

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, November 16, 2020 - Regular Meeting

7:00 p.m. – GoTo Webinar

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

Members absent:

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:00 p.m. with a moment of silence and a salute to the flag of the United States of America. Superintendent Skipper called the roll, results of which were as follows: PRESENT – 9 – Mr. Green, Ms. Normand, Ms. Krepchin, Ms. Barish, Dr. Phillips, President McLaughlin, Dr. Ackman, Ms. Pitone and Mayor Curtatone - ABSENT – 0 –

II. REPORT OF STUDENT REPRESENTATIVES

There was no student report.

Mayor Curtatone started the meeting by sharing a presentation with an update on buildings and testing. He spoke to the internal and external factors slide. He went over safety measure slides regarding school and classroom set up, desks and tables 6 feet apart, sanitizing stations in classrooms, virus shields in some high traffic areas, enhanced cleaning plans, PPE equipment and bus transportation limiting one student per row on a bus.

Rich Raiche spoke about the ventilation system and said the reports have been released. The Group 1 contract has been awarded to J.C. Cannistraro, The Group 2 schools contract has been awarded to T.J. Gallagher and the Group 3 contract bids are being reviewed and he believes they will be able to award a contract this week.

Next steps Group 1 contractor will develop a detailed schedule and start work. Group 2 has to process the contract and develop a detailed schedule. Group 3 needs to award a contract and release building schedules.

He then reported on the Building Completion update and stated the bad news was the equipment lead time is longer than originally scheduled and Group 1 buildings will not be completed in early December and that they expect initial schedules from the contractors tomorrow. He also stated that crews are being impacted by Covid outbreaks that are also adding to delays.

He reported the good news is Group 2 and 3 buildings are trending ahead of schedule and the City expects initial schedules from contractors next week.

His next slide addressed Building Occupancy and the next steps. The priority is getting students in as soon as possible. The schedule shifts will require recalibrating occupancy plans and the City will update the School Committee as contractors finalize schedules and will present at 12/7 and 12/21 meetings.

Mayor Curtatone spoke about the slides regarding the Board of Health's Testing Order. The District is required to submit a transmission prevention implementation plan and must require ongoing testing of teachers, employees and other support staff in the building.

There was a slide that listed who is participating in the Testing Work Group.

He spoke about the Draft Transmission Prevention Implementation Plan for testing and stated that to understand how the virus is impacting the school community and make decisions we need to understand how it is moving across the in-person Somerville Public School community.

He said with required testing the City will be able to quickly identify Covid positive individuals, trace close contacts of

those individuals, isolate and quarantine the individuals and rule out Covid 19 for individuals presenting symptoms and allow them to return to school.

Baseline testing was supposed to start this week but with building reopening being delayed, so will testing.

He spoke about the Draft Transmission Prevention Implementation Plan that included wearing masks, social distancing, school bus safety protocols and a flu vaccine for all staff and students unless there is a medical exemption.

Kristen Stelljes discussed the framework for opening and closing schools. Her slides included Pillars of School Reopening – physical upgrades to ventilation systems, social distancing and PPE, health & safety protocols, de-densification (smaller class sizes) and the testing program. Her next slide addressed when to reopen. We cannot wait for suppression and the decision should be based on the ability to track and understand the transmission in schools. Reopening should be driven by the ability to create a safe environment and having real time data regarding transmission.

Once schools are opened, she believes that based on the testing protocol and using the data from the City, County and State, the District will have the ability to keep schools open with a smaller potential of having to close. Decisions about closing will be made on a classroom by classroom basis, based on the pool testing. Somerville Public Schools will establish a communications protocol to guide communications with families regarding positive cases once school is back to in person.

The next slide regarded the Transmission Prevention and Operational Areas of Interest and if the strategies are working and how to gauge this. Do classrooms have to return to remote learning? Are staff able to support in-person learning? What are the ASHRAE risk scores for the buildings? How successful are the implementations of the health measures?

The City will be looking at case counts on a weekly basis and breaking it down by school and cohort paying attention to positivity rate and potential future indicator of secondary infections.

She next addressed that indicators will be used to assess and understand the risk of transmission. They will not be thresholds that trigger a closure. Decisions about closures will factor in all indicators with greater weight given to Somerville Public Schools specific indicators. The City believes that as long as they are able to effectively test, isolate and trace, the schools will be able to open to in-person learning.

Her next slides were specific indicators for those who like to “deep dive” into data. The City is looking at the ASHRAE risk scores for the school buildings, the % of staff available to support in-person learning, % of test results returned within 24 hours and % of classrooms returned to remote learning. She reported the CDC Mitigation Measures include % of schools with high compliance regarding mask wearing, social distancing, hand hygiene and respiratory etiquette and with school cleaning and disinfection protocols.

Somerville Public Schools and City Indicators regarding Contact tracing include % contacts reached within 48 hours, % household and community contacts completing individual testing plan, and cases identified as coming from a Somerville Public Schools source.

She continued to explain measuring compliance with mitigation measures by asking principals to report on compliance information by teachers and staff; by asking DPW Building Foreman to report on the compliance with cleaning and disinfection protocols gathered by supervision of custodial staff and HHS contact tracing team to report on the capacity and quality of the contact tracing operation.

The Health Indicators of the Somerville Public Schools will be weekly case counts and % positivity of individuals, and the indicators of the City, Council and State will be average daily incidence per 100,000, and % positivity with and without higher education testing.

The Somerville Indicators are a 14 day moving average of new cases and the number of community members that tested in that last complete week.

The next slide addressed a School Closure Advisory Group which will include representatives from the Somerville Public Schools, School Committee, COVID Incident Command System and Parent community. This group will review data and make recommendations to the Mayor and Superintendent regarding school openings and closings.

There is a current Somerville Public Schools dashboard with a list of indicators and it will be updated to include all of the indicators spoken about tonight.

Dr. Phillips stated that she would like to also see members of the medical and scientific community participate on the Advisory Group.

Mayor Curtatone stated that the group is still being form and that representation from a variety of experts will be included.

Mr. Green requested to get a copy of the slides and Chair Normand stated that they should also be made public because of the amount of information included on them.

Mayor Curtatone stated that he would have them emailed to Ms. Santiago for distribution.

Mr. Green asked to get an updated timeline about the reopening, and when can the public expect the updated timeline.

Mr. Raiche answered that the City will get an update from the contractors tomorrow. He stated that he is hesitant to share any dates because there is more uncertainty around supply chains and labor force right now. He then stated that dates in January seem realistic.

Mr. Green then asked if the City is now looking at Groups 1 and 2 (in terms of the building groups) being separate still or are they probably going to be opening around the same time.

Mr. Raiche answered that the delivery dates for the two groups are very close together but the Group 3 buildings, because of their complexity, are still lagging behind but by less than the original timeline.

Chair Normand asked what is the timing for the High School, has that changed at all?

Mr. Raiche answered that the heavy construction is wrapping up and right now they have about 300 tradespeople working 16 hour days, seven days a week. They are trying to have the heavy construction done by the end of November and then have the architects go through and create a punch list to have the tradespeople come back and fix. So that will happen throughout December and would like to be able to turn the building over right after the new year.

Ms. Barish asked if community testing rates impact out turnaround time or are they separate systems. As more people are being tested, do we expect to maintain the 24 hour turnaround time?

Mr. Kress stated that the Brode Institute is doing our testing and we have an agreement that turnaround time will be 24 hours. Community testing depends on where people are having it done and in which laboratory the test is being run.

President McLaughlin commented that he is not surprised to hear of the January date and that he feels it is the right decision to delay considering we are not ready to open. His concern is that the School Committee is told one thing in Executive Session and then told the complete opposite in front of a whole body of people.

Mr. Raiche answered that they are working in real time; he is not withholding information, but relaying it when he gets updated.

President McLaughlin made a comment seeking clarification as to what the intentions of Executive Session are.

Chair Normand stated that the frustrations of families are high being given expectations and told one date then

having it change. She suggested that future dates be given in a range format.

Mr. Green questioned how often the data will be reviewed if and when a decision to close is made.

Mayor Curtatone stated that the data will be viewed real time on a day-to-day basis.

Ms. Stelljes stated that her team is having meetings twice a week but while they are in an initial startup phase, they will be meeting once a week and the dashboard will be updated once a week. Mr. Kress gets positive results in real time so they have systems in place so that if there is anything concerning they would know right away. The City believes that by investing in this testing they will be able to know what is going on in the schools instead of guessing by what is going on in the community and be able to keep schools open and just putting single classes on remote learning for two weeks if there is a positive test result in the pool.

Superintendent Skipper addressed that communication protocols the District has made the decision to quarantine the class for two weeks and notify the parents about going remote if there is a positive test result.

Mr. Green asked that the existence of a School Closure Advisor Group and the threshold measures the City is saying that they recognize it is possible that schools will need to be closed so what will that look like.

Superintendent Skipper spoke about the circumstances that the Advisory Council would look at the data if there were multiple classrooms closing in a school as opposed to single classes, how often they look at the data, how they use that information and how it gets shared with the District.

Dr. Ackman asked who is on the Advisory Council and what the selection process is.

Ms. Krepchin asked what a member of the public who has medical knowledge should do if they want to be on the committee.

Mayor Curtatone responded that the process will be publicized within the next week to 10 days.

Ms. Pitone questioned that it is fair to say the earliest students will return will be in January. She then followed up stating that it is also fair to say that the District will continue planning for hybrid learning and how that can be done successfully.

Superintendent Skipper confirmed that the District is looking at a January start date based on the information received tonight. They will take this extra time to continue to work on a hybrid learning system and collaborate with teachers and support staff.

Ms. Krepchin asked in a hypothetical way, if buildings were close to being ready to open, what would be the chances that people could use the buildings for one-on-one tutoring and other limited purpose use.

Mayor Curtatone answered that the City will support learning in any way possible but it will be through the Board of Health protocols.

Ms. Pitone stated that she is thankful for the level of detail provided in the information tonight. She asked the Mayor and his team to address again to re-emphasize that the District is going to be guiding most decisions based on the testing and contact tracing largely of the school community with some guidance of community at large data and it will be done in real time.

Mr. Green stated that it is not fair to families and staff that decisions are being made so last minute and he would like to know that decisions can be made earlier and not at the meeting before.

Mayor Curtatone commented that the goal is always to give as much notice as possible and by using real time information.

III. APPROVAL OF MINUTES

- August 3, 2020

MOTION: There was a motion by Dr. Ackman, seconded by Mr. Green to approve the August 3, 2020 minutes.

Motion was approved via unanimous roll call vote.

IV. PUBLIC COMMENT

Chair Normand read the Public Guidelines and invited those who signed up to comment to do so in the order called and allotted each person 2 minutes.

Kinga Borondy - 14 Landers Street (Submitted to be included in Meeting Minutes)

If you moved to Somerville to expose your child to a diverse school; to guarantee your child has opportunities to befriend people from all over the world, have them experience other cultures, mingle with people whose life experience differs from theirs; those expectations will be dashed under the district's school opening plans. Somerville is adamant about opening three school buildings to students next month: Argenziano, Capuano and West Somerville Neighborhood Schools. Students invited back would include special needs; English Language Learners (SEI 1 & 2) who are newcomers to the United States and then pre-K and Kindergarten.

The remainder of the 4,000-plus student body would filter into buildings as they came on line. All our non-English speakers would be taught in three buildings while native English speakers would be in different buildings.

How will this plan not create a two-tiered education system in which non-English speakers are segregated into three buildings and native English speakers delay a return to in-person learning to a time when, possibly community transmission rates will not be skyrocketing to almost 200,000 cases a day nationwide.

As most of Somerville's Covid 19 cases seem to be clustered in certain sections of the city; (Somerville map <https://www.wickedlocal.com/story/archive/2020/11/06/east-somerville-impacted-by-higher-rates-of-covid/114719708/>) sections where immigrants congregate and where low-income families live, this means that all populations in the three buildings will be recent immigrants. And younger children.

Does this not smack of separate but equal?

While I have heard many people profess that English Language Learners MUST return to in-person learning in order to fully access the language, has the community spoken for itself? Has the administration truly alerted parents, grandparents, guardians, to the realities of how their youngsters will be taught; segregated from native English speaking peers; relegated to three city buildings?

If, as the administration claims, English Language Learners cannot access their education; we must ask; why not? What prevents these children from being fully engaged with peers, teachers and curriculum on Zoom?

Is it a technology issue?

Then why not clamor for city-wide high-speed internet, available for free to all residents?

If it is a question of finances; parents needing to work in order to pay bills; then why not clamor for the city to pay at-home parents a stipend while they support their children's on-line learning? Chelsea, our neighbor, has started paying low-income families between \$200 and \$400 a month to help them make ends meet.

<https://www.bostonglobe.com/2020/10/17/business/chelsea-is-about-become-countrys-biggest-experiment-giving-out-no-strings-attached-checks/?p1>

True, that amount is not munificent; yet it is a step in the right direction.

And finally, has the school committee seen the latest study in The Lancet? I am adding a link here:

[https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(20\)30785-4/fulltext?fbclid=IwAR0_nnnYn0eKXi-HOupKIITCdJnF-qiruGPwa_0sBROSPROc6XsRmZjXEGM#.X7FHkL4-ZtA](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30785-4/fulltext?fbclid=IwAR0_nnnYn0eKXi-HOupKIITCdJnF-qiruGPwa_0sBROSPROc6XsRmZjXEGM#.X7FHkL4-ZtA)

School closure was widely adopted previously to control influenza outbreaks and pandemics, and was shown to

reduce and delay peaks of epidemics.

For SARS-CoV-2, the role of children in its transmission is still unclear. A modelling study from China showed that school closure alone could not interrupt transmission, but it could potentially reduce peak incidence by 40–60% and delay the epidemic of COVID-19.

In this study, we showed that closing schools alone could decrease transmission by 15% (*R* ratio 0·85, 95% CI 0·66–1·10) on day 28 and reopening schools could increase transmission by 24% (1·24, 1·00–1·52) on day 28. It should be acknowledged that in our analysis, we were unable to account for different precautions regarding school reopening that were adopted by some countries, such as physical distancing within classrooms (eg, limiting class sizes and placing transparent dividers between students) and outside classrooms (eg, physical distancing during meal times, recreation, and transportation), enhanced hygiene (eg, routine deep cleaning and personal handwashing and face masks), and others (eg, thermal temperature checks on arrival).

A report found that children younger than 5 years with mild to moderate COVID-19 had high viral loads in their nasopharynx compared with older children and adults, and thus could potentially be important drivers of transmission in the general population.

Lucy DeToledo – (Submitted to be included in Meeting Minutes)

Good Evening, Two of my sons are currently attending Somerville High School, both on IEPs for different disabilities. Tonight, I'm here to talk about the one attending the Transition Program, he's a high needs student.

When the District reached out asking if he was going to return to in-person learning in December we opted out because of his severe medical conditions. We feel that it's unsafe for him to return, even with all the safety protocols carefully put in place by the District.

Yesterday, he was dragging his feet around the house and looking deeply in thought. I asked him what was going on and he said: "I think this is my last full week with my teachers and classmates, at least until this pandemic is over. I'm going to miss them. Do you know who is going to be my new Transition teacher?"

The answer was: "No, I don't."

I looked at my calendar. We only have 7 school days before Thanksgiving and I still don't know what my son's remote learning plan is going to look like in December.

In about 18 months my son will be 22 and out of Special Ed. This is not the time for him to experience more changes to his routine, schedule or to start everything from scratch with a new Transition teacher. Parents like me, with children in the Transition Program, are running out of time. He needs to keep his current schedule and Transition teacher to minimize regression.

I also want to let Somerville's leadership know that even if I'm trying my best to be patient and to take into consideration that maybe the lack of information only means that you don't have it yet to share, I'm beginning to feel alarmed.

If you have been planning for students that will stay full remote with the same care and dedication that you have shown to the students that will go back to in-person learning, please share this information with me!

Meredith Alebaum – She started out by giving a shout out to the teachers saying that they are working hard and not getting enough acknowledgement for the work that is going into remote learning. She continues to mourn the loss of everything that is being missed by not being in person. Her kindergartener is learning letters and clearly progressing and enjoying learning. She stated that her third grade son's teacher is getting him to engage and progressing well. He looks forward to the virtual field trips, playing together every Friday and so far has been to the Amazon Rainforest and Outer Space. She recognizes that remote learning is not working for all kids, but she feels that it is important to hear from families that it is working for. It would be better to be in school. She stated that we still don't know the long term health effects for anyone but she is concerned about the plans of the District going back grade by grade and how that would work for families with multiple children at different grade levels or different schools. She feels her children are learning more now in five synchronous learning days than they will in two days of in person and three days of completely asynchronous.

Michelle Lippens – 24 Thorpe St.

She is the Co-Director for the Somerville SEPAC, a Special Education teacher, a product of public education and a proud parent with Somerville Public Schools. She wanted to speak to the reality of having a child with special needs and how typical challenges are made greater without in person schooling. She stated that for every child that is doing well remotely, three others are falling apart socially, emotionally and academically. She explains a typical day of getting her children to log into class and the torture of asynchronous work time fighting the children to do the worksheet. She explains that as a parent it is stressful and evokes feelings of guilt and exhaustion and gratitude for the teachers and specialists who hold it together during tantrums. She stated that there is some phenomenal teaching happening remotely but for the families with special needs students to just say this is challenging would be an understatement. She commending administration for their dedication under these difficult circumstances.

Fredo Durand - 17 Kingston St. I am the father of a first grader. (Submitted to be included in Meeting Minutes)

I want to thank the school committee for all the hard work you do to reopen our schools. I particularly appreciate that you understand the urgency of the situation and are offering to meet twice a week with the bargaining team to find solutions.

I also want to express my admiration for how well the teachers are dealing with the online format.

That being said, I want to highlight how bad the current situation is for young children and families like ours. Somerville kids have been out of school for eight months. And now I hear it's going to be even more. This is a huge amount of time for a 6 year old like ours. Online school is a terrible format for a child this young. She is lonely; she keeps complaining that she needs friends. She keeps asking why her younger siblings can go to school safely and not her. It's really hard to keep her in front of zoom, and she has regular tantrums when switching between asynchronous and synchronous. She's been miserable.

In our experience, online school requires a full-time adult to manage the child in addition to the teacher. How are people supposed to be able to work?

Don't get me wrong, I have the uttermost respect for how the teachers manage to deal with this terrible format. But it's a terrible format.

There is a reason we believe in in-person public education. Young kids need to be in the classroom with their teachers and their friends. And there is growing scientific evidence that they do not contribute much to the spread of the virus. I don't understand why Somerville is the only city in the entire world that has not been able to reopen schools. Doesn't the city value public education?

I hope the city and the teacher's union can work with the school committee and find a solution to bring our kids back to school because the current situation is just awful.

Rana McLaughlin – 96 Rogers Ave

She has two children ages 4 and 6 and they both work full-time and pay thousands of dollars a month for the children to attend private centers to support the time they are not getting in school. Her first grader is done with Zoom classes at 10:25 each day and is not getting the close to the number of school hours she is entitled to. She spoke about the hybrid model and how it would be that least safe model because many families will continue to use private centers to care for their children for the opposite three days which would increase the potential contacts and would be more likely to spread it in the schools. She suggested that with Somerville investing so much in the HVAC Systems, the City should choose the safer approach and bring the students that choose to return to in-person learning, to five days and not use the hybrid approach.

Sarah Soares – 1st and 3rd Graders at AFAS

She has been a Kindergarten teacher at AFAS for 12 years. She states that she believes the District is listening to the loudest and most privileged parents and putting forth plans to quite them then pushing forth personal political agendas. She believes it was known that the December 3rd date was never a reality and that the District is trying to shift parents to blame the teachers. She spoke about what it would look like to relocate dozens of classrooms and have only four in person days of class before Winter Break. She talked about the concerns that no one knows who

will be teaching the remote classes, what happens for the families that don't have transportation to their new location schools, the families with children in multiple schools, what time school ends, half days, shorter days. She said that the District's plan will not work and will cause additional trauma.

Tara Fitzgerald – 40 Vinal Ave. Parent of a 4th and 6th Grader at AFAS

She does not believe that Somerville Public Schools is doing a good job at remote learning. Her children are not connecting with their teachers, classmates or subject matter. She believes the school is prioritizing curriculum over the social and emotions development of the children. She stated that she is disappointed that her kids' teachers have not made an effort to check in with them and their progress. She believes that the schools should establish a structure to contact and check in with every student every day. Small group instruction is better suited to remote learning and additional resources are needed to provide this at all grade levels. Parent/Teacher communication is not as good as it should be. She did not see the first automated message on Google Classroom until November 5th and by then her kids were well behind in their work. She believes that District needs to improve remote learning. She asked about the State taking MCAS and how much remote learning is expected and how it will be measured. She ended stating that teachers need to be given resources and guidance on what works for remote learning and there needs to be better communication.

Elizabeth Caffrey – 71 Alpine St. Parent of a 1st Grader

She asks that the District conduct a survey about families experience with remote learning on variables such as overall experience, social emotional levels, family dynamics, etc. She is assuming that the District is not asking because they don't want to hear the response that they are failing certain groups of students. She said that for her family it is not going well and explains some of the troubles. Her child cannot read so there is no independent learning going on. She states that increased screen time correlates to increased outbursts and decreased ability to self-regulate and his mental health is taking a toll to the point where they have to take him to therapy and she doesn't believe that her family is the only family in the district dealing with this. She states that the virus is here for 2-3 years and we have to figure out how to live it because it is not the only health issue we are dealing with.

Amy Marinville – 17 Carlton St.

She has two autistic sons, one of whom should be at the ECIP program. She stated that she has been a proponent of safely re-opening schools but as more stores and restaurants are opening she is more and more frustrated with the District's inability to prioritize emotional and mental welfare for high needs students. She said that even the families that do have the financial ability to place their students in private schools that is not possible for families with special needs students. She stated that the District has not been prioritizing the high needs students and that single classrooms open to the outdoors should have been in place months ago. The public was told tonight that the Board of Health is a potential block to opening the Argenziano and believes this implies that there is not a clear pathway to re-opening. She expressed frustration over the uncertainty about re-opening dates, supply chain issues and union contracts. Two days ago she received a call that her son would be going back to the Capuano on December 3rd and now is being told this is not the case and the communication should have been made sooner because the City found out at 4pm on Friday and it is now Monday night. Without clear communication the public cannot trust in the leadership. She implored the School Committee to push hard and remind leadership that school is a basic necessity.

Timothy Langdon – 32 Mt. Vernon St.

He stated that he was shocked that the City was trying to get students back in the buildings when that state is reporting 2000 cases daily. He lives with two elderly parents. He is happy to hear that schools won't re-open until January, which he still feels is too soon. He shares custody with a Somerville Public Schools employee and feels it is unsafe to ask staff to return. He does agree that remote learning is un-engaging, extremely poor and is failing children but says he puts greater value on the lives of his family and others. He stated that he thinks it's hypocritical to send the majority black and brown populations along with the special needs students first where they may possibly get infected. He ended stating that he hopes that when it is time to re-open the District has a better explanation than 'we're learning as we go along'.

Cristiana Morgan - 21 Berkley St. Parent of a High School student

She is a counselor at the Capuano School. She stated that by listening to tonight's presentation she believes the focus needs to be resolving the planned hybrid in-person learning and the logistics of it. She thinks it has raised more questions than it has answered and people are very confused and concerned. She spoke about the SEU's

proposal about waiting until additional buildings were ready so classrooms do not have to be relocated and students and staff re-assigned and it seems that we have now been given this time. We should use this time to speak with teachers and families to create a plan to return to in-person without the additional stressors of relocating.

Leonor Hilstrom

She is a stay at home parent with a neuro-typical five year old and a seven year old with Down's syndrome. Her husband works 10-14 hour days. They have pulled their younger son out of Somerville Public Schools to send him to private school in-person so she can facilitate remote learning for her first grader. She explained what a typical day of remote learning looks like and that she has to sit beside him the entire day to facilitate his learning. She spoke about the difficulties his disability creates and that the round the clock support she has to give is wearing thin on her but if she did not put the time in now, it would take 2-3 times more work for him to catch up when returning to in-person.

Amar M. – Father of a Third Grader

He started by saying that he appreciates the efforts that have gone into remote learning but is eager to start in-person as soon as possible. He is frustrated that there is another delay in opening while neighboring communities have been back to school since the fall. He asks if we have exceedingly high standards in terms of HVAC systems, do bars and restaurants have the same standards to remain open and with their current standards have there been negative consequences in terms of Covid spread? He also asked about the current status of the SEU negotiations and how is that affecting the delay to in-person and how is the fact that 70% of families wanting to return to in-person being received by teachers.

Benjamin Wheeler

He started by saying thank you to everyone that is working hard to figure out how to get the schools re-opened and appreciates the amount of work balancing the needs of families, safety concerns and infrastructure changes that need to happen. His kids go to the Brown and Kennedy and he said they are doing well remotely but even with the privilege of work flexibility, they are very eager to go back to in-person and he hears from others how much each day matters and just wanted to express and support the urgency to return to in-person learning.

Jeremy Brown – 234 Summer St.

He stated that they have pulled their kids out of the District this year and he stated that it is ridiculous that the School Committee doesn't have control over the buildings, that the Mayor's Office is holding the buildings to an HVAC standard and process that no other school system is and health experts are say is not necessary, that contractors would possibly have an upgrade done in two weeks and that these delays in supplies was a surprise. It is ridiculous that the kids with special needs have not gotten services in months and won't for months to come and the District will spend millions resolving lawsuits from families who are owed these services by law. It is ridiculous that daycares and Lego Land are open and schools are not, that working parents have to choose to quit their jobs to facilitate remote learning and that families have to move out of town to put their kids in school. He ended by stating don't let the perfect be the enemy of the good, open the buildings that can be opened as soon as they can.

Tim Sacton – 20 Wallace St. Parent to a 1st and 5th Grader

He spoke about his family's experience with remote learning. He stated that he is glad remote learning is working for some families, but it is not for his. At every update there is another delay as we heard tonight, and with each delay things feel more and more impossible for working parents. He believes that on paper, his family looks to be a success of remote learning but on the other side of the camera is taking its toll. He states that the K-2 remote plan has never been feasible for families with two working parents and the burden is largely falling on women's careers. He stated that his son is getting 1 to 2 hours of education a day and he'd be better off getting two days of in-person and three days of nothing compared to what he is getting. He hopes that the District is not assuming that just because attendance is high that remote learning is working.

V. Report of the Superintendent

A. District Report

Assistant Superintendent Mazza gave an update on LMS. He explained that LMS is a program that is completely remote but offers a little more flexibility with scheduling. It is rigorous and students do have the option to do specialist classes with their peers. Parents have reported positive outcomes and Mr. Mazza checks in every one to

two weeks to have a conversation and monitor student progress. Currently there are 25 families enrolled, and parents have the option at the end of each semester to return to their home school.

- **COVID-19 Testing Plan Update** (Dr. Kress)

Ms. Barish asked Dr. Kress regarding testing of the students and the Cataldo staff, if they have had any special training around working with small children, special needs children, if any will have multi lingual abilities.

Dr. Kress answered that Cataldo has already been testing about 20 other school districts and have been trained but regarding multi lingual abilities would depend upon the staff they have available. He also stated that the students will be testing in their cohorts with teachers and other staff available so any language differences will be able to be worked though fairly quickly.

Ms. Pitone asked Dr. Kress about the increase in cases and demand for testing, what are the plans about ensuring that we have capacity and access to symptomatic testing for staff and families, particularly students that may not be in the healthcare system.

Dr. Kress was not clear about the question but answered that if she was asking if we have testing capacities for symptomatic individuals, then yes. They have worked with Tufts and Cataldo if there is a need to test at an alternative location they are making that available. One item that are exploring is for those who are symptomatic and have transportation issues, they are considering home visits. They keep slots open in the morning for scheduling those who call in and need to be tested for symptomatic situations. He suggested that people who want to be tested can also Google stopthespread.ma for locations within the Commonwealth that also offer walk up testing with no appointment needed.

B. Personnel Report

- October and November

Ruth Quintanilla, a fourth grade UNIDOS Teacher for her 14 years of service, will retire on December 31, 2020.

Allison Bell, a longtime Special Education teacher retired at the end of this academic year after 27 years of service.

Deborah Pacino, a fourth grade teacher at Argenziano, will retire after 36 years of service.

Mike Raleigh, the In-House Suspension Advisor at the High School and many roles, will retire at the end of this academic year after 30 years of service.

VI. UNFINISHED BUSINESS (Taken out of Order)

A. Somerville Public Schools Policy Manual

The Following policies are being presented this evening for a second reading:

- JLCB – Immunization Policy

Tabled.

- Flu Testing Policy – Second reading was waved.

MOTION: There was a motion by Ms. Krepchin, seconded by Dr. Ackman to approve the seasonal flu vaccine requirements.

Motion was approved via unanimous roll call vote.

Ms. Krepchin asked what the plan is to make families aware of the policy that everyone needs to be tested by December 31st.

Superintendent Skipper stated that they are pushing notifications out regularly and they will probably have calls made through the Nurses Offices and Main Offices to families that have not yet gotten their vaccine. She stated just to be clear that it is the Governor's Regulation that to stay enrolled, even in the remote setting, students must be vaccinated unless you qualify for a medical waiver.

Mr. Kress added that the school nurses are reviewing all student records and staff are reaching out to families missing vaccines. He stated that the City will be doing Flu Vaccine Clinics over the next couple of days.

Ms. Barish asked if folks are either having a hard time getting flu or other required vaccinations through their primary care physician, or if they don't currently have regular health care, could they reach out to your office or to a school nurse for help with that and what would be the appropriate process?

Dr. Kress answered that yes, families can reach out to school nurses and leave a message because many are working remotely.

- COVID-19 Testing Policy

Chair Normand suggested that the Committee go through the Flu Testing Policy and the COVID 19 Testing Policy for the second readings in combination with the JLCB Policy to reconcile.

MOTION: There was a motion by Ms. Barish, seconded by Dr. Phillips to approve the COVID-19 Testing Policy.

Motion was approved via unanimous roll call vote.

Dr. Phillips stated that because she didn't see anything in the policy about what the procedure will be when a child just refuses to participate even if the parents have given consent.

Superintendent Skipper answered that they would modify and work with the parents as best as they can so the student can test.

Dr. Kress commented that there are some alternatives that they can look at moving forward and he agrees that it should be addressed in the implementation plan. He stated that he has been talking with Cataldo about some things they can do to prepare students, such as videotaping teachers getting the test done and showing it to their students.

VII. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction: October 27, 2020 (Ms. Pitone)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 27, 2020.

B. School Committee Meeting for Personnel: November 3, 2020 (Ms. Krepchin)

MOTION: To accept the report of the School Committee Meeting for Personnel of November 3, 2020.

C. School Committee Meeting for Personnel: November 10, 2020 (Ms. Krepchin)

MOTION: To accept the report of the School Committee Meeting for Personnel of November 10, 2020.
Tabled.

VIII. NEW BUSINESS

A. MASC Delegate Assembly Report (Mr. Green)

Tabled.

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

MOTION: There was a motion by Ms. Barish, seconded by Ms. Krepchin to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools below.

Motion was approved via unanimous roll call vote.

State Grants

Massachusetts Service Alliance COVID-19 Resiliency Grant \$3,960 for the SPS Volunteer Program

C. Donations (Recommended action: approval)

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

Donation	Donor	City, State	Value	Program Donated to
Monetary	Adrienne Eaton	Belmont, MA	\$50.00	Somerville Public Schools Music Department

MOTION: Motion by Ms. Barish, seconded by Ms. Krepchin to accept the donation with gratitude.

Motion was approved via unanimous roll call vote.

IX. ITEMS FROM BOARD MEMBERS

X. CONDOLENCES

Miriam Lockhart, Teacher at SCALE. **Mathias Striar Hernandez**, Son of Siri Striar, SHS Multilingual Learner Academic Support Coordinator. **Mary McDonagh**, Mother of Eithna Sweeney, Retired SHS Teacher. **Mario Davila**, Husband of Sarah Davila, District Administrator of Programs, Multilingual Learner Education/ Family and Community Partnerships.

XI. ADJOURNMENT

Meeting was adjourned at 9:33 pm.

Related documents:

Agenda

Personnel Report

Seasonal Flu Vaccine Requirement

Somerville Public Schools COVID-19 Testing Policy

Submitted by: S. Duggan

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE GoToWebinar
REGULAR MEETING – November 16, 2020 – 7:00 P.M.

Pursuant to Governor Baker’s March 12, 2020 Order suspending certain provisions of the Open Meeting Law, G.L. C. 30A, s. 18, and the Governor’s March 15, 2020 Order imposing strict limitations on the number of people that may gather in one place, as well as Mayor Curtatone’s Declaration of Emergency, dated March 15, 2020, this meeting of the Somerville School Committee will be conducted via remote participation. We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels (SCAT).

Copy & paste the following link into your internet browser to preregister or on the date and time of this meeting to view it live:

<https://attendee.gotowebinar.com/register/7865382128997835531>

Somerville Public Schools - School Committee Goals 2019 - 2022

Through the following long-range goals, we commit to addressing deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensuring that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future. By 2022, we will ...:

...increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system.

... 1) conduct a district enrollment study to understand the prospective future population of the district and 2) craft a vision for school assignment and programming aligned with the district’s equity policy.

... design, evaluate, and partially or fully implement student-based budgeting to ensure that every student has equitable access to rich learning opportunities that help them thrive.

... design a robust system of aligned developmental academic and social-emotional benchmarks which will be used to inform practices, policies, and resource allocation.

ORDER OF BUSINESS

I. CALL TO ORDER

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

II. REPORT OF STUDENT REPRESENTATIVES

III. APPROVAL OF MINUTES

· August 3, 2020

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- COVID-19 Testing Plan Update (Dr. Kress)
- Reopening Plan Update

B. Personnel Report

- October and November

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Educational Programs and Instruction: October 27, 2020

(Ms. Pitone)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of October 27, 2020.

B. School Committee Meeting for Personnel: November 3, 2020 (Ms. Krepchin)

MOTION: To accept the report of the School Committee Meeting for Personnel of November 3, 2020. **C. School Committee Meeting for Personnel:** November 10, 2020 (Ms. Krepchin)

MOTION: To accept the report of the School Committee Meeting for Personnel of November 10, 2020.

VII. UNFINISHED BUSINESS

A. Somerville Public Schools Policy Manual

The Following policies are being presented this evening for a second reading:

- JLCB – Immunization Policy
- Flu Testing Policy
- COVID-19 Testing Policy

VIII. NEW BUSINESS

A. MASC Delegate Assembly Report (Mr. Green)

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 below.

State Grants

Massachusetts Service Alliance COVID-19 Resiliency Grant \$3,960 for the SPS Volunteer Program

C. Donations (Recommended action: approval)

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

Donation	Donor	City, State	Value	Programs Donated to
Monetary	Adrienne Eaton	Belmont, MA	\$50.00	Somerville Public Schools Music Department

IX. ITEMS FROM BOARD MEMBERS

X. CONDOLENCES

XI. ADJOURNMENT



Somerville Public Schools
 Education • Inspiration • Excellence
PERSONNEL REPORT
2020-2021 School Year
October 2020

RESIGNATION FOR PURPOSE OF RETIREMENT:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	YEARS OF SERVICE
St. Catherine's	Technician	Catherine Ray	06/30/19	29
WSNS	Grade 6 ELA Teacher	Victoria Macrokanis	06/30/20	35
WHCIS	Grade 4 Teacher	Charlene O'Neill	08/23/20	33 + 126 days
ESCS	Resource Room Teacher	Gail Portine	06/30/20	32
CAP	SMILE Paraprofessional	Deborah Dirusso	06/30/20	18
ESCS	Assistant Principal	Laura Bonnell	06/30/20	28
SHS	Resource Room Teacher	Joan Shea	06/30/20	30
KEN	Grade 1 Teacher	Catherine Hughes	06/30/20	24
KEN	Grade 2 Teacher	Debra Hurley	06/30/20	35
SHS	Life Skills Teacher	Bambi Warner	06/30/20	24
KEN	SEEK Teacher	Robert Legrand	06/30/20	12
AFAS	Music Teacher	Paul Barringer	06/30/20	20
CAP	PK SMILE Teacher	Joan Prisby	06/30/20	33 & 169 days
KEN	SEEK Paraprofessional	Patricia Messina	06/30/20	13 & 127 days
SHS	Health Education Teacher	Janet Flynn	06/30/21	34
SHS	CAD/CAM/Computer Repair Teacher	Yuri Petriv	08/10/20	20
AFAS	Grade 4 SEIP Teacher	Carmen Chagas	10/12/20	33 & 158 days
HLY	ELL Integrated Grade 1 Paraprofessional	Dania Mcintire	09/01/20	7 & 170 days
SHS	Utility Aide	Michael Dedrick	07/28/20	17 & 152 days
ESCS	Grade 2 Teacher	Carole Phillips	12/31/20	24
ESCS	Grade 4 Unidos Teacher	Ruth Quintanilla	12/31/20	14
WHCIS	SPED Teacher	Alison Bell	06/30/21	27
AFAS	Grade 4 Teacher	Deborah Pacino	08/09/21	36
SHS	In House Suspension Advisor	Michael Rolli	06/31/21	30

RESIGNATION NOTICES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
AFAS	Long Term Substitute Teacher - Kinderga	Cheryl Wong	09/15/20
AFAS/Comm Schools	PT Assistant Teacher	Dimitri Jean	09/12/20
CAP/Comm Schools	FT Lead Teacher	Giulia Montanari	09/18/20
ESCS	Temporary SPED Paraprofessional	Miosotis Pena	09/16/20
ESCS/El Sistema	El Sistema Cello Teaching Artist	thomas Barth	10/07/20
HLY/Comm Schools	PT Lead Teacher	Ingrid Tomaz	06/19/20
HLY/Comm Schools	PT Therapeutic Specialist	Rayna Ramakrishna	09/20/20
HLY/Comm Schools	Afterschool Site Coordinator	Tamar Dalce	10/22/20
KEN/SHS	Speech & Language Pathologist	Ashton Clancy	10/26/20
KEN/Comm Schools	FT Lead Teacher	Ryan Greenberg	10/23/20
SCALE	PT ELL Level 1 Teacher	Lorraine Segall	10/09/20
SHS/HLY	Speech & Language Pathologist	A.C. Goldberg	11/30/20
WSNS/Comm Schools	PT Assistant Teacher	Kyle Hairston	09/25/20

ASSIGNMENT ENDED

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE
ESCS/El Sistema	Woodwing Teaching Artist	Erin Eberhardt	06/30/20
ESCS/El Sistema	Homework Teacher	Rodolfo Galvez	06/30/20
ESCS/El Sistema	Symphonic Conductor	Aldo Abreau	06/30/20
ESCS/El Sistema	Cello Teaching Artist	Thomas Rodman	06/30/20

LEAVES OF ABSENCES					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES		
AFAS_KEN/Comm School	Assistant Program Coordinator	Brianna Arevalo	10/21/20-11/18/20		
ESCS	ELL Paraprofessional	Crystal Legaski	09/23/20-10/02/20		
ESCS	Counselor/Educator	Rebekah Prescott	10/24/20-11/07/20		
ESCS	Library Utility Aide	Marlena Alleva	10/13/20-10/27/20		
FC/NW	Instructional Coach	Timothy Dunphy	11/04/20-11/18/20		
HLY/Food Services	FT Helper	Deborah Burdulis	09/29/20-12/18/20		
HLY	Kindergarten Paraprofessional	Kathleen Donahue	10/09/20-11/22/20 - Extension		
HLY/Comm Schools	PT Assistant Teacher	Lina Spinosa	09/21/20-12/11/20		
HLY/KEN	Occupational Therapist	Mary Beth Bernstein	10/20/20-02/22/20		
HLY	Kindergarten Teacher	Kim Conley	09/14/20-12/07/20		
KEN	Special Education Paraprofessional	Joan Grimes	09/01/20-09/01/21		
SCALE	ABE Education & Career Advisor	Clara Serpa	10/01/20-10/14/20		
SHS	Senior Clerk	Marie Santamaria	10/05/20-TBD		
SHS	Chemistry Teacher	Joseph Tarello	08/31/20-TBD		
SHS	Special Education Paraprofessional	Lauren Garrett	10/23/20-11/01/20		
SHS	K-12, Supervisor of Physical Education and Health	Sheila Freitas-Haley	10/07/20-01/01/21		
SHS	PT Cafeteria Helper	Ashma Shaikh	10/03/20-12/14/20		
WHCIS/Comm schools	PT Assistant Teacher	Kairy Espinoza	09/11/20-10/23/20		
INTRA-DISTRICT PERSONNEL TRANSACTIONS					
SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE DATE
AFAS	Temporary PreK SEI Teacher	Christina Carroll	LOA Coverage/Para & \$60 per	Melissa Jouvalakes	09/18/20
District Wide	Temporary Teacher	Christina Carroll	COVID19 Reopening	New	10/26/20
AFAS/HLY	ESL Specialist	Lucy Morales	Temp to Perm	Jennifer Quinlan	11/06/20
BR	Temporary Kindergarten Para	Annie Schapira	Library Aide to Temp Paraprofessional	Christina Carroll	10/16/20
BR/Comm Schools	PT Assistant Teacher	Grace Barton	Reassignment	Fernanda O'Brien	09/18/20
ESCS/HLY	Portuguese/Spanish teacher	Alzimara Oliveira	Location Change	N/A	08/31/20
ESCS	Temporary Grade 2 Teacher	Caroline Hammond	Reassignment	Carole Phillips	11/30/20
HLY	Bilingual Kindergarten Paraprofessional	Ana Costa	Reassignment/Promotion	K. Sullivan-Conversion	09/01/20
HLY	Temporary Grades 1/2 (1) Teacher	Paula Lynch	LOA Coverage	Dolores Theolian	08/31/20
KEN/Comm Schools	FT Lead Teacher	Justin Jones	Reassignment/Promotion	Alison Gillis	09/08/20
KEN/Comm Schools	FT Lead Teacher	Ryan Greenberg	Reassignment/Promotion	Rhea Elcock	09/08/20
SCALE	PT ELL Level 2 Teacher	Elizabeth O'Connor	Additional Assignment	Andrea Devine	09/08/20
SHS	English Teacher	Lindsay McCracken	Increase in FTE - .80 to 1.0 FTE	N/A	08/31/20
SHS	Spanish Teacher	Catherine McGuinness	Location - SHS Only	N/A	08/31/20
SHS	ELA Teacher/Data Coach	Meagan Spinelli	Decrease in FTE - 1.0 to .80	N/A	08/31/20
WHCIS	Temporary Teacher - Grade 2	Gwyneth Davies	Long Term Sub to Temp Teach	COVID19 Reopening	10/26/20
NEW HIRES					
SCHOOL	POSITION	INCUMBENT	VICE	Dual/SEI	Effective Date
CAP	SPED Autism Paraprofessional	Kaycee Corea	Kara Dodd	No/No	09/25/20
District Wide	Biogen Star Data & Evaluation Specialist	Samantha Eligene	New	No/No	10/26/20
District Wide	SPED Interpreting & Translating - Spanish	Andriana Dominguez	New	No/No	10/26/20
ESCS	Junior Clerk	Alejandra Caicedo-Almeida	Mary Matos	No/No	11/02/20
ESCS/EI Sistema	PT EI Sistema Cello Teaching Artist	Allen Maracle	Thomas Barth	No/No	10/28/20
HLY	SPED Resource Room Teacher	Lisa Spagnuolo	Georgia Arvanitis	No/Yes	09/17/20
HLY	Grade 1 Integrated ELL Paraprofessional	Caterina MacDonald (Rehire)	Dania Macintyre	No/No	09/21/20
SFLC	Multilingual Services Interpreter/Translator	Emily Metzker	New	No/No	10/19/20
SFLC	Multilingual Services Interpreter/Translator	Micaela Yang	New	No/No	10/19/20
KEN	Temporary SPED Life Skills Paraprofessional	Matthew Estey	Joan Grimes	No/No	09/25/20
KEN	Speech & Language Pathologist	Rahma Alhafeez	Ashton Clancy	No/No	11/15/20
SHS/Athletics	Head Boys Ice Hockey Coach	Christopher Capasso	Kevin Wilson	No/No	11/30/20
WSNS/Comm schools	FT Lead Teacher	Noelle Decroteau	Kelsey Kent	No/No	09/21/20
WSNS	Clinical Coordinator	Francesca Shaw	Caeli Smith	No/Yes	09/21/20

Seasonal Flu Vaccine Requirement

All students must receive an influenza vaccine per the Massachusetts School Immunization Requirements 2020-2021§. Massachusetts school immunization requirements are created under authority of 105 CMR 220.000 Immunization of Students Before Admission to School. In Somerville, this vaccine must be received prior to returning for in-person learning. Additionally, per the Massachusetts School Immunization Requirements 2020-2021§, in order to remain enrolled in the Somerville Public Schools remote learning, students must receive the influenza vaccine by December 31, 2020. All immunization documentation should be returned to the school nurse.

All teachers, staff, and any other individuals providing services in the Somerville Public School buildings must receive an influenza vaccine prior to returning for in-person learning per the CDC's recommendation. All immunization documentation should be returned to the Human Resources department.

Exemptions to the flu vaccine requirement will only be granted for documented medical reasons. To receive the medical exemption, the individual must provide a written statement from a physician stating that a vaccine is medically contraindicated for the individual.

Somerville Public Schools COVID-19 Testing Policy

The availability of in-person instruction and the district's in-person health and safety implementation guidelines will be determined and continually assessed using up-to-date data and guidelines provided by the Somerville Board of Health and Health and Human Services Department, Centers for Disease Control (CDC), Department of Elementary and Secondary Education (DESE), and the Massachusetts Department of Health. When families select in-person instruction, they agree to and understand the health and safety expectations as outlined by the district including but not limited to wearing a mask, participating in COVID-19 screen testing, and abiding by social distance guidelines. COVID-19 screen testing will be non-invasive to the extent possible.

The Somerville Board of Health passed an order on November 2, 2020 requiring all K-12 educational institutions in Somerville, including Somerville Public Schools, submit to the Board of Health a COVID-19 transmission prevention plan that requires ongoing testing of all teachers, employees, and any other individuals providing services in the school building(s) and provides a detailed testing protocol to identify and swiftly isolate asymptomatic, pre-symptomatic, and symptomatic students who are COVID-19 positive. The Board of Health order allows for exemptions to COVID-19 testing in K-12 institutions only for those individuals who have a health contraindication documented by a physician.

This policy will be used to inform the SPS COVID-19 transmission prevention plan required by the Board of Health order, which will be regularly reviewed to ensure it is responsive to the status of COVID transmission in Somerville Public Schools and the region.

COVID-19 Testing

The Somerville School Committee sets as policy that all faculty, staff, other employees, and any other individuals providing services in the Somerville Public School buildings will be tested as a baseline before in-person learning begins and through a regular screening protocol thereafter as established by the COVID-19 transmission prevention plan.

Students will be tested as a baseline before they are permitted to return to school in person and through a regular screening protocol thereafter as established by the COVID-19 transmission prevention plan.

A child or staff member shall be exempted from the requirement for mandatory COVID-19 testing if a nurse practitioner, physician, physician assistant determine that it is not possible due to medical condition(s), disability, sensory concerns, tactile sensitivity, or other health or safety factors for the student or staff member to participate in COVID-19 testing.

Adopted:

Source:

Legal Ref: Board of Health Order, November 2, 2020