

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, December 9, 2024 - Regular Meeting**

7:00 p.m. – City Hall Chambers

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

**Members Absent:** Mayor Ballantyne, President Ewen-Campen

**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 Krepchin asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT – 7 –Ms. Barish, Mr. Green, Mr. Biton, Ms. Pitone, Dr. Ackman, Dr. Phillips, and Ms. Krepchin

**ABSENT** – 2 Mayor Ballantyne, President Ewen-Campen, (Ms. Krepchin left at 7:30)

Chair Krepchin asked interpreters to introduce themselves:

Addy Penate-Spanish

Sueli DeCarney-Portuguese (not present)

Tia Santos-Haitian Creole (not present)

**II. REPORT OF STUDENT REPRESENTATIVES**

No Student Representatives were present

**III. PUBLIC COMMENT**

No Public comments

**IV. REPORT OF SUPERINTENDENT**

Dr. Carmona shared his district report which was as followed

Normally, my report introduction provides context about the week’s presentations and how our work aligns to our Strategic Plan. This week, the theme *IS* the Strategic Plan. Today we are officially presenting and launching the Strategic Plan. After many months of community collaboration, the final design is ready and we are eager to share it with all of our stakeholders. In addition to sharing the plan tonight - a copy of which is in your packets - our team will present two examples of how we have already begun to implement the Plan, in earnest. (through social emotional supports, and assessing MTSS practices districtwide) For members of our community listening or watching at home, some may wonder what is the purpose of a Strategic Plan, and how is it important to the daily work of our district?

At its core, the Plan is putting our students first. Everything in this Plan is designed and planned with student success as the top priority. We envision a learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally. We support this through tailored supports and equitable access to opportunity. We often describe our focus on “supporting the whole child.” Through this plan we detail not only what that means, specifically, but also provide data-driven metrics and goals as to how we will meet our targets. Meeting the needs of all students and honoring their unique strengths and backgrounds means *adapting* our policies and practices to meet those needs, which we need to do through a data-informed approach. Examples of how we’re already doing this include:

- Assessing MTSS and proposing changes in daily schedules
- Addressing an increase in SEL needs following pandemic head-on, adapting to meet needs with additional supports, teams, interventions.
- Increasing rigor in academics

In addition, we've created a public dashboard that allows all of our stakeholders to see our progress along the way, in each of our 4 Priority Areas.

*Wrap up:*

- *Share your personal thoughts on the plan*
- *Share some highlights of action items you are most excited about*
- *Share your personal goals and visions for the plan / our district.*

*Dr. Carmona introduce the Strategic Plan Team from Central Office Amara Anosike chief of staff to present the Strategic plan along with her team*

## **A. District Report**

### **• Strategic Plan**

**Amara Anosike** Thank you, Dr Carmona, and good evening everyone. We are super excited to be launching the strategic plan and data dashboard today, after many, many months of work, most thrilled to introduce to a leadership team that actually led the way on bringing the teacher plan to life. And so as folks come up and present, they'll introduce themselves and a bit about some of the work that they did to make the plan come to life. I'm happy to introduce the team. We have Jackie Piques, the Chief Communications Officer, we have Tina Lu from SFLC, we have Ruth Santos, the director of SFLC, we have Sam Eligene, our Director of Data and Accountability and we have Teresa Rodrigues our Director of Enrollment. I'm not going to go through each milestone, but we will kind of walk you through that throughout the presentation.

**Ruth Santos** We conducted a highly inclusive and accessible survey, engaging staff, students, and families across the district. The open-ended, three-question format allowed for responses in multiple languages, including voice recordings. Special thanks to SFLC staff and liaisons, who connected with families at English classes, school events, and even the market to ensure everyone's voice was heard. This wide-ranging input played a vital role in shaping the strategic plan

**Tina Lu** When I joined SFLC two years ago, I noticed much of our impactful work with families and in classrooms is qualitative and hard to measure with numbers. Through this survey process, we captured voices from across the community. I worked with Sam to analyze these qualitative responses and identify the themes you see here, reflecting the collective voices of our students, staff, and families. It was a privilege to be part of this meaningful process..

**Teresa Rodrigues** I've had the privilege of working with families throughout their journey, including during key transitions. What I loved about this process was the root cause analysis with families, which led to actionable suggestions, like the new August back-to-school event inspired by a parent's idea. Families also raised larger concerns that require ongoing development and planning. Hearing from families broadly allowed us to create a collaborative vision and identify priorities for our work. I'm deeply grateful for their input and look forward to highlighting the changes resulting from the strategic plan.

**Jackie Piques** So in addition to all of the great work that's already been described and that you have heard at various points throughout this process, what's before you tonight, for the first time, is the full digital layout with you know, we hired a local designer, I believe it's a Somerville resident. He's done work for the district and the city in the past, and he really embraced this. And unfortunately, he couldn't be here tonight, but he said to me that his goal with this project was to highlight the diversity, equity and the community work that's gone into teaching our children. And he said, Thank you for letting me play a small part in this important project. So I want to thank Colin Barr for lending his time and expertise to this. Our goal was to bring all of what has been said before me to life. We really wanted to celebrate and include the voices in a good mix of students, ages, programs, staff and I think, in a nine page, 10 page document. We really managed to do a lot of that. So really grateful for all of the staff and artists and photographers who helped us bring this to life. We want to do this publicly this week, it'll be on the website.

We'll be celebrating it and sharing it in our newsletter and on social media for weeks and weeks to come, tying it back to all of the great work that's been done, and also highlighting the data and the dashboard that Sam is going to share.

**Sam Eligene** As Jackie mentioned, alongside the launch of the strategic plan on the SDS website, we're excited to unveil a public data dashboard. This tool will allow the community to track our progress, promoting transparency, accessibility, and accountability. It's mobile-friendly, browser-translatable into different languages, and includes our targets for various measures.

Additionally, this year we've focused on aligning the strategic plan with the school improvement planning process. Starting in February, principals will present goals tied to the strategic plan's focus areas: academic excellence, equity and access, wellness and joy, and family and community engagement. Our goal is to ensure everyone is working toward shared priorities, guided by a continuous improvement cycle rooted in data.

**Mr. Biton:** I just want to extend my compliments to the entire team, particularly around the way you have weaved data along with the vision that we are coalescing around. I decided to look at the dashboard and follow along and sort of start digging. I think it's going to be tremendously valuable.

**Mr. Green:** I just want to recognize this is something we've been talking about for several administrations and it's been a long time coming. That said, I'm curious to know how we're going to share it with the public. How will we let the public know it's there? What's the plan for that?

**Amara Anosike:** We're going to plan for that. We'll be posting it on the website later this week. Jackie has been putting together a robust rollout plan so she can share a little bit more beyond the website.

**Jackie Piques:** I think the question is not, how will we, but how won't we be because we, like Amara said, we have a pretty robust outreach plan that's going to extend over a couple of months. So this week, it will be on the website. We held our newsletter back for this purpose so that we can share it, both plan social media posts and then, you know, everything that we're doing in the next weeks and months is going to tie back to that strategic plan. As we have benchmarks and data to share out. We'll make sure we're doing that. We're still developing that piece, but we're hoping to do it with a regular cadence, particularly here. Have you know, as the warmer weather comes back around, do some community coffee hours and sort of events where folks can just think of us and talk about this as well. So we'll have a number of opportunities, and we'll make sure we share that plan with you on this.

**Ms. Barish:** Do you have a sense of when we might see that go live?

**Amara Anosike:** This week.

**Dr. Phillips:** I would just urge you, I know we're at a very beginning stage, but please tell the world how amazing you are, and what an amazing process you did. So I'm thinking like the American Superintendents Association Annual Conference. I think the needs assessment that you did, and the extent to which is actually community driven, is out of this world. And I think you did get a great presentation out of that. Your ability to go from that to all the way to a plan to a dashboard to track progress is also really amazing. So I think we could be out front with this incredible process even before you've gotten into implementing very far.

**Dr. Ackman:** I thought this was wonderful. I'm really excited but I will hope my unique take on the thanks is that we're willing to look at other things and work and talk about and address them, and I think that speaks to Dr. Carmona and Dr Boston Davis's leadership and your execution and that's how real change is made. Thank you for being public and being honest even when it's hard.

**Ms. Pitone:** It's very exciting, and particularly the scope. It's beautiful. It's really beautifully laid out. And I'm just going to echo what my colleague said about the dashboard, something we've been talking about for many, many years. And so there's really an incremental change in the way we do things, and so that is humongous to me. I also just want to, to the Chair, at some point, we need to look at the school committee goals and how and we want them to support and align with the strategic plan. So my request is that I guess we have a long range meeting next year, and do that kind of work, and I'm happy to help support any way to set up the format or the process.

**Chair Krepchin:** I feel like I probably don't even need to ask this, because this team is great but I'm assuming this has all been translated into our target languages?

**Amara Anosike:** It has not been translated yet.

**Dr. Carmona:** The work of the strategic plan is something that, again, is new to us, to the district, I would like to say, and the fact of this process has happened in different facets or different phases. That means that there are different tracks that are going at the same time. As you know, there's a dashboard that was discussed at some point and then it became a reality. Is not yet. It will be. But there are different pieces of the plan that actually are moving at this different speed. There are two pieces we will be talking about today. That is the work around the social emotional support systems, and also the work around MTSS. Both of them have different stars, but both of them were actually conceived under the same umbrella of, how do we make sure that the systems that we create are going to support kids, ultimately, to be able to thrive in our buildings. And so today, we will be presenting the work that is happening as one of the components of the MTSS work around creating systems of support for students. Liz Doncaster and her team will hear how this component of the strategic plan that has taken a little bit of an earlier start is on track to continue to do the work for our kids.

- **SEB Intervention Team**

**Liz Doncaster** Thank you for having us tonight. We're excited to share an update on the work of the Social Emotional Behavior Intervention Team. This team was created in response to escalating student behaviors post-COVID, particularly around social-emotional skills like handling emotions, peer relationships, transitions, and following directions. Existing supports, like SST teams, were often reactive due to limited capacity for comprehensive classroom observations.

To address this, we developed a team of behavior experts not tied to specific schools. They respond to hot spots, conduct in-depth observations, create effective behavior intervention plans, provide training for staff, and follow up to ensure success. This proactive approach reduces strain on school leaders like deans, counselors, and assistant principals, allowing them to focus on the broader school community.

We're grateful for your support in funding the new positions that made this team possible. Included in your packet is an email from Amy Candelora, Assistant Principal at the Argenziano, highlighting the positive ripple effects of this team's work, from improved student support to enhanced school culture. Now, I'll turn it over to Kevin Van Horn who is the BCBA of team and will introduce each position, he is also the team lead.

**Kevin Van Horn:** Just a little bit about me. So I'm new to Somerville. I've been a BCBA for 10 years. Before that, I was a special education teacher. My background is in elementary Ed, so I've been on the teaching side, you know, really the wonderful work and the hard work that teachers really do across their day. But as a BCBA, I've had the opportunity to, you know, train and consult with teachers training, consult with parents, work with students and clients of all the way from early intervention all the way up to adulthood. So that was kind of the experience I brought to this team, and had a wide range of different experiences coming in. As a person chairing this team, I'm managing the referral tracker. I'm reaching out to those referring parties, whether it's an assistant principal or

school, adjustment counselors, step and intake interview, and learning a little bit more about why the referral is being made. After that, it's about scheduling and seeing what's going on within the classroom, collecting some data, and then making decisions on if there needs to be follow up observations, if more data needs to be taken, or if you know kind of you know what to do. And let's get a plan in place and work to help the student advisors being referred to us.

**Nadia Kuri** As the clinical social worker on the team, I provide short-term, solution-focused interventions for mental health and behavioral concerns. My role often involves addressing safety concerns and making recommendations for referrals to community providers or embedded school services. I collaborate closely with the school's social worker, who knows the referred student well, to ensure families receive the most appropriate and timely support, whether it's grief counseling, external resources, or other needed services

**Kemissa Osit** I'm a graduate student studying Applied Behavior Analysis and a proud Somerville Public Schools alum. I've worked in ABA for three years as an RBT, providing services to students on the autism spectrum in home and school settings. My role includes assisting with observations, training and coaching staff to implement intervention plans, providing one-on-one student support, and collecting ongoing behavior data.

**Kevin Van Horn** Our services range from one-time observations with recommended strategies, such as tweaks to classroom management or existing plans, to more extensive support involving multiple observations and consultations for challenging behaviors. In most cases, we provide on-site training and coaching for staff to ensure clear responses to behaviors and reinforce positive skills. We develop practical, classroom-appropriate behavior support plans and adjust them as needed.

In cases requiring more individual support, we assist with implementing the intervention plan, then gradually fade out as the teacher takes over. Referrals start with a meeting to gather data on the behaviors, followed by observations, and then we apply interventions, coach staff, and collect data to track progress. Once the desired behavior is seen, we check in with teachers to address any questions.

The referral process includes a form that gathers background information on the student, the behaviors of concern, any existing interventions, and data already collected, which helps inform our approach when conducting observations.

**Nadia Kuri:** So far this school year, we've seen various trends in referrals, including disruptive classroom behaviors, aggression, elopement, and inappropriate touching. Many of the students referred are not on IEPs or 504 plans, highlighting the need for our team's support in the classroom. The highest number of referrals have come from Pre-K and 4th grade, with Kindergarten, 2nd, and 3rd grades also showing significant numbers. Healey School has the most referrals, followed by Argenziano, Kennedy, and West, with Winter Hill, Capuano, and East showing fewer or no referrals. Regarding languages spoken at home, English is the most common, followed by Spanish, Haitian Creole, and Portuguese.

**Kevin Van Horn** here is one example in case review that kind of goes through the process in this particular referral the family primary language is portuguese.

The reason for referral were

- Difficulty maintaining focus, leading to aggressive outbursts (yelling, crying, kicking).
- Requires one-on-one support for reminders and guidance.
- Elopers from the classroom and school building, often hiding afterward.
- Significant safety concern due to repeated elopement incidents.

Actions

- Held an SST meeting and intake with the assistant principal.
- Conducted teacher interviews to gather additional information.

- Observed the student at various times during the school day to gain insights.

#### **Intervention Plan:**

- Identified behavior as a method to escape challenging tasks and gain tangible items.
- Incorporated a familiar classroom reinforcement system focused on:
  - o On-task behavior
  - o Following directions
  - o Smooth transitions (areas where problem behaviors were most common)
- Ensured high-quality attention was given for positive behaviors, not problem behaviors.

#### **Behavioral Data:**

- Collected on elopement, yelling, throwing items, hitting, and kicking before intervention.

**Kemissa Osit** The first graph shows pre-intervention data, with an average of 10 problem behaviors per day over two days. The next graph shows post-intervention data, where behaviors initially remained high but decreased over time as the intervention was implemented. By November 14, when staff were fully trained, problem behaviors dropped to zero, demonstrating the intervention's success..

**Dr. Ackman:** This is wonderful. I'm so happy to hear that you know, we're making this investment in the well being of our students. Can you define the elopement? I don't know what it is. The larger question is, you mentioned the anecdote of this one student. You know how engaged the teacher is. I know we have a lot of above and beyond excellent teachers, but I surmise that not all of Somerville's teachers are as ready to actively engage or even those that do most of the time, like we all have rough days. How do you engage with staff and how do you support staff and when they're not as open as one could be at their most open to engaging with this.

**Kevin Van Horn** in terms of elopement we as BCBA we operational defined everything. For this particular example the student was running out of the classroom. The technical definition crosses the threshold without giving the direction to transition. he was actively running out of classroom, usually screaming, crying, kicking, then would finding a corner, somewhere to hide, and really significant behavior with that this will either be on the playground and leaving the playground area, going more into the community, or leaving the school building and going out. In terms of interactions with the teacher and everything I have to say, I've been pretty lucky because of the way the referral system works, the teachers are the ones that bring up these concerns during SST. I would say in the vast majority of referrals, the teacher is the ones who say I want to help this is really impacting my classroom, and they're want to try things. With this particular student we implemented the plan but had to make adjustments to make sure it was practical. If a plan isn't feasible and practical, I'm not going to recommend it to the teacher. We try make it something they can do on their own, or if they have a paraprofessional in conjunction with a paraprofessional.

**Mr. Biton:** Last spring, when we were talking about budget, and I would talk to families, this formation of this team was the one unit that I identified as like a pivotal, transformational sort of element for our district, something I'm really excited about, and I'm so just first of all, thank you for being here and for some districts in this capacity, I think this team has the potential to be doing really essential work, and I'm hearing the beginnings of it, thanks for your tremendous work. So far, I did know that you've only, from the beginning, completed four interventions. At this point, there's something like 14 total looking at the numbers, and they're at various stages come through, you know, a small number, and so our data set is small, it's hard to draw firm conclusions from that. Noting that there may not be enough data to answer, and I will respect that, but I guess the first question I have is about access to this and the services that you provide. If an educator has a student or a situation in their classroom that is intractable and or maybe not intractable, that they identify as needing heightened support, Who makes the decision? Who makes the referral, the team supporting that student goes about what's the process?

**Liz Doncaster:** When a teacher has implemented all Tier 1 interventions redirecting, speaking with parents, involving the Dean or counselor and the issues persist, they collaborate with the support team (Dean, counselor, social worker) to address the challenges. If further observation and a comprehensive behavior plan are needed, the case is referred to the Student Support Team. This team determines whether to involve the social-emotional behavior intervention team or embed additional services.

**Mr. Biton:** If I understand correctly, would it be a consensus among that team, and it doesn't go up then to the principal or someone at the school level does it?

**Liz Doncaster:** Well, the AP's and Principals run these student support team meetings so they would know about this student already, and they would have discussed that already. And so it does take a group think, but it all is implemented with the experiences from the teacher in the classroom who's doing the daily work with that student. So that's where we start, and then we reach out from there.

**Dr. Phillips:** Can you tell me a little bit about how Equity and Inclusion considerations come into play, their decision making about either what's going on or what we should do.

**Kevin Van Horn:** When a referral comes in we are looking at the data and the information that we for the student depending on receiving services. If they have an IEP, if they have a 504, something there I want to review that document. I want to see how that's being implemented. There was a referral that we had received. I did the first observation today, where the student had a BCBA on the grid, there's a behavior intervention plan. And I really kind of talked to, I reached out to the BCBA, I talked to them, and made sure I had all the facts going in, and seeing the feasibility. Can we tweak the plan so that it's easier for the teachers to implement and see if it can be there, in terms of the equity inclusion, when I'm looking at the data, I'm looking at the data. I'm looking at the input intervention information there. At this point, there's only been one referral that we said, it's not appropriate for this team, because the student was really requiring tier one support, and it was more, they weren't displaying motivation to do their work, not really the tier three plus model. Then there were two other referrals where we were in the process of either intake or doing observations. And the student was either hospitalized or the family decided not to send them back to school until there was a reentry meeting.

**Ms. Pitone:** First of all, I very much appreciate how you represented the data and show that you're serving the broad population of students. Sometimes we get very like, this is Special Ed, this is Regular Ed, this is our kids on our 504, you're serving all of these students. That is really reassuring to me in terms of how we're breaking down silos, in some ways, is one way to put it based on your previous answer. What I'm hearing is that this is not the only way that we put in place a behavioral support plan. So there are mechanisms within the schools themselves to collect data, evaluate and create support plans, and support staff to implement those plans. This is the situations of where those are not good enough to meet their needs, and so there needs to be a more dedicated effort. So I just want to kind of point that out to all of us that we're doing this work in lots of different places, and this is sort of a kind of the task team that comes out when we've gotten to the place where the things that we're doing in district or in the schools, it's not good enough, and there's a lot of students that that work does serve them. So it's just, I just want to clarify that the reason is it's hitting whatever 14 kids, but the students that need support, and we do put in behavioral plans regularly within schools, but that we have this kind of next level of support, and I'm really pleased for our students obviously but also for educators.

**Mr. Biton:** My next question is about tracking effectiveness. I did really love that sort of asymptotic slope of the one case study you presented, but the timeline there is very short. I'm wondering what plans you have for follow up over a longer timeline.

**Kevin Van Horn:** Are you thinking like, kind of like that example of a student who's a planner, you're seeing that behavior and then following up after the fact, or just in general, don't get that kind of response right away.

**Mr. Biton:** I think it's the former. I think it's sometimes when you implement a plan, things snap into place. And, you know, then if you step away a little bit, you may start to get that behavior again. So I'm wondering about the sustainability of the plans.

**Kevin Van Horn:** Can I mention two points there. For that particular student, I literally just checked in with the classroom today. I had reached out to that teacher, and was told that the student was engaged in doing work, which is really the first time he had done that. During our observations they would do math rotations, and he wouldn't even finish the first rotation in the entire time. But this time the teacher mentioned that he was able to do the full rotation the work might of now been complete, but was big step up. I want to make sure that teachers aren't just following the plan and but that they are also reading it in order to for them to be able to implemented.

**Mr. Biton:** Oftentimes, when there is, at least, from what I understand, this high level of support that becomes needed in the classroom, families are aware that there's disruptions in the classroom. I'm wondering how your team, or the district communicates with families to sort of let them know, broadly speaking, not in the particulars of a certain student, but broadly what the plan is for this intervention. I don't know if resolution is exactly the word that I'm looking for, but sort of what they should expect, if anything.

**Liz Doncaster:** As always, we want to respect the confidentiality of the student and the behaviors and the class, but this is a pilot, and we have let families know that we have the intervention team coming into the classroom. We have not shared the actual details of the intervention plan for that particular student, but I think it does reassure parents that we are aware that this is a deeper issue. This is a maybe tier two, tier three issue, and we have now a professional behavior team that's going to come in and with a new set of eyes that and and do the whole full long cycle. So we have let families know that. But as we move through it, and we move through this year, we will decide how we these plans, overall, in a general sense, can be shared with the community, because they are creating communities in our classroom, and what would be the best way to handle that, keeping, always keeping reality of the student in mind. The two cases that Kevin has described, you know you could see a shift in the classroom. So I would think that the students might come home reporting less or feeling safer in the classroom as the behavior plan and the behaviors decline. You might hear from your student, and then when we can share as a whole from the teacher or from her perspective, we'll see how we can do that. But always, I'm just always very mindful of keeping the students confidential and in place. We understand that we are creating classrooms, so we need to reassure parents as well, who have experienced some unsafe behaviors in the classroom. We do the best we can and it's a pilot program, so we'll have to work through it.

### **Conversation ensued to referral and communication to families**

- **MTSS**

**Dr. Jessica Boston Davis** I'm really thrilled to bring up our Superintendent Fellow who is a doctoral resident of the Doctor of Education Leadership program at the Harvard Graduate School of Education, Robert (Bobby) Berretta. MTSS is a theme throughout the strategic plan. Bobby's strategic projects are on MTSS, so he is going to share a bit about an update, a progress update on the work that he's engaging in during his residency.

**Bobby Berretta** shared his MTSS presentation which was as followed (presentation below)

- My work is focused on the academic side of supporting students, and the triangle represents the tiers of support we provide starting with baseline support for all students and increasing interventions as needed.
- MTSS is included in both the strategic plan and Dr. Boston Davis' academic plan for this year.



- Though I'm here for residency, I'm also committed to serving the district, ensuring my project aligns with district priorities. Early discussions revealed that MTSS was a key focus among staff, both school-based and central office.
- Several prior efforts to improve MTSS in Somerville have been made, but due to its intersection with multiple departments, special education, academics, and school leadership responsibility often falls to schools.
- We're working to increase coherence across all schools so that all students receive a consistent level of service.
- Many great practices have developed organically at schools.
- Our main projects include reconfiguring how schools do CST (Child Study), expanding software interventions, and improving the effectiveness of X Block, a time built into most K-8 schedules to support students needing additional academic help.
- Observations showed that small group instruction, a key indicator of differentiated support, was only found in about a fifth of classrooms, highlighting an opportunity to better utilize X Block, which accounts for 12% of weekly instructional time.
- I believe there's an opportunity to empower teachers to provide tier-two interventions during X Block, ensuring more efficient use of limited resources. There's also potential to support advanced learners through differentiated activities during X Block.
- Our three main goals for this year are improving meeting structures, empowering teachers to make decisions during grade time, and revitalizing X Block.

**Ms. Barish:** This was a really clear and interesting presentation. I appreciate that, and I am excited, because as long as I have been a parent in this district, which is 13, 14, years, other parents have talked to me about differentiation and the challenges that their students have because of the differentiation that they need, and I know that it's hard. I know that our teachers have immense responsibilities, and I believe that they are doing the best they can. I'm glad to see that you are working on a system to make differentiation more possible. I guess I am curious, because I could be wrong, but my recollection is that X Block isn't the only thing that's happening during X Block, band and orchestra may happen during that block in some schools, if not all schools. I'm curious about how that figures into your planning, because the 12% of instruction time may be reduced in some cases. If a student is doing band and orchestra, if they're not doing either right, then the teacher has more access to them. I just wondered how you're thinking about those complications.

**Bobby Berretta:** I think this is where we need to sort of turn back to our schools and our school leaders who know their schedules, who know the students well empower them to tailor this sort of baseline guidance that we're trying to provide. I have heard this from many schools that you know, yes, even some particular teachers are saying like, well, it's difficult to really get a consistent routine, because I have band on Tuesday.

I also think that for the most part, every time I walk through an X Block there are lots of students in classrooms and lots of students that I think could benefit from either some additional support. I don't even know these students, but I guarantee you they could benefit from some additional support or some sort of accelerated learning opportunities. I think to answer your question, those sort of like more individualized, more nuanced decisions, I think we have to turn back to our principals, to our teachers, to our grade teams, and say yes, these are some constraints here, but like within the sandbox here, how can we play nice and make sure that students are getting what they need.

**Ms. Pitone:** In addition to hearing about desires for differentiation, I've also heard questions about, what is X Block? We've actually had conversations with the Superintendent of like, can we have a kind of analysis around X Block and see what's going on? In addition to what you saw with one in five doing small groups and two in five doing General Ed classroom work, were you seeing that students were getting their services during that time, or do

we still have students getting them? Some of them obviously need more than one service a day, but I'm curious if we're actually getting that benefit for having that time set aside.

**Bobby Berretta:** That would be a question for our Multilingual Department, for our Special Education Department, I think they would be better equipped to answer that question. What I can say broadly is that you're often seeing various staff members come in and support students in different capacities. I don't have enough information to speak specifically to whether or not students are getting the specialized services during that time.

**Ms. Pitone:** Just a follow up to the Superintendent, I would be curious if we did some analysis on knowing how we're utilizing X Block and whether or not it is realizing that is important in terms of interventions, whether it's our students who are learning English or our students who need special education support, whether or not we're realizing that potential of X Block, I think that we need to be looking at X Block holistically to determine the merits and the value and how we're getting the work done. This is just a general question. Do we do any PD that's directed towards how to make the most of X Block right now?

**Dr. Boston Davis:** It's my understanding that there hasn't been X Block specific PD, in the recent past that, not to my knowledge, there have been some PD's on like pulling small groups, for example. So you know that can be applicable to X Block. I am not aware of anything in the recent past. I do think what I learned was the same as Bobby when it was launched. There was more effort from the Central Office.

**Bobby Berretta:** the only thing I would add is that it sounds like the narrative that I've gotten that makes the most sense, is when we went to remote learning, a lot of those practices that we were sort of doing really effectively in person learning X Block doesn't really work well when you're doing virtual learning. So we probably lost some of the institutional knowledge around it when we went to remote learning,

**Dr. Ackman:** Thank you for continuing the tradition of the Harvard fellows being thoughtful and innovative. This is really impressive. I'm curious if there's a vision and sort of the diamonds that you shared for students, for example of a child with dyslexia who happens to be like often, or it's brilliant at math, where do they know that might work for them?

**Bobby Berretta:** I think that's a great question. I mean my goal, Dr Ackman right now, is to really just try to create the foundation for what that could look like. I think there's still lots of dreaming and lots of visioning and then lots of actual planning for what services for students like that could and should look like in the future..

**Dr. Phillips:** At the beginning of the year, I got some emails from a bunch of families, being like my kids already on grade level before they started. Can we use MTSS as the way to help them out? it very exciting to see this new vision of MTSS both for advancement as well as remediation. I'm wondering what kind of incentives or structures we need to put in place to make sure that happens, given the great level of need in our district and the fact that all the accountability system is set up to get kids to proficiency, what do you think we need to do differently to make MTSS also be useful for advancement?

**Bobby Berretta:** Great question. I think it comes down to strong training for teachers, clear professional development, and a solid district vision. MTSS for advanced learners is still rare, with fewer than 1% of districts doing it well. This will require collaboration to identify opportunities for accelerating students' learning and expanding their interests. In previous districts that I have work, we've seen ideas like Genius Hour, which can take X Block to the next level. Ultimately, it will start with a clear vision, strong resources, and quality training to help teachers execute effectively in the classroom.

**Mr. Biton:** I just want to extend my appreciation to Superintendent and your team and Mr. Berretta for putting your thoughts comprehensively around the MTSS, we just heard a presentation around tier three. Your presentation, Mr. Berretta was around tier two, or maybe 1.5 or, I'm not sure where in your triangle analogy that fell, but Dr. Phillips alluded to concerns of some families around well, is this district going to work for my children? I think that is what that boils down to, to me. And I think that is a valid question for every family to ask when enrolling their students in a district, in any district, is this the right fit? And the question we need to be asking as a district is, how are we supporting each child? And so I think that this line of reasoning is directly addressing that question.

**Dr. Carmona:** The focus on improving access to learning for all students comes from feedback in our educator focus groups. Educators highlighted the need for better support, and with new software, we can create independent workspaces and better scale classroom support. X Block plays a key role in addressing access and aligns with the larger MTSS conversation. We are working to standardize best practices, analyze data, and implement effective interventions. It's also important to approach challenges like behavior from a research perspective. This process is essential for Somerville's growth, and I'm excited about the work Dr. Boston Davis and Bobby are doing, and grateful for the opportunity to bring Bobby into classrooms.

## **V. REPORTS OF SUBCOMMITTEES**

### **A. School Committee Meeting for School Buildings Facilities and Maintenance Meeting:**

November 18, 2024 (Mr. Biton)

**MOTION:** There was a motion by Dr. Phillips , seconded by Dr. Ackman, to accept the report of the School Committee Meeting for School Buildings Facilities and Maintenance Meeting November 18, 2024.

### **Report to School Committee on the School Building Facilities and Maintenance Committee Meeting for November 18, 2024**

To: Somerville School Committee

From: Leiran Biton, Chair of School Committee's Committee on School Building Maintenance

The School Committee (SC) School Buildings Facilities and Maintenance Committee met jointly with the City Council's (CC) School Building Facilities and Maintenance Special Committee on November 18, 2024, via Zoom. Members present were: Leiran Biton, chair; Laura Pitone, vice chair; and Sarah Phillips. City Councilors present were: Lance Davis, chair; Jesse Clingan, vice chair; and Naima Sait.

Attending the meeting from Somerville Public Schools (SPS) were: Rubén Carmona, Superintendent; and Amara Anosike, Chief of Staff.

Attending the meeting from the City of Somerville were: Jill Lathan, Commissioner of Public Works; Luisa Oliviera, Director of Public Space and Urban Forestry; Madalyn Letellier, Legislative Services Manager; Kimberly Hutter, Legislative Liaison.

Mr. Davis called the CC meeting to order at 6:01pm and established quorum with all members present. Mr. Biton called the SC meeting to order at 6:04pm and established quorum with all members present.

There were five (5) items on the SC agenda. The City provided a memorandum (attached) addressing several items on the agenda. The CC portion of the meeting included discussion of an item regarding the redesign plan for the schoolyard at the Kennedy School, featuring Ms. Oliviera. This item was not on the SC portion of the agenda and SC members did not participate in related discussion.

- 1) Regular MSBA Update

Ms. Hutter highlighted the memo that was submitted prior to the meeting, which indicated the City is waiting for a response from MSBA after submission of required materials. Mr. Clingan expressed a desire to have questions answered by a representative from Infrastructure and Asset Management (IAM) related to timeline and learn whether Somerville can proceed on a more expedited timeline. Dr. Carmona shared an update that the eligibility phase of this process is completing, and the project is on track for the next phase, "feasibility phase." Ms. Pitone raised concerns on a potential delay on construction and the possibility to accelerate a recommendation from the construction advisory group (CAG) before November 2025. Mr. Biton expressed disappointment that the Warming Center public meeting was scheduled over this meeting, resulting in the unavailability of IAM. Mr. Clingan indicated IAM is understaffed and understands the unavailability of staff, and also echoed Ms. Pitone's concerns and stated he is hopeful the process can be expedited not take the full 18 months. Ms. Hutter confirmed the CAG is available to be flexible depending on the timeline hearing back from the MSBA process. Dr. Carmona indicated that some other communities that were also admitted into the MSBA process alongside Somerville were on different timelines from the outset, and Somerville's timeline is set from the outset of the project. Mr. Davis indicated this item would be resubmitted as a standing agenda item at the beginning of 2025.

2) City update on the September 4, 2024, high school building exterior tile incident

Mr. Davis indicated the memo discusses this topic and summarized the memo discussion. Mr. Davis referenced the high school building committee has now ended. Ms. Hutter indicated that special equipment would be used to reach and inspect the final tiles and a report would be prepared and presented shortly thereafter. Mr. Biton requested that SC and CC members be able to see the report, and Ms. Hutter responded she would relay the request. Dr. Carmona stated that the number one priority is safety in the response to the incident and the subsequent work. Dr. Carmona indicated that the tile did not hit anyone, and highlighted the area was roped off because there was another loose tile at the top of the building; that the company was responsive to our needs and on time; that a final report should be vetted; and that if the warranty expires, we need a mechanism to address it.

3) AFAS additional 3rd floor atrium classroom

Mr. Davis summarized the discussion of this topic in the memo. Ms. Hutter indicated staff working through building issues to ensure the City is meeting all requirements. The City continues to work with procurement services to get consultants. Dr. Phillips emphasized that this need was first brought to the attention of the City in 2022, and that due to classroom size limitations, if the classroom is not built it will result in the unprecedented displacement of 18 kids from the Argenziano. Dr. Phillips speculated that resulting costs would be higher later on if the classroom was not built urgently. Dr. Carmona shared that there are high numbers of students anticipated for enrollment at the Argenziano over the next few years, highlighting the urgent need for the classroom. Ms. Pitone expressed concern about the proper budgeting of IAM as reflected by staffing challenges we have been seeing. Ms. Hutter indicated the administration is fully committed to appropriately compensating staff and that is a value of the administration. Mr. Davis expressed surprise that, as indicated in the memo, this issue was only raised to IAM in the last month. Ms. Hutter indicated she would follow up on that question. Ms. Sait shared concern that students would be displaced because a classroom had not been built. Dr. Carmona highlighted the incredible work IAM has done with short term construction projects at the Edgerly and other locations. Dr. Carmona clarified that this topic was raised to DPW 3 years ago. Ms. Anosike has done walkthroughs with DPW and IAM this issue was identified as a critical need early in her tenure. Dr. Carmona indicated this is a crisis and critical need. If it doesn't start now, the likelihood of getting this done on time is minimal. Ms. Anosike further shared that this item has been on the District's running list in collaboration with IAM and DPW since the beginning of the school year, and that Mr. Raiche communicated this to us that this would be started by now. Mr. Clingan asked whether the work could be done by DPW with reserve funds. Ms. Jill Lathan clarified that DPW does not have reserve funds and does not build new structures: DPW is for repair and maintenance; building is for capital projects (under IAM). Mr. Clingan speculated that this may have been an issue of communications. Ms. Anosike clarified that the focus has been on IAM and not DPW. Dr. Phillips indicated there is a procurement limit of \$100,000 in order to proceed without a public bidding process.

4) Update on the creation of a production kitchen at the Argenziano School

Ms. Hutter highlighted the new bid process is opening on November 26 and referenced the submitted memo. Dr. Phillips asked what the City is doing to ensure that enough completed bids are received to fulfill these project requirements and what type of outreach has been done. Ms. Hutter responded that the process is to go back and look at how the bid was written and how can it be adjusted to attract strong and appropriate bids, and offered to follow up with staff about the specifics of the outreach efforts. Mr. Biton asked how the lack of a production kitchen affects school finances and experience. Dr. Carmona recognized the efforts of the Food and Nutrition Department to still offer nutritious and delicious meals to students but there are not particulars to how the lack of a kitchen has affected the school.

5) Safety blinds for certain classrooms at SHS

Ms. Lathan indicated the blinds must be custom-made and ordered. DPW started the process of measuring and ordering last week. Dr. Carmona highlighted the importance of these blinds to be able to provide safe and secure rooms during lockdowns at SHS.

The meeting adjourned at 7:33pm.

The motion was approved unanimously via roll call vote.

**B. School Committee Meeting for Rules Management Subcommittee:** November 25, 2024 (Ms. Barish)

**MOTION:** There was a motion by Dr. Phillips, seconded by Dr. Ackman, to accept the report of the School Committee Meeting for Rules Management Subcommittee November 25, 2024.

**Rules Management Subcommittee  
November 25, 2024  
City Council Chambers**

At the start of the meeting, subcommittee members Ellenor Barish, Leiran Biton, and Laura Pitone were present, along with Chief Communications and Development Officer Jackie Piques and MASC Field Director Alicia Mallon. There was one person in the audience. The meeting was called to order at 5:38 pm. There were three items on the agenda.

**1. Approve notes from the October meeting**

Leiran Biton moved to approve the notes from the October Rules Management Subcommittee meeting. Laura Pitone seconded the motion. The motion passed unanimously.

**2. JCA - Controlled Choice Student Assignment Policy**

Mr. Biton has been working with Director of Enrollment Teresa Rodriguez to revise this policy over the past several weeks, incorporating changes discussed at the previous subcommittee. Ms. Rodriguez raised the issue of how this policy might impact the diversity of our schools. She shared the percentage of students the district has identified as economically disadvantaged with subcommittee members via email, noting that, "Since we no longer use the free lunch forms given that breakfast and lunch are free for all students, the state uses family enrollment in SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families) and Medicaid."

Argenziano - 40.1%

Next Wave - 94.7%

Full Circle - 85%

Capuano - 62.5%

Brown - 13.5%

Healey - 67.5%

East - 62.9%

Winter Hill- 58.8%  
West 35.3%  
Kennedy - 27.1%  
Somerville High – 56.7%

Subcommittee members discussed how changes to this policy might reduce the discrepancy between schools and what would need to be considered in making those changes. Ms. Pitone noted that transportation is an important consideration when talking about modifying the current Controlled Choice policy, and that any money spent on transportation cannot be spent on learning. She suggested looking at how other cities like Cambridge and Oakland have gone about making similar changes. She sees this as a question that the community needs to weigh in on. Ms. Barish wondered if the draft could be passed to bring policy up to date with the understanding that the conversation about diversity in our schools will continue. Mr. Biton stated that the current discrepancy is unacceptable and wondered how it can be addressed. Ms.

Pitone suggested that in addition to making schools more demographically similar, we might consider funding schools differently based on level of need. Ms. Barish pointed out that the School Committee has been talking about implementing a different funding strategy for several years.

Another item that Mr. Biton highlighted in the draft is a proposed change to Brown School proximity rules. He suggested giving families dual proximity for Kindergarten if they live in the Brown School zone - Brown and whatever school is designated as their proximity school for grades 6-8. Alternatively, he proposed that nobody be given proximity preference for the Brown School - it would be a strict lottery (with the exception of sibling preference) - and that whatever school is designated for grades 6-8 becomes the proximity school beginning in Kindergarten. Ms. Pitone wondered if this would significantly change who attends the Brown School and where they live.

Mr. Biton will bring this policy to the Superintendent for his feedback on any changes as well as the priority of passing the more straightforward revisions quickly versus resolving the larger questions of diversity and proximity zones before voting on any revisions.

### **3. Policy Manual Review: Section A**

Ms. Mallon shared her recommendations for changes to Section A of our policy manual (review details in document (Somerville DRAFT Section A With Changes)). In general and particularly when the policy is dictated by MGL, Ms. Mallon recommends using the MASC reference policy. Ms. Pitone requested that whenever we adopt the MASC version, the word "residents" be used rather than citizens (of Somerville) in keeping with district practice. Most of the policies in this section are based on MGL. Ms. Mallon suggests checking with our legal team before taking a vote, with particular attention to AC, AC-R, ACA, ACA-R (we don't currently have this policy), ACAB, and ACGA, and ACGB. For policy AD - Mission Statement, Ms. Piques will share the district's new mission statement with Ms. Mallon. Ms. Barish will flag ADF for Caitlin Kelly as it was last revised in 2009 and may not be consistent with EFD - Wellness Policy for PreK-12. AE will be reviewed by Ms. Piques and the administration for any additional changes. Subcommittee members directed Ms. Mallon to use parent/guardian except where caregiver is legal and more appropriate.

Ms. Barish moved to send section A to the full committee for a first reading after a review by the administration and our legal team. Ms. Pitone seconded the motion. The motion passed unanimously.

The meeting was adjourned at 6:43 pm.

The motion was approved unanimously via roll call vote.

## **VI. NEW BUSINESS**

### **A. Field Trips** (Recommended action: approval)

**MOTION:** There was a motion by Ms. Barish , seconded by Ms. Pitone, to approved field trip on January 23, 2025 12 students from Next Wave Full Circle will attend Pat's Peak in New Hampshire. Travel via NW/FC van, Student cost \$25.00 February 13, 2025 12 students from Next Wave Full Circle will attend Pat's Peak in New Hampshire. Travel via NW/FC van, student cost \$25.00

The motion was approved unanimously via roll call vote.

**B. FY24 Somerville High School Diploma Request (Recommended action: approval)**

**MOTION:** There was a motion by Ms. Pitone, Seconded by Dr. Ackman, to approved FY24 SOMerville high School diploma for Jennifer Mejia Benitez

**C. Acceptance of FY24 Grants Funds (Recommended action: approval)**

**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 below:

**State**

- **Mass Hire Metro North Workforce-\$229,468.85- SCALE- Out of School Youth Services**
- **DESE Targeted Assistance Grant-\$50,000.00- WHCIS & ESCS**

The motion was approved unanimously via roll call vote.

**VII. UNFINISHED BUSINESS**

**A. MSBA Update**

**Dr. Carmona:** MSBA update, We are on the MSBA for a meeting agenda for December 13. So it is great and respected that, you know, we knew the trajectory to that was very positive at this meeting, the MSBA, will we be moved to the next phase or not, which is forming the project team. We don't foresee any reason we would not be invited forward. We're in constant communication with our dedicated project team at the MSPA team, so we don't anticipate that that will be an issue. I cannot say that this is fully guaranteed, because that's not up to me, but my understanding is that we will be again. All things go well, it will be approved, and the next phase for this will be after this will be the hiring of the OPM and the hiring of a designer architect. So those are the two things that will be coming after

**Ms. Pitone:** I'm curious, is this a meeting that the district attends? Is it a virtual meeting? Way back in the olden times, we used to go downtown and we sent a couple school committee members. I'm curious how that gets handled now.

**Dr. Carmona:** It is somewhat formal, but it's a virtual meeting, so we have to submit the names in advance, and it is just a very formal process. So they will announce it, and then we will be part of that, through invitation.

**Mr. Biton:** Is this something that can be watched online, I welcome anyone who would like to join me for a watch party to celebrate what I hope will be a successful next phase.

**Dr. Carmona:** I will provide the information as soon as I confirm that that is the case.

**VIII. ITEMS FROM BOARD MEMBERS**

**IX. CONDOLENCES**

The Somerville School Committee extends its deepest condolences to the families of

Kenneth Lonergan, retired from Somerville High, who was working as a Special Education teacher and administrator.

Virginia Ginny Smithers Sanders, the mother of Tarnstefanos, a long time building sub at Somerville High, and also

the woman for whom Ginny Smithers pool at the John F Kennedy School in Somerville, was named in honor of.

**X. ADJOURNMENT**

Meeting was adjourned 8:23 p.m.

**Related documents:**

Agenda

[Strategic Plan](#)

[SEB Intervention](#)

[MTSS](#)

Submitted by: C. Legaski

**Attach Documents Starting on the next page**



**CITY OF SOMERVILLE, MASSACHUSETTS**  
**SCHOOL COMMITTEE**  
**CITY COUNCIL CHAMBERS – CITY HALL**  
**REGULAR MEETING – DECEMBER 9, 2024 – 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2024, this meeting of the School Committee will be conducted via hybrid 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.

To **watch** this Regular School Committee meeting live from home please visit the following link:  
[somervillema.gov/GovTVLive](https://somervillema.gov/GovTVLive)

To **listen** live to the simultaneous interpretation of this meeting in *Spanish, Portuguese or Haitian Creole*, or to participate in Public Comment, please join this Zoom Webinar and choose your desired language by clicking the interpretation globe on the Zoom:

[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SMI0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEg)

Meeting ID: 869 0362 0322

Password: SPSSC24

**Somerville Public Schools - School Committee Goals 2023 - 2025**

In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with Somerville families, district staff, city government, and community partners. Our goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure 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.

**1. Whole Child Teaching and Learning... we will:**

- prepare students to demonstrate strong literacy and mathematics foundation by grade 3, grade 6, and grade 10
- provide all students with integrated classroom lessons from a high quality social-emotional learning curriculum that helps students value and develop their ability to build relationships with other students, to be self aware and socially aware, to self regulate, and to make responsible decisions
- expand access to real-world learning experiences through students' participation in Early College, Advanced Placement courses, CTE, and/or other learning experiences that help students build critical 21st century skills, meeting with their college and career counselor in their junior and senior year, and students graduating with a defined post-secondary plan.

**2. Equitable Access to Programming...** we will conduct a district enrollment study to understand the prospective future population of the district and create and begin implementing a strategy for school building development, school assignment, and programming that aligns with the district's equity policy, and which is based on results of the enrollment study and the projected 10+ year plan for school facilities.

**3. Workforce Diversity...** we will increase the percentage of support staff of color, teachers and counselors of color, and administrators of color by 6% per group compared to SY22 rates through evaluating and strengthening all elements of our personnel system – recruitment, processes, training, retention, development, advancement, and staff data collection systems on which we base and measure our improvement efforts.

**4. Equitable Resource Allocation...** we will design, evaluate, and partially or fully implement student-based budgeting by 2025, or identify alternative mechanisms to more equitably allocate district resources.

**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. PUBLIC COMMENT – In person or via Zoom**

To participate in Public Comment remotely please use the following Zoom link:

[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SMI0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEg)

Meeting ID: 869 0362 0322

Password: SPSSC24

**IV. REPORT OF SUPERINTENDENT****A. District Report**

- SEB Intervention Team (Ms. Doncaster)
- MTSS (Mr. Barretta)
- Strategic Plan Launch/ Implementation (Ms. Anosike)

**V. Report of Subcommittees****A. School Committee Meeting for School Buildings Facilities and Maintenance Meeting: November 18, 2024 (Mr. Biton)**

MOTION: To accept the report of the School Committee Meeting for School Building Facilities and Maintenance Meeting for November 18, 2024

**B. School Committee Meeting for Rules Management Subcommittee: November 25, 2024 (Ms. Barish)**

MOTION: TO accept the report of the School Committee Meeting for Rules Management Subcommittee for November 25, 2024

**VI. NEW BUSINESS****A. Field Trips (Recommended action: approval)**

**January 23, 2025** 12 students from Next Wave Full Circle will attend Pat's Peak in New Hampshire. Travel via NW/FC van, Student cost \$25.00

**February 13, 2025** 12 students from Next Wave Full Circle will attend Pat's Peak in New Hampshire. Travel via NW/FC van, student cost \$25.00

**B. FY24 Somerville High School Diploma Request (Recommended action: approval)**

*Jennifer Mejia Benitez* *Somerville, MA*

**C. Acceptance of FY24 Grants 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:

**State**

- Mass Hire Metro North Workforce-\$229,468.85- SCALE- Out of School Youth Services
- DESE Targeted Assistance Grant-\$50,000.00- WHCIS & ESCS

**VII. UNFINISHED BUSINESS****A. MSBA Update****VIII. ITEMS FROM COMMITTEE MEMBERS****IX. CONDOLENCES****X. ADJOURNMENT****For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:**

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

**Español - Para Interpretación**

Para ver la Reunión Regular del Comité Escolar el 9 de noviembre a las 7:00, en vivo desde casa, visite el siguiente enlace y elija GovTV: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

Para escuchar en vivo la interpretación simultánea de la Reunión Regular en español, portugués o criollo haitiano, únase a este Zoom y elija el idioma que desee haciendo clic al globo de interpretación:

[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SMl0vsJ0WNEq](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEq)

Identificación de la reunión: 869 0362 0322

Contraseña: SPSSC24

**Português - Para Interpretação**

Para assistir à Reunião Regular do Comitê Escolar 9 de dezembro às 7:00, ao vivo de casa, visite o seguinte link e selecione GovTV: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

Para ouvir ao vivo a tradução simultânea da Assembleia Ordinária em espanhol, português ou crioulo haitiano, entre neste Zoom e escolha o idioma desejado clicando no balão de interpretação:

[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SMl0vsJ0WNEq](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEq)

ID da reunião: 869 0362 0322

Senha: SPSSC24

**Kreyòl ayisyen - Pou entèpretasyon**

Pou gade reyinyon regilye Komite Lekòl la 9 desanm a 7:00, an dirèk nan kay la, vizite lyen sa a epi chwazi GovTV: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

Pou w tande entèpretasyon similtane Reyinyon Regilye a an panyòl, pòtigè oswa kreyòl ayisyen an, rantr nan Zoom sa a epi chwazi lang ou vle a lè w klike sou balon entèpretasyon an:

[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SMl0vsJ0WNEq](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEq)

Reyinyon ID: 869 0362 0322

Modpas: SPSSC23