

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, March 16, 2026 - Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: President Davis, Member. Pitone, Member. Lippens, Member. Eldgridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **Members Absent:**

I. CALL TO ORDER

The meeting was called to order at 7:01 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Ackman asked Superintendent Carmona to call the roll, the results of which were as follows:

PRESENT – 8 –President Davis, Member. Pitone, Member. Lippens, Member. Eldgridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **ABSENT** –

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

Student Representatives Aiden Becker and Bhavika Kalia were both present and reported the following:

Aiden provided an update on the development of a proposed **Grade 8 to Grade 9 transition program**. He noted that a formal proposal is anticipated to be presented at a forthcoming School Committee meeting.

Aiden outlined preliminary strategies to reduce potential program costs by leveraging and expanding existing district structures, including:

- Enhancing current middle school visits to Somerville High School through more comprehensive, student-led tours.
- Ensuring tours provide broader exposure to academic offerings and extracurricular opportunities, in addition to Career and Technical Education (CTE) programs.
- Incorporating opportunities for middle school students to engage directly with high school students through question-and-answer discussions.
- Coordinating with Somerville High School counselors to facilitate visits to middle schools, accompanied by high school student volunteers, to present on topics including course selection, extracurricular involvement, and overall high school experience.

Bhavika provided brief remarks recognizing Ms. Thomas, who was recently named a finalist for the Massachusetts Student of the Year.

- She noted that a celebration was held in partnership with WellPoint and attended by invited guests.
- Ms. Thomas highlighted her work related to Tier 1 circles, peer mentoring, and restorative practices during the event.

Bhavika also reported that a WellPoint grant has been introduced, which includes stipend funding to support restorative justice initiatives and efforts related to the Grade 8 to Grade 9 transition.

Student representatives expressed interest in collaborating with Ms. Thomas to align and strengthen transition programming efforts.

The report concluded with recognition and appreciation for Ms. Thomas's contributions to the district.

Chair Dr. Ackman thanked both speakers for representing students across the city and highlighting important connections. She expressed the committee's interest in inviting Mrs Thomas to a future meeting, noting that the State Senator would also like to attend to celebrate her achievements.

III. PUBLIC COMMENT

No public comments

IV. REPORT OF SUPERINTENDENT- Out of Order

A. District Report

- Art Department Showcase

Superintendent Carmona Good evening, everyone, and thank you for being here. I'm excited to share that Mrs. Thomas has been named a finalist for the Teacher of the Year Award truly an incredible honor. She plans to use the \$5,000 award to support a transition program between 8th grade and high school. I'm very proud of her work and accomplishments.

Continuing our celebrations, I'd like to invite Dr. Jessica Boston-Davis to introduce the next portion.

Dr. Jessica Boston Davis: Tonight we are pleased to welcome students from the Somerville High School art department who have been recognized this year about 14 students in total, honored at the Scholastic Art and Writing Awards for their creativity, dedication, and talent. We also celebrate two students recognized at the National Ceramic Exhibition, which is a remarkable achievement. I'd like to invite the team to share more about these students. This is a celebration of the students, and also of the educators who support them. We recognize May Chau, K-12 Supervisor of Visual Arts, as well as Taylor Byrne and Lindsay Richard, whose advocacy and dedication help ensure students can develop and showcase their talents. Thank you, and we look forward to hearing more about our students.

May Chau: Thank you, Dr. Jess. This is an incredible celebration, and such an important one for us. We hold this event every year, but this has been our most exceptional year yet, with so many awards earned by our students. That is why we made the decision to interrupt your regular programming this March. March is Youth Art Month across Massachusetts and the United States, a time when we celebrate artistic talent like we are doing here tonight. Taylor Byrne and Lindsay Richard will be presenting the certificates, and I want to give them both a special thank you for their incredible work, advocacy, and commitment to supporting and challenging our students to grow and push their creativity further. And to my students thank you for your amazing work. I know it is not always easy to balance everything, and you have done so brilliantly. We are so proud of you.

Lindsay Byrne: We are honored to support these talented student artists at Somerville High School and are excited to recognize their achievements from this year's competition season. Our students were recognized across three major exhibitions: the Scholastic Art and Writing Awards, the MAEA Amazing Emerging Artists Exhibition, and the NCECA National K-12 Ceramics Exhibition. The Scholastic Awards is a national competition where students earn Gold Key, Silver Key, or Honorable Mention honors through regional judging. This year, 26 Somerville High students were recognized, up from two last year. The MAEA exhibition is a statewide juried show that highlights student work across media, and the NCECA exhibition features selected ceramic works from students nationwide this year including two pieces from Somerville High School that will be shown at the national conference in Detroit. I will now turn it over to Lindsay to announce the student award winners.

Lindsay Richard: Hi everyone, I'm Lindsay. I'll be announcing the award recipients. Students, please come up as your name is called. We'll go in alphabetical order, and I'll share each student's recognition:

Rosiland Balfour,, who is not with us tonight, received a Silver Key at Scholastic.

Soleil Bryant, received a Silver Key and Honorable Mention at Scholastic, as well as recognition from MAEA.

Ray Cooke, received two Gold Keys, two Silver Keys, one Honorable Mention, and a MAEA Educator's Choice monetary award.

Levon DelMonico, received an Honorable Mention at Scholastic and a Fashion Category Award at MAEA, which included a \$100 Blick gift card.

Geo Ferguson, received one Gold Key and two Honorable Mentions at Scholastic, as well as MAEA recognition.

Alexandra Leon received an award at MAEA.

Emma Lounsberry, received an Honorable Mention at Scholastic and MAEA recognition.

Tad MacDonald, is being featured at NCECA, and also received a Gold Key, an Honorable Mention, and a MAEA ceramics category award.

Ava Martin, received a Silver Key at Scholastic.

Jordan Merrill, received recognition at MAEA.

Sage Milbury, received an Honorable Mention at Scholastic.

Sylvester Miratrix, received a Silver Key, two Honorable Mentions, and MAEA recognition.

Valen Piehl, received MAEA recognition.

Will Redd, received a Silver Key and the MAEA Educator's Choice Award with a \$100 gift card.

Matteus Ungar, received recognition at MAEA, a Gold Key, and the MAEA Educator's Choice Award with a \$100 gift card.

And finally, **Tommy Vandewege**, received two Silver Keys at Scholastic as well as MAEA recognition.

Taylor Byrne:Our Scholastic Gold Key winners have advanced to the national level of judging. We will find out if any receive national honors on March 25th, so please keep your fingers crossed. If you'd like to see the work in person, the Scholastic Gold Key exhibition is currently on view at Tufts Breed Hall through the end of the week. Lindsay and I are incredibly proud of our students. Please join us in giving them one more round of applause.

V. REPORT OF SUPERINTENDENT *(Continue)*

B. District Report

● Healey School Improvement Plan

Superintendent Carmona We begin our presentations tonight with the Healey School Improvement Plan presentation. Healey serves a highly diverse community of learners, supported by a staff that consistently demonstrates excellence in delivering curriculum tailored to meet the needs of every student. Their efforts are yielding measurable results: ELA performance for multilingual students is improving, and family partnerships are thriving, reflecting a strong, inclusive school culture. Healey is also a district leader in project-based learning, providing students with engaging, real-world learning experiences that foster critical thinking and collaboration. At the same time, there remains important work to be done, particularly in continuing to improve assessment outcomes. Principal Sarah Wahl will walk us through the school's strategic approach moving forward, highlighting priorities, progress, and plans to ensure every student continues to succeed.

Principal Sarah Wahl began her Healey School Improvement Plan Presentation

Comments/ Questions

Member Green: Before I get to my question, I want to offer some praise. I believe the Healey School has a phenomenal teaching staff and strong leadership, and I want to commend the superintendent and principal for the progress being made, including improvements in engagement and portfolio-based learning. I also want to highlight how important it is that families are invited into the classroom experience through things like portfolio days. While parents are always welcome, I think structured invitations make a real difference, especially for families from different cultural backgrounds where school engagement norms may vary. I appreciate the advance notice of portfolio review dates it really helps me, as a parent, plan ahead and participate.

My question relates to student performance trends, particularly in the younger grades, and how they compare locally, statewide, and nationally. I'd also like to better understand what factors may be influencing those outcomes right now. More broadly, I think we need to continue building trust with families so that sending children to school feels safe, supported, and essential.

Principal Wahl: I'm not sure how our kindergarten through second grade data compares to the rest of the district, but that's a great question and something I'd like to look into further. This year, we've seen more family and personal challenges affecting students' learning outside of school. It's difficult to tell how much of this reflects a broader national

trend versus what we're seeing locally

Member Green: I don't expect you to have that data, but I do think it's something the district should look into. We need that information to understand what additional supports, beyond the school level, the district and community should be providing.

Member Pitone: Thank you for being here. As a former Healey parent, I consistently hear strong enthusiasm for the leadership team and educators. Rebuilding school culture and bringing families back after the pandemic is powerful, and it's clear the focus is on students and celebrating their learning. I also appreciate the focus on using data to support students with the greatest needs while still serving all students, as well as the work to strengthen project-based learning and portfolio systems. My question is, what resources are already in place from the superintendent's office to support this work, and what additional resources are still needed?

Principal Wahl: Thank you for the question. Much of the progress at the Healey has come from our School Improvement Council and staff building on a long-standing vision for the school. My role has been to listen, draw on that institutional knowledge, and help bring those ideas to life. The most important resource is our staff the educators who go above and beyond for students. We've also added supports like a PBL coach and a stipend role to coordinate portfolio and assessment work and support implementation. We value distributed leadership and compensate teacher leaders for this work. We also rely on a mix of PTA support, grants, and community contributions, and will continue seeking resources to sustain and grow this work.

Member Lippens: I'm really impressed by the school community and the work being done. I also know how demanding project-based learning is, so I appreciate the effort. I value the flexibility in your school improvement plan to respond to real-time data rather than staying rigid. I'm curious about your K-3 data, especially ACCESS testing, and how you distinguish between language-based learning needs and students who are simply new to English, since that may affect interpretation. From a budget standpoint, I'm also interested in what additional resources you might still need. The reading interventionist appears to be making a strong impact, and the i-Ready growth data especially stretch growth is very impressive. My question is whether your team has considered how to better separate and interpret these factors in your student performance data.

Principal Wahl: That's a great question and something we think about often. Our Child Study Team works together to support students who aren't making expected progress, looking at barriers and trying different interventions. One of the biggest challenges is distinguishing between students who are still learning English and those who may have a learning disability, especially in their second and third years. It's a complex issue, so we take a case-by-case approach reviewing data, trying interventions, and revisiting over time.

Dr. Stelman: You make this work look seamless, but it clearly takes an incredible amount of effort and strong teamwork. It's evident that you value your staff and include families as part of that team, which makes a real difference. My question is: what do you attribute the significant growth in reading to?

Principal Wahl: The growth is driven by a few key changes. Our multilingual learner teachers are now trained in reading intervention, and students can receive both ESL and targeted literacy support, allowing for more layered interventions. We've also improved coordination across interventionists, special education, multilingual learner staff, and classroom teachers so everyone is aligned on shared student goals and consistent instruction. While there are multiple contributing factors, the biggest impact has been stronger collaboration and more coordinated support for students.

Mayor Wilson: I was one of those Healey parents who went to Member Pitone asking, "There's a new principal?" I want to echo Member Green's comments the teaching staff and school community really feel like they're coming together, and you can sense the momentum. I'm especially impressed by the work on project-based learning and the intentional effort to make it consistent across grade levels, along with the willingness to rethink things like 7th and 8th grade field trips. I'll skip my K-3 question since it was addressed. Instead, I'm curious about literacy supports like sending books home. The Healey PTA has done great work ensuring students have books at home do you think that's played a role in reading

progress?

Principal Wahl: This work has been going on since before I arrived, so it's hard to isolate its impact, but it clearly reflects a strong, engaged school community. We have a book distribution event this week, and on Saturday remaining books from the book fair will be available to families. That culture has influenced new efforts, like sending home summer book bags with aligned reading materials and activities, and launching K-3 Literacy Night, where families engage in activities and students receive books. The focus is intentional making sure materials are aligned to student needs and support learning beyond the classroom.

Chair Dr. Ackman: At a high level, what you're doing reflects equity in action, and it's really impressive. I also want to note the strong social-emotional learning component, which helps students and families feel safe and supported, as well as the fact that many Healey staff choose to send their own children there, which speaks volumes. More broadly, I'm thinking about outcomes beyond test scores. With your project-based learning model, what do you ultimately want to see in a Healey graduate beyond academic metrics?

Principal Wahl: This builds on the School Improvement Council's vision of experiential, hands-on learning that affirms students' identities and helps them see themselves as active community members. That's why project-based learning is so central to our work, especially given its positive impact for historically marginalized students. While we track academic data, we also value measures like our Conditions for Learning survey to understand student experience. Ultimately, we aim to ensure students feel joy, belonging, and engagement in school, not just strong academic outcomes.

Member Green: In your presentation, there was a photo of a second grader holding a firefighter's axe, with the firefighter supervising. I just wanted to say how incredible that experience must have been for that student.

- **Winter Hill Community Innovation School Improvement Plan**

Superintendent Carmona This year, Winter Hill Community Innovation School has demonstrated resilience and adaptability since relocating to the Edgerly building. Attendance and behavioral efforts have seen sharp improvement, and the data reflects the positive impact of these initiatives on the school community. Principal Courtney Gosselin is here to provide a deep dive into academic assessments in reading and math, offering insight into how Winter Hill students are achieving their goals this year. She will also share the school's plans for increasing student success rates next school year, ensuring that every student continues to thrive academically and socially.

Principal Courtney Gosselin share her WHCIS School Improvement Plan

Comments/Questions

Member Green: I want to thank you there's strong trust from Winter Hill families in your leadership, even from those who may not fully trust the district or city right now. Given the challenges ahead, what can the district do to better support you and your staff both in terms of resources and in ensuring emotional and mental well-being during this transition?

Principal Gosselin: Thank you for the question. Our staff has done heroic work through an incredibly challenging time. Right now, beyond the building project, we need continued responsiveness to day-to-day operational needs at Edgerly as we're still building that experience in this space. Key facility needs include air conditioning in the cafeteria and gym, and ongoing attention to other building improvements since we'll be here for a while. Parking has also been a consistent challenge, especially in winter. Overall, continued collaboration and responsiveness are most important as we adjust to operating in this building.

Mayor Wilson: We need to recognize that, given the challenges you and the school community are facing, you're effectively doing this on hard mode. I really appreciate the leadership you've shown. Like Member Green noted, when we speak with Winter Hill families, there is a strong sense of confidence in you and the teaching team. I'll leave it at that for now, as I have a question I may return to depending on the discussion.

Chair Dr. Ackman: As your neighbor, I just want to say how wonderful the Winter Hill community has been, including small gestures like holiday treats for neighbors that really reflect your leadership and culture. I also want to acknowledge the challenges with recent snow and ask whether any needed repairs have been submitted for minor damage I noticed to the play space. Finally, on parking, I recall a lot across from Chucky Harris Park on Cross Street East that was once discussed as potential parking for Winter Hill/Edgerly staff. To my knowledge it hasn't been used for that purpose, and I'd be interested in any update on whether it could be made available.

Mayor Wilson: That's a great suggestion. I haven't heard about it, but I will look into it. It seems like it could help with the parking situation, and I will follow up. Thank you.

Member Biton: Thank you, Principal Gosselin great presentation. I'm excited about your theater program, and as we plan the new building, I'll be looking to ensure we include a usable stage for students and teachers. I also want to highlight rising attendance, which speaks to a strong sense of community and joy at the school. My question is about the literacy and math challenges you mentioned. What do you see as the main barriers, and what support do you need from us to address them?

Principal Gosselin: I think the main barriers are time and capacity. Teachers have had to spend energy on non-instructional challenges, which is improving but still has an impact. We're also in the early stages of implementing new curricula, which typically takes about three years for full mastery. At the same time, teachers are managing unfinished learning, interventions, and student data across academics, attendance, and behavior. To do this well, they need strong supports coaching, collaboration time, and the right intervention staffing, with clear systems to ensure students are getting effective, well-monitored supports. The pieces are in place, but it takes time and sustained support to fully realize their impact.

Member Pitone: Thank you for your presentation. My question is for the superintendent or the city. What is the status of plans for air conditioning in the cafeteria and gym? I understand it may require an electrical upgrade do we know if this is on the Building Committee's agenda or planned for the summer?

Mayor Wilson: I appreciate the question. That's something we are looking at in terms of what we can do within budget capacity. We also received some difficult news today that the Municipal Empowerment Act appears unlikely to pass on Beacon Hill, which means the \$1.8 million in anticipated revenue may not materialize.

Superintendent Carmona: Regarding increased electrical capacity at Winter Hill, my understanding is that this was identified as a need several years ago. At this point, I'm not aware of a clear timeline, but I will look into where things stand.

Member Biton: In a meeting with the PTAs, Chief of Staff Amara Anosike noted that the transformer needed for upgrades is on a list for installation, but I don't have details on the timeline. I'm not aware of anything further at this point, but I'd be interested in any updates others may have.

Member Pitone: I'm interested in understanding the possible next steps, and I think others are as well. Where should this go from here? Should the superintendent request a memo from the city, or should I ask Mr. Biton to place it on an agenda? Is it too late to include it on the 23rd? I think this needs to be discussed and elevated as much as possible.

Member Biton: Yes, it would need to be in in April.

Member Pitone: That gets put into the April building committee meeting. Thank you. Thank you.

Member Eldridge: A constituent recently raised a concern about trash pickup on Fridays creating congestion and making school drop-off more difficult. I'm wondering if you or the Mayor could speak to that issue.

Principal Gosselin: Yes, I can explain. On Fridays, a trash truck comes down Otis Street around 7:55-8:00 AM, which

overlaps with our school drop-off time. Since Otis Street is our main arrival route, when the truck is near McGrath O'Brien it can back up traffic along the whole street. If possible, it would be very helpful to adjust trash pickup on Otis Street so it doesn't occur during school arrival.

Mayor Wilson. That's helpful to know. I'll email DPW to see what can be done with the contractor to avoid this during school drop-off. We've made similar requests before, and this seems very reasonable.

Principal Gosselin: And also Bonair Street, please don't shift the issue or traffic over there.

Chair Dr. Ackman: Just to put a finer point on it what timing would actually work for trash pickup? Would 8:20 be sufficient, or even 8:15?

Principal Gosselin: I'd say after 8:30, once most of our Pre-K students have arrived. Dismissal is typically busiest between 2:30 and 2:45.

Member Green: My second question is about student access. Last year, 151 Winter Hill students took ACCESS. Just as a reminder mostly for those at home how many total students are enrolled at Winter Hill?

Principal Gosselin: About 368 students right now, so it represents a significant percentage of our enrollment.

Member Green: I probably should know this, but I don't what are the criteria for entering and exiting newcomer academies?

Principal Gosselin: Newcomer students are typically moved into general education once they reach about a 2.5 on ACCESS. Most enter at levels between 1 and 2. We review ACCESS data in May to make placement decisions for the fall, and we also use internal progress monitoring to move students mid-year when appropriate progress is shown.

Member Green: Through you to the district, it would be helpful to have district-level data on this population—for example, how long students have been in the country when they enter the Newcomer Academy, and how many have interrupted or limited prior schooling. This would help us better understand and communicate who our immigrant students are.

Principal Gosselin: We currently have 37 students in the Newcomer Academy. Four are students with limited or interrupted formal education (SLIFE) and receive specialized math and ESL instruction outside the core group. All but one student came directly from another country; most of our 6th–8th graders were born abroad and are experiencing U.S. schooling for the first time.

Superintendent Carmona: I know that there's a reference as the LTELs, the long-term ELL students at the high school struggle in because of the nature of the transition that happens at this high school Director Mitropoulos is working to address gaps so students are not doubly impacted when they move into high school. Part of that, I think, across the board, there is a language gap that we have noticed, and the rate at which students are gaining their language acquisition is comparable to our DAR districts is a little bit lower. So, there's definitely an area of growth there, but I know that Director Mitropoulos is working on that.

Superintendent Carmona Before I close my report, I want to thank both principals. There is a deep body of knowledge behind strong leadership, coherence, and alignment this work doesn't happen by chance. It requires both skill and intention. The fact that they have been able to bring their faculties together so effectively is a significant accomplishment. I'm truly excited, proud, and grateful for the leadership in our schools. Thank you.

VI. APPROVAL OF MINUTES (Out Of Order)

- February 02, 2026
- February 23, 2026

MOTION: There was a motion by Member Biton, seconded by Dr. Stellman, to approve the minutes of February 2, 2026 and February 23, 2026

The motion was approved unanimously via roll call vote.

VII. REPORTS FROM SUBCOMMITTEES

A. School Committee for the Rules Management Subcommittee Meeting: February 23, 2026 (Member Biton)

MOTION: There was a motion by Member Pitone, seconded by Member Lippens, to approve the Rules Management Subcommittee Meeting for February 23, 2026

The motion was approved unanimously via roll call vote.

VIII. UNFINISHED BUSINESS

A. MSBA- Space Summary and Educational Program (second reading)

Chair Ackman: We now have the second reading of the MSBA Space Summary and Educational Program. We had a thorough and productive discussion last week, with many questions addressed and a few small but meaningful edits made based on feedback. Are there any further questions or comments? We're grateful to have Bob and Rich here as well to help answer any additional questions if needed.

Superintendent Carmona I want to note that this is the second reading tonight. The document was shared on Friday, and a few updated sections were included particularly around expanding middle school participation in CTE and further detailing the physical education component. I also want to acknowledge that Bob Bell is here for support, and Courtney Gosselin has been instrumental in providing grounded feedback on the document. If there are any questions or concerns, I'm happy to help address them, including questions about enrollment numbers from an MSBA perspective to the best of my understanding.

Member Pitone: This is a comprehensive and exciting plan. I'll stay focused on the educational vision rather than the building design. Can you clarify whether the plan is seat-agnostic? It seems to reference different enrollment numbers, and I'm unsure how that aligns with the previously supported CAG number.

Chair Dr. Ackman: My understanding is that it is not seat-agnostic. The plan is written for the 925-seat model, so voting on it tonight would mean endorsing that option. That said, MSBA requires multiple options to be considered, but we do need to identify a preferred option.

Member Pitone: For clarification, I read the full document, and it wasn't clear to me that it was specific to the larger building. I may have missed that language, so I apologize if I did. I want to note that I personally support the CAG's recommendation for the larger building to provide flexibility for the district, but I just wanted to flag that the connection wasn't clear to me in the report.

Member Green: Yes and no. As the Chair noted, we are required to submit a plan that can work for either proposed size. We can indicate a preference for the larger school, but the plan itself must be scalable to both options.

Member Pitone: Just to clarify, when I read the plan, it wasn't clear to me that it specifically reflected the 900-seat model. I may have missed that, but it created some confusion. I understand the need for flexibility in the document, but I think it would help to make that connection clearer. Are we voting solely on this document as written? And if so, should we consider clarifying that language?

Richard Raiche, Director of Infrastructure and Asset Management Member Green described the ambiguity well. An explicit statement of preference doesn't come until the next submission in August. That said, the documentation we're developing does lean more heavily toward the 920-seat option, while still ensuring the plan can scale to a 690-seat model. Throughout the space plan prepared by Perkins Eastman, you'll see side-by-side comparisons showing how the educational plan can adapt to either option. The full submission also includes supporting materials for all scenarios, including the 690-seat option and a renovation-only model, which would accommodate roughly 450 students.

President Davis: So we're saying the supporting materials lean toward the 690 option, but that's not this document.

This document is the educational plan and includes two different enrollment models, correct?

Director Rich: There are two documents in front of you the educational plan and the space program. Yes, I think that understanding is correct. Dr. Carmona has been clear that the educational program has been developed with the 920-seat option in mind. However, the space program also demonstrates how that educational plan could be applied to a 690-seat configuration.

Member Biton: I asked this question last week, and I'm still looking at the operative table on page 21. It references the 925-enrollment model for the proposed administrative distribution, but I don't see a comparable administrative distribution for the 690 model. To me, that suggests this is weighted toward the 925 model, which aligns with what the superintendent stated verbally at the last meeting.

Member Eldridge: I had asked who would ultimately decide the size of the building we move forward with. My understanding was that a decision would be made in August by the School Building Committee. I'm still a bit unclear on that and would appreciate clarification.

Mayor Wilson: That is technically correct the School Building Committee will take a vote, and the chair will attest that the vote was taken. However, they will also be weighing the city's funding commitment very heavily. That is a major factor, and they will not want to move out of alignment with it, as that would be very disruptive to the project. In that sense, the city's position is clear: we are indicating support and funding for a 925-seat school at 115 Sycamore.

Member Green: I think it's worth stating explicitly that the MSBA process is complex and often difficult to navigate. It can make straightforward questions about authority and decision-making feel unclear or opaque. So the confusion being felt here is, in some ways, inherent to the process itself.

Chair Dr. Ackman: I'll try to answer the question directly. My understanding is that the School Building Committee makes the decision, along with the mayor. The mayor has indicated that he wants our input and feedback, but we are not the final decision-makers under MSBA requirements or law. That said, it is important for us, as representatives of the community and the schools, to provide our perspective. But ultimately, we do not have the final say. Does that help?

Mayor Wilson: That's an important point. As I've said before, I strongly believe the School Committee should weigh in on consequential decisions like this. There is also a practical consideration if there were to be a significant deviation in the plan, it could create major challenges later in the process. So, this is both a matter of principle and practicality.

Member Lippens: If we vote to accept this plan tonight, are we, as a School Committee, formally stating a preference for the larger school?

Chair Dr. Ackman: I want to offer a slight amendment. So, you are authorizing the chair to sign, and what I would say is, and someone can correct me if I'm wrong, that, it's not stating that preference.

Member Pitone: I'm trying to understand this clearly. Someone could fully support the educational plan without being fully decided on the building size. When I read the 77-page document, I didn't interpret it as requiring one specific size. So, do we need a second motion to clarify that, or would that be redundant given that we already supported the CAG recommendation in December? I just want to make sure we're being as clear as possible and not creating any procedural issues

Member Green: The School Committee has already gone on record supporting the largest school size. We could reconsider that motion, but traditionally, reconsideration must be brought by someone who voted with the prevailing side. I'm not sure how that applies here, since technically it was a prior committee, even though we generally function as a continuous body and prior decisions remain in effect unless changed. I'm also unsure whether our rules address reconsidering a policy decision made by a previous committee that may be a question for legal counsel.

Member Biton: I just want to clarify that the school committee voted to endorse the draft CAG recommendations. We

did not opine on the final CAG approved recommendations.

Member Green: The draft recommendation explicitly called for the building of a larger school.

Chair Dr. Ackman: If there are no further comments or questions, I'm seeking a motion to authorize the Chair to sign the Space Summary and Educational Program.

Member Biton made the motion

President Davis: I appreciate the clarification. This process feels very unclear almost "clear as mud" and I think many in the community feel the same way. From what I've heard, there's a real lack of understanding about where things stand, and some feel decisions have already been made without meaningful input. As I've said before, I believe the city should follow the original plan: rebuild the high school, Winter Hill, and the Brown. All three projects are important. I'm concerned that shifting hundreds of seats out of West Somerville would undermine neighborhood schools and walkability, and I think we may regret that. If this plan is being interpreted as endorsing the larger school size, I won't be able to support it.

Member Eldridge: I'll be brief. Given the confusion and the number of concerns we've received from community members and parents, how should we communicate what happens next after tonight's vote? Is there still an opportunity for public feedback, and where should that feedback go? It's not clear whether this body is in a position to receive or act on it at this stage.

Chair Dr. Ackman: I'll try to answer that, and I may also defer to others here with more expertise if needed. My understanding is that we can't make binding changes until certain financial approvals and conditions are in place. In particular, until a debt override is approved, major decisions can't really move forward, because the funding has to be secured first. Without that, it doesn't matter what we endorse we wouldn't be able to afford it. That said, there are opportunities to continue sharing our preferences and feedback with the School Building Committee. We can be clear about our position publicly, but formal action is constrained until those financial conditions are met.

Director Raiche: I agree with Member Green's framing there are many components and milestones involved in this decision. The School Building Committee is the primary authority under MSBA guidelines. Because of our city structure and the Mayor's strong interest in ensuring School Committee involvement, we are having discussions here that go beyond the formal MSBA process. That adds an additional layer of complexity compared to what typically happens within the School Building Committee alone. It's also important to recognize that the MSBA process is designed to work across different forms of municipal government. In Somerville's case, the Mayor plays a particularly significant role through the School Building Committee and the city's funding authority, which shapes what is feasible. The CAG process was extensive and thoughtful, spanning about 18 months. It included analysis of enrollment, walkability, capital and operating costs, surveys with broad participation, and multiple focus groups across stakeholders. Their recommendation reflected that full body of work. The project team has also been asked to move efficiently through this process, and much of the educational planning has been aligned with the larger enrollment scenario while still allowing for scalability. We are still working within an evolving process. Final MSBA submissions are not until August, so there is still time before decisions are fully locked in. I understand the desire for clarity, but at this stage the process necessarily involves some uncertainty as we balance multiple requirements and timelines.

Mayor Wilson: I think I can help clarify how I see this. People want to understand the implications of these votes. A vote related to closing a building on Willow Ave. can't happen until after a debt exclusion vote. This summer, we will need to submit our preferred schematic design to the MSBA, and that is when we move more concretely toward the 925-seat option. What we're doing tonight is effectively signaling our direction to the MSBA. We could have tried to fully model both sizes in the educational program, but given timing constraints and the work required, the team focused on completing the 925-seat version efficiently. This does not lock us in, but it does indicate where things are likely headed as we move toward the summer submission.

Member Pitone: In December, the CAG made a draft recommendation, and the School Committee voted to support the CAG recommendation for a 925-seat school. Since then, the Mayor has also publicly stated the city's support for moving forward with a 925-seat building. So, in that sense, the direction has already been set, even if there are different reactions in the community some are disappointed, and others are very supportive. For me, that means we

don't need to reopen or re-litigate that decision tonight. The educational plan before us is still valuable, thoughtful, and worth our focus, regardless of past debate. I think our energy now should go toward implementing the work ahead, especially transition planning and how we communicate clearly with families about what comes next. That feels more productive than revisiting a decision that has already been made after extensive work. I may still have questions about the educational plan itself, but I'm comfortable moving forward with that focus.

Member Lippens: I want to respond to what Member Eldridge raised about the volume of community feedback we've received. As a newer School Committee member, I read both the CAG report and the 77-page educational plan, and I want to thank everyone who contributed to those documents. There has clearly been strong engagement from both Brown School and Winter Hill communities, and it reflects how deeply people care about their schools and neighborhoods in Somerville. In my conversations with educators and community members, I've also heard real excitement about the opportunity for a new building one that expands STEM learning, strengthens inclusion, and supports a more accessible, equitable environment for all students. For me, this is fundamentally about equity, meaning ensuring all students have what they need to succeed, even if that requires change. We also have to recognize the constraints we're operating under, including the condition of existing facilities and the need to ensure accessibility for all students. Given that context, I believe we should follow the CAG's recommendation and the data that informed it. A larger school offers important opportunities for integration and a stronger learning environment for all students, and I think we should move forward with that vision in mind.

Member Eldridge: I just want to express my appreciation for this conversation. It's really helped clarify a lot of things for me and help me better understand. So, thank you so much. And I also believe there's a concern effort for repairing trust and transparency. And I think this is the start of like maybe at the start of that, because it's already been working, but, is reinforcing that and really having these open, candid conversations. Because, it is divided how people feel about it, and I just want to say, like, I appreciate the work of the CAG, I appreciate the input that you've all provided tonight, and the transparency, I think, is wildly important for building that level of trust as we move forward. So, I just want to express my gratitude.

Member Green: I want to start by thanking Member Pitone there's very little in what you said that I don't strongly agree with. As a member of the CAG, I also want to acknowledge that any time a school building closure is being discussed, there is real grief and concern in the community. That is appropriate and understandable, and it's also appropriate that the community looks to us for leadership and direction. I think we should focus on that responsibility moving forward how we address the concerns that have been raised. One of those is walkability. Based on the analysis, there are small portions of Willow Avenue that fall outside a 15- to 20-minute walk zone, but most of the city is still within that range. That's something we should continue to monitor and address over time for all parts of the district. Another concern is school size. The evidence around school size and student outcomes is mixed, while there is stronger evidence on class size and classroom capacity. In Somerville, our key constraint is space. Increasing classroom capacity gives us the flexibility we need to better serve students across the district. We have a rare opportunity through this process to invest in long-term capacity, and I believe we should take it seriously. This discussion is also part of a longer history of facilities decisions in the city, and we should learn from that context while focusing on what best serves students moving forward. We have both a responsibility to support families through transition and to make decisions that serve the long-term needs of the district as a whole.

Member Biton: On its merits as a standalone document, the Educational Program is a comprehensive and appropriate design for the 925-seat option, and it has my full support. I believe this school is a once in a generation opportunity to build a facility for a large number of students in our general education, MLE, and special education spaces to provide a rich and vibrant educational journey. This school will be a beacon within the community and attract students across the City. I want to commend the Superintendent and his team for their vision in preparing this document.

As standalone documents, I am excited to put the School Committee's stamp of approval on this.

Before I move on to the rest of my comments, I want to apologize to the Winter Hill School Community. This conversation should have never been about the Brown School. The Winter Hill families and educators have carried an unfair burden through this whole process, and through it they have demonstrated resilience, humor, and grace. And the fact that the process of building a fantastic new school that will be the envy of all students in the city has been taken over by a dialogue about the closure of the Brown, is a travesty. These school communities are actually so much

aligned in their priorities and visions for our students' futures, and they should not have been pitted against one another.

We must pass this tonight, because we cannot delay the building of a new school for the Winter Hill by one day, even if it means creating issues that we will contend with for decades to come.

The truth is that these are not standalone documents. There is a broader context. The School Committee is being asked to, in Mayor Wilson's words, weigh in on these consequential decisions. The choice is before us: do we want to build a school that houses the Winter Hill School and the Brown School communities, and close the Brown; or do we want to build a school only to replace the Winter Hill School, and address the Brown School in some future decision. The Mayor has also stated that the 925-seat school option, that is the option that consolidates both schools and closes the Brown School, is the only option that the city will fund. So, we are being asked our opinion to endorse a decision that the mayor already made. Any notion that what we have before us is an actual choice is a misrepresentation. And we need the community to fully understand what is happening here. People who are paying attention have genuine confusion about what is possible with this vote. Let me say it clearly: our vote tonight to endorse this very excellent Educational Program and Space Summary requires that we eventually close the Brown School.

All educators and families in the City deserve that clarity. Once we vote tonight, the Brown School's fate is predetermined: it will close. The Brown School students, educators, and families also deserve to be treated with dignity and respect, to honor and allow the Brown School Community to grieve of the loss of their school. We must also proactively develop and communicate a coherent and clear transition plan for how and when enrollment will transition from the Brown to other schools.

We must also acknowledge and plan to remedy some serious concerns introduced by this decision tonight. First, moving 225 seats from the Brown School on Willow Ave to Sycamore Street leaves West Somerville at capacity for seats. As we grow and build housing to address the Citywide and regional housing supply crisis, we will need more student seats on this side of the City. Secondly, we are leaving parts of West Somerville now without any walkable school, which creates challenges especially for the families of our youngest learners in early elementary school. In a City dedicated to reducing vehicle miles traveled as part of our climate solution, this decision will encourage more people to get in cars to get their kids to and from school at rush hour. The closure of these seats at the Brown is also likely to exacerbate the demographic segregation in our schools because we will be packing more kids from West Somerville into just two schools. In the long range, we must plan to remedy these issues, either by expanding at the West or Kennedy, or by building a new school in the western side of the City. I request that these implications be referred to the long-range planning committee for consideration.

Dr. Stelman: I thought I had done a lot of homework coming into this, but I've learned even more from my colleagues, and I want to thank the body for that. I also want to acknowledge how difficult this process has been. The MSBA process can feel confusing and hard to navigate, and that uncertainty is difficult for families, students, and staff. I want to recognize the educational program Dr. Carmona and the team have put together—it is outstanding and something many districts would be proud to replicate. I also want to acknowledge the emotion in this process. Schools are deeply connected to identity and community, and changes like this can bring real grief and loss. We need to recognize that and make sure we are not turning communities against each other. All of our students deserve support, care, and high-quality education. At the same time, I think we need to keep focusing on the long-term planning questions ahead of us such as capacity on the west side, catchment areas, and enrollment processes so we can better understand how to meet student needs moving forward. I appreciate the feedback from the community, and I think there are opportunities for us to continue refining and clarifying the path ahead so families have more transparency and confidence in the process.

Mayor Wilson: I'm obviously going to vote yes on these items for the reasons I've stated in prior meetings and public comments. What I do want to highlight is something that's become very clear to me over the past couple of weeks in conversations with members of the Brown School community. The vast majority of those I've spoken with either no longer have children at the school or will have moved on by the time any closure would occur. Their perspective is rooted in wanting others to have the same positive experience their children had. That comes from a good place, and it's unfortunate to see the conversation become divisive online. I think it's important that we remember the shared intent to support students and families, even when there are disagreements about how to do that.

President Davis: Thank you to the mayor for making that point. I appreciate it. I also read many of the letters, and I didn't interpret most of the community feedback as toxic. I think, for the most part, people are trying to express where they're coming from, with some exceptions. I also appreciate the detailed statements from my colleagues. I think many of them clearly articulated why they feel this is not the right plan. From my perspective, this is the third mayor I've seen present a decision in this role where, ultimately, I don't feel I have full agency in the outcome. I want to be consistent with what I said earlier, but I do want to note that, based on the clarification we heard tonight, I was prepared to view this as a strong educational plan in terms of design. I do have some concerns for example, about cafeteria capacity and how large groups are managed at once but I respect the work that went into it. I support rebuilding the Winter Hill School as quickly as possible. However, if I am asked to vote on endorsing a larger school size, I will vote no, based on my view of what is best for the district. I also want to be clear that my position is not about preserving the Brown School building as it currently exists. As I've said before, all of our school facilities need attention and modernization. I look forward to continuing those conversations as soon as possible, especially given the broader capacity challenges in the western part of the city.

Chair Dr. Ackman: I want to express my deep appreciation to my colleagues for your thoughtfulness and engagement throughout this discussion. Thank you that is really all I can say. It is deeply appreciated. To the Superintendent and your team, thank you for the incredible work on this. The educational program is truly beautiful, and I am deeply proud of it.

I want to share something that may seem a bit tangential, but feels relevant. Last night I was watching the Oscars, and the international award winner quoted James Baldwin, saying, in essence, that "all adults should be for all kids." That stayed with me. What I see here tonight is each of us trying, in our own way, to do what we believe is best for all students. I am deeply proud of that. Thank you.

Member Pitone: I'll formally second the motion, and I just want to offer a few comments on the plan. Overall, I find it exciting and full of strong ideas. I also see this year as an opportunity to pilot new approaches and innovations, and I look forward to learning from that work and thinking about how it can inform other schools in the district. I do want to flag a few areas for consideration. Some elements of the plan feel quite aspirational given the size of the building, and I'm concerned about ensuring we're not over-programming the available space. For example, the inclusion of a district Welcome Center raises questions for me about feasibility, including practical issues like traffic flow and caregiver drop-off space. I also noted references to sensory spaces for AIM students, and I would encourage us to think about sensory supports for all students who may need them, not only those in specific programs. There is also an exciting vision around expanding career and technical learning into the middle grades, but I did not see clear details about dedicated facilities to support that work. I would encourage the district and building committee to continue refining how those programmatic needs align with physical space. Overall, I'm very supportive of the vision, and I appreciate the significant work that has gone into this plan. My comments are intended to help ensure the implementation is realistic and well-supported in the space we have available.

Member Green: Before my comments, I want to thank Member Pitone for her remarks, especially on sensory spaces. As discussed at the last Building Committee meeting, these are not autism-specific spaces, but supports for any students who need them. Looking ahead, enrollment studies reviewed by the CAG do not show significant growth in the student population. That context is important as we think about long-term planning. We should also recognize that the next major round of school building projects is likely around 2040, when the Kennedy School reaches 50 years. These decisions now will shape the district for decades, and we need to think system-wide, especially on the west side. While capital planning can feel disruptive, the MSBA process is about replacing aging buildings. In Somerville, we also need to ensure we're not simply maintaining the status quo, but addressing equity across the system. This is an opportunity to plan more holistically so future decisions are more intentional and equitable across the city.

Member Biton: I have a question and a general comment about the educational program document, specifically the junior CTE program. After some conversations over the weekend, I've been thinking about how this building is being designed for the next 50 years. I'm excited about the concept, but I would like to better understand the long-term planning behind it, especially since some of these spaces may require specialized construction. If we are committing space to these uses, I think we should be thoughtful about how flexible those spaces are and how they might evolve over time. I'd also be interested in more committee discussion, possibly at a future long-range planning point, about how we are shaping this educational vision. I defer to the Chair on timing, but I'd appreciate a bit more opportunity for us to weigh in as this develops

Chair Dr. Ackman: The motion on the table, put forward by Member Biton and seconded by Member Pitone, is to authorize the Chair to sign the Space Summary and Educational Program.

I will now ask the Superintendent to conduct a roll call vote.

MOTION: There was a motion by Member Biton, seconded by Member Pitone to authorized the chair to sign the MSBA Space Summary and Educational Program.

The motion was approved on a roll call vote YES-7- President Davis- No, Member Pitone-Yes, Member Lippens-Yes, Member Eldridge-Yes, Member Green- Yes, Dr. Stellman-Yes, Mayor Wilson-Yes, Member Biton-No, Dr. Ackman- Yes

Chair Dr. Ackman: Thank you. I also want to note that we will need to discuss this further, as there is a vote required in August. Since we typically do not meet in early to mid-August, we will need to figure out how to manage that timeline. I'm just putting a pin in that for now.

IX. NEW BUSINESS

A. Chief of Financial Officer Contract:(Recommended action: approval)

MOTION: There was a motion by member Pitone, seconded by member Lippens, to authorizing the chair to sign the Chief of Financial Officer Contract

The motion was approved unanimously via voice call vote.

Member Green: This has been one of the most transparent budget processes I can recall, certainly in recent memory, and that is due in large part to Dr. Barretta's approach. Our city has been fortunate to have strong finance leadership, but Dr. Barretta has also brought a valuable combination of financial expertise and policy and strategic vision that strengthens the role. I just want to recognize his contributions and say how much we value having him in this role.

B. MOA- SEU Work Year for 2026-2027: (Recommended action: approval)

MOTION: There was a motion by member Biton, seconded by member Pitone, to approve the MOA- SEU Work Year for 2026-2027.

The motion was approved unanimously via voice call vote.

Member Green: Too often, the relationship between unions and districts is seen as one of conflict and antagonism. While some tension is inevitable, I think this is a strong example of how things usually work in Somerville with a spirit of collaboration and a shared commitment to solving problems. I want to thank both the district and the union for working together to resolve what could have been a very difficult situation for families.

C. Somerville School Committee Resolution in Support of S.2571: An Act Empowering Municipalities and Local Governments. (First Reading)

Dr. Ackman: As the mayor mentioned, it now seems even less likely than when I first submitted this that it will move forward. That said, this is a first reading, so I'll go ahead and read it aloud. At our next meeting, we can revisit it, make edits if needed, or decide to table it if that feels appropriate.

Member Green: Mr. Green: Unfortunately, it's unlikely this will pass this session, as the administration has made it clear they are not pursuing new revenue options. That said, it's still important for cities especially those most directly impacted to make clear the need for greater revenue flexibility in Massachusetts. We should move forward with it, even if the bill itself is unlikely to advance.

Mayor Wilson: Even if the revenue outlook is challenging, the operational pieces you mentioned were recently reported favorably out of committee, which could provide some support. However, it appears that the additional revenue we had hoped for is unlikely to come through this year

Chair Dr. Ackman: announce that this will be for a second reading at our next meeting.

D. Field Trips: (Recommended action: approval)

MOTION: There was a motion by Member Pitone, seconded by member Lippens, to approved the Field Trips listed below:

April 15, 2026-April 18, 2026 27 Somerville High Students from the Robotic Team will travel to Springfield, MA to participate in the Eastern States Exposition. Travel via bus, cost to student \$0.00

May 20, 2026-May 22, 2026 35 Fourth grade students from the Healey School Will travel to Red Gate Farm in Ashfield, MA. Travel via bus cost to student \$400.00

June 12, 2026 50 Eighth grade students from the Argenziano School will visit Canobie Lake Park in Salem, NH as an end of year celebration. Travel via school bus, cost to student \$29

The motion was approved unanimously via roll call vote.

E. Acceptance of FY26 Grants Funds:(Recommended action: approval)

MOTION: There was a motion by Member Pitone, seconded by Member Lippens, to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

Private

Jae Lim Foundation- Somerville High- Math Student Awards- \$4,000

Federal

Title I- District-wide grant increase- \$1,053

Title II- District-wide grant increase- \$1,462

The motion was approved unanimously via roll call vote.

F. Donation: (Recommended action: approval)

MOTION: There was a motion by Member Pitone, seconded by Member Biton, to approve the superintendent recommendations acceptance, with gratitude, of the following donations.

Donation	Donor	City, State	Value	Program
Equipment	Colleen McKiernan	Somerville, MA	\$245	CTE Program

The motion was approved unanimously via roll call vote.

X. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Mayor Wilson: I want to highlight two upcoming events. First, this Friday, the Winter Hill School community will host the "Rock Out for Winter Hill" event at Portico Brewing from 5 to 8 p.m. It's a great event I attended last year and highly recommend it.

Second, on Saturday the 28th at the high school, we'll have the middle grades intramural futsal finals. It's one of the coolest programs we offer as a district. The boys' and girls' championship games will take place, and it's always an exciting event. Come out and support especially the Healey girls as they compete for their first futsal title in school history.

Member Green: I also want to take a moment to recognize our arts students and their achievements. For context, I've worked extensively in arts education advocacy at the state level, and through that work, I've come to understand just how strong Somerville's arts program is especially at the high school level. It's truly among the best in the state. I want to thank our student representatives and the superintendent for their advocacy over the past year in elevating these programs and giving them the visibility, they deserve. As we think about how we measure student success beyond test

scores, achievements like national recognition in the arts are meaningful indicators of progress, and we should continue to highlight them.

XI. CONDOLENCES

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

Kathleen Anne (Grigas) Berkowitz - Mother of Jacquelyne Berkowitz Early Ed. PK Teacher at the Winter Hill Community Innovation School

Christina Vadino – Mother of Andrea Palmer, K-8 Math Instructional Coach - District Wide

XII. ADJOURNMENT

The meeting was adjourned at 10:18 p.m.

Related documents:

Agenda

[Art Department](#)

[Healey School Improvement Plan](#)

[Winter Hill Community Innovation School Improvement Plan](#)

[Space Summary and Educational Program Presentation](#)

Submitted by: G. Silveira/ E Garcia

Attach Documents Starting on the next page

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – MARCH 16, 2026 – 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2026, 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://www.somervillema.gov/GovTVLive)

Somerville Public Schools provides simultaneous interpretation of this meeting in Spanish, Portuguese, or Haitian Creole. **You must register 48 hours in advance and indicate your preferred language:**

https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg

Meeting ID: 810 5048 0087

Password: SPSSC25

Somerville Public Schools - School Committee Goals 2023 - 2025

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

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

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

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

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

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

ORDER OF BUSINESS

I. CALL TO ORDER

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

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

III. PUBLIC COMMENT – In person

To participate in Public Comment remotely please use the following Zoom link:

https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg

Meeting ID: 810 5048 0087

Password: SPSSC25

IV. APPROVAL OF MINUTES

- February 2, 2026
- February 23, 2026

V. REPORT OF SUPERINTENDENT

A. District Report

- Art Department Showcase
- Healey School Improvement Plan
- Winter Hill Community Innovation School Improvement Plan

VI. REPORTS FROM SUBCOMMITTEES

- A. School Committee Meeting for the Rules Management Subcommittee Meeting: February 23, 2026 (Member Biton)**

MOTION: To accept the report of the Rules Management Subcommittee Meeting for February 23,2026

VII. UNFINISHED BUSINESS

- A. MSBA- Space Summary and Educational Program (second reading)**

VIII. NEW BUSINESS

- A. Chief of Financial Officer Contract (Recommended action: approval)**

Motion: to authorize the chair to sign the Chief of Financial Officer contract

- B. MOA-SEU Work Year for 2026-2027 (Recommended action: approval)**

Motion: to authorize the chair to sign the MOA Somerville Educators Union Work Year for 2026-2027

- C. Somerville School Committee Resolution in Support of S.2571: An Act Empowering Municipalities and Local Governments**

- D. Field Trip: (Recommended action: approval)**

April 15, 2026-April 18, 2026 27 Somerville High Students from the Robotic Team will travel to Springfield, MA to participate on the Eastern States Exposition. Travel via bus, cost to student \$0.00

May 20, 2026-May 22, 2026 35 Fourth grades student from the Healey School Will travel to Red Gate Farm in Ashfield, MA. Travel via Bus cost to student \$400.00

June 12, 2026 50 Eighth grade students from the Argenziano School will visit Canobie Lake Park in Salem, NH as an end of year celebration. Travel via school bus, cost to student \$29

- E. Acceptance of FY26 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

Jae Lim Foundation- Somerville High- Math Student Awards- \$4,000

Federal

Title I- District wide grant increase- \$1,053

Title II- District wide grant increase- \$1,462

- F. Donation: (Recommended action: approval)**

The Superintendent recommends acceptance, with gratitude, of the following

Donation	Donor	City, State	Value	Program
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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

Equipment	Colleen McKiernan	Somerville, MA	\$245	CTE Program
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IX. COMMUNITY OR CALENDAR 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 16 de marzo a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:

<https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

Para poder escuchar en vivo la interpretación en simultaneo de esta reunión en español, portugués o criollo haitiano, debe registrarse y solicitar el servicio con 48 horas de anticipación e indicar su idioma de preferencia. Para registrarse haga clic en el enlace a continuación

https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR60hvc37Xib1zg

ID de la reunion: 810 5048 0087

Contraseña: SPSSC25

Português - Para Interpretação

Para assistir à Reunião Regular do Comitê Escolar 16 de março às 19h, ao vivo de casa, visite o seguinte link e seleccione GovTV:

<https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

Para ouvir ao vivo a interpretação simultânea da Reunião Regular em espanhol, português ou crioulo haitiano, é necessário fazer sua inscrição com 48 horas de antecedência e indicar o idioma de sua preferência. Para se inscrever, clique no link abaixo:

https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR60hvc37Xib1zg

Meeting ID: 810 5048 0087

Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon

Pou gade reyinyon regilye Komite Lekòl la, 16 mas a 7:00PM an dirèk lakay ou, 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, ou dwe enskri 48 èdtan davans epi endike lang ou prefere a. Pou enskri, klike sou lyen ki anba a:

https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR60hvc37Xib1zg

Meeting ID: 810 5048 0087

Password: SPSSC25

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