

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, December 16, 2024 - Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: Ms. Barish, Mr. Green, Mr. Biton, Ms. Pitone, Dr. Ackman, and Ms. Krepchin **Members Absent:** Mayor Ballantyne, President Ben Ewen-Campen, Dr. Phillips

I. CALL TO ORDER

The meeting was called to order at 7:03 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Krepchin asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT –6 –Ms. Barish, Mr. Green, Mr. Biton, Ms. Pitone, Dr. Ackman and Ms. Krepchin **ABSENT** – 3 - Mayor Ballantyne, President Ben Ewen-Campen, Dr. Phillips

Chair Krepchin asked interpreters to introduce themselves:
Addy Penate-Spanish

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives were not present

III. PUBLIC COMMENT

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

Jessica Adams I live on Porter Street in Somerville, and I am associated with the district in the sense of, I'm a parent of three children at our schools. I am a SEPAC member, and additionally, I am one of the Kennedy School Co Vice Presidents of their PTA. I come here this evening as I understand most of the agenda regarding the school committee, addressing everyone who is here in person and listening online is to discuss their goals for the remainder of the term that they're here, that we are going to be discussing equity and what is equitable in moving forward for the children of Somerville, regarding their schooling, regarding access to curriculum, as the committee has stated in the agenda, equitable access to programming, equitable resource allocation, whole child teaching and learning. These are all incredible goals that as a parent, I am so happy to see, especially coming from the school district a few years ago, before we were here, that did not value equity or whole child learning in any way. That being said, my three children and many of their peers and many of the children that I have met through the SEPAC, through the PTA, through community events, are neurodivergent or have other kinds of special needs. I requested this time to speak, because the equity part of our committee meeting does touch on disparities, concerning finance, background, demographics, things like this, but I want to urge the school committee to also include in their fight for equity to consider the disabilities of children that may or may not be visible to the naked eye, that we update to our district as one of the most progressive districts and one of the most progressive cities, and one of the most progressive states. What it looks like to be neurodivergent or have special needs, as many of our kids are getting left behind due to their invisible disabilities, such as ADHD, high functioning autism, anxiety that presents in ways that aren't always clear during the school day, but do interrupt their accessing the free and appropriate Public Education that they're entitled to. We need to update as a district what it looks like to identify these disabilities and can update our educators and their professional development on how to spot it if we're going to truly be equitable and progressive as a district and as a committee. And I just really appreciate your time and allowing you to speak to these things and bring this up.

Jennifer Morgado- I live on Curtis Street. I'm a SEPAC member, a mom of two kids with autism, one in fourth grade, one in second grade, both at West Somerville school. I just want to thank Liz Eldridge from SEPAC chairperson

for all her support when we were struggling to get the right help for our son, Liz connected us with an advocate who helped address his challenges, my son's challenges with executive functioning reading and bullying from classmates, Liz showed us how important impact is for families like mine, having resources like this is critical to make sure kids with disabilities, get what they need to succeed. Thank you for listening and thank you for your support of students with diverse needs.

Genelle Denzin. I am on Grant Street in Somerville. I am also a member of SEPAC and a parent of a late diagnostic autistic school avoidant high schooler who loves animals and wants to be a biologist when they grow up. My child's journey has affected my life and has been impacted in ways only parents with kids with special needs could understand. As a single parent with a full time job, it has consumed my every waking hour some days and often I cannot work a full 40 hours some weeks. I will be out of sick time in about a week or so and will have to use vacation time to continue all the work my child needs me to do to get them the education they need. The IEP team and I are finally on the path of finding what my child needs. I am not here to speak of what my child needs but to shed some light on the survey data that I have helped review and analyze. Just to lend an idea of the work Liz, Shu and Michelle have put into this presentation. My full time job that I spoke about, I am a full time data analyst for 25 years. I am not an expert in creating surveys but I help design data standards. I worked with Liz, Shu and Michelle once the survey was done to provide my expertise in interpreting the data and I found the survey to be well written and the data to be of good quality. With questions having full responses and the optional questions with good engagement. I found the questions to be clear and there was a lack of non english speakers and this leaves room for improvement for next year. I appreciate the board's transparency, collaboration and public comment. Much appreciation to SEPAC and all the hard work they put into this presentation.

IV. REPORT OF SUPERINTENDENT

A. District Report

Superintendent Dr. Carmona shared his district report which was as followed

Today's theme is around preparedness. Ensuring we have safe and welcoming learning environments is always a top priority for all students. Preparedness is of course important when it comes to ensuring that our facilities are meeting the needs of our district, and that we have maintenance plans in place for all possibilities - such as winter weather, for example. Preparedness and planning is also critical in providing the framework for how we progress through our Strategic Plan and collective goals. Tonight we'll hear from the Somerville Special Education Advisory Council (SSEPAC) about the results of their recent family survey. We also have two memos in your packets tonight related to facilities: one being our annual winter preparedness update, and one being a larger update on longer term facilities planning.

Tie to Strategic Plan: how all of this improves outcomes for students.

- Safe and welcoming facilities boost wellness and achievement
- Ensuring high quality education and outcomes for ALL students
- Annual memo has been updated, detailing plans for winter weather.
- There have not been any significant changes overall.
- Last winter there were some impacts to the entrance of NWFC and the Automotive program. Due to the warranty of the new pavement/stairs from the community path, DPW was unable to lay salt or sand. We had to redirect staff, students, and families through the main entrance of SHS on certain days. This year this will not be an issue, and DPW will salt, sand, and shovel these areas as part of normal operations.
- The City of Somerville has invited Somerville Public Schools (SPS) to submit our priorities for inclusion in their

Capital Investment Plan ("CIP"). The CIP process addresses the city's infrastructure needs by informing project budgets and decision-making, and serves as an advance planning document to guide staffing, funding strategies, and grant application timelines.

- The CIP is a 5-year planning document that is updated annually with revised projects. A capital investment is defined as a major, non-recurring expenditure over \$50,000 with a lifespan greater than five years.
- While the Administration has yet to make a decision on what will be included in the CIP, below is a list of needs that the District has submitted to the city for consideration. Please note that this list is not exhaustive of all the facility and capital needs for the District. Instead, it represents priorities for the upcoming year(s) that are likely to exceed a \$50K budget. For example, the production kitchen being built at the AFA is not included in this list because it has already been budgeted and is currently underway.
- We hope to hear back from the Administration on their decision early in the New Year.
- As a reminder, the last day of school before winter break is this Friday. Friday will be an early release day for all students and school-based staff.
- Students will return to school on Monday, January 6th.
- School-based staff will return to school on Friday, January 3rd for Professional Development.
- District offices will close at 1 p.m. on December 23rd, and will reopen on December 26th.
- I wish everyone a happy and restful winter break

- **Weather Preparedness Memo**

Dr. Carmona notified the School Committee members of the Weather preparedness Memo within their packet noted that there has not been significant changes.

- **Facility Update**

Dr. Carmona gave an update on the facility update which was as followed

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Mr. Green: Will it be possible to get some like, urgency timeline, being with some of these things, I see things like HVAC, roof replacement, and is that because of time?. Do we think there's an imminent threat of it failing? Some sense of urgencies around various tasks would be greatly appreciated.

Amara Anosike: We are hoping to get timeline specifics in the new year, in January. We've been meeting with the city, and they've been giving us some kind of ranges, but we want to be sure, and hopefully they'll come and present the urgency of each item.

Dr. Carmona: I've been looking at the different districts and how they prioritize the CIP. There are best practices. One of those is actually mapping out these different items. There is actually a district that has a dashboard. Unfortunately, that was the only one that I saw that was not up to date. One of the complaints in the business, if you will, is that the CIP often is not at the attention of everyone, but is not renewed or is not actually assessed in terms of other priorities. I am in looking at that and in reviewing some of the best practices, I would love to see a like a dashboard around that, but I just have to say that in collaboration with the city, we went from not really having a good horizon of where things are to now having been at the table and talking about what are the priorities and how they are strategizing around us. I'm really excited about the progress, and I think we will continue to identify ways in which that can be more public and more public facing. So that's in the works.

Ms. Pitone: I have a question about the topic of buildings, but also one about weather, which I can circle back into for I had had a conversation about sound mitigation, particularly for the Healey and the West cafeteriums. I don't know if that's something that they predict is going to be under \$50,000 because that has not been included. I know that we do have a population of students that are sensory and these cafeteriums, in particular, the Healey, the West and I think the Kennedy as well, that I haven't validated, are really challenging for a lot of students. So I'd like to know how that might be wrapped in. I don't want that to fall off the list.

Amara Anosike: We have expressed that as a need, and there's some items where they said that it's not as appropriate for the capital investment plan. There are some things that aren't on this list based on that from the city.

Ms. Pitone: Did they say, why? Is it a cost thing?

Amara Anosike: That's a great question. I do want to reiterate it that it's really important for them to come and speak on on some of the reasons, because it was around, oh, that might be sort of like more of a DPW thing or this department, and it's not really appropriate for the CIP and I don't have all of the answers on that, but I will make sure to pass that along.

Ms. Pitone: I would like that the school committee gets that feedback from the city, whether they're in person or whether it's through a memo. At some point, we may have to decide that we want to put in our budget, have a consultant come in and evaluate these spaces, because I think that, in total, this is going to cost more than \$50 but I'm no expert on sound. There's very high ceilings. There's a lot of complexity in doing that kind of work that people do for a living.

Dr. Carmona: Good point. I think one of the challenges is that in creating priorities, when Amara did the visit with Principals, we also asked, What are some of the biggest challenges that we have. And in some cases, if that hasn't bubbled as a concern, in the first round. The question is coming back and seeing how we move things that aren't in a priority list to add other things in there. We're talking about things like roofs, like boilers, like infrastructure things that are quite extensive, and so it all depends on the cost, and it also depends on how the building Principals prioritize those needs, but that your feedback is also one thing that that you know can be accounted for, that I think it just will require us to come back and decide, how are these priorities that were already been established and need to be shifted.

Ms. Pitone: In my opinion, this is the type of things that the principals and the educators and the students put up with, right? this has been brought up. I mean, I've been on this committee for 11 years, and this has come up every year by families and for kids that really just have a hard time participating in that space. It's almost like a positive kudo to the principals that say, I just have to deal with this, and I have to prioritize other things. We shouldn't have to have our students put up with, you know, these very loud spaces, and if we can, it doesn't necessarily have to happen this year, but I really want to make sure this doesn't fall off at some point. I 100% understand boilers and

roofs are high priority. I just want to make sure this doesn't drop because it has dropped. It keeps coming up and it keeps dropping. And that's not a criticism, more, I'm going to keep advocating for.

Mr. Green: I have been asking for Healey, especially for at least five years now. I'd like that we know we're going to do it, to turn into actually being done at some point. My question was actually about the swing space in 1895 something on that list. Does that mean that the city has abandoned its desire to one day take it over and that we can start thinking about how we use it educationally? Historically, it's been a target for the city to take over for its own purposes. That's not happening until we actually get a building plan, which we still haven't gotten. The list for things like, priorities for swing space renovations suggest that the current thing is that we will not be given it to the city. Is that actually the case? Does the city know this?

Chair Krepchin: I guess related to that question would be, was the choice to put the 1895 renovation under swing state possibilities, district choice or city?

Amara Anosike: Those are not submitted by the city. Those are our priorities.

Mr. Green: Does the city know this?

Amara Anosike: The city has seen the list of our priorities.

Mr. Biton: I'm grateful that the city has invited us to participate in this process and identify our needs. I'm glad that we're going through this exercise. I find the inclusion of the swing space as a critical need to be right on point. I also found it interesting the selection of spaces, those are the Cummings school and the 1895 buildings as the only buildings I'm aware of that we could use a swing space if the need arose. This is a really critical need for our district. I just want to uplift that and express my gratitude to your leadership, Mr. Superintendent, and your team, for identifying that to solve this problem. We don't know that we have that problem until a school has a critical issue.

Ms. Barish: I think it'd be helpful, having heard that the city responded that some things on the list were not appropriate. I think it would be helpful to me to know what was on the original list from the district. If that's something that you could share at some point, that'd be great, understanding you probably talked about some of the things with the city, and they said, not now or not that. Then you came up with this sort of final list. That's my understanding. I would like to see what was on the original list the city recommended you revise.

Amara Anosike: Just to clarify, some of the things on the list weren't appropriate for capital investment, but they remain priorities for us as a district to be addressed just through a different mechanism. It's not that they're no longer on our priority list, if that makes sense, and if we want an exhaustive list of district needs deferring Dr. Carmona, but I think we should be able to get that to you.

Ms. Barish: I expected that there's still district priorities, but I feel that we need to know what the additional priorities are. I saw that the warming center at the Cummings School opened last week. I don't know if you have any updates on how those improvements are going and I expect you may not, but if we could get the city to come and also speak to that, that would be helpful.

Dr. Carmona: When it comes to priorities you probably are familiar with the question around the building, the extra classroom that was needed at the Argenziano, I know so that when we push that one as a priority, we actually have to move some things around. There are some things that will be addressed. There's also the question about the space at the Healey. As we look at those things, we're thinking what is not done right this year, what is the timeline that we have for this project? I think that question is tied a little bit with with the question that Mr. Green had around, how can we actually see these in a much more visual way? And short, from having a dashboard, or having an

Excel file, something that would allow us to see what priority one year, priority year two, for year three and year five, it will be difficult unless we have that. We don't have that breakdown at this point yet. The small items sometimes might be dealt through the DPW instead of IAM. I think that again, the question around the soundproofing is that the cost is less than \$50,000 and is dealt to a different avenue.

Ms. Pitone: Just a quick follow up on the Cummings. When we did our vote, we specifically asked for, I'm not going to get the exact language for a plan or an assessment about what it would take to bring that building up to speed. I would like to ask through the Superintendent, what would be the date we would get? The other question I had was about the weather. I've had brought to me in the past, the removal of snow and ice along the bridge over McGrath, particularly for the Winter Hill families and families at the East. This would probably be a good opportunity to ping the state or whoever else manages this. What generally happens every year is that we have a bad day, we get a lot of snow and ice, and everybody starts complaining. I'd much rather do what we can do to get in front of this one. S

Dr. Ackman: Just as a neighbor of that bridge, I do know that the apartment complex that is right there, part of their commitment got them permission to build that building is that they committed to maintaining that bridge. It may not take tax dollars to do that. It may just take some gently applied pressure to the owners of that building who had made that commitment.

- **SEPAC Survey Presentation**

Dr. Carmona introduce Ildelfonso Arellano Special Education Director

Mr. Arellano- I would like to acknowledge the previous chair Michelle Lippens, who for many years has been the chair of the SEPAC , and who has tirelessly advocated for our community, for our families, for our special education students. Thank you to Michelle for all her service at the SEPAC . I'm pleased to introduce the new SEPAC board. We have Liz Eldridge, who is one of our chairpersons. We have Kathleen Hornby, who is a co chairperson, and we have Shu Talun, who is the secretary for the SEPAC .They're going to be coming up and doing a presentation on the parent survey that they currently did.

SEPAC member started their presentation with an introduction

Shu Talun: Members, we are delighted to return to present SEPAC's initiative which was born from the results of our survey and a recent community meeting. We're thankful for our members, including Genelle, who participated in this effort. I am a mom of a third grader and a sixth grader at Argenziano. Our family has had to bring in a third party advocate to fight for some basic needs, for our childhood born with a genetic disorder. I have joined SEPAC to support others on a similar journey to share lessons learned and to ask some questions.

Liz Eldridge: I'm a proud mom of two children with dyslexia whose needs have unfortunately not been met in Somerville Public Schools. I'm here today as SEPAC chair to support and strong advocate for families and our special education students with complex profiles and needs.

Kathleen Hornby: I'm the parent of a second grader and fourth grader at Kennedy, one of whom is in their second year with an IEP. Going through the process of getting diagnoses and an IEP for my child was overwhelming and isolating, even with my experience in state education policy and access to tremendous resources. I'm here to make sure that other Somerville parents and caregivers know that they're not alone and advocate for every disabled child in our schools.

Shu Talun: A little bit of background on the survey. It was based on the Massachusetts SEPAC surveys and fueled by state guidance. A needs assessment survey is one of the guidelines from DESE to learn what the primary concerns are of the parents of students with disabilities in their communities .

Kathleen Hornby: As an introduction, the survey was conducted at nine schools and in four languages, and for the tremendous efforts of volunteer translators we're seeing. Translators, we received 105 responses, 75 of which were

from families with children who have IEPs. That number represents 8% of the district's population of students with IEPs, or 504, plans. Again. We are deeply grateful to everyone who took the time to respond to this extensive survey. Overall the feedback that we received without a disconnect between respondent needs and the support and services that they receive in Somerville Public Schools, special education. As well as a desire for more transparency and communication. Our focus tonight is on four initiatives that Somerville SEPAC is proposing in response.

Questions/ Comments

Dr. Ackman: Thank you for your work and for your analogies. I'm curious. You mentioned that this survey was built upon other SEPAC surveys, so you indicated perceptions of disappointment. I'm curious about the district that you pulled it from, what their respondents are like, and what you think is typical. That isn't to say that we should strive for overwhelming joy from every single family, but I'm curious what your perceptions are about how this is typical compared to other districts.

Shu Talun: I just wanted to clarify when you pulled it from other districts, we pulled questions as a model.

Liz Eldridge: Results from other districts are not something that were shared openly access to their surveys and what their surveys said were shared openly.

Dr. Ackman: I would like to thank the Superintendent and the district for being willing to share this data openly because it sounds like that's not something that happens a lot.

Mr. Biton: I want to start by thanking the leadership of the SEPAC for laying bare the number of challenges that we have. We see it when we look at the MCAS data and the number of students with disabilities who are struggling, those of us who have students with IEPs and have been through that process, know what a challenge it can be, how frustrating and how much as a parent, as a caregiver, you feel you need to go bat to get everything that your student needs. This is such important work. I am interested in us continuing to partner with you all. I would like myself and my colleagues to find ways to support to the extent appropriate and feasible for us to collaborate as you're proposing. I want to bring up an idea that I had raised at some prior meeting. Maybe it was the last time you all were here. To provide some administrative support for this group, because I think that's an area, that is something that we could help with. I think there's a basis and precedent for. That's just the tip of the iceberg and I hope that we can be thought partners with you in addressing the real issues here and try to make the IEP process in Somerville and Special Education in Somerville as fulfilling as we can make it.

Chair Krepchin: Just wanted to clarify what the request you have was to have one specific school committee person as a liaison to SEPAC.

Liz Eldridge: Yes, we would appreciate a liaison member for SEPAC.

Mr. Green: In the survey, there's some interesting things. I was unaware that there was a disproportionately large Special Education community at the Argenziano. I would love to hear your thoughts on why that might be. Secondly, I wonder if we know more about the profile of the people who reported dissatisfaction.

Liz Eldridge: We want there to be more translation and more communication, because what we know as native English speakers in itself is incredibly challenging not to mention the barrier of languages as well. We did translate the survey into four different languages but we only received one response.

Shu Talun: We received one in Portuguese and one in Spanish but I guess to speak to the need of administrative help, that is something that is sorely needed for us to be able to reach a larger community.

Mr. Green: When you were doing this outreach, did you happen to go to SFLC? Which we know actually have a fairly good history of responses from non-English speaking families.

Shu Talon: We reached out to all the Principals and the Liaisons for that reason because we knew they were connected to different communities. Padres Latinos as well. I think it's worth understanding from the Liaisons, where the breakdown was because we did not feel that support. One person from the Padres Latinos did the best that she could to send it out to the communities but the two responses are what we got. Looking for assistance there.

Ms. Barish: One that really struck me, and it makes a lot of sense, is being on hiring committees. It didn't occur that Special Ed teachers might not even have hiring committees. This is more of a question for the administration. I'm curious what that process looks like, but it just didn't occur to me that it wouldn't be similar to a classroom teacher or an art teacher.

Dr. Carmona: To be more specific, are we talking about the Special Ed teachers or team chairs?

Ms. Barish: I ended up on a screening committee for a principal, for a first grade teacher, for an art teacher, but I don't know if hiring committees exist for special ed roles. So I'm just curious about what that process looks like.

Dr. Carmona: We've often discussed with school principals that a strong committee should be well-represented across the entire community, including parents and teachers. This is the first time the question has arisen about SEPAC's involvement in hiring, and it's something we'll need to look into. It's also worth noting that the idea of a community member joining has been raised before.

Dr. Boston Davis: Over the past two years, Karen Woods has developed strong recommendations. Typically, space isn't reserved for specific community or district-affiliated organizations, except for roles like the Director of Special Education. Karen's team has outlined general best practices, often including community representation where appropriate. I'm happy to share those with you

Mr. Green: I would love to add to our calendar an official space for feedback like we did for PTA for SEPAC.

Chair Krepchin: I'm just going back to the survey itself, feedback, it is a pretty long survey, which is great information. I'm just wondering if in the future you might consider two surveys when it's really short and quick and easy, and with the longer for people to choose who have more time you might get more feedback from someone who chooses the short one.

Liz Eldridge: The survey did have an option of a rating scale and an open response. You had the opportunity to participate as lengthy as you wanted to or just go through and click. There were only a handful of questions that were required.

Shu Talun: This was the first one and we got very excited and wanted to know everything.

Liz Eldridge: We are trying to reach a community that is historically challenging. We were commended by an advocate in the district. Although we were not at our 10% that 76 was a pretty darn good number.

Ms. Barish: I'd like to request future meeting, just to maybe memo or presentation, but on how a district does comply with the Child Find Law, because I admit that I don't know exactly what procedures are in place to identify and diagnose the children in our district, and it's an understanding that it's not just the students who attend our schools, it's all of the children of school age in the district, which I think would be a particular challenge. I appreciate

that you raised that, because it made me realize that I don't know what we do. So I would appreciate some kind of update from the administration on that.

Ms. Pitone: This is a highly professional process that you went through, the survey, the presentation, I just really, I'm so proud to be in the district that people are willing and able to step up and bring this quality of work and advocacy to our district. I want to echo the request from Mr. Green about the budget timeline and sort of more formalizing that process. I know that we meet with the PTA. We brought it up before we did, put together a timeline. Based on the Superintendent recommendation, I would like to hear how you might want to incorporate this. I also just looked up our hiring process and school committee policy manual, and it says, administrators responsible for hiring of staff and for establishing a representative screening committee. That's a really good question in terms of, how do we incorporate families in general, and then families in particular that have needs based on these types of positions in Special Education. Thinking through what is appropriate for administrative support, health, what type of support if we do apply to the multilingual learner pack, maybe whatever districts do, it's historically, if anybody knows, we used to have a part time person on staff. This was probably eight years ago, or 10 years ago. There was a position that supported the SEPAC. I'm just throwing that out there as historical reference. I would be curious to hear what the administration thinks would be helpful. We don't want anything that would be performative. We want something that would really do what we can do to support these families and support the work of these volunteers that really, again, have committed a great deal of time and effort.

Dr. Carmona: As I said originally when we started the conversation, all our community participation is meaningful, and I think that it helps us fine tune the work of making sure that every student has access to learning. In terms of budgetary commitments it's hard for me to see how we can do that right now. I know we are facing some challenges in terms of budget, so that's one thing that we'll have to sort out as we go through this community process. Right now we have the state expecting a contraction, the city has forecasted a contraction in terms of revenues. We have gone through this process, collaborative process with PTA, with the different teams. Actually, we met with the SEPAC at some point last year. I anticipate that the project will probably be the same. There are different programs that we have. We have a program at the Kennedy that is going to require some anticipated and budgeted items. How do we meet some of these at the Winter Hill that also has some special education populations that require some anticipated budget items. So there will be things that we actually have to put in place that haven't been part of the budget. I cannot promise anything. I think that in the spirit of collaboration and transparency, we will be coming together at some point to identify what the best ways to distribute the monies that we have to make sure the kids have access to learning.

Dr. Boston Davis: In response to your second point on collaboration, I think we are grateful and very eager to collaborate. We have our Department of Data, who would love to collaborate in future servings that you have our SFLC collaborate with you. I don't know what that would look like in terms of the kind of commitment that were, the amount that you would prefer to kind of own on your end, and the amount that you would like kind of collaborative support on but you know that would be great for us to do that together moving forward in future years.

Liz Eldridge: Something that came to mind as we're working through the survey and asking for collaboration, it's really hard to be at the table to advocate and just to fulfill that participatory role when we don't know what's going on. A hired person, that's great. Even less than that, we're just asking to be at the table, to not make the decision to be part of the conversation. So we can bring the specialized lens into conversations.

Dr. Ackman: I'm curious, you mentioned that there was insufficient information on the Somerville Public School's website, sort of where the information you got that you had come from, and what have you found valuable? What would you like to be learning from? Beyond your survey.

Liz Eldridge: A lot of the information we pulled was from DESE. I don't think anyone referenced the website in terms of statistics. I think Special Ed is notoriously a challenging area to be in. I think that in a lot of districts across the state and across the country, it's hard to do it well, but I guess I'm here to say, like, we can be the leaders in that. We can compare data, be with all the districts struggling to do it, or we can be the trend setters doing it correctly and be the leaders in all of it. That's where I personally come from. There's work to be done. Let's do the work, and let's be leaders in what good special education can look like, and how we can meet all of our kids' needs here.

Dr. Ackman: I would encourage you to check out the Progress Center. It's called promotingprogress.org, and they focus a lot on this and how, sort of in the IEP process that both districts and families to be student centered, and you know how that draws the best outcomes in front of the strategy there as one option.

Ms. Pitone: I'm a big proponent. Personally, for early identification of students, and I appreciate that SEPAC has brought this question about, how prepared are our educators to have that lens to look at students. Sometimes we do identify things and families choose not to bring forward, and we know that's a thing in any community. I would be curious to learn a little bit more about the level of PD provider educators, so that they are prepared to flag and do the advocacy necessary to have evaluations done. I am certainly not for over identification. I know there's some concern about that, also mixed, because where students have multiple concerns that sometimes things either get lost or get over diagnosed. It's just supporting what they're saying early identification in general actually can cost less over the lifetime of the students' experience in the district, and we know it avoids out placements. We know that if they can support earlier, don't start to have some people have behavioral issues and are able to use more. Maybe learn a little bit more about what we can do in terms of mandatory PD, particularly for teachers of younger students to be able to do because they can flag. I know the teachers want to do this, but if they don't have all the skills to do it, that doesn't leave them prepared.

Dr. Carmona: As you know, we are working on an implementation of a professional development plan. We know that correlation with knowing and also being able to identify gaps that a student has. You need to have a clear criteria of performance to identify what those are, and so we do better when we know better. We are doing that in literacy across the board. We're doing it with math. The math work that has happened has really, even though I'm not a mathematician, I can see how the logic around math really allows you to understand what are the prerequisite learning skills a student should have. A teacher has to be able to actually match that gap with what they know. It just doesn't happen overnight. There's implementation plan standards happening slower than I would like it to do, but unfortunately, we move at the pace of implementation and so it's going to take some time but I think we're heading in the right direction in terms of making sure that we have the right tools to be able to support.

Dr. Boston Davis: There's a massive umbrella and it's a lot for one educator to be able to know, but we do have tools in place, and we can do better, but we do have tools in place that we're working on. So screeners are an example of that. Those are things that don't require an educator to necessarily be an expert about things, but they're going through assessment with a screener. We do that at an early ed age. Kathleen Bailor, with our Director of Early Childhood Education, but we have a large kind of across different domain screeners that we do some of our by regulation, also through DESE.

I think we can do better and appreciate the feedback. Along the lines of professional development and the kind of learning that has been described, we also have those tools in place to help so that it's not kind of a massive undertaking. The third point that I would say is the MTSS idea that the Superintendent Fellow, Bobby Berretta presented at our last meeting. Which is bringing up when an educator might not know everything but recognizes that there may be something different happening in the classroom, and they want to think how they can better support that's also another avenue. It's his strategic project meaning that we have areas to improve on it again, but it is something that we're thinking about deeply.

V. REPORTS OF SUBCOMMITTEES

A. School Committee Meeting for Education Programs and Instruction Subcommittee:

December 12, 2024 (Dr. Ackman)

Ed Programs Subcommittee | December 12, 2024

Meeting called to order at 2:47 pm

ATTENDANCE:

Emily Ackman

Ellenor Brish

Laura Pitone

Jessica Boston Davis

Paulina Mitropoulos

AUDIENCE:

Jackie Piques

Benjamin Wheeler

Dr. Ackman welcomed everyone and introduced Dr. Boston Davis, who introduced Director Mitropoulos, who oversaw the presentation.

MLE Department Update

- AGENDA
- Welcome
- Our Vision: Equity and Access for Multilingual Learners
- Data Snapshot and MLE Programming
- SY 24-25 Updates
 - o Programming
 - o Curriculum & Instruction
 - o Professional Learning

Our Vision: Equity and Access for MLs

Multilingual learners in Somerville have **equitable access to meaningful and rigorous learning opportunities** that build on their *cultural and linguistic assets* and *the academic, linguistic, social, and emotional supports* they need to excel.

(excerpt from MLE Department Vision, adapted from DESE Blueprint - Aligned with SPS Strategic Plan priorities: Academic Excellence; Equity and Access)
Data Snapshot

1,231 MLs in PK-12 (25% of all SPS students)

Top Languages

Spanish 53%

Portuguese 30%

Creole (Haitian) 6%

Arabic 4%

Other Languages 8%

MLE Programming in SPS

- MLE programming is in every school across the district
- All Multilingual Learners receive ESL instruction and accessible content instruction through SEI (sheltered English immersion) or DLE (dual language education) • Multilingual learners new to the US benefit from newcomer programming (SEI-1) at AFA, Healey, Winter Hill and SHS

Programming Updates: PK & K

*“PK and K MLs should be taught in an **inclusive, language-rich classroom environment** that actively supports both social and academic language.” (per DESE 2024)*

- Following updated DESE guidance, we now identify MLs in PK, notify their families, and monitor their language progress
- To increase access for families, Sonrisa bilingual PK program has been relocated to East Somerville (previously at Healey)
- To ensure a cohesive program model that promotes equity, access, and integration, all Kindergarten MLs are fully integrated into General Education classrooms across the district

Curriculum & Instruction Updates

- Third year of **ESL / ELA Co-teaching model** in K-8 general education classrooms with training and collaboration time for educators
 - Updated **ESL curriculum maps** aligned to district ELA curriculum for Grades K-8 • Collaboration with math curriculum team on **language supports for MLs for Illustrative Math roll out** in Grades K-5
 - General Education **academic integration block for MLs in Newcomer (SEI-1)** programming in Grades 1-8; expanding opportunities for integration at SHS • **New ESL curriculum roll out** for Newcomer Academy at Winter Hill in Grades 6-8

Professional Learning Updates

- **SY 23-24: MLE Equity in Action Guide** - tool for educators and leaders outlining 9 high quality instructional practices for MLs
 - **SY 24-25: MLE Equity in Action Course** - 6 hour, online asynchronous PD course that covers the 9 instructional practices in the Guide; course launched this Fall

Barish question: How are the ELA & ESL curriculum aligned?

Mitropoulos Answer: our ESL model (and curriculum map) is a co-taught model. The ESL teacher pushes in.

Pitone question: Encouraging to hear how we have moved forward with co-teaching. I'm curious about outcomes, including how long students stay in SEI. How are these investments yielding returns for our students.

Mitropoulos Answer: I can confidently say that two years is the average. The SEI classroom is supposed to be an acceleration of language development. It depends on the learner and the grade level. Beyond three years is unacceptable by our standards.

Pitone response: I would like to see data on this every year so that we can sustain what is effective for our students.

Mitropoulos response: The FLEP rate has been 10-11%. In order to get this role, you need a specific score on the ACCESS test. There is now an ACCESS Alt for students with disabilities.

Barish question: when are students transitioned out of SEI 1?

Mitropoulos Answer: we look at the data quarterly to start to determine when a student is integrated into the gen ed classroom.

Barish question: How is it for kids/families that leave 5th grade in their programs and need to come to Winter Hill for 6th grade?

Mitropoulos Answer: Families understand when we explain the difference in programming. We make sure that kids have friends and can go at a cohort.

Pitone question: As we start to think about a brand new building, what would be ideal for the district to have programming in this new building?

Mitropoulos Answer: I think it's an important question. I have noticed that AFA/Healey is useful to have programming across schools. But you risk over-programming a school if you put a whole population there. If there is a full K-8 strand, it would have trade-for students, teachers, and families. We are getting a lot of newcomers in the middle grades (6-8).

Ackman question: to follow up on the building discussion, do you feel that you have adequate representation for MLE students and their families on the building committee for the new MSBA school building?

Mitropoulos Answer: I do. I have received questions that I have responded to.

Barish question: Integrated kindergarten. You're going from MLE students distributed throughout to the district. Do most students stay at their school for first grade?

Mitropoulos Answer: Yes, that is the plan, but it varies based on when the student comes to us at the district.

Pitone question: What does co-teaching look like?

Mitropoulos Answer: ESL pushes in during literacy/ELA block. The curriculum is the ESL map on the standard curriculum. The MLE teacher co-plans with the gen ed teacher. Students with fewer ELs, their span of students is higher.

Meeting adjourned at 3:29 pm

MOTION: There was a motion by Mr. Green, seconded by Dr. Ackman, to accept the report of the School Committee Meeting for Education Programs and Instructions Subcommittee December 12, 2024..

The motion was approved unanimously via roll call vote.

VI. NEW BUSINESS

A. AFSCME Food Services Integrated Contract

MOTION: There was a motion by Ms. Barish, seconded by Ms. Pitone, to authorize the chair to sign the AFSCME Food Services Integrated Contract

The motion was approved unanimously via roll call vote.

B. Somerville Public Schools Policy Manual

The following policy are being presented this evening for a **first** reading

- **Policy Manual Review: Section A**

Ms. Barish: I just wanted to share with folks that included in this packet the comments from our legal review for the first half of that section of our policy manual. I expect the rest of those comments probably later this week. We also addressed a few of those questions in our Rules Subcommittee meeting just. Those will be what you'll see in the report of our meeting, it is indeed a long document.

In case it wasn't clear, first, what you'll see is a list of all of the policies in the document with just a very brief synopsis of the MASC recommendation for that policy followed by all of the policies. It's our version, and the MASC version, in some cases, with comments and then comments from the legal team. So if you have questions that you know sort of from a logistical standpoint, please don't have any reach out. You can also reach out directly to Alicia Malin at MASC if you have questions. I think that it's been a positive process, and I think we're all learning quite a bit as we go through these policies. So I'm grateful that Mr. Green who suggested we do it this way.

Dr. Ackman: I just wanted to keep appreciation for something that in my seven years has not been touched, but thank you for leading this giant thing and moving it forward. I'm curious if you have suggestions of anything particular, we should be looking at or just keeping in mind. I saw that the notes can be from the lawyers and it's very legal. If there's a frame or lens with which you suggested we look at this or anything we should zero.

Ms. Barish: There is not, I can't suggest anything in particular. Maybe not focusing on the hyper legal policies, because our lawyers are going to do that, not that you shouldn't look at them, but they are really long and hands are going to change with every administration in higher government. There's a great chance we're really looking at a lot of these policies again in the next few months. I will say that some of the legal comments then resulted in questions for the administration. It may take a while before this actually comes to the full committee for a vote, because we need to just resolve all those little questions.

Ms. Pitone: This first section, there's not as much substantive content change in terms of what we're doing or doing differently. I think that when we hit the next sections, it may be helpful for us to just kind of have a little laundry list, if it's only for that should be in section two, things, either like five or six, things you really should spend some time looking at and not to say you shouldn't read everything, you should, but there are certain things we are going to have to make choices. Or things that they're recommending that are different from our practice. I'm making that recommendation when we bring the next one forward.

Chair Krepchin: When that happens because we break it up into more manageable chunks, we don't necessarily have to approve all of Section A.

Ms. Barish: I just want to clarify that my role in leading this charge is fairly minimal. I appreciate the appreciation, but it's mostly just logistics. And thank goodness for Alicia Melin and the MASC because they are doing the heavy work.

Chair Krepchin: I noticed one of the policies specifically wants us to look at the name and phone number of the person who is supposed to go through the Title Nine complaint. And I'm just wondering if they could just be a link to your website where it says, anytime a new person becomes that person.

Ms. Barish: We discussed that, at least in the case of one policy. And yes, in fact, it does appear that we can just list grievances at k12.somerville, it could just be an alias, sort of inbox, as opposed to name and phone number. As you said, people change positions, and we don't want to have to update the policy every time that happens. I think there are some cases in which you are legally required to put a name, but in one policy, I think it was, it appears that we could just have an email address.

C. Donation (Recommended action: Approval)

MOTION: There was a motion by Ms. Barish, seconded by Mr. Green, The Superintendent recommends acceptance, with gratitude, of the following donations:

Donation	Donor	City, State	Value	Program
Monetary – to the Library Department	Shalom Somerville	Somerville, MA	\$7,000.00	To allow all SPS 2 nd graders to attend the "Library Lion Show" at the Adam Theatre.

Ms. Barish: Could we hear a little bit about the library lion show and why we want second graders to go?

Dr. Boston Davis: I can get a more detailed description from Tania Connor, who's our K-12 Library Media Specialist Department Chair. I think the director or head of the show reached out to Ms. Connor and asked about attending this show in Boston about a character of a lion exploring in a library, and really wanted students in Somerville to be able to join and was able to find a donor. I can't tell you more specifically that I did talk to Ms. Connor. I can't say too much about the content but I do have it in an email.

Ms. Barish: Just to clarify, I didn't mean to sound skeptical on that, we often like approved donations just seems different from, you know, like a donation of car parts or whatever, which is also wonderful.

Mr. Green: I was not skeptical about the content but I was curious how the decision was made, kids from different schools to the same field trip. Every second grader in Somerville attends the same field trip?

Dr. Boston Davis: This is a conversation that's happening in many different departments. So in this case, the director reached out to Tania Connor perhaps they have a kind of connection to Somerville and it was geared towards this age group. Would really love for all second-grade students to go. Similarly in other subject areas, for example, all seventh grade students, I just had a meeting today with Kathleen Seward about a common field trip for all common local field trips for all seventh graders who are in a certain unit in the new curriculum. How do we make it and this is something that will have to be thoughtful in the budget, and as I think about the curriculum budgets, how we might because it's obviously costly, and then we have the bus fees. There are a few common experiences that typically associates are most often planned by educators that know of an outside learning space that aligns with what they're teaching. We would love to have some common experiences across our district, especially as we roll out some meaningful curriculum, and there's really outside learning experiences. We are thinking and planning about how to do that across our district, and in this case we do not have the funds, but we do have a donor.

Ms. Pitone: It's based on a book and it's a musical. They have puppets that were built by Jim Henson's creature shop with live music. It sounds like quite a production.

The motion was approved unanimously via roll call vote.

VII. UNFINISHED BUSINESS

A. MSBA Update

Dr. Carmona: The district has been celebrating the end of the year concerts. And every time, I don't know if you're like me, but every time I go to a concert, I have this big emotional sense of like, wanting to cry for some reason. Every time I see I go to a concert, like, oh my god, this is so amazing. If you haven't had the benefit of attending them, please, let's plan that next year, because it was outstanding. Outstanding. Really, the quality of the music and talent of our kids is amazing. And I'll take this time to also thank all our music teachers and the entire district, because the work has been outstanding.

- MSBA Board Meeting was Friday afternoon.
- The voted to move Somerville's project forward, into the next phase.
- The vote by the MSBA Board is a required step that occurs at several points throughout the multi-year process.
- Beginning next month, we will start a formal procurement process to hire an Owner's Project Manager to oversee the project, and then a Design/Architecture firm. In both processes the School Building Committee will be directly involved, and the MSBA will ultimately need to approve the hires.
- next steps are:
 - Orientation for next Module this week
 - Email to the SPS community this week

Mr. Biton: Thanks for the updates. I am curious when the city website on the MSBA (somervillema.gov/msba) which is sort of the portal that we keep referring families to, will be updated with this new information. As of right this moment, the website says the eligibility phase will end on November 29, 2024 so I do think that since there is such great interest around this, that we should try our very best to keep this updated.

Ms. Pitone: I know this is the press release around the correction that was requested and talked about the end of next year. I just want to reiterate that the city has said November 2025 was the latest they could get the decision to be made to not interrupt the process. And I'm still going to hold out that the CAG comes up with a recommendation for November 2025. I'm going to keep requesting that and hoping that that accelerates.

Mr. Green: At our last CAG meeting, the CAG was fairly insistent that they too wanted to figure out a way to speed up the timeline. We are having a meeting on Thursday, I hope just to have some sense on whether or not that's going to happen or have something to report to you.

VIII. ITEMS FROM BOARD MEMBERS

Ms. Pitone: A quick announcement that came across our email addressing on social media, to publicize about the YMCA having open hours for our Somerville High School students, in particular, Friday evening, from 7 to 9pm. It's movies, food and socializing. On Sundays, from 2 to 4pm, it's basketball and access to the gym and working out. I encourage anyone to get the word out about this accessibility to open free times at the YMCA, Friday, from 7 to 9pm for a more social time and Sunday, from 2 to 4pm to be more of an athletic or exercise time.

Mr. Biton: I had the opportunity to meet with the individual who commented a few meetings ago about our field trip opportunities. We had a very productive conversation. I wanted to see if there was an interest in having a conversation here in the school committee about Dr Davis, something you just addressed. So maybe when, when you are ready to have that conversation around identifying field trips that are aligned with our curricula. I think that would be a really useful conversation. I'm particularly interested in setting this goal that each student in our district will have an enrichment opportunity either off site or on site learning for each student each year. I'm not saying that

would be funded by the school committee who could be in collaboration with partners like our PTA, but just wanted to see if there was interest at a future meeting to discuss that.

Ms. Pitone: Something that could be helpful in this process is some type of inventory of the types of field trips that are happening in different schools. I also know that every year might be different, but having an idea of the scope of field trips that are happening in the different schools would be helpful.

Dr. Boston Davis: We have that information pretty easily available. Credit to Danielle Barry who is amazing and able to organize that. Erica Garcia previously also organized this and did a very excellent job organizing that. We have that information readily available. What are we hoping the goal for the conversation to be? That would help me to prepare as best as I can get some information. Obviously, so many educators are very dedicated so it's also kind of making sure that in dialog and collaboration there is understanding based on wherever the goals of the conversation are.

Ms. Pitone: Field trips are often a reflection of the educators comfort and desire to take kids off site and educators, they can be comfortable in classes but not off site, are not necessarily their skill set, particularly for overnights. Which in general are volunteers, things that educators do and parents try to fill in. I think I want to make sure when we feel that conversation and that context is there, and I also want to really incorporate our director of Equity and Excellence into this conversation, because it's a really hard one to have because we don't want to take away from students at the same time. If we're not having equitable experiences, it can be really challenging for our value set.

Dr. Ackman: I'm very cautious about how we are defining equitable. While we prioritize neighborhood schools, we also have permanent families to choose schools that have various opportunities. I think there's a lot of work that is wonderfully being done, like assessing and having the same assessments across the board, and being able to understand that I firmly slow elements of their own culture and community and values. So I don't disagree, and I'm very excited for the conversation, but I'm also cautious as to how we are using equitable.

Mr. Biton: I think the goal would be coming to some kind of consensus around what our goals as a school committee should be, for our for offsite learning opportunities in alignment with our curriculum, which is, again, what you already alluded to.

IX. CONDOLENCES

No condolences

X. ADJOURNMENT

Meeting was adjourned 8:47 p.m.

Related documents:

Agenda

[Weather Preparedness Memo](#)

[Facility Update](#)

[SEPAAC Survey Presentation](#)

Submitted by: C. Legaski

Attach Documents Starting on the next page

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CITY COUNCIL CHAMBERS – CITY HALL
REGULAR MEETING – DECEMBER 16, 2024 – 7:00 P.M.

Pursuant to Chapter 20 of the Acts of 2024, this meeting of the School Committee will be conducted via hybrid participation.

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

To **watch** this Regular School Committee meeting live from home please visit the following link:
somerillema.gov/GovTVLive

To **listen** live to the simultaneous interpretation of this meeting in **Spanish, Portuguese or Haitian Creole**, or to participate in Public Comment, please join this Zoom Webinar and choose your desired language by clicking the interpretation globe on the Zoom:

https://k12somerille.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEg

Meeting ID: 869 0362 0322

Password: SPSSC24

Somerville Public Schools - School Committee Goals 2023 - 2025

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

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

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

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

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

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

ORDER OF BUSINESS

I. CALL TO ORDER

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

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

III. PUBLIC COMMENT – In person or via Zoom

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

https://k12somerille.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEg

Meeting ID: 869 0362 0322

Password: SPSSC24

IV. REPORT OF SUPERINTENDENT

A. District Report

- Weather Preparedness Memo (Ms. Anosike)
- Facility Update (Ms. Anosike)
- SEPAC Survey Presentation (Mr. Arellano/SEPAC Members)

V. Report of Subcommittees

A. School Committee Meeting for Educational Programs and Instruction Subcommittee

Meeting: December 12, 2024 (Dr. Ackman)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction Subcommittee Meeting for December 12, 2024

VI. NEW BUSINESS

A. AFSCME Food Services Integrated Contract

Motion: To authorize the chair to sign the AFSCME Food Services Integrated Contract

B. Somerville Public Schools Policy Manual

The following policy are being presented this evening for a first reading

- Policy Manual Review: Section A

C. Donation (Recommended action: Approval)

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

Donation	Donor	City, State	Value	Program
Monetary – to the Library Department	Shalom Somerville	Somerville, MA	\$7,000.00	To allow all SPS 2 nd graders to attend the "Library Lion Show" at the Adam Theatre.

VII. UNFINISHED BUSINESS

A. MSBA Update

VIII. ITEMS FROM COMMITTEE MEMBERS

IX. CONDOLENCES

X. ADJOURNMENT

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

Español - Para Interpretación

Para **ver** la Reunión Regular del Comité Escolar el 16 de noviembre a las 7:00, en vivo desde casa, visite el siguiente enlace y elija **GovTV**: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

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

https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMIOvsJ0WNEq

Identificación de la reunión: 869 0362 0322

Contraseña: SPSSC24

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

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 16 de dezembro o às 7:00, ao vivo de casa, visite o seguinte link e selecione **GovTV**: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

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

https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEq

ID da reunião: 869 0362 0322

Senha: SPSC24

Kreyòl ayisyen - Pou entèpretasyon

Pou **gade** reyinyon regilye Komite Lekòl la 16 desanm a 7:00, an dirèk nan kay la, vizite lyen sa a epi chwazi **GovTV**: <https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

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

https://k12somerville.zoom.us/webinar/register/WN_EB-AFq7pR0SMI0vsJ0WNEq

Reyinyon ID: 869 0362 0322

Modpas: SPSSC23