

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, November 03, 2025 - Regular Meeting**

7:00 p.m. – City Hall Chambers

**Members present:** Ms. Pitone (arrived 7:01), Dr. Ackman(arrived 7:01), Mr. Green(arrived 7:01), Mr. Biton, President Davis, Ms. Barish, Dr. Phillips, and Ms. Krepchin **Members Absent:** Mayor Ballantyne

**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 Krepchin asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT –8 –Ms. Pitone, Dr. Ackman, Mr. Green, Mr. Biton, President Davis, Ms. Barish, Dr. Phillips, and Ms. Krepchin **ABSENT** – Mayor Ballantyne

**II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES**

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

- **Homecoming Spirit Week:**

- First Spirit Week of the year held successfully.
- High participation from students and staff, with adherence to themes.
- No disciplinary issues reported, an improvement from past years.

- **Homecoming Dance:**

- Over 500 students attended.
- Event went very well overall

- **Halloween Fundraisers:**

- Special Education "Boo Bags"**: Sold in the school store for \$4 each.
- Junior Class "Boo for Your Booze"**: Fundraiser with people in inflatable costumes delivering spooky songs to classes.
- Senior Costume Contest**: Exceptional turnout; nearly double participation compared to last year.
- Plans to introduce a **Teacher Costume Contest** next year due to high engagement.

- **PTSA Holiday Gift Card Drive:**

- Started earlier this year to support students facing potential food insecurity due to lost SNAP benefits.

- **Greater Boston Regional Student Advisory Council Update:**

- Online meeting held to explore community dialogues.
- Student leaders will host small town halls to gather public input.

**Somerville STEM Week Successes**

- **Climate Lessons with 5th Graders (Oct 15):**

- SHS students co-led climate change lessons at middle/elementary schools
- High engagement and curiosity from 5th graders.
- Provided new climate education opportunities for high school students.

- **STEM Week Follow-up:**

- College students (from Lesley, Harvard, etc.) provided more in-depth lessons on local climate issues, such as storm drains in Somerville
- Focused on localizing climate change to show direct community impact.

**Dr. Ackman:** Thank you for the updates. I'm curious whether current SHS students, who were recently middle schoolers, are part of conversations about improving middle grades curricula and experiences. If not, is there a way to include their perspective, especially given the work being done with upper elementary grades?

**Dr. Jessica Boston Davis:** As we re-envision the middle grades experience, student input including from high schoolers will be central. STEM Week is an example of student-centered leadership in action, and we will continue engaging students throughout the year as we strengthen and rethink middle grades.

**Mr. Green:** Is the district planning to share a list of all school SNAP benefit fundraisers to help amplify efforts and connect donors with schools?

**Dr. Carmona:** District-wide efforts are underway, with SFLC coordinating how schools can share resources and meet needs across the district. Final outcomes will be shared once available.

**Chair Krepchin:** And then just to follow up, how are we coordinating or helping to let people in the public know if they have money to help the most effective way to help.

**Dr. Carmona:** Yeah, so I know that, again, part of what I was going to share today was, providing some information through our website, but I know that we will be reaching out to the families again through SFLC to let them know.

**Ms. Pitone:** Thank you for the update. How do students perceive the shift toward a more engaged, high-spirit culture at the high school, and what roles are students and staff playing in that change?

**Aidan Becker:** The shift in school spirit is due to older students graduating and Principal Kirsten's emphasis on student leadership. Student leaders now focus on creating enjoyable events, with guidance from advisors, and fundraising is supported through broader efforts like GoFundMe and bake sales.

**Blavka Kalia:** This year, student leadership has grown through initiatives like student-led Highlander Habits, peer mentoring, and the creation of the new BSHS rubric. These opportunities, supported by Principal Kirsten, help shape school culture and foster spirit while enabling more enjoyable events.

**Aidan Becker:** Early student leadership, through freshman class officers and peer mentoring, is increasing engagement and school spirit, giving 9th graders a sense of ownership in shaping their high school experience.

**Ms. Barish:** This is a comprehensive and exciting update on student voice and culture shifts. Sharing this work more broadly would help expand awareness of these grassroots efforts.

**Dr. Carmona:** Building on Blavka and Aidan's suggestions, we plan to meet regularly with high school leaders to support student voice, empowerment, and advocacy as part of our strategic plan.

**Ms Barish:** I'm just curious, you were talking about community dialogues. Will the leaders at each school decide what the topic of that conversation is or is the topic the same across all schools.

**Aidan Becker:** Our school's council, part of DESC and one of fewer than 50 in Massachusetts, focuses on emotional

health this year, analyzing student mental health and sleep data. Next, we plan to gather community input to guide further action.

**Mr. Green:** I echo Ms. Pitone’s request to see a presentation on the steps schools are taking to expand student voice and engagement as part of long-term strategies to improve outcomes.

**Dr. Phillips:** A friendly reminder that we have Policy JIB on student involvement and decision-making. It outlines how often the School Committee should meet with the Student Advisory Committee and the support the superintendent may provide. This policy can guide how we work more closely with our student leaders.

**Mr. Green:** It's also required by state law.

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

- September 8, 2025
- September 29, 2025
- October 06, 2025

**MOTION:** There was a motion by Mr. Biton, seconded by Dr. Ackman, to approve the minutes from September 8, 2025, September 29, 2025, and October 06, 2025.

The motion was approved unanimously via roll call vote.

### **IV. PUBLIC COMMENT**

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

**Abby Hair: I live at 13A Quincy and am a parent of students at East Somerville Community School and the Capuano.** As you prepare to review the latest facilities report, I urge you to determine what DPW and ISD need in order to address several ongoing issues. First, the rodent problem while improved remains a concern at both schools. What are the barriers to making our buildings fully pest-free? It doesn’t seem sustainable to rely on teachers to submit 311 requests; it’s yet another responsibility placed on them, and in what other profession are employees expected to secure their own safe work environment? Second, Capuano has been without hot water for the entire school year. This is a health and hygiene issue, and it becomes increasingly uncomfortable as the weather gets colder. Please identify what DPW needs to resolve plumbing issues more quickly, and take action to ensure timely repairs. Finally, I am concerned about custodial staffing at East. With 750 students in the building, there is only one custodian. Please look into why DPW is having trouble hiring additional staff and whether a budget adjustment is needed to add a second position. Once the cause is clear, take steps to fix this inequitable staffing situation. Thank you.

**Anna Feingold: I’m a Ward 1 resident at 95 Franklin in East Somerville, and my child attends East Somerville Community School.** I want to focus my comments on special education needs and the district’s initiatives in this area. I attended the recent Zoom meeting on this topic, but couldn’t unmute, so I’m sharing my comments now. I want to emphasize that this is not just a SEPAC issue. I am not a SEPAC member, and my child does not have an IEP. As a non-SEPAC parent, I was deeply concerned like many others by the many stories shared at the end of last school year about significant failures to provide required special education services. That cannot be the status quo in our district, and many non-CPAC families feel the same way. For many of us, this is a clear equity issue. As an SPS parent, I judge the quality of our schools not by how well my child learns, but by how well *all* children are supported. A strong inclusion model is essential not only for equity, but because when all students get the services they deserve, the entire community benefits. My husband and I chose public school because we believe our child should learn in a system that models true inclusion—one that walks the walk, not just talks about it. Many SEPAC and non-SEPAC families alike heard those stories and are looking to the Committee and the district to move this work forward meaningfully. On a different note, regarding the rat issue: my first grader recently reminded me

completely on their own that they must be careful not to drop crumbs during classroom snack time because “we don’t want any creepy crawlies.” I want to echo the call for addressing this problem. Thank you.

## **V. REPORT OF SUPERINTENDENT**

### **A. District Report**

***Note- Superintendent Update: School Committee Meeting- Monday, November 3, 2025***

#### **INTRODUCTION & SNAP/FOOD**

Tonight, my report highlights several important ways we live out the mission of Somerville Public Schools.

Our schools do so much more than teach lessons - they care for children in countless ways. Each day, we provide a safe and caring environment, nourishing meals, and the support that students need to grow and learn.

Beyond the classroom, we strive to provide guidance that helps students and their families access the resources they need.

Right now, nearly half of our students - 48% - rely on the federally funded SNAP program for food assistance. With the government shutdown, that support has been put on hold, leaving many families in a very difficult position.

In response, it has been incredible to see how our community has stepped up. Our PTAs have organized donation drives, while local providers have mobilized to collect and share resources with families who need them most.

And, the SFCL is working with “Food for Free” in hopes of running an additional market in November, and adding a brand new monthly food market at the Healey School in December.

As I shared in my letter to families last week, when we come together in this way to support our friends, neighbors, and classmates, we’re showing the very best of who we are as a district.

**If your student is hungry**, please remind them to come to school a little early and enjoy a free breakfast.

Our schools serve breakfast every day as early as:

- 7:15am at the high school
- 7:30 for K-8 students
- And, 8:15am for prekindergarteners.

Of course, lunch is free for every student in our district.

In addition, we have added a food security page on our district website to learn more about where to find food resources, or how to help others in need.

And a quick reminder our monthly Tuesday food markets at East and West Somerville will be held this Thursday at 2:30 pm, *just for this week*, to make room for Election Day tomorrow.

### **Acknowledgment to MAYOR BALLANTYNE**

Speaking of Election Day...

Tomorrow, our city will elect our next mayor, who will take office early in 2026. Before we cast our ballots, I want to take a moment to express our heartfelt thanks to Mayor Ballantyne for her incredible dedication to the young people of Somerville and her unwavering support for education across our city.

Throughout her two terms, she has been a true champion for our schools, and we are deeply grateful for her guidance - not just as Mayor, but also as an SPS parent, volunteer, and committed community leader.

I know we will have a chance to properly honor her at a future meeting, but it feels appropriate today, on the eve of Election Day, to recognize the mayor for all she has done for the students and families of Somerville.

Thank you, Mayor.

And, with the Election on the calendar tomorrow, a reminder to all of our families that **all schools are closed tomorrow, November 4.**

One person in our schools who *doesn't* always get enough recognition is the school nurse. And yet, their role is so important.

Every day, our nurses handle emergencies, give students their medications, and care for their health needs - all with warmth, kindness, and a steady hand. They truly make a difference in our students' lives.

I'm pleased to welcome Liz Quaratiello this evening. Liz is our Director of School Health Services, and she's here to give us a department update.

Welcome, Liz.

- **Health Update**

Liz Quaratiello Director of Health Services share her update

## Comments/Questions

**Mr. Green:** Thank you for your work supporting students' basic needs. I'd like data on how many students need services like glasses to help determine whether solutions can be funded individually or require a systemic approach.

**Director Quaratiello:** Yes, so of the 430 who did not pass their vision screening last year, about 60% of them did end up getting glasses. So about 40% did not. And there's a whole host of reasons for that.

**Mr. Green:** So about twenty students?

**Director Quaratiello:** Probably, yes, about.

**Chair Krepchin:** And to your point, it may not solely be about money.

**Director Quaratiello:** Not solely about money.

**Chair Krepchin:** I just wanted to clarify that.

**Mr. Green:** Concerned about families opting out of vaccines, he suggested enhancing education to address misinformation and clarify the health benefits.

**Director Quaratiello:** This is a very complex issue. Educating people requires their willingness to listen, and there are many competing sources of information. Local medical practices face challenges, especially those accepting federal funding, as they cannot refuse patients who decline vaccination and must work with them. One-on-one education by medical providers tends to be the most effective, while large campaigns may be beyond our scope, though the concern is understandable.

**Mr. Biton:** Asked about compliance with the new state regulation, 105 CMR 210.

**Director Quaratiello:** The regulation is now effective. Training requirements add a layer to existing staff training, with challenges scheduling in-person sessions, so slides are provided for staff to complete on their own time.

**Mr. Biton:** Thanks, that's really helpful. You mentioned other nurse managers across the state facing this late change hopefully we can learn from their experience as we gain our own.

**Director Quaratiello:** Yes, absolutely. We are exchanging ideas and sharing concerns at the state level as well.

- **MLE Presentation**

Paulina Mitropoulos Director of Multilingual Learner Education shared her presentations

## Comments/Questions

**Ms. Barish:** Asked about student turnover, including how many of last year's 1,123 students remain and the typical year-to-year loss.

**Director Mitropoulos:** Several factors contribute to student turnover. Typically, we lose about 10% of students who exit EL status, and 12th graders graduate. Withdrawal numbers are fairly consistent. The biggest change this year is in newcomer enrollment, which is about half of what it was at this time last year.

**Ms Barish:** I'm particularly interested in the number of students who have withdrawn to attend schools in other districts.

**Director Mitropoulos:** I don't have that number offhand, but we can definitely pull the data.

**Ms Barish:** I'm curious because student withdrawals likely impact these numbers. The 1,196 students don't include all of last year's 1,123, and I'd like to understand the breakdown.

**Ms Pitone:** Thank you for sharing this information. I have a question about how your department partners with building leadership to understand and assess adoption of high-quality MLA practices. How do we ensure all teachers complete the training especially beyond third-year teachers and how does your department support building leadership in assessing adoption of these practices?

**Director Mitropoulos:** We work with principals and district leaders to assess and embed high-quality practices for multilingual learners through learning walks and ongoing conversations across schools and grade levels.

**Chair Krepchin:** I don't know if you guys wanted to respond to Laura's other question about PD, and how we sort of encourage other teachers to get it?

**Dr. Carmona:** We focus on implementing proven second language acquisition practices through teacher feedback, leadership support, and collaboration with special education. New instructional materials and scaffolds help embed these practices, though there is ongoing work to make them habitual across classrooms.

**Mr. Green:** My question concerns changing languages in the district. As the school's representative to the CAST board, I learned that parent outreach surveys for the current grant may need translation into multiple languages. The most common languages are Portuguese and Spanish, but this year the third most common is Amharic, followed by Nepalese and Haitian Creole. Are we seeing similar shifts in the district, and what might this mean for practices and services?

**Paulina Mitropoulos:** Based on multilingual learner enrollment data, we've seen an increase in Arabic-speaking students, sometimes surpassing Haitian Creole. As our population shifts, we need to examine available structures and services in different languages. We also use the language line to connect with families in all languages, which helps address these changes.

**Dr. Phillips:** Thank you for the presentation. Could you share how the practices in the Equity in Action Guide are being reinforced by literacy and math coaches and how they work together?

**Director Mitropoulos:** Great question. Collaboration is key. We meet regularly with curriculum coordinators, math coaches, and literacy coaches to align practices for multilingual learners. We review existing tools and research to ensure these practices are integrated into literacy and math instruction, adjusting as needed to support multilingual learners effectively.

**Mr. Green:** Following up on my last question, are we working with early childhood providers? This helps us anticipate needs and support a seamless transition to English fluency.

**Director Mitropoulos:** Yes, SFLC and the Early Childhood Department are involved, though Ruth may be better suited to provide full details.

**Mr. Biton:** Director Mitropoulos, thank you for a fantastic presentation. I was encouraged by the incremental improvements in the iReady data, though I recognize it's just a snapshot. Considering the challenging trends in MCAS scores over the past five years, I hope this data signals a reversal. Can you explain how you plan to analyze and adapt as new testing data become available?

**Director Mitropoulos:** Thank you for the question. It's encouraging that we now have iReady and DIBELS data, which allow us to monitor student progress. The fall iReady data show promising growth, including for multilingual learners, and it's positive that we aren't seeing a reversal. With data collected three times a year, we can track progress, aim to reduce the number of students three or more grade levels behind, and increase those on grade level. While iReady and DIBELS aren't fully normed for multilingual learners, these data are still valuable for identifying progress and informing instructional adjustments.

**Mr. Biton:** Tracking former multilingual (ML) students in the MCAS data was particularly helpful. It would be interesting to do the same for other tests as an additional indicator. Monitoring students who shift out of ML status could show whether they are set up for success in other coursework.

**Paulina Mitropoulos:** I love that idea. I haven't yet analyzed iReady and DIBELS data for former English learners, but I will look into it thank you for the suggestion.

**Dr. Ackman:** Feel free to tell me if this is too detailed, but I've spoken with multilingual educators who question the DIBELS subtest on nonsense words, feeling it may not be a valid assessment for the students they serve. I appreciate that we're using DIBELS, but since it's a full assessment battery, pulling out that subtest may not reflect students' abilities accurately. I'm curious about your perspective on how we're serving students, given that component isn't normed for multilingual learners.

**Director Mitropoulos:** Yes, the nonsense word subtest is less meaningful for multilingual learners. We focus more on oral reading fluency and other DIBELS components that provide deeper insight. Practicing nonsense words isn't very effective, as language learning is about connecting words to meaning. We are working to move away from outdated practices and focus on what truly supports multilingual learners.

## **VI. NEW BUSINESS(Out of Order)**

- Policy Manual Sections H and L

**Mr. Hachey:** Thank you. As many of you know, DESE has made significant changes to admissions requirements for career and technical education. We were fortunate to have our admissions policy renewed on November 21, so the policy you're reviewing now is already a newer version.

A few key points about the changes we're proposing:

The state now requires all CTE/vocational schools to use a lottery-based admissions process. In turn, sending middle school districts must follow strict guidelines to ensure access and equity for students applying to CTE vocational programs.

After reviewing the guidance, the SHS team believes we can eliminate the lottery requirement for rising 9th-grade students and instead accept all rising 9th graders into the exploratory program. We would maintain the lottery process for program selection in 10th grade.

As you know, our exploratory program runs for the entire 9th-grade year. The key reasons for removing the 9th-grade lottery are:

- We can accommodate projected enrollment for all rising 9th-grade students in the coming years.
- Historically, 80–90% of incoming freshmen enroll in CTE, leaving room for additional students if needed.
- Removing the lottery and application barriers supports open access and equity for all students.
- If enrollment increases unexpectedly, we can add additional rotations or sections to meet demand.



I'm happy to go over major changes in the redlined document. I won't go line by line, but I can highlight any areas you'd like to discuss.

**Chair Krepchin:** Everyone should have the document. Just so my colleagues are aware, this is a first reading. We received an extension on the DESE requirements, so while we can discuss it tonight with Mr. Hachey here, we will not vote on it until our next meeting.

**Dr. Phillips:** I have a couple of clarifying questions. First, regarding homeschooled students: the policy says that homeschooled students may apply to participate in CTE full-time. Does that mean they would then enroll at Somerville High and participate in CTE, or can they remain homeschooled and still attend CTE?

**Mr. Hachey:** They would enroll at Somerville High School and in the CTE program.

**Dr. Phillips:** Thank you. One more clarifying question—regarding students experiencing homelessness. The policy states that we are committed to providing educational opportunities and provides a phone number for support. Just to confirm: there is no change in their weight in the lottery if a student is homeless, correct?

**Mr. Hachey:** Correct.

**Ms. Pitone:** I just wanted to thank you for posting the red-line version. I know it may seem tedious, but without it we have to compare two separate policies and guess what has changed. For me, it's extremely helpful to see the edits clearly, so thank you for adding that today.

**Mr. Hachey:** That was a suggestion from the Superintendent's office.

**Dr. Ackman:** Thank you, and thank you for being here. This may be a question for the district: I assume our lawyers have reviewed this and confirmed that it is legally compliant with the new DESE requirements?

**Superintendent Carmona:** We fall into a slightly different category in terms of the requirements, so the lift for us is relatively light. But yes nothing will come to you for approval without review by our counsel.

**Mr. Green:** My recollection from when this came before the Rules Subcommittee is that we confirmed it had either already been reviewed by our lawyers or would be before submission. And as has been mentioned, we were already essentially in compliance, so this is more about checking required boxes. You can also see our deliberations in the Rules packet.

**Mr. Biton:** Following up on our Rules Subcommittee discussion, we talked about including provisions for non-residents who are eligible for Somerville Public Schools because their parents work in the district. Is that reflected in this policy?

**Mr. Hachey:** Yes. I did some additional research, and at a recent MAVA (Massachusetts Association of Vocational Administrators) meeting, I spoke with several superintendents. They advised not including specific language about CTE admissions for staff members' children, as those provisions are typically covered in the teachers' contract. If a staff member's child is allowed to attend Somerville Public Schools under the contract, then they have access to all Somerville High School programs, including CTE.

**Ms. Barish:** I reviewed the language in the CBA, and it states that any teacher's child attending Somerville Public Schools is entitled to everything a resident student is entitled to. So it is indeed covered there.

**Chair Krepchin:** Are there any more questions? If not, this will be on the agenda for a vote at our next meeting. If you have additional questions for Mr. Hachey, please send them ahead of time so he doesn't need to attend that meeting. Thank you for your time. Have a good evening.

## **VII. REPORT OF SUPERINTENDENT** (continue)

- **Facilities Update**

Amara Anosike, Chief of Staff along with Danielle Barry, Facilities, Transportation & Safety Coordinator share the Facilities update presentation

### **Comments/Questions**

**Chair Krepchin:** Thank you. I recently visited the Argenziano and was impressed by the new classroom it blends so seamlessly, it's hard to believe it wasn't always there.

**Dr. Phillips:** Thank you for your work. You've transformed previously weak relationships into strong collaborations and have helped guide the school building committee to advance district priorities. We appreciate your efforts.

**Dr. Ackman:** Thank you both for being here and for your great work, I echo my colleagues' sentiments. As someone who represents East Somerville and the three schools that, to my understanding, have the most student-reported rodent sightings, I'm very interested in the steps being taken. It's great to hear about the use of sealable containers, and I would like to understand how they are being implemented especially since, as a former preschool and elementary teacher, I know it's not easy to expect young children to keep spaces clean, nor should that responsibility fall on them. I also have questions about the walkthroughs with ISD. I'm not familiar with the city's structure, and I know we have a rat czar. I'm unsure whether that position is housed within ISD, and if they are involved in these walkthroughs. If not, I would strongly encourage including them. Thank you.

**Amara Anosike:** Colin Ziegler, the rat czar, participated in all of the walkthroughs. Regarding the sealable containers, that practice is in place across all schools, though some are using it more consistently than others. I want to emphasize that this is not the primary issue we're seeing or the main contributor to the rodent problem, and we do not want to place any undue burden on educators. The containers are just one of several strategies being considered.

**Dr. Ackman:** I'd like to understand what this looks like in practice. I'm glad we have and are providing sealed containers, but what does that actually look like for educators and students as part of rodent mitigation?

**Amara Anosike:** They're simply plastic storage containers. They are in almost every classroom.

**Daniella Barry:** Yes, essentially like Rubbermaid-style Tupperware.

**Dr. Ackman:** How are the containers integrated into the school day during snack time, or another routine? If there isn't a consistent plan yet, that's fine, but I'd like to see one next time. The goal is to avoid placing undue burden on students and educators, and having a clear routine helps achieve that. It would be helpful to hear not just that the bins exist, but how they are intended to be used and how it's going for students, educators, and families.

**Ms. Pitone:** Thank you for being here. I want to commend your strategic approach to facilities management, the systemic monitoring, and the strong partnership with the city. The additional capacity provided by the coordinator role has also been very helpful. I do have a question about the Brown building our oldest building. Are there upcoming updates or concerns we should be aware of, especially regarding risks, even though recent work like the boiler installation has been completed?

**Daniella Barry:** That information is included in the memo. The boiler at the Brown building is complete and fully operational.

**Mr. Green:** Thank you, and I want to recognize the real progress in systematizing and routinizing these efforts over multiple years. I also share Dr. Ackman’s concerns about the bins they aren’t a sustainable solution and risk placing blame on students for normal behavior like eating. Additionally, regarding the Capuano building, about 10% lacked hot water into early November. This shouldn’t have required a walkthrough to identify, and I’m concerned about the delay in district-level attention.

**Daniella Barry:** To clarify, walkthroughs occurred in early September. Initially, faucets and valves were replaced to locate the issue, and now a larger-scale fix is underway, replacing the hot water circulator. The problem affected roughly 10% of the building.

**Mr. Green:** I appreciate the context, but 10% of the building lacking hot water is still significant. How can we identify and address these issues more quickly, treating them as systemic problems rather than routine delays?

**Amara Anosike:** I’d add that issues can also be reported immediately through 311, which goes directly to city departments and plumbers. Walkthroughs are just one way to identify maintenance needs they help prioritize issues and let principals communicate directly with city staff. We also receive calls and messages regularly, so walkthroughs are not the only method for raising concerns.

**Mr. Biton:** I was saddened to see the removal of the inclusive Orbit equipment at Argenziano playground. If safety was the concern, that’s understandable, but what is the longer-term plan for replacing it with another inclusive feature? Have those discussions progressed?

**Amara Anosike:** The immediate focus was mitigating the safety risk, as children had been injured. We will be in discussions with PSoft and city officials about what to replace it with, and we recognize it will be a loss.

**Mr. Biton:** I request that in those conversations we prioritize including other inclusive playground features. Safety is paramount, but ensuring accessibility for all students is also important.

**Dr. Ackman:** I noticed this wasn’t addressed in the presentation. When a teacher observes a building issue, how is that communicated? My hope is that if I ask any teacher in the district, they would give a consistent answer.

**Danielle Barry:** We’ve advised principals to have staff report building issues via email to the principal and AP, CC’ing the school secretary, so one of them can enter it into the 311 system.

**Dr. Ackman:** How is that working?

**Danielle Barry:** So far, it seems to be working systematically across the district. Staff can also report issues directly to the secretary, which is acceptable.

**Ms. Pitone:** Thank you for the reminder about the memo. I’d like it added to this meeting’s packet. I also received a photo of foundation cracks at the Brown School. Can you speak to what’s known and the plans for addressing them, even if the memo doesn’t include every action?

**Amara Anosike:** The cracks are being monitored by IAM and Capital Projects, so I’d defer to them for current status. They are reviewed periodically. Regarding the Brown School overall, the district is considering the MSBA process and swing space strategy. This is a significant concern, but it falls outside routine walkthroughs and requires a broader, systematic approach with multiple partners beyond facilities maintenance.

**Ms. Pitone:** I’d like to request a follow-up with building facilities management on the Brown School cracks. Unless

Mr. Biton and Mr. Davis feel it's unnecessary, I'd like more details on stability, monitoring, leak prevention, and overall plans. This would help provide confidence that the district understands the scope of the issue and the steps being taken.

**Superintendent Carmona:**The cracks are concerning. There are small gauges in the cracks that show whether they're expanding. I check them every time I enter the building, but I don't have expertise to fully interpret them. We've raised concerns with the team, and they've assured us the cracks are being monitored. However, the degree and method of monitoring is a good question, and I haven't yet received a report on that specific measure.

**Ms. Pitone:** I agree on monitoring, but we also need to understand structural integrity, whether there's concern, and what the plan is. Regardless of future MSBA or mayoral decisions, the school must remain safe and functional for the next several years.

**Chair Krepchin:** I have a question about custodians. They work for DPW, not the district, but do we know how many are currently assigned to the East Somerville School and how that compares to the past? It sounds like there may only be one, but it is a large school.

**Danielle Barry:** I believe the East Somerville School has one daytime custodian and two evening custodians.

**Ms. Pitone:** It would be helpful to have a memo or report on custodial staffing across all buildings, including current levels, concerns, and plans, since different schools have varying needs some with 250 people and others with 700 plus.

**Chair Krepchin:** I agree, that would be very helpful.

**Ms. Barrish:** It would be helpful if the memo also explained how custodial staffing decisions are made who is responsible, and what the process looks like since these staff are not district employees but work in district buildings.

## **B. PERSONNEL REPORT**

- October

## **VIII. REPORTS OF SUBCOMMITTEES**

### **A. School Committee Meeting for the Rules Management Subcommittee Meeting: October 20, 2025 (Ms. Barish)**

**MOTION:** There was a motion by Ms. Barish, seconded by Dr. Phillips to accept the report of the School Committee Meeting for the Finance and Facilities Subcommittee Meeting for October 20, 2025

The motion was approved unanimously via roll call vote.

## **IX. UNFINISHED BUSINESSES**

- **Out Of School Budget Approval**

**Superintendent Carmona:** At our last committee meeting, we discussed two options for fee increases: \$15 and \$20. After review, we continue to recommend a \$20 increase for full-paying accounts only. Sliding-scale or non-paying accounts would not see any increase, as that would only add about \$10,000. The \$20 increase is needed to address the current deficit, support capacity growth in out-of-school time and community school programs, and allow for better accounting and leadership support, including potentially hiring an accounts receivable staff member.

**Mr. Green:** I agree with raising only the top scale and not adjusting the sliding scale for now. I also suggest considering that some full-paying families might qualify for a lower rate if they applied for financial aid. If so, we

could raise the top end by more than \$20 while allowing families who reapply to adjust their payments. This ensures that those who cannot afford the increase are not unfairly burdened.

**Ms Pitone:** Thank you for the memo and for reconsidering whether increasing fees for sliding-scale families is worthwhile. I want to clarify: the second bullet suggested adding all those amounts your proposal is that none of that will happen, correct? Regarding Mr. Green's point about families for whom \$20 may be a hardship, I understand there will be communication allowing families to request adjustments. I'm not sure of the exact process, but I appreciate the approach and fully support your recommendation.

**MOTION:** *There was a motion by Ms Pitone, seconded by Mr. Biton, to approved the option one \$20 increase for the weekly cost for community schools for only the full paying families.*

**Superintendent Carmona:** The SFLC emphasized not making any adjustments until we've had about three months to share information and gather community feedback. While we've already responded to individual parent concerns, a full communication process will be implemented once a conclusion is reached.

**Dr. Phillips:** I've spoken with several constituents, and most are supportive. One parent with three children, two in kindergarten, noted that \$20/week is a significant burden, as there are limited out-of-school time options for kindergarten. I referred her to SFLC, but this may be worth highlighting in communications. Additionally, regarding community school pricing, market research and comparables like the Y or Elizabeth Peabody can help, but another approach is to ask families what they are willing to pay. Perhaps we could offer an option for families to donate more weekly to support program sustainability and gauge what the community is willing to contribute long-term.

**Ms. Barish:** I've spoken with several people, and most support increasing staff pay. One family with three children noted that while \$20/week is manageable, \$62/week would have been difficult when their kids were in the program. Across the board, people emphasized the importance of a clear communications plan, including transparency about the situation and how families can request waivers or reduced fees. There also seems to be some confusion regarding the budget: under expenses, contracted services are listed, but my understanding is that these come from a separate budget line, not the revolving account funded by tuition. Can you clarify whether free out-of-school time programming is paid from the same revolving account?

**Superintendent Carmona:** Some services are funded through a double allocation for both out-of-school time and community schools, but these costs are covered by our local budget.

**Ms Barish:** There was a question about whether tuition is subsidizing free programming the answer seems to be no, though the previous presentation suggested trimming free programs could ease stress on the revolving account. Since a transfer is planned, that option is not being pursued. Clearer communication about how free programming is funded would be helpful. I also suggest considering a pay-what-you-can option for free out-of-school time programs. Even modest contributions \$10-\$15/week from families could support the district overall, even if it doesn't relieve the revolving account.

**Superintendent Carmona:** I agree we need to clarify funding for free programming. Community schools receive services like field trips and other offerings, some of which are also funded through out-of-school time accounts, creating overlap. We need to strengthen these lines and ensure clarity around funding sources, and revisions are planned as part of this process.

**Dr. Ackman:** I appreciate Ms. Barish's thoughtful engagement. I'm cautious about a pay-what-you-can model for free programs. Research suggests it can unintentionally discourage those who need it most from participating, unlike asking families to pay a bit more for existing paid programs. While well-intentioned, it may have unintended effects.

**Mr. Biton:**One concern I've heard is about how financial aid decisions are communicated. Some parents don't understand the factors involved or how they're weighted. In addition to proactively informing families that aid is available, we should clearly explain how decisions are made.

**Superintendent Carmona:**To clarify, there's a lot of confidentiality involved. Some staff request assistance without being identified. Are we discussing how individual families understand their eligibility or how we communicate the process to the broader community?

**Chair Krepchin:** Is it clear what the qualifications are for financial aid? How do families know if they qualify for the sliding scale?

**Superintendent Carmona:**The clarity of that communication is questionable. We ask for evidence of a family's ability to pay, but the exact metrics used need to be confirmed. I'll follow up to clarify this process.

**Ms Pitone:** Thank you, Mr. Biton, for raising the issue of transparency. While financial situations vary by family, more clarity on whether there's a model or if decisions are case-by-case would be helpful, though I trust the team to handle it appropriately. I also want to clarify that the changes start in January, so the motion should reflect that. Regarding Dr. Phillips' idea of allowing families to voluntarily contribute more, I think it's thoughtful but don't want it added to the motion I trust the superintendent's office to decide whether to implement it.

**Dr. Phillips:** I received feedback on community school enrollment criteria. It's no longer first-come, first-served, which is good, but one criterion is whether the child participated last year. Some families feel this prevents new participants from accessing the program, even as we try to be equitable. It's something to consider as the program evolves.

**Mr. Green:** In my outreach, I heard that small increases for lower-paying families have a bigger impact on them but don't raise much revenue, so it's good we addressed that. I also heard that some families still perceive community schools as for privileged working families, which isn't the intent. We should consider: Who is the target audience for community schools, and how do we ensure that the programs are reaching them, especially in light of subsidized programs and losses at other providers like the Y and EPH?

**Dr. Ackman:** I'm happy to review communications from a parent perspective to ensure that what's intended is actually being understood. While colleagues may also be willing, I volunteer to help provide feedback and strengthen the message.

**MOTION:** There was a motion by Ms Pitone, seconded by Mr. Biton to approved the increase of \$20.00. The motion was approved unanimously via roll call vote.

- **MASC Conference Resolution**

Chair Krepchin in our last meeting we voted to have Mr. Green to be the representative and Ms Pitone as our alternate asked if there were any feedbacks to the resolution being there is none.

## **X. NEW BUSINESS**

### **A. Competency Determination- First reading**

**Dr. Boston Davis:** In your packet, you have the first draft of the Competency Determination Policy. As a reminder, every district in the Commonwealth must now adopt such a policy since MCAS can no longer be used for this purpose. This draft was created based on the criteria shared over the last few meetings, which are also summarized on the first page of the memo. It was developed collaboratively with administrators from Somerville High School, Full Circle, and several district-wide leaders including Paula O'Sullivan, Paulina Mitropoulos, and Idelfonso Arellano. Many colleagues reviewed and provided feedback throughout the process. We also examined policies from other districts—

both those already approved and those still in draft form and borrowed or adapted language where it made sense, tailoring it to the needs and goals of Somerville High School and Full Circle. This has been a thorough, iterative, and collaborative process, and we welcome all feedback to prepare a final version for approval. I also want to clarify a question raised at our last meeting: this will be an official School Committee policy, just like our graduation requirements. I confirmed this with our counsel.

**Chair Krepchin:** Okay, so this is our first reading this evening. We'll have this on the agenda again next time.

**Ms. Pitone:** Thank you, Dr. Boston Davis, for sharing this and for explaining the process that led to this draft. I want to make sure I fully understand the structure. I'll use U.S. History as an example:

"Satisfactorily completing the coursework" means a student passes the class, correct?

Starting with the Class of 2028, in addition to passing the class, students must also complete an additional requirement either pass the final assessment (since a student can pass a class without passing the final), or complete a capstone, benchmark assessment, or another option listed.

I just want to confirm that beginning with the Class of 2028, there is this additional layer of demonstration, so that it's not simply a matter of scraping by with a D in the course. Could you clarify whether I'm understanding that correctly?

**Dr. Boston Davis:** Thank you for that question. I should have framed this earlier. We drafted the policy to be as broad as possible, which is consistent with DESE's guidance and with what every other district we reviewed has done. To be very clear, we do not intend to make a final exam or any single high-stakes assessment the only way a student can meet the competency determination. The broad language is intentional so that schools can use a combination of measures. What I'm hearing from several department chairs is that they're developing thoughtful, creative approaches such as series of benchmark assessments, projects, and other types of demonstrations of learning, not just traditional tests. So yes, the policy allows for multiple options, but in practice, we do not plan to rely solely on a single assessment for students to demonstrate competency in a course.

**Ms Pitone:** Thank you. Just for my own clarity I understand there are many options, but it sounds like students will need to do something in addition to simply earning a D in the class in order to pass. It will vary by course, but that's the general idea, correct?

**Dr. Boston Davis:** That is correct. Our proposal is to begin this with the Class of 2028. Students will need to both satisfactorily complete the coursework using the policy's and DESE's language and also demonstrate mastery. Right now, that's reflected in a passing grade, but going forward, demonstration of mastery will likely involve a capstone-style project or a series of benchmark assessments. And to be clear, "assessment" does not mean only a traditional written exam.

**Ms Pitone:** Just quickly this is extremely helpful. I had been struggling to understand how this differed from simply passing classes, so thank you for clarifying that.

**Dr. Ackman:** Thank you this is comprehensive and thoughtful. Since the competency standards align to 10th-grade expectations, I see this as an opportunity to show juniors and seniors that we still have high expectations for them. I assume the 10th-grade standard comes from DESE, but was there any consideration of setting a higher bar or expanding beyond that? And if not, how do we show students we remain invested in their learning after they meet the competency requirement?

**Dr. Boston Davis:** Great question. The competency determination policy is meant to measure mastery of 10th-grade standards that's how the state guidance is written and what it intends. That said, our graduation requirements go well beyond 10th-grade math and English, and that is where we expect students to demonstrate learning past those standards. But the competency determination itself, by definition, is aligned specifically to mastery of 10th-grade expectations.

**Dr. Phillips:** You answered my original question when you responded to Ms. Pitone, but in doing so you said something very Somerville: that it's not our intention to replace one high-stakes test with another. I think that's an important value statement, and I would love to see it reflected somewhere in the policy.

**Mr. Green:** My comment connects well to that. As someone who's worked on these issues for years, I really appreciate the prominence of portfolios and capstone projects in this policy. I hope we'll see more of that approach from the state as well. That said, there will be times when capstone products aren't possible or advisable, and there should be room for that. But I'd love for the policy to clearly state that, whenever possible, the competency assessment should be a piece of work not an exam.

**Ms. Barish:** I have a general question. I shared some suggested language with Dr. Boston Davis. Is that the best way to contribute should we just email you directly as we think of things?

**Dr. Boston Davis:** Thank you for asking. Yes, email is very helpful. I'll share all questions and recommendations with the team I mentioned earlier to get their reactions and think through what changes would look like in practice. I'll also show them tracked changes with suggested language. My guess is that most language-related edits will be fine. For broader suggestions like stating that, whenever possible, competency determinations should be based on a piece of work rather than an exam I want to get full feedback from the team. I'll draft revised language based on your recommendations and share it back once I have their input.

**Mr. Biton:** Building on the conversation about assessments, I want to acknowledge that students demonstrate knowledge in different ways. For some, exams are the most comfortable or natural way to show competency, so it's important to include that as one option among others. I appreciate seeing that reflected here.

**Dr. Boston Davis:** Thank you for that feedback. Department chairs raised the same point, and it's important to include. I will incorporate this language and the discussion as we seek further input.

## **B. SHORE Educational Collaborative Report (Dr. Ackman)**

**Ms. Barish:** I noticed in the document that was shared in the packet that some organization offered haircuts at an event earlier in the year, and I wondered, who offers the haircuts, and whether that might be an opportunity for our cosmetology program in the future? Bring that to them. Thank you.

## **C. Somerville Public Schools Policy Manual**

The following policy is being presented this evening for the **first** reading

- File JFAAA- M.G.L. Chapter 74 CTE Program Admissions Policy- **Table**
- Policy Manual Section H and L- **Table**

Ms. Barish presents the context of the School Policy Manual.

**Dr. Phillips:** Sorry, lots of comments for me tonight. Just wanted to thank you and the committee for a whole lot of work and some very clear communications.

**Ms. Pitone:** I just want to add to the thanks, and I very much appreciate the report and the track changes version, because you get the whole story. So, thank you for creating nice succinct but comprehensive reports that can align



the changes and that's very valuable. Thank you.

**Mr. Green:** I just want to make clear that all things to go to Miss Barish, Mr. Biton and I may have supported, but this has been a process organized, structured, and led by Ms. Barish for quite some time. So, I'll make sure that that credit goes where credit is due. I've said before as a prior rule share that Ms. Barish may be the best rule of committee chair, this rule committee has ever had and this process is proof of that. And the one sometimes I want to say is, as a person who did suggest that we want to make sure. There's a reference to the policy manual to where, those playwrights are, the reason for that, is just perception matters, and if we take those rights out of the mail entirely. People who, I only hear that is us taking employee rights out of the policy manual. And I don't think that's a look we particularly want, so if we can't put them somewhere, then I would say we should put them back in the policy place should be somewhere.

**Ms. Barish:** I thank you for the thanks, Ms. Mellon is doing the real heavy lifting. Um, I wish that this process was going to be over before I'm gone, but it doesn't look possible, so.

**Mr. Biton:** I also want to extend my appreciation to Ms. Barrish. This has been an exciting process, I think, as far as exciting as a comprehensive rules overview, can be. I just wanted to request that when the final clean version gets put together. That it includes either the revised date at the bottom, or reviewed. If we kept, if we made no changes just to indicate that this was reviewed per our new rules revision policy. Thanks.

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**D. Donation:** (Recommended action: approval)

The Superintendent recommends acceptance, with gratitude, of the following

**MOTION:** There was a motion by Dr. Phillips, seconded by Mr. Biton , acceptance, with gratitude, of the following donations recommended by the Superintendent.

Donation	Donor	City, MA	Value	Program
Instruments	Arnold Johnson	Somerville, MA	\$800	Music Department
Monetary	Bristol-Myers Squibb	Lawrenceville, NJ	\$15,000	Science Dept- to support science pilot in grades 6-8 and the STEM week Activities in 5th grade
Tools	Dale Engineering	Bedford, MA	\$9,237	CTE- Advanced Manufacturing Shop

The motion was approved unanimously via roll call vote.

**XI. ITEMS FROM BOARD MEMBERS**

**Ms. Pitone:** I hosted office hours on Saturday, and one topic that came up, which I found interesting, was transportation—specifically how access to schools might differ if we move to a single school versus maintaining two schools. I'm not suggesting anything specific right now, but if we're thinking about equity and access in that broader conversation, transportation may need to be part of it. Somerville has never had comprehensive school transportation, so I'm curious about where this might fit into future discussions. I don't have an answer, but I wanted to raise it.

**Mr. Biton:** I'll be hosting my own office hours this Thursday morning at the West Somerville Neighborhood School during drop-off—November 6th, from 8 to 9:30. I hope to see folks there.

**Ms. Pitone:** Just as a reminder, all office hours are now listed on the Somerville School Committee webpage, at the bottom of the page, for anyone looking for dates and times.

## **XII. CONDOLENCES**

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

## **XIII. ADJOURNMENT**

The meeting was adjourned at 9:46 p.m.

### **Related documents:**

Agenda

[Health Update](#)

[MLE Presentation](#)

[Facilities Update](#)

Submitted by: E Garcia

**Attach Documents Starting on the next page**

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE  
CITY COUNCIL CHAMBERS – CITY HALL  
REGULAR MEETING – NOVEMBER 3, 2025 – 7:00 P.M.**

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

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

To watch this Regular School Committee meeting live from home please visit the following link:  
[somerillema.gov/GovTVLive](https://somerillema.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](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg)

Meeting ID: 810 5048 0087

Password: SPSSC25

Somerville Public Schools - School Committee Goals 2023 - 2025

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

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

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

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

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

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

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

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

**II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES**

**III. Approval of Minutes**

- September 8, 2025
- September 29, 2025
- October 6, 2025

IV. PUBLIC COMMENT – In person

To participate in Public Comment remotely please use the following Zoom link:  
[https://k12somerville.zoom.us/webinar/register/WN\\_u8Awy93fR6OhvC37Xib1zg](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg)  
Meeting ID: 810 5048 0087  
Password: SPSSC25

V. REPORT OF SUPERINTENDENT

- A. District Report
  - Health Update
  - MLE Presentation
  - Facilities Update

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for the Rules Management Subcommittee Meeting: October 20, 2025 (Ms. Barish)  
**MOTION:** To accept the report of the Rules Management Subcommittee Meeting for October 20, 2025

VII. UNFINISHED BUSINESS

- A. Out of School Budget Approval
- B. MASC Conference Resolutions

VIII. NEW BUSINESS

- A. Competency Determination – first reading
- B. SHORE Educational Collaborative Report (Dr. Ackman)
- C. Somerville Public Schools Policy Manual  
 The following policy is being presented this evening for the first reading
  - File JFAAA- M.G.L. Chapter 74 CTE Program Admissions Policy
  - Policy Manual Sections H and L

D. Donation:(Recommended action: Approval)

The Superintendent recommends acceptance, with gratitude, of the following

Donation	Donor	City, State	Value	Program
Instruments	Arnold Johnson	Somerville, MA	\$800	Music Department
Monetary	Bristol Myers Squibb	Lawrenceville, NJ	\$15,000	Science Dept- To support science Curriculum pilot in grades 6-8 and the STEM Week Activities in 5 <sup>th</sup> grade
Tools	Dale Engineering	Bedford, MA	\$9,237	CTE- Advanced Manufacturing Shop

IX. ITEMS FROM COMMITTEE MEMBERS

X. CONDOLENCE

XI. ADJOURNMENT

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

**Español - Para Interpretación**

Para ver la reunión regular del Comité Escolar el 3 de noviembre a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:  
<https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv>

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

registrarse haga clic en el enlace a continuación

[https://k12somerville.zoom.us/webinar/register/WN\\_u8Awy93fR6OhvC37Xib1zq](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zq)

ID de la reunión: 810 5048 0087

Contraseña: SPSSC25

#### **Português - Para Interpretação**

Para **assistir** à Reunião Regular do Comitê Escolar 3 de Novembro 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](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, 3 Novanm 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](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zq)

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