

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, November 4, 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, 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 Mr. Ewen-Campen, Mayor Ballantyne

Chair Krepchin asked interpreters to introduce themselves:

Addy Penate-Spanish

Sueli DeCarney-Portuguese

Tia Santos-Haitian Creole

**II. REPORT OF STUDENT REPRESENTATIVES**

Student Representatives Anna Sophia Protopapas was present and reported the following:

- The quarter ended this Friday.
- Thursday there will be a Unified Basketball game.
- The Junior call officers did a voting drive and went around the cafeteria checking people's voters status to see if they were registered to vote.
- There have been a few sports play offs and the girls soccer team won, they won the GBL but lost the first play off game and the same with the volleyball game but they did not win the GBL.

**III. PUBLIC COMMENT**

No public comments

**IV. APPROVAL OF MINUTES**

- October 7, 2024

**MOTION:** There was a motion by Ms. Barrish, second by Dr. Ackman, to approve the School Committee minutes of October 7, 2024.

The motion was approved unanimously via roll call vote.

**V. REPORT OF SUPERINTENDENT**

**A. District Report**

Dr. Carmona shared his district report which was as followed

Welcome everyone, I hope your transition from standard time to daylight savings time has been a smooth one. I know that some folks are impacted by the lack of light so if you notice a change in your mood or in your children's mood, please inform your service provider or inform a teacher in any of our schools.

Today the focus around the Superintendent report is around the strategic priority #1:

- Strategic Plan goal #1: Academic Excellence
  - o "Establish a shared instructional framework of academic achievement.

Encourage a strengths-based mindset, promote equitable outcomes, and enable targeted supports based on need by

focusing on quality curriculum, instructional rigor, multi-tiered systems of support and engaging learning opportunities, with an emphasis on strengthening supports for multilingual learners and special education students."

This priority area applies to all grade levels, all programs, all learners.

- When many people think about public school education, it's grades K-12.

In SPS we are focused on every child, from birth through post-secondary opportunities.

- We have universal PK across the district, a strong network of partners who provide education, care, and support from birth to age 5, and we have an adult education program as part of our own district - SCALE.
- And, in between, we have a host of unique programs, classes, and opportunities to ensure that every child is set up for success no matter the path they choose.

Over the next two meetings you will hear from just a few examples of the way in which SPS is already committed to and implementing aspects of Priority #1:

CTE and SCALE

- Academic Updates from Dr. Boston Davis, and, next week,
  - An update on early childhood from our SFLC team.
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- Tonight we have presentations by Director of the SHS Center for Career and Technical Education, Jim Hachey, and Director of SCALE, Joselyn Marte.
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- They will not only share overviews of their respective departments, but also highlight their hard work particularly over the last two years to build new and enhanced opportunities for older students and adult learners.

Our commitment to our learners applies not only to students in PK-12, but also to adult learners, starting at age 16, through SCALE.

In addition to programs and curriculum through district funding, Jim and Joselyn have won grants totaling over \$1 million that provide educational and career development opportunities for dozens of new students.

Their work provides specific career development pathways - such as healthcare - outside of normal school hours. These pathways allow students to obtain licensure in several career fields, and we have even seen direct benefit to our district through programs such as SCALE's new Paraprofessional Training Program.

Invite CTE Director Jim Hachey and SCALE Director Joselyn Marte to present more details on their work, in their own words.

- **CTE Presentation**

Mr. Hachey started his presentation which was followed

[attachment for presentation](#)

Tonight, I will talk about CTE (Career and Technical Education) and Joselyn will talk about SCALE and the collaboration we will have over the next few years. As I left you last year with the last presentation, you all remember

Sam Ryan went on to Skills USA for advertising and design and Sam placed 8th in the Nation so congratulations to Sam. Sam competed against 50 contestants. Sam is a Senior this year and excited to get back to Skills USA and fingers crossed he will be competing again this year. You have to go through locals, districts, states and then you can get to Nationals, but we are confident in Sam's ability.

Over the summer we offered four different CTE programs for rising 6th, 7th and 8th grade students. That included health careers, carpentry, graphics and culinary. Working with Joselyn and her connections at Mass Hire, we are going to change it up a little and be able to offer a lot more and we can run the program with Joselyn so our CTE teachers will be more involved and help her run the full program this summer and hopefully the upcoming school year.

Working to get DESE approval for a year and a half to get Full Circle students credits for the CTE program which they were not getting prior but they are now. We are very excited about that.

Over the years we keep growing these programs and our teachers are doing an unbelievable job by raising the bar and putting the rigor into these programs and I'm so proud of everyone in CTE because we have big enrollment numbers. We keep pushing the staff to make it exciting in the CTE area and they really are making that happen. Congratulations to my team for making that happen.

Community Programming: There is a picture of one of the students in cosmetology working on a 100 year old client in the clinic the other day. We are really bringing the clients in. This clinic this year is by far the most professional clinic. Our students are really stepping it up and I am very proud of the students in the clinic and offering those services. Anyone in the community can come to automotive and have work done. They have been doing an outstanding job, both staff and students. Council on Aging has been coming into cosmetology and then they go up for a meal in culinary. The Community Police bring them in and it's a good relationship builder with the community.

Second Chance Cars: Automotive takes in cars to refurbish them. They will work with the client on what they will do with the car and have an unveiling. They have a car already. There are several other CTE programs in the state of Massachusetts that does this program and its fantastic. They heard the feedback from some of the programs so now they donate \$1000 for each school for the graduating seniors. This is great because they may need tools or drivers Ed to go out to work. They allow us to use these funds for whatever we feel the students need. The students are excited to get working on a car to give back to the community.

Cooperative Education: We are really pushing for our kids to get out into the world of work. We made some changes last year with the curriculum that we are offering for health. This year is the first time that we have all 15 of our students out on Co-Op because they get their CNA certification earlier than they have in the past. The instructors really took the lead on that and kudos to them for making that happen.

### **Comments & Questions:**

**Chair Krepchin:** Is culinary open to the public?

**Mr. Hachey-** Unfortunately, culinary has 6 seniors in so the only time we could be open could be a breakfast but only having 6 students wouldn't give us full control of that situation so that's why we've been doing open to the High School. We could probably go a little further and open to the offices in this area or the Somerville Public School offices but it's really hard to open up to the public not knowing what it's going to bring. Next year we have 12 students followed by 22 students in our sophomore class. It's probably not the answer you are looking for but it's really tough to do that when running a restaurant.

**Ms. Barish-** Thank you for this presentation. Every time you come and share what's happening with CTE, I am so impressed and grateful for the work you are doing. It seems like you are innovating and expanding all the time and it's awesome. I love that the \$1000 scholarship can be used for drivers ed because I understand that it is a barrier for some of our students in progressing through their career goals. No questions, just thank you.

**Mr. Green-** I love bragging about Somerville. I believe we have one of the most comprehensive High School vocational programs in the state. I had the opportunity last week to visit Mass and Park and Boston ? Academy. They are creating support for students who are struggling in the shops, similar to the way they are struggling in the classroom, and it occurred to me that I don't know what we do to support services in shops. What do we have for those students?

**Mr. Hachey-** We do have some paraprofessionals that are in for specialized students. I have on my staff a bilingual para push into class and on any day you can see the Special Ed paras pushing in and helping in the shops.

**Mr. Green-** I may have been unclear, I was more specifically asking about the students who may be struggling with the content or the workload in the same way a student was in danger of failing math, we would have systems and interventions in place. Do we have that for students who may be struggling in shops?

**Mr. Hachey-** We do have extra help before school. Almost everyone of my teachers are here early because they all travel so they do have office hours in the morning. Most of them are willing to stay after school as well. That support in place is really helpful and then we do have X-Block which we try to have at the same time as CTE so if the student is struggling, they can get extra help at that time as well.

**Mr. Green-** What are the reasons the trades have correctly and rightly gone up? Especially in the Boston area where we have such strong trade unions, a clear path to middle class sustainability. What role, if any, like SMEA may be playing in the Let's Get Working Program and if we are providing meaningful pathways to those Union jobs?

**Mr. Hachey-** As far as the carpentry, electrical, plumbing union? Yes, on our advisory committees, we do have representation for the Local 103 and the advisory committee has representatives come in and talk to the students about the process of applying for the Union and help walk them through that process. It's great to see and we have built those relationships over the years. They were in place prior to me coming here but we keep building those relationships.

**Mr. Green-** For the kids working with the DPW. Are they talking to SMEA (Somerville Municipal Employees Association)?

**Mr. Hachey-** I am not privy to how this program is going to roll out. I think that's what's happening so we can push through this.

**Ms. Pitone-** I was surprised, and this is positive, the high numbers of students that are participating and it continues to grow. More than half of our students are participating in CTE. How does that create or doesn't create challenges for scheduling as we move forward? How is this situation going to inform future high school schedules that I know are going to be changed?

Jim Hachey: I can talk briefly about that. Every year there is a process in place and we are going through that right now to look at the schedule to see if there is anything the high school can approve of. Then we may or may not put a new schedule forward. There are more and more numbers, we have been working over the years to align everything so these numbers can continue to grow. I don't think this is the end, this is just the beginning of getting those numbers.

**Dr. Camona-** Just to add to that, as you know, schools are run by their schedules. One of our unfortunate or fortunate hallmarks is that everything is driven by the schedule. The impact that it has, for example, opening culinary to a larger public, one of the challenges is, I wanted to utilize other students from different grade levels but they would be impacted by their curriculum. We don't want to pull out a student from getting services to doing culinary for added support in the restaurant. Anything that requires giving students more options in our day to day, it has an impact on the schedule. We are working across the board looking at our X-Blocks to make sure we are maximizing our support for our students. Any minute we have in the day is crucial.

**Chair Krepchin-** As our numbers grow, which is exciting, are you finding more and more students that don't get into the shops that they want to get into? Are we not hitting that problem yet?

**Mr. Hachey-** We did, last year we had to run a lottery for three areas. It ended up being two because health careers ended up taking 40 students rather than 20 because we have two instructors in that program. We will have lotteries and then there will be waiting lists.

**Dr. Phillips-** If you don't win the lottery in the first year, are you out of luck in terms of any shop or you can enter the lottery next year? How does that work?

**Mr. Hachey-** We ask the kids to pick 5 choices, so they will get their second choice while being on the waiting list for the first choice. It will be maintained until the middle of sophomore year, which is the cut off for the switch in order for the students to meet the hour requirements needed for Chapter 74.

**Ms. Barish-** Is the barrier to admitting all the students that want to enroll essentially staff or is it the size of the shops themselves?

**Mr. Hachey-** It could be staffing or size of the shops but it's mostly the size of the shops. We are running into some capacity issues with some of the programs. We can increase that but we want to do so in a safe manner. We will have that talk with Dr. Carmona and his team about increasing the staffing this year for a couple programs to help with that just to maintain safety and to keep those programs growing.

**Mr. Biton-** Just to keep on this thread about increasing enrollment in CTE, and this may be a question for Dr. Boston Davis or Superintendent with the increasing numbers of enrollment in CTE, is there a commensurate pressure of un-enrollment for certain electives or classes on the non CTE side of that?

**Dr. Boston Davis-** In short, the high school schedule and the pressures of class sizes are incredibly complex. I sat in on the Department Chair Meeting last week where they were discussing this very thing. I don't have that information but I am happy to connect with Alicia Kersten and Jody Remington who are considering course selection right now and the course catalog for next year.

**Dr. Ackman-** While we have robust programming offerings, we don't offer all that are available across the Commonwealth, so I am curious if there seems to be organic interest from students that we don't have. We are looking into preparing students for a somewhat unknown professional future. Are there opportunities that we should be looking at 5 years, 10 years to make sure we are setting up students as best as possible.

**Mr. Hachey-** You are talking about additional programs, unfortunately there is not a lot of space in that school so to add a program would be very tough. There are a couple of areas we have looked at where we could potentially grow, whether it becomes a pathway or a full Chapter 74 program, there are a couple of different areas that we may look at eventually. Ultimately, we would have to look at enrollment in other programs to start a full Chapter 74 program.

- **SCALE Presentation**

Ms. Marte Thank you for inviting me today to show a presentation of some of the new programming we have started at SCALE. We have some photos of the graduation in which Dr. Carmona and Dr. Boston Davis were in attendance. It was a wonderful graduation.

Last year when I started, enrollment was at 148 and this year so far we are at 160. For the first time in a long time we have a waitlist of about 40 people waiting for High School equivalency classes. Before we had to really go out there and recruit so we are very proud of that. I have to say that a lot of the students were students that attended Somerville High School and for many reasons, they dropped out. We want to capture them before they disappear to prioritize bringing those youth in.

Our focus is to provide opportunity for adult learners and our young people who maybe didn't have an opportunity to do CTE at Somerville High, there are other routes to have access to courses in the evening.

**\*\*[see attachment for presentation](#)\*\***

**Comments/Questions:**

**Ms. Pitone-** The work you are doing to get the grants to launch new programming to serve a population that doesn't necessarily get served, is really inspiring. The programs that get grant funding are year to year. Is sustaining these programs continuing to get grants or somehow working with the City and workforce development to fund these types of programs? How can the School Committee support you in that work? It's wonderful to launch these programs but if we can't continue it's not a sustainable model.

**Ms. Marte-** There are two ways, one is to continue to look for grants because we don't want it to just be a one year program and then have it be gone. Building relationships, doing the research for opportunities that are longer than one year, for example, the EPA grant is a three year grant. In addition to communicating with the Department of Education and ACLS which is the arm that funds us, to really be able to see any other opportunities to increase our budget. Our budget pretty much stays the same, maybe we get a few thousands dollars here and there but it hasn't increased. Getting some support from the School Committee as we increase the number of young people that we service from the community, from Somerville, that can help us look for more funding to support that.

**Dr. Phillips-** I am so glad you have chosen Somerville, we are better off that you have chosen to be here and the work you are both doing to grow your programs and build partnerships is so inspiring. The English classes that are run through the Welcome Project, is that related to the English classes being offered out of SCALE?

**Ms. Marte-** That is its own separate non profit.

**Dr. Phillips-** So the English classes that we pay to the Welcome Project, where does that money come from? Or are we no longer paying for that?

**Dr. Carmona-** I would not be able to provide an answer on that, I would have to look into what the current structure is.

**Ms. Marte-** I think it is through the Family Literacy, the Family Collaborative Department? I think that's who is paying for it.

**Dr. Carmona-** I know the Welcome Project and SFLC have a partnership but in terms of the work that has been done for the adult learners, I would not be able to give you a response.

**Mr. Green-** I am part of the WCTF advisory board and so I have no part of the decision on the grant but I'd love to help you with any insights. I know about the process. Building off of Dr. Phillips' question, I know most of SCALES revenue comes from ESOL and ABE grants from DESE and I know DESE has 59.5 million dollars in its budget. Do our classes come from that budget or from the ABE contract we have?

**Ms. Marte-** The funding we get covers both the ABE and ELL classes.

**Mr. Green-** You mentioned that there are 500 on the waitlist. That's not an existential portion of the 20,000 state wide which speaks to the real demand and real need to spend some of the billion dollars of unallocated tax money on ESOL education. That would be my call from us to do some advocacy around expanding ESOL funding.

**Ms. Marte-** I'd like to share that 250 plus are Somerville residents (on the waitlist). When I started I made it a priority that Somerville residents should be the first ones to take the classes.

**Mr. Green-** Thank you for your work. We have these gorgeous facilities, in your opinion, what can we do to get more use out of those facilities, nights and weekends so we are using them to their highest capacity, to train people in Somerville for good jobs.

**Ms. Marte-** Our vision that we share is wanting to grow the evening programs.

**Mr. Green-** What can we do in the short term to help with that?

**Ms. Marte-** Funding. That's why I am spending so much time with grants to get funding. Funding is a challenge and it takes a long time to do these grants. And space, we don't have a lot of space at SCALE. I would love to serve those 500 people but I don't know where to put them.

Chair Krepchin: Mr. Hachey, I imagine staffing is an issue for you in evening and weekend programming and potentially a conflict for your teachers that are there during the day and it's their classroom with a different teacher teaching at night. How do you handle that?

**Mr. Hachey-** It can be, we had all 20 night programs running at my prior district and there are strategies that you put into place. One of the strategies we are using with one of the grants is to pay for a student helper with these grants because this student can help facilitate things to go back to the way it was the day before or prior to the class. Right now, three out of the four instructors are interested in teaching at night. To have that instructor in place with a student helper to put things back so that's why the funding is built right in to employ a student helper. The grant I'm working on right now is going to be over 800 thousand dollars and probably 290 of it is for new equipment for night programs.

**Ms. Barish-** I am overwhelmed by both of these presentations and the collaboration and the creativity. It's just really awesome. Building upon what Mr. Green was saying about expanding in a sustainable way, and I don't need an

answer now but I need to learn more about how the city can better support these collaborations of these programmers, in addition to the state. I will do what I can to help.

**Ms. Pitone-** How do you collaborate with the city's workforce development office? To help me understand the funding better, you get state funding that is capped at a certain level so you can service a certain number of people. I don't know if you get any funding from the city or the district. Do students pay to go to some of these classes?

**Ms. Marte-** No, we don't charge them. The Department of Education would not allow us to have students pay. We have 160 slots of ELL from the state and 140 for ABE everything else is paid for with JCRT grant. This year was less but this year we were able to get 450 thousand dollars.

**Ms. Pitone-** Going back to the original question, how do you work with the city's workforce development program?

**Ms. Marte-** We do work with them, they were able to get us a grant of 32 thousands dollars to replace all of the computers in our computer lab and in the test center. We were able to add GED options to students that we didn't offer before.

**Chair Krepchin-** This is more a question for Mr. Hachey but as we think about building programs at the high school for evening and weekends. Separate from the grant funding, I am wondering if there is an avenue for some paid programming that's happening at the same time to other parts of the CTE program, once the building is open, it could be revenue generating to pay for the whole thing.

**Mr. Hachey-** There are a lot of different programs in vocational schools, CTE, like continuing education courses for plumbing license. Over time I think we can build that up but at this point we are going to get a couple of things rolling and slowly roll them out to be successful and get the classes running and then start other programs.

- **Quarterly Academic Update (Dr. Boston Davis)**

Dr. Jessica Boston Davis highlighted the Quarterly Academic Update she was who was joined by Curriculum Coordinator for K-8 for Social Studies and ELA Katheen Seward.

### **Comments & Questions:**

**Chair Krepchin-** Has this information been updated on the website yet?

**Dr. Boston Davis** Yes, it is updated on the website than later corrected that the memo has not yet been updated on the website.

**Dr. Phillips-** I don't know if either of you can answer this or if we need to wait for finance but I have been getting some comments from some administrators and the sense that I'm getting is that I-Ready has opened up the eyes to all the work that needs to be done and people are feeling a little overwhelmed by where kids are at how far they need to go. As we think about getting ourselves through this year, what support are we offering folks at the school level to start tackling the enormity of the task before them?

**Dr. Boston Davis-** That's a huge question and I think what we have to remember is when we have these new systems in place, it's important to have the ways we are planning to address them. I-Ready was able to provide us with incredible data that really helps to inform instruction so for those on the committee and those watching at home, I-Ready is a formative assessment that is not used to grade students or to level them in any way. It is really just information for the teacher so we can best know how our students are learning and what they need to work on. Once you have that information illustrated, it is important to have those tools to address those areas that are gaps. What we are currently doing is that we have the I-Ready personalized learning component for grades 6-8 as of now. We have other licensures like Lexia trials which are personalized learning platforms on the computer, grade 6-8 also have that. The great thing is that I-Ready is adaptive meaning it meets the students exactly where they are and so it can meet the student right at their needs. Why don't I pass it to you (Kathleen Seward) to address the structures we are starting to work on to address some of the needs that we have.

**Kathleen Seward-** As everyone has said, we have academic work to do for our students. Key priorities are ensuring all students access grade-level, rigorous tasks, even with scaffolding, so no one is left behind working on lower-grade content. We're focusing on supporting students with gaps while enabling them to access grade-level material independently, which should improve test scores. For example, we're optimizing X-Block time to ensure teachers have

data and resources to meet students' specific needs.

Dr. Boston Davis mentioned the individualized learning program for grades 6–8, which recently launched. I observed it in action, where teachers work with small groups while other students use individualized computer lessons. This approach maximizes teaching time and addresses diverse needs. We're also addressing early learning to prevent future gaps. This year, reading teacher assignments are based on student needs, using May Dibels data for accurate placements. As a result, all intensive-level students now receive targeted reading support through specialists or IEPs.

**Ms. Barish-** I just wanted to clarify because in the memo it says all 1st through 3rd grade students with a composite score of intensive level are receiving reading support from an educator with specialized training. It sounds like even students beyond grade 3 are receiving services.

**Kathleen Seward-** No, just 1st through 3rd.

**Ms. Barish-** You mentioned additional support in X-Block and individualized learning for grades 6-8. Are there additional supports for students beyond grades 1-3 that you haven't mentioned?

**Kathleen Seward-** Starting two years ago we did have upper grade reading teachers for grades 4th, 5th and 6th grades. Those were new positions after COVID. This year for the first year we have people for both positions. We have two upper grades reading teachers who work with grades 4, 5 and 6. The need outweighs the amount of time that they have so we have to think about different ways to support students which is why things were piling at the middle school level.

**Dr. Boston Davis** added I think this is more of a bigger question that aligns with the 4th academic priority out of the 5 which is around multi-tiered systems of support. You may have heard the phrase, You can't intervene your way out of a tier one challenge, and I think if the need is outweighing our current supports, the question becomes, do we have enough people or does the something different that we need to do for tier 1 meaning for all students. The data after I-Ready and Hill for Literacy would suggest that there are some tier 1, some core programming shifts that need to happen. That's our main work and has been since we partnered together. This is kind of a preview because in our December meeting we will have a full meeting on MTSS. Our Superintendent fellow this year, Bobby Beretta is working deeply on this very challenge we are speaking about and will be able to speak at great length around ideas for strengthening our MTSS in our district. The information within the memo, our current curriculum, Ed programs presentations, those things are available on our website. This memo is not yet on the website though it will be.

**Ms. Pitone-** Seeing this change with having subject focused leadership, thoughtfulness, the support, the sustainability, I am impressed. I get feedback from the community questions administration but I feel like this investment with this role, the math and science role has been huge and is able to lift the work that the district is doing. I just wanted to name that and thank you.

**Dr. Carmona-** Just on naming and celebrating contributions, it would be reminiscing if I didn't highlight that our educators, who are the ones doing the daily work, not only with one program but multiple programs and the collaboration with our different partners, I feel we are in a place where the sky's the limit. The willingness, the commitments to addressing the needs of our students. The commitment for equity as well is something that will allow us to continue on a growth trajectory.

**Ms. Barish-** I think it's exciting that we are accepted to participate in the Dyslexia institute training. As we are beginning the study phase of the curriculum development cycle at the high school level, are there specific ways the district will be asking families and students for input on that? Or is there someone the families or students should email? How will we be getting feedback for that process?

**Dr. Boston Davis-** Within the curriculum development cycle, there is a space for regular feedback. Currently the way it's structured is that it goes through school site council meetings. I'm more than happy to hear feedback if there are other ways people would like to be engaged in the process around the curriculum review cycle. I'd be happy to hear that and bring it to the Department Head that's leading the process at the high school.

**Ms. Barish-** I'd be interested in seeing ways students are able to reflect on the curriculum that's in place now and have a role in that process. It's just another way for them to advocate for themselves and be involved in that process.

**Dr. Ackman-** What are students seeing of their data? Where are they being given ownership over their learning, their growth? Are there efforts underway to do that?



**Dr. Boston Davis-** The first way that would be the best way to incorporate student voice and feedback through this process is through the literacy leadership team that we're convening. In that process, not only are they designing and selecting curriculum but also thinking about a vision. Often that vision includes a student voice. Things like I-Ready have the potential to get students excited about learning and see their growth and track their progress. We really strive to not make this feel like a high stakes test. In guidance to principals we state that this shouldn't feel like a high stakes test.

**Dr. Carmona-** Feedback is essential in order for children to own their own learning. There are many structures in place as far as that becoming a norm across the board. It's something we will have to look into a little bit more.

Dr. Carmona: Before we close out tonight's district report I have a few other important updates to share:

1) PK and K enrollment

- We are gearing up for another season of school enrollment.
- PK and K enrollment opens in late January, but there are opportunities to tour schools and to attend information sessions, beginning as early as next week.
  - o On November 13 and 14 families are invited to attend PK and K Enrollment Info Sessions

November 13, 9 a.m., on Zoom

November 14, 5:30 p.m., at East Somerville Community School

On December 6, January 9, and January 30, we are hosting Open Houses and tours at our PK-8 schools. For more details visit the "Learn About our Schools" page on our website.

2) Fall Sports Roundup

3 of our high school sports teams were GBL Champions this fall:

- o Girls soccer
- o Girls cross country
- o Boys cross country

In addition:

Girls volleyball finally earned a well-deserved spot in the MIAA state tournament

- o Boys soccer team had another strong season but fell just short of defending their GBL title.
- o Golf team qualified for the MIAA state tournament

Football team - season still going - had a strong start and will finish out their season on Wednesday, 11/27 against Cambridge. Unified basketball team has an undefeated 3-0 record so far. They have their only home game this Thursday at SHS, and will wrap up their season at a Jamboree in Malden. Let's pack the gym on Thursday and show our Highlanders some strong support!

- o Cheer team has a GBL competition next weekend. We wish them all the best!

And, finally, as a reminder there is no school tomorrow, November 5th, and again next Monday, November 11th.

**VI. REPORTS OF SUBCOMMITTEES - TABLE**

**A. School Committee Meeting for Rules Management Subcommittee:** October 21, 2024 (Ms. Barish)

**B. School Committee Meeting For School Buildings Facilities and Maintenance Meeting:** October 28, 2024 (Mr. Biton)

**VII. NEW BUSINESS**

**A. MASC Conference Resolution**

Mr. Green: After giving it some thought, I was moving to replace the offending cause in Resolution 1 with a clause urging Massachusetts to replace MCAS with a more realistic assessment system rather than just calling for a moratorium. I just wanted to make sure that I was keeping with my current instructions.

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

**MOTION:** There was a motion to by Dr. Ackman, seconded by Dr. Phillips to approve FY24 Somerville High School Diploma for *Marvin Timothee and Melany Perez Matal of Somerville, MA*

The motion was approved unanimously via roll call vote.

**C. Acceptance of FY23 Grants Funds** (Recommended action: approval)

**MOTION:** There was a motion by Dr. Ackman, 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:

**Private**

- **Harvard Radcliff - \$10, 000.00-** Emerging Leaders Program- Harvard Radcliff & Somerville High School
- 

**Dr. Phillips-** I was wondering what the Emerging Leaders Program is.

**Dr. Boston Davis-** This is a partnership with Radcliff for students at Somerville High students from historically underrepresented backgrounds. They take on leadership projects, they are assigned a mentor from Harvard College to work on these projects together.

The motion was approved unanimously via roll call vote.

**D. Donation** (Recommended action: Approval)

**MOTION:** There was a motion by Dr. Ackman, 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:

Donation	Donor	City, State	Value	Program
Monetary	Wegmans	Medford, MA	\$200.00	Multilingual Learner Parent Advisory Council (MLPAC)

The motion was approved unanimously via roll call vote.

**VIII. UNFINISHED BUSINESS**

**A. MSBA Update**

MSBA vote that has been scheduled for December

Construction Advisory Group update we now have an educator representative, Amara Anosike will be the Central office representative

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

**Ms. Pitone-** A constituent that was at a meeting at the Kennedy and was talking about the Elm/Beacon connector project, where they are looking into changing the parking. Can we get information from the city about the timeline for the outdoor space at the Kenney? There are concerns about doing these things in concert with each other.

**Mr. Biton-** Sometime in the spring, Mr. Mazza gave updates about accessible swings in some of our school yards. I was looking for an update from the school administration on that effort, where that sits. How many schools? What challenges are we facing in doing that?

**Dr. Carmona-** Someone was donating the swings, I believe we ran into a challenge and that was back then so I have to double check to see where we are. I don't know if any where installed, my understanding is that the entire process has been stalled.

**Mr. Biton-** In that case I am very interested to hear what the challenges are and how we can help in overcoming them.

## **X. CONDOLENCES**

No Condolences

## **XI. ADJOURNMENT**

Meeting was adjourned 8:37 p.m.

### **Related documents:**

Agenda

[CTE Presentation](#)

[SCALE Presentation](#)

[Quarterly Academic Update](#)

Submitted by: C. Legaski

**Attach Documents Starting on the next page**

**CITY OF SOMERVILLE, MASSACHUSETTS**  
**SCHOOL COMMITTEE**  
**CITY COUNCIL CHAMBERS – CITY HALL**  
**REGULAR MEETING – NOVEMBER 4, 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:  
[somerillema.gov/GovTVLive](https://somerillema.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-AFq7pR0SMl0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEg)

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-AFq7pR0SMl0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEg)

Meeting ID: 869 0362 0322

Password: SPSSC24

**IV. APPROVAL OF MINUTES**

- October 7, 2024

**V. REPORT OF SUPERINTENDENT**

**A. District Report**

- CTE Presentation (Mr. Hachey)
- SCALE Presentation (Ms. Marte)
- Quarterly Academic Update (Dr. Boston Davis)

**VI. Report of Subcommittees**

**A. School Committee Meeting for Rules Management Subcommittee: October 21, 2024 (Ms. Barish)**

MOTION: To accept the report of the School Committee Meeting for Rules Management Subcommittee for October 21, 2024

**B. School Committee Meeting for School Buildings Facilities and Maintenance Meeting: October 28, 2024 (Mr. Biton)**

MOTION: To accept the report of the School Committee Meeting for School Building Facilities and Maintenance Meeting for October 28, 2024

**VII. NEW BUSINESS**

**A. MASC Conference Resolution**

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

*Marvin Timothee* *Somerville, MA*  
*Melany Perez Matal* *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:

**Private**

- Harvard Radcliff - \$10, 000.00- Emerging Leaders Program- Harvard Radcliff & Somerville High School

**D. Donation (Recommended action: Approval)**

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

Donation	Donor	City, State	Value	Program
Monetary	Wegmans	Medford, MA	\$200.00	Multilingual Learner Parent Advisory Council (MLPAC)

**VIII. UNFINISHED BUSINESS**

**A. MSBA Update**

**IX. ITEMS FROM COMMITTEE MEMBERS**

**X. CONDOLENCES**

**XI. ADJOURNMENT**

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

**For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:****Español - Para Interpretación**

Para **ver** la Reunión Regular del Comité Escolar el 4 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-AFq7pR0SMl0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEg)

Identificación de la reunión: 869 0362 0322

Contraseña: SPSSC24

**Português - Para Interpretação**

Para **assistir** à Reunião Regular do Comitê Escolar 4 de Novembro às 7:00, ao vivo de casa, visite o seguinte link e seleccione 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-AFq7pR0SMl0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEg)

ID da reunião: 869 0362 0322

Senha: SPSC24

**Kreyòl ayisyen - Pou entèpretasyon**

Pou **gade** reyinyon regilye Komite Lekòl la 4 Novanm 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, rantre 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-AFq7pR0SMl0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMl0vsJ0WNEg)

Reyinyon ID: 869 0362 0322

Modpas: SPSSC23