

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, October 21, 2024- Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: Ms. Barish, Mr. Green (Remote), 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 PM with a moment of silence, followed by a salute to the flag of the United States of America. Chair Krepchin asked Superintendent Dr. Carmona to call the roll, results of which were as follows:

PRESENT – 7 – Ms. Barish, Mr. Green(virtual), Mr. Biton, Ms. Pitone, Dr. Ackman, Dr. Phillips and Ms. Krepchin

ABSENT – 2 - Mayor Ballantyne, President Ewen-Campen

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Jampa Lhanytsang and Tiago Betti were present and reported the following:

Jampa Lhanytsang discussed the School Policy conversation that happened during her X-Block period. There were about 15 students including ESL students and the conversation involved student morale and attendance policies. They are forming a focus group that will consist of students and community teachers in an effort to amplify student voices and to hear more from the student body to boost student morale. Jampa spoke of the Homecoming Dance which had 500 in attendance at SomerNova with the theme being New York Fashion Formal. They had a great atmosphere, catered food and an amazing DJ with a student performer. All proceeds will be going to the Senior Prom and will be the first Somerville Prom on a yacht.

Tiago Betti confirmed the success of the Homecoming dance and spoke of Spirit Week which brought students together with different themes each day. There will be another focus group for students to talk about the program of studies for the next school year.

Questions/Comments:

Ms. Krepchin: Everyone is aware there was a Secure and Hold implemented last Friday. I'm curious if you've heard from your peers and wondered how they felt about how it went. Is there any feedback should anything like that have to happen in the future.

Ms. Lhanytsang: I think the students were primarily confused and scared because it was a secure and not an actual lockdown but the city's quick response was helpful in getting them some clarity. One thing that was strange was the new cell phone policy and they didn't have the ability to talk to their parents and that was scary but they were able to get their phones after the class ended so that was helpful.

III. PUBLIC COMMENT

No Public Comment

Chair Krepchin asked interpreters to introduce themselves:

Linda Flores-Spanish

Telma Leitao-Portuguese

Gina Miranda-Haitian Creole

IV. REPORT OF SUPERINTENDENT

A. District Report

Dr. Carmona delivered his district Report

Good evening everyone

Thank you to Jampa and Tiago for their reports.

In this week's district report we have a few different topics we plan to cover, ranging from staff development to facilities updates.

Before we welcome some district leaders to share updates and presentations, I want to set the tone for why each of these is critical to our district's core mission and commitment to our students.

On the face of it, each of today's individual updates share important pieces of information. As a collective, however, they demonstrate our community-created vision in our Strategic Plan:

"We envision a student-centered learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally through tailored support and equitable access to opportunity."

Of course, academic rigor is at the center of our district's mission.

Beyond academics, there are many systems and work streams that contribute to student success:

- Our commitment to staff development:
 - Supporting and developing excellent educator and staff teams, with high quality training opportunities and pathways for growth
 - Continuing to diversify our workforce
- Celebrating our students and staff, honoring their unique and diverse backgrounds.
 - Implementing Culturally Responsive Teaching
 - Equity Teams and Equity Coaches in each school

- Addition this year of Student Equity Teams
- Maintaining safe, accessible, modern facilities
 - Strengthening partnership with DPW, City
 - Strengthening work order tracking systems
 - MSBA school building process
- *And of course, students / whole child at the center*

Our forthcoming Strategic Plan not only builds on the work we have already done as a district, but lays additional groundwork and plans for specific ways in which we plan to develop new systems and strategies to support our students and staff. Each of our district reports will, I hope, demonstrate our longstanding commitment in these areas and shed some light on how our daily operations support these goals.

And so, as you hear from different staff teams this evening, I hope you keep each of these ideals in mind as to how they work as part of our overall systems, while honoring and celebrating the work of our staff and students.

With that, I would like to pass the report over to Dr. Boston Davis for a wonderful staff update.

- **Professional Teacher Status**

Dr. Jessica Boston Davis: This is one of my favorite times of the school year, because it's the time each year where we honor and celebrate our educators who have reached Professional Teacher Status.

For those watching at home who may not know, Professional Teacher Status is earned for an educator who has served in the district for three consecutive years under the appropriate DESE license for their role and with the recommendation of their principal and the superintendent. This entitles them to certain measures of job security within the educator's union contract.

Today, I am incredibly proud to announce that we have **34** educators who have reached Professional Teaching Status. Not everyone is able to join us this evening, but this is a big milestone for our educators and I hope you will join me in thanking each of them for their dedication to the Somerville Public Schools.

At this time I'd like to invite Chief Personnel Officer, Karen Woods, Director of Human Resources, Mariana MacDonald, and Director of Educator Development, Chris Glynn, to the podium to announce our honorees this evening.

Ms. Woods: This team has the responsibility of recruitment, hiring, retention, development and advancement of the educators in the Somerville Public Schools. She would like to personally thank and express gratitude to the educators that have earned Professional Status. This takes a lot of dedication and hard work to earn this status. We hold very high expectations for our educators and they have met and exceeded those expectations.

Ms. MacDonald: Without further ado I will call the schools first with their Supervisor who will call their educator up and read a statement about them.

CONGRATULATIONS
to
Our Educators who Have Earned Professional Teacher Status

Kelly Albrecht	Shannon Kelly
Jessica Anaya	Sylvain LeBrun
Joseph Angelo	Marisa MacDonald
Julia Austein	Egla Malaj
Molly Berting	Katherine Margulis
Christian Brinkley	Erin McDonald
Megan Brown	James McGrath
Taylor Byrne	Elizabeth Nash
Christina Carroll	Jacob Ramsey
Katelyn Dickson	Natalia Ruiz Toro
Derick Divincenzo	Rachel Russ
Jo Ann Driscoll Dwyer	Victor Stewart
Stanley Duperval	Laura Valenstein
Amanda Fleites	Will Verbits
Evelyn Gibson	Sarah Watson
Shayna Goggin	Kristen Whalen-Pederson
Elizabeth Hedges	Brenda Williams

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Mr. Glynn: Closing this out and looking around this room and seeing so many smiling faces. Welcome to the family, we hope you stay with us your entire career and you will keep changing the lives of students.

Chair Krepchin: Thank you all for being here, we wouldn't be a School Committee without all of you and with that we will take a brief recess for cake.

Recess: 7:37

Back in Session: 7:49

Dr. Carmona: Thank you to our Human Resources team. When I hear our educators were working around students centered attitudes I felt that's the profile of the educators we are looking for. We are going to continue with the report and Dr. Jessica Boston Davis will introduce our next presenter.

- Hispanic Heritage Month Acknowledgment

Dr. Boston Davis: I'm happy to introduce our district's Director of Equity and Excellence, Caeli Gallitano, who will give a brief presentation about our district's celebration of Hispanic Heritage Month.

Last week marked the close of National Hispanic Heritage Month, and we want to honor ways in which our district not only celebrates our SPS Hispanic and Latino communities during this month, but how we continue to lift up and support the voices of students who are traditionally underrepresented. According to DESE data, this school year 40.4% of SPS students identify as Hispanic. And, according to the U.S. Census, 1 in every 4 children in the U.S. is Hispanic/Latino.

At this time I would like to invite Caeli Gallitano, to briefly speak on National Hispanic Heritage Month and the work that we continue to do in our district.

Caeli Gallitano: The work being done in the district to help recognize Hispanic Heritage Month. This work is being done to amplify the importance of cross-cultural collaboration and to eliminate the idea that being a person of color is a deficit but rather recognize it as a strength as something to be celebrated.

See presentation in attached documents

Questions /Comments

Mr. Green: This is all fantastic. What is happening to improve instruction year round specifically for those students? **Ms. Gallitano:** Part of that question is for the curriculum department, I can tell you what we are doing to partner with the curriculum department and that is to have equity specialists and other members of the equity team be a part of the groups of folks that are examining the curriculum and the instruction that we use. We are also working closely with an educator at the high school Brenda Jaster who is working through a grant that we received through BU on reflecting on literacy through a lens of equity.

Dr. Boston Davis: Thank you to member Green, I appreciate the question, and I think it's important to uphold, recognize and celebrate regardless of what our population is. The wonderful contribution with the Hispanic people and heritage within our community. But especially how do we recognize those things without feeling tokenizing. To add, Ms. Gallitano is leading professional developments to all second year educators and they are required to take that. There are also instructional rounds with Principals of schools along with Ms. Gallitano.

Dr. Ackman: Thank you for distinguishing between Latin A and Hispanic and would be interested to see the percentage of each of them in our population. I went to the Hispanic Heritage celebration. It was beautiful, lively and the art was gorgeous. I saw proud kids taking parents over.

Mr. Green: Will there be a future presentation around which we are trying to address instruction for that population?

Mr. Biton: It is so reinforcing to see the work that is happening across our district in partnership with different departments and all with a common purpose. In highlighting the importance of cultural history and contributions from Hispanic/Latin A communities, and the differences we are seeing in measured learning outcomes. Is there a way in which we use that data to measure the impact of that work here? How can we see the impact? **Ms.**

Gallitano: One way is through qualitative data versus quantitative data. We have three different working groups through the equity specialists. There are 12 specialists in groups of 4 working groups. One partners with the data department.

Dr. Boston Davis also added that Representation matters. There are a number of data points that show that.

Dr. Ackman: To respond to Mr. Green, we do get presentations on this in Ed programs. I'm curious if there's any inclusion of Hispanic serving institutions like HSI. **Ms. Gallitano:** As of now I don't think those types of conversations are happening with a degree of frequency that they should.

Ms. Pitone: Just a quick compliment to the team. I really appreciate the systemic ways you are integrating this work.

Mr. Green: When you say these conversations aren't happening, is it that we are not specifically talking about?

Chair Krepchin: asked for clarification of what an HSI is?

Dr. Ackman: Hispanic Serving Institutions.

Ms. Gallitano: I don't think the connections are highlighted enough.

Mr. Green: What's not highlighted enough? **Ms. Gallitano:** Talking to students more so they know these institutions exist. To be able to share this information that is tangible to kids.

Dr. Ackman: How could a flag raising happen while keeping it inclusive? **Ms. Gallitano:** that asked was based on feedback from students and making it embracing to the community.

Chair Krepchin: If there are no other questions, thank you for your presentation. If it's ok with you Superintendent, we will jump a little too since Dr. Ackman needs to leave early. Jump to Superintendent Evaluation and New Goals.

VII UNFINISHED BUSINESS *Out of Order*

A. Superintendent 23-24 Summative Evaluation

Dr. Phillips: First on the list is to approve the Superintendent's end of cycle summative combined evaluation report which combines all of our individual reports. We are feeling really positive about our superintendent's commitment to continuous improvement, particularly data driven decision making and systems building. His

strengths in reorienting our curriculum and instruction, the work on our strategic plan and ability to engage and build strong relationships with key stakeholders from the jump. I welcome any comments and a motion to approve.

MOTION: There was a motion by Dr. Ackman, Seconded by Dr. Phillips to approve the summative evaluation. Is there any further discussion?

Dr. Phillips: I think we need to authorize the Chair to sign it.

MOTION: there was amendment by Dr. Ackman, seconded by Dr. Phillips to approve the Summative Evaluation and authorized the chair to sign

The motion was approved unanimously via roll call vote

VIII Superintendent 24-25 Self-Assessment and Goals

Dr. Phillips: I want to look at what is a changed timeline from what we looked at last and thank you Mr. Biton for flagging the inconsistencies in the timeline. We will use the same time line for wrapping up this year's summative evaluation as we did this year. August will be when we get the forms in the hopes of approving the summative around the same time next year. Apologies for that confusion. Superintendent, was there anything you wanted to frame up about the goals?

Dr. Carmona: First, I want to thank the board for their confidence in me. I truly value your feedback and am humbled by the commitment to support my continued growth. Part of my role is to hold the tenure, tone, and space for the entire community to remain open to feedback. I believe the only way we can truly improve and create a student-centered system one that places students at the core of everything we do is by embracing feedback as a critical tool for growth. This is a worthwhile process. Regarding the timing of the goals, there was a question raised during our last meeting about aligning them with the annual cycle. The suggestion was to finalize them toward the end of August or the beginning of September to ensure that all relevant data, including MCAS results, could serve as helpful reference points. When I shared my 2024–2026 goals, we began a discussion around the goals themselves. I want to emphasize that all of them are deeply aligned with the strategic plan. These goals address key prerequisites embedded in the plan that must be tackled as we move forward. If you're asking why these specific goals were chosen, it's because they represent the core work required to advance the strategic plan. By highlighting them, I can narrow my attention and focus on these critical areas.

Chair Krepchin: Mr. Green has a question or comment.

Mr. Green: Dr. Carmona, thank you, I think these goals speak both to the district's needs and allow you to focus which I think is important. Is the plan to not do some sort of formative in regard to the schedule?

Dr. Phillips-The formative right now is scheduled for February 3rd.

Ms. Pitone: One thing that has come up, in the past we have had as a school committee some input from the district that informed our work. So we've had principals and central office do a consolidated evaluation that serves the school committee in terms of that perspective of people that work for the superintendent to include that in our work. I've mentioned it to the superintendent to see if that was something he would be comfortable including and that got some positive feedback. We don't have to make a decision right away, but we should make a decision on the sooner side if we are going to ask any staff to participate. It would be as it was in the past where principals and central office staff would fill out the form and it would be consolidated so we only got the

consolidated version with no names on it and that was what we used to see how the staff see the superintendent's performance. It's something I appreciated as a school committee member and would like to see that done moving forward.

Dr. Carmona: A couple of things, I do gather feedback from the Central Office as well as principals through a 360 review. There is a question of the logistics as to how that system works and there were some interesting questions. What is the purpose of that? How is that weighed? Are we delegating a decision in terms of the quality of the input or the work that someone is doing based on what reference? There are some benefits and dangers to that so that is a question that would need to be discussed with the team. Do we have some clear guidelines and what tools are we using to do that? There has to be clarity around what we are judging and measuring. Feedback is important and a data point but we need to iron out what the metric is for that.

Chair Krepchin: Just out of curiosity, you describe some ways this is already happening in the district. Is there any way that this is something that could be anonymized and shared with the committee so that we aren't reinventing the wheel?

Dr. Carmona: That's a good question, I think that going back to how to use data points to make an informed judgment on outcomes and the answer is yes, I will have to think about how we do that but yes, not to reinvent the wheel but to get another perspective. For my purpose it's corrective feedback. As an example, MCAS measures results for kids and report cards measure something different and when you measure the outcome of a student you have to identify what it is you're measuring. The same thing for this process, I think we need to have some clarity around what we are measuring.

Ms. Pitone: I'm open to whatever conversation, I think that because this is what we have done previously I've had that experience and I've personally found it valuable although I'm not sure if every member found it valuable. Now it's about anecdotal conversation. Having something a little more systematized would be more valuable for me as a school committee member. I do understand wanting to have something more clear rather than a what do you think.

Dr. Carmona: If you have those tools can I take a look at them to have a comparison?

Mr. Green: I think over the years I think Ms. Pitone and I have disagreed over the value of 360's but on this point I agree with her. Just in terms of where the staff were in terms of what they thought would be helpful to us and to you (Dr. Carmona). If it's only what we hear by people that come to us or who we know, it's either we are so angry or so happy. We should have a broader sense of where the staff thinks we are.

Chair Krepchin: Now I will entertain a motion to approve these goals.

MOTION: There was a motion by Ms. Barish, seconded by: Dr. Phillips to approved Superintendent 24-25 Goals

Mr. Biton: I do have a few questions about some of the goals. District improvement goal 2 is about expanding communications efforts to strengthen partnerships with families in the community. One of the benchmarks is increasing the number of families engaged in school-based events and messages by 10%. My question about that is how will that be tracked? How did we select 10% as the target for increase and what's the current percentage of families engaged in those school based events and messages?

Dr. Carmona: Luckily in working with our Chief of Communication, Jackie Piques, one of the things she is doing is tracking traffic over our website to be able to identify what increase makes sense but since this is the first time

we are doing that, part of this is finding a baseline. As far as school events, that is part of the baseline that I don't have in front of me. A number that makes sense is a 10% increase. The overall district increase would probably be a 10% increase. What a realistic measure and increase is a discussion we can have but if you think about the numbers we had before on our website, like diversification was increased by 5%. 10% isn't a scientific number but in discussion with Jackie Piques, and this seems to be a reasonable number.

Chair Krepchin: To follow up on his question, a number of say a PTA event or fundraising evening, are people actually counting the number of people who show up at those?

Dr. Carmona: Usually when we have an event through Title 1 we have to keep a record of the number of participants.

Mr. Biton: As a follow up, let's say the current percentage is 20% right now, is the expected increase to 30%, a 10% increase or 10% to 20% so it would be an increase to 22%?

Dr. Carmona: We don't have a baseline and that wasn't something we had before so we are trying to establish a baseline based on the data that is being put together and on top of that a 10% increase would show a positive trajectory.

Chair Krepchin: In your example that would be 20% to 30%.

Dr. Carmona: Based on your criteria, yes, a 20% to 30% increase but I don't want to commit to a number so this is just being used as an example.

Ms. Pitone: I just wanted to clarify to membership that this is a 24-26 set of goals, not a one year goal. We are going to do the cycle and review every year. So the motion should be changed to 24-26 and the title of the file should be changed too for logistics. Through this process we are hopefully going to see progress and trends over the next year to show that we are moving in that direction and the expectation would be over the two years. I appreciate that because this is very ambitious.

Dr. Phillips: All of the goals where we are establishing a baseline for different things, we need to take it one step forward where we are establishing baselines and targets. We need to make progress towards those targets and I know that's mostly for 25-26 so I don't think we need to write that now but I'm flagging it at this point.

Chair Krepchin: I had a motion by Ms. Barish, seconded by Dr. Phillips, would you like to accept the amendment to make the motion.

Ms. Barish: I do accept Ms. Pitone's friendly amendment.

Mr. Green: Will there be an opportunity to meet again in a year now that we have baselines, percentages for targets, would that be realistic?

Dr. Carmona: I think every target has to adjust based on the baseline. I want to remind you that you had a goal on the website for years as to improve on diversification for 5% and I don't think you ever seen any numbers that were discussed with you in terms of that goal so I want to be very careful and commit to a number that makes sense. My conversation with Karen Woods that leads that department and Marianna MacDonald, one of the things we are trying to make sure we do is set a baseline and make sure that there are improvements and we can track them.

Mr. Green: I don't want to be in a situation that from a year from now where we have baseline numbers for these things and then we have set a goal and you can't meet and it's a failure. In a year from now I hope we have better data and aren't setting unrealistic expectations.

Chair Krepchin: I think that's why these are now two year goals and not a one year goal.

Ms. Pitone: I think it's reasonable to say that ok, we have two year goals but as we approach our first evolution, there may be some tweaks we make to the goals because of the learning of the first year. There might be some adjustments to this draft at this time next year after we've gone through the evaluation process because we will have these baselines and we will have learned things. Some things might be accelerated and some things might be slowed down so I hope that's ok with everyone, particularly the Superintendent.

Dr. Carmona: I'm so glad you mentioned that and I just want to describe how the process happens with the Principals and the educators as well. It's the same thing, we set out to accomplish things with our students to our personal practices and then at the end of the year we have to have a clear rationale of why we didn't make it or why we did to certain component of our goal but that's a natural process and I hope that we follow the natural cadence of how goals are accomplished.

Mr. Biton: Building upon my colleagues point, we don't even have benchmarks over some of the measures that you have committed to or hoping to commit to, increasing. I'm looking at District Improvement goal 3, that lays our benchmarks and measures for progress of year one but not for year two also and why would you be able to commit to something on that when we are talking about standing up a steering committee and task force that we haven't yet convened so it's really hard to envision what's coming a year down the line. I think we owe it as a body to the community and to you to revisit this at a reasonable increment.

Chair Krepchin: I think we are all on board that this will be revisited.

Ms. Pitone: Just to close this topic, I would encourage us on our timeline to add a year 3 evaluation and put an item in there that says we will edit goals as necessary from the learning that we get from year two.

MOTION: There was a motion by Ms. Barish, seconded by Dr. Phillips, to approved Superintendent 24-26 Goals

The motion was approved unanimously via roll call vote

I REPORT OF SUPERINTENDENT *Continue*

A. District Report

- **Facilities Walkthrough Memo**

Dr. Carmona continued with his district report and spoke to the Facilities Walkthrough Memo which was a follow As we have shared over the past few meetings, we are developing more robust and efficient systems for tracking facility needs across the district. As part of this work, Chief of Staff and Strategy, Amara Anosike, is working closely with our partners in DPW and IAM to track, log and make progress on maintenance and repair needs at each school.

The memo on facility walkthroughs in your packet outlines some of our collaborative efforts with the City.

My summary today is not an exhaustive list of the work that DPW, Capital Projects, or the City is engaged in to ensure safe and inclusive school environments. Instead, my summary includes the items we observed and discussed during the walkthroughs. Certain items related to safety protocols have been excluded from this report.

In September, representatives from the Superintendent's Office, the Department of Public Works, and Capital Projects conducted walkthroughs at all 11 schools in the District. The purpose of these walkthroughs was to observe and assess the current needs, identify potential solutions, and prioritize maintenance and repairs.

The process required significant time, coordination, and effort, but it proved effective in making progress towards maintaining optimal building conditions and proactively addressing concerns. Somerville Public Schools is incredibly grateful to our City partners for their commitment to this thorough and collaborative assessment.

I'm happy to address any questions should you have them

Ms. Pitone: Through you, Chair to the Superintendent. Clearly this was a huge amount of work and time and represents significant collaboration and I very much applaud that. I am curious how this process is a way of operating moving forward. Is this something that will happen quarterly? How is this list being monitored at the same time we have a 311 list, and IAM list? I'm asking more of the system and process question at the same time complimenting this and appreciating what is here.

Dr. Carmona: Thank you for the question and that is the same conversation I had with Amara about all the different systems that are being put into place. Let me just try to frame this for what it is. This is a walk through, this is basically a best practice action that we haven't had in the district at this scale. We have the Principal, we have the DPW, IAM and Amara. They walk the building identifying things that were pending, things that have been off the list as well as major points. So that is the purpose for that to kind of unify the efforts but also to give the Principal the floor and to have a baseline on a process that hasn't been created this way. Having said that, how does this become part of a system when we also have a 311 system that is robust. It is hard to sort out through that 311 process to identify what are the districts and what are the City's. We still need to have a dashboard that allows us to sort out this information from the 311 and Capital Improvement process because those are also a big list of things that require the feedback not only from Capital Improvement, DPW but also the business office. There is another office that gets involved in the process. So yes, I would like to do this probably midpoint as well as the end of the year but I also have to consult with the City because this took quite some time and crossing agendas to make sure this happened but I feel that if we come to a dashboard in which we can keep DPW needs, IAM and Capital Improvement needs in separate places but similar places that people can know exactly where they are, that would be my dream but again we have to work in conjunction with the work of the City.

Ms. Pitone: Thank you. I know this is probably part of the goals for next year in terms of the facilities and having a system so I appreciate that. I also want to encourage that this is something that happens at the beginning, mid point and end of the year, that the midpoint focuses on the summer plans because sometimes what I think has happened in the past is that at the end of the year, this used to happen maybe at the end of June, but if we are going to be planning, we all know the lead times are really long and we all like to talk about supply chain and so whatever decisions we want to make about the summer, those decisions need to be made in January so that all the parts and supplies can be ordered.

Ms. Barish: This is a really helpful memo and I think, a bit daunting but also important for us to see the conditions of our buildings in this way. I am concerned, I see that for the Kennedy it says roof maintenance and

roof needs replacement soon and then under the Healey it says roof maintenance needed but it doesn't say specifically so I'm just curious if you have more information. Like at the Healey does that also mean the roof needs a full replacement? I'm just curious about that and maybe you can't tell me that right now and that's fine. It just seems like needing to replace roofs which I assume would ideally happen over the summer but I don't know, maybe that's not horribly disruptive to learning and it appears someone is suggesting that that is expensive work as well. I would like more information about what exactly the Healey roof needs? Does it need a patch somewhere or it needs a new roof?

Dr. Carmona: That's a great question. I know there is sort of an envelope question across the district about not only the Healey but about other facilities so that is a conversation that is more comprehensive. I think there was a meeting or there will be a meeting to talk about Capital Improvement conversation so I don't know know yet how each one of them are being framed and where they are in the queue as far as what needs to be addressed first or second so I don't want to speak of the order of operations in terms of which one needs more attention but I know there is intensive work around that. There is a meeting with Capital Planning and the City and to kind of frame the conversations around these needs. Yes, they are critical and require significant funding.

Mr. Biton: I just want to highlight that this memorandum is fantastic and it's essentially responsive to one of the requests that this body received from the Somerville Council of PTA's two years ago, which if you don't have, I would be happy to pass along to you. It is organized and it provides information about the process and I think this is exactly the kind of transparency that we desperately need and I'm so glad to see it in front of us, so thank you.

Chair Krepchin: Further questions? More to your report Dr. Carmona?

Dr. Carmona: That is as far as the report goes and again I just want to highlight that the 311 process goes parallel with this, but the walk through was more of a best practice to norm around the complexity and volume of things that we see but the 311 is reviewed to go over where things are in the queue so more to come in terms of how we strengthen that work. I just want to thank the DPW and IAM for their willingness to be engaged in that process and be very forthcoming. So that's that for the Superintendent Report.

Dr. Boston Davis highlighted that there was a a memo in the packet in response to Mr. Biton who requested an overview of the Bunsen Burners across the District.

Ms. Barish: Thank you for highlighting that, Dr. Boston Davis and I think that information was from a week or two ago. Do you know if the switches have arrived yet and if they were installed yet?

Dr. Boston Davis: It is my understanding that they have not yet arrived; however I will confirm with Principal Kersten and get back to you. I did review this memo today with a few members so it's not my understanding that there's been updates on that but I will review and get back to you.

Dr. Carmona gave an update on Reavis Field and in further collaboration with the DPW and City partners, an agreement has been reached this will allow our football team to utilize sleds and chutes on the new Reavis Field during practice sessions. Our agreement with the City includes defined areas where the equipment can be used on the field, as well as storage specifications. This is a critical step in ensuring our student athletes can continue to use equipment that teaches safe techniques during games, and we are appreciative to our city partners for working with us to come to this solution.

Chair Krepchin: It's unfortunate that it took that long but I am glad to hear that it was successful.

Ms. Pitone: I just wanted to thank the Superintendent and the staff on the City side and the school side that figured this out. This one felt a little bit like a juggernaut to be able to successfully figure this out together to meet the needs of students, especially as we are navigating these new spaces.

B. Personnel Report

Dr Carmona announce the following retirements

Janis Pousland, Full Time Lead Teacher in Community Schools retiring after 24 years of service

Yi Liu, Music Teacher at the Healey School retiring after 15 years of service.

Thank you to Janice and Yi for all the years of service and dedication to our SPS students.

Just to add that Lindsay McDonald was promoted from Paraprofessional to Resource Room Teacher so congratulations to Lindsay.

Motion to approve by Dr. Ackman Seconded by Mr. Biton. Motion carries unanimously.

· October 2024

V. REPORTS OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction Subcommittee: October 10, 2024 (Dr. Ackman)

MOTION: There was a motion by Dr. Ackman, seconded by Mr. Biton, to accept the report of the School Committee Meeting for Educational Programs and Instruction Subcommittee November 16, 2023.

Education Programs – October 10, 2024

Meeting called to order at 2:47 pm

SC Attendance: Ackman, Barish, Pitone

Staff attendance: Dr. Jessica Boston Davis, Paula O'Sullivan, Kathleen Seward

Audience: Leigha Charboneau

Dr. Ackman opened the meeting and then introduced Dr. Boston Davis.

Dr. Boston Davis introduced Paula O'Sullivan, K-8 Curriculum Coordinator of Science, Technology, Engineering, and Mathematics (STEM) and Kathleen Seward, Coordinator of K-8 Humanities Curriculum, Instruction, and Assessment.

Dr. Boston Davis presents:

Agenda:

1. Framing & Overview of PK-8 Roll-Out Plan
2. Grade K-8 Humanities
3. Grade K-8 STEM

4. Additional K-8 Curricula Roll-out Plans
5. Wrap-Up

SPS VISION & MISSION

Vision: We envision a student-centered learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally through tailored supports and equitable access to opportunity.

Mission: Our primary mission is to cultivate independent and inspired learners who are equipped to make a positive impact on the world. We achieve this by fostering rigorous and joyful learning environments where students, families, staff and community partners collaborate with a shared commitment to academic excellence and well-being.

IF: SPS educators develop a deeper and shared understanding of effective instructional practices and educators incorporate these practices into their goals and daily work with students...

THEN: highly effective teaching and learning will increase across the district and will lead to improved and more equitable student outcomes.

Instruction	Curriculum	Assessment
What tiered-instructional practices are we committed to as a district that puts students at the center of their learning and asks them to do the heavy academic lift?	What curricula are we using? Is it evidence-based? What learning experiences and tasks are we asking students to engage with?	How do we use data to assess and re-teach to meet student needs?

MCAS Key Takeaways

Key Takeaways:

↑ Increase in % meeting or exceeding for:

- 5th graders in science
- 8th grade students across all subject areas

↓ Decrease in % meeting or exceeding for:

- 4th - 7th graders in math
- 7th graders in ELA

In recent years, we’ve seen moderate growth in both math and ELA for students in grades 3-8 and 10. (Note: an average SGP between 40-60 is considered “moderate growth.”)

CURRICULA ROLL-OUT PLAN – PK:

	2023-2024	2024-2025
SEE Every Child	Revised Pacing Guides Curriculum Kits Project Based Learning PD	Implement and Monitor SEE Every Child Teaching and Learning Framework with Revised Scope & Sequence of Big Ideas. <ul style="list-style-type: none"> > All PK classrooms > All ECIP classrooms > All AIM classrooms
Screening	PELI (Preschool Early Literacy Indicator) to screen language and literacy skills pilot - GLEAM classrooms	Implement and Monitor PELI (Preschool Early Literacy Indicator) to screen language and literacy skills <ul style="list-style-type: none"> > All PK classrooms

		> All ECIP 4 year olds transitioning to K
SEL	Second Step	Implement & Monitor Second Step All PK, ECIP, AIM

CURRICULA ROLL-OUT PLAN – K-2:

	2023-2024	2024-2025	2025-2026
ELA	Needs assessment & Strategic literacy plan development	Strategic Plan Implementation	TBD
Math		Early Adopters Prepare for full implementation	Implement & Monitor
Social Studies	G1 & G2 initial SPS educator-created units launched	Implement & Monitor All G1 and G2 units launched	Implement & Monitor
Science	Implement & Monitor	Implement & Monitor Study/evaluate curriculum	TBD
SEL	New Second Step-Early adopters Restorative circles rollout	Implement & Monitor All K-8 launching new Second Step	Implement & Monitor

CURRICULA ROLL-OUT PLAN – 3-5:

	2023-2024	2024-2025	2025-2026
ELA	Needs assessment & Strategic literacy plan development	Strategic Plan Implementation	TBD
Math	Early Adopters Prepare for full implementation	Year 1 Implementation districtwide	Implement & Monitor
Social Studies	G5 Implement Investigating History	G5 Implement Investigating History G3 & G4 Early Adopters, Investigating History	Implement & Monitor
Science	Implement & Monitor	Implement & Monitor Study/evaluate curriculum	TBD
SEL	New Second Step-Early adopters Restorative circles rollout	Implement & Monitor All K-8 launching new Second Step	Implement & Monitor

CURRICULA ROLL-OUT PLAN – 6-8:

	2023-2024	2024-2025	2025-2026
ELA	Curriculum selection committee	Initial Implementation	Implement & Monitor
Math	Implement & Monitor	Implement & Monitor	Implement & Monitor
Social Studies		G6 Early adopters of Investigating History G7 Implement Investigating History G8 SPS Educator created units	Implement & Monitor (G6 Implements Investigating History)

Science	Implement & Monitor Study/evaluate curriculum	Curriculum selection committee will review options and make recommendation	TBD
SEL	New Second Step-Early adopters Restorative circles rollout	Implement & Monitor All K-8 launching new Second Step	Implement & Monitor
ESL	Curriculum selection committee	Initial Implementation	Implement & Monitor

Fishtank ELA (6-8)

- Launched in September for 80% of 6-8 students
- Will launch to all 6-8 students in January
- Launch PDs and ongoing PDs

Fishtank Units, Essential Questions and Core Texts

6 th Grade	7 th Grade	8 th Grade
What does it mean to come of age?	What does it mean to be an American?	Are human beings fundamentally good or evil?
<ul style="list-style-type: none"> • The Watsons Go to Birmingham-1963 • The Giver • Life in Motion: An Unlikely • Ballerina • The Outsiders • Refugee • The Unwanted 	<ul style="list-style-type: none"> • Assorted short stories, poems, and articles including American Like Me and Fresh Ink • Uprising • Flesh and Blood so Cheap • Raisin in the Sun • The House on Mango Street • American Born Chinese 	<ul style="list-style-type: none"> • All American Boys • Flying Lessons and Other Stories • Night • The Diary of Anne Frank • Animal Farm • Wicked History: Joseph Stalin • Persepolis

Vision for 6-8 ELA Developed by Curriculum Selection Committee

The purpose of our ELA curriculum is to help students to discover and further develop the joy of reading and expression. Students will gain a broad understanding of the world and the human experience through reading, writing, listening, and speaking. Our A curriculum promotes anti-racism and provides an opportunity for students to recognize and celebrate their diverse identities and lived experiences. The curriculum centers the voices and experiences of historically marginalized and intersectional identities, promoting a deepened sense of empathy.

Students will develop skills to investigate and analyze a text. They will also express their thinking orally and in writing, and consider multiple perspectives and audiences. Our curriculum is standards-based, intellectually challenging, invites critical thinking, and encourages discourse. The 6th-8th grade curriculum builds on students' skills and assets, the curriculum supports a variety of learners. The district empowers educators to adjust their instruction based on the needs of their unique students while maintaining the integrity of the curriculum.

Member Barish Question: Is the curriculum commitment posted publicly where families can read it?

Ms. Seward answer: Not yet, but we are updating our website and I agree that would be a useful addition.

Member Pitone comment: I am complimentary of the vision

Member Pitone question: Are we still operating on a choice model or are all students looking at the same text?

Ms. Seward answer: all students will be reading these texts. There are independent texts that they can read on their own to supplement.

Dr. Boston Davis answer: Fishtank is an open source curriculum, so information about the core content is publicly available.

Ms. Seward presents the Literacy Plan and Key Action Steps, 2024-2025:

- Plan based on Hill for Literacy report from spring 2024, drafted by Literacy Leadership Team with guidance from Hill
- 3-5 Year Plan
- Foci for this year
 - Assessment calendar
 - Schedule alignment across the district (90 minute literacy block)
 - Updated assessment framework
 - Consistent PD on literacy routines and small group instruction tied to Foundations for all K-2 teachers
 - Establishment of a literacy leadership team for this school year to oversee these action steps and to select a new core curriculum for grades K-5. (3-5 will implement in 2025-2026, and K-2 in 2026-2027)
- Investigating History (5th, 7th, 6th)
 - Year two for 5th Grade
 - Year 1 for 7th Grade
 - 6th grade most teachers are focused on ELA this year, in some schools (AFA, Healey) the teaching configuration is different and those teachers are using IH this year.
 - Launch and ongoing PD
- 8th Grade Civics
 - Continuing to refine district created curriculum, Megan Brady now has a .5 teaching/.5 coaching position and can support teachers with this.
 - Co-created elections letter to go home to middle grades families

Dr. Ackman question: Is there a curriculum transition plan?

Ms. Seward response: PD and coaching. When Implementing a new curriculum, PD

Member Pitone question: The Hill was to assess gaps and successes as we identify a new curriculum?

Seward response: They made recommendations around all aspects: assessment, reading blocks, content, etc.

Member Pitone question: The Somerville-developed curriculum is going away?

Seward response: The reading/writing portion of our curriculum is homegrown and that is what we are looking to replace. Investigating History is a Massachusetts-based curriculum.

Member Pitone question: Is civics a homegrown curriculum?

Seward response: I would say it's a combination, but everything follows the requirements of the state

Member Pitone question: Is this the first year there is a coaching role? How will we maintain it?

Seward response: It's a 1 year position, it's not in perpetuity.

O'Sullivan presents on STEM

K-5 Math: We just got a grant from DESE to support educators in high quality mathematics instruction.

We use Illustrative Math, which is an open-source curriculum.

illustrative Mathematics K-5 Implementation Timeline

Selection Year 2022-23	Year 1 2023-34	Year 2 2024-25	Year 3 2025-26
<ul style="list-style-type: none"> Curriculum Committee recommended <i>Illustrative Mathematics</i>. G3-5 Early adopters identified. 	<ul style="list-style-type: none"> G3-5 Early adopters work closely with math coaches to plan and implement entire IM curriculum. All GK-5 teachers have IM routines embedded in the SPS curriculum slides (more detail in later slides). 	<ul style="list-style-type: none"> All G3-5 educators teach IM. GK-2 Early adopters implement entire IM curriculum. 	<ul style="list-style-type: none"> All K-5 educators implement IM.

Professional Development:

- Most of the PD is provided by the *Center for Math Achievement* at Lesley University, in collaboration with SPS.
- Intro to IM & Unit 1 Preview - Full schoolday in spring 2024 (offered in summer for educators not able to attend in the spring) - 85+ educators attended - Will do again in Spring 2025 for K-2
- Unit Previews throughout 2024-25 in a combination of (depending on grade and unit):
 - Department PD time
 - District Common Planning Time
 - School Common Planning Time
 - Schoolday PD
- Principals, Assistant Principals, & District Administrators are invited to all PD and have attended as they can.
- Additional PD targeted to Administrators will take place during 2024-25

Professional Learning: *Centering the Needs of Multilingual Learners in Math*

- SPS District Team along with 5-7 other districts
- Led by DESE's Offices of Language Acquisition (OLA) and STEM, partnering with the [English Learner Success Forum \(ELSF\)](#)
- **October through May** of this school year
- **District teams in the cohort will:**
 - Understand the assets and needs of multilingual learners in mathematics education;
 - Understand the importance of instructional materials for multilingual learners in math;
 - Learn about the [Benchmarks of Quality for Multilingual Learners in Math Instructional Materials](#)
 - Identify math language goals in math materials;
 - Inventory strengths and weaknesses of math materials to support multilingual learners;
 - Learn how to use the Benchmarks to design enhancements and adaptations for MLs.

Each district team will also receive individual coaching and consultation from ELSF to support them with a problem of practice related to HQIM adoption or implementation for MLs.

Materials that teachers received:

- Printed teacher guides that include full lesson plans for each lesson
- Printed student workbooks that include student task statements for each lesson and extra practice problems for each section
- Access to Kendall Hunt site which includes online lesson plans and slide decks
- Printed and cut "card sorts" for all card sort activities and center materials
- Any necessary manipulatives
- Blackline masters

Dr. Boston Davis offers her compliments for Ms. O'Sullivan and her distribution of materials equitably across the district. Taking away teachers prep allowed us to invest in getting the implementation of the core curriculum right. Doing all we can with resources to support.

Member Pitone Question: I heard about the digital platform with imagine learning. I am curious if we are considering including that?

O'Sullivan response: We considered working with that publisher. Imagine Learning is a partner with Illustrative Mathematics, as is Kendal Hunt. The recommendation from Lesley is that we start with Kendal Hunt to get educators comfortable and then we can reconsider Imagine Learning in a few years.

O'Sullivan's presentation moves onto science. Currently we use STEMScopes. Presently we are starting the curriculum review committee.

- 2017-18: Adopted STEMScopes
- Summer 2023: small team met with support of Lesley/Biogen, reviewed the curriculum, dug into each unit, mapped across, added new resources, wanted to get input from all teachers.
- 2023-24: In our Department and District PD, we focused as a group on collaborating on resources and developing our vision of middle grades science. Through this work, it became apparent that it's time to launch the curriculum review cycle.
- 2024-25: Curriculum Review Committee launched

Additional K-8 Curricula Initiatives

- Climate Change Curriculum Committee
 - 20 educators, admin, and coaches have contributed
 - Presented June 2024 to Ed Programs
 - Grade 6 unit with Tufts, full adoption in SY25
 - Stakeholder Advisory Group established
- Digital Literacy & Computer Science
 - Phase 2 of CS Engage Grant from DESE and CSforMA
 - 10 educators grades 6-8 participated in summer PD
 - Healey school pilot SY25
 - Strategic plan presented to admin, principles next
- World Languages

- Aligning curriculum units to updated DESE World Language Curriculum Frameworks
- Health & Physical Education
 - Aligning curriculum units to updated DESE practices and National Physical Education and Health Education standards

Dr. Boston Davis comment: Focus groups with educators mentioned curriculum and areas where the district is doing better. Also looking to center the experience of educators when curriculum decisions are made.

Member Barish question: The importance of consistency across K-8. How do our MLE students access the mainstream curriculum?

O'Sullivan response: With K-5 math, SEI 1 classrooms are implementing and often co-teaching the curriculum. This is part of the work the DESE grant cohort is going to work on. In science, we're working with BU in a co-design group to review MLE access with the research that shows hand-on science supports language development.

Seward response: Very similar in ELA & Social Studies. We have included MLE & SPED support staff to support students

Dr. Boston Davis comment: The team from MLE is sharing in Ed programs in December

Member Pitone question: What is the status of the health curriculum down to pre-K?

Dr. Boston Davis: Work in progress

Member Pitone question: I'm pleased with the scope & sequence of this, but what is the anticipated life cycle of a given curriculum?

Dr. Boston Davis response: We do have the curriculum development cycle. We switched from years to phases because phases might not go along a traditional month/year timeline cycle.

With no further questions, meeting closed at 3:48 pm

The motion was approved unanimously via roll call vote.

B. School Committee Meeting for Finance and Facilities Subcommittee: October 16, 2024 (Dr. Phillips)

MOTION: There was a motion by Dr. Ackman, second by Mr. Pitone, to accept the report of the School Committee Meeting for Finance and Facilities: October 16, 2024

Report of The Finance and Facilities Subcommittee, October 16, 2024, submitted by Sarah Phillips
 The Finance and Facilities Subcommittee met on October 16, 2024, via Zoom. Members present were Sarah Phillips, Leiran Biton, and Andre Green. Leiran Biton joined at 5:36pm. Also in attendance was Interim Chief Financial Officer (CFO), Pat Durette and Superintendent Rubén Carmona.

Sarah Phillips called the meeting to order at 5:30pm. There were 1 attendee in the audience. There were two items on the agenda:

1) Bill Rolls

The committee reviewed and discussed the September bill rolls. There was a discussion of bringing some legal services in-house and a request to clarify facilities expenses the district vs.

city pays for. Rubén offered to break down the budget a bit for the community to identify facilities expenses paid for by the district. Leiran asked a question about the RIGht Brain project and whether any other vendors have large enough contracts to require a bid. Pat could not think of any. Rubén added that the district has never partnered with a for-profit provider for out of school time services like this. Any contract above \$100,000 required a bid. There was a motion by Andre Green, seconded by Leiran Biton to approve the September bill rolls. The motion passed unanimously.

2) YTD Expenditure Detail

The committee reviewed the YTD expenditure detail. The balances in the accounts are consistent with what we would expect. Facilities spent significantly this month, due to furniture and copier purchases. Pat clarified that YTD stands for the fiscal year July 1-June 30.

The meeting adjourned at 5:58 pm.

Documents Used:

SEPTEMBER BILL ROLL.pdf

YDT Expenditure.pdf

The motion was approved unanimously via roll call vote.

VI. NEW BUSINESS

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

MOTION: There was a motion by Ms. Barish, seconded by Dr. Ackman to approved FY24 Somerville High school Diploma request for Matthew Correia of Somerville, MA

The motion was approved unanimously via roll call vote.

VII. UNFINISHED BUSINESS

A. MASC Conference Delegate and Resolution

Chair Krepchin announced that the board need to nominate who their delegate will be and if we have any guidance for that delegate on the resolutions.

MOTION: There was a motion by Dr. Ackman seconded by Mr. Biton to nominate Andre as representative and Laura as the alternate.

The motion was approved unanimously.

Chair Krepchin: So now we have the resolution, and we have the option to simply make a motion to delegate our representative along to use their own judgment or we can send along guidance. I know there was a question last time from Mr. Green to the district about whether they had any opinions on the Resolution 2 which is about increasing the compulsory attendance age.

Dr. Carmona: I've reviewed data from 2019 to 2023/24, and our average annual dropout rate is around 20 students, with some years as high as 31. While raising the compulsory age could address 30–40% of these cases, many students aged 18 or 19 would still be unaffected. This change could benefit the system by expanding services but might also create hardships for some families. The research is mixed, and I don't yet have a definitive solution. My main concern is ensuring we address the dropout issue holistically, exploring multiple alternatives to support all students effectively.

Ms. Barish: I'm just curious and this isn't a reason not to support it I suppose but we have a lot of Seniors that graduate when they are 17 so I would assume that what it means is the compulsory age is 18 or completion of high school diploma. I think it's important to recognize that there are students who finish before they are 18.

Dr. Ackman: My understanding is that compulsory education comes once they have completed their requirement. I can understand why you would want to include it but I don't think it's legally necessary.

Mr. Biton: I am very supportive of Resolution 1 with one exception, the resolution one is about the alternative to the high stakes MCAS test. I support that and I think we have enough data to support that it is not meeting the needs of our students or district and that an alternative could be introduced. However, one of the be it resolved says that Massachusetts should enact a moratorium MCAS testing effective immediately which I think nis a bridge too far and I think without something in place leaves us without an effective means to assess progress and maybe there's a means to transition off it but I think as written I have serious concerns. To Member Green or Pitone, I personally would not support this unless this particular item was struck.

Chair Krepchin asked the members if they would like to make a motion about whether we support it or would you just like to send that guidance to our representatives?

Mr. Biton: That's my guidance. I'm not sure what the feeling of the body is.

Ms. Barish: I agree with Mr. Biton. I think that it will leave the district in a difficult position because we were just talking about goals and they may not refer directly to MCAS but that is one of the data points that we use year after year and to just do away with it without anything in place might be a challenge. Maybe Dr. Carmona or Dr. Boston Davis can speak to this whether it would in fact introduce some challenges.

Dr. Carmona: My understanding is that we are basically removing the punitive side of the MCAS as a measuring tool in terms of how it impacts the student outcomes as they graduate. We use MCAS as a reference and I think we minimize the impact that it has on instruction in terms of testing time, which is probably one of the things that we should do. The good thing about those numbers is that they are somewhat normal across the state so they give us a reference point. I think that's data that we will use across the short run to access growth and other metrics that are difficult and we don't have those tools to do that at this point.

MOTION: There was a motion by Mr. Biton, seconded by Ms. Barish, to instruct our delegate to vote no on this unless that item is struck.

Mr. Green: A statement of fact. If Massachusetts was to get rid of MCAS tomorrow, we would be match of federal law and would lose all federal education funding so I would support striking that resolution just as a matter of Massachusetts can't do that right now so why kill the things we can do with things we can't do.

Ms. Barish: May I offer a friendly amendment? I would encourage Mr. Green to make a motion to remove that part from the resolution and also do not approve it if it is not struck.

MOTION: There was a motion by Mr. Biton seconded by Ms. Barish to remove that part from the resolution and also do not approve if it is not struck.

Ms. Pitone: I want to appreciate Mr. Biotin e for bringing this up, it was on my list of concerns. Having to remove something we use particularly for our more vulnerable students, students with special needs, language learners, this is a tool that's used to justify certain surfaces so until there is another alternative solution and appreciate Mr. Green bringing up that is something we are legally obligated to do, I would support removing that.

The motion was approved unanimously via roll call vote.

Ms. Pitone: There is one resolution about tax authority with local contribution. I as a school committee member support anything that gets us more money however I was confused about how it's phrased going from equating your increase of 2 1/2 % to being the same as this increase in Chapter 70. Legislation would increase the municipality levy limited by the increase of the required local contribution in the excess of 2.5% so if it's 5% it would be 5%?

Dr. Ackman: My understanding is that there is a state law that caps growth at 2.5% so they are asking for an additional 2.5%? My request to MSAC is for a plain language descriptor of this because there are many of these that are confusing.

Mr. Green: This was a question I had for the committee. They are saying that for cities and towns that are struggling to meet local contributions, and Somerville is not, that if local contributions increase by 4% they don't need an override to go to 4%, they can just go to 4%. I'm inclined to support it, like Ms. Pitone, if it increases school budgets. If there will be amendments about the 2 1/2%, what do we feel about that?

Dr. Ackman: I'm fine with it if it gets more money into schools.

Mr. Biton: My concern is that this would not be legal. I think it would be a high bar to pass. I'm not sure the state legislature is going to do this so I'm not sure it's worth disentangling this very complicated text to figure out how to get us there.

Ms. Barish: The way it's written is asking for legislation to be enacted which means, if it's in the constitution, let's change the constitution. Maybe no one in the state legislature is interested in doing that but if we can demonstrate that there is support for it, it's more likely than it was yesterday.

Mr. Green: To Mr. Biton question, it could be amended by the legislature. I agree that I don't think that will happen.

Chair Krepchin: Are there any other specific concerns? We can have this on our agenda one more time so if there is any further guidance or questions about that.

D. MSBA Update

Dr. Carmona share the MSBA Update which was as follow at their last meeting, the City Council voted to approve funds for a feasibility study. This marks the final formal step in our Eligibility Phase for the MSBA process, though there are still some ongoing conversations with the MSBA for questions they have asked of us and one final enrollment certification that we need to sign. We are on track to fully meet our deadline for this phase, which is

the end of November. On October 8th I attended the inaugural meeting of the Construction Advisory Group, along with member Green, and I look forward to the next meeting that is planned for early November.

Ms. Pitone: I was also able to attend the CAG and it was a really nice diverse perspective from families but I was concerned there is no staff representation but also because there is no Central Office representation. Our educational programs and strategy really needs to be in the forefront of this conversation so I would encourage the Superintendent to give this some consideration. If we can have someone from Central Office representing the vision and the strategy is really important.

Dr. Carmona: My understanding is that CAG is not making a decision about the instructional component but is about the location that they are finalizing. The charge that that team has is to make a decision about the location itself. I think that if it comes around that our input is at the table then I will make sure that happens.

Mr. Green: You can't separate the two, the way the meeting ran, they could have been talking about building a new condo and yes it's about finances and logistics but we are building a school but it's also about how we think for the next 50 years is the best way to educate kids. We need people on that committee.

Ms. Barish: Even if the group is just selecting a location, it's also deciding whether to combine two school communities, which impacts district organization. This could mean eliminating our only K-5 school and altering school layouts across the district, affecting access and structure. While the CAG only makes a recommendation to the Mayor, it's crucial for the Superintendent, staff, and the district to share their vision for education and the city at this level.

Ms. Pitone: I don't think the CAG team has the support and educational perspective needed to make a well-rounded decision. Issues like programming, student demographics, and school segregation require input from educators to ensure the team is fully informed and supported in their work.

Dr. Carmona: Through Jackie Piques, we attempted outreach to involve teachers, but no one stepped forward. She continued efforts, and I'll follow up with her. The challenge lies in how the group's role is defined. I'm open to contributing if asked, but if the team's direction changes, we can adjust our input accordingly. I'll discuss this with my team, though I find the group's assignment unclear.

Ms. Pitone: If this group is deciding both location and whether two populations merge, it's an educational concern affecting the entire district. Saying it's just about location isn't accurate. I propose the Superintendent work with the Mayor to include an educational perspective, whether from educators or Central Office. Collaboration with the team is vital, not just presenting to them.

MOTION: There was a Motion by Ms. Pitone, seconded by Mr. Green, to request that the superintendent to have a conversation with the Mayors to discuss inclusion of an educational strategy component beyond teachers to participate in the team.

Mr. Biton: I'm confused about this motion. I recall at some other meeting in my tenure that Mr. Green said we shouldn't make motions to ask the Superintendent to do his job and I think asking him to speak with the Mayor to relay this important consideration is something we can do without him. Do we need a motion to do this or can we just ask the Superintendent to do this?

Ms. Pitone: What I'm hearing from the Superintendent is there is conflict and I could ask the Superintendent on the side to do this but I wanted to make sure I am not the only one concerned about this. If this is uncomfortable for anyone please let me know.

The motion was approved unanimously via roll call vote.

Mr. Green: I just want to add that mine and Ms. Pitone's concern is that when you look at the school building community, there's a lot less educator voice. I think that having a conversation about how we ensure that this happens.

VIII. ITEMS FROM BOARD MEMBERS

Mr. Biton: On Friday October 18th, there was a secure and hold at the high school and Next Wave Full Circle that was reported on a phone call. I just wanted to thank educators and staff for working through what was a very scary situation, being professional, reassuring and to commend the district, the Superintendent and the Somerville Police Department for how they worked together to handle that difficult situation. The messaging that went out to families and educators, that communication was right on the mark and how we build or break trust so I'm hopeful that this situation will continue building trust in our educational and civic leaders

IX. CONDOLENCES

No Condolences

X. ADJOURNMENT

Meeting was adjourned at 9:39 p.m.

Related documents:

Agenda

[Hispanic Heritage Month Acknowledgement](#)

[Facilities Walkthrough Memo](#)

Personnel Report

Submitted by: C. Legaski

ATTACH DOCUMENTS STARTING ON THE NEXT PAGE

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – OCTOBER 21, 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

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-AFq7pR0SMI0vsJ0WNEq

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

Meeting ID: 869 0362 0322

Password: SPSSC24

IV. REPORT OF SUPERINTENDENT

A. District Report

- Professional Teacher Status (Ms. Woods, Ms. MacDonald & Mr. Glynn)
- Hispanic Heritage Month Acknowledgment (Ms. Gallitano)
- Facilities Walkthrough Memo

B. Personnel Report

- October 2024

V. Report of Subcommittees

A. School Committee Meeting for Ed. Programs & Instructional Subcommittee:

October 10, 2024 (Dr. Ackman)

MOTION: TO accept the report of the School Committee Meeting for Ed. Programs & Instructional Subcommittee for October 10, 2024

C. School Committee Meeting for Finance and Facilities Subcommittee: October 16, 2024 (Dr. Phillips)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities Subcommittee Meeting for October 16, 2024

VI. NEW BUSINESS

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

Matthew Correia Somerville, MA

VII. UNFINISHED BUSINESS

A. MASC Conference Delegate and Resolution

B. Superintendent 24-25 Self-Assessment and Goals

C. Superintendent 23-24 Summative Evaluation

D. MSBA Update

VIII. ITEMS FROM COMMITTEE MEMBERS

IX. CONDOLENCES

X. ADJOURNMENT

For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:

Español - Para Interpretación

Para **ver** la Reunión Regular del Comité Escolar el 21 de octubre 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-AFq7pR0SMI0vsJ0WNEg

Identificación de la reunión: 869 0362 0322

Contraseña: SPSSC24

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 21 de outubro 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-AFq7pR0SMI0vsJ0WNEg

ID da reunião: 869 0362 0322

Senha: SPSC24

Kreyòl ayisyen - Pou entèpretasyon

Pou **gade** reyinyon regilye Komite Lekòl la 21 oktòb 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-AFq7pR0SMI0vsJ0WNEg

Reyinyon ID: 869 0362 0322

Modpas: SPSSC23

Somerville Public Schools
Education • Inspiration • Excellence
October 2024

RESIGNATION FOR PURPOSE OF RETIREMENT:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	SERVICE YEARS
ESCS	Grade 4 Teacher	Susan Fothergill	07/14/24	30 years
Central	Principal Account Clerk - Special Education	Maureen Foley	07/06/24	24 years
BR	Principal	Shawn Maguire	10/02/24 - Revised	9 years
KEN/HLY	Reading Specialist	Celia McDonald-Nuccio	08/26/24	52 years
BR	Grade 5 Teacher	Sandra Dumas	06/30/25	31 years
CS	FT Lead Teacher	Janice Pousland	06/15/24	24 years
HLY	Music Teacher	Yi Liu	06/30/25	15 years

RESCINDED/DECLINED OFFER

SCHOOL	POSITION	INCUMBENT	VICE	COMMENTS

RESIGNATION NOTICES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
Comm Schools	PT Assistant Teacher (Post Retirement)	Janice Pousland	09/05/24
Comm Schools	Door Monitor (Post Retirement)	Sandra Mattson	10/03/24
DW	School Psychologist	Cynthia Shuttleton	10/18/24
DW	Intermittent Lunch Attendant	Nancy Fontana	10/02/24
ESCS		Andrea Carcamo	09/27/24
SCALE	PT ELL Level II Teacher	Judith Schotland	09/20/24
SHS	Senior Clerk 2	Denise Capotosto	11/01/24

ASSIGNMENT ENDED:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
AFAS	School Building Substitute	Nadia Ismail	06/14/24
ESCS/CS	High School Helper	Destiny Andrade	06/14/24
WHCIS/CS	High School Helper	Estani Medrano	06/14/24

LEAVES OF ABSENCES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES
CS	OST Site Director	Dejiah Euvrard-Brewington	11/20/24-04/17/25
CS	OST Site Director	Joshua Leibovitz	11/20/24-01/21/25
CAP	Paraprofessional	Lisa Lavoie-Gay	08/26/24-10/15/24 - Revised

DW	Intireant RCRA	Nyrilee O'Neill	11/27/24-07/11/25
HLY	Grade 2 Teacher	Dolores Theolien	08/26/24-01/03/25

INTRA-DISTRICT PERSONNEL TRANSACTIONS:

SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE
AFAS	Grade 3 SEIP	Angela Landau	Reassignment	A. Rodriguez/T. Brazdaluz	08/26/24
Central	PT Recording/Transcribing Secretary	Crystal Legaski	Additional Assignment	New	10/07/24
CS	Substitute Teacher	Lia Sokol	Additional Assignment	New	10/14/24
DW	Intermittent Substitute Teacher	Angie Mejia	New Assignment	NA	09/27/24
DW	Intermittent Substitute Teacher	Arlenny Ramirez	New Assignment	NA	09/26/24
ESCS/CS	FT Lead Teacher	Sharon Castellano	New Assignment	Janice Pousland	02/01/25
HLY	Provisional Resource Room Teacher	Lindsay MacDonald	New Assignment	Emily O'Brien	09/30/24
HLY/CS	PT Assistant Teacher	Delmis Aviles	Additional Assignment	New	09/16/24
HLY/CS	PT EEC Specialist	Maria Henriquez	Additional Assignment	Tamica Connor	10/21/24
KEN/CS	Provisional OST Assistant Site Director	Kelly Lopez	Temp New Assignment	Emmaline Lipka	10/07/24
FC	Building Substitute Teacher	Zachary Shea	Additional Assignment	Derrick Washington	10/16/24
SCALE	PT ELL Level II Teacher	Wagner Bastos	Additional Assignment	Judith Schotland	09/17/24
WHCIS	Grade 1 Teacher	Brittany McEwen	Reassignment	New	08/26/24
WSNS/CS	FT Lead Teacher	Riley Williams	New Assignment	New	10/16/24

NEW HIRES:

SCHOOL	POSITION	INCUMBENT	VICE	DUAL/SEI	EFFECTIVE
AFAS	School Building Substitute Teacher	Benjamin Budas	Nadia Ismail	No/No	09/26/24
AFAS/CS	High School Helper	Maria Regino	Makaila Witham	No/No	10/01/24
BR/CS	High School Helper	Jessica Lazo	NA	No/No	09/09/24
CAP	SPED AIM Paraprofessional	Janine Francis	Allyson Caprigno	No/No	10/07/24
CAP/CS	High School Helper	Julia Leandro	NA	No/No	09/09/24
DW	Intermittent Substitute Teacher	Jack Spira	NA	No/No	09/20/24
DW	Mediator	Laura-Luiza Govea	Maribel Rawson-Stone	No/No	10/15/24
DW	Band Director and Instrumental Specialist	Ashton Bowles	Timothy Moyer	No/No	08/26/24
DW/CS	PT Therapeutic Specialist	Shayla Barker	Lea Stratton	No/No	10/15/24
DW	Intermittent Substitute Teacher	Elif Erkli	NA	No/No	09/25/24
DW	Intermittent Substitute Teacher	Anna Wolfe	NA	No/No	10/16/24
DW	Intermittent Substitute Teacher	Manuela Maria	NA	No/No	09/25/24
DW	Intermittent Substitute Teacher	Lauren Manning	NA	No/No	10/03/24
DW	Intermittent Substitute Teacher	Wyatt Westlake	NA	No/No	10/07/24
DW	Intermittent Substitute Teacher	Savanna Bernier	NA	No/No	10/03/24
DW	SPED Building Substitute Teacher	David Scott	New	No/No	10/09/24
DW	Intermittent Cafeteria Helper	Surinder Kaur	NA	No/No	10/04/24

DW	Intermittent Lunch Attendant	Sarabjit Kaur	NA	No/No	09/26/24
DW	Intermittent Lunch Attendant	Kernande Aldonza	NA	No/No	09/24/24
DW	Intermittent Cafeteria Helper	Berlha Sanchez	NA	No/No	10/16/24
ESCS/CS	High School Helper	Kayla Lopez	NA	No/No	09/09/24
ESCS	Provisional Grade 3 UNIDOS Teacher	Kelin Velasquez	Nancy Uribe	No/Yes	10/15/24
ESCS	Utility Aide	William Powers	William Powers	No/No	09/10/24
HLY/CS	High School Helper	Ricardo Rodrigues	Johana Maldonado	No/No	09/23/24
KEN/CS	High School Helper	Annabel Rossetti	Julissa Cardoza	No/No	09/23/24
KEN/CS	High School Helper	Chrismary Orellana	Nicolee Chaavez	No/No	10/01/24
KEN/CS	High School Helper	Nia Cole	New	No/No	10/04/24
KEN/CS	FT Lead Teacher	Christopher Montejo	Ethan Hallet	NO/No	10/16/24
SCALE	PT Math Teacher - PM	Julian Freedland	William Barfus	No/No	09/23/24
SCALE	PT ELL Level III Teacher - Morning	Annie Falk	William Barfus	No/No	09/30/24
	Coordinator of Prenatal to School Entry Partnership				
SFLC	Development and Alignment	Madeline Gillespie	Ana Nieto Villamizar	No/No	09/24/24
SFLC	Home Visitor & Outreach Worker	Linsy Paola Cay De Leon	Emily Benitez	No/No	10/04/24
SHS	SHS Home/Hospital Tutor	Lise Brody	NA	No/No	09/13/24
SHS	SPED Paraprofessional - Path Program	Filomena Arruda (rehire)	Molly Hunter	No/No	09/30/24
SHS	Senior Clerk 2 - Elm House	Natali Cardona Restrepo	Scarlett Brea Soto	No/No	09/23/24
SHS	High School Musical - Stage Director	Ariella Kasmer-Jacobs	Charles Jabour	No/No	08/26/24
WHCIS	Provisional SPED AIM Paraprofessional	Brendan Looney	Stacy Pfalmer Muniz	No/No	10/03/24
WHCIS	SPED AIM BC/BA	Zeyla Langsdorf	Margaret Smith	No/No	09/24/24
WHCIS	Grade 1 Paraprofessional	Melissa Sylvain	Ghazala Cheema	No/No	09/16/24
WHCIS/CS	PT Assistant Teacher	Roxana Alfaro	Sarah Ru Ferrufino	No/No	10/03/24
WSNS/CS	High School Helper	Xiomara Gutierrez	Chardley Dorval	No/No	09/16/24