

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

February 22, 2021

7:00 p.m. – GoToWebinar

Members present: Ms. Krepchin, Dr. Ackman, Ms. Barish, Ms. Normand, Mr. Green, Ms. Pitone, Dr. Phillips and Mayor Curtatone.

Members Absent- President McLaughlin.

I. CALL TO ORDER

Chair Green called the meeting to order at 7:00 p.m. with a moment of silence and salute to the flag of the United States of America. Chair Green asked the Superintendent to call the roll, results of which were as follows:

PRESENT – 8– Ms. Krepchin, Ms. Pitone, Ms. Barish, Mr. Green, Dr. Ackman, Ms. Normand, Dr. Phillips and Mayor Curtatone
Absent - 1- Mr. McLaughlin

Chair Green announced that tonight's meeting will be simultaneously interpreted into the four target Languages and asked members to please speak slower when possible and keep acronyms to a minimum. Interpreters are:

- Jean Baptiste Haitian, Creole
- Micaela Yang ,Spanish
- Elaine Metzker Portuguese

II. REPORT OF STUDENT REPRESENTATIVES

Student Representative Brian Recinos reported on the following topics:

- Last day for course selection is tomorrow, students will use Aspen X2
- Media Club is putting together a tour of the new SHS building for students
- Seniors are raising money and asking people to donate money. They are asking for 200 people to donate \$20.00 per person. Their Venmo address is shs-pts-a-1.

Chair Green thanked district students for their patience this year, it has been very tough for the students and to thank the student representatives for doing such a great job.

III. REPORT FROM MAYOR CURTATONE

Mr. Robert Raiche gave an update on the building status:

The threshold for reopening the schools is completion of the filtration and ventilation work as well as the CO2 monitoring. Once buildings are occupied, we will continue to do additional work including UV radiation and humidification, standards consistent with the Harvard School of Public Health and AFRAE guidelines.

- Building and threshold for occupancy, the three things involved are:
 - Filtration
 - Ventilation
 - CO2 Monitoring
- Additional work while buildings are occupied
 - Disinfection - UV germicidal irradiation
 - Humidification- Lower transmission rates consistent with Harvard School of Public Health
- All filters & retro-commissioning inspection is complete
- Identified Issues
 - Maintenance items for Honeywell
 - Capital improvements
- Portable units in process
- CO2 monitors in process
- Wellness room exhaust systems are being assembled

A large number of items were identified and brought to the attention of Honeywell. They have been in the building

nights and weekends. Approximately 285 issues in total have fallen under Maintenance, and almost 90% have been completed. Another 98 items under capital improvements most at the Winter Hill School. These are big items to address and we need H-Vac to help us clear up these items. In some cases it is old equipment and in others we need engineers to make different pieces of equipment to talk to each other and we are working on that now. For most of these spaces we have enough air exchange when combined with portable air filtration units, we will hit our targets. Right now, it's just the arduous process of going room by room to check the air exchange in each of those rooms and how much needs to be supplemented by these portable units. We have plenty of equipment on hand, we will keep to the timeline presented to parents. School by school:

- SHS- certificate of occupancy last Friday
- Capuano- in good shape , portable units should be in this week
- ESCS- still has open items for Honeywell portable for mid March occupancy
- MODS- March for Brown School occupancy
- Argenziano- non maintenance items, capital improvements, identify and provide mobile units to start in March
- Kennedy- is ahead of schedule but still going room by room for mobile units
- Healey- will take a couple more weeks it is a little more complex
- WSNS- same as Argenziano
- WHCS- has a litany of complex problems, WHCS will be ready next school year

Questions:

Ms. Barish was glad to hear Winter Hill is on target for fall 2021. She wondered if the city anticipates that it will be ready for the fall? Mr. Raiche answered that they are working on a plan everyone can agree on, what is needed and then the cost of a separate appropriation and all this has to be done before anyone can guarantee it will be open in September.

Mayor Curtatone added that these decisions are not being made in a vacuum. The city understands that it is imperative for every child to be back in the classroom as soon as possible with buildings that are completely safe.

Ms. Krepchin commented that there is outside construction work still happening at the high school and with the younger children outside for recess she wondered how that is going to work? Mr. Raiche answered that Suffolk construction is aware that the Brown School children are in the Mods where they cordoned off a path for the children to use so they are not near the construction area; it is a safe isolated passage area to the high school. Same for the entrance to the main high school for the high need students. The large, heavy work is on the City Hall side of the building. Superintendent Skipper added that there is not a lot of space outside the high school so recess will be inside mostly in the gym and there will be flexible schedules and looking at other areas of the building to make better use of the inside space. There is a team working on this right now.

Ms. Pitone said that the School Committee has a commitment to share with the Somerville Educators Union a system for assessing the advocacy of the H-Vac Systems and the results of those assessments. Especially for the building opening next week such as the high school. Mr. Raiche replied that he knows the city needs to provide all that information, what he has turned over is the TAB report which is Testing and Balancing report in which experts go in and test the air flow. This tells you how many feet per minute of air exchange there is in each one of those rooms. He hopes to have that information this week, we have draft data. Some things needed to be revised and be brought back before the architect. With the other buildings we are trying to figure out how to consolidate that information and get it to the School Committee since it is a combination of the TAB'S and the portable information. Ms. Pitone added that in her past work experience people have shared the format of data before she received the actual data so they can prepare how and feel comfortable with that, and so when the actual data is presented they are on the same page. Mayor Curtatone added that he knows the city needs to provide the information and they will get the information but wants to make sure it is accurate information and will have all parties working together to compile and provide that information.

Dr. Phillips is very pleased with plan B to bring kids back to the high school, she is wondering if there is a plan C or D, or to see if there is a plan to get more modular classrooms in one of our parking lots in case we need them to get the Winter Hill back on line before the fall or to help the high school kids now? Mayor Curtatone said that they have looked into the costs of getting more modular classrooms and some other initial information. The city will then see

where they stand for the fall. Dr. Phillips asked that if there was a plan C what the turnaround time would be? Mayor Curtatone answered that they would need to find an optimal plan for students in the fall. Modular classrooms would be available, cost would not be a factor, but they have to see what the best plan would be before releasing any information.

Ms. Normand commented that she likes thinking about the fall but we have more immediate needs where developmentally it is more normal for students to be with their peers and other adults other than their parents. Can we be prioritizing ways we can get our students together safely and with their educators? Are there other spaces in the city that could be safely used to get students together with other adults and their educators? Superintendent Skipper answered that the high school is working on getting feedback to see what ways the students would like to come together. The Healey space is one of the things being looked at. If the building is ready to occupy after break we can open up more space at the high school. One of the ways is athletics and we want to look at fields and tents so we have gathering areas for our students. For the class of 2021 there is no way to fix this for them. As juniors they missed so much with no proms, semi's and moving up ceremonies which signify your high school experience. Then with the construction they were not able to enter a building that they were really looking forward to. As adults we have to own that, we have to acknowledge their feelings and let them know we understand how much they have missed. But what can we do this spring, as adults, to make up for what they have missed? This is where we need their feedback. We are still in a pandemic and still have a lot of restrictions but we need to brainstorm and think, with them, what we can do for the class of 2021. Ms. Normand mentioned that we need to give our students all the help we can, support what we can for them to be successful post secondary. It goes without saying that it is not just the buildings.

Chair Green wanted to know why we don't just get the MODS and then figure out how we are going to use them? Mayor Curtatone answered that the city does not set forth the educational plan in which teachers are being programmed. The city can write the checks but it has to be thoughtful, the Mayor wonders how creative do you want to be? He feels for every student as he has a high school student himself. They cannot do anything that will jeopardize the plan they have in place for reopening the schools. We need to be ethical in our reply to the public, we can tell them what we know, we should tell them what we don't know and make a commitment to what we can figure out. We owe every kid whatever we can give to make up for these two years. We are our only limitation, it is not just as simple as purchasing mods and plopping them down somewhere, there are logistical challenges, education programming challenges and it is all hands on deck and we are determined to do just that. Ms. Norman was excited to hear that Superintendent Skipper wanted to hear from the students and she would love the conversation to be broader than the facilities but if there are ways that we can support our students in their pursuit of secondary education.

Chair Green asked Ms. Norman to chair and she has graciously accepted to find ways to be creative and to use our resources to give the students what they deserve and the best experience we can give them. To think beyond this year of ways to support our recent graduates who may still need our support because of the challenges this year and went through last year without the same support. We would like to do anything we can do and he is happy to push the city for any money he can get for this support. Ms. Norman said there is nothing she likes more than speaking to students, parents and educators and is happy to be the point person between the School Committee and the student population.

Ms. Barish thanked Ms. Normand for taking on that role and wants to know if there are students, parents or educators who have ideas to uplift these students, seniors or recent graduates and what would be the best way to reach out with these ideas? Superintendent Skipper answered that Mr. LaGambina can give some ideas on that and there is a committee working on this who would be glad to hear ideas relative to this year. If it is for last years' graduates then the Superintendent or Ms. Norman would be the ones to entertain that and they would then work in conjunction with the high school. Mayor Curtatone and the city are always willing to work with us for anything the students need but we want it to be a plan and for that plan to have the impact we want. The students would be the most creative in this and Mr. LaGambina would be able to give them ideas on who to go to and we do have our student representatives to reach out to their peers and Mr. LaGambina can give contact information.

Mr. LaGambina added that there is a committee formed for this and he would welcome Ms. Barish on that committee. We have students, staff and community members and members of our senior class and we will get to work as soon as possible.

IV. PUBLIC COMMENT

Kinga Borondy - Comment submitted to be included in the minutes. Minutes are added as attachments below, due to their length.

Sara Campbell - 18A Trull Street After a difficult decision last fall we took our child out of the Somerville School System and enrolled her in a private school with the intention of returning her to the public school system next year. But I would appreciate what would look like. I understand that you are still dealing with the challenges associated with this school year but I ask that you put aside time to look at next school year and communicate to parents as well as parents with students no longer enrolled in SPS, what to expect for 2021-2022. A particular challenge in our case is that we hoped our child could return to the Brown School which has not benefited from the same improvements and Covid accommodations as other Somerville schools. I am aware through an email there is a meeting tomorrow to look at the particulars of the Brown but I have been unable to find any specifics about the time or connection method beyond the date of February 23rd. Despite checking the school calendar, the school board site or the Brown School site. It is already the 22nd it presents a challenge for families like mine to stay in the loop for what SPS is planning. I have questions about the reentering process and if the same systems will be in place like distancing and air flow filtration next year when there is a wider inoculation of the population and school staff. Will students be in school five days a week in the fall? What is the plan if WHCS and the Brown are not up to standard in the fall? What and when should we expect a plan both SPS wide and particularly for Brown? I am concerned to hear many of the ideas floated in today's discussion, things like tents and outside spaces. Things that were proposed in August but haven't led to fruitful changes. I encourage you to go beyond this creative brainstorming and create tangible and actionable plans.

Mary Lou Carey - Mary Lou said about five years ago she was honored to represent the Somerville Public Schools visiting with a group in Cleveland Ohio. The group was invited to observe how Cleveland does school. The biggest take away for her was that Cleveland changed their ways after a suicide of one of their students. School officials learned that they had to turn things around and do school from the heart. The Somerville school system, which always stated we support the whole child, has dropped the ball. As a parent during a pandemic, which has kept all our children at home for almost a year, we should think twice before we take recommendations from the Dept of Education or data or statistics. We should think about the students. One parent stated all our children are high need students now. You make decisions with your heads and not your hearts and the class of 2021, who should have been the first to enter their promised new school, are being divided, labeled and torn apart. They have lost their trust in us, in you and in society. You still have a chance please listen to them and don't make them plan C. Better late than never.

Elizabeth McWen - is a student at Somerville High and a three sport athlete. This year has been incredibly hard for her for the seniors in particular but for all classes at the high school. For seniors our junior year we had no college help. We don't have the experiences everyone else has had, the social aspect, sports, clubs and one on one with teachers. My friends and family in other districts have been able to play sports and to go to school while being able to remain safe at the same time. She feels the students should have the opportunity to do the same thing as them. She wants to be able to use the brand new facility that they were promised the same as the younger kids are doing now.

Leah Bloom - would like to thank the School Committee for the simultaneous interpretation in a variety of languages. It is a very important step and she is grateful. She would like to speak to the changes in the Unidos Program. She is the president of the PTA at ESCS and wants the community to know that this proposal exists. She is sure they don't know about it and haven't had a chance to think about it, share feedback, and in particular to our Hispanic community, which this proposal is supposed to serve, had a chance to comment on it. Whether making changes to Unidos enrollment is the right decision I urge the School Committee not to take a vote until there is a true community conversation and until current and prospective families have a chance to weigh in. I would encourage the School Committee to take a big picture view because this is about the entire school community not just the ESCS and bilingual education is something we should be thinking about at the district level.

Beatriz Gomez - stated she would pass her opportunity to speak and will submit her comments in writing. She would like to give the students time to speak. She also wants to thank the School Committee for the interpretation of

tonight's meeting. It is truly a step in the right direction.

Stephanie Travassos - states she is a parent of a senior at the high school and a first grader. It is very discouraging that the high school students cannot go back to a building they were promised, her son also wrote a letter. He feels the same as she does and doesn't understand why the high school students are being left out. The city is going by plenty of data but what about the data on teen depression and suicide. The kids will be isolated even more. They have already been out for a year and a half and cannot compete in sports. Her niece and nephew go to school in Cambridge and they have been going to school all along without problems. I don't understand why our kids aren't taken into consideration.

Josh Burchard - Would also like to discuss the proposal for the Unidos program. He encourages folks in the community to voice their concerns and comments he doesn't think there has been enough discussion. He hopes that going forward we get more of the community's feedback. He also doesn't think there is enough equity and an opportunity for students who want a bilingual education to get one. He has three younger kids in the ESCS and when they started the Unidos program it was presented as a bilingual program and that is really important to him, it wasn't presented as a dual program. He hopes to have some focus on that as well.

Fredo Duran - Comment submitted to be included in the minutes. Minutes are added as attachments below, due to their length.

Cosmo Curtatone - stated that he is a member of the class of 2021 and on the hockey team. He believes that he speaks for athletes that sports are the lifeline for them, especially seniors. They will soon be parting ways and probably won't see each other again in the future. As athletes they have put in the hard work and dedication to have a winning season and have been mentally and physically prepared for the season whenever it would materialize. They have also done all Covid precautions such as social distancing and wearing masks. He knows how hard the pandemic has been on everyone and especially for the people who have to make the decisions but believes the athletes have earned the right to have a season. With all the training they have done and trying to perform at a high level he would like the administration to do whatever they can do to give the athletes the season they deserve. He wants them to give the students the sports that they love.

Aidan Johnson - he is a senior at Somerville High he plays hockey and other sports. This year has been really hard. He has been miserable every day he gets on his lap top and has no desire to learn. He misses his classmates and his teachers and hasn't seen them outside of school either. All he has left is hockey and he doesn't think he will ever get back to school this year. He is begging to be able to get back to school and back to sports.

Erin Hemenway - says she is not going to talk about reopening she will send more comments on that offline. She attended the Educational Subcommittee meeting in February and knew at some point there would be some comment on the Unidos program but was not able to find any information on when that discussion would be, so she jumped on tonight without any real planned comments. She wants to talk about Unidos, one of her children has aged out, he is in the ninth grade and the other is in seventh. Unidos has been incredibly beneficial to her kids, they have been in a minority racially and in terms of home language and Unidos has been good for them. We have seen enrollment change every year since her oldest who was the last kid picked on the English bucket. Then we watched every year as kids dropped out from both language groups and they can't be replaced since after first grade you have to be proficient in both languages to join. So when she looked at the list of children who have not been able to get into Unidos over the years it comes back to expanding the program into more classrooms. That way you can fulfill the equity of numbers with Spanish language dominant children and then you can backfill 1/3 of the seats with English dominant kids. Get more seats, quadruple it, you will have parents who don't want to come back next year and parents who are afraid to come back if you're forcing the kids in person since we all will not have vaccines. You need to look at building the programs up that will attract people.

V. APPROVAL OF MINUTES

- August 31, 2020
- September 14, 2020
- September 21, 2020

VI. REPORT OF SUPERINTENDENT

A. District Report

Superintendent Skipper stated that there were three things that she wished to speak about this evening

- Athletics
- Reopening Plan
- Update on Policy changes for Unidos

Chair Green added that over the last few weeks the School Committee has heard from a number of parents, athletes and people from the athletic community and he wants them to know that they are being heard and their concerns taken into consideration.

- Athletics Update (Mr. Vieira)

Superintendent Skipper asked if Director Vieira and Michele Kelly could turn on their cameras and added that her opinion on athletics has not changed from before. She believes that athletics is an important outlet particularly for our high schoolers who are the last to come back and won't have the access they deserve as in previous years. She would like to give them as many healthy outlets like athletics as possible. On the school side she will try to give them access to the high school especially for the class of 20-21 athletics. We have heard our student athletes say that athletics means a great deal to them. They put their heart and soul into it and it is about their conditional well being and about their social and emotional well being. This is something mentioned within the GBL and in the meetings we have had with Director Vieira and Michele Kelly, we want to keep our athletes safe and if we follow the protocols we could have a safe spring and middle season. She encourages the School Committee to let the high students play their sports.

Stan Vieira, Athletic Director remarked that this has been a collaborative team effort, he wants to thank the school councils of the Greater Boston Leagues, the mayors, the town managers, principals and administrators for getting us to a place where we feel comfortable bringing back our student athletes. Especially the student athletes who came out and spoke tonight very eloquently. They have been very passionate and we appreciate their losses. Director Vieira is here tonight along with trainer Michele Kelley to ask for your approval for sports to be returned to Somerville High School. Somerville along with other members of the Greater Boston League has put together a comprehensive plan and schedule to give our athletes an opportunity to return to interscholastic play and to return safely. With a compressed schedule for fall winter and spring seasons. Michelle will go into the safety measures and time lines but each season would be a compressed six week season. It would give our athletes the ability to play safely, an 8-10 game schedule with our Greater Boston League members. As of today Revere got approved for play also Medford, Malden, Everett and both Lynn schools have already been granted permission to play. He spent the year monitoring the local schools and other leagues, to capture what they were doing right and wrong and gather data to make our own plan to play sports safely.

We have been monitoring what's going on in other school districts and speaking with other athletic directors. Following our recreation department and what our after school programs have going on currently, and seeing the great success they have had implementing a sports league and putting teams together throughout the pandemic. Five of our female student hockey players played on the Cambridge Rindge & Latin hockey team as part of our co-op. He kept in contact weekly with the Cambridge athletic director and the players who tested weekly. There was not one Covid case the whole season. Last week was the first week they allowed one parent to watch them play and so Michele and I went to see the senior game. The girls were ecstatic just because we were there, for them to see representation from Somerville and be a part of it. Watching them play and to be in the stands for their senior day celebration was truly amazing. Not one case of Covid because of strict protocols and guidelines .

The data shows in normal times that our students are motivated by athletics. It is the character of them to be as amazing in the classroom as they are on the field or court. In times like this, in a global pandemic, remote learning is a real challenge to them. Playing sports right now would only motivate them. You heard Aiden Johnson here tonight say how much of a struggle it is to get up in the morning and do work on an everyday basis when he can't come to school to see his friends and he can't play sports. There is no question in my heart that this would help our student athletes. This March marks one year that our student athletes have been without sports. He doesn't need to tell everyone the social and emotional toll it has taken on our students. Seniors have not been to the new school they were promised, they have adjusted to remote learning and our clubs and organizations have been able to remain in touch with them, but interscholastic sports cannot do that. They do not have the ability and have been robbed of something the kids truly deserve, we worry about their mental health and welfare. He feels we can find a very safe environment for our kids to be able to participate in sports safely and to reconnect socially with their teams

and coaches.

He would like to introduce Michele Kelly, our Athletic Trainer, who has worked tirelessly over the months to put together a plan of protocols and procedures for Covid. She sits on numerous committees, specifically the Sports Management Committee of the MIAA. She has put in countless hours sitting on these committees to come up with a plan that helps our kids play sports in a safe and healthy way. Michele has serviced our students for over 14 years in many capacities.

Michele Kelly, Athletic Trainer mentioned she has been a part of the MIAA Sports Medicine Committee since last March. She has put in about 80 hours of Zoom meetings and discussions about safety protocols. The discussions have been thorough, long and sometimes intense. A part of the meetings is being part of a team. We have two epidemiologists as well as someone from the public health department working with us develop protocols and sports modifications to allow sports to happen in a safe manner. Safety protocols are not new to athletics; it is an inherent risk we take on every sports season. In saying that, Covid 19 takes on a much more intense level of protocols, as we have seen transfer between athletes before. We are well prepared, our coaching team cleans sports equipment, water bottles and anything else necessary during the cold and flu season. Which poses no problem during this Covid 19 pandemic. Most other cities have had a fall and just finished a winter season. Most schools have had no transmission of Covid during athletic events. Transmission that has occurred outside of sports. The biggest issue seems to be shutting down teams when a Covid case is identified but there has been limited transmission between athletes. (*see powerpoint below)

- **Teams cleared for Participation**
 - Medford
 - Malden
 - Everett
 - Lynn
- **Waiting on Approval**
 - Somerville
 - Revere (got permission today)
 - Chelsea
- **Safety Protocols**
 - Pre-Season clearance
 - Mandatory conditioning
 - Daily screening
 - Face masks
 - Hand sanitizer
 - Cleaning equipment
 - Social distancing
- **Covid-19 Positive of Close Contact**
 - Isolate and Close Contact will Quarantine for 10 days
 - All Participants,coaches,staff will also be excluded
 - Event will be stopped if a positive is identified while at a game or practice
 - Opposing Teams will be notified within 10 days
 - After being placed in quarantine any symptomatic athletes will then isolate and follow protocol
- **Education**
 - For all coaches and staff
 - Proper cleaning and safety protocols will be reviewed
 - Coaches/student athletes made aware of symptoms upon registration on Family ID
 - Athletes will receive written Covid-19 handout
 - Trainer will speak to each team prior to start of first practice
 - Parents will be given written instructions on symptoms and protocols

Michele said the health and safety of our student athletes is her highest priority. She has devoted many hours and much energy attending Covid webinars on standard of care in the sports setting. As well as finding out protocols from across the country on how to keep our student athletes safe. She believes by following these protocols we can

stay safe and provide our athletes with the best environment possible.

Superintendent Skipper asked Director Vieira exactly what he was requesting of the School Committee tonight? Director Vieira asked for an approval for all sports to open up on March 1st so they can ramp up and put together a conditioning plan for all student athletes. Unlike other communities we have not let students have access to our facilities to either weight train or any other conditioning since last March. It is critical to ramp up properly and have our kids go into their season ready to perform. There is still more data to be looked at but we do have the luxury of a brand new weight room and work out center to hopefully get our athletes where they need to be before the season starts. The state of the art equipment that we have will give our students the opportunity to make sure they are doing things properly under our supervision.

Chair Green asked when the first season would begin again, and was told that the competitions would start late in March.

Ms. Norman thanked all the athletes, Director Vieira and Michele Kelly and approved a motion to open the athletics on March 1st.

MOTION: There was a motion by Ms. Normand, seconded by Ms. Krepchin, to approve all sports starting on March 1, including a conditioning period.

Dr. Ackman thanked previous speakers, especially the students and then asked when we begin pool testing if a pool has a positive test and there are multiple people who need to be retested individually, what is our communication plan around student athletes who are getting into conditioning and then cannot continue to do so?

Superintendent Skipper answered that in our reopening plan we will go into pool testing, positives will be separated out, but we will go into more detail in our reopening plan. Ms. Kelly added if there is a positive test the entire team will be put on quarantine until we can find out who is positive, then we can determine who is in quarantine as opposed to who should be in isolation.

Ms. Barish was impressed with the care given to the plan for students to return after having Covid or returning after positive testing. She asked if there is transportation to the events and how we make sure that the athletics program dovetails with the academic program at the high school? Director Viele said yes that we have a contract with Eastern Bus and they have done an amazing job on their own protocols, only allowing a certain number of students on the bus with masks, drivers will clean before, during and after trips to away events with windows open. We worked out a comprehensive plan with them and feel safe working with them.

Superintendent Skipper added there will be a certain amount of cleaning when it comes to different groups of students using the gym making sure there are certain times when the athletes come into the gym and they will also use outside space. There will be plenty of space for them to be able to use even while the younger kids are using the building earlier in the day.

Ms. Pitone commented that when this was brought up in December, she was struggling with this and there has been a tremendous amount of effort put into getting our students back to school. There have been some opportunities for our younger kids to get outside and now we know we cannot bring our high school students back into the building. She can now see why this was so important for her to hear tonight's discussion. She knows there is a certain capacity in our training rooms and we will reduce that capacity but students who are so desperate to be together, will they comply with the rules that are in place? What are the expectations for the students?

Director Vieira said that in the fall they did a fall conditioning and at that time the students were made aware of the protocols and guidelines that they had to follow. They understand this is a privilege to be out there with their teammates and coaches. Many of our students have participated in travel leagues, AAU teams, youth soccer, so they are fully aware of what is going to happen. We will be there every step of the way to remind them but he really feels very confident that the students and parents know what has to happen to keep everyone safe.

Superintendent Skipper added that what they have seen so far in Community Schools programs is that we do not have to remind students again and again, the kids get it, they know how to do it safely and we underestimate them.

They will give it their very best effort.

Mayor Curtatone thanked everyone involved in getting a comprehensive plan together and stated that he coached at the scholastic level at Somerville High and in Medford for years in football and around the commonwealth in youth sports. We talk a lot about the official league scholastic sports but he wants to talk about the many kids who don't play organized sports and the city wants to give them an opportunity to participate in intramurals or something to get them out and to be active, this is one component we have been missing out on. Covid has shined a spotlight on the inequities in the whole system; this is one of them, sports. His son has been privileged to be able to go outside our community and play on a club team and follow the Covid rules and protocols but not many kids can afford it. Not many kids have the same opportunities. Our kids have had to wait longer but we have learned a lot of lessons from other school districts and municipalities and organizations who have launched and done things wrong. He also works with many league and athletic directors and spoke about the safety protocols that have worked.

In hockey early in the year across the commonwealth, there were major spikes and outbreaks not just in Massachusetts but across New England. Then more stringent measures were put in place and we have seen a much lower incidence of Covid and no major outbreaks. It is usually not the participants and it does not happen on the field of play but with the parents and spectators. Facilities banned all spectators at the beginning and now we have more stringent reinforcement of the people around the students to stop any further outbreaks. It is going to and from the events, in the parking lots, in the lobbies and in the rinks that a lot of lessons have been learned. Across the league we have taken the necessary measures to ensure we do not have any more major outbreaks. He fully endorses reopening sports and believes it is a great outlet for emotional relief and for students to express themselves. Having athletes being denied the opportunity to participate is demoralizing to them. They want the opportunity to be recognized in their community. This plan has been thought out by experts. We can do it safely with the expertise we have been given and he hopes we have positive resolution tonight.

Ms. Normand commented on Ms. Pitone's concern and wants her to know we have a lot of information that we are basing this decision on. We have had kids together since September, Somerville Youth Hockey and soccer have been playing since September with no transmissions. It's not the kids, the kids are highly motivated and will comply, it's the adults and we have quite a bit of evidence to prove that.

Chair Green said we have an obligation to do whatever we can to support our high school students as we get the buildings reopened and support the return to athletics.

Ms. Pitone is impressed with the amount of homework done by Somerville and the other leagues but it sounds like not all the leagues are doing testing and she thinks all parents should know that. Students from other leagues may or may not be testing and the parents need full disclosure to make their decisions.

The motion was approved by roll call

- UNIDOS Enrollment Proposal

Chair Green then asked Superintendent Skipper to speak about UNIDOS. The vote for the athletes had to be done tonight but the district informed him that as long as the vote on UNIDOS was taken at the next meeting it would be fine. He would like to go with their two meeting policy and discuss tonight and vote at the next meeting as long as there are no objections.

Superintendent Skipper stated that Asst. Superintendent Mazza would lead this part. He has done a great deal of work with a small team and we provided you with an update in a memo at a School Committee meeting a month ago, about UNIDOS and the proposed changes.

Asst. Superintendent Mazza explained that the UNIDOS is a bilingual program where students learn proficiency in listening, speaking, reading and writing in both Spanish and English. They have two bilingual teachers for each grade, one is native English speaker and one is a native Spanish speaker. The teachers do not translate, they use specialized dual language techniques to help all students to understand academic content and gain language skills. Students spend 50% of their time learning their native language and 50% learning their second language. Students receive intensive native language instruction and are separated initially for second language development. The students in the program also learn other content such as math, social studies and science.

As with any program occasionally there is a program review and we look at certain aspects of the program. For UNIDOS we are looking at the current enrollment policy. After looking at extensive research and consultation with various stakeholders it was determined that the current enrollment policy does not align with the current research. So from that came the proposal that went to Ed programs and will be in front of you tonight. Saying that he would like to introduce Dr. Davila and her team, Principal Obed Morales from the ESCS and Unidos Director Maureen Hughes.

Ms. Maureen Hughes, Director of Unidos Program introduced herself and her team; Sara Davila, Obed Morales, Regina Berthold, Paulina Metropolis and Glenda Soto and they expand beyond that to last year to include teachers and parents and ask them to think about one of the aspects of the Unidos program, to make sure we are supplying excellence for everyone. Today I will walk you through the proposal and we appreciate feedback from the community. We are on this journey together and we want to make sure everyone's voice is heard as we work to support shifts in our program. There have been questions and we want to make clear:

- It does not impact students currently enrolled
- Sibling preferences for incoming students
- Firm commitment to excellence in dual language education for all

Ms. Hughes wants to make sure people know exactly what the Unidos Program is:

- Delivers instruction in English and Spanish
- Serves approximately 350 students
- Housed at ESCS but is a district program within Multilingual Learner Education Department

Current Populations & Proximity

The East Somerville Community School enrollment data shows us that the composition of the student body at ESCS reflects the student body within the Unidos program. The school has 69.9% of the students self identifying as being hispanic. That is the largest in the district and it mirrors in the program itself.

What does research say about the DL programs?

Families join us from both aspects of the program the two way English side and the two way Spanish side that makes up the population. It is a very popular program and as it gains popularity we see more families seeking it out and taking advantage of this opportunity in the Somerville Public Schools. We want to think about the research around what an effective dual language program is, and for keeping our program healthy. We have a foundation to support students to become bilingual and that foundation is built around following the research to show us the best practices. To ensure we are providing our students with cutting edge research as they enter and exit our program.

Some argue this is the most effective way to provide literacy and proficiency in English and a partner language and in our case the partner language is Spanish. Dual language programs must be rooted to a commitment to protect access to education life lines for immigrants and brown and black students, who we know historically lacked access to basic things such as resources, evidence based practices and environments. That is a core of what we believe in and that is what makes a dual language program a powerful place to learn.

Why must these programs be committed to specific minority populations?

We know from the population, we know from research, we know from lived experiences that English Language Learners are the part of the population that has been marginalized and when those students are placed in monolingual English instruction environments, those students do not have the same access to high achievement when they are building literacy in their primary language alongside their English. It affects graduation rates which we see across the country and although over the past few years that gap has narrowed slightly it is not where it should be for our English language learners.

How do we stay committed to immigrants and language learners?

We know English learner participation in a dual language program is associated with academic improvements but also the linguistic and emotional outcomes. One of the things we know from data at the high school is that students who come through the Unidos program, who are English Language Learners, native Spanish speakers, are more likely to seek out and get the Bilingual Seal of Biliteracy at graduation. They go to the office and say we want that, that is something we are proud of and we attribute that to the values we build in the program. Built around being

proud of who you are and your families experiences. The dual language program gives opportunities to all students to gain multilingual and cross cultural skills. When we think of the rich and different backgrounds of some of our students, half of our students coming into the program have either a little or no Spanish background. So that means that these students gain a rich background in the language and culture of their peers in a deep and personal way. She has a list of students to share with the community.

We see many students with two last names and we want those students to have pride and know it identifies who they are and to be proud of that. For those students who don't have two names in their family naming, they then have an understanding of it and can appreciate it and they value the people themselves.

We want to stay committed to English language learners and immigrants particularly in the Unidos program and particularly in Somerville. We want to align what is going on in Somerville in enrollment, with the district's equity policy. The district's policy highlights really clearly for us that sometimes equality does not mean equity. We are noticing that these populations of students who include immigrants and language learners have not always had enough opportunity to access these research based programs. The equity policy of our district supports that. We need to adjust our practices in enrollment to the equity the district is committed to.

Currently enrollment in Unidos has 54% of our students who enter/or are in our program, are either fluent or have never been an English language learner. So they came in already FLEP'd or a fluent native English speaker. They are in the program accessing the second language, which is Spanish and on the other hand we have 45% of our students who came in with limited English to students who had limited Spanish and then FLEP'd out. We have more students in the program right now who are learning Spanish than learning English. When we think about the research around that, we have to go back to equity and historically the populations who have not had access to programming that provides them with an opportunity to excel later in life. If our population is showing an imbalance in the number of students who are getting into our program who are learning English we need to look at the process.

About a decade ago Somerville moved to a three bucket system, where we would have 1/3 of our students come in as native Spanish speakers, 1/3 as Bilingual learners and 1/3 as English learners. The concept is bilingual learners are essential in our program but that bucket is problematic because it says students have equal levels of both languages to the extent that they excel in both, but they naturally fall into the Spanish learner or English learner bucket. Because of their dominant language, the one they go back to in the playground or in the cafeteria and when they are sitting and talking to a peer, when there is no requirement from the teacher to use one of the two languages, many of the students in that bucket were choosing English as their dominant language. For students that are learning Spanish they now have less of an opportunity to hear Spanish spoken because the other students are self selecting English. To keep the program healthy and keep to our vision we need to have all students leaving the program bilingual.

Glenda Soto, Principal Argenziano School did a data dive looking at the students who were identifying as native Spanish speakers. At first glance it looked like we had a different population than what is on the graph. When we looked at what the preferred language was at home, especially in first grade, families were identifying in English. Although they grew up as Spanish speakers the preferred language that they used with their children was English. Then it became much more obvious why we had more students in the English bucket. She looked at families who had self identified as Hispanic or Latino and found there was a discrepancy, the older child may identify as an English speaker, then a younger child as a Spanish speaker but the preferred language was English.

Enrollment now looks like the preferred language is English and the pie graph has come to about 50/50 in the whole grade eight program. Now the three bucket system might not make sense with the population coming into the program. She can go into more detail if necessary. She also noticed, where did those students who couldn't get in? Many of those students are at ESCS in the regular education programs, who were never able to grow their Spanish language literacy skills who possibly cannot learn or access those skills at home or outside of school and they are not getting access in school because there are no seats in the Unidos program. Then English becomes more difficult because they do not have literacy in their own language. So we need to revise enrollment so it becomes more equitable across both the English and Spanish speakers.

Currently English language learners have an equal or less than equal access to the Unidos program compared too

their fluent English peers. There should be $\frac{2}{3}$ of the population of students that have been marginalized. So we propose a two bucket system, one lottery for prospective English language learners and one lottery for English fluent learners. Prospective students will receive the provisional English language screening prior to enrollment, all admitted students then participate in the Spanish assessment prior to enrollment. We want to see a positive outcome for all our students and families and we think these proposals will do just that.

For the English language learners

- Provide greater equity
- Greater access to curriculum

For the Spanish language learners

- Increased exposure to Spanish
- Increase linguistic proficiencies

We hope to see students Unidos graduates enroll in Spanish level 3 or higher in high school courses as freshman and perform at a high level and then they are more likely to seek out and obtain the Seal of Biliteracy in high school.

Questions:

Dr. Ackman thanked Ms. Hughes for the presentation. She first heard about this proposal from frustrated parents, parent who would have newly enrolled students whose top choice may be this program, English language learners and Spanish language learners, look at how up in the air everything is right now and when we don't know how things are going to look in fall of 2021, wonder why we need to do this for now, she doesn't see the urgency, although she supports the proposal. Why has it been brought up now and why understands that it will not affect the current enrollment but know these parents are the biggest cheerleaders for this program? Is there a reason for changing the buckets and understanding the choices behind the two buckets.

Mr. Obed Morales, Principal East Somerville Community School answered that they began looking at it in the spring of 2020 and under the conditions we are under right now, the rationale is what is best practice for dual language programs and how it impacts populations and how it enriches English language learners and specifically the partners which are the English language learners. Looking at the process they were given some guidelines and started on the presentation that was presented tonight in December 2020.

Superintendent Skipper wanted to talk about the process when we talked about these programs. We would start out in a subcommittee and see a need to warrant this, then go to the broader School Committee. Whatever policy changes we are seeking are rooted in data. She will now refer to Asst. Superintendent Mazza to speak about the process.

Asst. Superintendent Mazza stated that in December the team presented the proposal for changing the enrollment but there was not enough data so the subcommittee gave the team homework to look at historical data to see why we suddenly needed the change. What we were presented with was the data that Principal Soto uncovered when she dug into the data and looked at the research behind it and didn't align our current enrollment. Then looked further and saw a 55-45 split for English speakers and we knew we were headed in the wrong direction. There should be a 70-30 split from native Spanish speakers to native English speakers. They recognized the inequities and they are willing to change those to make the program serve exactly who it's supposed to serve. Then the recommendations will come before the School Committee and presenting the proposal to them and the community.

Dr. Sara Davila, District Administrator of Programs, English Language Learners answered that she has been part of this program since 1999. The goal was that every family could benefit from bilingual and bicultural experiences. When we see the shift, and we know it may be because of the population changes in East Somerville, we feel a sense of urgency in this particular kindergarten class. In early years she felt a sense of unhealthy competition for seats in the program. We don't want to foster that environment, we want to make more opportunities for the children without building barriers to the program for children who need it most.

Dr. Ackman said that Dr. Davila mentioned the changes in the neighborhood demographic but if we are looking at enrollment why are we choosing to make these buckets instead of trying to service students in this neighborhood? She appreciates the urgency and perspective but she doesn't know why now?

Dr. Davila said every other dual language program she has seen has been based on a proficiency exam. We could do other things but this is the model and the attempt made eight years ago has served its purpose and tipped the balance.

Mr. Morales added that that is the model that DESE has endorsed which is a two third, one third model. The equity balance mentioned will most likely end up as 70-30 with English speakers being the dominant group. It won't be true to the nature of a true dual language program.

Dr. Phillips says she supports the change and looks forward to voting for it but she feels we are trying to re-carve a fixed pie than to expand the pie. She has heard from many families how important dual language programs are and what she is not clear about how families prioritize where bilingual education stands based on all the other work we could be doing in the Somerville system and she is wondering how the district is thinking about gathering this information and seeing where bilingual education falls based on everything the district has going on?

Superintendent Skipper added that this is where we want to go next, what placement language has for them and in what form if we undertake this survey. The challenge is that the questions tonight don't change the data, that will be where the ultimate decision will come from. We will look at the options based on what the data shows. How do we make Unidos as pure as possible? That was intent in collecting the data we have shown this evening.

Ms. Pitone stated that she has heard from families that they were not part of the process. Going back to the reference from Dr. Davila about the sense of competition that was happening with Spanish speaking families, we were unintentionally giving an advantage to bilingual students in the enrollment process. One we were creating a wait list but if you were bilingual you would get a seat. Second there is a refinement in the vision, if it is not a Spanish immersion program it is a dual language program which is very different. She would like to see something put in place so people don't feel disenfranchised.

Superintendent Skipper answered that Mr. Mazza would be a good person to get involved with this and Ms. Machnick at the high school to take a look at this and find out if there are other ways to increase the capacity to this program. There is a challenge hiring staff for many programs, we look for bilingual staff every day.

Mr. Mazza added that the team has a meeting tomorrow and talk about the next steps to get parents involved. Ms. Pitone said she is talking about the parents that have students in the program already and to get their input.

Ms. Barish would like to know the answers from parents about how much the program would need to expand to get all of the students into the program who actually want to be in the program. Also English Language Learners who are not Spanish speakers, what is their interest in this program?

This proposal will be tabled for the next meeting for more discussion.

- Reopening Update

Superintendent Skipper then introduced the reopening presentation:

Christine Trevesone, Director of Special Education presented:

- The Voluntary Limited Indoor Programming with the Highest Special Education Needs

Rosanna Paribello, Director Community Schools presents:

- Safe indoor/Outdoor After School (Community Schools)
 - Safety
 - Plans as we Transition to In-Person Learning

Dr. Jeff Curley, Chief of Staff mentioned siblings, which will be moved to the same cohort time and work with families to be flexible

Superintendent Skipper presented:

- Transition to In Person Learning Health and Safety Protocols
 - Daily Health Screening
 - Face Covering
 - Physical Distancing
 - Hand Washing

- Covid 19 Testing
- Air Quality
- Public Health Metrics

How is the district getting ready for In-Person Return?

- Working with DPW across buildings
- Establish teacher schedules for moving
- Contacting families
- Working with unions
- Baseline testing of students & staff
- All subsequent phases

Superintendent Skipper introduced the next slide:

How to have a Safe, Happy Welcoming Environment

- Familiar faces, adjustment counselors, principals, redirect counselors
- Classroom furniture compliance
- Hand Washing & Sanitizing
- Access to PPE
- Individual Student Supply Kits

When will my student be eligible for in-person learning? The phases are listed on the slide below:

- Phase 1 ongoing
- Phase 2A March 1-4
- Phase 2B March 15-18
- Phase 3A March 22-25
- Phase 3B March 29th - April 1
- Phase 4A April 5-8
- Phase 4B March 26-29

Where will my student attend school for in-person learning?

- Argenziano-Argenziano(SEI Level 1)
- Brown- Somerville High School
- Capuano- Capuano
- East Somerville-East Somerville
- Healey-Somerville High School-Grades 5-8 at the Healey
- Kennedy-Kennedy
- Somerville High School-remote
- Winter Hill-Somerville High School
- West Somerville-West Somerville

Sebastian LaGambina, Principal Somerville High School will present:

What will learning for my high school student look like for the rest of the year?

- Learning Lab: Space for students to access online classes that are taught remotely
- Learning Center: Direct in-person instruction with a special educator
 - SHIP
 - Life Skills
 - Transition
 - Resource Rooms & ASD Learning Centers
 - Multilingual Learning Labs
 - Redirect Learning Labs
 - House Learning Labs (Seniors will be prioritized)
 - CTE shops (Seniors prioritized)
 - As additional

What will learning for my high school student look like for the rest of the school year?

- Athletics
- Graduation

Superintendent Skipper introduced:

Mariana MacDonald, Director of Human Resources who says that her responsibility is to try to keep every child with their same educator. Teachers may request a leave of absence and your child may have to go to a hybrid model. Every effort will be made to have your child with the same teacher and to keep your child's experience a positive one.

Dr. Davila presented:

What does the High Priority Phase 2A and @B learning model look like for my child?

- Students in person M-T-TH-F
- All students remote Wednesday
- Phase 2A high special ed students will have ½ days from March 4th until March 14th
- Half-day schedule for Phase 2A students will be
 - K-12 8:10 am-noon
 - PK 8:30-11:30 am
- Phase 2B Multilingual in SEI1 Program and other self contained programs starting March 18th, full day
- Transportation
 - Students who have transportation on their IEP will be accommodated
 - Multilingual learners will have bus transportation if outside of their home school

Superintendent Skipper added once they have confirmation from the transportation companies, now that the guidelines have been changed for Covid 19, they will provide transportation information to parents.

Asst. Superintendent Mazza presented:

What does PreK-8 Hybrid Learning look like for my child?

- Pre-K thru 9 will be divided into two cohorts, A & B
- Classes will be 10-12 students
- Classes will rotate, two day in person, two day remote, Wednesday both asynchronous and synchronous learning
- Cohort assignments may change based on having balanced, equitable classrooms, you will be notified one week in advance if appropriate
- Parents who choose to keep their children remote will continue to be taught by SPS teachers, grade and content appropriate
- District is negotiating with SEU on teaching, learning and schedule components of hybrid learning

What he wants to highlight for the hybrid student is:

- Maximize in person activities to address social, emotional and team building for our students.
- In person students will have whole class and in person instruction, K and Pre-K students will have both structured and unstructured play opportunities
- Both cohorts will be given in person ELA and Math assessments
- Maximize synchronous instruction during remote days
- Prioritize continuity on remote days
- Specialists remain remote, students will participate together

Director Travisono presented:

What does Special Education programming & Services look like for my child?

- Self contained programming will be 4 days per week
- Students in general ed settings will return to their grade levels and follow hybrid
- Related Services (OT,PT etc) will begin on a limited basis
- Students who returned with their grade will receive inclusion opportunities remotely aligned with DESE guidelines
- Data collection will be ongoing
- Staff will reach out to families to update for any remote days

Dr. Davila presented:

What does Multilingual Programming look like for my child?

- Enrolled in SE1 grades K-8
 - Return to 4 days per week
 - Wednesdays remain remote
 - ESL Learning: Practice Listening, Speaking, Reading and Writing in English
 - Specialized language support to learn content

If my child is enrolled in SEI Integrated class or receives ESL Services?

- Return to School in hybrid model with peers
- Receive ESL support in remote lessons

If my child is enrolled in Unidos?

- Return to school in hybrid with peers and continue Dual Language Learning

If my child is of High School Age at SHS?

- Priority students will be in Multilingual Learner Labs 4 days a week
- 8:10-12 then learning will continue in afternoon
- Tutors to support Multilingual Learners to participate in online ESL & Content classes
- Multilingual Learners at Levels 1 & 2 will return to in person ESL when feasible

Dr. Cobbs presented:

A Day in the Life of Our Students.

- Greeted each day by members of child's home school
- Escorted to class safely
- Breakfast & morning meeting
- Social emotional learning & experience
- Academic learning
- Inside and outside play
- Escorted from school to designated caregiver

Lauren Mancini, Director of Food & Nutritional Services presented:

During Phase 2A & 2B

- Students who are in remote will continue to operate all locations for Grab & Go
- Students returning to buildings , shelf stable meals will be delivered
- Meals delivered in insulated bags for safety
- Accommodations for nut-free space & other allergy considerations will be arranged

As phases continue and more students return we will develop a plan that all students will have access to Grab & Go meals

Asst. Superintendent Mazza presented the Assessment Framework:

- Pre K-8 will have an individual assessment for each grade, they take approximately 7-10 minutes and parents will know within the first ten days, they go through the summer

Superintendent Skipper added that this will take place in the normal flow of class. There will not be times set aside for individual testing.

Dr. Jeff Curley will address Covid testing:

- All students and Staff will take a will take a weekly Covid test
- Testing will be lower nose, minimally invasive with cotton swab, all tests will be for free
- Student Baseline calendars, required within the first week of school, any time at any site
- Results are back in 24 hrs
- All times and locations will be listed on the website and school calendar
- If students show symptoms at school there is a plan in place to make sure they can retest safely

Christine Trevisone will show you how to keep your student healthy:

- Provide update medical and vaccination information
- Provide signed copy of Attestation Form (daily checklist for your child)
 - Fill the form in before your child return to school
- Keep your child at home if they have symptoms
- Participate in baseline testing one week prior to start of school
- Update emergency contact information
- Prepare your child to wear a mask
- Communicate questions or concerns
- Remain positive and support your child

Ms. Morgan presents:

How do we keep our families informed?

- Personal outreach to prepare transition
- School specific town halls
- Weekly update in target languages
- Transition to In person learning website (www.somerville.k12.ma.us/transition)
- Social media platforms

What if you have questions?

Dr. Cobbs presented:

- Contact your child's teacher through email
- Contact your home school principal
- Contact your school secretary
- Contact you school Family Liaison

Questions:

Dr. Phillips said that in the MOA she doesn't see SEI2 in the powerpoint, do the 5-8 kids go back to the Healey? Superintendent Skipper asked Dr. Davila to explain, she said this is a clarification we have tried to make throughout the plan, the plan hasn't changed. When we talk about levels we talk about individual students, when we talk about the SEI program it is a newcomer program, in the production of powerpoint, it gets confused. The students in the high school are adapting very well to remote learning, they will come into learning labs to get support for their classes.

Ms. Krepchin says we seem to be able to get CTE students back in the building but she is concerned about the fact that they have not had any hands on, or not have enough shop hours, are there any plans for access to the CTE shops over the summer? Superintendent Skipper said yes, they will have access, they are working with the educators to see if there are any concerns about the shops

Mr. LaGambina explained about Cosmetology, they may need to do work over the summer to get enough hours and the high school will provide them.

Ms. Barish asked, if a child has symptoms and doesn't stay home or if a child is scared to go to school, would they participate in remote learning? Superintendent Skipper said if they are already in a Cohort we would work with them like any other absences. That will be a case by case scenario, students who choose to stay remote those would be assigned a teacher who would be with them the whole time. Ms. Barish asked about going into the hybrid model and families could stay remote and switch modalities at the end of term, are families limited? Superintendent Skipper answered that we want to be flexible, we want to structure the classes so we could go with that but again it may not be their own teacher. It is a big decision and we will try to be flexible.

Mr. Mazza said another piece of that is around the MLS students, can we transfer back to in person learning. The flexibility will be great.

Chair Green stated asked if we could make sure to get this information on the web site and get a mass mail out to parents with this information. Superintendent Skipper said that they would work with Director Morgan and Ms. Santiago to get that information out.

Superintendent then delivered the last of her district report. Chair Green asked if anything else could not wait until the next meeting. That concludes the Superintendent Report.

- 2021-2022 School Year Calendar (Mr. Mazza)
- Revised Non- Discrimination Statement Memo (Ms. Doncaster)

Tabled.

B. Personnel Report

The remainder of the meeting was tabled and the meeting was adjourned.

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: January 20, 2021 (Ms. Barish).

B. School Committee Meeting for Educational Programs and Instruction: January 27, 2021 (Dr. Phillips)

C. School Committee Meeting for Finance and Facilities of the Whole: February 2, 2021 (Ms. Krepchin)

D. School Committee Meeting for Rules Management: February 8, 2021 (Ms. Barish)

Tabled.

VII. NEW BUSINESS

A. Villens of Color Memorialization Project (Chair Green, Dr. Ackman and Mayor Curtatone)

B. Acceptance of FY2021 Grant Funds (Recommended action: approval)

MOTION: To accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below.

State Grants

Early College Support Grant \$29,000.00

Tabled.

VII. ITEMS FROM BOARD MEMBERS

VII. CONDOLENCES

VIII. ADJOURNMENT

Meeting was adjourned at 11:15 p.m.

Related documents:

Submitted by: C.White