

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, January 26, 2026 - Regular Meeting**

7:00 p.m. – City Hall Chambers

**Members present:** President Davis(joined the meeting *at 8:07 pm*), Member Pitone, Member Lippens, Member Eldgridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Dr. Ackman. **Members Absent:**

**I. CALL TO ORDER**

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

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

No student representatives were present

**III. PUBLIC COMMENT**

No Public Comments

**IV. REPORT OF SUPERINTENDENT**

**A. District Report**

*Notes- Superintendent Update: School Committee Meeting- Monday, January 26, 2026*

Good evening, Dr. Ackman and members of the School Committee.

I'd like to begin by reflecting briefly on the MLK celebration we held two weeks ago at Somerville High School. It was a proud moment for our district and our city. Hearing our students express themselves through poetry and music with such depth, conviction, and clarity was truly moving. I am deeply proud to be part of a community that creates space for those voices and that embraces the diversity of our people, our ideas, and our many ways of being. Thank you to this body for your continued commitment to those values.

One of the things that stayed with me from the students poems was the idea that "injustice anywhere is a threat to justice everywhere." Those words resonate deeply today, as some of our families and students are experiencing fear and uncertainty. In that context, it has been powerful to see our students respond with empathy and a call for justice. As a district, our responsibility is to hold both truths: to celebrate the beauty of our community and to remain steadfast in our commitment to dignity, safety, and belonging for every child and family we serve.

With that I would like to introduce two teachers from the Healey School, Emma Daniels and Stephen Stephano, who will be presenting on an out-of-state field trip

- **Field Trip**

Stephen Stephano shared the presentation of the field trip to Niagra Falls

**Comments Questions**

**Dr. Ackman:** Expressed appreciation for the team, noting the principal's message in the chat: *"I'm so proud of this team and grateful to get to work with them every day. How awesome are they?"* She stated that she fully agreed. She thanked Educator Daniels and Educator Stefano for presenting that, as a largely new body, the presentation helped illustrate the process for reviewing out-of-state and overnight field trips. She noted that not all such trips will require this level of review and expressed appreciation for the educators' time and strong presentation. She added that future presentations may be guided by the body or deans

**Andre Green** expressed appreciation to the Healy faculty for their presentation, noting it as a strong model for instances when additional information is requested by the Board. He commended the thoughtful planning of the proposed trip and stated that it exemplified the Board's commitment to educating the whole child. He highlighted the educational value of student travel and the trip's balance of academics, arts, athletics, and student engagement. He concluded by expressing strong support for the proposal and his readiness to approve it.

**Mayor Wilson** thanked the Healy educators for their work in advancing off-site and project-based learning, noting that these efforts distinguish the school within the district. She stated that the redesigned trip improved efficiency, reduced travel burden and cost, and contributed to a high participation rate. Asked whether the trip was planned independently by staff, resulting in savings typically associated with a tour company.

**Emma Daniels** recognized Steven Stefano for the extensive work he completed outside of his regular duties to organize the trip, noting that it required many hours of planning.

**Stephen Stefano** explained that the trip was organized directly with venues and partners, describing the process as complex but cost-effective. He noted that coordinating independently required significant effort but resulted in substantial savings and allowed for a richer student experience.

**Mayor Wilson** stated that the ability to reinvest funds typically paid to a tour company into additional activities was a key benefit of this approach. He expressed appreciation and gratitude to the educators for their efforts.

**Leiran Biton** commended the presentation and stated that while helpful, such presentations should not be required as a standing policy. He described the trip as an exceptional student opportunity and expressed gratitude to the educators and school leadership involved. He emphasized the importance of equitable access and, through the Chair, asked how the Niagara Falls trip aligns with the district's broader approach to out-of-state field trips and equity for eighth-grade students.

**Jessica Boston-Davis** explained that field trips are primarily planned at the school level, with a few district-wide trips coordinated each year. She noted that trip planning is guided by the interests and context of each school community. She described efforts to take inventory of trips across the district, led by the Director for Equity, including surveys to principals regarding trip locations, funding, and frequency. She explained that her office reviews all field trip forms to assess timelines, in-state or out-of-state status, overnight arrangements, and whether trips require committee approval. She clarified that there is no district-wide requirement for a specific eighth-grade trip, though most schools offer some type of end-of-year or celebratory trip. Field trips are funded through school budgets and often supplemented by PTAs. She welcomed follow-up questions regarding the process.

**Laura Pitone** expressed appreciation for the trips offered to students and thanked Ms. Daniels and Mr. Stefano for their work. She noted that the presentation addressed her key areas of interest: student safety and equitable access. She suggested considering a policy or process to ensure the School Committee receives sufficient information for trip approvals, without overburdening educators. She also commended the Healy School for setting an example of innovation and strong communication, highlighting their leadership in shaping trips across the district.

**Jessica Boston-Davis** noted that the district is refining the field trip form, which will be rolled out next school year. The new electronic form will request additional detail for out-of-state trips to provide the School Committee with more information in advance. She expressed appreciation for the presentation, praising the educators for planning rich and engaging learning experiences for students.

**Emily Ackman** echoed Mr. Stefano's remarks and highlighted the educational value of travel in fostering broader perspectives and understanding among students. She expressed support for approving the field trip and indicated her willingness to accept a motion for its approval.

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

### **B. Field Trip** (Recommended action: Approval)

**MOTION:** There was a motion by Member Pitone seconded by Mayor Wilson, to approve field trip on June 3, 2025, to June 5, 2026, for *90 seventh and eighth-grade students from the Healey School will travel to Niagara Falls, New York. Travel via bus. Cost to student \$550*

## **VI. REPORT OF SUPERINTENDENT (*Continued*)**

- Health and Physical Education

**Dr. Carmona:** Before we move into our next presentation, I just wanted to highlight the fact that we had a major storm. And I wanted to really thank the city partners that I've worked with us to prepare for snowstorms and severe conditions, as we did this weekend. When there are questions about delays, early dismissals, or cancellations, families should look to our official communications - our website, social media, and direct email and phone messages - for the most accurate and timely updates.

We also know cold weather can bring added challenges. Our SFLC team and school liaisons are always available to help connect families with resources such as winter clothing and other cold-weather supports.

A sincere thank you, as always, to the City and DPW staff who work tirelessly during these weather events to keep our community safe and our schools running smoothly. Your dedication and hard work make a real difference for all of us.

Secondly, I would like to thank everyone who joined us at last week's Visioning session for the new school building, as well as the Brown School families I met at Friday's informative Coffee Hour alongside Mayor Wilson.

A second Coffee Hour is scheduled at Winter Hill on February 3, and future virtual sessions and forums for community input will be developed jointly by the City and school district.

As I've said before - and I know the Mayor agrees - we are committed to partnering with the community and ensuring transparency as this exciting project continues to move forward. As we continue that commitment to transparency and partnership, tonight's presentations offer a closer look at how our schools support the development of the whole child, complementing academic instruction with opportunities for personal growth and achievement. We'll start with Physical Education.

I am pleased to spotlight the important role Physical Education plays in nurturing the whole child across our district. From our youngest learners gaining confidence and life skills through swimming, to our high school students engaging in athletics that build teamwork, resilience, and personal achievement, phys ed supports both physical growth and lifelong wellness.

We are also excited to share that, in just six months, our new Director of Health & Physical Education has already been instrumental in moving the department forward. His vision has laid the groundwork for innovative programs and expanded opportunities that he will share with us this evening.

So, please welcome Blair Williams with an update on Health & Physical Education.

**Blair Williams Health and PE. Supervisor** shared the presentation of Health and Physical Education

### **Comments/ Questions**

**Member Pitone:** Thanked Mr. Williams for his vision and enthusiasm regarding health education. She noted the importance of providing developmentally appropriate instruction and asked about the scope of K-4 health education, including whether Pre-K is included. She also inquired where families can access information about the duration and frequency of health education sessions, noting that current resources may be outdated.

**Blair Williams** stated that, according to state and district policy, students receive 30 minutes of health education once per week. The national guideline is twice weekly for 45 minutes, which is the district's goal, though staffing and scheduling constraints currently prevent full implementation.

**Member Pitone:** asked for clarification on the health education schedule, specifically whether the 30 minutes per week occurs throughout the full school year or only for a limited period. She also inquired about the previous practice of health educators rotating between schools.

**Blair Williams:** explained that there is no single uniform schedule, as some schools have DCLS and scheduling varies. He noted that the district does not yet have sufficient staffing (FTE) to implement a fully consistent schedule across all schools, but the goal is to provide instruction either quarterly or throughout the year.

**Member Pitone:** asked for clarification, confirming that students currently receive at least 30 minutes of health education per week throughout the school year, though some weeks may include multiple sessions.

**Blair Williams:** Correct

**Dr. Carmona** responded to Blair Williams' presentation, praising the systems in place and their potential to modernize and enhance student experiences. He noted that his son's involvement in activities such as rock climbing illustrates the transformative impact these programs can have. He thanked Mr. Williams for his presentation and emphasized the importance of continued partnership to support the best outcomes for all students.

**Member Lippens** praised the presentation and the institution's programs, noting the value for students and mentors. She expressed enthusiasm for future initiatives, such as orienteering, and inquired about parent partnerships.

**Blair Williams** explained that parent engagement occurs before units, such as the puberty/sex education program, are administered. He described sessions at East and Winter Hill schools where parents could attend after drop-off for presentations and Q&A discussions about the program's scope, content, and approach. He noted plans to expand these sessions to all schools during next year's open houses.

**Member Lippens** asked how information from parent sessions could be shared with families unable to attend, noting that health topics can be culturally sensitive and that valuable questions are often raised during these sessions.

**Blair Williams** explained that translators were provided in French, Creole, Portuguese, and Spanish, and that sessions were livestreamed virtually to allow parents to participate remotely. He noted that these measures ensured broad access and engagement for all families.

**Member Green** praised the presentation and commended Blair Williams for clearly defining program goals, noting that having measurable objectives allows the district to evaluate success. He asked how the district ensures it is achieving its goals in health and physical education.

**Blair Williams** explained that evaluation includes both quantitative and qualitative measures: data from programs such as swimming lessons, classroom observations, student testimonials, and feedback. He also noted continuity in student engagement, pointing to high school electives such as Dance 2, which reflect sustained interest stemming from K-8 Health and PE programming.

**Dr. Carmona** noted that the district also uses "Conditions for Learning" data to assess student growth and well-being. He explained that this information helps determine how students feel about themselves and their communities, providing a correlational data point to evaluate progress.

*President Council Lance Joined the meeting at 8:15 am*

**Mayor Wilson** emphasized the importance of teaching children to swim, noting it as both a safety and equity issue, given that drowning disproportionately affects children of color due to disparities in access to pools and beaches. He described the initiative as a valuable step in addressing this inequity. He asked Mr. Williams to explain the transportation arrangements for the program, including any challenges and solutions.

**Blair Williams** explained that transportation was previously arranged informally through the YMCA. He is coordinating with Eastern Bus, the Recreation Department, and facilities staff to ensure reliable transportation for the program and prevent any disruptions this year.

**Member Green** thanked Mayor Wilson for highlighting the equity issue in swimming instruction and provided historical context. He noted that the reduction of publicly funded swimming lessons and pool access was a deliberate societal decision following the integration of public pools, which contributed to many schools discontinuing swimming instruction.

**Member Eldridge** thanked Blair Williams for the presentation and noted the value of using social stories to acclimate students to the pool. She also praised the parent presentations at East and Winter Hill schools as a helpful way to address questions and concerns about the health program. She asked about participation rates for seventh- and eighth-grade students.

**Blair Williams** reported that 100% of students participate in physical education, and only about 1% opt out of the health program. He clarified that there is no opt-out policy for general K–8 health and PE; opt-out is permitted only for specific topics within the *Get Real* program, in collaboration with CHA. He noted that parent presentations have encouraged some students who initially opted out to participate.

**Member Eldridge** confirmed that her inquiry was specifically about the *Get Real* program and thanked Mr. Williams for the clarification.

**Member Biton** praised the developmentally appropriate approach to the third-grade swim program and thanked Mayor Wilson for highlighting the importance of swim education. He expressed support for starting the program earlier next year and commended the planning around swim operations and transportation. He asked how the district plans to ensure all third-grade students can participate in the event of future facility closures and welcomed input from Mayor Wilson.

**Blair Williams** explained that the Swim Operations Team monitors pool conditions and logistics, including chemical maintenance and session scheduling. He noted that buffer days are built in to account for snow days or other disruptions, allowing sessions to be extended if necessary to ensure all students have the opportunity to participate.

**Member Pitone** asked for clarification regarding the grade levels at which sex education is provided, noting that it appears to be offered only in 7th and 8th grade. She asked when this change occurred and expressed interest in developmentally appropriate instruction at younger grades.

**Blair Williams** explained that formal sex education currently begins in 7th grade. However, upper elementary students receive instruction on consent, respect, healthy relationships, and related topics. He noted that sex education could start as early as 5th grade if staffing and resources allow, and additional context about previous practices could be provided by Dr. Boston-Davis.

**Dr. Boston Davis** agreed with Blair Williams' description of consent and healthy relationships instruction. She noted she is less familiar with the HealthSmart curriculum but confirmed that there has been no change in policy and that the same curriculum continues to be used. She asked about communication with parents regarding the curriculum and topics.

**Blair Williams** explained that the K–8 scope and sequence is available on the district website, and *Get Real* topics are specifically sent to 7th and 8th-grade families, translated into the district's four languages. This communication is also linked to the opt-out process.

**Dr. Boston Davis** also praised Blair Williams' leadership, noting his impact on improving programs such as swimming and the rock wall, and expressed gratitude for his contributions to the district.

**Mayor Wilson** responded to a question from Member Biton regarding potential pool closures and their impact. He stated that the district is working to minimize the likelihood of closures and expressed confidence in new leadership at DPW and Parks and Recreation. He emphasized that, if closures do occur, priority will be given to ensuring students do not miss these opportunities.

- **AIM Program Expansion**

Dr. Carmona Our next item is a discussion around the AIM Program, a specialized program that serves elementary students on the autism spectrum. AIM is designed to meet students' unique learning, communication, and social-emotional needs through personalized, intensive instructional and therapeutic support.

As our students and their needs have evolved, so too have the needs of the program - particularly when it comes to space and location. We are seeing growth in the program and planning thoughtfully for how to best support students now and in the future.

We're joined by our Director of Special Education, Ildefonso Arellano, who will walk us through plans to expand the AIM Program and discuss the changes being considered to accommodate that growth, while continuing to ensure high-quality support for our students and families.

**Ildefonso Arellano, Director of Special Education**, summarized the AIM program (ADAPT, Include, Motivate) for students on the autism spectrum. He noted significant growth in enrollment and student needs, making it unsustainable to house all classrooms at Winter Hill without compromising instructional quality. Currently, there is a K-8 strand at Winter Hill, a K-1 strand at Capuano, and a Pre-K strand at Capuano.

To ensure program integrity, beginning next school year, the district proposes creating a second AIM strand with four classrooms at Argenziano, while ten classrooms remain at Winter Hill. The K-1 classrooms at Capuano will be combined with Winter Hill classrooms. Staffing ratios and service supports will remain unchanged, though some staff shifts will occur in coordination with Human Resources. AIM strand definitions are being refined based on student profiles, with students to be identified by the end of February to support smooth transitions and clear communication with families. The first informational session for families was held last week, with additional sessions to be scheduled.

**Paulina Mitropoulos, Director of the Multilingual Learner Education (MLE) Department**, reported that newcomer enrollment continues to decline, consistent with statewide trends. Currently, there are two SEI1 strands in grades 1-5 at Argenziano and Healy. Enrollment analysis showed 18 students in 5 classrooms at Argenziano and 27 students at Healey. Given the low enrollment, the district proposes consolidating the SEI strand at Healey and closing the Argenziano strand. Affected students will be supported and transitioned into general education at Argenziano as needed, with transportation maintained. Beginning next year, all newcomer students in grades 1-5 will be assigned to Healey.

### **Comments/Questions**

**Member Pitone** asked for clarification regarding newcomer students currently placed at Argenziano and how they would be supported if transitioned to general education at Healy.

**Director Mitropoulos** explained that the SEI (Shelter English Immersion) program is generally a two-year program. Of the current students, only two are in year one and will require additional support. The remaining students are in year two and are projected to transition into general education. The plan is to provide increased ESL support for the two affected students at Argenziano next year.

**Member Biton** asked whether the AIM program expansion would require any student movement from Winter Hill to Argenziano.

**Director Arellano** confirmed that a small number of students from Winter Hill will be impacted by the creation of the additional K-8 strand at Argenziano. He explained that transportation will be provided as required by a student's IEP, and any student assigned to Argenziano outside their neighborhood school or general area will receive transportation.

**Member Eldridge** asked for more information about the Learning Center, including its purpose and criteria for student participation.

**Director Arellano** explained that the Learning Center at Winter Hill serves AIM students who are largely included in general education classrooms but still require small-group support for regulation and skill reinforcement. The proposed

model would be multi-graded, potentially serving K–8 students at different times of day, allowing partial or full inclusion while providing specialized support.

**Member Biton** asked whether the creation of the additional AIM strand at Argentiano might have any implications for the Community Schools after-school program, noting this may also involve the Superintendent.

**Director Arellano** responded that students should be able to access after-school programming. Staff at Argentiano will receive professional development to prepare for the students they will be welcoming, and similar training can be provided for after-school staff who have not previously worked with this population.

**Dr. Carmona** responded to Leiran Biton’s question, noting that the AIM program alignment is intended to address both growth and student complexity. He emphasized that some students’ skills span multiple levels, and providing more targeted support is critical. He also acknowledged that the change may affect communities differently and will require thoughtful implementation, as well as time for processing and adjustment. This decision was not made lightly and aims to benefit students while supporting the broader school community.

**Member Biton** thanked Dr. Carmona for clearly and compassionately explaining the changes. He acknowledged the complexity of the situation and expressed appreciation for the thought and care that has gone into the planning, noting that his questions are meant to better understand the process.

**Member Lippens** thanked Director Arellano for the presentation and asked how the district plans to measure the success of the AIM program expansion, given the significant changes to buildings and communities. She inquired whether surveys, student or family feedback, or other methods would be used to assess impact.

**Director Arellano** responded that success will be measured by how well students integrate into their school communities. He highlighted Principal Soto’s proactive support and the willingness of Argentiano teachers to embrace the new program. Arellano noted that another measure of success is accurately defining student strands to minimize shifts between programs, ensuring students remain in the appropriate K–8 placement with the supports they need.

**Member Eldridge** asked how the district plans to support the Argentiano community in welcoming new students and families as the AIM program grows, beyond just professional development, and how the school will help everyone adjust to the expanded community.

**Director Arellano** responded that planning for this is underway with Principal Soto. He noted it is a few steps ahead in the process but is committed to sharing the plan with the School Committee when it is developed.

**Dr. Carmona** emphasized the importance of learning and adapting throughout the AIM program expansion. He noted that principals and building leaders are identifying what they need to know to support the change, including adjustments to daily schedules and routines to meet students’ needs. He highlighted that professional development is only one part of the process; building community and fostering student leadership are also critical. Carmona stressed that ongoing inquiry and reflection from both staff and the community are essential to becoming supportive “neighbors” to the new students joining the schools.

**Member Pitone** asked for clarification on the AIM program changes. She confirmed that Capawano will continue serving Pre-K students on the autism spectrum but not kindergarten. She noted the balance between centralizing services for consistency and leadership versus maintaining multiple sites to keep students in their local communities. Pitone highlighted that having two sites may improve inclusion opportunities, given past limitations at Winter Hill due to insufficient strands. She also emphasized the importance of continued leadership from the Special Education department to ensure continuity across both sites.

**Director Arellano** confirmed that both strands were designed with inclusion in mind. He explained that the district reviewed all specialized programs to determine the best placement and that ensuring students have meaningful inclusion opportunities was a primary factor in these decisions.

**Member Pitone** provided a follow-up, highlighting that with the new building, the district has an opportunity to intentionally consider whether to consolidate the program in a single school or maintain two sites. She emphasized

weighing the benefits of keeping students in their local communities versus busing them elsewhere. She stressed the importance of addressing this overall strategy soon, as time is limited to finalize the building's design. She also asked what the administration envisions for the long term and expressed interest in hearing more about whether one or two sites will be maintained.

**Dr. Carmona** acknowledged that the question Member Biton raised about whether to consolidate all AIM programs in one building or distribute them across sites is an important one. He noted that this decision falls within the work of the ELT and other groups addressing the district's comprehensive needs. Carmona emphasized that the question, along with considerations of how success is measured, is critical for effective planning. However, he clarified that the district cannot answer it immediately, as it requires broader discussion, but expressed confidence that it will be addressed soon.

- **Food Service Memo**

Dr. Carmona In your packets this evening, you will find a memo related to Food Services. Across the district, we serve around 900,000 meals annually across 11 school cafeterias. For your review, the memo - prepared by our Director of Food and Nutrition Services, Lauren Mancini - outlines operations, accomplishments, and priorities for the rest of the school year.

### **Comments/ Questions**

**Member Eldridge** thanked Carmona for the memo and asked about the specific barriers to providing Halal and kosher meals. She noted that, as currently implemented, the meal options don't fully align with the district's vision and mission of serving all students. She emphasized the importance of understanding these barriers, including how food preparation may not always accommodate vegetarian or vegan needs. Eldridge also highlighted that USDA grants could help support providing proper meals and nutrition to all students and expressed interest in exploring ways the district could address these challenges and ensure equitable access to food.

**Dr. Carmona** responded that he does not have that information but will look into it

**Member Stellman** echoed Member Eldridge's points, noting that vegan and vegetarian options are not equivalent to culturally or religiously appropriate meals. She emphasized that meals need to be prepared and packaged in a way that students and their families feel comfortable with.

**Member Biton** thanked Eldridge and Stellman for their comments and raised a related question about culturally responsive meal choices, particularly for Muslim and Jewish families. He highlighted concerns around pork and the need for clear labeling of foods containing pork, citing confusion that had occurred with items like hot dogs. Biton also noted that while families can send meals from home, this may not be feasible for all due to varying family needs, and he expressed sensitivity to those constraints.

**Member Green** emphasized the importance of inclusivity in meal planning, noting that the district's diversity includes a sizable and rapidly growing Hindu population. He suggested that any efforts to expand culturally or religiously appropriate meals should reflect the full spectrum of the community, not just the groups that are most vocal.

**Dr. Stellman** expressed appreciation for the report's data points, noting they provide a helpful scale of how many students are being served. She suggested developing a dashboard to track this information over time and recommended pairing the data with end-of-year feedback from students and families. She also echoed Andre Green's comments on food accessibility and highlighted concerns about the current approach of asking students to bring their own meals if the school cannot provide dietary accommodations, noting this contrasts with inclusive practices seen in other areas. She praised the depth, quality, and alignment of the presentation with previous health and physical education reports, emphasizing that data-rich, context-rich presentations give her a strong starting point for tracking progress.

**Dr. Ackman** asked whether the district has explored "breakfast after the bell" or other strategies to increase breakfast participation.

**Dr. Carmona** replied that he had asked the same question but had not yet received a breakdown of participation between

breakfast and lunch. He noted that he would follow up to get an answer.

**Member Biton** began by expressing admiration for the Food and Nutrition Services team, highlighting that nearly a million meals were served last year. He emphasized the importance of this work for students’ health and well-being and expressed gratitude for the team’s efforts. He then asked about the staffing and workforce challenges outlined in the memo, noting that while the problem was clearly described, no specific request for support was included. Biton offered his support and asked how he and others could help.

**Dr. Carmona** responded that staffing in Food and Nutrition Services is highly competitive and experiences significant turnover, which is not unique to Somerville. He noted that recruitment is ongoing, citing recent examples of needing to fill multiple positions. While competitive wages are offered, the challenges are more complex than salary alone. Carmona committed to following up with the team to better understand what strategies have been tried and how Human Resources is collaborating to address the staffing issues.

- **SEU Update**

The last item on the agenda is an SEU update. That update is still in progress and will be moved to a future report for your review.

That will conclude my district report for this evening.

**B. Personnel Report**  
● **January 2026**

Dr. Carmona announced the following retirements and thanked the staff for their years of service and dedication

Roxane Scrima	Kindergarten Teacher at Kennedy	35 years of service
Joel Villegas	Assistant Principal, Elm Community at SHS	4 years of service
Nancy McWeeny	WHCIS Head Clerk (School Secretary)	27 years of service
Regina Bertholdo	Director of Basic Needs & Housing	27 years of service

These veteran employees will be a great loss to our district as they have dedicated many years to our school system. Roxane has been a fixture at Kennedy as their Kindergarten teacher, Joel came to us 4 years ago but has made quite an impact at the high school; Nancy started as a para professional at the Brown and Cummings School Then moving to the Winter Hill as their school secretary. Regina needs no introduction, she has been a mainstay in our community and has impacted many lives and has won many awards for her work even being honored at a basketball game during half time for her beloved Celtics.

**RESIGNATIONS**

Katherine Vieira	Payroll Coordinator In Central Office
Nephtali Richard	Principal Clerk 2 at SHS

**PROMOTIONAL/REASSIGNMENT OPPORTUNITIES**

Leann Barczi, Paraprofessional, will be covering for Ms. Scrima’s leave of absence  
Isaac Wild, Paraprofessional, will be taking over Ms. Jaster’s vacant teaching position  
We’d like to welcome Kya Wakefield as the new Head Clerk of the Kennedy School

**Comments/Questions**

**Member Green** emphasized the significant impact of Regina’s leadership, noting her strong reputation not only in education policy circles but also within communities that may traditionally be skeptical of government. He highlighted

her role as a true difference-maker, particularly in supporting low-income students and addressing basic needs within the district. Speaking as Finance Chair, he remarked that the district could not easily replace the breadth of her contributions, underscoring how much she has done for Somerville. He expressed both happiness for her next steps and sadness at her departure, and noted that there would be an opportunity to recognize her more formally in the future.

School Committee members shared a few remarks honoring the retiring staff.

## **VII. REPORTS OF SUBCOMMITTEES- *Tabled***

**A. School Committee Meeting for the Finance and Facilities Subcommittee Meeting: December 17, 2025 (Mrs. Pitone)**

**B. School Committee Meeting for the Finance and Facilities Subcommittee Meeting: January 14, 2026 (Member Green)**

## **VIII. UNFINISHED BUSINESS**

### **A. Draft 2026-2027 School Calendar**

**Dr. Boston Davis:** There is no update yet. I believe this was added as a hopeful placeholder, and I expect there will be a final update for your consideration and vote at our next meeting. Thank you for your patience.

### **B. MSBA Update**

**Dr. Carmona:** For the MSBA update, we remain within the timelines outlined by MSBA. A new request from the School Committee is to identify the key points at which the Committee is expected to make decisions or take votes. We will be working with the City on this, and we have a meeting scheduled next week with Rich Regan, the Chair, and the Mayor.

I will also be mapping out the impact that the CAGS decision has on the Committee's deliverables. This is something that has been missing and has been thoughtfully raised by many of you. Clarifying these milestones will also help us better inform the community about when decisions must be made by this body.

The ELT, guided by the design team, continues to meet. We recently visited several schools and gathered design feedback, and many participants were excited about what is currently being developed. Communities similar to ours have successfully undertaken this work, which has energized the team and reinforced the importance of establishing a clear foundation as we shape the vision for the future of our schools.

We also held a community meeting to discuss that visioning process. As we clarify the deliverables, I expect the overall process will become clearer as well.

**Member Pitone** reported that she briefly attended a project visioning session and thanked staff, parents, and the design team for their engagement. She noted that participants appeared interested and cautiously optimistic. She requested that the district consider offering additional, more accessible visioning sessions, such as evening or virtual options, and asked that any new sessions be widely publicized. She also shared feedback from a Brown School community meeting, where families appreciated updates and the clarification that the school is expected to remain operational through the 2031–2032 school year. She noted some confusion regarding statements about MSBA requirements and whether construction plans could affect the school's future, emphasizing that the CAG did not recommend closing the Brown School. She added that some families expressed concerns about the process and asked for continued clarification as planning moves forward.

**Mayor Wilson** thanked Member Pitone for attending the Brown School meeting and staying afterward to respond to additional parent questions. He acknowledged that some community members expressed confusion about the process and a desire for clearer information about upcoming decisions. He explained that the administration chose to engage the community early, even without having all details finalized, in order to reset relationships and provide initial information. He emphasized that many forthcoming issues will require School Committee discussion and decisions, and

that the administration intends to involve the committee more actively than in the past, given the significance of the project. He added that city and district leadership are working to provide the School Committee with a clear timeline and outline of key decision points in the near future. He stressed the importance of the committee's input to ensure alignment with the school building process and to reduce risk as the district advances plans for a new school.

**Chair Dr. Ackman** reiterated the request shared previously by the School Committee for a clear project timeline from the mayoral administration. She noted that a coordination meeting is scheduled for February 9, shortly before the next committee meeting, to develop that framework. Because of timing, materials may not meet the usual advance posting window, but she committed to presenting a timeline at the next meeting. She explained that, unlike the prior administration, which treated many decisions as mayoral, the current administration is seeking School Committee input alongside the School Building Committee. She also stated that her goal is to provide at least decision windows or date ranges, ideally both, so members can prepare, deliberate thoughtfully, and gather community feedback, rather than being asked to vote without sufficient time for consideration.

**Member Pitone** requested clearer information about the scope of upcoming decisions and asked for clarification from MSBA regarding whether selecting a larger school building would require relocation from the Brown School. She noted this was the first time she had heard that possibility and expressed concern that it may be creating a misunderstanding that the CAG recommendation to pursue a larger building automatically implies leaving the Brown School. She emphasized the need for clarification on this point.

**Member Green** responded that he had raised this question multiple times during CAG discussions and was consistently told that the outcome was unclear, noting that this uncertainty is typical of the MSBA process. He stated that, to his knowledge, there has been no official guidance from MSBA on what these decisions would require. He added that if any new information has emerged since December, he would welcome clarification from the administration.

**President Council Davis** noted technical issues with her video but addressed Mayor Wilson, stating that the recent communication about Brown School seats seemed definitive. He requested clarification if the answer was not actually certain, expressing concern that the message appeared unequivocal but might not reflect the full reality.

**Mayor Wilson** explained that, in his understanding, transferring seats means a school cannot remain open simultaneously. He noted that the MSBA would have strong opinions on such a scenario.

**President Council Davis** asked for clarification, noting that the mayor's statement seemed definitive and questioning if there was any other way to interpret it.

**Chair Dr. Ackman** asked if the question was directed to her or the mayor

**President Council Davis** confirmed it was through the chair, seeking interpretation.

**Chair Dr. Ackman** then turned to the superintendent for a response.

**Dr. Carmona** explained that he had raised a hypothetical question with the MSBA about creating a middle school option. He was told that for a replacement of Winter Hill, the MSBA will fund either the replacement option or a combined option based on the original submission. He noted that the MSBA's process is rigid, and while the numbers from the Brown School could potentially carry over if combining schools, this would need further exploration. The funding designation is tied to what was included in the initial Statement of Interest (SOI).

**Member Green** asked for clarification on how the mayor received a definitive answer from the MSBA, noting that historically, getting straightforward responses from the agency has been difficult. He questioned who provided the clarity and how it was communicated, emphasizing that previous discussions about whether building a 950-seat school

would require closing the Brown School have not yielded a definitive answer.

**Mayor Wilson** responded to Member Green, stating that Director Reich has been clear about the issue, including at the recent coffee hour. He acknowledged that confusion has existed in the past, expressed frustration with the lack of transparency, and emphasized the administration's commitment to providing clarity to both the school committee and the public about the decisions and process ahead.

**Member Green** thanked Mayor Wilson for the clarification and asked whether there has been a formal, categorical statement from the MSBA confirming the interpretation provided by Director Reich, noting that in past discussions, MSBA had not been explicit on this point.

**Mayor Wilson** responded that Director Reich should appear before the committee to answer questions. He noted that he is not privy to the exact timeline of conversations with the MSBA but recalled that Director Reich has been clear and firm in his position, with little to no flexibility indicated.

**Member Biton** noted that, while reviewing the final CAG report and the SPSBuildings.org site, he could not locate a document from the MSBA confirming the option to combine the Winter Hill and Brown School projects. He asked the superintendent or mayor whether such a document exists.

**Dr. Carmona** responded that, while there are many emails and letters, he could not immediately identify the specific document. He confirmed that the team is working to clarify outstanding questions for the school committee and will ensure the origin of the MSBA response is located and made more accessible.

**Dr. Stellman** expressed appreciation for Member Biton's clarification, noting that prior confusion about MSBA documents had made it difficult to respond to constituents in Ward 6. She emphasized that the lack of clarity can undermine trust in the school committee. Dr. Stellman welcomed Mayor Wilson's commitment to keeping the committee more involved and informed, acknowledging that even having clarity about the process of obtaining information is reassuring, as it helps maintain trust with the community.

**President Council Davis** expressed concern about the evolving narrative around the large school model in Ward 6. He noted that initial options seemed clear, but later developments created confusion, which could be perceived by parents as misleading. While he acknowledged that Mayor Wilson's recent communication was clear, he questioned the integrity of the process due to inconsistent messaging and differing answers when pressing for clarification.

**Mayor Wilson** stated that his focus is on moving forward with clarity and transparency, rather than critiquing previous administrations. He acknowledged past confusion and emphasized the administration's commitment to a process that is understandable, engaging, and credible for the public, the school committee, and the city council.

**Member Green** stated that while he supports closing the Brown School as soon as possible, there is legitimate ambiguity in the process caused by the MSBA's technical, procedural approach. He explained that the MSBA does not view schools as community assets but as functional buildings for students and staff, which leaves the school committee and community with little clarity. Green emphasized that the ambiguity is inherent in the system, not due to misdirection or bad faith, and that attempts to incorporate meaningful community input have been constrained by the structure of the MSBA process.

**President Council Davis** clarified that his previous comments were not about opposing the closure of the Brown School. He emphasized that his concern is ensuring that the neighborhood is not left without an elementary school. He noted that there is agreement on the need to replace Winter Hill and address high school needs, but there are different ways to manage the transition for the Brown School neighborhood.

**Member Green** clarified that any ambiguity around the Brown School is not due to an attempt to obscure decisions. He emphasized that the uncertainty stems from the limitations of the MSBA system, not from bad intent, and noted that he and President Council Davis are in agreement on that point.

**Mayor Wilson** agreed with Member Green's characterization of the MSBA process as complex and sometimes intimidating, noting that even straightforward questions can be difficult to pose without concern for repercussions. He

added that any confusion about the Brown School is a result of the MSBA's opaque system, not local intent to obscure information.

**Member Pitone** thanked everyone for engaging in a frank discussion on a complex topic and expressed appreciation for both the mayor's and district staff for hosting meetings with the Brown and Winter Hill communities. She emphasized the importance of scheduling the next meeting before February 9th to socialize the process with the committee and community. Pitone also noted the larger strategic question of seat allocation across the city and looked forward to collaboration between the school committee, city, and district administration on solutions.

**Mayor Wilson** clarified that the February 2nd meeting would not allow enough time to finalize the MSBA-related materials and committed to having everything ready for the February 23rd meeting, ahead of the March school building committee decision.

## **IX. NEW BUSINESS**

### **A. November & December Bill Rolls** (Recommended action: approval) *Table*

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

The following policy is being presented the evening for the second reading for the 2026 School Committee

- Policy Manual Sections A, B, and C

**Member Biton** noted that the amended chapters A, B, and C of the policy manual are included in the committee packets. He recommended that the committee entertain questions tonight but suggested that any substantive or complex questions be addressed later, allowing for thoughtful consideration rather than rushing at the end of the meeting.

**Member Pitone** thanked the committee and former members, including Ms. Barish, for their work. She asked a question regarding policy EDF, the school district wellness program, noting that several sections list examples of goals in italics. She asked whether the committee had selected specific goals for the district, particularly related to physical education, nutrition education, and other school-based activities.

**Member Biton** acknowledged Laura Pitone's observation and suggested separating policy ADF, the School District Wellness Program, and sending it back to the rules committee for further review, while moving forward with the remaining items in the packet.

**Chair Dr. Ackman** clarified that the committee was reviewing Section A of the policy packet and proposing a vote on all listed policies except ADF, asking whether that understanding was correct or if the matter should be tabled to the next meeting.

**Leiran Biton** responded that he had not counted the items but agreed the intent was to move forward with the listed policies minus ADF.

**Liz Eldridge** noted this was her first review and suggested that Policy AD (Mission Statement) be revisited to more explicitly reflect the district's equity commitments, including racial justice, linguistic inclusion, and disability rights.

**Leiran Biton** replied that Policy AD had already been identified to be sent back to the Rules Committee for further revision.

**Motion: There was a motion by Member Pitone, seconded by Member Lippens, to approve amendments to Section A, excluding AD and ADF**

The motion was approved unanimously via roll call vote.

**Chair Dr. Ackman** noted the significant work completed and moved the discussion to Section B, Board Governance and Operations. She asked which policies from Section B were being brought forward for consideration.

**Member Biton** responded that all Section B policies included in the packet were proposed for approval, except for policies BB, BBBE, and BDE.

**Member Pitone** recommended that policy BDB also be removed from consideration, noting that the summary itself indicates the committee should review whether it reflects current practice and that further discussion is needed.

**Chair Dr.Ackman** clarified that this referred to the policy on the responsibilities of officers and members.

**Member Pitone** confirmed and suggested the policy be set aside for discussion, even if not formally returned to Rules.

**Member Biton** accepted this as a friendly amendment and agreed to pull policy BDB back to the Rules Committee for further review.

**Member Eldridge** expressed concern that Policy BEDH was not discussed and suggested revising the language requiring two business days' notice to request an interpreter for public comment. She recommended changing the requirement to an encouragement, with the district making best efforts to provide interpretation when requests are made with less notice. She also asked that ADA accommodations, such as ASL or CART services, be explicitly included.

**Member Biton** thanked Member Eldridge for the suggestions and offered to incorporate the proposed language revisions offline. He recommended withdrawing Policy BEDH from the current packet for further refinement and reintroducing it at a future meeting. The committee agreed to withdraw the item for revision.

**Member Green** suggested tabling the item until the next meeting while amendment language is prepared.

**Member Pitone** noted she had not reviewed all materials and requested that certain items also be excluded for now.

The committee agreed to table Sections B and C to allow members additional time for review.

**C. SY26-27 School Committee Meeting Schedule- Table**

**D. FY26 Somerville High School Diploma Request** (Recommended action: Approval)

**MOTION:** There was a motion by Member Pitone, seconded by Member Biton, to approve FY26 Somerville High School Diplomas for Larielle Macario Somerville, MA, and Larissa Macario Somerville, MA

The motion was approved unanimously via roll call vote.

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

**MOTION:** There was a motion by Member Pitone, seconded by Member Green, acceptance, with gratitude, of the following donations recommended by the Superintendent.

***State***

**Mass Cultural Youth Reach- Healey School- \$5,000.00**

**Early College Planning- College & Careers \$23,839.00**

The motion was approved unanimously via roll call vote.

**F. DONATION: (Recommended action: approval)**

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

Donaton	Donor	City, State	Value	Program
---------	-------	-------------	-------	---------

Ping-Pong Table	Matthew Grygorcewicz	Somerville, MA	\$525.00	ESCS
Equipment Supplies	Northeast Regional Council of Smart	Dorchester, MA	\$3, 611.50	CTE- Metal Fab

The motion was approved unanimously via roll call vote.

**X. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS**

**Member Biton** announced Ward 7 Joint Office Hours on Saturday, January 31, from 10:00 a.m. to 12:00 p.m. at Basma Café on Holland Avenue. He will be joined by Ward 7 Councilor Emily Hardt, Representative Christine Barber, and Senator Pat Jehlen, and invited residents to attend, share concerns, and connect with local officials.

**XI. CONDOLENCES**

The Somerville School Committee extends its deepest condolences to the families of ***Maria Isabel Vieira*** - Mother of *Stanley Vieira* - Athletic Director of Somerville High School.

***Anna E. Roderick (McDonald) "Betty"*** - Mother of Patti DiFraia - Retired HR Administrative Assistant of Somerville Public Schools.

**XII. ADJOURNMENT**

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

**Related documents:**

Agenda

[Healey Field Trip](#)

[Health and Physical Education Update](#)

[AIM Program Expansion](#)

[Food Service Memo](#)

Submitted by: E Garcia

**Attach Documents Starting on the next page**

**CITY OF SOMERVILLE, MASSACHUSETTS**  
**SCHOOL COMMITTEE**  
**CITY COUNCIL CHAMBERS – CITY HALL**  
**REGULAR MEETING – JANUARY 26, 2026 – 7:00 P.M.**

Pursuant to Chapter 20 of the Acts of 2026, this meeting of the School Committee will be conducted via hybrid participation.

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

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

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

[https://k12somerville.zoom.us/webinar/register/WN\\_u8Awy93fR6OhvC37Xib1zg](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg)

Meeting ID: 810 5048 0087

Password: SP5SC25

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

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

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

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

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

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

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

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

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

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

**III. PUBLIC COMMENT – In person**

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

[https://k12somerville.zoom.us/webinar/register/WN\\_u8Awy93fR6OhvC37Xib1zg](https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg)

Meeting ID: 810 5048 0087

Password: SP5SC25

**IV. REPORT OF SUPERINTENDENT**

**A. District Report**

- Field Trip
- Health and Physical Education Update
- AIM Program Expansion
- Food Service Memo
- SEU Update- Partnership with the City to maintain safe and healthy facilities memo

**B. Personnel Report**

- January 2026

**V. REPORT OF SUBCOMMITTEES**

**A. School Committee Meeting for the Finance and Facilities Subcommittee Meeting: December 17, 2025 (Member Pitone)**

**MOTION:** To accept the report of the Finance and Facilities Subcommittee Committee Meeting for December 17, 2025

**B. School Committee Meeting for the Finance and Facilities Subcommittee Meeting: January 14, 2026 (Member Green)**

**MOTION:** To accept the report of the Finance and Facilities Subcommittee Committee Meeting for January 14, 2026

**VI. UNFINISHED BUSINESS**

**A. Draft 2026-2027 School Calendar**

**B. MSBA Update**

**VII. NEW BUSINESS**

**A. November & December Bill Roll (Recommended action: approval)**

**B. Somerville Public Schools Policy Manual**

The following policy is being presented the evening for the second reading for the 2026 School Committee

- Policy Manual Section A, B, and C

**B. SY26-27 School Committee Meetings Schedule**

**C. FY26 Somerville High School Diploma Request (Recommended action: Approval)**

*Lariele Macario Somerville, MA*  
*Larissa Macario Somerville, MA*

**D. Field Trip (Recommended action: Approval)**

**June 3, 2025-June 5, 2026** *90 seventh and eighth grade students from the Healey School will travel to Niagara Falls, New York. Travel via bus. Cost to student \$550*

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

**Mass Cultural Youth Reach- Healey School-** \$5,000.00  
**Early College Planning- College & Careers** \$23,839.00

**F. Donation: (Recommended action: Approval)**

Donation	Donor	City, State	Value	Program
Ping-Pong Table	Matthew Grygorcewicz	Somerville, MA	\$525.00	ESCS
Equipment Supplies	Northeast Regional Council of Smart	Dorchester, MA	\$3, 611.50	CTE- Metal Fab

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

## VIII. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS

## IX. CONDOLENCE

## 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 26 de enero a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:

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

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

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

ID de la reunion: 810 5048 0087

Contraseña: SPSSC25

**Português - Para Interpretação**

Para **assistir** à Reunião Regular do Comitê Escolar 26 de Janeiro às 19h, ao vivo de casa, visite o seguinte link e seleccione GovTV:

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

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

[https://k12somerville.zoom.us/webinar/register/WN\\_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, 26 Janvyè 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)

Meeting ID: 810 5048 0087

Password: SPSSC25