

WOBURN SCHOOL COMMITTEE
REGULAR MEETING
July 30, 2020

A Regular Meeting of the Woburn School Committee was held on July 30, 2020, at the Joyce Middle School Conference Room, 55 Locust Street, Woburn, MA beginning at 7:30 pm.

Chairperson Crowley had a moment of silence for anyone in our community who may be suffering due to the Coronavirus.

ROLL CALL

Mrs. Chisholm-Present, Ms. Cormier-Present, Mr. Kisiel-Present, Mr. Lipsett-Present, Mr. Mulrenan-Present, Dr. Wells-Present, Chairperson Crowley-Present.

There were no in person spectators for this meeting allowed from the general public. This meeting was live streamed at the Woburn Public Media YouTube Channel.

APPROVAL OF RECORDS

There were none.

CITY COUNCIL LIAISON

Mr. Michael Concannon was not able to make it.

REPORTS/PRESENTATION OF SUPERINTENDENT & STAFF

Superintendent updates to the School Committee re: Safe Reopening of School Fall 2020

Dr. Crowley began thanking all the stakeholders that have been involved in this process. There have been multiple meetings over the last couple of weeks. Dr. Crowley began with some updates from DESE. One of the things Dr. Crowley wants the school committee and the community to know is that the Dept. of Education and the teacher's union successfully negotiated a school year of 170 days for students rather than the traditional 180 days. Specifically, the 10 days in difference, is designed to add time at the beginning of the school year to prepare teachers in this new reality, whether it is PPE training, PD around COVID-19 or protocols. Dr. Crowley also thinks technology is going to be a major component of that time prior to the beginning of the school year. What that means specifically in Woburn is that we will work in collaboration with the WTA. We need to identify a start date for staff and students. Additionally, at DESE, they have decreased the number of hours at the secondary level from 990 to 935 and at the elementary and middle school from 900 to 850 for this year only. DESE is also asking districts to start instruction by September 16th, however, aware that certain districts like

Woburn start after Labor Day which is late this year, you can apply for a waiver to push that date if need be. This is a conversation we need to have as a whole community to identify what our start date might look like. All students grade 2 and above are expected to be wearing masks. All classroom settings will have students facing in the same direction. The buses need to be physically spaced. The teachers will be wearing masks. Mask breaks will be provided for everybody. There are a myriad of factors that will make school opening much different from what school looked on March 11th. There have been many people involved in the back to school planning. We have had our three subcommittees meeting numerous times. Dr. Crowley hopes the process has been transparent to allow for as many voices as possible.

Report out from Subcommittees

Mr. Alconada: Finance and Operations Subcommittee

Mr. Alconada began by letting the school committee know his subcommittee has met 4 times and logged close to 10 meeting hours. Health and Safety was one of the topics they covered. Some of the parameters upon which decisions were made were based on guidelines that DESE put out on COVID-19 scenarios and facilities and operations. They have also reached out to the Board of Health and aligned all of those protocols with the Board of Health guidelines and protocol. We have identified medical waiting rooms in all of the schools. The principals have done a tremendous job with Mr. Dunkley in identifying those waiting rooms. When anyone, student or staff, presents with COVID-19 they will be moved to that medical waiting room. Access will be restricted to all school buildings to legitimate school business. Under the health and safety umbrella the HR Director Judi O'Neil is and has put together a number of documents for staff returning to the workplace. The subcommittee decided that buildings will close by 4:00 PM unless a principal decides to close earlier. Masks will be worn by everybody in the building grade 2 and above. The buildings will be cleaned and disinfected everyday. Touch points and bathrooms will be cleaned 3-4 times a day. Preventative maintenance has and will be done on all of our building systems, most especially with HVAC. Under PPE we have a 12 week supply of all of the equipment we are supposed to have under state guidelines. All of those supplies will be continuously restocked and all of the assets will be deployed to all of the buildings. Food service was a huge logistical matter that was tackled. DESE has applied to the USDA for an extension of the waiver through June 30, 2021. Extension of that waiver would make our lives a lot easier because that would mean that everybody would eat free. But, based on that, the subcommittee went forward assuming that waiver was not going to be approved and we came up with a lot of logistics in terms of the meal. Meal choices will be somewhat limited, more on a grab and go. We have plans depending what model we are in. For the hybrid model we have food deliveries and pickup. No cash is going to be exchanged between student and cafeteria worker. Parents and guardians will have to enroll on the online platform or arrangements can be made to prepay for breakfast and lunch. In terms of transportation, Mr. Alconada met with Mr. John Devine today; it was a very positive meeting. He is going to be flexible and accommodate

us in any way shape or form. He completely knows all the recommendations and guidelines that have been imposed on the bus companies. Approximately 50% of our students were using the busses before the close down. In a recent parent survey it indicated that utilization would drop to 35%, so we will want to confirm that. Mr. Alconada made sure Mr. Devine was aware that there could be overall fewer students and depending on the model there would be fewer students in theory at the bus stop each day. Masks will be worn at all times on the bus and students will sit one per bench in alternating style so that no student will be in front of or behind another student. Children in the same household can sit on the same bench. They are working to have assigned seating and the recommendation is that the same bus driver will be driving the same bus and the same route. Mr. Devine said he will be able to do this. The busses will be cleaned between runs. In terms of athletics we are waiting on some guidance on that and that is expected in the next two weeks to come from DESE. In terms of extracurricular we are going to encourage all clubs and activities to be remote or go virtual for those that can. With buildings closing at 4:00 PM there will be limited if no opportunity for them to use the buildings. One of the major things the subcommittee considered was the before and after school programs. At this point there will be no before and after school programs. For an abundance of caution we do not want students from other schools coming to another school and mixing populations and staying there until 5:00 or 6:00 PM most especially the custodians need to begin cleaning and disinfecting the buildings as soon as possible.

Mr. Lipsett asked if there is a plan in place to have multiple medical waiting rooms in each building in case you have multiple children who are feeling symptoms.

Mr. Alconada said yes, the medical waiting room will be designed to have more than one patient in there at a time. Each will probably have a cot and a couple of chairs.

Mr. Lipsett said his concern is if you have a student who is in fact showing COVID symptoms and another student showing symptoms because they have a cold that day. Do we risk transmission by placing both of those students into one single waiting room?

Mr. Alconada responded by saying he thinks that would be a professional health care decision. What we know with the medical waiting rooms is if someone presents with COVID like symptoms they do need to be moved to that room but it would be up to the RN on staff.

Mr. Lipsett asked if it would be possible that multiple schools might be able to identify secondary medical waiting rooms.

Mr. Alconada said we will still have the nurse's office as well.

Ms. Cormier asked if we are going to have assigned seating on the bus and if so who will assign the seating.

Mr. Alconada said the schools will assign seating.

Ms. Cormier mentioned bus monitors as that was mentioned in the guidance.

Mr. Alconada said his subcommittee touched on that as something to potentially explore to make sure students are wearing their masks and sitting in the right seats.

Dr. Wells asked when we are talking about masks are we talking about face coverings also. He would like clarification.

Mr. Alconada said that is a good question and he will get back to Dr. Wells. Obviously the nose and mouth need to be covered.

Dr. Wells would like to clarify as people will be bringing them from home, they would want to know if they can bring a face covering or does it have to be a mask.

Chairperson Crowley asked Dr. Crowley to reiterate the way in which the subcommittees are working.

Dr. Crowley said each principal has a building implementation team composed of staff members at their building talking more specifically talking more specifically what a return to school at their building will look like predicated by guidance from these subcommittees. These subcommittees are composed of stakeholders, teachers, some teachers are parents, and so there is an array.

Wendy Sprague: Teaching and Learning Subcommittee

Ms. Sprague's subcommittee is Teaching and Learning. The first topic they attached was schedules. First mainly the overall model and looking at what in person would look like, what hybrid would look like and what remote learning would look like. In addition to that the 10 days of PD would entail making sure all of our staff members understand how all of these models will work and we would not be training them on the fly as we shift from one to another. We are making sure all areas are covered in our scheduling. We are making sure to the best of our ability we are meeting contractual items such as lunch and planning time. This is a time to plan and collaborate collectively. The specialists schedule at the elementary level is another piece. We are also looking at how to create our cohorts for the hybrid model. Once we have information in place we will be surveying our families who will be coming back to school. The secondary we have addressed is curriculum and assessment. At the elementary level we are looking at chunking especially when we have a split in the hybrid model. The split to make sure that when a child is in person for those two days and then remote if there is a different teacher for remote which there is likely to be for two of those days that we are teaching the same standards. We are looking at online tools that will allow us to do assessments and determine gaps. We are looking at planning for resources should we be hybrid or fully remote. For example if we are fully remote for the art teachers to continue instruction need to make sure students have certain materials at home. We are gathering information to see what it would cost to put together science kits and art kits. We are also looking at tools we can purchase to allow manipulatives to be available online.

Ms. Sprague, Ms. Judi O'Neil and Ms. Barbara Locke are looking at staffing and subs. Also, COVID-19 PD planning and FAQ is being developed. We also talked about planning to survey staff to see who will be able to return and who medically will not be able to return to plan for subs. We settled on needing to have building based subs that are in buildings permanently. The last topic we tackled was technology. Jenn and her group have been working to get devices organized, cleaned up, and set up so they are ready to go when we have students back. Aside from having skilled teachers that we have as our team of educators, technology is going to be the most important aspect of our remote piece of learning; whether we be hybrid or fully remote. It is important for us to look at this very closely and we are. We have looked at a few things; Google Meet has added new features to their program, you can have groups up to 49, you are able to mute and control it where in the past you wouldn't necessarily be able to do that. There are a lot of new features coming in.

REMIND is a communication program that we can connect with families. Translations are available there.

We have over 30 PD offerings online that we pushed out last week and we will continue to add to that.

Ms. Sprague wanted to touch upon the handbook being updated that Dr. Wells raised. Ms. Callanan is going to do some updates outside of COVID. As far as updating and adding COVID information, Dr. Baldassarre reached out to the attorney and she indicated that it does not need to become part of the actual handbook. Ms. Sprague has proposed creating supplemental COVID guidance for students and families that we will send out.

Dr. Wells commented that the absenteeism is a big thing because currently being absent 5 times you fail the course. He wants to make sure this is addressed.

Ms. Sprague also looked at updated enrollment and we appear to be in good shape at the elementary level as far as being able to move forward with the staff we currently have. That being said we do not know how many students will not be coming to school that may be fully remote. This would shift some of those numbers. Ms. Sprague will keep an eye on the enrollment and will update the committee. .

Mr. Kisiel asked if a family chooses remote learning can they decide to change models anytime.

Ms. Sprague said they are looking into how to address that appropriately. There is a concern they don't want students shifting in and out of models.

Mr. Kisiel asked the same question but put it in regards to students who choose to not take the bus then change their mind when it rains or snows.

Mr. Alconada has spoken to Mr. Devine regarding this and they are going to work out some type of solution for those scenarios.

Mr. Kisiel asked if we will be limiting the number of graphics or what the face masks might say.

Ms. Sprague said we will follow very similar rules as our t-shirts.

Mrs. Chisholm asked if the same curriculum will be taught for Monday and Tuesday in person and the remote on Thursday and Friday.

Ms. Sprague said with our hybrid model they are aware that education will slow down.

Mrs. Chisholm feels there might be a year lost in education.

Ms. Sprague said her group has been talking about accountability; attendance will be taken and grades will be given.

Mrs. Chisholm asked if our teachers will be in the buildings every day.

Ms. Sprague said not on Wednesday, that will be a deep cleaning day.

Mr. Lipsett if there is an opportunity for the child to do that break out work at a later time; when the parent is home that evening.

Ms. Sprague said this has been discussed for example a teacher can pre-record a lesson. Each teacher can create a lesson that is different and share so every teacher does not have to create a lesson for every subject.

Mr. Lipsett asked about staffing and teachers who might be facing child care issues; will there be any modification of student schedules to help out our teachers with child care issues.

Ms. Sprague said they are discussing options as this is a concern for them as well.

Mr. Lipsett commented he is trying to figure out this option for himself as well.

Mr. Lipsett on building based substitutes; where he teaches at least 3 or 4 times a year they have a day where too many people are unable to come into work and they don't have enough substitutes, kids wind up in the cafeteria. This is not an option right now and he is concerned about that.

Ms. Sprague is surveying staff to see if they are able to come back to work. We are adding a lot of people to our sub list. Letters have been sent out to our existing sub list to find out if they plan on returning to work in the fall and the majority plan on returning.

Dr. Wells asked if there has been any discussion on the roles of the Truant Officers.

Dr. Crowley said we may have to redefine their roles depending on the model.

Dr. Wells asked if we got all of the devices returned.

Dr. Crowley said we have 80% returned.

Mr. Mulrenan stated that the vision of tonight's meeting is to get the Superintendent the three models that were requested by DESE. There have been many questions asked tonight.

Woburn's plan is not out there. We are at the goal line. Hopefully tomorrow morning the committee will allow Dr. Crowley to send to DESE what they asked of us. From there on subcommittees will continue to meet to figure out future steps as it relates to Woburn Public Schools. He wants to make sure the public understands we do not have the plan yet. We have met the goal of submitting our three models to DESE.

Dr. Baldassarre: Equity and Student Support

Dr. Baldassarre began by saying having our three plans coincide with our strategic plan was brilliant. He feels his subcommittee did exactly what the strategic plan calls upon us to do. His subcommittee looked at the student services arena. Special Education, Community and Family Support, English Learners, and Social Emotional Learning. It is one thing to plan but it is another thing to implement. When you talk about a change that is this abrupt and this destructive and expensive to both the district and to our families the process of making the plan is nothing compared to what is going to happen in about six weeks for our faculty and staff and for our students and families. One of the big concerns here is when you look at equity, COVID has created a condition in our society where the gap between those who have and those who have not can only grow because the students who we have who have access to limited resources can actually regress in comparison to what is happening to families who can have individual tutors, some families are getting together and hiring teachers to teach in their neighborhood, some families have nannies coming into the home to supervise remote learning, and some families have none of that. There are deep concerns. Dr. Baldassarre and his subcommittee put together a 15 page report which is summarized below.

Team Meetings

All Special Education Eligibility Determinations, Annual Reviews, Reevaluations, and/or any Team meeting held for any reason will be conducted remotely. Team meetings will be held remotely whether the students are in Remote, Hybrid, or In-Person learning modes.

504 Meetings

All 504 meetings held for any reason will be conducted remotely, whether the students are in Remote, Hybrid, or In-Person learning modes.

Transportation

The Woburn Public Schools will follow guidance that has been issued by the Massachusetts Department of Elementary and Secondary Education.

Severe Needs Student Population

Remote	Hybrid	In-Person
Each student will receive a home kit with materials to support remote learning.	Each student will have his or her learning materials stored in the classroom so that they are not touched by others. .	Each student will have his or her learning materials stored in the classroom so that they are not touched by others.

Activities of Daily Living (ADL)

The Woburn Public Schools is proud to have specialized programming for students who are learning *Activities of Daily Living (ADL)* such as toothbrushing, personal hygiene and grooming, and other skills that require physical “hand over hand” instruction from staff. To keep students and staff safe during this type of instruction, staff will be provided with specialized Personal Protective Equipment such as masks, face shields, gloves, gowns, and access to sanitizers, and sinks. These staff members will also receive specialized training in safety protocols.

Early Childhood Education (Grades Pre-K - 1)

Remote	Hybrid	In-Person
Children will be provided with individual kits to support remote learning at home. These kits will include items such as playdough, markers, paper, books, PECS symbols, and schedules.	Children will be provided with individual kits to support remote learning at home. These kits will include items such as playdough, markers, paper, books, PECS symbols, and schedules. For in-class instruction each student will have his/her own materials that are not shared with other students. Toys, art, and sensory materials must be washable or a part of the student’s individual kit, as materials will not be shared among students. Students will remain in their own cohort and not have access to children in other classes. Playgrounds will only be accessed by each cohort after they have been sanitized.	For in-class instruction each student will have his/her own materials that are not shared with other students. Toys, art, and sensory materials must be washable or a part of the student’s individual kit, as materials will not be shared among students. Students will remain in their own cohort and not have access to children in other classes. Playgrounds will only be accessed by each cohort after they have been sanitized.

Transition Plans and Services

The Woburn Public Schools awaits guidance from the Massachusetts Department of Elementary and Secondary Education on this topic.

Compensatory and Additional Services

On a case by case basis, the Woburn Public Schools' Special Education Department will address the needs for compensatory and/or additional special education related services to ensure students are making effective progress.

Specialized Technology

Special Education students will be provided access to specialized technology to ensure their ability to access their education while in remote or hybrid learning models. Specialized technology includes, but is not limited to ChromeBooks, touch screens, switches, mobile hotspots, printers, ink, and iPads.

In-Home Services

The Woburn Public Schools awaits guidance from the Massachusetts Department of Elementary and Secondary Education on this topic.

English Learner Education

Initial Assessment and Identification of English Learners

Students who are English Learners (EL) will take part in the WIDA Remote Screener administered by the district's EL Teachers. WIDA Remote Screener is an English language proficiency assessment given to new students in Grades K–12 to help educators identify whether they are ELs. It is a flexible, on-demand assessment that can be administered at any time during the school year. This assessment can and will be administered via the telephone or remote communication platform.

Communication with EL Families

To ensure that families of EL students who do not communicate in English have access to important information regarding the education of their children, the district has committed to the use of *REMIND*. *REMIND* is a communication platform that helps educators reach students and parents quickly in over 90 different languages via text, E-mail, and voice calls.

Social Emotional Health of EL Students

To ensure that EL students have access to the wide range of social-emotional supports that are offered across the district, screening surveys will be conducted in multiple languages. EL students will also benefit from access to the William James College Interface Service. This service works directly with families to find outpatient service providers who meet the explicit needs of students. For EL students the William James Interface can locate outpatient clinicians who provide services in languages other than English and connect students with these service providers.

Monitoring EL Students for Learning Gaps Due to Distance Learning

The closure of schools in March has served to take away daily opportunities for many of our students to speak and hear in the English language. When these concerns arise, our EL Teachers will use the WIDA Screener to assess language acquisition for EL Students in the four domains of speaking, listening, reading, and writing. These assessments will be conducted monthly while in remote and/or hybrid learning models. Results from these assessments will inform instruction for individual EL students.

Social-Emotional Learning (SEL)

Social-Emotional Screening

The Woburn Public Schools' first priority in our Safe Return to School Plan is the safety of our students, staff, and community. The physical and social-emotional wellness of our students is prioritized over student learning because our students cannot learn if they are not well. It is for this reason that our students and parents will be asked to report on their wellness and the wellness of their children before we return to school in the fall. Parents and students will be surveyed so that the District Counseling and Social Emotional Learning Department can identify students with social-emotional needs and provide services instrumental in returning them to learning as quickly as possible.

Caring for Teachers and Staff

The return to school from the COVID-19 closure may be as stressful and confusing for teachers, administrators, and staff as it is for our students. It is for this reason that faculty and staff will also be asked to take part in a mid-August wellness survey. Our faculty and staff will be offered peer support and one-to-one remote or in-person consultations with their colleagues. Professional development will be provided for all staff on the Tap-In/Tap-Out method of self-care during the workday. *(T & L and Operations, HR)*

Setting Up Learning Environments

When students return to school in the fall, the educational worlds that they have known or expect will look and feel different. The Department of Counseling and Social Emotional Learning will assist faculty and staff in communicating with students and their families about changes as a result of each potential learning model.

Dr. Wells made a motion to suspend the rules and to hear from our presenters. Motion was seconded, all in favor. Motion passed 7-0.

Chairperson Crowley introduced WTA President Ms. Barbara Locke.

Ms. Locke has been absolutely instrumental in working with the district to come up with these plans that are still in motion.

WTA PRESIDENT: Ms. Barbara Locke

Ms. Locke began by saying it has been heartwarming to watch Dr. Crowley, Ms. Sprague, Ms. O'Neil, our school committee, and teachers all working together. She also thanked her members who have sat on these committees. She sat at every meeting and has watched everyone say we have solutions and then you have this feeling of what are we doing.

Many of her members are concerned for their student's well-being and for their own well-being. The MTA is talking about a phased approach where you start remotely and you slowly bring yourself to hybrid. Ms. Locke is not here to debate tonight or to negotiate tonight; that is going to be happening soon. She understands that tonight is talking of the 3 plans Dr. Crowley needs to submit to DESE; it is not the decision but she feels the district is leaning towards a hybrid model and she is concerned. Ms. Locke and Dr. Crowley sometimes agree to disagree on certain things. Ms. Locke respects the opinions of the committee and the opinions of her membership. What is concerning to Ms. Locke is that we sit here with all of this paperwork. This is words on paper and in the old days you could turn a pencil over and erase it, for today you could take a document that has been put together and we'll back space and change it, we can do that with mistakes. Ms. Locke hopes we are not going to bury mistakes.

Mr. Mulrenan commented it is hard on everyone; it is hard on the community.

Our four administrators aren't doing this work alone. Ms. Locke sees the details that each one of these groups are putting in for the kids and the staff. We are concerned about staff members not living in Woburn and how we are going to deal with that. We are thinking outside the box.

Mrs. Chisholm feels for everybody and this whole world has been turned upside down by this horrendous virus. Everyone's job has changed, everyone's worries are intense.

Her daughter is a nurse dealing with COVIS patients directly and had to make changes to what she wore, what she does when she comes home. She has learned to grow with this. Her son is a police officer who is dealing with this on the street every single day. That's his job, he wasn't trained to do COVID, but he learned to do it. We all will learn as we go along. It is going to be hard, it is going to be tough, but kids need to see adults that they love.

Ms. Locke said she doesn't disagree with Mrs. Chisholm. She also has a daughter who is a RN and works with COVID. Her daughter said Ms. Locke's exposure is going to be tenfold of her own because Ms. Locke's exposure is 15 kids coming in and then the next class is 15 different kids. She feels we can have a great remote learning where everyone is safe. She feels teachers' exposure is way more than a nurse. Words on paper is not what is going to be happening in

schools. We have talked about getting children in school to help with their social emotional well-being; Ms. Locke feels it is going to be traumatic for them. She does understand the economic piece of this. She watched her members teach with children on their laps and it was fabulous and commendable. She really feels you can really do it great the remote way where everybody is safe. She knows there are people who disagree with that. She thinks we could spend this time, energy, and money and do a great remote learning, Harvard does it.

Mr. Lipsett acknowledges that Ms. Locke has a very difficult job representing her membership. He wants to know what are the two or three biggest and most regular concerns that are brought to her on a daily basis.

Ms. Locke said their health and going back to their families. The health of their students. She plans on surveying her members again. She feels there is a solution and that is going remote.

Chairperson Crowley thanked Ms. Locke for coming tonight and mentioned that the committee is not approving hybrid or remote tonight.

Dr. Crowley said we have to be flexible in our thinking. Since the March 13th closure Dr. Crowley and Ms. Locke has had many conversations and Google meets and he appreciates the communication and dialogue and respects her position as WTA President.

David Dunkley: Facilities and Operations Subcommittee

Mr. Dunkley let the committee know his department has been busy. The schools have been cleaned and look great. Starting on Monday we will begin COVID set up to get the schools ready to open in September. There will be 3 feet between student desks.

We have maintained our service contracts for pest control, elevators and fire alarm systems. All of the things we normally do during the summer are being done. We have done our preventative maintenance. HVAC has been done; all of the units have been cleaned, filters greased, belts replaced as needed. DESE has given guidance they would like us to do a flush out of the buildings; which means for a solid seven days we have to turn the ventilation on 24/7 before we open school. We will make sure the buildings are flushed out before the teachers come back.

DESE is also asking us to take a look to see if we can increase the efficiency of the filters, they are also asking us to see if we can increase the airflow of fresh air coming in. Both of those together or separate Mr. Dunkley is concerned if our equipment will be able to handle that. If you put in a more efficient filter it is going to choke down the air flow. If you open up your outside dampers to bring in more outside air you are putting another demand on all of the equipment. Mr. Dunkley reached out to Trane. All our rooftop equipment is Trane. Mr. Dunkley asked them if he is going to have a problem if he increases his filters in the schools that are lead certified or chipped because the equipment should be able to handle it. Mr. Dunkley did not get a straight answer. Mr. Dunkley talked to Trane about increasing the airflow, again he does not know if our equipment can handle it. They are working up a proposal for Mr. Dunkley

to come out and go through all our rooftops and give us the information that we need. We may be able to increase the filtrations on the units; some of them or all of them. We may be able to increase airflow. Mr. Dunkley is bringing out the manufacturer's representative to analyze all of the equipment. We are also going to have to flush out all of the water lines before we open. We will have that done before the teachers come back. We have to close all of the water bubblers so we are installing 20 bottle filling stations throughout the district. We are looking at the DESE guidelines and we are trying to get ready. In the next couple of weeks Mr. Dunkley and the principals will be meeting with the custodial staff in each school to go over bathrooms and touch points that will need to be cleaned 3-4 times per day. They are going to be taking a look at the cleaning schedule so they can accomplish what DESE is asking us to do.

Mr. Lipsett asked Mr. Dunkley if there are any particular schools he sees that need a significant upgrade right now in order to meet where we would need to be, and what classrooms have no exterior window or adequate ventilation.

Mr. Dunkley said in all the old school buildings, there is no air conditioning in them. They have exhausts in those rooms and that is it.

Mr. Lipsett asked what the spacing between desks will be.

Mr. Dunkley said we are going to spread out each student as much as we can in every space.

Mrs. Chisholm asked Mr. Dunkley if we are not going to be able to use air conditioning because we have to open windows.

Mr. Dunkley said it is the way you read the sentence from DESE guidelines. Mr. Dunkley is reading it if you don't have air conditioning to open windows. He feels we are not going to be able to stop teachers from opening windows with air conditioning.

School Committee Approval of Preliminary Plan Due to Department of Elementary and Secondary Education by Vote

Dr. Crowley began by saying a lot of hard work has gone into this and it is truly a team effort. The Hybrid was the preferred model followed by In School and the least popular was the Remote model. Do things change, yes they do change but we had to rely on the data that was collected two weeks ago. We need to submit 3 Models to DESE tomorrow. This is not a binding decision. The virus is going to tell us where we land.

Data points: staff and family return preference was in agreement.

In Person

- Not Feasible at 3 feet, transportation, staffing concerns

Hybrid

- Cohorts @ 50% is feasible, >3 feet, SEL, Relationships

Remote

- Least favored option, feasible, more robust (consistency, organization, connections and support)

The Hybrid model is the preferred model at this time in part because nothing can replace a teacher and a student's relationship. When we went remote in March that relationship had already been built. It was easier to pick up with the teacher's humor or the students' learning needs. Dr. Crowley believes that the relationship piece is so pivotal to the learning. With the social emotional piece, there is loss that is occurring while we are out of school. We are not caring for kids in the way we are trained to or want to care for students. In hearing the conversation earlier, one of the things that happened over the spring is that there was such inconsistency about the instruction that if we were to go remote it has to absolutely be more robust. It has to be consistent, it has to be organized, and we have to be able to provide connections and support to all of our students regardless of the format. We are planning because hybrid does mean remote, so we are planning remote as well as hybrid. We know what in person looks like we don't need to actually plan that. Just to note that families can choose the remote option; DESE is allowing this for one year. DESE just indicated this week they are vetting two online platforms that Woburn could opt into to use as an online platform; more information to follow. We may be able to figure out a hybrid of using the DESE and our own staff to provide all the requisite services that our children need.

The Woburn Public Schools believes that the hybrid approach is the best option to begin our school year. Surveys to both parents and staff indicate that this is the preferred model, with Staff supporting this model at 44.4%, and Families supporting this at 41.6%.

Currently, PK-12, the model we are leaning toward is for each cohort to be in person two days a week and remote three days, with one of those days (preferably Wednesday) to be for the students to come together as a full class virtually. On Wednesday the full class would meet together for synchronous instruction (via Google Meet, or another district/DESE approved platform) for at least part of the day, while the other part of the day would be designated for data meetings, grade level meetings, and allow for teachers to collaborate between remote and in-person staff.

Dr. Crowley feels another reason the Hybrid is a better way to start is if we need to pivot we are more likely to pivot to remote learning than to in person learning. We need to learn what the remote looks like and learn it really well and be consistent so the educational experience isn't disrupted the way it was like spring. If we are in a hybrid model for 5 weeks and need to pivot to remote, families would understand the times of day and the expectations of what is expected. As Ms. Sprague explained earlier, attendance will be taken and grades will be given.

Next Steps:

Submit Draft Plan to DESE

Communicate with Stakeholders/Survey/Questions

ZOOM Call

Collaborate with SEIU, WTA

We are changing working conditions

Recommendations are being made to the SC and need to be negotiated

Monitor Health Data, Be Flexible and Responsive

The health data changes every day. What we say today may be vastly different than what Labor Day looks like and so we have to be flexible, we have to be patient, but respond. Dr. Crowley feels we owe it to our kids to be thinking about how we can provide the best world class education regardless of what the virus is doing come September.

Dr. Wells sent out a series of articles to the members regarding school opening.

We need to be prepared to make decisions on the spot if it is not working we need to come up with something else. If there was a perfect solution we would have found it. We need to take into account what is happening within the city. We need to figure out if this is the plan for the entire year or until a vaccine comes out. Maybe we need to change the school calendar and look at vacations.

Dr. Wells made a motion to allow the Superintendent to release his plan to DESE.

Motion was seconded, all in favor. Motion passed 7-0.

Chairperson Crowley thanked the team for their diligence.

We will hold a public comment on August 6th via ZOOM.

Our next school committee will be August 11th.

Dr. Wells said we need to think about what the actual start date will be.

Dr. Crowley said this requires negotiation with the union and also requires a school committee vote.

Dr. Wells said a lot of parents depended on the before school program, and since we are not offering it we need to send letters to parents letting them know that this is not going to be available.

General Transportation Discussion - Fall 2020

Chairperson Crowley said it is getting late but did note that we have a serious issue regarding bussing.

PRESENTATION BY CHAIRMAN

Recreation Commission Appointee Process Discussion

Chairperson Crowley extended the date to apply for the appointee to August 15th.

Dr. Wells would like to add that we expect 80% participation, meeting once a month with the school committee.

Ms. Cormier would like to put back in the bullets stating what the Recreation Commission Appointee does.

SUBCOMMITTEE REPORTS - Chairman of Policy Subcommittee

Chairperson Crowley asked Mr. Kisiel if we could table the policies for tonight.

Mr. Kisiel made a motion to table the policies.

Motion was seconded, all in favor. Motion passed 7-0.

EXECUTIVE SESSION

For the purposes of strategy in litigation - discussion of settlement offer.

Dr. Wells made a motion to enter into the executive session.

Motion was seconded, all in favor. Motion passed 7-0.

ROLL CALL

Mrs. Chisholm-yes, Ms. Cormier-yes, Mr. Kisiel-yes, Mr. Lipsett-yes, Mr. Mulrenan-yes Dr. Wells-yes, Chairperson Crowley-yes

ADJOURNMENT

A motion was made to adjourn.

Motion was seconded, all in favor. Motion passed 7-0.

Meeting adjourned at 10:10 P.M.

Respectfully submitted,

Jean MacLeod

Jean MacLeod

Recording Secretary

Due to constraints on in-person gathering set by Governor Baker on or about March 12, 2020 through executive order, this in-person meeting shall be limited to the following people: School Committee Members, Woburn Public School Administration, the Recording Secretary for the Woburn School Committee, Members of the Press and/or public media, and any other person deemed necessary by the Superintendent of Schools and Chairman. The Woburn School Committee will televise this meeting to allow for simultaneous viewing pursuant to Open Meeting Law[1] as amended by the March 12, 2020 Executive Order. If you have any questions please contact Ellen Crowley at ellencrowley@woburnps.com. Correspondence to the School Committee can be sent to Chairman Crowley for public record.

[1] Ref <https://www.mass.gov/the-open-meeting-law>.