

Name2	Email2	Organization	Please select the bill(s) on which you would like to testify	Please enter your written testimony here or email to alice. peisch@mahouse.gov and jason.lewis@masenate.gov	Do you plan to submit live/remote testimony, submit written testimony, or both?
Luciana Castrillon	lcastrillon@framir	Framingham Public Schools	H552 An Act relative to the training, assessment, and assignment of qualified school interpreters in educational settings ;H663 An Act encouraging academic success ; S298 An Act to promote student nutrition ;	<p>H 552 About trained translators: as a trilingual school psychologist who participates in Team meetings and is familiar with SPED documentations, I have seen first hand the impact of electronic translations (not revised by a trained bilingual professional) and non-trained interpreters on: the reliability of the information conveyed in mistranslated official documents. Additionally, parents have the right to access to and proper understanding of what State funded professionals have identified about their children's struggles and strengths. False cognates (words that "look alike" but have totally different meanings), derogatory terms (especially about diagnosis) and overall misguided translations might have a negative impact on the way a child's learning profile is understood by her parents AND the parent's decision making. I do appreciate your consideration of my statement.</p> <p>S 298 We are seeing an increase on obesity, sedentarism and other problems in our student population. As a school psychologist, I see first hand how high sugar diets impact student's ability to concentrate and inhibit the physical restlessness associated with increased blood sugar levels. Medicating the child is punishing the victim. We do need better nutrition in our schools - food that nourishes the brain keeping a steady amount of sugar through school hours. Thank you.</p> <p>H663 On academic success: As a trilingual school psychologist I have seen first hand how coming from a low-literacy household creates immediate disadvantage - for monolingual or bilingual students. The best predictor for academic success and increased risk of academic struggles is PARENTAL SCHOOLING. It is better than socioeconomic status. So, why agencies (including the corporation that sells standardized assessments and programs to our State) and schools do not include that data into enrollments (for schools) and reports (for school success measures)? Additionally, the instructional strategies prevalently utilized in our state privilege the cognitive/linguistic profile of children coming from highly literate households, which leads to the school failure and inconsistent motivation for many students coming from low-literacy households. Why can't the State gain access to the information that would provide the evidence-based elements stakeholders need to make informed decisions about school success, measures of academic achievement and selection of instructional strategies? Nothing costs more to the State than a drop-out. We must do something about it. Thank you.</p>	Both