

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, February 26, 2024 - Regular Meeting

7:00 p.m. – City Hall Chambers

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

Members Absent: President Ewen-Campen and Mayor Ballantyne

I. CALL TO ORDER

The meeting was called to order at 7:00PM 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 – Dr. Phillips, Ms. Krepchin, Chair Green, Ms. Barish, Ms. Pitone, Dr. Ackman and Mr. Biton.

ABSENT – 2 - President Ewen-Campen, Mayor Ballantyne

Chair Krepchin asked interpreters to introduce themselves:

Tracy Pichardo- Spanish

Sue DeCarey- Portuguese

Angie Surpris- Haitian Creole

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives were not present.

III. APPROVAL OF MINUTES

- December 18, 2023

MOTION: There was a motion by Ms. Barish, second by Dr. Ackman, to approve the School Committee minutes of December 18, 2023. The motion was approved unanimously.

IV. PUBLIC COMMENT

Chair Krepchin reported that no one had signed up for public comment.

V. REPORT OF SUPERINTENDENT

A. District Report

• **Capuano School Improvement Plan**

Dr. Carmona asked Ms. Boston-Davis, Assistant Superintendent of Academics, to introduce the team

Ms. Boston-Davis introduced Samantha Eligene, District Director of Data. Although Ms. Eligene's work is behind the scenes, her work is critical to moving the district forward to keeping data at the center to moving systems forward and launching the school improvement planning season.

Ms. Eligene presented an overview of the school improvement planning process including the following highlights: •

Asked each school principal and school improvement counsel to create plan to improve quality of learning using 3 different priorities of academic, equity and social-emotional learning.

- Define areas of focus by analysis and target root cause of outcomes for students in action plan. • Develop SMART goals specifically related to actionable, timely and evidence based and creation of goals identifiable to metrics for success.
- Look at data to support assessments like MCAS, DIEBELS, iready or internal surveys. • Schools that did not present last year will present to the Committee with written reports from the other schools.

Then she introduced Principal Caraballo and his team to present their school Improvement Plan Principal Caraballo and Assistant Principal Lori reviewed the PowerPoint presentation (Attached at the end)

QUESTIONS/COMMENTS

In response to Dr. Ackman's question on how MTSS is explained to families, Mr. Caraballo stated that teachers usually respond to parents' concerns about their child by explaining that teachers have been trained in the MTSS program to

address a student's particular needs. At times the program is brought up by the teacher by asking the parent if they have noticed certain behaviors in their children that need to be addressed.

In response to Dr. Phillips' question on what system is in place to monitor progress of the plan, Mr. Caraballo stated that the school instructional leadership team utilizes data to track the monitoring system to student progress. Dr. Boston-Davis added that at the district level at the beginning of the school year the executive committee is responsible for reading through the school improvement plan and identifying its strengths and focus. This document is used as a "living document" rather than as a mere checklist.

Dr. Carmona added that system documentation is being worked out as patterns in trends develop and growth is being tracked.

Mr. Caraballo stated that ways to engage families from an equity perspective involve bringing outside and internal service providers to an event in the building and activities like math night and literacy afternoon in consideration of parents' varying schedules.

• Entry Plan Update

Amara Anosike, Director of Data, Assessment and Accountability, reviewed her PowerPoint presentation on the entry plan update including the following highlights:

- Entry plan findings.
- Process overview.
- Questions asked.
 - Diversity of focus groups interviewed.
- Race/ethnicity of respondents representative of district.
- Emergent themes.
- Academics.
 - Curriculum and instruction.
- Tiered support.
 - Consistent with key findings MCAS data reflects need for curriculum/instruction review.
 - Consistent with key findings DIBELS data reflects need for early literacy support.
- Wellness.
 - Social-emotional learning and curriculum.
 - Behavioral/mental health.
 - Consistent with key findings, students are needing and accessing counseling mediation services.
- Access.
 - Facilities.
 - Special programs: OST, clubs, athletics CTE.
- People.
 - Talent development.
 - Family and community engagement.
 - Student and staff diversity.
 - Consistent with key findings, staff racial/ethnic background is not representative of student population.
- Summary.
- Next steps.
- Thank you!

QUESTIONS/COMMENTS

Mr. Biton congratulated the team on a presentation that was visually coherent and informative "of which the

design did not detract.” In response to his question on what was the highest priority set of items that got feedback from multiple stakeholders, Ms. Anosike stated that the aspect of academic curriculum and instruction received the “meatiest feedback.”

Ms. Barish stated that the representativeness of the survey responses deserve praise in that it speaks to the efforts of leadership to get people to respond.

Dr. Ackman stated that, as a qualitative researcher by training, she asked what qualitative methods and categorical and coding system were used to ensure that important pieces of information did not “fall through the cracks.” Ms. Anosike stated that the process started with focus group data. A first pass of practice round systematic coding was followed by a second pass to refining codes and grouping them, i.e. academic, wellness, people and access. Compiling information in a coherent presentation focused on areas that overlap between students and parents for liking and improvement needed and the frequency they were mentioned.

Dr. Ackman stated that qualitative data collection is messy, and she complimented the many people who calibrated analysis. As Principal Caraballo stated.... he likes good data, and “this is good data.”

Mr. Green noted that this is “the broadest deepest data set on how Somerville families are doing that has ever been accumulated.” The fact that the data is not a surprise points to the fact of a really good strategic planning process and says “we have been working on the right problems,” as a lot of the challenges born from work we have done to address other problems. He would like to be the first city that “cracks the multi-ethnic multi-lingual CT education” code. He is excited to see what has been learned from the data.

In response to Dr. Phillips’ question on the representativeness of the family and staff survey, Dr. Anosike stated that she will provide that information to her. The presentation will be made available on the website.

• SHS Safety and Facilities Memo (Ms. Kersten)

Ms. Kersten, High School Principal, reviewed her memo on the SHS Safety and Facilities as follows (attached at the bottom)

QUESTIONS/COMMENTS

In response to Dr. Phillips question on budget requests, Ms. Kersten stated that security cameras are number one priority for safety and security in the estimated amount of \$85-120K. She also stated that other needs would be extra staff to monitor buildings after regular staff leaves at 6:00PM and updated service contracts. She referenced an incident with doors not properly closing and latching and with an expired service contract it added extra time to complete repairs.

Ms. Barish noted that the strategies in place are already making a difference since the amount of fights decreased from the first to second quarter.

Mr. Green noted that the city needs to be involved in the cost of evening staff to monitor the building. He also commented that five fights in one quarter amounts to one fight every two weeks, which shows that the right strategy is being used to involve students in the community and connected to their peers and caring adults.

Ms. Pitone stated that as a parent of a high schooler she is happy to hear about safety and relationship buildings and trust. In response to her question on whether cameras and monitored in the present or looked at retroactively, Mr. Edson stated that in any given day the cameras are monitored to ensure that students are moving and not missing class and that the doors are secure.

Mr. Biton, referencing that the city has a vision zero for streets and safety of all road users, asked what would it take to get to zero on the charts with regard to fights and really “move the needle” by envisioning a set of strategies. Ms. Kersten stated that the problem is “bigger than the high school. It would take a culture shift in the community and in

the building. She noted that social media contributes to every conflict. social media

Dr. Ackman noted that, while the school can easily become a nanny state with security non-stop, having a wholistic approach through thoughtful engagement with adults is harder, but in the long run results in a sending SPS students into

the world as the type of adult we all want to see.

Ms. Kersten stated that although the district has home-grown professionals, outside organizations trained in culture building and student leadership is needed to enhance working with students and staff.

Dr. Carmona stated that schools are microcosms of society and social media plays a role. He referenced the incident that happened at the library to what happens outside of school. Poverty and trauma increase the impact on student well-being and how they seek to entertain themselves. He stated that the city needs to become involved in expanding social services to families particularly in the area of social-emotional. He stated that whenever he visits the high school, which is often, he sees "a world of opportunities and amazing potential in every kid."

Dr. Krepchin stated that she had the same experience of being optimistic and happy when she visits the high school.

Ms. Kersten stated that the boys and girls club have "gone by the wayside," but there is conversation about an afterschool program going to the Edgerly. Afterschool programming offers a meaningful support system and network.

In response to Dr. Ackman's question on how students may be interacting in a harmless way but may be a precursor to a fight, Ms. Kersten stated that social media instigators are often the root cause of initiating fights. Ms. Downie added that sometimes rough housing is interpreted differently by one party and efforts are made to step in and "clear it up." Sometimes fights are the result of friendship dynamics going wrong, but when cleared up most often the friendship is resolved.

In response to Ms. Krepchin's question on the training that the community engagement specialists receive, Mr. Edson stated they receive a "ton of training" involving CPI physical restraint training. In this training the student is approached without touching, allowing respective distance and "not in their face." Help is offered in a non-threatening non-judgmental way to get them to a safe place to talk.

Dr. Ackman, referencing the post-pandemic fact that there is an increased likelihood of student success if there is a strong connection with at least one adult in the building, asked what percentage of students feel this connection. Ms. Kersten stated that results from the annual conditions for learning survey when she first arrived showed a 20% response compared with the latest one at 60% had taken the survey. 78% reported a strong connection with an adult.

In response to Dr. Ackman's follow-up question on that is being done to increase response to the survey, Ms. Kersten stated that x-block was redeveloped so that students have the same teacher to provide greater opportunity for a connection with a teacher. Work with the union is being done to strengthen x-block.

• **Student Opportunity Act (Ms. Piques)**

Jacklyn Piques, Chief Communication Development Officer, reviewed her memo on the Student Opportunity Act including the following highlights:

SCHOOL COMMITTEE MEMO RE: STUDENT OPPORTUNITY ACT

Summary

- As required by state legislation enacted in 2019, every 3 years we must submit a Student Opportunity Act Plan to DESE.
- In 2021, we submitted a plan. The 2021 plan is significantly different from what we are required to submit in 2024. The 2021 plan is attached for your review (pdf). The 2024 plan is more in depth and will cover many more topic areas.
 - The deadline to submit our Plan to the state is **April 1, 2024**.
 - The School Committee is required to vote on the Plan before we submit it.

Materials for Reference

- SOA Websites:
 - 2024 Plan Info
 - Background Info

- 2021 plan for reference (attached pdf: “SOA Memo 2021”)
- FY24 SOA Plan Examples, a new resource that offers examples of completed SOA Plans for two fictitious districts. This is a template of how our plan will look.
- Student Outcomes Comparison Tool – this is where our district data is shown. Per state requirements, this is what we are using as a baseline to create our plan. Since SPS and Somerville rely heavily on data to inform our decisions, we have a robust set of data to utilize in creating our plan. This includes but is not limited to:
 - Student Outcomes Comparison Tool
 - MCAS data
 - ACCESS data
 - Conditions for Learning Survey data
 - Entry Plan survey and focus group data
 - School Improvement Plans / School Improvement Councils

2024 Focus Areas to Highlight

These are based on preset lists of Evidenced-Based Practices from which districts can choose. These focus areas and our work align with ongoing efforts as well as areas in which we intend to focus as a result of data gathered through the Entry Plan process, in part. The proposed focus areas below also each directly link to current School Committee goals.

- Promote students’ physical and mental health and wellness in welcoming, affirming, and safe spaces. Evidence based practices include:
 - Integrated services for student wellbeing
 - Enhanced support for SEL and mental health
- Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning. EBP’s include:
 - Effective use of WIDA framework
 - High leverage practices for students with disabilities
- Develop an increased and robust pipeline of diverse and well-prepared educators and leaders. EBP’s include:
 - Enhanced pathways to increase educator diversity

QUESTIONS/COMMENTS

Dr. Carmona stated that the entry plan is grounded on relevant data, the impact of which will affect the entire district at a strategic level. Because there are similar issues raised in the student opportunity act, he is struggling with the timeline for compliance.

Mr. Green thanked the Superintendent for naming the conundrum. Clearly he needs to focus on the

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entry plan. He also mentioned that the district does not receive any money for compliance. He urged the Superintendent that the priority should be the district.

Dr. Ackman agreed that sometimes bureaucracies encounter “compliance-driven” issues. She is happy with the report as it is and the “focus areas look great,” and the district has important work to focus on in actively serving the community.

B. Personnel Report

- **January 2024**
- **February 2024**

Ms. Krepchin determined that there were no questions with regard to the personnel report, and Dr. Carmona did not have anything to add to the reports.

VI. REPORTS OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs & Instructions Subcommittee: January
February 8, 2024 (Dr. Ackman)

Ed Programs – February 8, 2024

Dr. Ackman called the meeting to order at 2:47 pm

In attendance were:

- Emily Ackman, Chair
- Ellenor Barish, Vice Chair
- Jessica Boston Davis, Assistant Superintendent for Curriculum & Instruction • Kathleen Seward, Coordinator of K-8 Humanities Curriculum, Instruction, and Assessment • Jason Behrens, Innovation Specialist
- Trish Murphy-Sheehy, Math Department Head
- Paula O'Sullivan, K-8 STEM Curriculum, Instruction, & Assessment Coordinator • Scott Oskin, Kennedy School Library Media Specialist
- Samantha Patton, Kennedy School Assistant Principal
- Laura Peters, High School Computer Science Teacher & Robotics Coach

Attendees:

- Leigha Charboneau

Dr. Ackman opened the meeting by welcoming everyone and then turned it over to Dr. Boston Davis who had the team presenting introduce themselves. After introductions, Ms. O'Sullivan started the presentation.

Ms. O'Sullivan presented:

3-part agenda:

1. What is DLCS?
2. DLCS in SPS
3. CS Engage Grant

1. What is DLCS? (It's not just coding!)

From DESE website: **Digital Literacy and Computer Science (DLCS)** knowledge, reasoning, and skills are essential both to prepare students for personal and civic efficacy in the twenty-first century and to prepare and inspire a much larger and more diverse number of students to pursue the innovative and creative careers of the future.

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In Massachusetts, DLCS instruction includes the areas of:

- computing and society
- digital tools and collaboration
- computing systems
- computational thinking

Mr. Behrens presented:

Why is DLCS important?

- Economic Opportunity
- Social Justice
- Deeper Learning

Ed Programs – February 8, 2024

DLCS embodies youth culture in order to meet students where they are when they learn. It's up to us to train students for the future. There is a need for these students and SPS has an opportunity.

Economic Opportunity

- In 2022, Massachusetts averaged 21,212 open computing jobs each month. o These jobs have an average salary of \$105,459.
 - There were only 3,539 CS graduates in 2019.
- Students who take the AP CS-A course in high school are more likely to major in CS and obtain a job in the field (Martin & Scott, 2013; John & Carnoy, 2018).

- Students who are exposed to CS before high school more likely take courses in high school (Margolis et al., 2008).

Mr. Behrens shared the story of an SPS alum who was encouraged to go into the arts and pushed back that she wanted to go into computer science. Her focus on CS has led to a high-paying job where she can afford at a young age to help take care of her disabled sister.

Social Justice

Mr. Behrens then presented on Joy Buolamwini, a researcher at the MIT Media Lab who pioneered research into bias that's built into artificial intelligence and facial recognition.

- Technology and AI have harmed marginalized communities including people of color, immigrants, and LGBTQ+ individuals.
- All computer programmers need to be aware of algorithmic bias, and quality of early CS education can support this goal.
- If the computer science workforce becomes more diverse, these biases may be checked before they create additional harm.

Deeper Learning - equity for all through deeper learning

DLCS brings together core elements of Deeper Learning

- Creativity, Identity, and Mastery
 - o Boosts engagement and collaboration
 - o Builds positive relationships with students
 - o Applied, hands-on learning
 - o Opportunity to express unique qualities and ideas
 - o Develops self confidence in STEAM

We have robust out of school time CS, but that's inequitable because it's after school.

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2. DLCS in SPS

They shared a photo of family coding night at the high school

Ms. Peters presented:

Somerville High School offers the following Computer Science courses:

- Intro to Hardware Engineering
- Intro to Java Programming

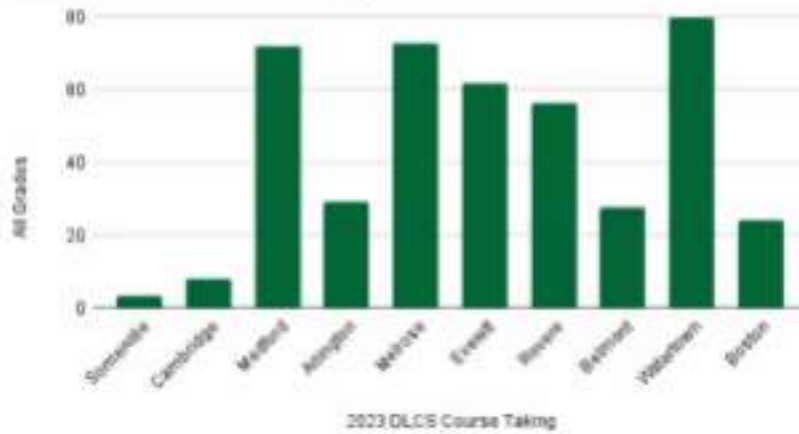
Ed Programs – February 8, 2024

- Robotics
- Art, AI, and Robotics (new for SY 2025)
- AP Computer Science Principles (new for SY 2024)
- AP Computer Science – A
 - o There are no official DLCS courses at the K-8 level, but librarians and some classroom teachers work to integrate DLCS into their curricula.

We are trying to get students who might not “see themselves as computer scientists” into this field

DESE is now reporting out data on students who participate in DLCS courses

2023 DLCS Course Taking by District



Cambridge is in a similar situation to Somerville because they don't have K-8 DLCS specialists, but they have 15 traveling educators who work with K-8 teachers to integrate DLCS into other courses.

The racial diversity of students at Somerville High School who participate in the DLCS courses mirrors our district. Gender does not mirror the district. 75% of DLCS students are male. Demographics at the highest-level courses (AP courses) have more gender parity, but less racial diversity.

In order to ensure equitable access to DLCS we must...

- Teach DLCS during the school day
- Engage all students in DLCS, not just in elective classes or out-of-school time

Ms. O'Sullivan presented:

3. CS Engage Grant from the Massachusetts Department of Elementary & Secondary Education (DESE)

The purpose of this state competitive grant is to **establish and promote rigorous, engaging, and standards aligned digital literacy computer science (DLCS)** education in public schools for kindergarten through grade

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12. The CS Engage Grant provides funding for one year of strategic planning with the option to apply for two years of additional funding for implementation. SPS plans to apply.

Goals of the grant are to:

1. Engage in an in-depth, facilitated process to develop a DLCS Implementation Plan for the district. Ed Programs – February 8, 2024
2. Select DLCS high quality instructional material (HQIM) curriculum for a selected grade span (SPS chose 6-8).
3. Plan for DLCS educator, administrator, counselor, and coach Professional Development during summer 2024.

How can school committee support DLCS in SPS?

1. Familiarize yourselves with DLCS Frameworks and the current landscape in SPS.
2. Advocate for more DLCS education when opportunities arise (curriculum selection, scheduling, etc.).
3. Be prepared for the DLCS team's next visit!

QUESTIONS:

Question from Dr. Ackman: Focusing on the chart you showed comparing Somerville to other districts, what can we do to learn from kids who have more in-school DLCS coursework?

Response from Mr. Behrens: The DESE data tells one kind of story. Just because a course is being offered doesn't mean that it's meaningful.

Response from Ms. Peters: Cambridge is a great example that is doing a lot of DLCS integration. Even though their data is low, it's only one piece of the story.

In Somerville, this grant is permitting a curriculum review and is allowing us to choose an in-depth curriculum to use.

Response from Mr. Behrens: Not many districts have library media specialists that are teaching in middle grades, but we do.

Question from Member Barish: Are there things we can learn from other districts about the method/frequency of delivery? Is there a best practice?

Response from Dr. Boston Davis: There is opportunity with Library Media Specialists to build these structures through the day. The Library Media supervisor (Tania Connor) for the district is supportive of this. I would also like to mention the robust after school robotics program that has strong participation. These are planting seeds that can be grown during the school day.

Response from Mr. Behrens: There has been growth in the high school robotics program since pre pandemic. It has allowed us to create Ms. Peters position as a teacher and head coach of the robotics team. The work that they are doing is impressive. It is applied deeper learning and I invite you to come to a competition. There is a fall robotics league and we have served over 100 students. High school students created the activities for the elementary kids. Adults in the room were impressed that the high school students ran it. We will be introducing additional programs out of this. This is all out of school time though.

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Digital literacy standards were written to crosswalk with all other standards. We want to fit this learning in during the school day at the K-8 level.

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Response from Ms. Peters: The high school robotics students are an inspired group. I brought [Girls Who Code](#) to my students in order to bring gender equity – the goal is to close the gender gap in technology and to change the image of what a programmer looks like and does. They were excited to support this work and help younger girls code.

With no additional questions, Dr. Ackman called the meeting to close at 3:30 pm.

B. School Committee Meeting for Finance and Facility of the Whole: February 14, 2024 (Dr. Phillips)

Report of The Finance and Facilities Subcommittee, February 14, 2024, submitted by Sarah Phillips

The Finance and Facilities Subcommittee met on February 14, 2024, via Zoom. Members present were Emily Ackman, Ilana Krepchin, Sarah Phillips, Ellenor Barish, and Leiran Biton. Also in attendance were Superintendent Rubén Carmona; Chief Financial Officer, Fran Gorski; Assistant Superintendent, Chad Mazza; and Assistant Superintendent, Jessica Boston-Davis.

Chair Phillips called the meeting to order at 7:02pm. There were two people in the audience. Laura Pitone

joined at 7:05pm. Andre Green joined at 7:16. Emily Ackman left at 7:30. There were four items on the

agenda:

1) Revenue Update

Fran Gorski offered three budget considerations: ESSER funds expire 9/30/24, there is uncertainty in the state budget, and the city has ongoing facilities issues. He then summarized the Cherry sheet Estimates and Governor's Local Aid proposal from her initial budget. Fran Gorski then updated the committee on Finance Director Ed Bean's recent presentation to City Council. Notably, the city is expecting an increase of 8%-10% in health insurance costs. SPS health insurance costs are paid for out of the City's budget, not the school department's budget. Director Bean also highlighted the critical need for investments in infrastructure. The meal and hotel taxes are bringing in good revenue and there may be an opportunity to bring in additional revenue through these sources.

2) Budget Discussion

Fran Gorski updated the committee on where we are in the budget process. Budget collaborative meetings are in process. We are about halfway through. The MLE and SPED discussions will happen over the next two days. Considerations include moving the remaining 29 positions and contractual services to the General Fund, funding all cost-of-living and step increases, accounting for a 4.6% increase in out of district special education positions, budgeting for an increased number of MLE students, paying for a new legal contract and rising transportation costs.

There was a discussion of the expected budget increase from the city. Andre Green reminded the committee that the City has promised an 8% budget increase. The Superintendent recounted that the City told him and Fran that they did not commit to an 8% increase.

Fran Gorski then provided an overview of the FY25 level Service Budget.

3) YTD Expenditure Detail

Fran Gorski provided an update on year-to-date expenditures. We are on-track to close the year on budget. To-date we have spent 58% of our budget. Any funds remaining at the end of the year will be used to

offset expenses for the upcoming year. Mr. Gorski highlighted overages in student services and the SFLC related to contractual services.

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4) January Bill Rolls

Fran Gorski provided an overview of our January local, revolving, and grant bill rolls. Ilana Krepchin, seconded by Ellenor Barish, moved to approve the January local bill rolls. The motion passed unanimously.

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The meeting adjourned at 8:24 pm.

Documents Used:

January Grant Bill Rolls 2023.pdf
January Local Bill Rolls 2023.pdf
January Revolving Bill Rolls 2023.pdf
MuniCSEstimate274_2025.xlsx
YTD Budget Report 02-12-24.pdf

MOTION: There was a motion by Dr. Phillips, seconded by Ms. Pitone, to accept the report of the School Committee Meeting for Educational Programs & Instructions Subcommittee for February 8, 2024 and the report of the School Committee Meeting for Finance and Facilities of the Whole for February 14, 2024.

The motion was approved unanimously.

Dr. Ackman noted the need to be more proactive in providing digital literacy for all students.

VII. UNFINISHED BUSINESS

MSBA Timeline

Dr. Camona reported as follows:

Here are some quick bullet points on new things to share:

- Where we are in the MSBA process

- Our Eligibility Phase officially begins on March 4th

- Initial Certificate of Compliance due April 3rd

- The first required item for us to submit to the MSBA is an **Initial Certificate of Compliance**. We received the template for this last week and have included a copy of the Certificate in your packet for your review.
- Execution of this Certificate demonstrates our city's/district's understanding of MSBA's grant program rules.
- The Certificate of Compliance is a standard document utilized by the MSBA that must be signed by the Mayor, Superintendent, and the Chair of the School Committee. A formal vote is not required, however we have shared the document with you for your review.
- We have also shared the Certificate of Compliance with our legal team for their guidance prior to signing the document.
- This document is due to the MSBA no later than April 4, 2024.

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- School Building Committee process update

- We have had two meetings with the City around this topic.
- As a reminder, the Mayor is the appointing authority and is responsible for determining the final composition of the SBC.
- The City has shared with us that they are developing a process and public call for applications for the SBC. As soon as we have that information we will share it immediately with our SPS stakeholders. It's our hope that this will be ready this week.

- Collaborating with the City

- We have been in ongoing discussions with the city throughout this MSBA process to advocate for a final product that meets the needs of our SPS community.
- Still, by definition of local charter, the Mayor is the appointing authority and the ultimate decision maker - along with financing votes by the City Council.
- While I and at least one member of our School Committee will be representing SPS on the Building Committee, the process and decisions are ultimately at the discretion of the City.

For my part, I always come back to my core values and my mission in this process: "I am committed to centering the values and needs of our school communities, advocating for an open and transparent process, and arriving at a solution for a new building that best meets the needs of our district, students and staff, within the required MSBA scope and within fiscal constraints."

QUESTIONS/COMMENTS

In response to Mr. Biton's comment, Ms. Krepchin stated that the MSBA SOI will be included in the next meeting's packet.

VIII. NEW BUSINESS

A. SHORE Educational Collaborative Report (Dr. Ackman)

Dr. Ackman reported that the meeting was cancelled.

B. Acceptance of FY24 Grant Funds (Recommended action: approval)

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

Private

Jae Lim Foundation Scholarship \$4,000.00 – Awarded to 2 SHS students who meet specific criteria in Math & Science.

IX. ITEMS FROM BOARD MEMBERS

Dr. Ackman referenced Dr. Gorski's email on the free language course in Portuguese classes at Lesley. Because the

are ARPA funded, they are open to residents. Ms. Piques will verify that they are posted to the community.

X. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the family of:

Ellen J. Maloney, mother of Maureen Mitchell SPED Resource Room Teacher at Winter Hill Community Innovation School.

XI. ADJOURNMENT

Meeting was adjourned at 9:27PM.

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Related documents:

Agenda

[Capuano School Improvement Plan](#)

[Entry Plan Update](#)

[High School Safety Plan](#)

Personnel Report

Submitted by: C. Barraford

Attach Documents Starting on the next page

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – FEBRUARY 26, 2024 – 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2023, 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_SQd-wwxSTTWWhGcBlbxdpQ

Meeting ID: 828 3714 1335

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. APPROVAL OF MINUTES

- December 18, 2024

IV. 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_SQd-wwxSTTWWhGcBlbxdpQ

Meeting ID: 828 3714 1335

Password: SPSSC24

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

- Capuano School Improvement Plan (Mr. Caraballo)
- Entry Plan Update (Amara)
- SHS Safety Memo (Ms. Kersten)
- Student Opportunity Act (Jackie)

B. Personnel Report

- January 2024
- February 2024

VI. Report of Subcommittees**A. School Committee Meeting for Educational Programs & Instructions Subcommittee:** January February 8, 2024 (Dr. Ackman)

MOTION: To accept the report of the School Committee Meeting for Educational Programs & Instructions Subcommittee for February 8, 2024

B. School Committee Meeting for Finance and Facility of the Whole: February 14, 2024 (Dr. Phillips)

MOTION: To accept the report of the School Committee Meeting for Finance and Facility of the Whole for February 14, 2024

VII. UNFINISHED BUSINESS**A. MSBA Update****VIII. NEW BUSINESS****A. SHORE Educational Collaborative Report** (Emily)**B. Acceptance of FY24 Grant Funds** (Recommended action: approval)

MOTION: To accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

Private

Jae Lim Foundation Scholarship \$4,000.00 – Awarded to 2 SHS students who meet specific criteria in Math & Science.

IX. FROM COMMITTEE MEMBERS**X. CONDOLENCES****XI. ADJOURNMENT**

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

Español - Para Interpretación

Para **ver** la Reunión Regular del Comité Escolar el 26 de febrero 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/join/zoom/register/WN_ZMsQspO1SSOsOXOKunug

Identificación de la reunión: 828 3714 1335

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

Contraseña: SPSSC24

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 26 de Fevereiro 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 botão de interpretação:

https://k12somerville.zoom.us/join/zoom/register/WN_ZMsQspQ1SSQsQXQKcurug

ID da reunião: 828 3714 1335

Senha: SPSC24

Kreyòl ayisyen - Pou entèpretasyon

Pou **gade** reyinyon regilye Komite Lekòl la 26 fevriye 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 similtanè 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 bouton entèpretasyon an:

https://k12somerville.zoom.us/join/zoom/register/WN_ZMsQspQ1SSQsQXQKcurug

Reyinyon ID: 828 3714 1335

Modpas: SPSSC24

<p style="text-align: center;"> <i>Somerville Public Schools</i> <i>Educator • Inspiration • Excellence</i> 2023-2024 School Year 09-28 </p>				
RESIGNATION FOR PURPOSE OF RETIREMENT:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	YEARS OF SERVICE
SMS	Social Studies Teacher	Everett Rozcoe	09/27/23	27 years
SMS	Head Clerk 1	Barbara Tassalone	07/31/23	21 years
EICS	Science Teacher	Teresa Delgado Castillo	12/11/23	7 years
SMS/CTE	Automotive Teacher	Robert Pucopis	02/14/24	28 years
District Wide	SPEJ Educational Evaluator	Kenneth Black	05/11/23	21 years
SMS/CTE	Automotive Teacher	Hugh Wallace	12/22/23 - Revised	16 years
EICS	Science Teacher	Teresa Delgado Castillo	12/22/23 - Revised	7 years
WMS	Grade 4 Teacher	Charlene Buckley	06/30/24	25 years
BR	SPEJ Resource Room Teacher	Ava Nihal	06/30/24	27 years
SMS	Guidance Department Chair	Traci Small	06/30/24	10 years
EICS	Relief Teacher	Sandra Morales	06/30/24	26 years
RESIGNATION NOTICES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	
AFAS	PT Library Aide	Shawn Brink	02/16/24	
AFAS	PT Utility Aide	Sandra Diaz	05/22/24	
AFAS/Career Schools	PT Assistant Teacher	Chandler Timoleon	12/05/23	
RLY/Food Services	PT Lunch Attendant	Dianne De Costa	05/02/24	
REN/Food Services	PT Lunch Attendant position only/still active	Eileen Barona	12/19/23	
SMS	Welcoming Center Liaison	Jaimine Perez	11/22/23	
SMS	Art Teacher	Miranda Jang	12/22/23	
ASSIGNMENT ENDED:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	
RLY/Career Schools	PT Lead Teacher	Shayla Williams	02/13/24	
DW	Intermittent Substitute Teacher	Lauren Constance	05/13/24	
LEAVES OF ABSENCES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES	
CAF	PT Cafeteria Helper	Wachmaria Raur	05/02/24-01/29/24	
CAF	Lunch Monitor	Lina Melendez	03/14/24-05/16/24	
RLY	Grade 3 Teacher	Wicque Almona	02/13/24-03/01/24	
REN	Grade 4 Teacher	Caroline Hooley	10/05/23-02/09/24 - Revised	
SMS	Art Music Teacher	Phillip Graham	01/04/24-04/05/24 - Revised	
SMS	Mathematics Teacher	Jaimine Belartriche	10/19/23-06/13/24 - Revised	

SHS	Mathematics Teacher	Maria Konstantopoulou	06/28/23-12/22/23 - Revised		
SHS	Mathematics Teacher	Svenja Gibson	12/06/23-12/06/24		
SHS	Special Education Teacher	Wilson Enrique de Bellas	01/10/24-01/09/25		
SHS	SLA Teacher	Amber Karlin	05/20/24-04/04/24		
SHS	Spanish Teacher	Catherine McDermott	12/22/23-02/06/24		
SHS/CS	ELL Teacher	Jada Lucas Carey	03/16/24-01/23/24		
SHS/CS	SPED AEM Teacher	Wendell Kuchta	12/14/23-03/13/24		
INTRA-DISTRICT PERSONNEL TRANSACTIONS					
SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE DATE
ATAS	Long Term Substitute Teacher - Grade 2	Natalie Howe	Reassignment	Vanessa Landels	01/01/24
EOU/Comm Schools	FT Lead Teacher	Michael Charvatich	FT to FT - Same position	Daniel Lopez	02/05/24
ESCS	School Building Substitute Teacher	Eden Burca	New Assignment	Cristina Jurado	12/26/23
SCALE	Computer Technology Specialist	Monica Sepulveda Cardona	Additional FT Assignment	Zachary Shea	01/08/24
SCALE	FT ELL Teacher	Lee Whalen	New Assignment	New	01/09/24
SCALE	FT Advanced Reading & Writing ABE Teacher	Maria Berquinos	Additional Assignment	New	01/09/24
NEW HIRES					
SCHOOL	POSITION	INCUMBENT	VICE	DUAL/SEI	EFFECTIVE DATE
ATAS	Resource Room Teacher	Brenna Wall	Kelsey Lamugadekina	Yes/Yes	01/03/24
CAF	SPED AEM Paraprofessional	Christina Hanley (Retiree)	Kathleen Medeiros	No/No	01/08/24
CAF	School Psychologist/Academic Evaluator	Cynthia Shuttleson	Kenneth Black	Yes/No	02/02/24
DW	Intermittent Substitute Teacher	Matthew Chen	N/A	No/No	12/19/23
DW	Intermittent Substitute Teacher	Rowan Hunt (Retiree)	N/A	No/No	12/18/23
DW	Intermittent Substitute Teacher	Brian Nicoll	N/A	No/No	12/28/23
DW	Intermittent Substitute Teacher	Oliver Clarke	N/A	No/No	01/11/24
DW	Intermittent Substitute Teacher	Rebecca Giger	N/A	No/No	01/05/24
DW	Intermittent Substitute Teacher	Adriana Conlino	N/A	No/No	01/02/24
Food Service	Intermittent Cafeteria Helper	Pasien Teraang	N/A	No/No	12/27/23
ESCS/Comm Schools	PE Assistant Teacher	Sharon Castellon	Veronica Oliver	No/No	01/15/24
ESCS	E Sistema Gross Teaching Artist	Janet Ruide	Emiel De Jaegher	No/No	12/19/23
HLF	School Building Substitute	Samuel Macrellan	New	No/No	01/03/24
HLF	SPED Paraprofessional	Blake Wilson	New	No/No	01/02/24
HLF	MLE Paraprofessional	Taylor Mathern	Will Louch	No/No	01/03/24
NSN	NSR Paraprofessional	Deondra Starling	Lisa Capo	No/No	12/18/23
SHS	Welcome Center Liaison	Ashley Otason	Jasmine Perez	No/No	01/29/24
SHS	Long Term Substitute Teacher - 80 Music	David Rubin	Philip Granston	No/No	01/22/24
WSNS/Comm Schools	High School Helper	Jennifer Pozzolo	Ailey Williams	No/No	01/18/24
WSNS	Building Substitute Teacher	Karen Fitzgerald	Elizabeth Kuttner	No/No	01/19/24

Somerville Public Schools					
Education • Inspiration • Excellence					
2023-2024 School Year					
Feb 24					
RESIGNATION FOR PURPOSE OF RETIREMENT:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	YEARS OF SERVICE	
SHS	Social Studies Teacher	Everett Rucase	06/27/23	27 years	
SHS	Head Clerk 1	Barbara Favaroni	07/01/23	21 years	
ESCS	Science Teacher	Teresa Degado Castillo	12/01/23	7 years	
SHS/CYS	Automotive Teacher	Robert Pungoli	02/14/24	28 years	
District Wide	SPED Educational Evaluator	Kenneth Black	01/01/24	21 years	
SHS/CYS	Automotive Teacher	Hugh Wallace	12/22/23 - Resigned	18 years	
ESCS	Science Teacher	Teresa Degado Castillo	12/22/23 - Resigned	7 years	
WSHS	Grade 8 Teacher	Charlene Buckley	06/30/24	25 years	
BR	SPED Resource Room Teacher	Jay Tokiel	06/30/24	27 years	
SHS	Guidance Department Chair	Traci Small	06/30/24	10 years	
ESCS	Redirect Teacher	Landra Morales	06/30/24	26 years	
KDS	Resource Room Teacher	Kristen Fudge	06/30/24	31 years	
RESIGNATION NOTICES:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE		
Conven Schools	High School Helper	Dita Jagnow	02/13/24		
SHS/Winteritz	Ultimate Frisbee Coach position only (will active)	Esther O'Connor	01/26/24		
SHS/Winteritz	Headman & Mt. Mansfield Coach	Gary Merziah	01/26/24		
WHHS/Food Services	PT Lunch Attendant	Charlie Washington	02/02/24		
ASSIGNMENT ENDED:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE		
Conven Schools	High School Helper	Dita Jagnow	02/13/24		
District Wide	Intermittent Substitute Teacher	Lucren Cantano	02/11/24		
ESCS	Senior Clerk	Marcel Ruthenberg	01/30/24		
LEAVES OF ABSENCES:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES		
ELN	Grade 8 Teacher	Elizabeth Hedgen	06/26/24-02/01/25		
SHS	J&M Music Teacher	Patricia Charles	02/12/24-02/26/24		
SHS	College & Career Counselor	Kayla Schutte	05/17/24-05/24/24		
WSHS	Grades 7/8 Social Studies Teacher	Rami Bridge	02/28/24-03/05/24		
INTRA-DISTRICT PERSONNEL TRANSACTIONS:					
SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE DATE

AYAS/Conven Schools	PT Assistant Teacher	Makela Whelan	New Assignment	Chandler Timmons	01/20/24
CMU/Conven Schools	PT Assistant Teacher	Alexa Boyd-Mount	New Assignment	Beth Marie Aguilera	02/20/24
ESCS/Food Services	PT Lunch Attendant	Saima Sheikh	Intermittent to Permanent	NA	02/29/24
SCALE	PT Fine Arts Educator Math Teacher	Famela Delays	Additional Assignment	New	01/31/24
SHS	Art Teacher	Rebecca Geiger	New Assignment	Miranda Jang	02/06/24
SHS	Long Term Substitute Teacher - Mathematics	Alexa Wiese	New Assignment	Tayanna Salas-Ortiz	02/07/24
WHCS	Long Term Substitute Teacher - SPED Aides	Kegan Blum	New Assignment	Meredith Rothstein	02/11/24
NEW HIRES					
SCHOOL	POSITION	INCUMBENT	VICE	DUAL/NEI	EFFECTIVE DATE
District Wide	Intermittent Substitute Teacher	Nyles Scully	NA	No/No	02/12/24
District Wide	Intermittent Substitute Teacher	Mary Rosenwinkel	NA	No/No	02/13/24
District Wide	Intermittent Substitute Teacher	Lydia Blomberg	NA	No/No	02/12/24
District Wide	Intermittent Substitute Teacher	Madeline Dzuliczy	NA	No/No	02/29/24
District Wide	Intermittent Substitute Teacher	Christopher Towne	NA	No/No	01/29/24
District Wide	Intermittent Substitute Teacher	Audree Kahla	NA	No/No	01/30/24
District Wide	Intermittent Substitute Teacher	Heather Wecker Green	NA	No/No	01/30/24
District Wide	Intermittent Substitute Teacher	Kevin Radmond	NA	No/No	01/30/24
ESCS	All Systems Motion Teaching Artist	Rachel Kasper	Janet Cohen	No/No	02/14/24
Food Services	Intermittent Lunch Attendant	Kara Fazzanini	NA	No/No	01/30/24
SCALE	PT ELI Level 1 Teacher	Kaylene Parks	Patrick Tracey	No/No	02/12/24
WHCS	SPED AEM Paraprofessional	Amanda Cassin	Kashima Riley	No/No	02/05/24
WHCS	Building Substitute Teacher	Katharina Wagler (Rehne)	New	No/No	02/11/24
WHCS	PT Utility Aide	Daniel Riley (Rehne)	Linda Lombardo	No/No	02/08/24