRENIER-MERNIN	KAREN	DEAN OF STUDENTS
ALBERT F ARGENZIANO SCHOOL	PRADA	PAOLA	SPANISH
ARTHUR D HEALEY SCHOOL	BOLT	MARGARET	GR 3/4 TEACHER
ARTHUR D HEALEY SCHOOL	MAHONEY	PAIGE	KNDGN SEI TEACHER
BENJAMIN G BROWN SCHOOL	GURRY	CHARLES	GR 2 TEACHER
EAST SOMERVILLE COMM. SCHOOL	BENNETT	DEIRDRE	LIBRARIAN
EAST SOMERVILLE COMM. SCHOOL	BOONE	ANDERSON	LIBRARIAN
EAST SOMERVILLE COMM. SCHOOL	BRADSHAW	MARCO	GR 1 UNIDOS TEACHER
EAST SOMERVILLE COMM. SCHOOL	YOUNG	MATT	PHYS ED TEACHER
FULL CIRCLE SCHOOL	RIDDINGTON	ERIKA	SPED SCIENCE/COUNSEL
JOHN F KENNEDY SCHOOL	MERRILL	COREY	GR 3 TEACHER
JOHN F KENNEDY SCHOOL	SALICRUP	VALERIE	GR 6-8 SPANISH TCHR
MICHAEL E. CAPUANO ECC	NICASTRO	LAURA	SPED SPEECH PATH
SOMERVILLE HIGH SCHOOL	BANKS	MELANIE	CTE VOC GUIDANCE
SOMERVILLE HIGH SCHOOL	BLOMBERG	SAMUEL	ESL TEACHER
SOMERVILLE HIGH SCHOOL	COSTA	BENJAMIN	SPED TEACHER
SOMERVILLE HIGH SCHOOL	DONNELAN	SHANNON	SOCIAL STUDIES TEACHER
SOMERVILLE HIGH SCHOOL	GRANNAN	PHILLIP	MUSIC TEACHER
SOMERVILLE HIGH SCHOOL	MIRABELLA	AMANDA	SPED TEACHER
SOMERVILLE HIGH SCHOOL	O'DONNELL	ALYSSA	REG ED ADJ COUNSELOR

SOMERVILLE HIGH SCHOOL	PIANTEDOSI	PAUL	CULINARY ARTS TEACH
SOMERVILLE HIGH SCHOOL	STEFANIAK	TIMOTHY	SPED TEACHER
DISTRICT WIDE	DEVITA	THOMAS	SPED PSYCHOLOGIST
DISTRICT WIDE	FITZGERALD	VANESSA	MUSIC TEACHER
DISTRICT WIDE	KALLURI	SWETHA	MATH INTERVENTIONIST
DISTRICT WIDE	THEODAT	MERLISHA	IEP TEAM LEADER
SPECIAL NEEDS EVALUATION CTR	ARROYO-CODY	MICHELE	SPED PSYCHOLOGIST
SPECIAL NEEDS EVALUATION CTR	FERAGNE	RACHEL	SPED PSYCHOLOGIST
W. SOMERVILLE NEIGHBORHOOD	MACKEY	ALYSSA	GRADE 7/8 MATH TEACHER
W. SOMERVILLE NEIGHBORHOOD	MORRIS	CATRICIA	COUNSELOR EDUCATOR
WINTER HILL COMM. INNOVATION	AMES	CHRISTOPHER	ELEMENTARY ASSISTANT PRINCIPAL
WINTER HILL COMM. INNOVATION	BEARDSLEY	TARA	GRAD3 7/8 MATH TEACHER
WINTER HILL COMM. INNOVATION	KEEFFE	CATHARINE	GRADE 1 TEACHER DW
WINTER HILL COMM. INNOVATION	MOORE	MELISSA	GRADE 7/8 SCIENCE TEACHER

Ms. MacDonald then read the names of all the educators who could not attend the meeting. She noted that these educators began in 2019 and thanked them for their service

Chair Green also shared his gratitude and thanked them for their commitment to Somerville Public Schools.

Dr. Curley shared how great this accomplishment is and noted that at least two of the educators are SHS graduates.

Ms. Krepchin asked what it means to reach Professional Teacher Status. Ms. MacDonald explained that it is recognition for 3 years of commitment to the district and added that evaluations require more work prior to receiving PTS. Dr. Ackman commented that it is not only the 3 year of commitment but also high valued performance.

- **Human Capital Update** (Ms. MacDonald and Ms. Woods)

Dr. Curley then introduced Karen Woods, Chief of Personnel Officer, to kick off the Human Capital Presentation. Ms. Woods asked her team, Chris Glynn, Director of Education Development, and Marianna MacDonald, Human Resource Director, to introduce themselves before beginning the [Human Capital Update](#) representation, which is linked at the bottom of these minutes.

The presentation spoke to the department goals, recruitment, district hiring, development and support, advancement and recognition.

Question/ Comments:

Dr. Phillips was impressed and thanked them for their incredible work.

Ms. Barish thanked the team and asked for a ballpark idea of what percentage of teachers stay 3 years and achieve PTS. Ms. MacDonald said she would get those numbers to share in the future.

Ms. Pitone commended Ms. MacDonald being at the helm of this work and allowing new leadership to come in and push the work forward.

Ms. Krepchin asked how many teacher positions are open now. Ms. MacDonald responded that they were able to cover teacher positions to start the New Year; they are currently looking to cover parental leaves. She explained that temporary hires are employed for the year to help cover multiple assignments as needed. Dr. Ackman thanked her for this forward thinking and being proactive.

VIII. NEW BUSINESS (ITEM A TAKEN OUT OF ORDER)

A. Collins Center Superintendent Search Report Out (Out of Order)

Ray F. Shurtleff and George Frost were present from the Collins Center.

Mr. Shurtleff then spoke to the Timeline for the sup search.

11/7/22, 2:17 PM

Superintendent Search | Somerville Public Schools

TIMELINE

TASK	ANTICIPATED DATE
Orientation Meeting with Working Group: Process & Timeline	Wednesday, November 2, 2022
Vacancy Notice Posted: Somerville Superintendent Vacancy Notice	Friday, November 4, 2022
Request for 6 Volunteer Member Screening Committee: Application Form Screening Committee Interest Description	Friday, November 4, 2022
Selection of Screening Committee Members by School Committee	Week of November 20, 2022
Public Listening Sessions (Individual SC Members Teachers/Staff, Administrators, Parents, Town Officials, and Community Members) and On-line Survey	Dates TBD from November - December
Orientation Meeting – Screening Committee * Review Confidential Process * Finalize Meeting and Interview Dates * Discuss possible interview questions	Monday, November 28, 2022
Candidate Profile Received by School Committee	Week of December 19, 2022
Vacancy Application Deadline	Week of January 8, 2023
Screening Committee Confidential Application Review	January 9 – 13, 2023
Initial Meeting of Screening Committee	Tuesday, January 17, 2023
Initial Candidate Interviews by Screening Committee	TBD
Screening Committee Identifies Candidates	TBD
Reference Checking	TBD
Finalist Interviews with School Committee	TBD
School Committee Negotiations with Selected Finalist	TBD

He explained that it would be a confidential process ran via Executive Session. There will be periodic updates shared to the public but candidates or amount of candidates would not disclosed. The screening committee will be announced on November 20, 2022. The committee would then host surveys, forums and public listening sessions. The application deadline is January 8, 2023.

Questions/ Comments

Mr. Green clarified that he was open to discussing the screening committee prior to choosing.

Dr. Phillips commented about the traditional look of the vacancy posting and asked if there is a way to require applicants to prove their competency. Mr. Shurtleff said that depending on numbers of applicant this could be cumbersome. For finalist, they could potentially write scenarios and have them respond but it is tough to do this for all applicants.

Ms. Pitone commented on the placement of the posting on the website and the potential of attracting a larger pool of applicants should it be moved to the very front page.

Ms. Barish asked if there is a specific person Committee members should refer candidates to. Mr. Shurtleff said to send them to the screening committee.

Ms. Pitone wondered about six people being assigned to the screening committee and recalled that there were seven committee members for the last superintendent search.

Chair Green said he is opened to discussing the number of people; he did not want SC to be outnumbered.

Mr. Shurtleff clarified the role of screening committee; each person is there as a representative of a group but has to maintain confidentiality, they are not to check back with the group they are representing.

Ms. Pitone advocated for a broader representation of the district, which may include one or more member in the screening committee. Ms. Barish agreed and asked if there was any danger in having an even number.

Chair Green said he considered this but because it is not just one choice, this may not cause an issue.

Dr. Phillips agreed with Ms. Pitone and encouraged for eight screening committee members.

Dr. Ackman agreed that the group should be diverse but disagreed on a larger number for the screening committee; there are other ways to gather input from different groups.

Ms. Dion agreed with Ms. Pitone and Dr. Phillips for a larger number for more representation.

Ms. Pitone asked what the process would be for responding to other members and Chair Green said he would do so at the following meeting.

Mr. Shurtleff then walked the committee and the public through the [vacancy posting](#), which is also linked below.

Comments/Questions.

Dr. Ackman had major concerns with getting enough high quality applicants who would be successful in Somerville. Mr. Shurtleff asked her not to think about the worst-case scenario but to be prepared incase not enough candidates are pushed forward, or the full Committee not agreeing on any one candidate.

Dr. Ackman asked for reasoning for optimism, since hiring at this time could be difficult. Mr. Shurtleff said Somerville is a strong diverse district that may attract more folks than the average district. He said they would do their best to outreach locally and nationally.

VI. REPORT OF SUPERINTENDENT (CONTINUED)

Notes-Superintendent's Update: School Committee Mtg – Monday, Nov. 7, 2022

Last week we had an opportunity to visit several classrooms as part of our learning walks and also on invitation to a student showcase event. It was really wonderful to observe the rich learning taking place in warm and engaging classroom environments. We look forward to continuing to support our school leaders and educators, to learn from one another, and to share best practices as we work together to accelerate learning for all students.

Recognitions

Congratulations to Michelle Kelly and Michael Morgan!

Michelle was recently recognized as the MSSADA (Massachusetts Secondary School Athletic Director Association) Athletic Trainer of the Year! The award is presented annually to an athletic trainer that demonstrates exceptional service and unique contributions to the athletic training profession. Michelle is a rock star trainer, and an incredibly dedicated member of the athletics department and our community.

Along with being an outstanding Somerville High School Math teacher, **Michael Morgan** is also an outstanding Boys Tennis Coach. Michael was recently named the 2021-22 MIAA Coach of the Year for Boys Tennis. The award is given to a coach who demonstrates "excellence of character, impact upon students, and community and coaching

credentials." Mr. Morgan also runs the Summer Explore program, helping to welcome incoming freshmen to Somerville High School.

We are grateful to have Michelle and Michael on our team, and for all they do to support SPS students.

Teen Center @ the Edgerly

Students ages 12-18 are invited to join the Teen Center at the Edgerly (8 Bonair St.). The Somerville Parks & Recreation Department has created a great space where teens can just hang out with friends in a safe and welcoming environment. The Teen Center includes gym access, a Teen Center room, a music room, and a craft/homework room. The Center is open Monday-Friday from 2:30-8pm. Visit the Parks & Recreation website to register to become a Teen Center member. Teens will need to bring their membership cards when they visit the center. Contact Jeremy Vallesio at jvallesio@somervillema.gov or (617) 625-6600, x2999 for more information.

Storywalk™ Time in Somerville

The Somerville Family Learning Collaborative invites families to enjoy a StoryWalk™ this month. Enjoy reading a fun story with your child while you take a walk in the city. You'll find a special story hung along a fence at the East Somerville Community School, the Capuano Early Childhood Center, the Winter Hill School, Foss Park, Hodgkins-Curtin Park, and the Somerville Public Library.

Reminder about the Grades 7-12 MBTA Charlie Cards

All SPS students in grades 7-12 received a free MBTA M7 Charlie Card this year, which came preloaded for unlimited travel on the bus, subway, and commuter rail zones 1A, 1, and 2. We want to remind students and families that M7 Charlie Cards that have not been used by 5:00 p.m. on Wednesday, November 23rd, will be automatically deactivated. Students are encouraged to utilize their M7 Charlie Cards before November 23rd to avoid them getting deactivated. More information about this great program is available at www.somerville.k12.ma.us/m7.

Election Day, Veteran's Day, and Thanksgiving Break

We have a 3-day school week this week. All SPS schools will be closed on Election Day this year, which is tomorrow, November 8th; district offices will remain open. Schools will be open Wednesday and Thursday, November 9th and 10th. On Friday, November 11th, all schools and district offices will be closed for Veteran's Day.

Thanksgiving is coming up. Wednesday, November 23rd will be a half day for all students. All schools and district offices will be closed on Thursday and Friday, November 24th and 25th, for Thanksgiving break.

Department Shout-Out

Tonight, we want to highlight the incredible behind-the-scenes work of our Food & Nutrition Services Department. Well before many of us are even considering starting our day, Lauren Mancini and her team are preparing to serve up a nutritious breakfast and lunch to students across the district. We offer universal free breakfast, and this year are also grateful to make universal free lunch available to all students in our district. Lauren, Pauline Uccello, Karyn Novakowski, and the amazing cafeteria and lunchroom staff at each of our schools have continued to gracefully navigate the supply and staffing challenges that have resulted from the pandemic. We appreciate their great work and their focus on helping students stay healthy by serving up delicious and nutritious meals every day.

Questions/ Comments:

Ms. Barish asked if the Teen Center would be opened on non-school days and Dr. Boston Davis said she would find the response for this.

Ms. Krepchin asked district admin to please make sure school administration is aware of the Teen Center and relays the message to students and families. Dr. Boston Davis said it would be added to the weekly update that is shared with administrators.

Dr. Ackman took a moment to comment on how impressive the food service department is.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policies are being presented this evening for a second reading:

File AC: Non-Discrimination Policy Including Harassment and Retaliation

File ACAB: Sexual Harassment

File AC-R: Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation

File JICK: Harassment of Students

MOTION: There was a motion by Ms. Barish, second by Ms. Krepchin to approved Policies File AC: Non-Discrimination Policy Including Harassment and Retaliation, File ACAB: Sexual Harassment, File AC-R: Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation and File JICK: Harassment of Students.

The motion was approved unanimously via roll call vote.

Chair Green asked if there was a reason to believe these would be amended again. Ms. Tobin said the amending process is a lengthy one and she does not anticipate that it would be any time soon even if they were to be amended.

VIII. REPORTS OF SUBCOMMITTEES

Chair Green announced that all the subcommittee reports could be found in the packet, and would not be read aloud in the interest of time.

Ms. Pitone requested that the Special Policing Subcommittee report be read for the public.

MOTION: There was a motion by Ms. Pitone, seconded by Ms. Dion, to accept the report of the Educational Programs and instruction subcommittee of October 3, 2021, the report of the Rules Management Subcommittee of October 17, 2022 and the report of the Finance and Facilities Subcommittee of October 19, 2022.

The motion was approved unanimously via roll call vote.

A. School Committee Meeting for Educational Programs and Instruction: October 3, 2022 (Dr. Phillips)
Report of Educational Program October 3, 2022, submitted by Sarah Phillips

The Educational Programs Subcommittee met on October 3, 2022, via Zoom. Members present were Sarah Phillips, Sara Dion, and Emily Ackman. Also in attendance were Ward 5 School Committee Member, Laura Pitone, Interim Assistant Superintendent, Dr. Jessica Boston-Davis; and Director of Operations and Extended Learning.

Chair Phillips called the meeting to order at 5:34 pm. There were three people in the audience.

There were two items on the agenda:

1) Enrollment Study Update

The subcommittee received a report on the enrollment study. The goal of the enrollment study is to forecast student enrollment for the Somerville Public Schools. The process will include an enrollment assessment based on Geographic Information Systems data and historical enrollment data; a demographic and land use analysis based on residential development data and historical births; and enrollment forecasting based on births to kindergarten and a modified grade progression ratio. The project is expected to be completed in March 2023, although is currently one month ahead of schedule. Currently, our vendor, Flo Analytics is working on the enrollment assessment, land use and demographic, and dashboard development. Next steps involve reviewing the dashboard in progress, receiving a preliminary forecast review, and a formal presentation to the school committee.

2) SPS Academic Vision

The subcommittee received a report on SPS' academic vision. The vision of the District Instructional Leadership Team is that, "In the Somerville Public Schools, all learning experiences are rich, rigorous, engaging, and build high levels of knowledge and skills to meet the diverse needs of our students. The time students spend in SPS will cultivate learning experiences that value and empower students in their full, intersectional identities so that students feel a sense of connection, demonstrate a passion and curiosity for learning, and apply learning in authentic and meaningful ways." The vision for the equity in the Somerville Public Schools is, "an educational environment where all students are

affirmed and can thrive—academically, emotionally, and socially.” The components of SPS’ academic vision include equity, leadership, instruction, development, culture, and the instructional core. Leadership includes all of the leadership roles that make core decisions about our academic programming. Development includes all of the opportunities for all staff members to continue to learn and develop. Instruction includes all of the core materials and pedagogical practices that affect the classroom and the instructional core. Culture is more adaptive and includes our beliefs about our work, our students, and what we can achieve together.

2

Chair Phillips adjourned the meeting at 5:50pm. No motions were taken. Documents used:

10-3-2022 Ed Programs – Academic Vision (1).pdf

SPS Enrollment Forecasting Update.pdf

B. School Committee Meeting for Rules Management: October 17, 2022 (Ms. Barish)

The October 17 meeting of the Rules Management Committee was called to order at 5:31 pm. Laura Pitone, Sara Dion, Ellenor Barish, Susana Hernandez Morgan, Jessica Boston Davis, Alicia Kersten, and Nicole Viele were present.

There was one person in the audience.

There were three items on the agenda.

1. Approve Minutes from September meeting

There was a motion by Laura Pitone to approve the September minutes. Sara Dion seconded the motion. The motion passed unanimously

2. Dress Code - File JICA

Subcommittee members provided background on the discussion for those new to the conversation. This review included the desire to move away from appearance as a distraction, anecdotal history of biased and insensitive enforcement, examples of more progressive policies, and the need for student and staff feedback.

Ms. Hernandez Morgan will work on draft policy language for the next meeting then solicit student and staff feedback for December. Ms. Kersten will check in with Jodi Remington and Liz Doncaster to find out if former SHS Principal Buchanan had already begun any of this work.

3. Health Education - File IHAM

Ms. Dion suggested revisions to the policy noting that the intention is to ensure that the district’s health education curriculum is inclusive of LBGTQ identities, consent, and contraception. The language comes from the Healthy Youth Act still on Beacon Hill. She is also working within Ed Programs to look at the actual curriculum. She noted feedback from students and the mayor saying that the current curriculum is not meeting students’ needs.

Ms. Barish, Ms. Hernandez Morgan, Dr. Boston Davis, and Ms. Viele shared concerns about the specificity and prescriptiveness of the proposed language.

Ms. Pitone offered to share language from other states that have passed similar legislation.

Ms. Hernandez Morgan offered to take a pass at making the language less specific. Ms. Dion also said she would revisit the language and bring revisions to the next meeting. Ms. Pitone recommended providing a “redlined” version of any revisions that are brought back to the body.

Ms. Viele suggested that a mission statement for the Health Education Department could highlight inclusiveness, noting that the Health Smart Curriculum was chosen for its inclusivity. She is in favor of expanding health education to PreK.

There was a brief discussion about how the district currently teaches consent - some related topics are included in the SEL curriculum, Health Smart addresses consent from early ages, and Adjustment Counselors do some of this work. Ms. Pitone noted that the district is also reconsidering the social emotional curriculum.

Ms. Barish suggested adding a requirement that Nutrition be included in the Health Education curriculum. Ms. Hernandez Morgan shared that grant-funded Nutrition lessons

are currently provided through UMASS at schools where at least 50% of students qualify for free or reduced lunch. Ms. Viele expressed a desire to expand that to all schools. With no further business the meeting was adjourned at 6:23 pm.

C. School Committee Meeting for Finance and Facilities Meeting of the Whole: October 19, 2022

(Ms. Krepchin)

Members Present: Ilana Krepchin, Emily Ackman, and Laura Pitone.

Also in Attendance: Director of Finance Fran Gorski, Interim Assistant Superintendent of Operations Chad Mazza and Director of Athletics Stan Vieira

Audience Members: There were two audience members

Ilana Krepchin called the meeting to order at 6 pm

There were 5 items on the agenda

Athletics Update

The numbers went down with Covid, but they have spiked back up, so that is encouraging. Students are eager to get back out and compete - our records are reflective of that. Everyone is on a four year rotation with uniforms. We use several vendors for equipment and uniforms - they are great. Always high quality. The kids really put in a lot of effort to take care of the uniforms.

Club sports - numbers spiked back up. Facilities are challenging. Great opportunity for kids who might not want to commitment to varsity.

Middle School sports - great to watch - they are just so excited to be there. Question about participation - Girls participation has gone down. Can we find out why? Is there a barrier?

There was a disconnect from a communication standpoint. We've spent the last year and half figuring out how to best communicate - PTAS, Liaisons, District Comms. There can be an intimidation factor at the high school. Having clinics to boost kids confidence that they can do the sport. Something has to be done at the 5th grade level - introducing them to interscholastic athletics.

Facilities Update

Safety protocols in Edgerly bldg. Edgerly creates a different set of issues - there are a lot of different doors, the bldg is very open. Phase one - card reader for parks and recreation - direct access to the teen center and the rooms that they are using. There is a buzz in system in place. Otis st side - SPED entrance - once you enter, you have access to lots of floors - put in card readers on the second and third floors - so even if you got into the building, you only have access to that hallway. Visitor protocol policy - many different groups use the space. Need to train all the adults in the building. Will provide lock down training for staff. Then will implement a new policy. All visitors come through door number one and stop at the main office. Ask where they are going/who they are meeting with. Enrollment doesn't go by appointment, those people need to be able to walk in. Sign in system for play groups. Next phase will be around the outdoor lighting - parking lot, front and sides. We have to take everything in small chunks, as DPW is limited with staff.

Cell phone issue at Winter Hill - the extenders have arrived - they are scheduling the installation.

Grants – IDEA and ESSER and Budget Update

IDEA helps fund required programs for students with special needs.

Application for the current year's idea grant - 1.6 million. - a lot of this is in teaching - SPED classroom, adjustment counselors, paras. Maintenance of effort - provision that requires any district to supplement local/state funding, not supplant it.

The state sets the acceptable inflation rates at out of district placement locations. In FY24 it will be a 14% increase. From a budget perspective - SPED tuitions are the largest chunk of our non-payroll budget. This type of increase alone could cost up to a million dollars. With ESSER, we have this funding available, but on the staffing side - we've had certain positions that are very hard to fill. Embedded counseling is being charged to ESSER. The challenge is to plan for all of this. We have to make decisions on staffing - which positions will stay, which will go away. In any given year, when you account for collective bargaining, we have about 1 million in discretionary funding. Assuming a typical five percent increase from the city, we need to be prepared to potentially make some adjustments.

Are we at capacity? Do we need to build? Is there strategic planning happening at the city side? What should we be pushing for as the school committee?

One of our SPED programs may need extra capacity - we may need to lease a space. Being creative in how we are using different spaces. We have more students - and also more staff. How do we make this work?

City is doing building assessments. There is risk in the short term. We don't have any swing space.

Big theme for this year will be using data to make decisions. How are we changing the outcome for our students?

September Bill Rolls

Question about zoom- We entered into a contract in April which included some licensing costs - 20 licenses out of FY22. \$2,183. We added 30 licenses at the end of August - to go through April, prorated they were \$51 each, for a total of \$5,130. The licenses aren't transferable. We need the data at the end of this year - who has licenses and do they actually need them, and then make decisions going forward.

Title 1 funding based on poverty levels - it's based on the population of people 5-17 in the catchment area. So that is mostly our students, but could also include private school or home school students.

Legal settlement - related to a former employee who was terminated. A long time ago. There was an ongoing legal action. Was cheaper to make a reasonable settlement as opposed to going to trial. A portion of this came out of our budget, a portion came out of the city budget.

Motion to approve bill rolls by Laura Pitone, seconded by Emily Ackman, passes unanimously. With no further business,

the meeting adjourned at 7:30 pm.

Submitted by Ilana Krepchin, Chair, Finance and Facilities Subcommittee

Documents used:

Sept 22 Local Bill Rolls

Sept 22 Revolving Bill Rolls

Sept 22 Grants Bill Rolls

SC Presentation - Athletics

Operational Services Division Inflation Rates

State and Federal Entitlement and Allocation Grants by District

Ms. Barish then read her Special Policing Subcommittee report of October 25, 2022.

D. School Committee meeting for special Policing: October 25, 2022 (Ms. Barish)

The October 25, 2022 Special Policing Subcommittee meeting was called to order at 6:02 pm. Subcommittee members Ellenor Barish, Sarah Phillips, Superintendent Curley, Dayshawn Simmons, and Les Lartey were present at the start of the meeting. Aisha Banda, Glenda Soto and Andre Green joined the meeting in progress.

Dr. Gretchen Brion-Meisels, Sam Eligene, Sebastian LaGambina, Jasmine Fernandez, and Susana Hernandez Morgan were also present.

There were five people in the audience.

There were four items on the agenda.

1. Student Focus Groups Data

Dr. Brion-Meisels, introduced preliminary findings from the high school focus groups, promising more details as the data is coded and further analyzed. An average of eight students participated in each of twelve focus groups drawing from Next Wave/Full Circle, various SHS student activity groups and from volunteers identified via a high school survey. In addition to broad questions about school safety and support, focus group facilitators presented three School Safety Models that students were asked to discuss and rank.

- Model 1 - Reinstate a building-based SRO at SHS.
- Model 2 - No building-based SRO; any SPD officer on patrol responds if there is an incident at SHS.

- Model 3 - No SRO but SPS partners with SPD to have trained, dedicated Community Police Officer(s) available to respond if there is an incident at SHS. Students ranked Model 2 as least desirable. Model 3 was preferred by a slight majority over Model 1. Students identifying as white or African-American were less likely to want an SRO in the building while students identifying as Latinx were more split. Students called for training, relationship building, and clarification of student rights no matter what model is adopted.

2. Staff Survey Update

Sam Eligene, SPS Director of Data, Assessment, and Accountability presented results of a survey sent to SHS and FC staff. Like the students, they were asked to rank school safety models as described above. Approximately half of those surveyed responded. Like the students, they ranked Model 2 last. More preferred Model 1 (reinstatement of the SRO) over Model 3 (Community Police Officers). It was noted that restoration of the SRO votes came with lots of caveats around training and with many references to the former SRO. Like students, staff stressed the importance of relationship building. They also expressed concerns about the safety of the SHS building itself.

The presentations of student and staff feedback sparked a question about how SPD is doing community building now which led into a discussion about the budgetary cycle and union bumping and bidding process (which begins in January) might impact the timing of implementation of a new school safety model.

There was a request for national data on policing in schools. Sarah Phillips said she would share some recent meta-analysis articles. Andre Green reflected on the challenges of using national data to make this local decision.

3. STEPS Discussion

Ellenor Barish shared a press release on STEPS that went out just before the program was implemented in the 2015-16 school year. She invited subcommittee members to ask questions or share their experiences with the program. Experiences varied among subcommittee members. While some recalled positive interactions and relationship building between SPD officers and staff or students, some also described officer visits as disruptive to class, poorly planned, and disorganized. Additionally, they talked about the negative impact these unannounced visits had on some students who were left wondering why the officers were there. There was a call to examine the district's values and to consider what the benefit of this program was and to whom. Additionally, subcommittee members reiterated the request for more information about how SPD is engaging with the community now with specific mention of the former basketball in the Mystics.

4. Community Forum Planning

Ellenor Barish proposed that the Community Forum be held virtually on 11/14 at 6 pm with interpretation services available and said she hoped most subcommittee members would be able to attend.

With no further business the meeting was adjourned at 7:45 pm.

MOTION: There was a motion by Ms. Barish, second by Ms. Pitone, to accept the report of the School Committee Meeting for Special Policing of October 25, 2022.

The motion was approved unanimously via roll call vote.

IX. NEW BUSINESS

B. FY23 SCALE/ ADP Diploma Request(Recommended action: Approval)

Josue Villanueva Morales Somerville MA

MOTION: There was a motion by Ms. Dion, second by Dr. Ackman, to approve the FY23 SCALE/ ADP Diploma for Josue Villanueva Morales of Somerville, MA.

The motion was approved unanimously via roll call vote.

C. Field Trips

November 20, 2022 to November 21, 2022

7 Students from CTE will attend a SkillsUSA FSLC Leadership Conference. Travel via SHS Bus, student cost \$0.

June 6, 2023 to June 9, 2023

70-80 7th and 8th grade Healey students will travel to Philadelphia and Washington D.C. to learn about the nation's history. Travel by

bus, student cost \$775.

MOTION: There was a motion by Ms. Barish, second by Ms. Pitone, to approved Field Trips listed above. The motion was approved unanimously via roll call vote.

D. Acceptance of FY23 Grant Funds (Recommended action: approval)

Federal Grants:

FY23 FC400 Perkins Grant - \$79,425 to Support CTE Programs

Private Grant:

Popplestone Grant - \$24,000 for SFLC working with Families

MOTION: There was a motion by Ms. Barish, seconded by Ms. Pitone, to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed above.

The motion was approved unanimously via roll call vote.

X. ITEMS FROM BOARD MEMBERS

Dr. Phillips referred the school safety lockdown policy to Rules as the committee moves forward with the SRO conversations.

Ms. Pitone issued a request/ reminder to elevate the Superintendent Search to the District front page on the website.

Ms. Barish announced that bake sales would be taking place during the election to support the PTA.

Ms. Krepchin Requested an update on the Math Curriculum Changes. Superintendent Curly said it would be on the agenda on November 21, 2022.

Chair Green Reminded committee members of the task to draft and vote on Resolutions pertaining to the SEU contract.

XI. CONDOLENCES

Joseph "Joe" Tarello, Retired Chemistry Teacher at Somerville High School.

John R. Fabiano, Brother of Jane Fabiano, Community School PreK Lead Teacher at the West Somerville Neighborhood School.

Catherine Hughes, Retired First Grade Teacher at John F. Kennedy School.

William O'Riordan, Father of Colette White, Principal Account Clerk in the Food Service Department, and Father-in-Law of John White, Former Utility Aid at Somerville High School.

Kenneth J Roderick, Brother of Patti DiFraia Administrative Assistant in the Human Resource Department.

Mary Emma McClellan, Former Teacher at East Somerville Community School.

XII. ADJOURNMENT

The Meeting adjourned at 9:42 p.m.

Related documents:

Agenda

[Human Capital Update](#)

[Superintendent Search Vacancy Notice](#)

File AC: Non-Discrimination Policy Including Harassment and Retaliation

File ACAB: Sexual Harassment

File AC-R: Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation

File JICK: Harassment of Students

Submitted by: E. Garcia

ATTACH DOCUMENTS STARTING ON THE NEXT PAGE

**CITY OF SOMERVILLE, MASSACHUSETTS SCHOOL COMMITTEE
REGULAR MEETING – NOVEMBER 7, 2022
ZOOM WEBINAR– 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2021, this meeting of the 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.

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://k12somerville.zoom.us/webinar/register/WN_ZMsQspO1SSClSQQOKcunug

Webinar ID: 847 5813 4927

Password: SPSSC22

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. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

III. APPROVAL OF MINUTES

- September 19 , 2022

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- Professional Teacher Status Recognition (Ms. MacDonald and Mr. Glynn)
- Human Capital Update (Ms. MacDonald and Ms. Woods)

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction: October 3, 2022 (Dr. Phillips)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 3, 2022.

B. School Committee Meeting for Rules Management: October 17, 2022 (Ms. Barish)

MOTION: To accept the report of the School Committee Meeting for Rules Management of October 17, 2022.

C. School Committee Meeting for Finance and Facilities: October 19, 2022 (Ms. Krepchin)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities of October 19, 2022

D. School Committee Meeting for Special Policing: October 25, 2022 (Ms. Barish)

MOTION: To accept the report of the School Committee Meeting for Special Policing of October 25, 2022.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policies are being presented this evening for a second reading:

File AC: Non-Discrimination Policy Including Harassment and Retaliation

File ACAB: Sexual Harassment

File AC-R: Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation

File JICK: Harassment of Students

VIII. NEW BUSINESS

A. Collins Center Superintendent Search Report Out

B. FY23 SCALE/ ADP Diploma Request (Recommended action: approval)

Josue Villanueva Morales

Somerville, MA

C. Field Trips (Recommended action: approval)

November 20, 2022 to November 21, 2022

7 Students from CTE will attend a SkillsUSA FSLC Leadership Conference. Travel via SHS Bus, student cost \$0.

June 6, 2023 to June 9, 2023

70-80 7th and 8th grade Healey students will travel to Philadelphia and Washington D.C. to learn about the nation's history. Travel by bus, student cost \$775.

D. Acceptance of FY23 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 listed below:

Federal Grants:

FY23 FC400 Perkins Grant - \$79,425 to Support CTE Programs

Private Grant:

Popplestone Grant - \$24,000 for SFLC working with Families.

IX. ITEMS FROM BOARD MEMBERS

X. CONDOLENCES

XI. ADJOURNMENT

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Somerville School Committee and Somerville Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Somerville Public Schools.

Somerville Public Schools does not exclude from participation, deny the benefits of the Somerville Public Schools from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Somerville Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or

unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. c. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. c. 151B

CROSS REF: ACE, Non-Discrimination on the Basis of Disability

ACAB, Sexual Harassment

AC-R, Non-Discrimination Policy Including Harassment and Retaliation

GBA, Equal Employment Opportunity

IJ, Instructional Materials

JB, Equal Educational Opportunities

JICK, Harassment of Students

SOURCE: MASC December 2021

SEXUAL HARASSMENT

The Somerville School Committee and Somerville Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Somerville Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Schools must promptly respond to allegations of sexual harassment that are alleged to have occurred in the school's program or activities in a manner that is not deliberately indifferent (clearly unreasonable in light of the known circumstances).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. In accordance with Title IX, a complainant's wishes with respect to whether the school investigates an allegation of sexual harassment will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. However, in certain cases sexual harassment of a student may constitute child abuse under Massachusetts law. The Somerville Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Somerville Public Schools will also report instances of harassment that may involve a crime to the Somerville Police Department as appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The Title IX regulations require a school district to respond promptly when the district has actual notice of sexual harassment in a manner that is not deliberately indifferent. School districts have actual notice when an allegation is made known to any school employee. Schools are required to investigate every formal Title IX complaint and respond meaningfully to every known report of sexual harassment in order to stop any harassment; to remedy the effects of any harassment and to prevent future harassment.

Title IX requires that the District provide supportive measures to a complainant which are designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the District will implement remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption that respondent is not responsible throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through questions submitted to decision-maker subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence along with the opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Parties must be provided notice of appeal rights;
- 8) Upon filing a formal complaint, the District must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard.

For additional information regarding due process protections under Title IX and the District’s Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R).

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every formal Title IX sexual harassment complaint including the formal complaint, investigation, relevant evidence; decision-makers determination and any appeal. This could also include mediation, restorative justice, or other models of alternative dispute resolution. Additionally, schools must maintain records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Somerville Public Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District’s Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021

PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION

The Somerville Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to district policies and procedures described below and in related policies AC, ACAB; ACAB-R and JICK. Where it is determined that discrimination or harassment has occurred in a school program or activity, Somerville Public Schools will act promptly to stop the discrimination or harassment, remedy the impact and will impose developmentally-appropriate disciplinary, restorative, and/or corrective action to prevent the recurrence.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law, in the administration of its educational and employment policies, or in its programs and activities.

. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Implied or explicit threats concerning one's grades, achievements or other school matters.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the District or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, create a hostile educational or work environment.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination,

or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Somerville Public Schools Procedures for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Any student or employee of the District who feels that they been discriminated against or subjected to harassment for any of the reasons cited in Policy AC, or who becomes aware of an incident of such discrimination or harassment, should utilize the following procedure set forth in this policy to report the incident.

Complaint Procedure for Non-Sexual Harassment matters

1. Reporting a Complaint of Discrimination or Harassment

If any District student or employee believes, in good faith, that he or she has been subjected to discrimination or harassment as defined in School Committee Policy AC, including violations of the ADA, Title VI, Title IX and Section 504, the individual has a right to file a complaint with the District through the Equity Coordinator/Title IX Coordinator (hereinafter the “Coordinator”). This may be done verbally or in writing to the following:

Coordinator Name or Title
Office Address
Phone Number
Email Address

Any complaint by a member of the school community must be reported to the Coordinator. If a complaint comes to any member of the staff, that staff member must notify the Coordinator. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or designee. Administrators aware of harassment involving any employee should promptly report such incidents to the Coordinator.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or administration in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

2. Interim Measures and Investigation

The Somerville Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim measures to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

All complaints will be thoroughly investigated by the Coordinator or designee. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received, except for extenuating circumstances. When more than thirty (30) school days is required for the investigation, the Coordinator or designee shall inform the Complainant that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the findings in writing, in a manner consistent with federal and state law.

3. Appeals

If either party disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator or designee's decision. After receipt of such an appeal, the Superintendent or designee will review the records of the investigation and may request a meeting with the appellant to obtain additional information. The Superintendent or designee will issue a written decision within ten (10) business days of receipt of the appeal or meeting (if requested), whichever is later. The Superintendent or designee's decision shall be final.

4. Responsive Measures and Disciplinary Action

If a complaint is substantiated, the Coordinator or designee will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining agreement procedures, if applicable. Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

While this policy sets forth the District's goals of promoting a school environment that is free from discrimination and harassment, this policy is not designed or intended to limit the District's authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this policy.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The Somerville Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Somerville Public Schools will also report instances of harassment that may involve a crime to the Somerville Police Department as appropriate.

For more specific information regarding complaints of sexual harassment, sexual assault or sexual violence in violation of District policy, Massachusetts law and Title IX of the Education Amendments of 1972, and the grievance procedures related thereto, please refer to School Committee Policy ACAB (Sexual Harassment) and accompanying ACAB-R (Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972).

Nothing in this policy or procedure shall be deemed to affect a complainant's right to other remedies at law. Administrative agencies with jurisdiction in these matters include:

Massachusetts Commission Against Discrimination (“MCAD”)

One Ashburton Place, Room 601

Boston, MA 02108

P: (617) 727-3990

U.S. Department of Education, Office for Civil Rights

5 Post Office Square 8th Floor

Boston, MA 02109-3921

P: (617) 281-0111

F: (617) 289-0150

Email: OCR.Boston@ed.gov

www.ed.gov/ocr

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street

Malden, MA 02148

(781) 388-3300

U.S. Equal Employment Opportunity Commission (“EEOC”)

John F. Kennedy Federal Building

25 Sudbury Street

Boston, MA 02222

One Congress Street - 10th Floor

Boston, MA 02114

P: (617) 565-3200

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

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ACE, Non-Discrimination on the Basis of Disability

ACAB, Sexual Harassment

ACAB-R, Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

GBA, Equal Employment Opportunity

IJ, Instructional Materials

JB, Equal Educational Opportunities

Title IX Sexual Harassment Grievance Procedure

Civil Rights Grievance Procedure

SOURCE: MASC December 2021

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Somerville Public Schools. The District will promptly investigate and respond to alleged harassment that occurred within the school's own program or activity, such as at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Civil Rights Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation

of the Title IX Coordinator or building based employees and will respond to any reports or complaints of discrimination, including sexual harassment and retaliation pursuant to our Grievance Procedures for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R). Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to remedy the harassment and to prevent its recurrence.

LEGAL REF.:	M.G.L. 151B:3A
	Title IX of the Education Amendments of 1972
	BESE 603 CMR 26:00
	34 CFR 106.44 (a), (a)-(b)
	34 CFR 106.45 (a)-(b) (1)
	34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020
CROSS REF.:	AC, Non-Discrimination Policy Including Harassment and Retaliation
	AC-R
	ACAB
	ACAB-R

SOURCE: MASC – December 2021