

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, May 18, 2026 - Regular Meeting

7:00 p.m. – City Hall Chambers

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

I. CALL TO ORDER

The meeting was called to order at 7:00 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– Member. Pitone, Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **ABSENT** –President Davis

II. AWARDS AND CITATIONS

A. Massachusetts Association of Schools Superintendent Award

- **Valedictorian- Tommy Vandewege**

Chair Ackman read a few words that Ms Maguire, Guidance Counselor for Broadway Community, had to say about Tommy Vandewege with admission to Smith College in the fall

- **Salutarian- Lucas Oliver**

Chair Ackman read a few words that Ms. Ruiz Toro, Guidance Counselor for Broadway Community, had to say about Lucas Oliver with admission to Tufts University in the fall

Recesses were taken to celebrate the Valedictorian and Salutarian of the class of 2026
Meeting Resumed @7:18

III. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

- Asian American Pacific Islander (AAPI) Presentation

My name is Bhavika Kalia, and I am currently a junior at Somerville High School. Today, I will be presenting a project that I worked on throughout the school year, especially in recognition of Asian American and Pacific Islander Heritage Month. Through this initiative, I wanted to highlight the importance of amplifying AAPI voices through a more inclusive curriculum.

To provide some background, I am currently leading a Community Action Project as a member of the AAPI Commission's Youth Council. I wanted to take on this role because there were many times when I felt invisible, particularly since Somerville has only about a 5% Asian population. I noticed there were many spaces where I did not see myself represented, and I wanted to help create that representation for students who look like me.

I also wanted to address gaps within the current school curriculum. My original idea was to craft a proposal to establish an Asian American history or experiences course. However, I realized that this would be a long-term initiative and not something I could fully accomplish within a single school year.

Instead, my updated project focused on amplifying AAPI voices by implementing culturally inclusive and comprehensive lessons within the pre-existing curriculum at Somerville High School.

Presentation Below

Comments/questions

Member Biton: Thank you for your presentation. I want to reflect on what you shared at the beginning about feeling

invisible. That is very powerful, and I want to acknowledge that and apologize for that experience. Thank you for your vulnerability and for turning those feelings into action. That is exactly what our district strives for, and you have demonstrated that through your words and actions in a meaningful way. What advice would you give other students who may want to take on big challenges or work toward change in our district, based on your experience with this project?

Bhavika: Thank you, that means a lot. I would say to other students: just go for it. We have amazing teachers at Somerville High School, and you will find someone willing to support your ideas. Also, try to find other students who share your passion. I worked mostly on my own, but I had strong support from my family, including my sister here today. Finding your people helps you stay motivated and keep going when things get challenging.

Member Green: Thank you. I want to echo appreciation for this work. Yesterday marked the 62nd anniversary of the Brown v. Board of Education decision, which reflects the vision of equitable education. However, curriculum has not always reflected that vision, and strengthening inclusive and accurate American history is both a moral and educational responsibility. I encourage continued advocacy for an AAPI history course at Somerville High School. There are broader efforts underway regarding cross-cultural studies and desegregation, including recommendations that high schools incorporate such requirements for graduation. While curriculum development takes time and coordination, I would be surprised if other districts with larger Asian American student populations have not already addressed this. I encourage both student advocacy and district support in exploring this further.

Although Asian American students currently make up about 5% of our population, it is one of the fastest-growing groups. We should ensure we are welcoming and inclusive, and not repeat past shortcomings in how new communities are integrated. This type of curriculum would be an important step toward that goal.

Bhavika: Thank you so much. I really appreciate it. That's very encouraging and inspiring, and it will definitely keep me motivated as I continue working on the elective proposal. I hope to come back next year with an update.

Chair Ackman: Thank you again, Bhavika. The committee is very excited to see what you develop should you choose to move forward with this project. We recognize it is a significant amount of work, and we appreciate your effort. Thank you. We will now move on to public comment.

IV. PUBLIC COMMENT

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

Ryan Williams, Ward 7, Kingston Street: I want to begin by acknowledging the strong budget document presented to the community. Thank you to Dr. Carmona and Dr. Breda for clearly outlining the district's financial changes. However, now that we have this level of clarity, we can also see where gaps and unmet needs remain. While we are achieving level service through administrative reductions, level service also means accepting level outcomes. The recent special education review highlighted that, despite strong commitments to inclusion, implementation is limiting progress for some of our most vulnerable students. Educators are doing important work using diagnostic tools, but there are limits to what is feasible for a single teacher in the classroom. Students with significant learning gaps for example, a third grader working at a first-grade reading level require supports that cannot be fully addressed through classroom instruction alone. For that reason, I urge the committee and the city to prioritize funding for digital reading and math interventions and continue the co-teaching pilot program. If funding constraints remain, we must also be clear about the broader plan whether that includes reallocating resources, pursuing partnerships, or advocating more aggressively for additional state funding. These decisions cannot wait until next year; they require immediate planning and action. I also want to note the connection between unmet academic needs and behavioral challenges, which relates to the need for the interventions and supports referenced in the MOU.

John Campbell, 150 Lowell Street: The first time I ever felt threatened by a gun was at school. It was a difficult time for me, around the anniversary of my brother's death. I was a 14-year-old student and had gone to eat lunch alone outside the art room. Students were generally allowed to eat in different areas, so I didn't think anything of it. I just wanted to be by myself. While I was sitting there upset, a school police officer approached and told me I needed to move. I asked if I could finish my lunch quietly, but I was told I could be suspended if I didn't comply. When I

continued to explain myself, the interaction escalated, and the officer placed a hand on his gun. At that moment, I did not feel safe. This experience shaped how I think about the presence of police in schools. Studies have shown that millions of students attend schools with law enforcement but without access to counselors, nurses, psychologists, or social workers. Schools with police presence also tend to see higher suspension and expulsion rates, which are linked to negative long-term outcomes. There are documented cases of students being disciplined or even arrested for minor actions, and concerns have been raised about the impact of police in school settings on student safety and well-being. While school resource officers may play a role in certain safety situations, research has also raised questions about their overall impact in schools. Our students should be able to experience normal emotions and behaviors without fear of criminalization.

Jessie Ratey -47 Church Street, Ward 3: I am here to speak about the recent SRO memo and to urge the superintendent and School Committee to continue the work already done toward a limited school liaison model rather than placing an on-site School Resource Officer. I am a parent at the Argenziano School, and my oldest child will attend Somerville High School next year. School safety and school climate across all schools are extremely important to me. During my recent conversations with hundreds of Ward 3 residents, including SPS educators, recent graduates, and high school students, I heard broad support for the innovative policing model previously developed and approved through a community process. At candidate forums, I also heard commitments to uphold those decisions. I encourage the district to honor that work and move forward with a model that maintains direct communication through a liaison, without establishing a permanent police presence in schools. Thank you for your time and consideration.

Kat Johnston, 82 Belmont Street: I am a parent in Somerville Public Schools, a former teacher, and a former employee of the Massachusetts Department of Elementary and Secondary Education, where I supported schools and educators across the state. I have spent much of my career working to help schools create environments where children feel safe, supported, and able to thrive. I am here tonight to speak against the proposed return of School Resource Officers in our schools. I understand and respect the concerns raised by high school administrators, particularly around coordination and communication during serious incidents. However, I do not believe that embedding armed, uniformed police in students' daily learning environments is the right solution. For many students in Somerville, especially immigrant students, Black and brown students, and students with disabilities, a daily police presence can undermine trust and belonging. Research also shows that school police presence disproportionately impacts these groups and can increase the likelihood of future involvement with the criminal justice system. We can strengthen safety coordination and emergency response systems without returning to an SRO model. During my recent campaign for School Committee in Ward 3, I spoke with hundreds of residents. I heard strong support for improved facilities, well-supported teachers, engaging curriculum, social-emotional learning, more recess and lunch time, and stronger special education and inclusion services. I did not hear calls for armed police in schools. I urge the committee, district, and city to reject the return of School Resource Officers and instead prioritize investments in mental health and behavioral supports, restorative practices, and resources that help students feel connected, supported, and ready to learn. Thank you

Jess Perez Adams, 3 Porter St: Good evening. I would like to speak about meaningful participation, because meaningful participation cannot exist where outcomes are already predetermined. Under IDEA, predetermination is a serious concern, as families are meant to be collaborative participants in decision-making, not informed after conclusions have already been made. At a systems level, district decisions can feel predetermined when, despite reports from parents, teachers, and students through crisis, dysregulation, school refusal, disengagement, and behavior the same conclusion is repeatedly reached: that students are doing well, even when district data suggests otherwise. The district's own special education and intervention review identifies inconsistent implementation of interventions, uneven MTSS systems, inconsistent instructional access, widening achievement gaps for students with disabilities, and significant variability across schools. These concerns are especially visible in programs such as Next Wave and Full Circle at the high school, which serve students with IEPs. Available data indicates disproportionately high suspension rates in these programs compared to district and state averages, raising serious system-level concerns. These are not isolated issues, but indicators of broader structural challenges that disproportionately impact students with disabilities

and students of color students who are often already experiencing exclusion and unmet needs. As we consider any changes that may increase police presence in schools, we must be especially mindful of how such decisions may impact these students. At the mayor's inauguration, it was stated that ADA compliance is the floor, not the ceiling. I agree with that then, and I agree with it now. We must ensure that all students are seen, supported, and meaningfully included in our systems. Thank you.

Molly Fraust-Wylie- (*Comment submitted*) Good evening, My name is Molly Fraust-Wylie. I'm an organizer with Safe Schools Somerville and I am a parent who has been working for many years to keep police out of our schools. My concern began when police were called on a first grader a friend of my now 13-year-old son. That moment made it impossible for me to ignore the impact of policing in schools. Since then, I have stayed engaged because I believe our children deserve something better.

It is hard to believe we are at this point again.

In 2023, after years of collaboration, civic engagement, and sustained effort—much of it with people in this room—our community worked together to halt the policing of children in our schools. That process reflected careful dialogue, shared learning, and a clear understanding of harm. Yet here we are again.

The memo circulated in late April does not acknowledge the depth of that community work or the legal guidance and clear next steps that were already outlined. Those steps could have—and should have—been followed. The unanimous vote in March 2023 reflected what many of us understood clearly: the existing MOU needed to be ended, and we needed to stop policing children in our schools.

I want to share a few facts that have stayed with me as a parent.

Between 2018 and 2021—over 180-day school years, across just eight schools in our district—Somerville Police entered and exited our schools 4,300 times. When I first heard that number presented in a school committee meeting, it was framed as a point of pride. As a parent, I found it shocking and deeply disturbing.

More recently, I learned that of documented student interactions with police, 60% involved students from Next Wave Full Circle, who represent just 6% of the student population. That level of disproportionate impact on an already vulnerable group of students is not acceptable.

This is why Safe Schools Somerville continues to advocate for limiting police presence in Somerville Public Schools and investing instead in what we know supports students: counselors, restorative justice programs, and training in anti-racism and implicit bias.

We are not asking to reduce safety. We are asking to redefine it in ways that actually support children.

We know that police in schools cause harm, and research shows they do not prevent the harms they are often brought in to stop. Students of color, students with disabilities, and immigrant students are disproportionately impacted. This is not about individual intent or training. It is about how policing functions in schools and the unequal outcomes it produces.

We also know that our community has consistently and clearly expressed support for alternatives. Students, educators, and families have repeatedly called for restorative practices, mental health supports, and investment in caring, not punitive, systems. Safe Schools Somerville has gathered and delivered hundreds of comments opposing the return of school resource officers, and students themselves have conducted surveys documenting their experiences and concerns.

Finally, we all want our schools to be safe. But police presence in schools does not prevent school shootings, and in many cases, it can create environments that feel more punitive and less supportive for students.

I urge this body to return to the recommendations of the subcommittee and the SLO model. Our Community wants to see a policy that limits police presence to what is required by Massachusetts law, ensures transparency and parent involvement whenever police are engaged, and shifts our resources toward counselors, restorative justice, and

supportive school environments.

Our children deserve schools that are safe because they are supportive—not because they are surveilled.

Thank you.

Molly Fraust-Wylie
Concord Ave, Ward 2
Safe Schools Somerville

Erika Uyterhoeven—Good evening, esteemed members of the Somerville School Committee. Erika Uyterhoeven, 11 Wesley Park. I have the honor of representing part of our city as a State Representative, and I am also speaking today as a Nisei immigrant whose advocacy is rooted in protecting and standing in solidarity with immigrant communities. Recently, both the House and Senate advanced legislation known as the PROTECT Act, which seeks to limit state and local law enforcement cooperation with ICE. While I support this as a step in the right direction, it is also important to recognize what the bill does not address. To illustrate, I want to share the case of a student at East Boston High School, Orlando, who was involved in a lunchtime argument that was documented by a school police officer. That report contributed to Orlando being labeled as a gang-affiliated individual in a database, despite having no criminal record. He was later detained by ICE for over a year and deported. This is one of several documented cases where youth have been impacted by information originating in school-based policing contexts. It highlights how school policing can contribute to broader enforcement systems with serious consequences. I want to be clear that the PROTECT Act does not eliminate ICE access to certain law enforcement databases, which continue to raise concerns about accuracy, transparency, and due process. Both the legislation and prior discussions by this committee, in my view, focus too heavily on individual conduct and not enough on the broader systems of policing and their connection to surveillance and deportation pathways. I urge you to consider how routine school disciplinary interactions can have far-reaching consequences for immigrant students and students of color when connected to these systems. Thank you.

Kevin Foster, 334 Putnam Street, Ward 3: My comments tonight are regarding the school climate and safety memo. It would be a failure of all parties to return to the status quo of School Resource Officers. Doing so would ignore the significant work the School Committee undertook four years ago to bring stakeholders together and develop an MOU that removed policing from schools. While I appreciate the request for additional data and input, this is not a blank slate issue. Reinstating an SRO model would disregard extensive community engagement, including meetings, surveys, two MOU proposals including one from Safe Schools Somerville and broad public testimony opposing SROs. Somerville also faces a broader issue of institutional inertia around policing, where proposals that reduce police presence are often delayed or set aside. This risks reinforcing the status quo rather than moving forward with prior commitments. At the same time, significant municipal resources continue to be directed toward policing-related expenses, while the school district faces ongoing funding constraints. I urge the School Committee not to step back from its prior work or become a secondary partner in this process, but instead to continue developing an MOU that does not include School Resource Officers in schools.

Jess Wygoda 26 Grandview Avenue: I strongly oppose the reintroduction of School Resource Officers in our schools. Thank you.

Marcia Norh-Bochway 22 Richardson Street: I am here today to take a strong stand against police in schools. Four years ago, two significant incidents occurred, including a school administrator using a racial slur in an interaction with a student of color and an incident involving police aggression toward an SHS student. These events prompted students and community members to advocate for change, including a letter to district and city leadership calling for the removal of police from schools, implementation of restorative justice programs, district-wide anti-racism training, and an independent equity audit. In March 2023, the School Committee unanimously adopted policy recommendations

to remove police from Somerville Public Schools. I am here now to defend that decision. During my time as a student, I was involved in multiple leadership roles, including athletics, school improvement work, and student representation. Through these experiences, I saw the importance of trusted relationships in schools. After COVID, community engagement specialists played a key role in rebuilding those relationships, becoming trusted adults for students and helping to de-escalate situations before they escalated. Introducing police into schools risks undermining the sense of trust and belonging that has been built. Somerville is a diverse community, with many languages spoken and students from a wide range of backgrounds, including those who may have negative or fearful experiences with law enforcement. Fear should not be part of the school environment. I urge us to uphold the commitment made to keep police out of schools and continue working toward a safer, more supportive environment for all students.

Derrick Rice 49 Craigie Street, Ward 3: I want to add my voice to those in the community rejecting the idea of bringing police into our schools. This approach is at odds with the work the city has done over the past several years. Since at least 2020, Somerville has been engaging in a broader conversation about reducing overreliance on police and investing in more holistic public safety services. Thousands of residents have called for shifting funding toward alternatives to armed first responders, and city-led efforts have reinforced the importance of social workers and community-based supports. It is concerning, then, that school district leadership is now considering police as a solution to student behavioral needs, when the broader community has been moving in the opposite direction. An SRO at Somerville High School would effectively be a full-time patrol officer position funded through the school budget. That is a significant cost that could otherwise support school-based social workers or other student supports. Both options involve resources, but I believe school-based social workers provide more effective support for students. I urge the committee to choose an approach that aligns with Somerville's stated values and prior commitments.

Abby Hare, 18 Wesley Park: I have children at Capuano and East. I want to start by noting that more than 100 people have emailed in support of increased school funding, which reflects how deeply this community cares about students and schools. District data shows that too many students are not meeting academic benchmarks, and addressing this requires meaningful investment in interventions and student supports. One key priority should be hiring more interventionists to provide targeted, flexible support so students can receive help before they fall further behind. Interventionists can work with multiple student groups and also serve as instructional leaders within schools. We also need continued and expanded investment in co-teaching. Early results from co-taught classrooms at East have been promising both academically and in supporting inclusive learning environments. Effective programs should be expanded, not limited. I understand this is a challenging budget year, but I urge the committee to advocate strongly for students and ensure that school needs remain a city priority. Investments made now will have long-term benefits for academic outcomes and school communities.

Anna Feingold, 95 Franklin Street, Ward 1: I have a child at East End Elementary. I will reserve comments on the SRO issue for another meeting. Tonight, I want to focus on the importance of funding interventionists and expanding the co-teaching model. My family has directly benefited from access to a reading specialist this year. We have seen significant growth in our child's reading skills through consistent small-group instruction that was not possible in the general classroom alone. This support helped not only academic progress but also maintained our child's confidence and love of learning. This experience showed us how effective early, targeted intervention can be when students receive the right support at the right time. Not all families have access to these services, and that inequity is a concern. Interventionists are an effective investment, but they require intentional funding beyond level service. I urge the district to prioritize these supports so more students can benefit.

Eric Ludwig, Berkeley Street, Ward 3: Good evening. I have been a regular participant in these meetings, both in person and online. I reviewed the most recent memo and video from the last session, and I am deeply frustrated. Our community invested significant time and effort into examining the issue of School Resource Officers in schools. Students, parents, educators, and researchers including work facilitated through Harvard-led focus groups contributed to a thorough, multi-year process. The conclusion of that work was clear: there was not support for returning SROs to

schools. This Committee previously recommended pursuing a school liaison model rather than SROs, and supported development of an MOU aligned with community input, including proposals from Safe Schools Somerville. That process reflected a shared commitment to keeping police out of schools while still addressing safety concerns through alternative approaches. State guidance establishes a baseline requirement for MOUs, but communities can and should go further. Somerville has the opportunity to continue building on that work rather than reverting to a model that the community has already rejected. We have also seen alternative proposals, including those focused on youth justice and community-based approaches to safety. These efforts were intended to strengthen not replace the collaborative work already done. I urge the Committee to follow through on the 2023 recommendations and adopt an MOU that maintains the decision to keep police out of schools.

Donji Felix, 40 River Road: I am a current student at UMass Amherst and a former Somerville High School student who advocated for the removal of school-based officers. From my experience, the school environment shifted positively after SROs were removed, becoming more of a true community. That change was supported by intentional relationship-building and investment in community-based supports. A police presence in schools is not a substitute for meaningful engagement between students, staff, and support systems. While I can only speak from my own perspective, I do not believe an armed officer contributes to a sense of safety for all students. I urge the Committee to continue supporting models that keep police out of schools and prioritize community-based approaches to safety and support.

Zoom Public Comment Sign-up

Isabella Milanoski Hello, my name is Isabella Milanowski. I am a resident of 31 Oak Street and I graduated Somerville High School in 2021. And I wanted to leave a comment on adding school resource officers back to Our high school community. I just want to share a short story from November of 2014. I was a student at the Argenziano The Argenziano Public School and I was sitting in the office waiting to get picked up for a dentist appointment. It was the day after Tamir Rice had been killed by a police officer. He's a young boy, a 12-year-old boy who was killed in Ohio by a police officer because he had a toy gun that the officer felt threatened by And I overheard from a couple of cops sitting in my school lobby that one of them said, and I remember it very specifically, she said, I don't care if it was a banana I would feel threatened by that, and I feel like I may have to act. A school police officer said that in the lobby of my school building when I was a child I think at this point, if the police community has lost or has never had trust with the school community, I think that is their, their issue to solve off of our off of our school floors. Thank you.

Melissa Duarte Florence Terrace, Somerville. I'm an AIM parent. I keep hearing some families are happy to move to the Argenziano, but families need to understand they are not being asked, they are being told. Meaningful participation does not mean informing the parents after decisions are made. Meaningful participation means families are included Before placement decisions are finalized and with the ability to discuss concerns, review data, consider alternatives, and participate as equal IEP team members. Informed consent is not the district announcing a unilateral placement change and are expecting families to quietly comply afterward. Many families don't even realize that they have procedural safeguards, the right to disagree, requests reconvenes Ask questions, seek individualized consideration for their child. That matters because these students have already experienced years of instability caused by systemic district failures COVID disruptions, emergency school moves, inconsistent supports, and now another forced transition being minimized as merely a location only change. For disabled students, environment, predictability, staffing Peer relationships, transportation, and safety are part of educational access. Right now, families are being put in the position we're advocating for their child gets refrained as being difficult, and silence is being treated as an agreement This is coercion, not consent, not collaboration. And before the district and the city finalize their budget, they should budget for meaningful team reconvenes, family participation, compensatory supports, and actual safety upgrades Because as of today, there is still no clear public timeline for the crucial fencing and safety improvements at the Argenziano site. Students with disability deserve better than instability crisis response and decisions made without or their families. Thank you.

Charlotte Walker 39 Oliver Street in Ward 1. I have a second grader and a fifth grader at East Somerville Community School, where I serve as the co-president of the PTA and the CPAC school representative. I also work at the high school as a college and career counselor Or advisor, but tonight I'm speaking as a parent and a community member, and I'm here to express my support for more special educators, as well as more reading and math interventionists I asked my 5th grader about his co-taught fifth grade classroom, and he said that there's a lot more students who still need help Even he notices the strain in the classroom. And it's not just this year, his whole time at East, he's noticed a strain in the classroom. He talks about classmates who need more support and who aren't always getting it, and at the same time, there are students who are ready for more, but they're becoming bored and disengaged already because the teachers are being asked to do too much for too many students At once. And it's not a criticism of our educators. It's a sign that they need more support, right? We need these specialists So also as the city discusses how to respond to student behavioral challenges I hope we invest in prevention. Special educators, interventionists, they're not extras. There's some of the most important tools we have for helping students stay engaged, confident and connected to school. Our students are capable of so much more, and I really hope the mayor and the school committee invest more to help them have the support to reach what they are truly capable of. Thank

Kelsey Clark 67 Church Street: I'm a high school special education teacher at CRLS, a licensed social worker and the parent of a first grader at the Ogensiano. I'm speaking today to urge the committee not to provide funding for an armed SRO at SHS And to advise the superintendent to seek out alternatives for addressing the safety needs of the high school There's a popular misconception that we in schools need to balance student safety with student belonging. Yes, of course, we want all kids to belong, but we need to focus on student safety. But this isn't true. Student safety is student belonging. Schools can only be safe when all, not just some kids feel a true sense of belonging at school the feeling of being authentically known, seen, valued, changed, and accepted. The presence of SROs in schools erodes that valuable and elusive sense of belonging, and thus threatens school safety. There's so much research that tells us this. SROs in schools lead to more surveillance, inappropriate sharing of student information, and an atmosphere of coercive control and distrust in school, particularly for kids of color and students with disabilities. I've seen these effects firsthand as an educator. When we asked armed police officers to patrol our schools, we send our students day by day an insidious message that we do not trust them that we fear them, and that we as educators are not equipped to meet their needs. But the good news is that we actually do know how to make schools safer, because we know how to make schools places where every kid belongs. We can hire, entertain, and educate our workforce that matches the diversity of our student population. We can train educators in de-escalation, anti-racism, and restorative practices We can make sure that every kid has at least one adult who really knows them and their family. I understand that there may be real concerns about emergency response coordination at SHS, but our answer to those problems cannot be to bring in an armed police officer The known cost to student belonging and school safety are simply too great. We can, and we must do better Thank you.

Joh Link Bigelow Street: I am here today to, I guess, agree with so many other people before me. Member Green asked, I think, exactly the right question when he asked what problem will an armed and uniformed officer solve? And I haven't heard in that In that meeting in the end of April, I didn't hear an adequate answer to that, and I don't believe that there is one, if I'm honest. The research is clear. SROs do result in more arrests, police referrals, suspensions, expulsions, higher absenteeism, and impacts that are felt far higher for black, brown, and disabled students, twice as much, in fact. So I hear our admin when they say that they need support, and I want them to have that support. They should have support from social workers or mental health providers, school counselors Mr. Rice was exactly right in, pointing out that as a city, we're moving in a direction where we're understanding that alternative response is the correct way to help people, and we need to do that in the schools as well. So I'm asking that the school committee and Dr. Kimona Our superintendent take a really long, hard look at all the work that's already been done by the school committee, by the community, and really focus on that, as opposed to trying to just go turn the clock back. Thank you very much.

V. APPROVAL OF MINUTES

• April 6 2026

MOTION: There was a motion by Member Green, seconded by Member Lippens, to approve the April 6, 2026, regular School Committee meeting minutes.

VI. REPORT OF SUPERINTENDENT

A. District Report

Notes- Superintendent Update: School Committee Meeting- Monday May 18, 2026

Superintendent Carmona: First of all, everyone, again, we thank you for your participation and your feedback. As I said in the past, this is what makes a community. So I want to start by recognizing Haitian Flag Day and celebrating Haitian Heritage Month. So yes, that's It is It is a great moment to celebrate, and it is an honor and a privilege to recognize our Haitian brothers and sisters and our students of Haitian heritage on National Haitian Flag Day. So earlier today, I was proud to join Mayor Wilson, City Partners, and the community members at the City Halls, at the city's Haitian flag raising ceremony at City Hall And I just wanted to highlight to our Haitian community members to thank them for the gifts of joy, resilience, and determination that they bring to our district and to our city, and we are proud to stand alongside them in support and in partnership. So I just wanted to make sure that we recognize and we acknowledge and also celebrate their presence in our district.

Chair Ackman: I work at the State House and on, I'm pretty sure it's May 26th. There's going to be a celebration because the Haitian soccer team is one of the teams that's going to be playing at the World Cup. And there is a player who is from Massachusetts, I think Everett, it might be Melrose, Franzi Piro. And there'll be a celebration at the State House for those, especially college students who might be home if you have time on Tuesday, May 26th, it's open to the public. It's supposed to be like a really wonderful celebration, just building on that Hope to see some of you there

Superintendent Carmona Continue with report: I also want to thank Bhavika for her report, which thank you, Bhavika. I think I think she thoughtfully highlighted the experiences, histories, and the contributions of Asian American and Pacific Islander communities Within our schools, our AAPI students and families bring extraordinary gifts linguistic, cultural, and academic richness to our community and remind us of the importance of belonging and visibility. So you said it well, Bhavika. I think the contributions that they have brought in terms of solidarity and nonviolence movement As well as enriching our community is something worth celebrating, so thank you for the work, and thank you for bringing your voice into that. Thanks And so now I want to kick things off by expressing my gratitude to students, families, and the broader community for collaborating on a budget that keeps our services in place and adds targeted investments and roles in coaching, interventions And social-emotional programming at a time in which other communities are experiencing a severe contraction in the services they offer as well as some of them are facing layoffs and again, financial hardships that are very difficult to navigate in such a time of contraction. I also want to acknowledge the mayor and the school committee for navigating a budget shortfall and the local level at the local level and is still deciding to continue to invest in our schools at the levels beyond our peer districts We often say, don't tell me who you are, show me through your actions, and our budget does exactly that Before we get into tonight's presentations, I also want to update the community on the process underway as we explore ways to collaborate with SPD to address challenges that have been brought up to our attention by our high school principals Family focus groups at Somerville High School and Next Way Full Circle have already begun, and additional opportunities for engagement will continue in the weeks ahead. We will also be releasing a broader survey to ensure we are hearing from students, families, and staff across a diverse linguistic, cultural, and socioeconomic backgrounds I also want to make sure that the information that was shared tonight will be part of that discussion, so I thank you for your participation. So as you know, our goal is not simply to hear from those with the greatest access to these conversations, but to create a space for broad community input That reflects the full range of experiences and perspectives within our schools. I want to thank SFLC for leading the way in ensuring a process that uplifts all voices and not just the most visible ones. And I

also want to reiterate, this is not a done process. We are not engaging in this process with a definite answer in mind So I just wanted to respond to the principal's concern and to make sure that I hear from all the different constituents. We're going to have our principals come to the next meeting, and so we will continue to, again, elaborate in our process and thinking around this subject and switching gears tonight, I'm pleased to provide an update on the ongoing development and the implementation of our multi-tier system of support across Somerville Public Schools. So this work reflects our commitment to ensuring that every student has access to the academic, social, emotional, behavioral, and instructional supports they need to thrive. So over the past year, we have continued building stronger systems, deepening staff collaboration and refining practices to better meet the diverse needs of our students This work is grounded in our district's strategic priorities and is strengthened through our partnership with Boston Children's Hospital, whose expertise has helped guide planning, professional learning, and implementing and implementation efforts. So Dr. Boston Davis will provide us with an overview of MTSS, highlight the progress made this year, and outline the next steps as we continue building equitable and responsive systems to support our students. With that, I'm going to have Dr. Jessica Boston-Davis

- **MTSS Presentation**

Dr. Jessica Boston Davis: Good evening, everyone. I'm joined by Amy Candelora, Assistant Principal at the AFA School, to help ground this discussion in the work happening at the school level. She will share what this looks like in practice as I speak about the district systems we are working to strengthen. I also want to acknowledge Katie Gately-Gahant, our MTSS specialist this year, and Nate Harris, our partner from Boston Children's Hospital, who contributed to this work and presentation. Presentation Below

Comments/questions

Member Lippens: Thank you for the presentation. MTSS is often discussed as a framework, but at its core it reflects the daily work of educators and staff, starting with strong Tier 1 instruction where students spend most of their time. I appreciate the district's investment in high-quality curriculum and coaching to strengthen classroom instruction and ensure staff understand available supports.

My question is about implementation. Child study teams and interventions vary across schools, and supports are not always implemented consistently. From a budget perspective, what staffing or resource gaps may be contributing to this, and how are we ensuring equitable and effective use of resources to support Tier 2 and Tier 3 interventions?

Dr. Boston Davis: MTSS work in SPS has been a focus for several years, but past efforts have been inconsistent, largely due to capacity and lack of a clear system-wide structure. This year, the addition of an MTSS specialist is a positive step. Moving forward, strengthening district leadership, particularly through the Director of Equity and Excellence role can help ensure consistency and provide principals with stronger support in implementation. In addition, the proposed budget includes adding interventionists, which would expand Tier 2 and Tier 3 supports, particularly in math, across the district.

Ms. Candelora added that while having staff to deliver interventions is essential, building capacity and having ongoing conversations is equally important. Drawing on her prior experience as a literacy and instructional coach, she emphasized the importance of setting clear team expectations. She noted that although she is one member of a larger team supporting child study, MTSS requires shared, schoolwide understanding and consistent practices. She referenced the idea of a handbook, explaining that she has developed one for the Argenziano child study process, which serves as a resource for classroom teachers. If a question arises, staff are encouraged to consult the handbook first; if something is missing, it can be added collaboratively to ensure clarity and consistency. She added that while interventions are important, MTSS requires broad, creative problem-solving since students may experience a wide range of needs. This makes it essential to have the right people at the table to think flexibly and identify available school resources. She concluded by expressing appreciation for Somerville Public Schools, noting that based on her experience in other districts, she feels committed to and supported by the resources available within the system.

Member Eldridge: I really appreciate the overview. It's something I've been looking forward to learning more about,

so thank you. I also want to emphasize the importance of strengthening family engagement. I think it would be really helpful to have a concrete example to better understand what this looks like for a student who may be struggling. For instance, could you walk us through what happens when a child completes a screener and what happens next, including how supports are provided? There is a lot of important language in this work, but for some of us it can be difficult to fully grasp without a practical example of what it looks like for a student who is struggling.

Dr. Boston Davis: On a high level, let me use DIBELS as an example. When students are screened in the fall, a second grader who scores in the “intensive” range just below grade level would be identified for a reading intervention group with a reading specialist. Reading specialists use DIBELS data to form groups and may support multiple groups per day, with about 36 students in their caseload per cycle. In terms of family engagement, the first point of contact should be the classroom teacher. Families also receive a DIBELS report outlining student results and placement, as well as a letter from the reading specialist confirming intervention group placement. If a student is identified for CST, a family intake form is also sent home.

Ms. Candelora: I can give an example. If a child is in a reading group but is not making the expected progress or is demonstrating needs outside of what we would typically expect, the reading specialist may bring the concern to CST or first collaborate with the classroom teacher to determine what additional interventions can be put in place at Tier 1. Parents are informed at all points in the process. If there are concerns within a reading group, the reading specialist reaches out right away so families know what supports are being provided. If a child is referred to Child Study, the referral form specifically requires documentation of when and how the parent was informed. At Argenziano, for example, we are intentional about ensuring parents are not surprised by this process. The same approach applies across supports, including when a student is working with a math interventionist, where families are also kept informed.

Dr. Boston Davis: I do want to add that, while families are not typically part of Child Study Team meetings due to the structured and time-bound nature of those meetings, families should absolutely be offered the opportunity to follow up and discuss concerns at a time that works for both the family and the school. That follow-up should include reviewing notes, talking through what was discussed, and ensuring families have clear contact information and next steps. This is an important part of what MTSS should look like in practice. That said, I am aware that this is not yet the experience for all families, and this is an area where we need to strengthen consistency across the district.

Member Pitone: Thank you for that whole description. I am very excited and impressed with the district’s evolution over the past several years, from where we were to where we are now, while also recognizing there is still more work to do and appreciating the areas of concern that were flagged. I may have missed it, but I am curious how families are made aware that they can request consideration for their child if they have concerns. How do we ensure equity in access so that families with more resources are not more likely to navigate or initiate that process? I also want to emphasize the importance of using accessible language for families, since terms like “Child Study Team” and “MTSS” are not always easily understood.

Ms. Candelora: So I can give an example without giving too many details. I had a parent whose child they were worried about, and they came to me as the assistant principal. I talked with them about their concerns and said that it was something I hadn’t previously considered, and that we were going to have a CST meeting. I asked for their permission to move forward and meet about the child. The parent asked what CST was, and I explained that it is a team of staff with expertise who come together to design interventions to support the child. The parent was very receptive, and we moved forward from there. As someone who is present in the school, along with Ms. Soto, we are often contacted by parents with concerns, and we do have those conversations frequently. I do agree this is something we could also highlight more in our newsletters. In addition, if a teacher is made aware of a concern by a parent, that can also initiate a referral.

Dr. Carmona: Can I just add a little bit? I think we skipped over a key piece. We talked about MTSS as being everything we do. When a student struggles for example, in fourth grade with fractions that can create confusion or anxiety for the learner. Our response has to include the teacher-student relationship, family communication, and instructional adjustment based on what we're seeing. I believe we need to approach this with a "researcher mindset," continually asking what is driving the struggle and how we adjust instruction in response. There is some variability across the district in how consistently that mindset is applied. Student learning is not linear, so when students struggle, we have to consider whether it's the content, the instructional approach, or the need to break the learning down differently. We are not fully there yet, but we are moving toward stronger alignment and practice.

Member Green: I want to build on Member Lippins' question. I also have firsthand experience with past communication challenges around MTSS. I learned after the fact that my daughter was receiving reading and vision services, which were very effective, but the initial communication was not there. I know we are working to improve that. My question is for the superintendent. The original budget included an MTSS director, but I understand the current plan is to have the Director of Equity and Excellence oversee this work. Is that based on current realities or perceptions? What would we gain with a dedicated MTSS director, and what might we lose by housing it under Equity and Excellence?

Dr. Carmona: The CST work is housed in Student Services and remains aligned across the district. We are looking to strengthen it by improving consistency, supervision, and accountability through a role with administrative capacity. Previously, this work did not have the level of supervision a dedicated structure would provide, and we believe that added structure would improve implementation. Equity work is directly tied to student outcomes, and with that in mind, I am reconsidering whether a separate MTSS director is the best use of resources.

Member Green: Clarifying question, so to be clear, is this an evolution in your thinking since you previously suggested that, if we had the funding, we would include an MTSS director?

Dr. Carmona: We have increased coaching, but we are still not where we need to be, particularly around Tier 1 instruction. As we strengthen this work, I believe we are better served by aligning support within Student Services and the equity role, with greater coordination between them. So yes, I am rethinking how best to structure that investment.

Member Biton: I have not fully read the report, so I appreciate the summary and the way it was contextualized for our district. I also appreciate the clear outline of future work and the thoughtful, balanced approach to addressing these priorities. I'm interested in the school-to-school learning that has already taken place, and how you envision scaling it with a larger cohort next year, both logistically and in how you'll build on what's already been learned.

Ms. Candelora: I would say our administrative team is really solid, with strong ongoing collaboration among assistant principals who facilitate the Child Study Team. A key area of growth this year has been observing one another in practice, which has strengthened shared understanding and consistency in how we support students and communicate with families. I am one part of a broader team supporting Child Study, and we also have a schoolwide effort supporting MTSS. We still have work to do, particularly around strengthening Tier 1 supports, with the goal of making the system more consistent, manageable, and effective for all students.

Dr. Boston Davis: To build on that, next year, I hope we continue the cohort model with schools meeting regularly in a structured way focused on MTSS and Child Study Team practices. An enhancement will be a mentorship structure, where Cohort 1 leaders support Cohort 2 leaders, likely assistant principals, to share systems and best practices. We will also continue observations, rubric check-ins, and MTSS summits, with intentional learning built from the prior cohort.

Ms. Candelora: And to add, we have three different schools in the cohort, and each has a distinct context. For example, at the Capuano, which is part of Cohort 2, the student experience is different, with students potentially there for one to three years. Their focus is primarily early literacy, but also includes areas like environmental print, and they may have different needs such as executive functioning or use of tools like iReady. As we bring all schools onto the same page in

terms of MTSS and Child Study practices, we will continue to learn from one another and refine our approach.

Dr. Boston Davis: The handbook that Ms. Candelora described will be enhanced by incorporating best practices from other cohorts and will ultimately become a district-wide handbook.

Member Biton: That cross-pollination, mentorship, and learning really take advantage of the tremendous instructional leadership and thought leadership we have in our district. I'm glad we're leveraging those resources to support students and strengthen best practices. I also support developing a district-wide handbook, or whatever we are calling it. I think that's phenomenal. Thank you.

Member Lippens: Thank you, through the chair. I'm really excited about this work and the strong structure that's been established. I'm wondering how we are ensuring that students furthest from justice are prioritized, especially given limited resources. I also heard Dr. Carmona speak about focusing on student outcomes, and I'm curious how we're balancing meeting the needs of all students while intentionally prioritizing those with the greatest needs.

Dr. Boston Davis: That is a fantastic question. I don't have a clear, succinct answer yet on exactly how we will do that, but I think it raises an important vision for keeping students furthest from justice centered and prioritized within our systems. I'd like to bring this back to the team to better understand current practices and how we can strengthen consistency, and I would come back with a more developed response. I really appreciate the question and see it as an important guiding lens moving forward.

Ms. Candelora: The Argenziano is a very diverse community, and we see students who need varying levels of support. Equity and justice are at the center of this work. We focus on supporting all students, especially those who may not have the same voice or access, and that is the core of MTSS and Child Study.

Member Eldridge: Moving forward, will we be able to see data as we build on this structure for example, how many students are being referred, how many students we are able to meet the needs of, and related outcomes? As we look at budgeting and planning going forward, having a clear understanding of where needs are and ensuring we have the appropriate staffing and supports seems important, and it would be helpful to understand how this work is evolving in real terms.

Dr. Boston Davis: Absolutely. That's a great question. The data exists, but it is not consistently tracked at the district level. Moving forward, the answer is yes, we should be able to provide that data in a more consistent way. I will also add that as a goal for myself in the slides, as it is a best practice.

- **Special Education Review**

Dr. Carmona: This serves as a segue into special education. While MTSS does not lead directly to special education, it does connect to the work happening in that area. I know everyone is eager to hear from our department regarding the feedback we have received, as well as the results of the commissioned study conducted with one of our partners. With that, Director Ildefonso is here to share what is working and outline our next steps.

Ildefonso Arellano: My name is Ildefonso Arellano, Director of Special Education. Today's presentation will be divided into two parts. First, we will hear a summary from the Advancing Parent Professional Leadership and Education (APPLE) group on the work completed this year and the work moving forward. The second part of the presentation will provide an overview of the recent review process, including the LEA determination and our next steps as we continue planning and aligning our efforts to better support our students. With that, I will begin with the APPLE Institute.

Member from the APPLE Institute introduce themselves

Sarah Krakauer member of SEPAC.

Sam Steiner member of the SEPAC and current chair of the SEPAC.

Jess Perez Adams, SEPAC co-secretary and PTA officer for the Kennedy.

Abby Hare, member of SEPAC.

Marissa McDonald Assistant Director of Special Education.

Presentation below

Comments/ Questions to APPLE Presentation

Member Green: On behalf of all of us, thank you. We're incredibly grateful for this work, especially those volunteering your time. A consistent theme tonight has been the need for stronger systems, structures, and resources. We also know there's a constant balance between funding direct services and building the capacity to support them effectively. If we could make just one additional investment in next year's budget, what would have the greatest impact?

Jess Perez Adams: Listen to the children. They communicate their needs through their words and behaviors. As a parent of three neurodivergent children, I've learned that behavior is communication, often reflecting an unmet academic or emotional need. It's our responsibility as adults to listen, understand, and center the voices most impacted by our decisions. If we do that, we can better support all students. Thank you.

Member Biton: I want to echo Member Green's thanks and appreciation for this work. Across both sides of this partnership, I've heard how valuable it's been, and that's clear today. What I'm hearing is a shared understanding that we need to identify needs early and provide supports. The question is how we do that—through systems, direct services, or both. I appreciate the thoughtful discussion.

Member Pitone: I'm really impressed with the tangible work your team has done, including the quick start guide and data input system. It's thoughtful and impactful. I'd encourage not moving too quickly to eliminate questions, since feedback is still coming in across schools and will strengthen the work over time. I look forward to seeing how this evolves and the recommendations that come from it. Thank you and bravo.

Member Lippens: If I'm a parent listening and I want to get involved in SEPAC, can you share when the next meeting is and where we can find information to join? And briefly, why is it important for parents to be involved?

Sam: I'd love any parent watching now or later to join us. Our next SEPAC meeting is May 27, where we'll share recent election results and vote on new bylaws. We'd really encourage participation and feedback, and it's a great space for conversation and community. We also have an active parent community, including a WhatsApp group, newsletters, and an email list. Updates and resources are shared regularly on our website, and parents can always reach us at SomervilleSEPAC@gmail.com. We're also planning an end-of-year celebration on May 28, with more details to come. To answer Member Green's question, I would say student-facing staff are essential. Without them, access to learning, social connection, and belonging doesn't happen. Strong staffing, along with consistent training and professional development, ensures all students are seen, understood, and supported in inclusive environments.

Member Eldridge: It's been a pleasure working with all of you, both as CPAC chair and as a parent. Seeing everyone come together around shared goals has been meaningful, and the dedication to students is clear and deeply appreciated. I also wanted to see if anyone else would like to respond to Member Green's question about budget priorities.

Abby: I agree with Sam. The most important factor is the people working directly with students. Systems matter, but they only work when consistently implemented by staff who are supported and engaged.

Member Biton: I would love to hear further updates on this work as it progresses both in six months and in a year. This feels like an important start, and I'd be interested in seeing how it continues to evolve.

Director Ildefonso continues with the second presentation This presentation will provide an overview of the Special Education Intervention Service Delivery Review. Marissa will summarize the 102-page report, followed by a summary of

the 2025–26 IDEA LEA determination. We will also review key findings and initial priorities for district improvement planning.

Member Biton: To Director Arellano and Assistant Director McDonald, thank you for the clear and thoughtful presentation. On slide 12, you note that by June 2027 the district will complete a coherent, sequenced professional learning plan. Can you share the timeline for developing that plan specifically, whether it's a multi-year framework, such as a five-year plan?

Director Arellano: This stems from last year's Needs Assistance designation, which required a targeted goal and implementation plan. Based on the review findings, we are focusing on Tier 1 instructional practices. We will work with EmpowerEd and the curriculum department to develop a comprehensive, district-wide professional development plan to support educators and meet this goal.

Member Biton: I'm trying to understand the implementation timeline. Is this a self-implementing plan once developed, or an ongoing effort?

Director Ildefonso: This is not a one-time initiative. While there is a June 2027 target, the work is ongoing and will continue as we build and sustain it over time.

Chair Ackman: I just want to clarify the use of the acronym LEA. It stands for Local Education Agency, which is the state's term for a district or, in some cases, a charter school organization. In our context, it refers to the district.

Member Green: Your presentation highlights a key paradox in public education—change often takes 5–6 years, while superintendents typically serve about 3. It seems some of the work started under Superintendent Carmona is now showing early results, especially in culture and MTSS. As you plan forward, how do you balance staying the course and resourcing current strategies versus knowing when to adjust or change direction?

Director Arellano: This is work we've been building over the past two years and continuing into year three. It's not a change in direction, but an extension of our focus on inclusive practices so students can access learning in general education settings alongside peers, which research shows improves outcomes. Specialized programming will still be needed, but the goal is to strengthen both.

Member Eldridge: It's encouraging to see the LEA determination move to Meets Requirements, while also recognizing we still have work to do given achievement gaps for students with disabilities. How are you defining success beyond compliance, and what measures will show whether we're on the right path? Can we expect updates on those indicators, beyond MCAS?

Director Arellano: MCAS is one data point the state uses, but we also look at placement, access to general education, and levels of support, especially as we expand co-teaching. We also use growth data from i-Ready, DIBELS, and other assessments to track progress. While state benchmarks provide a comparison, our goal is to go beyond compliance and close achievement gaps for students with disabilities.

Member Eldridge: You mentioned DIBELS and i-Ready data. Is that data available in a way that allows us to specifically review outcomes for historically marginalized student groups?

Director Arellano: Yes, that data should be available through Open Architects. We can definitely pull and disaggregate it for review.

Member Pitone: I appreciate your point about shared responsibility and the importance of gen ed and special education working in partnership. I also believe educators need the right tools, training, and accountability to be truly inclusive. While district-wide PD is limited, much of this work will need to be built and reinforced at the school level. How do we ensure staff have both the support and accountability needed to move this forward?

Director Arellano: The training will focus on baseline instructional practices tied directly to our high-quality curricula,

with practical examples like implementation in the 3rd grade reading program. This work will include teachers, administrators, and coaches, with targeted PD so coaches can better support gen ed, special ed, and ESL staff. The goal is to ensure everyone is aligned in applying and adjusting instruction to meet student needs.

Member Eldridge: If we could briefly touch on the EmpowerEd report, it recommended a deeper analysis of resource room staffing, caseloads, and intensity of services. I'm wondering how you plan to address that moving forward and how you'll track it over time, since having strong baseline data is so important for understanding both where we are and where we're going.

Director Arellano: Like with all areas, we continuously analyze our data. One trend we've seen is that our special education identification rate has remained steady at about 19% over the past 3–4 years. However, the intensity of services has increased. While the number of students hasn't changed significantly, the level of support such as reading intervention, math support, executive functioning, and speech services—has become more intensive.

Member Eldridge: That makes sense, especially since we're not yet seeing corresponding gains in outcomes. It raises the question of what additional levers we need to consider, given the increased services and the need for stronger student progress.

Director Arellano: Coming into the district, one of the shifts I identified was the need to ensure we are providing students with exactly what they require. If that means increasing services, then we must do so—students are entitled to the supports they need to make effective progress and achieve gains. We continue to examine this work. Strengthening Tier 1 instruction and inclusive practices is a key priority, and the next step is looking closely at specialized instruction and ensuring our special educators have the training and tools needed to deliver it effectively.

Mayor Wilson: The discussion of these reports highlights concerns about consistency. While there is agreement that the systems are in place, the challenge appears to be in implementation and execution. My question is how we are measuring this work—particularly differentiation and accountability so we can ensure consistency across classrooms and address the implementation gaps that have been identified.

Director Arellano: For students with IEPs, we look closely at whether their goals are aligned to grade-level benchmarks for example, a 5th grade student's reading goal aligned to 5th grade expectations. We also monitor progress toward those goals to ensure students are making effective progress. If students are not progressing as expected, we are responsible for reconvening the team, engaging families, and making adjustments to the plan. In addition, we review broader district data on special education student performance. It's a multifaceted approach to ensure students are making meaningful gains.

Dr. Carmona: We do know the next level of work needed. As teachers learn new instructional materials, there is a natural learning curve that can impact consistency and outcomes. As fluency builds, instruction strengthens. Given that many students are in inclusive Tier 1 classrooms, we are partnering with organizations like the Barr Foundation to support lesson design and strengthen implementation through coaching, support, and accountability.

Ms. MacDonald: In practice, students may be making progress on IEP goals but still face barriers in general education classrooms if appropriate scaffolds aren't in place. Inclusive practices and UDL focus on removing those barriers through tools like read-alouds, audiobooks, and structured supports—so students can access grade-level content. The review noted that these practices are not yet consistent.

Dr. Carmona: External reviews also highlight variability between classrooms and schools. Our goal is to reduce that inconsistency so all students receive a high-quality, aligned learning experience.

B. Personnel Report

- April 2026

Dr. Carmona read his personnel report and announced the following retirements

Kristi Savage physical Education and Health Teacher at the Argenziano School 33 years of service

Linda Muree-Walsh Special Education Resources Room Teacher at the Winter Hill Community Innovation School 30 years of service

Cheryl McGovern Senior Clerk at Somerville High School 20 years of service

Thank you all for your years of service

A couple of resignations taking place at the end of the school year were received this month:

Megan Hubbard Grade 2 Teacher at the John F. Kennedy School

Elizabeth Nakhtigal Special Education Paraprofessional at Somerville High School

New Hires – we welcome:

Darrel Lynch Payroll Coordinator for the Payroll Office

Sarah Kaziyeve Grade 2 Teacher at the East Somerville Community School

Aarush Ganji Boys Varsity Tennis Assistant Coach

Daniel Pena Boys Ultimate Frisbee (A) Club Coach

We continue to hire for Substitute Teachers and Lunch Attendants. Leaves of Absences continue to grow and are already extending to the next school year.

VII. REPORTS FROM SUBCOMMITTEES

**A. School Committee Meeting for the Educational Programs and Instruction Subcommittee:
April 2, 2026 (Member Pitone) Table**

Motion: to accept the report of the Educational Programs and Instruction Subcommittee for April 2, 2026

The motion was approved unanimously via roll call vote.

B. School Committee Meeting for the Rules Management Subcommittee meeting: April 27, 2026 (Member Biton)

Motion: There was a motion by Member Lippens, seconded by Member Biton, to accept the report of the Rules Management Subcommittee meeting of April 27, 2026

**C. School Committee Meeting for the A. the Finance and Facilities Meeting of the Whole:
April 29, 2026 (Member Green)**

Motion: There was a motion by Member Lippens, seconded by Member Biton, to accept the report of the the Finance and Facilities Meeting of the Whole of April 29, 2026

VIII. UNFINISHED BUSINESS

A. MSBA

Dr. Carmona: We recently held two design planning forums with strong community participation. Topics included sustainability practices and the community use of facilities beyond the school day, an ongoing priority also raised by the Mayor's office. We also received positive feedback on dedicated space for SFLC, which reflects a shared community priority. Regarding Module 3 of the MSBA process, we are in the preliminary design phase and are awaiting MSBA feedback before finalizing the document due in August, with a deadline of August 28. We are also considering an August 17 meeting to review the MSBA update.

Chair Ackman: The goal is to have as much information as possible by the June 15 meeting. We should also pencil in August 17 for an additional meeting to discuss this, and determine whether a second August meeting is needed for first and second readings. We can finalize details as information comes in, and MSBA updates will continue at each meeting.

Member Biton: I would support an additional meeting to avoid overloading the late August agenda, which will likely already be full of key items.

Chair Ackman: The August meeting will likely be fully remote and does not need to follow our usual Monday schedule. We can aim for roughly a 10-business-day spacing between meetings. Please share any input ahead of the next meeting so we can finalize dates.

IX. NEW BUSINESS

A. Field Trips: (Recommended action: approval)

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

June 5, 2026 15 students from the SHS Auto Tech will travel to New England Dragway in Epping, NH. Travel via bus, cost to student \$0

June 17, 2026, 83 eighth-grade students from East Somerville Community School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost \$30

The motion was approved unanimously via roll call vote.

B. FY26 SCALE Diploma Request (Recommended action: approval)

MOTION: There was a motion by Member Biton, seconded by Member Pitone, to approve the FY26 SCALE Diploma Request for the students listed below

Maria Eduarda Bitencort	Somerville, MA
Daniela Celidieu	Somerville, MA
Evelyn Chivalan	Somerville, MA
Cosme Cisneros	Somerville, MA
Miguel Angel Huezo	Somerville, MA
Mirna Lopez	Somerville, MA
Leidy Mauricio Isidro	Somerville, MA
Rodenaelle Mecharles	Somerville, MA
Wilken Pineda	Revere, MA
Alison Pleitez Quinonez	Somerville, MA
Kener Ramirez Velasquez	Somerville, MA
Arnulfo Reyes	Somerville, MA
Lidia Pineda	Chelsea, MA

The motion was approved unanimously via roll call vote.

X. UPCOMING MEETING TOPICS

- **June**
 - **OST Presentation, District Budget, MSBA Plans**
 - **Admin Retirements, SPS Strategic Plan Update**

Dr. Ackman: In June, we will have an out-of-school time presentation, finalize the district budget, continue MSBA updates, note administrative retirements, and receive a Somerville Strategic Plan update.

Member Pitone: Thank you, and I appreciate the continued effort to set clear expectations and provide a vision for the community. I want to clarify the upcoming discussion on SROs and the high school. I'm looking forward to hearing from the high school administration, but I also want to ensure we're not approaching this in isolation. We previously had a subcommittee recommendation on policing that was approved, and I'd like to understand how that recommendation is being considered in the current discussion. My goal is to make sure we're connecting the high school's current needs with the prior work and recommendations already approved by the School Committee.

XI. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Member Biton: I want to share an important air quality alert for tomorrow. The Massachusetts Department of Environmental Protection has issued an alert for unhealthy air quality for sensitive groups due to high ozone levels. Sensitive groups include people with asthma or other heart and lung conditions, older adults, children and teenagers, and those active outdoors. These individuals should reduce prolonged or heavy outdoor activity. If you're planning outdoor sports or strenuous activity, you may want to limit it tomorrow. If you have asthma or use an inhaler, please make sure to have it with you.

Member Green: On another note, SEIU, in partnership with the Office of American Affairs and the Welcome Project, is hosting an online fundraiser to raise \$25,000 for immigrant legal support, including application fees and related legal costs. The link has been shared with School Committee members, and I encourage everyone to share it within their networks.

Chair Ackman: I also want to note that the Teen Empowerment Community Block Party will be held on May 29 from 4:00 to 6:00 p.m. at 24 Dane Street, also known as the alley near Market Basket. It's a great community event. Finally, as we approach the holiday of Eid, I want to extend well wishes to our Muslim community members for a joyful celebration.

XII. CONDOLENCES

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

Kevin Anzalone - Brother to Michelle Anzalone, paraprofessional at WSNS.

XIII.ADJOURNMENT

The meeting was adjourned at 10:45 p.m.

Related documents:

Agenda

[Asian American Pacific Islander \(AAPI\) Presentation](#)

[MTSS Presentation](#)

[Special Education Review](#)

Personnel Report

Submitted by: E Garcia

Attach Documents Starting on the next page

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
City Council Chambers – City Hall
REGULAR MEETING – May 18, 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

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. AWARDS AND CITATIONS

A. Massachusetts Association of Schools Superintendent Award

- Valedictorian- Tommy Vandewege
- Salutatorian- Lucas Oliver

III. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

- Asian American Pacific Islander (AAPI) Presentation

ORDER OF BUSINESS

May 18, 2026

IV. PUBLIC COMMENT – In person

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

<https://k12somerville.zoom.us/join/93f60hvC37Xib1zg>

Meeting ID: 810 5048 0087

Password: SPSSC25

V. APPROVAL OF MINUTES

- April 6, 2026

VI. REPORT OF SUPERINTENDENT

A. District Report

- MTSS Presentation
- Special Education Review

B. PERSONNEL REPORT

- April 2026

VII. REPORTS FROM SUBCOMMITTEES

A. School Committee Meeting for the Educational Programs and Instruction Subcommittee: April 2, 2026 (Member Pitone)

Motion: to accept the report of the Educational Programs and Instruction Subcommittee for April 2, 2026

B. School Committee Meeting for the Rules Management Subcommittee meeting: April 27, 2026 (Member Biton)

Motion: to accept the report of the Rules Management Subcommittee Meeting for April 27, 2026

C. School Committee Meeting for the Finance and Facilities Meeting of the Whole: April 29, 2026 (Member Green)

Motion: to accept the meeting for the Finance and Facilities Meeting of the Whole for April 29, 2026

VIII. UNFINISHED BUSINESS

A. MSBA

IX. NEW BUSINESS

A. Field Trips:(Recommended action: approval)

June 5, 2026

15 students from the SHS Auto Tech will travel to New England Dragway in Epping, NH. Travel via bus, cost to student \$0

June 17, 2026,

83 eighth-grade students from East Somerville Community School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost \$30

B. FY26 SCALE Diploma Request (Recommended action: approval)

Maria Eduarda Bitencort	Somerville, MA
Daniela Celidieu	Somerville, MA
Evelyn Chivalan	Somerville, MA
Cosme Cisneros	Somerville, MA
Miguel Angel Huevo	Somerville, MA
Mirna Lopez	Somerville, MA
Leidy Mauricio Isidro	Somerville, MA
Rodenaelle Mecharles	Somerville, MA
Wilken Pineda	Revere, MA
Alison Pleitez Quinonez	Somerville, MA
Kener Ramirez Velasquez	Somerville, MA
Arnulfo Reyes	Somerville, MA
Lidia Pineda	Chelsea, MA

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

X. UPCOMING MEETING TOPICS**• June**

- OST Presentation, District Budget, MSBA Plans
- Admin Retirements, SPS Strategic Plan Update

XI. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS**XII. CONDOLENCE****XIII. ADJOURNMENT**

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

Español - Para Interpretación

Para **ver** la reunión regular del Comité Escolar el 18 de mayo 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 simultáneo 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_u8Awy93fR6OhvC37Xib1zq

ID de la reunion: 810 5048 0087

Contraseña: SPSSC25

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 18 de Maio às 19h, 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 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_u8Awy93fR6OhvC37Xib1zq

Meeting ID: 810 5048 0087

Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon

Pou **gade** reyinyon regilye Komite Lekòl la, 18 Me 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_u8Awy93fR6OhvC37Xib1zq

Meeting ID: 810 5048 0087

Password: SPSSC25

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Somerville Public Schools				
Education • Inspiration • Excellence				
April 2026				
RESIGNATION FOR PURPOSE OF RETIREMENT:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	SERVICE YEARS
SHS	English Teacher	Lisa Brewster-Cook	07/23/25	26 years
SHS/CTE	Cosmetology Instructor	Gregory Wright	09/13/25	21 years
WSNS	Grade 1 Teacher	Jane Gardner	06/30/26	27 years
Central/Finance	Principal Account Clerk	Mary Kelley	08/29/25	36 years
DW	School Nurse	Lynne Chamallas	08/23/25	21 years
SCALE	SCALE Teacher	Nancy Egan-Tricoli	07/15/25	34 years
SHS	Assistant Principal	Marie Foreman	06/30/26	27 years
CAP	Occupational Therapist	Andrea Pease	04/03/26	30 years
SPED	Academic Evaluator	Sharon Levesque	06/30/26	28 years
CAP	Special Education Teacher	Jacquelyn Lawrence	06/30/26	38 years
CAP	PreK Paraprofessional	Jerri Fullerton	01/02/26	27 years
Central	Director of Student Services	Elizabeth Doncaster	06/30/26	23 years
KEN	Kindergarten Teacher	Roxane Scrima	06/30/26	35 years
SHS	Assistant Principal, Elm Community	Joel Villegas	06/30/26	04 years
DW	Occupational Therapist	Maureen Corso	06/30/26	35 years
WHCIS	Head Clerk 1	Nancy McWeeny	06/30/26	27 Years
Central/SFLC	Director of Basic Needs and Housing Support Services	Regina Bertholdo	07/22/26	27 years
SPED	Special Education Department Coordinator	William Verbits	06/30/26	05 years
AFAS	Physical Education & Health	Kristi Savage	06/30/26	33 years
WHCIS	Special Education Resource Room Teacher	Linda Murree Walsh	06/30/26	30 years
SHS	Senior Clerk 2	Cheryl McGovern	06/30/26	20 years
RESIGNATION NOTICES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	COMMENTS
AFAS	ESL Paraprofessional	Daisy Rodriguez	04/03/26	
DW	Intermittent Lunch Attendant	Dulce Lazo	03/24/26	
HLY	School Adjustment Counselor	Meghan Clark	06/18/26	
HLY/CS	High School Helper	Mirian Borges	04/06/26	
HLY/CS	FT Lead Teacher & Intermittent Substitute Teacher	Rafael Santos	05/01/26	
KEN	Grade 2 Teacher	Megan Hubbard	06/18/26	
KEN/CS	FT Lead Teacher	Jenissa Aybar	03/31/26	
KEN/CS	High School Helper	Lilam Borges	04/07/26	
SHS	Special Education SHIP Paraprofessional	Elizabeth Nakhtigal	06/18/26	
SHS	Biology Teacher	Sogoli Sadraeinouri	03/17/26	
WHCIS/CS	High School Helper	Aryana Peart	03/30/26	
ASSIGNMENT ENDED:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	

Food Services	Intermittent Cafeteria Helper	Dianne Garcia Ramos	2/25/2026			
Food Services	Intermittent Cafeteria Helper	Jasvinder Kaur	1/23/2026			
LEAVES OF ABSENCES:						
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES			
AFAS	Grade 5 Teacher	Kristen Swanson	03/27/26-06/16/27			
AFAS	Grade 1 SEI Paraprofessional	Maria Rosa	04/07/26-05/04/26			
BR	PreK-2 Teacher	Charles Gurry	08/27/26-06/30/27			
CAP	SPED AIM Pre-K Teacher	Jessica Coutre	02/10/26-04/07/26 - Revised			
CAP	PreK Teacher	Matthew Yiu	08/27/26-06/30/27			
CAP	SPED AIM Paraprofessional	Stephanie Russell	10/06/25-08/07/26 - Revised			
DW	Substance Abuse Specialist	Kristen Strellis	05/01/26-07/27/26			
ESCS	Dean of Students	Lucy Lyons	05/07/26-10/09/26			
ESCS	Grade 4 Teacher	Jillian Ceballos	05/04/26-06/18/26			
Food Services	Assistant Director of Food & Nutrition Services	Caitlin Sheehan	01/04/26-05/01/26 - Revised			
HLV	Grades 7/8 Social Studies Teacher	Charles Graham	04/13/26-06/18/26			
HLV	Special Education Teacher	Jo-Ann Driscoll Dwyer	03/27/26-06/18/26			
KEN	Grade 2 Teacher	Elizabeth Hedges	08/27/26-06/16/27			
OST/Brown	FT Lead Teacher	Madeleine Lucey	07/06/26-08/07/26			
SCALE	PT Reading/Writing 3 Teacher - PM	Maria Bakopolus	01/12/26-04/27/26			
SCALE	PT SCALE Teacher	Hilary Sallick	01/15/26-04/10/26 - Revised			
SCALE	PT SCALE HSE Mathematics Teacher	Bridgeen McFadden	03/10/26-06/15/26			
SHS	Bilingual School Adjustment Counselor	Ashley Pierce	03/30/26-06/18/26			
SHS	TV/Media Teacher	Vera Ventura	02/09/26-04/30/26 - Revised			
SHS	Special Education Teacher	Christy Burbidge	01/29/26-05/01/26 - Revised			
SHS	Community Engagement Specialist	Edson Soares Da Rosa	03/31/26-04/15/26			
SHS	Path Clinical Coordinator	Christine Campbell	08/27/26-11/25/26			
WHCIS	School Adjustment Counselor	Alexandra Scheman	12/15/25-03/20/26 - Revised			
WHCIS	Grade 5 Teacher	Amanda Bell	03/31/26-06/18/26			
WHCIS	Theater Teacher	Jennifer Miller	08/27/26-06/16/27			
WHCIS	Speech & Language Pathologist	Brynnan Rothschild-Shea	05/09/26-09/08/26			
WSNS	Adjustment Counselor	Nicole Podoloff	08/27/26-06/16/27			
INTRA-DISTRICT:						
SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE	*PT/FT
AFAS	Grade 5 Teacher	Shalom Krinsky	Reassignment	Lorin Federico	03/16/26	FT
AFAS	PT High School Helper	Komal Verma	Location Change Only	Jenalyse Charles	03/30/26	PT
DW	Intermittent Substitute Teacher	Luna Soley	Additional Assignment	NA	03/30/26	Intermittent
HLV	MLE Paraprofessional	Khora Lane	Temp Reassignment	Nicholas Triant	03/16/26	FT
HLV	Grades 7/8 Social Studies Teacher	Davis Jackson	Temporary Reassignment	Charles Graham	04/13/26	FT
HLV	Kindergarten Paraprofessional	Jennalyn Pflieger	Temp Reassignment	New	03/16/26	FT
KEN	School Building Substitute	Olivia Gilligan-Corsetti	Temporary Reassignment	Emmaline Lipka	03/26/26	FT
SCALE	PT Contextualized ESOL / Food Services Teacher	Marlon Flores Paniagua	Additional Assignment	New	03/02/26	PT
SHS	Door Monitor & Building Monitor	Jose Mario Garcia	Additional Assignment	Jasmine Bell	03/30/26	PT
SHS	Door Monitor & Building Monitor	Jules Cleophas	Additional Assignment	Tammy Martorana	03/30/26	PT

SHS	Standardized Test Proctor	Riley Hoeg	Additional Assignment	Temp Assignment	03/24/26	Intermittent
SHS/Athletics	Girls Freshman Head Coach	Claire Gruenke	Additional Assignment	Ashley Fuery	04/01/26	Seasonal
WHCIS	Grade 5 Teacher	Kayla Mejia	Temp Reassignment	Amanda Bell	03/30/26	FT
NEW HIRES:						
SCHOOL	POSITION	INCUMBENT	VICE	DUAL/SEI	EFFECTIVE	*PT/FT
Central/Payroll	Payroll Coordinator	Darrel Lynch	Katherine Vieira	No/No	03/23/26	FT
DW	Intermittent Substitute Teacher	Jinell Jovel Perez	NA	No/No	03/18/26	Intermittent
DW	Intermittent Substitute Teacher	Alana LaGreca	NA	No/No	03/18/26	Intermittent
DW	Intermittent Lunch Attendant	Jerry Cajuste	NA	No/No	03/23/26	Intermittent
DW	Intermittent Lunch Attendant	Ahlam Ahmed	NA	No/No	03/23/26	Intermittent
DW	Intermittent Lunch Attendant	Madeline Duskoy	NA	No/No	03/20/26	Intermittent
DW	Intermittent Substitute Teacher	Davis Jackson	NA	No/No	03/19/26	Intermittent
DW	Intermittent Substitute Teacher	Connor Evans	NA	No/No	03/31/26	Intermittent
DW	Homebound Tutor	Cecilia Hill	NA	No/No	03/25/26	Intermittent
DW	Intermittent Substitute Teacher	Michelle Mobilia	NA	No/No	04/15/26	Intermittent
ESCS	Grade 2 Teacher	Sarah Kazyev	Jessica Greenberg	No/No	04/08/26	FT
KEN	Library Utility Aide	Alyssa Blankenship	Sunny Kava	No/No	03/30/26	PT
KEN/CS	FT Lead Teacher	Iulilia Poroshina	Laura Modahl	No/No	04/13/26	FT
SCALE	Long Term Substitute Teacher - HSE Math - Mornings	Summer Seward	Bridgeen McFadden	No/No	04/13/26	PT
SHS	Standardized Test Proctor	Jessica Resendes-Hernandez	NA	No/No	03/23/26	Intermittent
SHS	Standardized Test Proctor	Harrison Zorilla (Rehire)	NA	No/No	03/19/26	Seasonal
SHS/Athletics	Boys Varsity Tennis Assistant Coach	Aarush Ganji	New	No/No	03/18/26	Seasonal
SHS/Athletics	Boys Ultimate Frisbee (A) Club Head Coach	Daniel Pena	Alessandro Ferrari	No/No	03/18/26	Seasonal
WHCIS	School Building Substitute	Aaron Bento	Norma Mitchell	No/No	04/27/26	FT
*PT= Under 20 hours per week						
*FT= Over 20 hours per week						