

5/1/23 Philbrick/Sumner/ Design Team School-wide Community Meeting Notes

6:00-6:25 pm	<p>Welcome & Icebreaker</p> <ul style="list-style-type: none"> ○ Icebreaker ● Group Norms (Posted in breakout rooms) <ul style="list-style-type: none"> ○ Sharing the floor ○ Collaboration ○ Assume the best intent ○ Respect
6:25- 6:35 pm	<ul style="list-style-type: none"> ● Snippet of School Committee Presentation: Philbrick-Sumner Merger Proposal and Journey to a Joined School Community
6:35 -6:40 pm	<ul style="list-style-type: none"> ● Transition to breakout rooms
6:40-7:15 pm	<ul style="list-style-type: none"> ● Notes from the breakout rooms: Small Group Conversations <ul style="list-style-type: none"> ○ Discussion on Proposal & Journey to becoming a joined school community <p>What do you notice about the journey? What do you wonder?</p> <p>Group 4</p> <ul style="list-style-type: none"> - Decisions (as much as possible) regarding staffing <ul style="list-style-type: none"> ○ Who will be the school(s) leader?!? <ul style="list-style-type: none"> ▪ The timeline for this should be asap. It's a hard decision but just make it and announce it. Avoiding causes unnecessary anxiety. ○ Who's retiring, who's opting out, which teachers at the 'old' school be at the 'new' school now. ○ Let staff feel settled and investing during the transition. <ul style="list-style-type: none"> ▪ Should be an earlier date – Jan 2024 vs Jan 2025 ○ Staff Retention – Meeting student needs especially ELLs. ○ Communicate to families as early as possible what the merger means – ie staff will be lost. - When will we have a name? <ul style="list-style-type: none"> ○ It's a tangible piece that kids can latch onto! ○ Process for choosing a mascot – Now perhaps – to help kids feel invested and to not feel anxiety about the upheaval. <p>Group ?</p> <ul style="list-style-type: none"> - Families and school staff not informed of community meetings with enough notice. - Families of color still marginalized in many of these discussions, engagement has ever decreased over time. - High ambiguity, timelines not followed, families not choosing BPS because there is too much erratic change. - Language of proposal not concrete.

Group 3

- Licensure and training must start now for full inclusion.
- Rollout/ project plan of inclusion – Have to be thoughtful and not rush.
- Balance of now (running schools successfully) and planning (next steps).
- Opportunity to be EEC certified – finding capacity.
- Open communication – Post meeting minutes, advanced warning for public meetings.

Group ?

- BPS keeps saying they are going to engage with parents who can't attend these meetings but aren't.
- Immigrants to US may see all this deign commit council process as too abstract and that their voices don't matter.
- What are the 'stopping points' and/or dates or each decision?
- People (parents, teachers) are frustrated by the lack of more voices representing more families from these schools.

What do you notice about the proposal? What do you wonder?

Group ?

- How will principals be selected?
 - o No proposed plan.
 - o This has an enormous impact on school culture – Students need leadership that looks like them.
 - o Will it be between the existing principals or an open selection process?
- Does seniority follow teachers/ **paras** to 'the new school'?
- Transportation analysis
 - o How will this impact walkers? Safe paths?
- The schedules seem problematic.
- How would a subcommittee form by this week for academics?
- This proposal does not address the economic and racial disparities between merges school and other Roslindale schools! The compared to BPS wide.
 - o The demographic comparison is not acknowledging the disparity between Sumner-Philbrick and the other Roslindale schools.
- The proposal does not address impact on students and properly supporting transitions.
- Will the numbers of students actualize to 'fill' the classes?
 - o Or will families leave due to the large K0-6th?
- The proposal is written at a college reading level. Can all families understand it?

Group 4

- Not much evidence concerning what works – What helps students do well.
- How will we build a new identity – How do we include/comfort students around this anxiety?
- Proposal has false data comparisons - Philbrick-Sumner to district instead of other Roslindale community schools data.
- Feels more like a financial proposal than an education proposal.
 - o We get the money parts and the realities of declining enrollment, but these are our children and there's not nearly enough info about what this means for their education.
- Just because decisions are hard/ people don't like all the info not a reason to hold back – better to be transparent and complete as early as possible.

Group ?

- Experience off mergers in another field – How will the two cultures 'gel'?
- Will the merged school have K0?
- How does the Philbrick feel about the merger?
- How will staff positions be divided? Especially non-teaching positions ex. Principal
- Is the new school considered Philbrick/Sumner or a new school with a new name?
- Will we change curriculums when we merge? ex. Math committee at Sumner considering new curriculum.
- When will decision be made on these question?
- How will the equity toolkit be followed more diligently when the schools merge?
- Will the merger be done if the construction is not complete by SY25?
- Will the surround care hours remain the same?
- How will the demographics/school funding shift based on student income, SEI students, inclusion/sub separate students and other high heads populations?
- How will sub separate look if most of the district is moving towards universal inclusion?

Group 3

- We have a 2-year timeline but the proposal reflects 1-year
- Curriculum may need to align now vs. 2 years from now
- What happens if Philbrick or Sumner families don't choose new school? re: budget

- How will school leadership be picked?

**What might the outcomes of the proposal feel, look like, sound like?
How might it affect your family and community?**

Group 3

- Merge while keeping school culture is important.
- Other school options/alternatives if don't want new school.

Group ?

- Better outcomes for students/families.
- BPS should organize meetings for Sumner and Philbrick teachers to meet and discuss coming together – School culture, academics, etc.
- What will happen to the Philbrick building? It could impact the community as it's a place in the neighborhood for kids to play.

Group 4

- More community and staff engagement from both schools – Not all families/staff have adequate info.
- Kids being excited, invested, and aware of the 'new' school as early as possible.
- What is the new school identity? – How do we get students to 'buy-in' to this new identity?
- What if quality of education suffers due to staff and admin focusing on merger prep or worrying about their jobs.
- What if families leave due to uncertainty.

Group ?

- A clear, transparent process for selecting a principal that is open and not behind closed doors.
- Frequent shared, informed community events with both schools in SY23-24 and SY24-25
- Many families feel stressed by the process, how might we alleviate some of the anxieties about the unknown?
- Families and teachers see how their feedback has been incorporated.
- A lot of change for the next couple of years
- Community concern: What is the plan for the school buildings? They are a part of the community on weekends, kids play.
- No longer can walk to school.
- Can we do joint activities (ex. Field-day), t-shirts, school swag, once a new identity is determined?
- I am concerned about losing small community feel in merging.

Are there any ideas or things the design team should be thinking about?

Group 3

- Academics, climate, and culture – Who decides, when, and how.
- Committed resources confirmed to what's a foundation to core values.
- No fault regarding budget for first 2 years.

Group ?

- More integration among families across the school – Platforms for families to interact.
- Sumner has more numbers than Philbrick – Want to amplify Philbrick voices/ equalize the feedback since our numbers are unequal.
- Consider 2 principals – 1 for upper grade, 1 for lower grade.
- Have get togethers focusing on specific languages (ie Haitian creole) so those families can find community.
- Do teacher get-togethers.

Group ?

- Who decides the curriculum to be used?
- How will a name for the school be chosen?
- Sumner admin needs to reach Spanish speaking families by text & whats app.
- BPS needs to do better to engage vulnerable population families and not expect our family councils and teachers to do it.
- Let's have lots of get to know you's for families, teachers, and kids.
- Can we have Orton Gillingham trained staff to meet the needs of the 15% of students who need it? – 5X per week sessions
- We need science specialists.
- What does full inclusion look like? What training will be given?

Group 4

- Intra-school meetups/ playground dates to meet our new friends and family.
- Transition to K-6 and 7-12 schools – when is 7 and 8 in K-8 schools going to fade out?
- Impact on students, friends, sense of identity/ belonging in school community.
- Architectural feedback: Please put a fence along Cummings Highways sidewalk. Current green is high firework location, plus busy street – needs protection.
- Sharing agendas/ notes with community

- o Reports to school community after meetings – summaries and fact sheets for parents/ families.
- Teach and parent parking – how to accommodate.
- Family liaisons to support different cultures.
- Community space feedback: Utilization potential on weekends, keeping grounds open 24/7 for access – Church across street received \$500K grant to be a community space – may want to balance facility design against their plans in case the students can additionally use that space during the day.
- What about biking, parking? – And safe bike ways to get to this building

Do you have any additional questions?

- Where are the projected redundancies?
- Can there be two principals, one for lower grades, other for upper grades?
- How will the two schools bridge our school cultures?
- How does leadership (principal etc) get chosen?
- When will we finally see floorplans?
- What are deadlines for each ‘bucket’ 1-6?
- We need dates for community meetings to include parents and staff from both schools
- When will a comprehensive Roslindale K-6 facilities plan be available?
- Can families on the design committees be given stipends for doing this work?
- What are examples of other school mergers and how they managed the transition?
- Can BPS as part of the green new deal also extend lunchtime; and build into curriculum topics such as sharing meals, nutrition, appreciation for food and those who grow and cook it, awareness about food and food waste.
- During the presentation it was noted that one goal of the merger was to create demographics in line with the BPS average – How will that work with other BPS schools which are joined in the future?

7:15-7:35 pm

- Gallery Walkthrough & Closeout
 - o See each other groups thoughts and casual conversation