

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, September 21, 2020 - Regular Meeting

7:00 p.m. – GoToWebinar

Members present: Ms. Krepchin, Dr. Ackman, Ms. Barish, Ms. Normand, Mr. Green, Ms. Pitone and President McLaughlin.

Members absent: Mayor Curtatone and Dr. Phillips.

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:14 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked Ms. Santiago in Superintendent Skipper's absence to call the roll, results of which were as follows: PRESENT – 7 – Ms. Krepchin, Ms. Pitone, Ms. Barish, Mr. Green, Dr. Ackman, Ms. Normand and Mr. McLaughlin ABSENT – 2 - Dr. Phillips and Mayor Curtatone

II. REPORT OF STUDENT REPRESENTATIVES

Student Representatives Nathalya Salmeron and Ekaterina Hicks were present and reported on the following topics:

- Schedule expectations and the difficulties students are facing completing work at home.
- Zoom breakout rooms and students having the ability to meet with teachers individually to ask questions regarding lessons, so they do not take up the entire class time on zoom.
- Also about the 7th block on the schedule and whether or not it would remain a remote block after in person learning returns, because of it being after the school day ends.
- Sunrise Somerville, a student group using their voice to spread awareness regarding climate change.
- Students seem worried about having to take more control over their education due to remote learning.
- There was also some confusion around student mentors and how students should utilize them.

Assistant Superintendent Mazza responded regarding the student support piece and said students should reach out to their counselors to express their need of support. He also commented that the 7th block was added to allow for some of that support. Teachers are trying to navigate the complexity of small groups and addressing individual student questions. They will continue to figure this out, because it is still new. He responded to the question regarding the seventh block and said there is a possibility that the will remain remote, but still to be confirmed. He explained that student mentors are there to be able to provide an adult to students for them to reach out to with questions and to build a relationship with.

Superintendent Skipper who joined the meeting at 7:27 p.m., added that the question regarding the mentor process and expectations would be forwarded to Principal LaGambina, who will follow up with students.

III. PUBLIC COMMENT

Chair Normand read the Public Comment guidelines and invited those who signed up to comment, to do so in the order called. She allotted each speaker 2 minutes to comment.

Amy Maranville – SPS Parent 39:21

Ms. Maranville Spoke in support of Special Education students returning to in person learning and the uncertainty of how to safely provide resources and support for special needs kids outside of school. She spoke to the dangers of keeping children outside of school; like social regression, extreme trauma from loss of educational support and the seemingly endless slog through a situation without clear goals, or endnotes.

She requested that a decision maker be identified who will be the final decider for re-opening in person who has the knowledge of the science required to create safe spaces and leadership ability to lead Somerville through this. This person should be someone for whom success is implicitly connected with school re-opening. Not the Superintendent or the Mayor, but a person who will be the liaison for all parties. Someone who is a point person for collecting information and making final decisions. She also asked that a discussion happen around why tents and other outside spaces are not an option. She made the request that SPS acknowledge that the school district is failing to provide

services for early and special education. She also stated that virtual systems are not a substitute and that there is no way to meet the necessary standards without in person therapy and support. Lastly, Ms. Maranville requested that those priorities be readjusted to consider the definite and immediate harm being caused every day to the most vulnerable population.

Daniele Lantagne – 234 Summer Street, Former Parent of SPS Students

Ms. Lantagne commented that she sits on international committees, which discuss COVID transmission rates. She spoke to the Somerville district planning for the theoretical worst-case scenario and this not being supported by epidemiological data. She further explained that to plan for this theoretical, we need to do extensive mitigation measures like masking, social distancing, hand washing, infection surveillance testing of K-12 and put extensive HVAC refers. She clarified that no other school anywhere in the world is planning for this and said this is unique worldwide, and as some of these measures take extensive time and resources, it is now clear remote in Somerville is long-term with the first students potentially returning December 1. Ms. Lantagne then made two requests of the District: one, be transparent, remote schooling is no longer only an emergency measure, but instead for many families could be for much or all of the school year. Understand there is knowledge from across the world, on how to safely re-open schools, if Somerville is remote long term, in a low transmission setting, we will be conducting an experiment on our students. Two, understand remote learning is less effective than in person and is intensely difficult for our ELL and Special Education at risk populations. For these populations, long-term lack of services could have lifelong impacts like regression, dropout rates, difficulty of learning, and earning potential. She closed by adding that this academic year as a community we are morally and ethically obligated to provide services to our most at risk populations and it is a failure of political leadership if we fail to do this in a timely manner.

Annie March – 29 Berkeley Street

Ms. March commented to announce that her second grader had an awesome first day of school and to thank everyone who made it possible. One of the things that was awesome was that his teacher had a camera that showed her physical desktop where you could see her turning pages and writing things, and Ms. March took the time to request this for her four year old next week. Not sure if this would be available but thought it would be great to have to show manipulatives to little pre-K kids. She also said that her child is not in ELL or Special Education, he is a white middle-class boy with a mom who can pay a lot of attention to him, he had an awesome day, but she is concerned about all those who did not have an awesome first day.

Allison Goodman - 15 Cutter St. (Submitted Comments to be included in the minutes)

I am a mom to two kids, one of whom is a 3.5 year old with significant special needs who is in a self-contained classroom. She's been receiving EI and private therapy since she was 3 months old. Now it has been 6 months without real services. That is 15% of her entire life, and at an age where interventions are the most critical.

I am feeling unsupported by the district. It is not enough to wait and see how virtual learning works in the fall for kids like mine. We know it does not work. It cannot work, despite the heroic efforts of her teachers and therapists.

This was understandable during the surge when COVID was in the community at an extraordinary rate, and we knew very little about it. Now, we know a lot about transmission and risk and PPE. And community levels are very low. I beg the district to talk to families like mine. To show some urgency and creativity. I know everyone is working hard, but it is not hyperbole to say that my daughter's future depends on you.

Gabrielle Jacquet – 24 Appleton Street – Parent to a First Grader at the Brown School

Ms. Jacquet, an emergency Physician at Boston Medical Center Safety Net Hospital who is currently teaching in person at Boston University School of Medicine, acknowledged that school closures were necessary in March because we did not understand what we were dealing with. However, she said that now, six months later, many have been back at work and have their kids in organized group childcare settings. We now have information on what to do to prevent COVID and know that the disease is not going away for a long time. It is time to stop and re-assess the situation from a public health standpoint. She continued by stating that she firmly believes school closures are doing

more harm than good for our children and that by keeping schools closed right now we're not in fact reducing risks, but instead pushing it out to groups that aren't unionized such as remote learning centers, like the YMCA, that often have 60 students in a room together with unknown HVAC systems and a teacher of unknown age and immunocompromised status. She quoted someone from the earlier Town Hall "We're rolling a different set of dice by doing this." Ms. Jaquet would be happy to help facilitate remote schooling at her house if it were actually evidence based and indicated, however, she really believes we are harming our most vulnerable, for no evidence based benefit to our teachers or any other groups. On a macro level as a public health practitioner and physician, she is very distraught. At work, she has seen many exacerbations of mental illness and eating disorders, increased rates of child neglect and suicide, due to school closure and said that these numbers are delayed in being reported in the press and so the data will not be available for a while.

Ms. Jaquet spoke in support of returning to in-person learning and said that watching her first grader on Zoom Friday broke her heart because, all that she and other vulnerable kids need at this age is social, emotional development, safety, and security, and that cannot be provided on Zoom, no matter how hard everyone is working. They cannot self-regulate their emotions on Zoom, learn how to share, interact with others, or become a contributing member of the Somerville community. She asked for what gain are we doing this and stated that the public school systems of most other towns are letting the most vulnerable students return in person, as well as private schools. It is time to listen to the science and stop sacrificing the children of Somerville for no evidence-based reason. She asked that that the district please consider the public health toll we are taking; the physical and mental health of our most vulnerable children is truly at risk.

She ended by saying that as she currently contemplates withdrawing her first grader from SPS, she asks the district for an actual return date for each group of students so that parents know when to expect return to in person learning.

Rana McLaughlin – 96 Rogers Ave – Parent to a First grade Student at The Brown School

Ms. McLaughlin asked why have there been full-time in person centers like the YMCA in very old buildings with no testing plans, low bars for HVAC and no ventilation, running for months in Somerville and have been so successful. She added that for those under 40 years old, the flu is actually more deadly than COVID, yet schools never closed for the flu. She said that instead, it seems the City has set an almost insurmountable bar with their approach to building ventilation. The safety first mentality of the current administration, when it comes to schools, is becoming much more dangerous than the virus itself. The most vulnerable population is being subjected to the cruelest of experiments, seeing how long they can go without essential services, and how much isolation and screen time over long durations the youngest can tolerate. The effects of this experiment that Somerville is embarking on will surely have many long term unintended consequences, regression, poor mental health outcomes, and push families out of the city.

Elizabeth Pinsky – 27 Blaine Street - Pediatrician and a Child Psychiatrist at Mass General

Ms. Pinsky commented that COVID is not the only threat to the health of Somerville children, the District is assuredly doing some children harm and added that we were already facing a child mental health crisis prior to the pandemic with escalating rates of self-harm and suicide. Isolation and loss of structure are leading to loneliness, anxiety, and depression and despite having the best teachers; the social and emotional needs of younger children simply cannot be met remotely. For children with developmental disabilities, missing services has lifelong consequences.

Ms. Pinsky expressed her frustration for the lack of adequate public health and medical expertise in this planning process and stated that we need a plan that is safe for teachers and staff and safe for our community, not a plan that is better than Cambridge. We need more input from experts, infectious disease doctors, epidemiologists, and public health engineers, because they are telling us to get our most vulnerable children back. Ms. Pinsky made a request to the city to please involve these experts in the process.

Elizabeth Gaskell – 35 Electric Avenue. – Parent to First Grader at WSNS

Ms. Gaskell wanted to address the town hall statement about surveillance testing of staff and students. We all agree that more testing is a good thing, and showing equitable access to fast turnaround diagnostic testing for symptomatic individuals should be our highest priority. Everyone concerned that the fund for surveillance testing of asymptomatic Students is beyond the bar, set, by other in person learning opportunities. She encouraged Somerville to think carefully about whether the positive effects of the proposed surveillance, testing is worth delaying in person learning. She wants the committee to understand that surveillance testing of students requires a separate

infrastructure to diagnostic testing, including an operational partner, willing to test minors. This is an addition to the brode providing a lab work, as Mr. Kress knows. It is also very costly due to the scale involved, to test everyone in SPS once per week is likely to cost about half a million dollars a week. We can estimate that at current rates of community transmission, we might expect to perform 6000 tests every week to find one positive person in our schools.

Ms. Gaskell fully supports access to optional surveillance testing for staff, however she argues that surveillance testing of students should be considered the icing on the cake of current mitigation measures, and should not be a barrier to returning to in person learning. In addition, of surveillance testing mandated as opposed to optional, it is likely to cause delays to re-opening with negligible impact. Most importantly, how does the Mayor way up the merits of spending half a million dollars a week on surveillance testing, as opposed to providing for the immediate needs of students disproportionately negatively affected by remote learning now, such a Special Education an ELL populations and those families who are struggling financially. Ms. Gaskell suggests that the district instead, prioritize equitable access to fast turnaround diagnostic testing for symptomatic individuals and an optional surveillance program for staff, should community transmission go up, or the price and availability of testing come down, border surveillance, testing can be revisited.

Lauren Hittner – 7 Park Place – Parent to a second grader at the Argenziano School

Dr. Hittner is a Pediatrician in a district north of the city where about 30% of her patients come from urban settings, similar to Somerville. Dr. Hittner spends a lot of time asking kids how school is going. The kids who started off only remote due to their choice or because they haven't had in person school days yet are disappointed, they've shed a lot of tears and their parents report they have shed their own tears. Families do not think they are getting services equivalent to their own prior IEP standards. Kids who have had their in person days say, unequivocally that it was weird and then that they cannot wait to go back. They have forged connections with their teachers, they have stood six feet apart in the hallways and worn their masks and they are ready to do it again. At the height of the surge healthcare providers asked everyone to stay home, we did so as a community and we listened and agreed that it was the right thing to do. When we brought this pandemic under reasonable control and health care providers say kids belong in school, we can do this safely, look around you at the preschools and the open Schools in low community transmission environments, we have plenty of evidence. Suddenly we have decided to go against the advice and do it alone, no other district is trying to achieve so many layers of protection so as to put our children at the bottom of the list of people to protect. Protecting our kids means putting them first, lifting them up, it means recognizing that we have what it takes to put our most vulnerable children in school already. We only seem to lack the will to do that.

Vera Silva (Submitted Comments to be included in the minutes)

My name is Vera Silva. I speak Portuguese. I was going to present this in Portuguese during the call however; I now have my daughter helping write this email. I have a child in second grade at Argenziano and I would like to thank you for the opportunity to be able to express my worries and the worries of many other parents during this time as well. We know what COVID-19 is and the risks that it brings. I believe that the school is doing their best to help the students. This is all new to us. However, we have to think ahead because we have to consider that this virus is going to stay present longer than we would like, and this will affect many families financially. Therefore, I would like to ask that the school committee might consider the conditions parents are under as well. We have to work to pay rent, buy food, etc. There are many children who only have one parent. That being said I'd like to suggest three options that I hope the school commission may consider.

First Suggestion:

Consider the schedule. Reduce the agenda without negatively impacting the academic parts of the day. Maybe shorten the breaks in between classes as well as shorten classes like specialist (specialist is an easier class children can complete during another time). By doing this it will allow parents to work part of the day.

Or

Second Suggestion:

Financial help from the government for parents.

Or

Third Suggestion:

Perhaps online school could only be an option for fourth graders and up. This would help minimize the amount of students at school and would provide younger students with the help they need. Younger kids need more extra help and once a child reaches fourth grade they already start becoming more independent. Many children from first to third grade are still learning the fundamental skills. They still need to learn to read and write and it is important that they have the professionals by their side because parents are not capable of helping like teachers do. Fourth graders and up can stay home doing online school and some may even be prepared enough to be home alone so that their parents may go to work.

Thank you,
Vera Silva

IV. REPORT OF SUPERINTENDENT

A. DISTRICT REPORT

Superintendent Skipper also made a few comments regarding school reopening. In terms of the remote learning staff, collectively, is owed a great deal of appreciation and thanks for long days and hours across the board, to be ready for the remote learning. The district made a commitment, when it was clear that we could not return in the Hybrid to in person, to make sure that the remote learning could be as positive as possible, and as full as possible. The school district has had excellent attendance engagement, in the first couple of days, relative to about 95%.

Ms. Skipper added that we continue to resolve last last-minute kinds of issues relative to the technology and that there will be some additional multilingual tech sessions that will take place at the East Somerville school. Anyone is invited, but it specifically will have bilingual support. That will take place 8:00 to 12:00, on Wednesday, Thursday, and Friday, and Saturday of this week. Many of the schools on Saturday continue to give resources out to families and will do so again next Saturday.

Additionally, all the preparation teachers have done both during the summer, in terms of training, and in the first 12 days that were allocated from DESE to us, show in the preparation of their classes. Their excitement to see their students and their student's excitement to see them, there is no way to replace in person learning. But, in terms of the remote, we are attempting to do our best while we continue to work with the city to resolve building issues and the testing protocols, to make the remote as robust and rigorous as possible. Superintendent Skipper thanked all of the staff for their exceptional work in these first couple of days to get everything launched.

She also announced that there would be a Summer School Presentation at the beginning of October. Although this was a modified summer school obviously because of COVID, we still had an extensive service menu for ELL learners for Special Education learners, and a 1 to 1 reading program using digital tools. All the data it is being pulled together and will be presented at the next school committee in the first week in October.

B. Personnel Report

Superintendent Skipper took this time to announce and congratulate staff on three district retirements:

Carmen Chagas, Grade 4 teacher at the Argenziano School, retiring after 33 years and 158 days of service.

Barbara Strell, Special education teacher at the Healey, retiring after 32 years of service.

Janet Flynn, Health Education teacher at Somerville High school, retiring after 33 years of service.

V. REPORT OF SUMCOMMITTEES

A. School Committee Meeting for Rules Management: September 11, 2020 (Dr. Ackman)

Tabled.

B. School Committee Meeting for Rules Management: September 16, 2020 (Dr. Ackman)

Rules subcommittee – September 16, 2020

Called to order at 4:23 pm with Dr. Ackman and Ms. Barish. Dr. Philips arrived at 4:26. In attendance was Ms. Krepchin, Superintendent Skipper, and Superintendent Fellow Iwasaki. In the audience was Vice President of STA, Megan Brady.

We reviewed an amended version of policy EBC Supplemental, that was first discussed in the meeting on September 11, with additional language added by Superintendent Skipper and Mr. Iwasaki.

The body decided to pull out the language around the Attendance Policy Temporary Addendum and passed that out of subcommittee as a stand-alone policy JE Temporary Addendum.

After further discussion the body passed policy EBC Supplemental out of subcommittee as it was originally proposed with the additional statement "The superintendent will bring any substantial change of policy to vote for the School Committee while minor alterations to policy as warranted do not need to be brought to the School Committee."

All motions were put forward by Ms. Barish, and then seconded by Dr. Philips. Each passed unanimously.

Meeting adjourned at 5:17 pm

MOTION: There was a motion to accept the report of the School Committee Meeting for Rules Management of September 16, 2020.

VI. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policy is being presented this evening for a second reading:

- JLCB – Immunization Policy

Tabled.

VII. NEW BUSINESS

A. Somerville Public Schools Policy Manual

The following policies were presented for a first reading:

- File JE: Temporary Addendum

JH – Attendance Addendum

All Somerville Public Schools (SPS) students are expected to attend and engage in all synchronous and asynchronous activities designed by their teachers for the full school day.

SPS teachers in PreK-8 will take attendance during homeroom daily and report in Aspen. All teachers must enter Virtual Present (VP) or Virtual Absent (VA) in Aspen each day for every student. PreK-8 teachers will also take attendance during each learning block and keep an electronic record of student attendance.

Attendance for High School students will be taken daily at the beginning of period 1 and at the beginning of every academic class block during the school day. In addition, Somerville Public Schools educators will monitor whether students are present asynchronously, e.g., submitting assignments online, logging onto online learning platforms, and attending virtual check-ins during remote learning.

In the case of illness, parents/caregivers must call the school sick line to report a student absence (contact information found toward the bottom of each school's website home page). After 3 days of consecutive absences due to sickness, parents/caregivers must submit a doctor's note electronically to the school office.

Throughout periods of synchronous learning, SPS educators will observe for students' presence. If it is observed that a student is not continuously present, the educator will contact the building Redirect Teacher or Dean of Students for follow-up action. The Redirect Teacher or Dean of Students will contact the student's parent/caregiver to support getting the student back online. If a student is consistently absent and does not respond to outreach by the classroom teacher, the school Redirect Teacher, or Dean of Students, that student will be referred to the school's Student Support Team (SST) for further support.

--Passed out of Rules Subcommittee on September 16, 2020

- File EBC Supplemental
POLICY ISSUES FOR THE PANDEMIC

Creation of a General (Interim) Policy on COVID-Related Issues File: EBC Supplemental

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families, and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the "back to school plan," and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the "back to school" plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The superintendent will bring any substantial change of policy to vote for the School Committee while minor alterations to policy as warranted do not need to be brought to the School Committee.

The "back to school" plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- provide the most effective educational services as possible to students under the circumstances;

- authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- conduct the district business and operational functions of the district as efficiently as possible;
- allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
- facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools (File JCA)

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File IC/ICA)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File IIB)

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File IKF)

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements. **DUPLICATE STATEMENT IN SPECIAL EDUCATION**

- Special education (File IHB, IHBA, IHBA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)

The "back to school" plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these "back to school" plans provisions for students were disciplined or suspended **or** who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the "back to school" plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File IHBG (temporary), home-bound instruction File IHBF (e.g., students with physical disabilities) and remote instruction for students in quarantine

The "back to school" plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing (File JLCC)

Subject to the provisions of the "back to school" plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File EEA, EEAA, EEAEC, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

- Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

Chair Normand requested that both of these policies be added to the next meeting for a second reading.

B. FY20 SCALE/ADP Diploma Request (Recommended action: approval)

Ronald Omar Santos Morales Somerville, MA
Samia Chaib Somerville, MA
Elie Daniel Billion Somerville, MA

MOTION: There was a motion by Dr. Ackman, seconded by Mr. Green, to approve the FY20 SCALE/ ADP Diplomas listed above.

Motion was approved unanimously via roll call vote.

C. Acceptance of Donations (Recommended action: approval)

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

| Donation | Donor | City, State | Value | Program Donated to |
|-------------------------|---------------|----------------|---------|--------------------------------|
| Monetary | SHS Track PAC | Somerville, MA | \$400 | SHS Athletics Scholarship Fund |
| 385 Student Supply Kits | Staples | Somerville, MA | \$2,065 | SPS Students |

MOTION: There was a Motion by Mr. Green, seconded by Ms. Barish, to accept these donations with gratitude. Motion was approved unanimously via roll call vote.

VIII. ITEMS FROM BOARD MEMBERS

Mr. Green

Thanked teachers for all their work and spoke about the feat of remote learning.

IX. ADJOURNMENT

Meeting was adjourned via voice vote at 9:02 p.m.

Related documents:

Agenda

Submitted by: K. Santiago