

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, April 29, 2024 - Regular Meeting

7:00 p.m. – City Hall Chambers

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

Members Absent: President Ewen-Campen and Mayor Ballantyne

I. CALL TO ORDER

The meeting was called to order at 7:00 p.m. Chair Krepchin asked Superintendent Carmona to call the roll, results of which were as follows: PRESENT – 7 – Ms. Barish, Mr. Green, Mr. Biton, Ms. Pitone, Dr. Ackman, Dr. Phillips and Ms. Krepchin ABSENT – 2.

Chair Krepchin asked interpreters to introduce themselves:

Carolina Pulido Alvarado- Spanish

Sue DeCarey- Portuguese

Angie Surpris- Haitian Creole

Dr. Carmona read the following statement:

I would like to share our deep condolences and ask for a moment of silence for Franklin Delambert, who has been a pillar in our community.

More than 30 years ago, Franklin Delambert founded the Haitian Coalition right here in Somerville. He was a fearless leader for immigrant related issues in the city and fought for the rights of Haitian residents at a challenging time for our Haitian brothers and sisters.

He advocated strongly for the creation of a multilingual Parent Information Center for the Somerville Public School and for the vital need to have a Haitian Creole member on that team. That team member, Marjory Alexandre, is still with us after 29 years working for our Enrollment Office! He continued this important work until the end of his life, and his legacy will continue.

Dr. Carmona called for a moment of silence, followed by a salute to the flag of the United States.

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Marcia Narh-Botchway, Anna Sophia Protopapas and Liam Vetti were both present and reported the following:

- Senior prom on May 17th at the Crowne Plaza Hotel in Woburn and tickets go on sale this week.
- AP tests begin next week
- National Honor Society ice cream social tomorrow.
- Senior field day after senior class day rehearsal.
- Graduate valedictorian and salutatorian speeches due this week.
- Increase in school spirit leading up to graduation.

III. APPROVAL OF MINUTES

- January 22, 2024
- February 5, 2024
- February 26, 2024

MOTION: made by Dr. Phillips, seconded by Dr. Ackman, to approve the minutes of January 22, 2024, February 5, 2024 and February 26, 2024.

Mr. Biton asked that his name replace his predecessor's name on the February 26th minutes.

The motion was approved unanimously.

IV. PUBLIC COMMENT

Chair Krepchin read the public comment regulations and asked those who signed up to comment at this time.

Kelley Dixon, a present temporary employee, asked that an academic evaluator position be added to the two currently on staff in order to handle the increasing workload. Last year 57 evaluations were completed and this year 103 have been completed. The position was created at the last negotiation to alleviate time for sped educators to spend on teaching. Given the current staff of 2, sped educators will be forced to devote time to evaluating students and less time on instruction and learning, which goes against the intention of the negotiation.

April Luna, teacher at Winter Hill for six years, objected to the elimination of the position of assistant superintendent of operations. As former principal of Winter Hill Mr. Mazza put people first and understood the needs of students and staff. He uniquely understood the human needs which guided prioritization of 311 submissions, and was a leader in the "311 abyss submissions." Ms. Luna was concerned for the overall current economic climate in making decisions without concern for the human cost.

Matt Collins, teacher at Winter Hill at Edgerly for ten years, also objected to the elimination of the assistant superintendent of operations. As a result of his recent fall, Mr. Mazza responded to the accident by installing mats on the handicapped access ramp. Following that he became separated from his service dog when the elevator could not be stopped and this situation was prioritized in the "abyss of 311 submissions." Mr. Mazza "knows the human side" of what is needed, and his removal is "just another gut punch to a school community which has taken on a lot.

Julie Scafidi, teacher at Winter Hill for fourteen years, also joined her teachers above in their statements. Mr. Mazza "has always had our back" and was a strong advocate for the community and providing what they needed. At a time when plans for new buildings are being discussed, "it is a disaster to remove him." "You are pulling the rug out from underneath him, and also us." It is a personal attack on the community, and by "knocking him down, you are knocking us down," as he is the biggest support for our community. She added that "Winter Hill has been totally falling apart" as long as she has been there, and Mr. Mazza has backed up and "pushed for everything we needed."

Ronnie Bridge of Livingstone Square addressed a problem with the food services department. The school menu recently stated that a Fenway all beef hot dog was to be served. His six-year old would not eat it because he had determined that it contained pork. The menu was then changed to reflect a pork and beef hot dog on a bun. He was concerned that the district was serving something containing pork and advertising it as all beef. He asked that the committee create an all inclusive policy with regard to the school menu and have more dishes containing chicken and turkey rather than pork.

Cara Dodd, resident and educator at the Winter Hill, reiterated her colleagues request for a staff of three academic evaluators and not returning to the previous model of testing. Testing, scoring and reporting on an IEP takes anywhere from five to nine hours and is not sustainable resulting in teachers evaluating and not teaching quality instruction.

Amelia Flynn, academic evaluator, voiced the same concerns.

Deyshawn Simmons, educator at Winter Hill, repeated the request for three academic evaluators. The legal clock starts ticking when a request for testing is made and the district has 30 days to complete testing and reporting. If each case takes nine hours, multiply by 13 or 15 students and it becomes unmanageable and unsustainable leading to burnout as educators try to be in compliance and do the right thing by educating their present students. He also objected to the elimination of Mr. Mazza's position as an important part of the district.

Emily Walker of the Somerville Council of PTAs was concerned about the cuts to funding and staff, and the consequences of failing to meet the educational objectives of the district. She asked that the health insurance cost not be carried in the SPS budget, and that the budget be increased by 8%.

Sue Lewis, mother of a downs syndrome child, asked that the budget be fully funded to meet the needs of disabled children. The sped department lacks the staff to adequately support their academics. While the summer offers opportunity for students to "catch up," there are no programs and accessibility beyond the general resource room.

The special needs and peer classroom teacher needs the tools, training and support to properly execute this model. Summer academic programs need to be structured for inclusivity with low teacher-to-student ratio.

Joe Johnson of Ward 6 reiterated the need for an 8% increase in the budget, which would allow for the funding of the needed support roles. He asked the committee to provide a list of a fully funded budget and what that funding would provide.

Becky Lopes-Filho of Ward 4 and Kennedy School PTA asked that the Superintendent's office to prepare an 8% budget to fully explain what the delta is between 7% and 8%. There are cuts to central office staff that will negatively affect students, educators and families, and being made on the "backs of the most vulnerable in our community." She encouraged the committee to be courageous and understand that the priority of the City is on the line.

Amy Marshall of Ward 1 and PTA president asked that an 8% budget be pushed to allow the district to move forward to close the massive equity gap and publicly demonstrate the equity advances that an increase will allow. The increase would allow the request for funding expressed above, including additional academic evaluators and sped staff. She added that the City should absorb the cost for busing for Winter Hill due to the present problem having been caused by neglect by the City of that building.

MaryLou Carey-Sturniolo, parent liaison to the Winter Hill, thanked Mr. Mazza for his consistent and reassuring presence during a year of new leadership and transition in an extremely uncertain time for families and staff. She recalled the day when students were being transferred to Tufts and being loaded into the van. Mr. Mazza was "dancing with the little ones, playing ball and sitting on the ground with chalk." He is an advocate for Winter Hill but he stands for all students from PK to the high school and care about each and every student. "Thank you Mr. Mazza!"

Jennifer Zacharias, former resource room teacher for eleven years and now on the academic evaluation team, asked that the current team of three person be maintained and not to return to the former model of involving resource room teachers. Teaching and learning will suffer in an already compressed six-hour school day and progress will be negatively affected and the achievement gap widen among sped students.

V. REPORT OF SUPERINTENDENT

A. District Report

Dr. Carmona thanked public commenters for their feedback.

Superintendent Report

This week we have a number of updates and presentations to share that highlight some of the most unique aspects of our district, which are centered around equity, access and the diversity of our community. Today you will hear from district leaders about how our commitment to students goes beyond the four walls of our school buildings.

- First you will hear from Ruth Santos and her team from the Somerville Family Learning Collaborative. SFLC is an integral part of SPS and serves as a model for other school districts. Its mission is to enhance the capacity of families and schools to support children's learning and wellbeing by collaborating with community partners and promoting welcoming, responsive schools and programs. SFLC encompasses our Office of Enrollment, Our one-of-a-kind, Basic Needs & Housing Support Department, our Home Visiting Program, Multilingual Playgroups and so much more.
- Next you will hear from Joselyn Marte and a few of her students from the Somerville Center for Adult Learning Experiences. SCALE empowers Somerville adults by providing instruction and a challenging learning environment to ensure academic and career success. Joselyn became the Director of SCALE in August, and she has already done an amazing job at strategically expanding programming and access.

- In addition to these presentations we have an MSBA update and an update on the Central Office Reorganization. We also have a number of exciting shout outs that will highlight the incredible work that students and staff across the district are engaged in.
- Before we get into tonight's full agenda, I would like to first acknowledge the protest last week that various students at Somerville High School participated in related to the ongoing violence in Israel and Gaza.
 - In addition to these presentations we have an MSBA update and an update on the Central Office Reorganization. We also have a number of exciting shout outs that will highlight the incredible work that students and staff across the district are engaged in.
 - Before we get into tonight's full agenda, I would like to first acknowledge the protest last week that various students at Somerville High School participated in related to the ongoing violence in Israel and Gaza.

First and foremost, at Somerville Public Schools we unequivocally condemn all anti-Semitic and anti-Palestinian hate.

We also continue to be profoundly troubled by the violence that continues to unfold in Gaza and Israel and the catastrophic conditions impacting the lives of so many innocent people. The disproportionate impact the violence has on children, women, and innocent civilians is particularly disturbing.

We continue to support the rights of our staff and students to exercise their first amendment rights in a peaceful and safe manner. This however does not mean that we endorse any of the messaging of the protestors.

We have been clear with our staff that as public employees we are not allowed to use school time or resources to solicit or advocate for personal or political causes or groups, in accordance with the Massachusetts ethics laws and Somerville Public Schools Acceptable Use Policy for Staff.

We have also made it clear to students and parents that Somerville Public Schools is not responsible for students if they choose to leave campus. We have encouraged parents to speak with their children about their plans, behavior and safety.

Recently, we have had the opportunity to delve deeper into how our district can better support students and staff through emerging conflicts, including the atrocities in Israel and Gaza, through meetings and engagement with both students and staff. We remain committed to working through these complex issues with all of you in a comprehensive and thoughtful manner, with the ultimate goal of continuing to ensure an inclusive learning environment for all students.

• **SFLC Update**

Ruth Santos of the Somerville Family Learning Collaborative reviewed her PowerPoint presentation, attached hereto and made a part of these minutes.

QUESTIONS/COMMENTS

Discussion ensued including the following highlights:

- Staff works hard to accommodate schedules of families, especially during evening hours.
- Management of staff to work collaboratively with existing resources in order to continue to grow program and address gaps.
- Rules committee to advise on policy for protocols for seeking donations from local businesses.
- Pro-active reaching out to many community organizations willing to participate in providing donations of all kinds, i.e. clothing, backpacks, personal grooming services, gift cards, laundromat cards, etc.
- Building relationships and connecting with the community eager to support education and stability of students under difficult circumstances.
- Ms. Santos "is not afraid of asking" for help from the community.

- Aspects of program that were grant-funded or ARPA funded need alternative resources when funds end.
- Request for therapy dogs to attend Committee meeting "as a valuable opportunity to learn from them."
- Value of volunteers to work directly with students; teachers encouraged to use services of volunteers by demonstrating specific successful collaborations.
- To avoid "data silos" team works to collaborate with communication team and data strategy coordinated to ensure diverse representation of families reflected in data.

Ms. Ochoa and Director of Basic Needs and Housing support, continued the presentation:

- MVP fund subsidizes families in rent and utilities.
- Collaboration with Cambridge Public Schools to advocate for Somerville residents providing foster care to maintain stability in the community.
- While there is outreach to identify students at risk of basic needs and housing support, the number is not representative of the total number as the number most likely is higher; the "double up" standard is being revised by the state.

• **SCALE**

Joselyn Marte was accompanied by students of the Somerville Center for Adult Learning Experiences and reviewed her PowerPoint presentation, attached hereto and made a part of these minutes.

QUESTIONS/COMMENTS

Discussion ensued including the following highlights:

- Needed offerings of the program include paraprofessional training; use of CTE equipment at the high school for training purposes a good use of shared resources; funding being pursued for additional training opportunities in the field of phlebotomy and other areas.
- Consideration of how Somerville resources for residents in process of work authorization can be used in light of DESE requirements for evaluation of 300 seats.
- Make curriculum more cohesive to address needs of student in assessment process to advance to next level; help students advance to training for secondary workforce; serving needs of students in immigration status during the waiting period.

Student Roxanna relayed her story of success of being welcomed and supported at SCALE to attain her high school diploma, and she is now in the paraprofessional program. She was enrolled in the college readiness program and has been accepted to Bunker Hill Community College for the Fall of 2024. She expressed gratification for the opportunities she and many of her classmates have received.

Ms. Boston-Davis described the support that the SCALE program receives from central office. Ms. Martinez attends the monthly principals' meetings and is involved in discussing the logistics and best practices of programs. She connects with principals on a regular basis in connection with the paraprofessional pipeline.

Dr. Carmona praised the execution of the program that provides an alternative pathway to receiving a high school diploma. A commitment was made to ensure the program was rigorous and open to all. The graded, funded system claims ownership of the work and maintains the fabric of community support.

Ms. Martinez spoke of the successful enrollment of its first vision-impaired student referred to the program by DESE. The team met with the Mass Commission for the Blind in determining the needs of the student and integration into the program. Although there have been challenges that require teacher growth and adaptation, the program is better prepared to address the needs of adults.

Discussion continued including the following highlights:

- Kudos to the program that has ensured that students who can't receive their high school diploma by traditional means via MCAS assessment, etc. have the opportunity to be successful in this program.
- Efforts are being made to ensure that English language learners have the skills at an associate degree level to pass proficiency tests for certification needed for employment.
- Space and staff constraints limit offerings to be made; currently a 400 person wait list for ELL classes;

push to more and better funding.

Superintendent Report Continuation

Congratulations to Principal Shawn Maguire on his retirement this year. This is Shawn's last school year as Brown School Principal, where he has served with excellence for nine years.

Under his leadership, the Brown School hired talented staff and teachers, earned high student achievement scores, and the school has been honored several times for their MCAS scores and student growth. He will be missed by those of us in administration, his students, his educators and staff, and the Brown School families. Congratulations, Principal Maguire!

April 24th was Administrative Assistant Appreciation Day.

Our administrative assistants are the glue that holds our offices together and the heartbeat of our schools. Thank you to all our administrative assistants.

Congratulations to the 14 Career and Technical Education students who competed in the SkillsUSA state competition last weekend. Students prepared for hours in the classroom ahead of the event. Three Somerville High School juniors won medals!

Elle Gys won a Bronze Medal in Technical Drafting

Hayley Machado won a Silver Medal in Technical Drafting

Sam Ryan won a Gold Medal in Advertising Design and has been invited to compete at the National Competition in Atlanta Georgia to represent Team Massachusetts as well as Somerville High School.

Thank you to advisors Dan Bendel, Rich McElroy, and Amy Corregio for bringing the students to this two day event.

Assistant Superintendent Mr. Mazza read the following from the district report

Summer Programming

- Thanks to the work of our dedicated staff, we are able to offer a robust menu of summer activities to our students. There are several options from music programming, middle grades robotics, academic enrichment and recovery programs, programs for new English learners and more.
- These programs are run by the school district this summer and most of this programming is free of charge for our students.
- Thank you to all the staff working on these programs, including
 - Rosanna Paribello, our OST Director
 - Jené Riley, our Manager of programs and partnerships
 - And all our summer program, curriculum and administrative staff organizing and preparing for the summer

A variety of summer programs are offered – something for everyone – free of charge. He thanked members of the staff for their planning.

Food and Nutrition Services gets students to eat breakfast

Food and Nutrition Services Department staff work hard to provide healthy, filling, and exciting meals for students. In an effort to entice more high school students to eat breakfast, they introduced a highly popular new breakfast item, overnight oats.

Director Lauren Mancini and her staff regularly develop new recipes and test them on staff then students to continually improve their meal options. Recently, they've added many international recipes at schools, including Indian and Latin foods.

Thank you to our hardworking food and nutrition staff at facilities and in our central offices.

Assistant Superintendent Dr. Boston Davis read the following from the district report

Belle of the Ball

Seniors are looking forward to the end of their careers at Somerville High School. Among other celebrations, many will choose to attend the Senior Prom on May 17th.

25 of our seniors went to the Belle of the Ball event at the Hynes Convention Center to pick out free prom dresses. There is also a prom dress closet available to students with several dozen newly-donated dresses. Thank you to staff Nehemie St Louis, Nayi Padilla, and Eline Santana for working with our students to make sure they have a great prom.

QUESTIONS/COMMENTS

Discussion ensued including the following highlights:

- Letter will be sent to the Brown community emphasizing the transition for the principal position both as permanent and interim with follow up from Karen Woods on next steps.
- Adjustments will be made in the budget process.
- Recruitment of automotive instructors continues, with one position filled and one remaining.

B. Personnel Report

Dr. Carmona highlighted that all the 2024-2025 position have been posted

VI. REPORTS OF SUBCOMMITTEES

A. School Committee meeting for Educational Programs and Instruction Subcommittee:

April 4, 2024 (Dr. Ackman)

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

In attendance were:

- Emily Ackman, Chair
- Ellenor Barish, Vice Chair
- Laura Pitone, Member
- Jessica Boston Davis, Assistant Superintendent for Curriculum & Instruction • Kathleen Seward, Coordinator of K-8 Humanities Curriculum, Instruction, and Assessment • Paula O'Sullivan, K-8 STEM Curriculum, Instruction, & Assessment Coordinator

Attendees:

- Leigha Charboneau
- Alfie's iPhone

Dr. Ackman opened the meeting by welcoming everyone and then turned it over to Dr. Boston Davis who noted that today's presentation is about middle grades curricula.

Dr. Boston Davis presents:

Middle Grades Curriculum Overview & Updates

Overview

- Throughout Superintendent Carmona's entry planning process, questions have been raised about the experiences for middle grades students in SPS
- For the purposes of this presentation within Ed Programs, we will focus in on the middle grades curriculum in the four core subject areas: English Language Arts, Social Studies, Math, and Science.
 - We are defining middle grade as grades 6, 7, 8

This was presented during a district-wide PD

Guiding Questions

- What **curricula** are we using? Is it evidence-based? What learning experiences and tasks are we asking students to engage with?

- 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?
 - How do we use data to **assess and re-teach** to meet student needs?

Curriculum Overview

We are currently in the process of reviewing and/or rolling out curriculum in line with the theory of action shared at district wide PD:

"IF we continue to build on our environmental/SEL initiatives AND focus on building an aligned system of excellent curriculum, instruction, and assessment, THEN, we will improve all student academic outcomes while fostering a more equitable learning environment."

Ms. Seward presents:

ELA

- No district prescribed curriculum
- We are currently undergoing a curriculum selection process for grades 6 - 8 •

Curriculum Selection Committee

- o At least one ELA teacher from each grade level 6-8
- o SEU representation from all 6-8 buildings
- o MLE representation
- o ELA Coaches
- o Special education representation
- o At least one Principal and one Assistant Principal
- o At least one member of the Department of Equity and excellence

Draft 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.

English Language Arts

- Using Curate and the rubric, the team has narrowed the curriculum selection down to a few and will be prepared to share the selection later this spring.
 - [SPS 6-8 Curriculum Selection Rubric](#)

QUESTION from Member Pitone: There used to be high level of autonomy for students choosing their own books in order to increase engagement. How does that get incorporated into this work? ANSWER Ms. Seward: One aspect of the rubric is taking in student and teacher autonomy. Each unit has a core text and then supplemental texts where students will have choice. We also have to make

Ms. Seward continues presenting:

Social Studies

- As you know, Social Studies started the SPS curriculum review cycle in 2020 (the day before we shut down for the pandemic). Based on takeaways from this process, we have decided to move forward with implementation of Investigating History starting next year in grades 6 and 7. • 8th grade will continue to use our locally developed curriculum (based on MA Civics outcomes)

Why Investigating History?

Investigating History will contribute to students' capacities to make informed civic choices and assume their roles in strengthening equality, justice, and liberty in the world.

Expanding access to high-quality, standards-aligned curricular materials can significantly improve student outcomes, especially when teachers have the professional learning opportunities they need to skillfully implement those materials to meet the specific needs of their students, families, and communities. Research suggests that if instructional materials are engaging, challenging, culturally relevant, and aligned to learning standards, they can improve student achievement by an amount comparable to a half-year of extra learning time. The Center for Instructional Support at DESE is committed to ensuring that all students in Massachusetts reap the benefits of strong curricular materials.

Throughout the Commonwealth, educators and administrators have expressed frustration and concern about the lack of high-quality history and social studies curricula. This void extends beyond the Commonwealth. It's a national problem. By and large, traditional developers and publishers have concentrated on content areas that are regularly measured and assessed like ELA and Math. As a result, history and social science educators across Massachusetts often spend considerable time and effort creating materials from scratch. Curriculum development done right is a massive undertaking--but DESE has taken on the challenge. The resulting curriculum is aptly named Investigating History.

Mathematics

IM Curriculum Roll-Out Timeline

2018-19: A few grade 6 teachers started with IM

2019-20: Grade 6 & 7 roll-out

2020-21: Grade 8 roll-out (virtual)

2022-23: Revisited some Grade 8 unit previews

2023-24: Focusing on Teaching Practices with IM in Department/District PD

2023-24: In our Department and District PD, we have focused as a group on the following ideas: • Deeper learning is important.

- There are opportunities for deeper learning within IM.
- We need to attend to access and status in our classroom- things we do as teachers can increase and/or decrease these. **HOW** we implement the tasks is critical.
 - There are useful frameworks to help us with this work (e.g. MLRs).
 - Collaboration and teamwork can make learning more engaging and more effective. NCTM

Recommended Teaching Practices

1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
 - a. This is what Somerville's educators are focusing on for PD this year.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

Mathematical Language Routines

MLR 1: Stronger and Clearer Each Time

MLR 2: Collect and Display

MLR 3: Critique, Correct, and Clarify

MLR 4: Information Gap

MLR 5: Co-Craft Questions and Problems

MLR 6: Three Reads

MLR 7: Compare and Connect

Status in the Mathematics Classroom

“Status is the perception of students’ academic capability and social desirability.” - Ilana Horn “Status plays out in classroom interactions. Students with high status have their ideas heard, have their questions answered, and are endowed with the social latitude to dominate a discussion. On the other side, students with low status often have their ideas ignored, have their questions disregarded, and often fall into patterns of nonparticipation or, worse, marginalization.”

“Some students’ contributions are sought out and heard, whereas others’ contributions are ignored. This imbalance obstructs **productive mathematical conversations** because an argument’s valuation comes from *who* is speaking and not *what* is being said.”

Science

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 have 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.

What does deeper learning look like in science classrooms? Teachers responded: • Prepares students for the world

- Academically challenging
- Accessible
- Hands-on inquiry-based
- Physical hands-on projects, students have STUFF with which to create
- Experience the learning by doing
- Students answer with explanations of their own reasoning
- Students see their cultures, language, religion, genders, etc, in the curriculum • Students see their experiences in the investigations they do
- Students see themselves as scientists.

QUESTION from Member Barish: Ms. Seward mentioned that a member of the high school staff is part of the ELA review process. What involvement do high school educators have for other subjects? ANSWER from Ms. O’Sullivan: This inclusion is starting to happen next week so that 6-8th grade science teachers can hear about what will happen at the high school and what we need to do to align.

QUESTION from Member Pitone: STEM Scopes (and curriculum in general). Do we have the most recent version of the science curricula? Do we have it in multiple languages for our students? ANSWER from Ms. O’Sullivan: We have the most up to date version. It has Spanish, but that’s based on the NGSS standards, not Massachusetts’ standards. As it’s part of a regular curriculum cycle review, we will still consider it.

QUESTION from Member Barish: What subject areas do we find multi-lingual curricula vs. separate curricula? Do SEI classrooms use the same curricula?

ANSWER from Dr. Boston Davis: When we think about curricula, we think about our dual-language students (e.g. the ARC Core ELA curricula has a lot of science & social science). For our SEI classroom, the goal is to use our curricula, differentiation happens with the language that the teacher uses. Our MLL director might have more information, so I’ll check with her.

ANSWER from Ms. O’Sullivan: That was part of the consideration for Illustrative Math. Seward Answer: As we consider what newcomers need, they need a separate curriculum that is cross walked with our curriculum and translated as needed.

QUESTION from Member Pitone: standards alignment. What is the level of fidelity to which we implement our curriculum?

ANSWER from Ms. Seward: We want to implement with *integrity* and not just *fidelity*. It's the curriculum + implementation = meeting needs/integrity. The last sentence in our ELA curriculum references this.

QUESTION from Member Ackman: How are you including interdisciplinary work in curriculum planning? ANSWER from Ms. O'Sullivan: For all curricula, we are centering one discipline and taking others into consideration. Asking students to make an argument based in data happens across disciplines. ANSWER from Dr. Boston Davis: That question is important for us to take into account as we teach our kids. We haven't structured curriculum that too much, but we are moving towards that.

Additional K-8 Curricula Roll-out Plans

Additional Curricula Initiatives

Climate Change Curriculum Committee

- 16 educators, admin, and coaches have contributed
- Surveyed all staff
- Findings to be presented June 2024

Digital Literacy & Computer Science

- CS Engage Grant from DESE and CSforMA
- 14 educators grades 6-8 will participate in summer PD

World Languages

- Aligning curriculum units to updated DESE World Language Curriculum Frameworks

Health & Physical Education

- Engaged in a curriculum needs-assessment

Curriculum, Instruction & Assessment Supports

Common Planning Time

- SY25 every Wednesday will be 1:00 dismissal to enable:
 - o 10 school-team CPT sessions
 - Ex. X-block planning, designing interventions, making MTSS referrals, consultation/collaboration/co-planning with service providers, specialists, paras, meeting/collaborating with administrators
 - o 10 district-team CPT sessions
 - Ex. New curriculum planning, building cross district relationships, alignment/calibration of standards of excellence (LASW, common assessments, rubrics, report cards), District-wide data reviews (i-Ready, DIBELS, MCAS)
 - o 12 Individual Educator prep afternoons

- o 4 All-District PD sessions
- Implementation Team has begun work around logistics, skills, resources, and communication of the initiative.

Department PD Time

- Will be content-focused for all PK-8
 - o PK - See Every Child
 - o Gr K-2 Literacy focus
 - o Gr 3-5 Math focus
 - o Gr 6-8 content areas

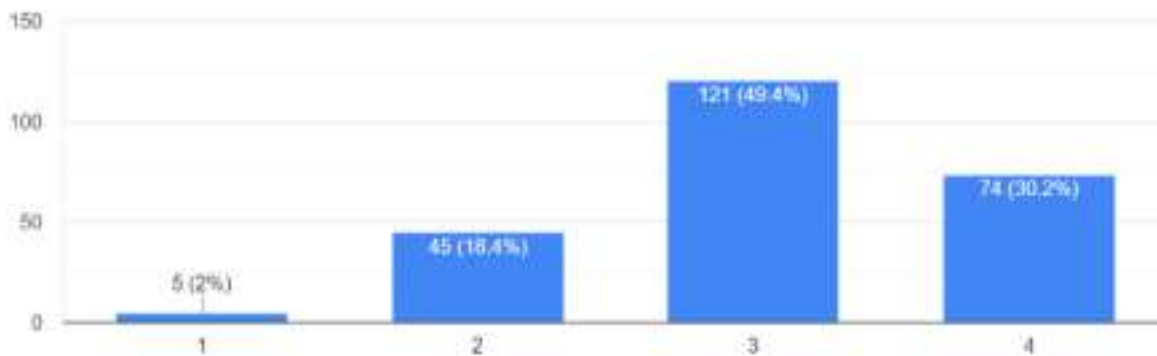
Pull-out and Choice PD Catalog Offerings & Coaching Supports

Survey data from district-wide PD – Educators thoughts on curriculum roll out

I understand the Academic Action plan presented today.

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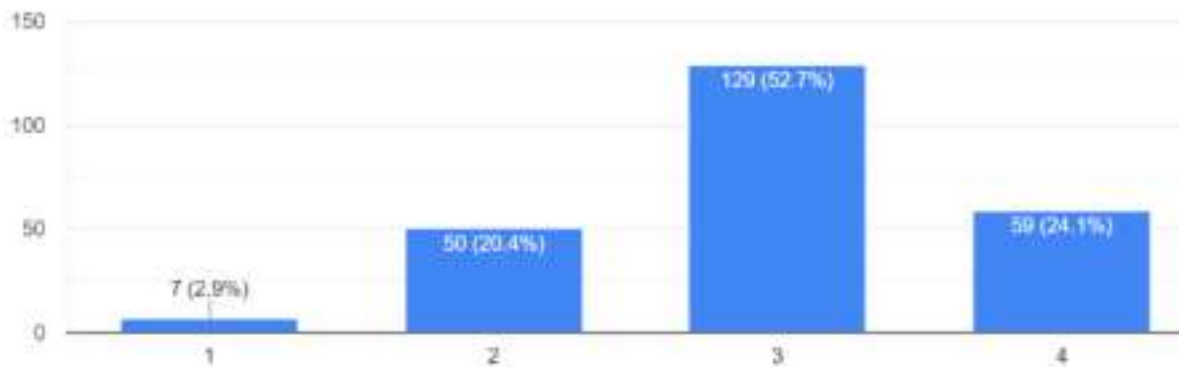
245 responses



I am excited about the initiatives presented today.

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245 responses



Looking ahead

- We will use what is learned from the superintendent's entry plan help guide implementation
- We are in the very early stages of planning a middle grades task force (the name of the group may change) which will consider the middle grades experience holistically and consider what is working well, and what we might improve on. This may include:
 - Interviews with students, staff, and community
 - Working groups
 - Student voice in visioning
 - Observations across SPS and in other districts

BARISH COMMENT: As you are considering the middle grades experience, please consider that the children's cabinet can be a resource

Meeting closed at 3:53 pm

B. School Committee Meeting for Finance and Facilities Meeting of the Whole:

April 10, 2024 (Dr. Phillips)

Report of The Finance and Facilities Subcommittee, April 10, 2024, submitted by Sarah Phillips

The Finance and Facilities Subcommittee met on April 10, 2024, via Zoom. Members present were Emily Ackman, Ilana Krepchin, Sarah Phillips, Ellenor Barish, and Leiran Biton. Also in attendance were Chief Financial Officer, Fran Gorski, Assistant Superintendents Chad Mazza and Jessica Boston-Davis; Superintendent Rubén Carmona; and Director of Intergovernmental Affairs for the City of Somerville.

Chair Phillips called the meeting to order at 7:05pm. Laura Pitone joined at 7:08pm. Andre Green joined at 7:11. There were 4 people in the audience.

There were three items on the agenda. (The FY25 Budget Discussion and ESSER Overview were discussed together):

1) Central Office Re-Organization Plan

Rubén provided an overview of the Central Office Re-Organization plan, noting that the aim is to center the needs of our students, promote equity, and improve efficiency.

2) Budget Scenarios

Rubén noted that the city's financial picture is more constrained than in prior years. Originally, we set our expectations around a 7% budget increase. However, the city has asked us to propose a 6.0%, 6.50%, and 7.0% increase. However, these numbers don't account for an additional 0.3% to pay for the health insurance premiums of staff coming over from the ESSER budget. So, essentially the budget scenarios we have been asked to propose are a 5.7%, 6.2%, and 6.7% budget increase. In any scenario, we will not be able to account for all our principals budget requests, the PTA requests, and the SEU requests.

The school committee made clear that they view a level-service budget as the floor, not the ceiling for the upcoming budget.

3) FY25 Budget Discussion & ESSER Overview

Fran provided an update on the budget considerations. Moving the ESSER positions and contracts to the general fund and health insurance for those positions is an enormous cost, as is funding all COLA and steps increases. While the projected out of district SPED tuitions are coming down, they are still higher than previously. However, there is some projected costs savings. The status of Great Boston Breakthrough and any replacement is still being finalized as is the decision about Winter Hill transportation. As noted above, a number of budget requests are still being worked through and SAA negotiations are not complete. There will also be additional costs for the school committee's new legal contract and transportation. Finally, decisions about whether the city or district will pay for PlayWorks at Winter Hill and additional drug and alcohol counseling at Next Wave/Full Circle still need to be determined.

Fran provided an overview of potential reductions and additions in light of the Central Office Re Organization Plan. Currently, reductions include a total of 8.0 FTEs at a cost savings of \$918,000. Additions include a total of 26.6 FTEs at a cost of \$2,434,500 moving over from ESSER and an

additional 14.70 FTEs at a total cost of \$974,000 inclusive of mid-year hires and needed positions for FY25.

4) YTD Expenditure Detail

There was a motion by Andre Green, seconded by Ilana Krepchin to lay this item on the table until next meeting. The motion passed 5/1.

5) March Bill Rolls

Fran highlighted several items on the March Local Bill Rolls, including invoices from legal services related to labor negotiations, student services, and the network disturbance in September as well as transportation costs related to the district's Early College program and MBTA passes. He also highlighted school lunch refunds in the Revolving Accounts.

There was a motion by Laura Pitone, seconded by Andre Green to approve the March Local Bill Rolls. The motion passed unanimously.

The meeting adjourned at 9:13 pm.

Documents Used:

Considerations for the FY25 Budget 4-10-24.docx
YTD Exp Detail 04-08-24.pdf
March Local Bill Rolls 2023.pdf
March Grant Bill Rolls 2024.pdf
March Revolving Bill Rolls 2024.pdf
SPS Central Office Reorganization – Mar.2024.pdf
Staffing Considerations – FY25.xlsx

C. School Committee Meeting for Finance and Facilities Meeting of the Whole:

April 24, 2024 (Dr. Phillips)

Report of The Finance and Facilities Subcommittee, April 24, 2024, submitted by Sarah Phillips

The Finance and Facilities Subcommittee met on April 24, 2024, via Zoom. Members present were Emily Ackman, Ilana Krepchin, Sarah Phillips, Ellenor Barish, Laura Pitone, and Leiran Biton. Also in attendance were Chief Financial Officer, Fran Gorski, Assistant Superintendents Chad Mazza and Jessica Boston Davis; Superintendent Rubén Carmona.

Sarah Phillips called the meeting to order at 7:00pm. There were 46 attendees in the audience. Andre Green joined the meeting at 7:36pm. There were two items on the agenda. (The FY25 Budget Discussion and ESSER Overview were discussed together):

1) FY25 Budget Discussion & ESSER Overview

Fran described the most recent meeting with the City where he described what would be cut under different budget scenarios—6.7%, 6.2%, and 5.7%. The city is taking the 5.7% and 6.2% budget scenarios off the table. There are still some challenges on the budget side, and we are looking at some solutions to help close the gap. One thing the City is doing is taking advantage of new flexibility in ARPA funding. Fran has asked whether there is flexibility in ESSER, but there does not appear to be any. Fran noted that we have a surplus in the school lunch revolving account and we would

move some of our food and nutrition staff (around \$330,000 worth of staff) to that account from the general fund in order to fully fund the school department's budget. The committee discussed this idea and whether the school committee could accept less than a straight 7% increase.

The meeting adjourned at 7:36 pm.

Documents Used:

N/A

MOTION: made by Dr. Ackman, seconded by Dr. Phillips, to approve the Ed Programs April 4th, Finance and Facilities April 10th and Finance and Facilities April 24th minutes. The motion was approved unanimously.

VII. UNFINISHED BUSINESS

A. MSBA

Dr. Carmona read the City SBC- CAG update



CITY OF SOMERVILLE, MASSACHUSETTS KATJANA BALLANTYNE MAYOR

MEMORANDUM

April 26, 2024

The purpose of this memo is to provide a brief update on the status of the School Building Committee, as well as the SPS Construction Advisory Group and greater community process that will serve and inform the school building process for the Winter Hill Community Innovation School and potentially the Brown School.

School Building Committee (SBC)

Role

An SBC is a requirement of the Massachusetts School Building Authority (MSBA), and provides technical guidance and fiscal oversight during the planning, design, and construction of a new school building project.

Status

The MSBA deadline for composing the SBC is this Saturday, May 4th. We are on track to reach that deadline. Representatives from the Mayor's Office, Superintendent's Office, IAM, and current SBC Chair

have conducted interviews of interested applicants. The Mayor's Office is also working with SPS to include a non-voting role for a Somerville High School student. We look forward to presenting the final roster of SBC members as soon as we can confirm applicants' participation.

Somerville Public Schools Construction Advisory Group (CAG) and Broader Community Process

Role

In addition to the SBC, the City is also forming an SPS Construction Advisory Group to advise on the unique opportunity presented by the MSBA to fund one school project that may encompass both the WHCIS and Brown School. The CAG will make a recommendation to the Mayor on a one-or-two-school project and also on potential location.

Status

The Infrastructure and Asset Management department has brought on a community engagement consultant team from the Consensus Building Institute. Their scope includes crafting the composition and call for CAG members with input from stakeholders, working with the CAG throughout their process, as well as shaping and supporting the broader community engagement strategy for this project. We are targeting a call for members for late spring/early summer. The School Committee and other stakeholders can expect outreach to inform this work in the coming weeks. The timing of the CAG is fully integrated with the MSBA timeline and will support the advancement of the MSBA process while in no way creating any delay to the process.



CITY HALL • 93 HIGHLAND AVENUE • SOMERVILLE, MASSACHUSETTS 02143

(617) 625-6600, EXT. 2100 • TTY: (866) 808-4851 • FAX: (617) 625- 3434 • E-MAIL: mayor@somervillema.gov

www.somervillema.gov • [FB.com/SomervilleCity](https://www.facebook.com/SomervilleCity) • [Twitter @SomervilleCity](https://twitter.com/SomervilleCity)

SBC / CAG Update to School Committee 4/26/24

VIII. NEW BUSINESS

A. School Committee Spring Hours Announcement

Mr. Biton reported that he is compiling information on the Committee's spring office hours.

B. Reorganization

Dr. Carmona recognized the display of support for Mr. Mazza in his career trajectory with SPS as principal, assistant superintendent of curriculum and assistant superintendent of operations, and he has left a mark in all of those roles. He stated that this is the time to recognize and honor his commitment and dedication of service to SPS.

The Somerville Public Schools Central Office reorganization is aimed at better aligning our systems with our strategic goals, which are centered on maximizing student success and equitable outcomes.

The rationale for this goes beyond creating much needed efficiencies. This reorganization is also responsive to the overwhelming feedback that we received from students, staff, and families throughout the Entry Planning process.

We heard loud and clear from the SPS community that we need to rebalance our resources to prioritize student-facing initiatives, including by bolstering academics, out of school time offerings, wellness and equity informed practices.

With over 2600 responses and 42 focus groups, I am confident that this reorganization aligns with the priorities identified in the Entry Plan by SPS students, staff and families.

QUESTIONS/COMMENTS

Mr. Biton stated his opinion that in many ways this is an austerity reorganization, “looking for efficiencies and where to find them” and refocusing support in student facing and directly supportive roles. In light of that he could not see the addition of the principal coaching model in a district of this size as fitting into the austerity approach. Dr. Carmona stated that the coaching model is partially financed.

Ms. Pitone stated that, while recognizing that a great deal of work went into this decision using sound data and information to guide the direction of the district and to reflect the needs of the community, it creates shifts in the cabinet moving forward. While the district has a history of facilities between the district and the City, additional staff was added to provide more leadership and more attention to this work, with Mr. Mazza’s work being part of a sea change. She asked for assurances on accountability and “where the buck stops” in how the relationship will now be managed with the City.

Dr. Carmona stated that he is “fully on the hook” for problems that have been years in the making. He will ensure that the 311 system is revised to better suit the response to the district’s needs.

Ms. Pitone noted that the reorganization plan contains a masterful aligning of educational resources. She added that “principals and teachers are the biggest predictor of student success,” and that this plan is not an austerity one but an alignment of resources toward goals.

Dr. Carmona stated that he will work to have developed a formal organization chart for the committee’s review before its vote on the reorganization plan at its next meeting.

C. Field Trips: (Recommended action: approval)

MOTION: There was a motion by Ms. Barish, seconded by Dr. Phillips, to approve the following fields trips:

May 15, 2024-May 17, 2024 Forty-four 6th grade students from Argenziano School will visit Nature’s Classroom in Yarmouth, MA. Travel via bus, student cost \$0.

May 18, 2024-May 19, 2024 Eighteen students from SHS will travel to Pioneer Valley Invitational in North Hampton, MA to compete in a 2 day Boys and Girls Ultimate Frisbee competition. Travel via bus, student cost \$0.

May 25, 2024-May 26, 2024 Twenty students from SHS will travel to Pioneer Valley Invitational in North Hampton, MA to compete in a 2 day Boys and Girls Ultimate Frisbee competition. Travel via bus, student cost \$0.

May 28, 2024-May 30, 2024 Thirty-six 8th grade students from West Somerville Neighborhood School will travel to Washington DC. Travel via Motor Coach Transportation, student Cost \$350.

May 31, 2024 Twelve students from SHS Automotive will travel to New England Dragway in Epping, NH. Travel via School bus, student cost \$0.

June 6, 2024 Ten students from Next Wave will travel to Canobie Lake Park in Salem, New Hampshire, travel via school vans, student cost \$25.

June 7, 2024 Forty eighth-grade students from Healey School will travel to Canobie Lake Park in Salem, New Hampshire, travel via private bus, student cost \$40.

June 13, 2024 Fifty-seven eighth-grade students from the Kennedy School will travel to Canobie Lake Park in Salem, New Hampshire, travel via bus, student cost \$0.

Mr. Biton noted that many of the above trips are at no cost to students thanks to our generous partners at the school PTA's and families contributing generously to subsidize these trips. He noted that the West Somerville PTA has pledged \$15,000 for the D.C. trip to reduce the cost.

Dr. Boston-Davis responded to questions on policies on field trips as follows:

There is a line on the request for field trip to address a student's inability to pay for the trip by either PTA or family donations so that every child is able to attend the field trip. She also stated that requests for overnight trips are required to be submitted at least six weeks prior to the trip. At the conclusion of the year, regular field trip requests must be submitted for approval by the Committee at regular meetings.

The motion was approved unanimously.

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

MOTION: was made by Dr. Phillips, 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:

State

- **MyCap – Development and Implementation Grant for School Sites** - additional allotment of \$1,992.00.
- **SCALE Adult Education & Family Literacy** additional allotment of \$13,000.00.
- **Commonwealth Preschool Partnership Grant** – Early Education additional allotment of \$103,000.00.
- **FY24 FC126 Computer Science Engage Grant:** additional allotment of \$9,717 to cover additional staff interest in our program.

E. Donation (Recommended action: Approval)

MOTION: was made by Ms. Pitone, seconded by Mr. Biton, to accept, with gratitude, the following donations:

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

Donation	Donor	City, State	Value	Program
Instrument-Guitar	Gaurav Saawant	Somerville, MA	\$229.99	Music Dept.
Truck	Tom Bent Electrical Contractors Inc.	Somerville, MA	\$5,200.00	CTE-Automotive Dept.

IX. ITEMS FROM BOARD MEMBERS

Ms. Barish – insofar as there is no policy on the length of lunch and recess, she requested information on how the their length is determined.'

Chair Krepchin added that she had received a petition from students at the West Somerville school requesting longer lunch/recess.

Vote on March bill rolls

MOTION: Dr. Phillips made a motion, seconded by Dr. Ackman, to approve the March bill rolls.
The motion was approved unanimously.

MOTION: made by Ms. Pitone, seconded by Dr. Ackman, to request that the Mayor answer the question why the field at the high school is not open and what needs to happen.

Discussion ensued. Dr. Carmona stated that he has seen students from Full Circle and Next Wave using the field for activities and celebrations, but believes the sign itself needs to reflect diversity of its use and there may be compliance issues lingering.

The motion was approved unanimously.

Mr. Biton read his written statement as follows:

Thank you, chair. Through you to the Superintendent and District administration.

I want to raise to your attention an incident that occurred at Somerville High School on Friday April 26, during the student organized walkout to protest the war in Gaza. This incident also raised a broader question about the excused absence policy, and how we are supporting our students, and I will touch upon this broader question after first describing my specific concern.

About the incident: A small group of students in the Somerville High School for Palestine organization gathered in the school building as they prepared for the walkout and march down Highland Avenue away from the High School.

They held signs on school property that said, "From the River to the Sea, Palestine Will be Free". This chant is violent and some who are uttering it may not know [its origin](#). The phrase was originally adopted by the armed Palestinian Liberation Organization and later by Hamas, which also called for the eradication of Israel. In Arabic, versions of this saying translate to either "From the water to the water, Palestine is Arab" or "Palestine is Islamic", both of which rhyme in Arabic. In other words, this chant is a call for the eradication of Jews entirely from the area between the Jordan River and the Mediterranean Sea, in what is now Israel. Put more plainly, this is a call for ethnic cleansing or genocide.

Among people who viewed these signs and chants are fellow SPS students and Somerville community members who are Jewish, and who have family and friends who live in Israel. People who live in Israel face daily threats and violence at the hands of those who would see the chant—from the river to the sea—through to its logical conclusion, that is, to annihilate Jews from what is now the State of Israel. Let me be clear: this statement is rooted in antisemitism and hate speech espoused by those who commit violence and terror against Jews in Israel. This harmful, racist, and antisemitic speech should not be tolerated on school property.

As a community, we have made many statements in support of our students' rights to protest, and I fully agree with those rights. But the right to protest does not include the right to use antisemitic language or actions directed at people based on their ethnic, religious, national origin, or beliefs. The right to protest does not include the right to intimidate or demonize people based on where they are from or based on their family's heritage. And if students are given the space to protest, as they rightly should be, school leaders should provide support to help the students make choices that do not harm themselves or others.

Also at Friday's protest, while holding these messages, some students wore face coverings including full face masks to obscure their identities. These are the same tactics employed by racist, nationalist, white-supremacist organizations, who cover their faces to hide their identities while they espouse their own hateful views in attempts to intimidate our communities.

I fully support our Muslim and Palestinian students and families, and their rights to free speech and to an education at our schools without fear of violence or hate. By the same token, I fully support our Jewish and Israeli students and families, and their rights to free speech and to an education at our schools without fear of violence or hate. No one—NO ONE—should be made to feel less than, or to feel unsafe, in their school. The School Committee has affirmed that position time and time again, and our stance this time should be no different.

I call on the Superintendent to condemn this hateful speech. **While I was heartened by your statement this evening, it is not enough to state that the district does not endorse these statements.** We must condemn hate speech in every context. I'm also asking for the high school to revisit its absence policy that provides a blanket excuse for protests, without any definition or constraints, and without regard for disruption to student learning. If input is needed from the School Committee, I welcome that discussion at a future meeting.

No student should have any question about what speech is permissible on school grounds, and every student and employee should feel safe and welcome at our schools. Thank you for your continued efforts to care for and educate our students in what is a tremendously difficult time for many in our community.

X. CONDOLENCES

There were none.

XI. ADJOURNMENT

Meeting was adjourned at 10:34p.m.

Related documents:

Agenda

[SFLC Update](#)

[SCALE Presentation](#)

Submitted by: C. Barraford

ATTACH DOCUMENTS STARTING ON THE NEXT PAGE

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – APRIL 29, 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_5Qd-wwwSTTWhGcBlbxdpQ

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

- January 22, 2024
- February 5, 2024
- February 26, 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_5Qd-wwxSTTWWhGcBlbxdpeQ

Meeting ID: 828 3714 1335

Password: SPSSC24

V. REPORT OF SUPERINTENDENT

A. District Report

- SFLC Update (Ms. Santos)
- SCALE Presentation (Ms. Marte)

B. Personnel Report

- April 2024

VI. Report of Subcommittees

A. School Committee meeting for Educational Programs and Instruction Subcommittee: April 4, 2024 (Dr. Ackman)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction Subcommittee of April 4, 2024

B. School Committee Meeting for Finance and Facilities Meeting of the Whole: April 10, 2024 (Dr. Phillips)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities Meeting of the Whole Meeting: of April 10, 2024.

C. School Committee Meeting for Finance and Facilities Meeting of the Whole: April 24, 2024 (Dr. Phillips)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities Meeting of the Whole Meeting: of April 24, 2024.

VII. UNFINISHED BUSINESS

A. MSBA Update

VIII. NEW BUSINESS

A. Report Out of Coordinated Office Hours

B. Reorganization (Dr. Carmona)

MOTION: to accept the Superintendent's reorganization plan and to eliminate the position of Assistant Superintendent for Operations upon the recommendation of the Superintendent.

C. Field Trips (Recommended action: approval)

May 15, 2024-May 17, 2024

Forty-four 6th grade students from Argenziano School will visit Nature's Classroom in Yarmouth, MA. Travel via bus, student cost \$0

May 18, 2024-May 19, 2024

Eighteen students from SHS will travel to Pioneer Valley Invitational in North Hampton, MA to compete in a 2 day Boys and Girls Ultimate Frisbee competition. Travel via bus, student cost \$0

May 25, 2024-May 26, 2024

Twenty students from SHS will travel to Pioneer Valley Invitational in North Hampton, MA to compete in a 2 day Boys and Girls Ultimate Frisbee competition. Travel via bus, student cost \$0

May 28, 2024-May 30, 2024

Thirty-six 8th grade students from West Somerville Neighborhood School will travel to Washington DC. Travel via Motor Coach Transportation, student Cost \$350

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.

- May 31, 2024** Twelve students from SHS Automotive will travel to New England Dragway in Epping, NH. Travel via School bus, student cost \$0
- June 6, 2024** Ten Students from Next Wave will travel to Canobie Lake Park in Salem, NH. Travel via School Van, student cost \$25
- June 7, 2024** Forty 8th grade students from Healey School will travel to Canobie Lake Park in Salem, NH. Travel via private bus, student cost \$40
- June 13, 2024** Fifty- Seven 8th grade Students from the Kennedy School will travel to Canobie Lake Park in Salem, NH. Travel via bus, student cost \$0

D. 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:

State

- **MyCap – Development and Implementation Grant for School Sites** - additional allotment of \$1,992.00
- **SCALE Adult Education & Family Literacy** additional allotment of \$13,000.00.
- **Commonwealth Preschool Partnership Grant** – Early Education additional allotment of \$103,000.00.
- **FY24 FC126 Computer Science Engage Grant:** additional allotment of \$9,717 to cover additional staff interest in our program.

E. Donations (Recommended action: Approval)

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

Donation	Donor	City, State	Value	Program
Workshop Tools	Robert Bosh Tools Corporation	Mt. Prospect, IL	\$7,204.06	CTE- Carpentry Program
Equipment	Total Air Supply- Allan Veleman	Manchester, NH	\$7,400.00	CTE-HVAC Program

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 29 de abril 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>

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.

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_ZMsQspO1SSClSgXOKcunug

Identificación de la reunión: 828 3714 1335

Contraseña: SPSSC24

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 29 de abril o 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_ZMsQspO1SSClSgXOKcunug

ID da reunião: 828 3714 1335

Senha: SPSC24

Kreyòl ayisyen - Pou entèpretasyon

Pou **gade** reyinyon regilye Komite Lekòl la 29 avril 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_ZMsQspO1SSClSgXOKcunug

Reyinyon ID: 828 3714 1335

Modpas: SPSSC24

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.

Somerville Public Schools					
Education • Inspiration • Excellence					
2023-2024 School Year					
4/1/2024					
RESIGNATION FOR PURPOSE OF RETIREMENT:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	SERVICE YEARS	
SHS	Social Studies Teacher	Everett Roscoe	09/27/23	27 years	
SHS	Head Clerk 1	Barbara Favaloro	07/31/23	21 years	
ESCS	Science Teacher	Teresa Delgado Castilla	12/31/23	7 years	
SHS/CTE	Automotive Teacher	Robert Puopolo	02/14/24	28 years	
District Wide	SPED Educational Evaluator	Kenneth Black	01/31/24	21 years	
SHS/CTE	Automotive Teacher	Hugh Wallace	12/22/23 - Revised	16 years	
ESCS	Science Teacher	Teresa Delgado Castilla	12/22/23 - Revised	7 years	
WSNS	Grade 4 Teacher	Charlene Buckley	06/30/24	25 years	
BR	SPED Resource Room Teacher	Joy Nikkel	06/30/24	27 years	
SHS	Guidance Department Chair	Traci Small	06/30/24	10 years	
ESCS	Redirect Teacher	Sandra Morales	06/30/24	26 years	
KEN	Resource Room Teacher	Kristen Fudge	06/30/24	35 years	
Food Services	Principal Account Clerk 2	Mary C White (Colette)	04/30/24	12 years	
RESIGNATION NOTICES:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE		
AFAS	Cafeteria Helper	Karen Ann Scott	04/22/24		
CAP	SMILE Paraprofessional	Ian Edward Margeson	04/26/24		
CAP	Bus Monitor WCHIS @ CAP	Ian Edward Margeson	04/27/24		
Central	Grants and Communications Specialist	Abigail Luthin	04/22/24		
DW	Intermittent Substitute Teacher	Kristin Palma Graham	04/03/24		
DW	Intermittent Substitute Teacher	Allison Hook	02/02/24		
DW	Intermittent Substitute Teacher	Shayla Lawrence	03/04/24		
DW	Intermittent Substitute Teacher	Leonora Koney	04/03/24		
DW	Intermittent Substitute Teacher	Brian Nicoll	04/03/24		
ESCS	Grades 7/8 Science/UNIDOS Teacher	Alina Valle	03/14/24		
ESCS	Assistant Principal	Julia Allen	06/14/24		
ESCS	Art Teacher	Emily Alcott	04/08/24		
HLV/MLE	MLE Paraprofessional	Taylor Marrero	03/20/24		
HLV/OST	PT Lead Teacher position only/Current Para	Ivelise Cruz	02/26/24		
ESCS/OST	Assistant Site Director	Diana Posada	03/08/24		
AFAS	Cafeteria Helper	Karen Ann Scott	04/22/24		
SFLC	Coordinator of Prenatal to School Entry Partnership Alignment and Grant Development	Ana Nieto Villamizar	06/28/24		
SHS	Bus Monitor for Early College	Alexandra Nakimuli	04/11/24		
SHS	Guidance Counselor	Matthew Clements	06/14/24		
WHCIS	Elementary Classroom Teacher	Frances Carino	06/30/24		

WHCIS/OST	FT Afterschool Lead Teacher	Nathalya Castillo Salmeron	04/01/24		
WSNS	Library Utility Aide	Kelli Aquino	06/14/24		
WSNS	Elementary Classroom Teacher	John Whitney	06/17/24		
WSNS	FT Lunch Attendant	Kelli Ford	04/22/24		
WSNS	Spanish Teacher	Katie Whitton	06/14/24		
ASSIGNMENT ENDED:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE		
LEAVES OF ABSENCES:					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES		
AFAS	Grade 1 SEI Integrated Teacher	Alyssa Baumgarten	08/26/24-12/20/24 - Revised		
Central	Chief Communications and Development Officer	Jackie Piques	04/22/24-05/24/24		
Central	Director of Student Services	Elizabeth Doncaster	03/25/24-04/19/24		
Central	Grants and Communications Specialist	Abigail Luthin	04/02/24-04/22/24		
DW	Technical Specialist/Trainer	Manuel Santiago	05/06/24-08/06/24		
ESCS	Grade 7/8 Social Studies Unidos Teacher	Valquiria Cabral-Gouvea	05/09/24-05/10/24		
ESCS	Grade 3/4 SEIP Teacher	Julie Gallardo	03/15/24-06/14/24		
KEN	Adjustment Counselor	Emily Wilson	03/25/24-04/05/24		
KEN	Special Education SHIP Teacher	Michele Bennett	05/14/24-08/06/24		
SHS/CTE	Dental Assistant Program Instructor	Tammy Martorana	04/04/24-04/22/24		
WHCIS	Occupational Therapist	Allison Sun	05/10/24-11/25/24		
WSNS	Adjustment Counselor	Nicole Podoloff	08/26/24-11/22/24		
INTRA-DISTRICT PERSONNEL TRANSACTIONS:					
SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE
CAP	SPED AIM Paraprofessional	Anna Slager	Temp New Assignment	Lauren Ellis	03/25/24
ESCS	Building Substitute Teacher	Eileen Ivette Buruca	New Assignment	NA	12/18/23
HLV	PT Lunch Attendant	Vanessa Louis	Intermittent to Perm	NA	04/08/24
SHS	Long Term Substitute Teacher - SPED Transition Program	Yessenia Mendoza	Temp New Assignment	Brittaney Courier	03/18/24
WHCIS	FT Cafeteria Helper	Jagdish Kaur	Reassignment	NA	03/11/24
WHCIS	Long Term Substitute Teacher - SPED AIM Program	Stacy Pfalmer-Muniz	Temp New Assignment	Keveny Landry	04/08/24
WHCIS	FT Cafeteria Helper	Balvir Sandhu	Reassignment	Jagdish Kaur	03/25/24
WSNS	PT Lunch Attendant	Ismene Teliard	Intermittent to Perm	NA	04/08/24
NEW HIRES:					
SCHOOL	POSITION	INCUMBENT	VICE	DUAL/SEI	EFFECTIVE
AFAS	Library Utility Aide - Morning	Natalie Martinez		No/No	04/10/24
DW	Intermittent Substitute Teacher	Tyler Lynch (Rehire)	NA	No/No	02/03/24
DW	Intermittent Substitute Teacher	Jordan Westlake	NA	No/No	02/29/24
DW	Intermittent Substitute Teacher	Shannon Leavenworth	NA	No/No	03/11/24
DW	Intermittent Substitute Teacher	Joao Roster	NA	No/No	03/14/24
DW	Intermittent Substitute Teacher	Kristin Graham	NA	No/No	03/14/24

DW	Intermittent Substitute Teacher	Steffline Rosemond	NA	No/No	04/08/24
DW	Intermittent Substitute Teacher	Kathryn Iversion	NA	No/No	04/09/24
DW	Intermittent Substitute Teacher	Jan Marie Olownia	NA	No/No	04/10/24
DW	Intermittent Cafeteria Helpers	Genet Tulu	NA	No/No	03/22/24
DW	Intermittent Lunch Attendants	Sophia Pepper	NA	No/No	04/22/24
DW	Intermittent Lunch Attendants	Armin Katadzic	NA	No/No	04/22/24
DW	Intermittent Lunch Attendants	Glenda Martinez	NA	No/No	04/10/24
DW	IEP Team Chair	Anthony Gregory	New	No/Yes	04/05/24
DW	Provisional ESL Specialist - Bilingual	Antonio Iaccarino	New	No/No	04/08/24
ESCS	School Building Substitute Teacher	Christopher Dillon	Tyler Lynch	No/No	03/25/24
ESCS	Senior Clerk 1	Jennifer Martinez	Marisol Ruthenberg	No/No	04/01/24
ESCS	Long Term Substitute - Grade 2 UNIDOS	Margarita Lopez	Karol Castellanos	No/No	04/01/24
ESCS/OST	Out of School Time Assistant Director	Diana Posada (Rehire)	Diana Posada	No/No	04/16/24
KEN	Provisional SPED Life Skills Paraprofessional	Sabrina Gonzalez	Denise O'Donnell	No/No	03/27/24
SFLC	Playgroup Facilitator	Kristin Arcangeli	Marla Wessland	No/No	02/15/24
SHS	Musical Director - All City Middle School Musical	Benjamin Colgan	Maxwell Evrad	No/No	02/22/24
SHS	SAT, PSAT and AP Exam Proctor	Madison Curtis	NA	No/No	05/01/24
SHS	SAT, PSAT and AP Exam Proctor	Grace Lotti	NA	No/No	05/01/24
SHS	SAT, PSAT and AP Exam Proctor	Anais Rivero	NA	No/No	05/01/24
SHS	SAT, PSAT and AP Exam Proctor	Marco MacElhiney	NA	No/No	05/01/24

