

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, June 9, 2025 - Regular Meeting**

7:00 p.m. – City Hall Chambers

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

**Members Absent:** Dr. Phillips, President Pineda Neufeld, Mayor Ballantyne

**I. CALL TO ORDER**

The meeting was called to order at 7:08 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Krepchin asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT –6 –Ms. Pitone, Dr. Ackman, Mr. Green, Mr. Biton, Ms. Barish, and Ms. Krepchin **ABSENT** – Dr. Phillips, President Pineda Neufeld, Mayor Ballantyne,

Chair Krepchin asked interpreters to introduce themselves:

Addy Penate-Spanish

Telma Leitao -Portuguese

Angie Surpris-Haitian Creole

**II. AWARDS AND CITATIONS**

**A. Retirees Celebration**

Superintendent Dr. Carmona tonight, we are also celebrating some of our most senior SPS staff our retirees! A heartfelt thank you to each one of you, for your years of dedication and commitment. We wish you all the best as you conclude your exemplary service at the end of this school year. In a moment, we will be joined by leaders across the District to honor your service. He than call up District leaders to acknowledge them by the following order

Sandra Dumas  
Lisa Brewster-Cook  
Peg Huben  
Michele Bennett  
Kenneth Olson  
Gregory Wright  
Pauline Uccello  
Lynne Chamallas  
Yasmina Belatreche  
Denise Sacco

Yi Liu  
Margaret Young  
Shelley Jareo  
Carolyn Taylor  
Wanda McLaren  
Kathleen Raywood  
Mary Kelley  
Ana Costa  
Claudia Seara Galvez

School administrators said a few remarks honoring each retiree and presented them with a Citation from the School Committee. School Committee took a recess to congratulate and celebrate them with some cake.

The School Committee recessed at 7:25 p.m. and returned at 7:40 p.m.

**III. APPROVAL OF MINUTES**

- May 5, 2025
- May 19, 2025

**MOTION:** There was a motion by Dr. Ackman, seconded by Ms. Barish, to approve minutes from May 9, 2025, and May 19, 2025.

The motion was approved unanimously via roll call vote.

**IV. PUBLIC COMMENT**

No Public Comments

## **V. REPORT OF SUPERINTENDENT**

### **A. District Report**

Superintendent Dr. Carmona read his report, which was as follows

Good evening, everyone. Tonight's meeting is an important one—we have the opportunity to recognize and celebrate our most senior students, who have achieved remarkable accomplishments, even while facing the ups and downs of life, family, work and more. I'm so proud to be in a District that creates an environment where our students of all ages can learn, grow and achieve at the very highest levels.

- A big congratulations to our SCALE graduates, who have shown excellence, resilience and creativity throughout their time in our District.
- Also, tonight, we have two presentations, both presented by Chief of Staff and Strategy, Amara Anosike. The first one is a report prepared for the Somerville Construction Advisory Group, which the Mayor convened to provide recommendations regarding the MSBA school building project for the new Winter Hill school facility, and potentially the Brown.
- The next presentation will focus on the School Committee Goals, highlighting progress and alignment with the SPS Strategic Plan. A big thank you to Amara for her leadership on these very important initiatives.

- **Out of School Time Memo**

Quickly, before we do that, I want to preview our agenda. Committee members, please note the Out of School Time memo in your packets.

- **Construction Advisory Group Presentation**

Amara Anosike, Chief of Staff and Strategy for the district, introduced a report prepared at the request of the Construction Advisory Group (CAG). She provided background on the CAG's responsibilities, which include recommending a location for the new Winter Hill Community Innovation School and determining whether to include the Brown School in the project scope and where it should be located. Anosike clarified that the presentation would offer key district perspectives and considerations raised by the CAG but would not include a final recommendation. The goal is to provide helpful context and information to support the CAG in making an informed decision.

### **Comments/ Questions**

**Dr. Ackman-** Thank you, this was a well-organized presentation. I appreciate it. I'm curious about the section under school size where it mentions that districts often pursue a 'best-of-both' strategy. I wasn't quite sure what 'both' refers to in that context could you clarify that?"

**Ms. Anosike-** I would say it's the 400 to 700 range, so sort of like a mid-size school is what the data would show.

**Chair Krepchin-** You plan to present this to the CAG at some point.

**Ms. Anosike-** Yes, the plan is to present this deck to the CAG, on June 17<sup>th</sup>

**Mr. Green-** Want to ask my colleagues for their thoughts tonight or between now and the 17th, so I can share it with the CAG. And I do have one question I suspect will come up. So you can have time to get some data on it. We were talking about distance. Where is busing or commercial case the lack thereof fit into that conversation? I just know that's a question that's going to come up, want to flag that for you.

**Ms. Anosike-** Will look at that before the meeting.

**Chair Krepchin-** Miles versus you know a mile and a half, a half a mile under we have typically on the phone.

**Mr. Biton-** I'd like to follow up on the point Mr. Green just made about the citations, which I found really helpful I'm glad you included them. It's great that you showed your work. Regarding the distance question, the analysis seemed to focus primarily on bus rides. As Mr. Green mentioned, we don't provide busing for most students here in Somerville. In districts that do offer busing, an extra mile might not have much impact. But in Somerville, a mile, especially during the morning rush around 7:45, can easily take 20 minutes. So when I saw the slide showing that increased distance had only a minor impact, I found myself a bit skeptical, because that doesn't reflect the reality we see here. I also want to point out an analysis done by one of the CAG members, Ryan Williams from the PTA, which looked at walk sheds for each school. It highlights how different each school zone is in terms of walkability. I encourage you to take a closer look at that analysis and consider the unique context of Somerville when thinking about how distance impacts students and families.

**Ms. Anosike-** Thank you, I think that's a really thoughtful point. I'd just add that the analysis is based on the available evidence and data. How the CAG interprets that, and what additional data they may consider such as walk sheds and the fact that most students in Somerville don't take the bus, is important. I do believe the CAG appreciates that context, and it's something we've discussed in our meetings. It's definitely worth considering alongside the existing data. I'll also be reaching back out to the researcher and doing some additional homework to see if there are other sources or analyses we can use to further support that perspective.

**Ms. Pitone-** That was a really thoughtful framing of the research and factual information, thank you. We're in a very challenging situation. We're asking two different school communities each with a strong sense of connection, positive experiences, and deep affection for their schools—to engage in a difficult conversation. I appreciate the effort to bring in as much data and research as possible; it's invaluable. I hope the CAG values it as well, because I understand what a complex task they're undertaking.

It's important to respect how much people love their schools and their school communities, while also recognizing that we may have an opportunity to move forward with something that could serve our students for the next 50-plus years, whether that ends up looking different or similar to what we have now.

I do have a question probably more for the Chair than anyone else about the School Committee's role in this conversation. I believe the CAG has asked for some input from us, and I've asked for data or information, which I assume is part of this. But I'm also wondering what other information has been shared with the CAG, and what the timing is for that. Does that make sense?

**Chair Krepchin-**Just to be clear, the CAG has not seen this yet. Amara is bringing this to us first to discuss, and you are correct that this is coming out of the CAGS request from us. To sort of weigh in, and so how we handle that, I don't know.

**Dr. Ackman** raised the importance of clarifying the projected student enrollment for each proposed school scenario, such as rebuilding Winter Hill or including the Brown community. She noted that the proposed school size may exceed best practice recommendations and shared concern, based on her experience, about the challenges of managing K-8 schools with over 700 students. She recommended that the presentation to the CAG include enrollment ranges and how they align with research on optimal school size to better inform the discussion.

**Chair Krepchin** So, just to quickly clarify, if I'm correct, Winter Hill has approximately 400, and Brown has approximately 200?

**Ms. Barish** If you account for the fact that Brown School 5th graders have to go somewhere in 6th, 7th, and 8th grade. I would think that Were we to combine the two schools, it would make sense to for those students to continue, and so that would actually be another 40, 80, 120 students, which would put it at 756.

**Mr. Green** So, just to be clear, the numbers that the CAG is discussing is that we probably need, currently, about 700 seats. The fact that the city's got authorization for 900, is that rare place where We have space.

**Ms. Pitone** clarified that Winter Hill typically enrolls around 430 students, while the Brown School (K–5) has about 221 students. If Brown students continued for three additional years in a new combined school, that would add around 120 students, bringing the total to over 700 just to maintain current enrollment. She noted that the MSBA has indicated potential support for a building serving up to 900–905 students. She also raised a question about whether specialized programs like AIM, which require smaller class sizes, are factored into space planning, as this could affect how many students the building can realistically serve.

**Mr. Green** My understanding is that the MSPA is going to be willing to authorize a building up to 905 student slots. How we use those student slots is a decision we would as a district have to make.

**Ms. Anosike** Through the Chair, I just want to add that when we submitted the application, our Special Education Department outlined the number of smaller rooms needed for their programs. We also consulted with our Out-of-School Time Department about the types of larger gathering spaces they might require, and we included enrollment projections. Additionally, we engaged with the MLE (Multilingual Learners Education) team. So, we were very intentional in ensuring that, if the project were to move forward, the facility would include adequate space for all specialized programming.

**Ms. Barish** If the numbers I'm seeing are correct, the proposed school would be similar in size to the East Somerville School. That in itself isn't surprising, but the presentation suggesting that 700 students is a sort of tipping point does give me pause. We've discussed the pros and cons of the middle school model before, and it makes me wonder have we considered, or does the data support, the idea of not shifting to a full middle school model, but instead having a separate administration for the middle grades within the same building? In other words, could we structure it as two schools within one each with its own leadership team? And if so, would that help mitigate some of the challenges that come with having a larger student population?

**Dr. Carmona:** Just a quick reference, Andre is correct regarding the numbers. Amara, one of the points we emphasized in our meeting with the MSBA was that we have no available space in the district. Interventions are happening in hallways, tutoring is challenging, and even storing instruments for out-of-school time programs has been difficult. The MSBA was aware that the building's capacity would need to be higher than the actual number of students enrolled, to account for those space constraints. I'm not sure where the 700 number is coming from. If we're talking about 227 students from one school and 397 from another, that totals 618. So I'm wondering when thinking about future enrollment, where does the 700 figure come from?

**Ms. Barish:** If we were to combine the Brown School and Winter Hill into one school, we'd also need to account for the Brown School's 5th graders continuing into 6th, 7th, and 8th grades. It doesn't make much sense that they'd be dispersed across the district they would likely stay at the new combined school. That would add approximately 120 more students, assuming two strands of about 20 students per grade for 6th, 7th, and 8th, which is typically what the school has.

**Dr. Carmona-** but is this trend of two, so that's 20, that's 40 kids, is that right?

**Ms. Barish-** Two strands of 20 students each so 40 students per grade for 6th, 7th, and 8th grades adds up to 120 students. That would be on top of the 600-something we mentioned earlier j

**Chair Krepchin-** those would be seats at other schools that become available, but it wouldn't change the overall number of students in the district.

**Ms. Barish:** But it would impact on the size of that school, and that's important—because we're talking about this apparently pivotal number of around 700 students that seems to make a difference in the outcomes.

**Mr. Green-** Just a point of clarification the numbers Rich Raich gave the CAG to consider were around 450 students for Winter Hill and around 250 for Brown. So that would also total about 700 students.

**Mr. Biton:** Following up on Ms. Barish's question, I'm curious and maybe this is something Rich Raich mentioned a while ago and I've just forgotten but what flexibility do we have around programming for the proposed new school? Are we locked into a K–8 model, or is there room to explore different configurations, particularly for the middle school grades?

**Mr. Green:** The MSBA's mandate is that we can build one school or potentially two, but right now we're only approved to build one. We might be able to apply for another in the future, up to a certain size. However, what we do with that school how it's structured or programmed is ultimately a decision for the School Committee.

**Ms. Anosike:** Through the Chair, my understanding is that, for MSBA funding, the project must accommodate the enrollment of Winter Hill and potentially the Brown School as well. It's not meant to support a full district-wide reorganization. Of course, what happens after the funding is received is a separate matter, and I'm not entirely sure how that process works. But that's what the MSBA has communicated to us.

**Ms. Barish-**I also just want to point out that the building would be designed significantly different I think, if it was going to accommodate pre-K students to 8th grade students versus all 6th to 8th grade Students, so If we were to start with a building for pre-K to 8, and then decide to turn it into a middle school, that would be a heavy lift, I think.

**Dr. Ackman-**Thank you. Through the Chair, I'm not sure if this builds on the previous point, but considering the population supported at Winter Hill, I think about programs like Next Wave and Full Circle at the high school and how their dedicated spaces have allowed those students to participate in general education classes. This has been very positive for their learning and overall school experience. Regarding the AIM programs, beyond the robust data Amara provided, I don't think we can fully answer these questions without understanding the spaces that will support this programming. We owe it to the students and their families to provide excellent spaces for both students and educators.

While enrollment numbers are important, I would appreciate even a rough sketch of what Winter Hill might look like to understand how those classes would be integrated and whether there will be specialized spaces. Considerations like appropriate lighting or noise dampening for these populations are also important.

I'm not sure if this type of build-out would be more expensive than a typical one, but we want to serve these kids and families well and do it right. To do that, I need to understand what spaces we can provide in order to envision what the building can be.

**Dr. Carmona-** it is my understanding that the building committee will basically task with all these questions about the programmatic design. The structural design, and that's when architects come in, that's when special education, that specialists in all the different fields come in to. Has the same question, what is this going to look like? I believe that that was the trajectory they used for the high school as well. So it's the building committee that embarks in that process. I think it would be hard for us to say, let's do this without having that is a consensus, and it's also a very robust team that actually embarks in that. In those inquiries. One thing I can share with you is that we are having a challenge in terms of providing more, inclusion spaces for our students in the AIM program, because being a two-stranded school. Is a challenge, and the chances of having multiple choices to have peer models that can serve as for integration purposes. It gets very limited when you have a lower number of students, and when you have such a large program as the AIM program.

**Ms. Pitone-** My question relates to what Dr. Carmona brought up. From my experience at the Kennedy School, it can

be very challenging for students, especially those who are often in separate classrooms, to be included in general education classrooms. Often, those classrooms become too large or crowded, which creates difficulties. That school has two strands, and this has caused challenges. What stood out to me is that the AIM program is quite large. When there are only two strands, meaning two classrooms per grade, there are fewer opportunities to place those students because you can't just put five kids with special needs into a regular classroom, especially when some students have sensory issues and require a high level of support.

So, I hadn't really considered this challenge before. I think having three strands per grade could be a programmatic advantage, as it offers more opportunities to include students in classrooms. This aligns with what our educators and many parents want more inclusion.

If the new school is larger, there might be a better chance for our students to be successfully included in classrooms. Is that what I'm understanding?

**Dr. Carmona** - I know that that is a challenge that has been brought to my attention through Director Ildefonso that and that came to me even before this conversation around. What do we build is we need to make sure that we have a larger program in which kids can integrate into.

**Mr. Green** - I am going to do my best to not deliberate on this much so I can But I wanted to be a conduit, So I do want to in that regard flight something that has been weighing on me to give people thoughts and it kind of ties in to both Dr. Ackman and Ms. Barish most recent comments. Because I think it's kind of a double-edged sword, right? Like, I think a lot about the Capuano, which was specially designed to get an early education center. Back when we that was our pre-K strategy. We have since changed pre-K strategies, I think correctly. But now we have this building that is overbuilt for a specific purpose, and it's really hard for us to repurpose it. I believe very strongly that we owe especially the AIM community the best facilities we can build for them. And I think those two things have a certain possible tension to them and so I want to flag that as something That has been weighing on me from the beginning of this process, and so I love to hear people's talked about.

**Ms. Pitone** - just to follow up on Mr. Green's comment. You know, we do have several schools that have various sensory-stimulating large spaces, and it is problematic, Not just for our kids with special needs, but it's problematic for our many of our general ed kids to be And a very, Acoustically not dampened space, whether it's a cafetorium, which, again, was created as a multifunctional space, and it has been very successful for the most part for the district. Or a gymnasium and so I do think things like sound controls are going to be serviced to all our students. But I do also am sensitive to what Mr. Green has said about, like, classroom sizes and, you know, is there a time in the future where the district wants to have two AIMS programs? I don't know. They want to have one part of the city. I don't... I don't know, and that's something that... you know, educationally, what the vision is for the district, anything that we can receive from central office around what your educational vision is. Will be super helpful for us in terms of whether or not we should sustain or make a recommendation to sustain two schools or one school,

**Chair Krepchin** - I'm certainly no architect, but I'm also just wondering how much flexibility we can build into whatever design is made, and this is just a hypothetical that perhaps, you know. School construction and design has improved since the Capuano was built in terms of, like. How much flexibility you build into these buildings.

**Ms. Pitone** - to extend while I don't disagree through you to regarding Mr. Green's comment, I don't... disagree that, you know, we've made some strides in terms of pre-K, but and having it in different schools, but we've also created problems for ourselves. So, like, it's not just about the Capuano. Now we have single pre-Ks in most of our schools.

And that has created a lot of issues for families, and some families get access to the one in their local neighborhood schools, some have to go to the Capuano. I've talked to many people about my fantasy. Wouldn't it be nice to have A pre-K program in the East, and I mean, on the west side of the city, so that we could release those classrooms K-8 and give our classrooms some breathing room. So that's just something that's in the ether for me, but... The

question, I guess, I'm going to add, and this question is outside the scope of what you presented, but I am going to put it out there because it's really important to me.

As a taxpayer, is that part of the equation about decisions, about buildings. Have to do with whether or not the city has the capacity to support the Brown moving forward. And whether or not so right now, we have money. To replace the Winter Hill, or possibly combine, we have a building that has reached the end of its useful life, I think that's the words that have been used by the city and also was not ADA compliant, also doesn't necessarily have all the programming and the... the community spaces, but we also have a community that is very much in love with how this small school operates, I would be very hard-pressed if there wasn't a vision or a long-term plan to if people really want to keep this small school, and there's a sea of energy behind this. If there's no money to do that work in the next 10 years. I would feel very fiscally irresponsible to support that decision. And I don't know how to resolve this, because I don't know how much. I've heard every number from We cost \$50 million to deal with the Brown, to \$150 million to deal with the Brown. And that it would have to add stories to the brown, that, you know, to add a gymnasium and common spaces. there's so many question marks, but for me as a representative. Trying to separate the facts from the from the community issues, it... It feels so irresponsible. To make that choice without understanding whether or not is financially viable to sustain the two schools.

**Mr. Green-**I want to thank Mr. Baton for that point, there's a I would say, at this point, a large pile of financial questions the CAG is asking the city. To which we have not gotten clear answers on I'm happy to add that one, because I think that is a... good and new one, and I always sort of add that to the pile But I said to say, we don't there are a whole lot of family questions yet that the city has not given Good guy and so on, and CAG is deeply aware of that fact.

**Mr. Biton** —I think questions beget questions, and right now we're just scratching the surface. We're having the tip-of-the-iceberg conversation based on a 10-slide presentation that only begins to address the major questions we're facing. We owe it to our constituents to have a broader, more intentional conversation about programming and the overall structure of our district. There are significant questions raised here—such as the potential consolidation of two school communities that could have ripple effects throughout many areas, particularly around inclusion. For example, my long-standing interest in a centralized middle school: if we were to transition grades 6–8 (or 7–8) into a central middle school, that could open up more space at our K–6 or K–5 schools for specialized programming. Right now, West doesn't have any. But this shift could allow for more robust SPED, MLE, and SEL programming across our elementary schools. That's just one illustration of the broader implications. I truly believe we need to have this big-picture conversation and ensure the School Committee is actively weighing in especially with such a significant decision potentially being made within the next six months.

**Chair Krepchin-** Amara is bringing this to the CAG on the 17th. The CAG also asked for our opinions on whether if I'm understanding correctly. And so I'm just asking the question to Mr. Green or Ms. Anoskie. Do you think endorsing this district presentation is helpful?

**Mr. Green-** I will defer, but I think for me, hearing the conversation. I'm gonna ask Ms. Garcia to get me the minutes for the section as soon as she can. But I can report on the conversation. I think CAG is not until after our next meeting, if people have more thoughts that they want to share with me, I'd appreciate that. But I don't think, in part, to Mr. Biton's point, that I would need a recommendation from the school committee at this point. Digging into our understanding of the challenges facing the district. In conjunction with the district's proposal, I think, is a good starting place. It

**Chair Krepchin** -I just want to name it feels a little bit like a chicken and egg problem. Which I know you know, I've

just so I'm just naming it like Dr. Ackman's point about wanting to understand what the spaces might look like in order to make the decision, but no one will design the spaces until you make the decision. The point about Are we fiscally responsible if we don't we don't know what it costs, and if we can afford it, so How do we make a decision if we don't know whether we can afford the decision? So, I'm just naming that and the frustration, which we all share, and...

**Mr. Green-** Welcome to be a member of the CAG. I think if you asked any CAG member, they would have some variation of We're caught in a circle, we can't figure out how to get out of.

**Ms. Pitone** -One question I have, and I think this is more for the city, is if the only school building that gets constructed is sized solely for the current Winter Hill population, what is the city's long-term plan for addressing the risks associated with the Brown School building? Additionally, I'm wondering if the district can speak at some point to the expectations—both programmatic and environmental—for sustaining a small school. Would it require additional components beyond basic compliance? For example, we all agree ADA compliance is non-negotiable—that's a deal-breaker. But beyond that, while the city may have been able to delay investment in the building so far, that approach won't be sufficient moving forward. From the district's perspective, what more would be needed to meet expectations? Would there need to be shared group spaces, more service spaces, or other features? What would it take to deliver the same quality of education and meet the standards we've set for all of our students?

**Dr. Carmona-** So are you asking me what the brown new design would look like?, I don't know if that's

**Mr. Pitone** -What would be the functional requirements in Nerd peak of what the Brown would have to do to be able to be able to meet our standard?

**Ms. Anosike** stated, through the Chair, that the district has submitted an application to the MSBA which outlines what would be beneficial in a new facility. She noted that this document would likely serve as the blueprint for planning around the Brown School facility. Before concluding, she offered one clarification regarding the data presented. She emphasized that none of the factors discussed are definitive indicators of school quality. There are large schools that perform very well, and small schools that also perform very well. There is a wide range of effective school models, and the data points presented should not be seen as determining the success or failure of a school.

Ms. Anosike added that she plans to reiterate this point at the end of the meeting, as she does not want anyone to feel overwhelmed or overly influenced by a single data point. She acknowledged that today's conversation has generated meaningful reflection, which was the goal of the slide deck. She reminded the group that the decision-making ultimately rests with the CAG, which will make its recommendations to the Mayor.

**Dr. Ackman-** after this really thoughtful conversation and amazing presentation, I would say the one thing that I personally, I want to say definitively that I hope moves forward clearly with the CAG is Member Barish's recommendation about making sure that, subpopulation of students who attended Brown who do not, for the middle grades. That, as we talk about populations, that, you know, I like, that is a great point, and maybe that is, like, everywhere on CAG's radar, but I it's the first I've heard of it and thought of it, and I just want to make sure it, like gets drilled into CAGS radar.

**Ms. Pitone** this presentation doesn't necessarily touch on the scope of location for the school and I'm not saying you should. You captured what you were trying to capture from an outcome standpoint, in terms of the different factors. however, I do hear a lot in , in the ether and in the community about if the school were to be at Trum. How would we replace with contiguous green space and from what I understand, that my understanding, honestly, is through hearsay. Which is, it's gotta have a softball field, but you could put a soft fall field at the winter hill. I want the truth about what The constraints are what the city expects that they can or cannot do, because I think that will be a huge impact on whether or not Trump could be a location Besides the community who loves using Trump for softball, that's a other piece, That's what I would like to hear at some point.



**Mr. Green** noted that this question has come up at nearly every CAG meeting and still has not been definitively answered. He stated that the City is still trying to determine a solution. He pointed out, as he has in past meetings, that the City has previously reviewed the Trum Field site as a potential location for a new school on two separate occasions and rejected it both times. As such, he expressed uncertainty about what new information has emerged to make it a viable option now. Referring to a prior meeting, Mr. Green recalled that Rich Raiche had mentioned the possibility of incorporating views of the Sycamore Street site as part of a potential land swap. He acknowledged that any such swap must be for a "comparable use," not merely a contiguous one.

**Mr. Green** also raised a practical concern about the Sycamore site, noting that it is built into a hill. He questioned how a softball field could feasibly be constructed on that terrain and stated that he has not yet received an answer.

Actually, this is a really good segue, I think. I'm saying this part, as much to myself as to everyone else. Which is that we are also spending a lot of time effort and energy, trying to find the right answer, and I do not believe that exists. I do not believe we can possibly have enough information in a reasonable, practical way. To know what is categorically the right decision. And I think I, as a member, I think as a body. The administration, I think, a whole lot of people community have to accept that reality. That we're going to have to make an imperfect decision based on imperfect information. Which has historically not been Somerville's strong suit.

**Mr. Green** concluded by emphasizing that the CAG, the administration, and the broader community will ultimately need to accept that any decision made will be imperfect and based on incomplete information—something he acknowledged has not historically been Somerville's strongest suit.

**Ms. Pitone** thanked the CAG for their dedication to a complex process and acknowledged the emotional and practical challenges involved. She emphasized that there is no perfect solution, citing limited space and financial constraints as key factors. While noting a current focus on community concerns over financial details, she urged for balanced consideration. Looking ahead, she expressed hope that the final decision emphasizes potential gains for the district and city, such as expanded community or youth spaces, and encouraged open-mindedness about future opportunities.

- **SC Goals/ SPS Strategic Plan**

Amara Anosike, Chief of Staff and Strategy, shares the SC Goals/ SPS Strategic Plan

## **Comments/ Questions**

**Ms. Barish** thank you for this presentation there is a large amount of data provided, which i appreciated and looked forward to reviewing more closely. She asked a clarifying question about the design of the presentation, specifically, whether the numbers highlighted in green were statistically significant or simply emphasized for attention. She inquired if there was a specific reason for the green highlights or if they were intended as visual cues to say, "look at this."

**Ms. Anosike** responded that the green highlights were simply meant to say, "Look at this! Look at that growth." While she believes the figures are significant, she clarified that they are not statistically significant in the strict data sense. Instead, the highlights demonstrate the positive growth and success of the new curriculum rollout.

**Chair Krepchin** expressed curiosity about the four-year graduation rates and asked to what extent the district tracks which K-8 schools the students who do not graduate attended. She suggested exploring root causes to address and fix those issues earlier in students' academic journeys and asked if her question made sense.

**Ms. Anosike** responded that the question makes a lot of sense, describing it as forward-thinking and preventative.

She confirmed that this kind of exploration is indeed part of the ongoing work the district is undertaking.

**Mr. Biton** asked about the workforce diversity goal, which he understood to be a 6% increase over four years. He thanked the team for the data dashboard but admitted he sometimes gets lost in it. He noted that the progress shared showed a 25% increase in registrants to the recruitment fair, but questioned whether that data directly aligns with the stated goal. He asked if there is data available that more directly measures progress toward the goal.

**Ms. Anosike** responded that DESE likely has relevant data and offered to provide it at a later time. She noted that departments are currently very busy with the end of the year, but expressed willingness to follow up on the request.

**Ms. Pitone** thanked the team and shared that she had been advocating for this work because of the exciting progress made with the strategic plan. She emphasized the school committee's responsibility to be accountable for their commitments. While noting strong parallels between the strategic plan and the school committee goals, she pointed out differences in the types of data being captured. She expressed concern that the current dashboard data on academic outcomes, primarily MCAS growth, is lagging and not very informative. Ms. Pitone found the new data presented compelling and evolving, though she did not suggest replacing the dashboard entirely. Instead, she advocated for a conversation about whether better data points could be used to tell a more useful and transparent narrative for families. She acknowledged the possibility that the new data might be too detailed or complicated but emphasized the need to find a middle ground for quality data that provides meaningful insights. She asked if her thoughts made sense.

**Ms. Anosike** responded that iReady is a newly implemented tool, and they are just beginning to incorporate its data into the dashboard. She noted that Sam is skilled at adding new information and that the dashboard is intended to be dynamic rather than static. She affirmed the plan to discuss what should be included on the dashboard going forward and indicated that some of the new data is very recent. She invited others to jump in if needed.

**Dr. Ackman** shared that in her introductory conversation with Dr. Beretta, they discussed how to present the future of the district in ways that are easy to understand and showcase the amazing progress students are making. She noted that while some students may read below grade level, they can still produce impressive work in other areas. Dr. Ackman emphasized that individual metrics have value but often do not fully capture the whole story of a student's growth and abilities. She expressed that telling that broader story is immensely valuable.

**Chair Krepchin** responded by affirming the importance of addressing the whole child in these discussions.

**Mr. Green** - Thank you I actually have two questions, if that's okay? So the first question is, What information. So, when we look at those graduation rates Sy24 refers to the graduation rate of 2024, right?

**Ms. Anosike** -You were asking about the comparison of the reduction?

**Mr. Green** thanked the group and asked two questions. First, regarding the graduation rates, he sought clarification that SY24 refers to the class of 2024, noting this cohort started high school remotely, which was expected to be a challenge. He requested follow-up data for the classes of 2023 through 2025 to determine whether the 2024 data is an anomaly or part of a trend.

His second question concerned revisiting student-based budgeting, which had been a priority for him prior to COVID. He acknowledged the disruptions caused by the pandemic but expressed hope that district capacity could be focused on this initiative next year, as he believes it is key to advancing school equity.

**Ms. Pitone** thanked Mr. Green for raising student-based budgeting, noting it had been a challenging topic for the district, partly due to its smaller size compared to other districts pursuing this approach. She explained the intention was to allocate funds based on need in a systemic way, rather than on a case-by-case basis. Ms. Pitone emphasized that as a school committee, there is an opportunity to decide whether to align completely with district goals or pursue additional goals unique to the committee. She suggested that while there was no need to resolve this immediately, the committee should continue the conversation, including reviewing and possibly evolving the current metrics to ensure they effectively represent district priorities. She acknowledged the significant work behind the existing data and encouraged further discussion on the right metrics moving forward.

**Mr. Green** expressed appreciation for Ms. Pitone's comments and added that with at least three new committee members joining next year, it would be timely to start in January a thorough review of the school community goals. He emphasized the importance of including the new members in this process.

**Ms. Pitone** responded that Mr. Green's suggestion was thoughtful and that after reviewing the data, the committee might decide to retire some goals and prioritize others. She noted this could be addressed now or later, depending on the chair's discretion, and welcomed offline conversations to ensure the process remains manageable. Ms. Pitone stressed the importance of learning from the current process and building on it, rather than discarding the work done. She also highlighted the district's talented data team's ability to help identify the best measures moving forward.

Chair Krepchin agreed, saying everyone should take time to digest the information and that the topic would be revisited when appropriate. She then asked if there were any more questions for Ms. Anosike. Hearing none, she thanked Ms. Anosike and moved on to ask Dr. Carmona if there was anything further to add to the district report.

Dr. Carmona - That is the end of my report. Thank you.

## **VI. REPORTS OF SUBCOMMITTEES**

### **A. School Committee Meeting for the Rules Management Subcommittee Meeting for May 19, 2025 (Ms. Barish)**

**MOTION:** There was a motion by Dr. Ackman, seconded by Ms. Barish, to accept the report of the School

Committee Meeting for the Rules Management Subcommittee Meeting for May 19, 2025  
Rules Management Subcommittee Report  
May 19, 2025  
City Council Chambers

Ellenor Barish called the meeting to order at 5:35. Leiran Biton, Amara Anosike, Alicia Mallon (MASC) and Ellenor Barish were present. There was one person in the audience.

#### **1. Approve Notes from April Rules Management Subcommittee Meeting**

Mr. Biton moved to approve the notes from the April meeting. Ms. Barish seconded. The motion passed unanimously.

Mr. Green joined the meeting.

#### **2. Policy Manual Review - Section E - Support services, safety, emergency closings**

##### **a. EB - Safety Program**

Ms. Mallon recommends the MASC version for streamlined language and updated references. Ms. Barish shared a spelling correction.

##### **b. EBAB - Pest Management**

Members discussed the challenge of passing this policy as written given that we do not control what it covers. Ms. Mallon shared that we are required to have a pest management policy. All agreed that we need to run this language by DPW to determine what is feasible. Ms. Mallon noted that MGL probably requires the level of specificity in the version proposed. Ms. Anosike referred to ongoing conversations about pests in buildings. Mr. Green suggested running this by the lawyers as well as DPW.

##### **c. EBB - First Aid**

Ms. Mallon recommends using the MASC version for the updated reference to JLC. It also condenses number 6.

##### **d. EBC - Emergency Plans**

Ms. Mallon recommends Somerville with MASC updates - annual review by Sept. 1 or when changes occur; replace police and fire with "first responders"; drills at least once per year.

- e. EBCC - Bomb Threat Policy  
This level of specificity belongs elsewhere - not in a public document.
- f. EBCD - Emergency Closings  
Members agree that we can get rid of number 5 as in the MASC version.
- g. EBCFA - Members recalled that this policy was reconsidered recently and that there had been some discussion about asserting student/staff right to wear a facemask at school due to illness or concern for illness. Ms. Barish will review notes from the meeting at which the most recent action was taken. Ms. Mallon suggested that such language could be moved to the handbooks.
- h. EBCFC - Somerville Public Schools COVID-19 Testing Policy  
Ms. Mallon advised that most COVID policies can be removed. Members recall that we already voted most of them out of the policy manual, but either that wasn't communicated to MASC, or the change wasn't implemented. Either way, the policies were not removed. Ms. Barish will review the notes from the vote and will follow up with MASC.
- i. EC - Buildings and Grounds Management  
Members acknowledged that this policy will likely require significant revision after running the language by DPW. Mr. Green suggested that the policy could reference a MOA with the City which doesn't currently exist but should be developed.
- j. ECA - Buildings and Grounds Security  
Ms. Barish asked to reference the City, not town. We need to check for any additional revisions based on City-SPS partnership.
- k. ECABA (Coded as EBC-R-2 in our manual)  
Ms. Barish asked Ms. Mallon to update s/he language to they. Mr. Green noted that this policy language feels procedural. Ms. Mallon agreed that it could be moved to handbooks and recommended pulling it from the policy but making sure it appears in places it belongs. Ms. Anosike said she would confirm that this language reflects current practice.
- l. ECAC - Vandalism  
Ms. Barish requested some clarifying language. Mr. Green wondered if School Committee could strip the superintendent of the right to press criminal charges. Ms. Mallon suggested that legal counsel should weigh in noting that only through the grievance process can School Committee overrule the superintendent in matters of discipline.
- m. ECAF - Use of Security Cameras on School Property  
Members suggested several changes to the Somerville version and considered whether the MASC version would be preferable. Ms. Anosike would like to add gymnasiums to the list of places cameras might be placed, particularly given the frequency with which outside organizations use those spaces. Mr. Green recommends running language by Liz Doncaster and principals. Members wondered if the word "video" could get the district in trouble given that recording devices are digital. Mr. Green believes this policy was updated in 2016 but the date wasn't added. Administrators should be asked to review both versions.

The review of Section E was paused here and will continue at the next Rules meeting.

### 3. Policy KHC - Distribution of Notices

Ms. Anosike shared that this policy aligns with state law that employees can't post political statements.

Mr. Green noted that the revisions don't include an exception for notices the district chooses to distribute (Scouts, Little League, Youth Soccer, etc.) Ms. Mallon suggested the addition of language like: "Flyers may be distributed to

students at the discretion of the superintendent or their designee if such flyers further the mission of the district. Ms. Anosike will bring this back to legal counsel.

4. Policy IJNDB - Network Acceptable Use Policy for Staff

Members made some language suggestions to clarify that only communications using district accounts or devices are subject to the policy. Mr. Green suggested expanding what is permissible contents of email signatures to include district/department mission statement and vision. Mr. Biton suggested adding school/department logo/mission/vision statement and/or pledges. Ms. Mallon noted that when we get to section I, we may want to make similar changes to additional policies. Ms. Anosike will have Peter review the suggestions.

5. Policy JCA - Controlled Choice Student Assignment

This item was tabled.

The meeting was adjourned at 6:35 pm.

The motion was approved unanimously via roll call vote.

**B. School Committee Meeting for Finance and Facilities Meeting of the Whole: May 21, 2025 (Dr. Phillips)**

**MOTION:** There was a motion by Dr. Ackman, seconded by Ms. Barish, to accept the report of the School Committee Meeting for Finance and Facilities Meeting of the Whole for May 14, 2025

Report of The Finance and Facilities Subcommittee, May 21, 2025, submitted by Sarah Phillips

The Finance and Facilities Subcommittee met on May 21, 2025. Members present were Emily Ackman, Ilana Krepchin, Sarah Phillips, Andre Green, Ellenor Barish, Laura Pitone, Leiran Biton, Judy Pineda Nuefeld, and Mayor Katjana Ballantyne. Also in attendance was Interim Superintendent Rubén Carmona, Chief Financial Officers Pat Durette and Bobby Berretta, Assistant Superintendent Jessica Boston-Davis, and Somerville Budget Director Mike Mastrobuoni.

Sarah Phillips called the meeting to order at 6:10 pm. There were 36 attendees in the audience and one item on the agenda:

1) FY26 Budget Deliberations and vote

The school committee discussed the city's commitment of \$1.5 million dollars in one-time funds from the city's reserves to support collective bargaining, the additional funds moved out of the district's local budget or off-set by use of other revenue sources, and the Superintendent's budget.

Andre Green, seconded by Ilana Krepchin, moved to approve the SPS budget at an amount of \$112,323,838; to instruct the Superintendent to work the Mayor to begin work to submit an additional \$1.5 million dollar stabilization fund request on July 1st, 2025; and finally, pending the resolution of negotiations with the SEU, to use up to \$440,000 to advance district strategic priorities, such as special education and student support. The motion passed with eight in favor and one opposed.

The meeting adjourned at 9:00 pm.

Documents Used:

Year end spending.pdf

Welding 1.jpeg

Welding 2.jpeg

Welding 3.jpeg

OST.pdf

The motion was approved unanimously via roll call vote.

**C. School Committee Meeting for the Educational Programs and Instructional Subcommittee  
Meeting: May 21, 2025**

**MOITON:** There was a motion by Dr. Ackman, seconded by Ms. Barish, to accept the report of the school committee Meeting for the Educational Programs and Instructional Subcommittee of May 21, 2025

Meeting called to order at 5:03 pm.

Attendance SC: Emily Ackman, Ilana Krepchin, Ellenor Barish

Attendance Staff: Dr. Boston Davis, Jason Behrens, Erika Riddington

Attendance Audience: Leigha Charboneau, Leiran Biton

Dr. Ackman opens the meeting and kicks things over to Dr. Boston Davis.

Dr. Boston Davis asks Jason Behrens to present.

Specialist Behrens: Alex Hershey could not make it tonight, but is supporting the work.

Climate Change Curriculum Committee Recommendations, 2024-25

**AGENDA**

- Our Why
- SY 23-25
- Recommendations
- Q&A

This work stems from the current SEU contract language and is also driven by an unwavering commitment from SPS staff and students to ensure we all have the information we DESERVE to prepare for our collective future.

SEU, Unit A Language:

Climate Change Curriculum Committee: This Committee is tasked with developing and assisting in the implementation of a new cross-curricular climate change curriculum. This Committee will make recommendations to the Ed Program Subcommittee of the School Committee for their consideration and approval. This committee will operate until the end of this contract in 2025. Committee members will be paid at the hourly rate for curriculum work per Article IV section F subparagraph 2b.

**4C Challenges**

1. Complexity of this topic
2. Scope of this work across grade levels and subjects
3. Interdisciplinary work in discipline-driven day
4. Demands on teachers/Time in the school day

Key Stakeholders: Students, Staff, Families, Universities, Industry, Community Organizations, City Offices, Elected Officials

Erika Riddington presents:

Mass Audubon's Core Values of Teaching Climate Change:

- Keep it local, simple, and concrete à Use storytelling and objects of care
- Focus on taking action à ALWAYS end with solutions, and move from "Me to We"
- Increase hope and optimism à Honor mental health and child development and focus on the society we wish to create
- Climate justice is inherent in climate change education à We can't teach climate without understand the historical and social
- Climate education is interdisciplinary à Climate education is interconnected. Both within school curriculum and in the greater community.

Tools & Resources:

[Curriculum Trajectory](#)

A working draft of a prek-12 roadmap of the multiple ways climate education can be integrated into existing unit and options for new lessons and experiences.

[Climate Advisory Roster](#)

A collection of passionate stakeholders working to support climate change education in Somerville.

[Earth Month Resources](#)

Staff pulled together a host of activities and shared event info about the City's annual sustainability fair: Sustainaville

PILOTS (of the many pilots across the district, NW/FC gets presented):

NW/FC – Interdisciplinary curriculum: science in social context

- Mystery of the Woolly Mammoth
- Biomimicry for Imagineering
- Blue Planet Oceanography
- Citizen Food
- Plant Power
- Sustainable Cities
- Resilient Somerville

Question from Dr. Ackman: When your students do this research, do they get a chance to present their findings and policy recommendations to local policymakers?

Response from Erika Riddington: Not yet, but we would like to include that as we move forward.

Meeting closed at 5:46 pm

The motion was approved unanimously via roll call vote.

## **VII. NEW BUSINESS**

### **A. School Committee Meetings Schedule August 2025 through June 2026**

Chair Krepchin noted that this item was for informational purposes only and did not require a committee vote unless there were questions.

Mr. Biton mentioned that the joint subcommittee meetings were not yet reflected on the schedule, understandably, and expressed hope that they would be added once the dates are finalized.

Chair Krepchin acknowledged that the schedule does tend to change.

## **B. May Bill Rolls**

**MOTION:** There was a motion by Mr. Green, seconded by Dr. Ackman, to approve the May Bill Rolls

The motion was approved unanimously via roll call vote.

## **C. Transfer of Funds** (Recommended action: approval)

The Superintendent respectfully requests that the School Committee approve the transfer of funds from the Salary account to the Special Education account in the amount of \$350,000.

**Mr. Green:** I want to start by saying I really appreciate that we are doing this now it's a positive improvement in governance. On that note, it would be helpful if, in the future, these reports could include the actual line items—just those two lines from the expense report—so we can clearly see and share with the public where the money is being moved from and to.

**Ms. Pitone:** Thank you. I'm just curious what this actually means.

**Chair Krepchin:** If I'm understanding correctly, these are funds left over at the end of the year in one account that the district can use more flexibly, such as to prepay expenses.

**Dr. Carmona:** Each building has a budget allocated to it. If funds aren't used by a certain time of year, we don't want to return them to the city unnecessarily; they can be used efficiently elsewhere. The same applies to staffing: if a position is budgeted at a certain level but filled later or with someone at a different salary, there can be small realized savings. These transfers then need to be executed accordingly.

**Chair Krepchin:** Just to be clear, this transfer is specifically from the salary account to the special education account?

**Ms. Pitone:** So to clarify, no jobs are being eliminated. These are positions that either weren't filled or were filled at a different salary level, creating a surplus that can be reallocated not eliminated positions.

**Mr. Green:** Also, to be clear, these kinds of budget moves are made every year by the superintendent. Historically, this hasn't been transparent to the school committee, so this is a positive step forward in transparency for both the superintendent and the school committee, as well as for the public. This has always happened, but now it's being done through the proper channels.

**Dr. Carmona:** This process happens every year in every district. There are always leftover funds at the end of the year.

**Chair Krepchin:** And just so anyone watching at home is clear, there is typically money left over at the end of the year for various reasons, including staffing changes, and special education tuition is one area where we can legally prepay for the following year.

**MOTION:** There was a motion by Mr. Green, seconded by Dr. Ackman, to authorize the transfer of funds from the Salary account to the Special Education account in the amount of \$350,000

The motion was approved unanimously via roll call vote.

## **D. FY25 SCALE Diploma Request** (Recommended action: approval)

**MOTION:** There was a motion by Dr. Ackman, seconded by Mr. Green, to approve the FY25 SCALE Diploma Request



The motion was approved unanimously via roll call vote.

**E. FY25 Somerville High School Diploma** (Recommended action: approval)

**MOTION:** There was a motion by Mr. Green, seconded by Ms. Pitone, to approve the FY25 Somerville High School Diploma Request for *Tucker Cali*

The motion was approved unanimously via roll call vote.

**F. Acceptance of FY25 Grants Funds** (Recommended action: approval)

**MOTION:** There was a motion by Ms. Pitone, 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

Tuft Grant \$3,000- MLE Dept for SPELL Field Trips

Tufts University Grant-\$3,000- Library Dept. for the 2<sup>nd</sup> grade Literacy Program

The motion was approved unanimously via roll call vote.

**VIII. UNFINISHED BUSINESS**

**A. MSBA Update**

Dr. Carmona - The city and some of the of the School committee member met with the Winter Hill community to discuss where we are in terms of the development of the CAGS process, as well as general updates this happened on Friday. Morning.

**IX. ITEMS FROM BOARD MEMBERS**

**Ms. Pitone:** Thank you. Through you, Chair, to the Superintendent's office—I wasn't sure if we ever received a final update about the pool and whether programming would be offered for students who didn't have access due to the closure, and what the city's response was. I also wanted to note that there was another recent issue with the pool, though I believe it's back up now. If you could provide an update on that, that would be great.

**Dr. Boston Davis:** Sure, through the chair, thank you for the question. We've been meeting regularly with Rec staff and the mayor's chief of staff. In fact, we had a meeting today to solidify plans moving forward, which was very productive and collaborative. At this time, with the school year ending, we don't have the capacity or rescheduled dates to make up pool time for third graders who missed it this year due to the closure or other unforeseen issues. However, we have a solid plan in place for future years, with several updates we're working through logistically. We will update the committee on what the program will look like going forward. The pool closing was completely out of our control, but we've also discussed improving communication protocols around such events in the future.

**Ms. Pitone:** Thank you for the update, and I appreciate the hard work to improve the experience for both students and administration. I know there was some discussion about whether the city might offer free summer slots to families willing to take their kids to the pool to help make up for lost time. I think that would be really appropriate—even if not every student can participate due to transportation, offering at least a week-long summer course at no cost to families would be generous and show support.

**Dr. Boston Davis:** Absolutely, I think that's a great recommendation. I'll follow up with our partners at Rec right after this meeting. From today's meeting, I get the sense they are eager to collaborate and want to make the program the best it can be. They did mention some staffing shifts as many of their staff are college students, so summer changes are expected. That said, I will definitely explore this option and communicate it along with other updates once we finalize the details. We have a few items still being worked out, but we plan to write a memo and share everything.

**Ms. Pitone:** I really appreciate that. If there's anything the school committee can do to encourage this, please let us know. I think it's a small expense that creates goodwill and helps our students recover from the lost opportunity. If

20 kids participate, it's not a huge cost to the city but would mean a lot to our students.

**Mr. Green:** I appreciate Ms. Pitone's thinking on this issue, and I hope we can also be thoughtful about ensuring this doesn't become an added burden for students who can't afford participation over the summer. These are also often the same students who are less likely to receive swimming instruction otherwise. So, while anything is better than nothing, I hope we can think seriously about how to ensure that the students this program was created for the ones who won't get swim instruction without access through school are supported and made whole.

**Ms. Barish:** Thank you. I wasn't able to attend the meeting at the Winter Hill School about the MSBA project, and I'm not sure if any of my colleagues are in the same boat. I just wanted to let everyone know that the coffee hour at the Brown School on Friday at 8:30 a.m. will also cover the MSBA process. I believe it will include the same content that was shared at Winter Hill, so it's another opportunity to engage if you missed the earlier meeting.

**Ms. Pitone:** Thank you, through you. I want to thank Ms. Barish for bringing it up, and I also want to thank all the parents who came out, the city officials and staff who were there, and the school staff as well. It was a really challenging conversation. Families were clearly frustrated. The city is pushing forward, saying they're doing everything they can to move things along, but I think for many families, the feeling is: until a decision is made about the scope of the school and where it's going to be, there will continue to be uncertainty, unrest, and low enrollment in the younger grades at Winter Hill. It's a really tricky and frustrating situation, and I understand that we're all in a hard place. I just want to acknowledge that, and thank everyone who showed up and participated in a tough but important discussion.

**Mr. Biton:** I have an update from the last meeting of the MLPAC. Educators and families collaborated to review the Multilingual Learner Education FAQ, which will be our Frequently Asked Questions document and will be made available to families next year. Based on the meeting and conversations, the goals for the MLPAC next year will include supporting learning at home, connecting families to community resources, including out-of-school time activities and building parent leadership. It was a very productive meeting, and I want to thank the families who attended and the educators who were there to support.

If I may, I'd also like to announce my upcoming office hours. Next Saturday, June 14th, I'll be holding office hours with Ward 7 City Councilor Judy Pineda-Neufeld, Representative Christine Barber, and Senator Pat Jehlen. We'll be at **Kala**, which is next to **Lannavit Park** at **1060 Broadway**, from **12:30 to 2:00 p.m.** I invite my friends in the neighborhood and anyone else who's interested to stop by!

## **X. CONDOLENCES**

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

David Hinckley "Andy" Bangs Jr. Father of Liz Quaratiello Director of School Health Services

Joseph B. Melo, Father of Maria Tully, school nurse at the Somerville High School.

Beverly Finigian, Mother of Wanda McLaren, Special Ed. Teacher at the Arthur D. Healey School.

## **XI. ADJOURNMENT**

The meeting was adjourned at 9:17 p.m.

### **Related documents:**

Agenda

[Out of School Time Memo](#)

[Construction Advisory Group Presentation](#)

[SC Goals/ SPS Strategic Plan](#)

Submitted by: E Garcia

**Attach Documents Starting on the next page**

**CITY OF SOMERVILLE, MASSACHUSETTS**  
**SCHOOL COMMITTEE**  
**CITY COUNCIL CHAMBERS – CITY HALL**  
**REGULAR MEETING – JUNE 9, 2025 – 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2025, this meeting of the School Committee will be conducted via hybrid participation.

We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels.

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

To **listen** live to the simultaneous interpretation of this meeting in **Spanish, Portuguese or Haitian Creole**, or to participate in Public Comment, please join this Zoom Webinar and choose your desired language by clicking the interpretation globe on the Zoom:  
[https://k12somerville.zoom.us/webinar/register/WN\\_EB-AFq7pR0SML0vsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SML0vsJ0WNEg)

Meeting ID: 869 0362 0322

Password: SPSSC24

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

In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with Somerville families, district staff, city government, and community partners. Our goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

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

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

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

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

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

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

Call to order with a moment of silence and a salute to the flag of the United States of America.

**II. AWARDS AND CITATIONS**

**A. Retirees Celebration**

*Sandra Dumas*

*Yi Liu*

*Lisa Brewster-Cook  
Peg Huben  
Michele Bennett  
Kenneth Olson  
Gregory Wright  
Pauline Uccello  
Lynne Chamallas  
Yasmina Belatreche  
Denise Sacco*

*Margaret Young  
Shelley Jareo  
Carolyn Taylor  
Wanda McLaren  
Kathleen Raywood  
Mary Kelley  
Ana Costa  
Claudia Seara Galvez*

### **III. APPROVAL OF MINUTES**

- May 9, 2025
- May 19, 2025

### **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\\_EB-AFq7pR0SMIOvsJ0WNEg](https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMIOvsJ0WNEg)

Meeting ID: 869 0362 0322

Password: SPSSC24

### **V. REPORT OF SUPERINTENDENT**

#### **A. District Report**

- Out of School Time Memo
- Construction Advisory Group Presentation
- SC Goals/ SPS Strategic Plan

### **VI. REPORT OF SUBCOMMITTEES**

#### **A. School Committee Meeting for the Rules Management Subcommittee Meeting: May 19, 2025 (Ms. Barish)**

**MOTION:** To accept the report of the Rules Management Subcommittee Meeting for May 19, 2025

#### **B. School Committee Meeting for the Finance and Facilities Meeting of the Whole: May 21, 2025 (Dr. Phillips)**

**MOTION:** To accept the report of the School Committee Meeting for the Finance and Facilities Meeting of May 21, 2025.

#### **C. School Committee Meeting for the Educational Programs and Instructional Subcommittee Meeting: May 21, 2025**

**MOITON:** To accept the report of the school committee Meeting for the Educational Programs and Instructional Subcommittee of May 21, 2025

### **VII. NEW BUSINESS**

#### **A. School Committee Meetings Schedule August 2025 through June 2026**

#### **B. May Bill Rolls (Vote)**

#### **C. Transfer of Funds (vote)**

**MOTION:** The Superintendent respectfully requests that the School Committee approves the transfer of funds from the Salary account to the Special Education account in the amount of \$350,000.

#### **D. FY25 SCALE Diploma Request (Recommended action: approval)**

*Dinorah Pineda*

*Somerville, MA*

*Anthony Lopes*

*Somerville, MA*

#### **E. FY25 Somerville High School Diploma (Recommended action: approval)**

*Tucker Cali*

**F. Acceptance of FY25 Grants Funds** (Recommended action: approval)

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

**Private**

**Tufts University Grant \$3,000-** MLE Dept for SPELL Field Trips

**Tufts University Grant-\$3,000-** Library Dept. for the 2<sup>nd</sup> grade Literacy Program

**VIII. UNFINISHED BUSINESS**

**A. MSBA Update**

**IX. ITEMS FROM COMMITTEE MEMBERS**

**X. CONDOLENCE**

**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 9 de junio a las 7:00, en vivo desde casa, visite el siguiente enlace y elija **GovTV:** <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

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

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

Identificación de la reunión: 869 0362 0322

Contraseña: SPSSC24

**Português - Para Interpretação**

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

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

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

ID da reunião: 869 0362 0322

Senha: SPSC24

**Kreyòl ayisyen - Pou entèpretasyon**

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

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

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

Reyinyon ID: 869 0362 0322

Modpas: SPSSC24