

MINUTES – WAYLAND SCHOOL COMMITTEE

Special Meeting – July 29, 2020

A Special Meeting of the Wayland School Committee was held remotely on Wednesday, July 29, 2020, at 1:30 P.M. broadcast by WayCAM in the Wayland Town Building.

Present and participating remotely were:

Jeanne Downs, Chair
Ellen Grieco, Vice Chair
Kim Reichelt
Chris Ryan
Kathie Steinberg

Also participating remotely:

Arthur Unobskey
Superintendent

Parry Graham
Assistant Superintendent

Susan Botta
Director of Finance and Operations

Richard Whitehead
Director of Student Services

Also:

Betsy Gavron, WMS Principal
Allyson Mizoguchi, WHS Principal

Chair Jeanne Downs convened the open session at 1:31 p.m. The meeting was recorded by WayCAM and was conducted remotely due to the COVID-19 health pandemic and according to the revised open meeting law that allows remote participation. A roll call was taken:

<u>Roll Call</u>	<u>Present</u>
Jeanne Downs, Chair	X
Ellen Grieco, Vice Chair	X
Kim Reichelt	X
Chris Ryan	X
Kathie Steinberg	X

Jeanne and Arthur expressed their appreciation to Allyson Mizoguchi, Sean Gass, Laura Cole, and Lee Crasnoo for their roles in planning the joyous events of the four separate WHS graduations this past weekend. They described the ceremonies.

Jeanne announced that all public comments have been uploaded for the public’s view on the School Committee “agenda and minutes” page.

1. Comments and Written Statements from the Public:

Jeanne read a public comment from David Howe, 35 Peck Avenue. Mr. Howe expressed his concern that the district allow enough time to prepare for any form of in-person learning, as rushing the process could be counterproductive and even disastrous since the virus appears to be in those states that opened up too early. Mr. Howe recommended a formalized planning process that includes five specific plans for each school building and grade level overseen by a master project manager. He suggested that these formalized project plans are made available to the public and all verifiably completed before asking parents to send their children to school.

Jeanne read a public comment from Kristin Murphy in which she asks the School Committee why they would hold the schools’ staff and students to different standards than what has been published according to the Board of Selectmen regarding an outdoor Town Meeting. Ms. Murphy commented on the most recent Board of Health meeting during which the Board could not agree on a recommended mask, but agreed that staff only need two masks per week and this does not align with DESE guidelines of five masks per week. After attending the WHS graduation and despite clear written reminders and a verbal reminder, at least 10 people did not follow the mask wearing protocol. Ms. Murphy’s questions the

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staff’s ability to get children to wear a mask and keep it on. She urged the School Committee members to make a choice that they will not regret and to consider under-ventilated classrooms, the possibility of inadequate protection, and the possibility of non-compliance of protocols.

2. **Administrative/Procedural Matters:**

- Update on Superintendent Search:

A meeting will be scheduled for Tuesday, August 4, at 1:00 p.m. with Future Management Systems.

- Discussion and Possible Vote to Pass Over Article 26 (High School Athletic Complex Phase 3) at Town Meeting:

Since the April 2020 Annual Town Meeting was postponed until September, the Board of Selectmen would like to pass over Article 26 until the April 2021 Annual Town Meeting given financial uncertainties due to the pandemic. Article 26 would request funds for the planning of Phase 3 of the athletic complex. A discussion ensued about the timing and the funding for the Loker School roof project. The School Committee agreed to postpone Article 26.

Upon a motion duly made by Ellen Grieco, seconded by Kathie Steinberg, the School Committee voted unanimously (5-0) to inform the Board of Selectmen that the School Committee wants to pass over Article 26 and have it placed on the agenda for spring 2021 Town Meeting. A roll call vote was taken as follows:

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Jeanne Downs, Chair	X	
Ellen Grieco, Vice Chair	X	
Kim Reichelt	X	
Chris Ryan	X	
Kathie Steinberg	X	

3. **Consent Agenda:**

- Approval of Minutes: July 8, 2020, July 10, 2020 and July 13, 2020

Upon a motion duly made by Kathie Steinberg, seconded by Ellen Grieco, the School Committee voted unanimously (5-0) to approve the Consent Agenda. A roll call vote was taken as follows:

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Jeanne Downs, Chair	X	
Ellen Grieco, Vice Chair	X	
Kim Reichelt	X	
Chris Ryan	X	
Kathie Steinberg	X	

4. **COVID-19 Response:**

- Continued Discussion of Three Models for Return to School in Fall 2020 (Remote, Hybrid, All-In), including State Guidance, Community and Staff Feedback, Outstanding Questions, and Teaching and Learning and Operational Aspects:

Arthur presented an update on the district’s fall planning. He reviewed the planning priorities that include health and safety, academic engagement, emotional connections and equity, as well as the timeline that began in mid-May with the goal of presenting a district comprehensive plan on August 10.

An Elementary “Day in the Life”:

The description of a “day in the life” is a speculative schedule and an approximation of what a day would be, given that the teachers have not had the opportunity to draft their schedules. The all-in model allows the fewest scheduled instructional minutes due to time taken for transitions during the day. The hybrid model provides the greatest variability based on three different days and the balance of instructional minutes and transition minutes. The all remote model uses instructional time in the most efficient way and would closely mirror a typical school day (in Option 1). Parry spoke to the challenges of transitioning from one model to another, particularly from the all-in model to either hybrid or an all remote model because of different schedules.

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If all students were in the elementary schools, the day would begin at 7:45 when students arrive until a 2:25 dismissal. Best estimates were noted for different activities/subjects, meetings, and breaks. The hybrid model (AAXBB) reflects a schedule for three days – 2 in school and 1 day remote (X) – for the A and B groups of students that would be similar to an all-in model. Parry reviewed the schedule, adding that time may need to be added for mask breaks and planning time for teachers. The two remote days would begin at 8:30 a.m. and end at 2:15 p.m. and would provide more synchronous opportunities for specials, as well as asynchronous assignments. Wednesdays represent the “X” day for all students and teachers and would begin at 8:20 and end at 1:20 p.m. Synchronous and asynchronous opportunities are represented on the schedule and offers planning time for teachers at the end of the day.

If the year began in the all-remote model (Option 1), the elementary school day would reflect that of a normal school day pre-COVID, would begin at 8:00 a.m. and end at 2:25 p.m., and would provide more synchronous time for students. If the year started in the hybrid model but the district had to quickly transition to the all-remote model, there is an Option 2 schedule, which Parry described. Parry added that some of the synchronous time is spent with the teacher, as well as with other students in small groups for a literacy block or for math and science. A discussion ensued in terms of a clarification of a 90-minute block in synchronous mode with some time spent on independent work during synchronous time. The independent work during synchronous learning would be supervised. Parry also clarified why it could require multiple weeks to transition from one model to another, such as from the all-remote model to the all-in model, in terms of creating schedules from scratch. If transitioning were known ahead of time in terms of a date and model, planning time would be reduced. If a student does not show up on any given day, it would be treated as an absence, and, if the absence were not reported, the parent would be called. If a pattern evolves, guidance counselors would get involved. If a student shows up but does not do the work, his/her grades would reflect this, and support would be offered if parents were having difficulty in getting their child engaged.

Wayland Middle School “Day in the Life”:

Betsy Gavron pointed out the key differences in the schedules among the three models, such as instructional time dedicated to each subject, the instructional delivery methodology, pedagogy and assessment, and study halls. More support services are included in the all-in model, and the hybrid and remote models would rely more on co-teaching in this regard. The remote model allows students to see their teachers’ faces, and the concerns about everyone’s health and safety would differ from model to model.

A transition between hybrid and remote could transition smoothly with some time needed, but the transition from an all-in model would be more difficult for various logistical reasons and would require a significant amount of time as well as a major overhaul of the SIS system. The all-in model would also require the purchase of over 900 desks based on social distancing protocols.

Betsy reviewed the schedule for the all-in model in which there are homeroom cohorts. Each homeroom would move through the day from class to class together. Each block would be longer than usual allowing for less transitioning in the building. Half of the student body would eat lunch in the gym with 6 feet of distance between each student. The schedule includes mask breaks, independent and specials.

One possible hybrid model is similar to the remote model. Entire clusters of students would come into school on the “A” days and the other clusters would come in on the “B” days. Each core subject would be covered, for instance, on Monday and Tuesday (A) and Thursday and Friday (B). Betsy described and provided examples for the model in which two adults working together could cover the clusters of students in school and the clusters of students at home. The Wednesday “X” day would allow for an early meeting with students, independent learning time, teacher planning, and check-ins with students. Betsy addressed the amount of time students would be wearing masks, cohorts depending on class levels and the challenge of cohorts in keeping siblings together.

An all-remote possibility reflects a similar schedule as noted in the hybrid model. The ninety-minute blocks would be a coherent class in which a lesson plan would be followed synchronously and asynchronously during that time. A discussion ensued regarding the potential lesson plan in each block in regards to keeping the students engaged. Betsy added that pedagogy would be limited in person given social distancing and health and safety concerns. Betsy shared the academic structures and the SEL structures to compare them pre-COVID in person, COVID in person, and remotely. Examples include working in small collaborative groups in each scenario, the challenges of moving from space to space, and the way students use the library or other common spaces.

Wayland High School “Day in the Life”:

Allyson Mizoguchi noted that in developing the schedules for all three models, the following areas were considered: health

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and safety concerns, insuring a successful pivot between models, and maintaining the high school's robust academic program in a potential eight period structure but using different schedules depending on the model. The key differences among the three models include how teachers teach, how students learn, students' assessments, students' accessibility to supports, and the flexibility and utilization of common spaces. Allyson added that lead-time would be needed to transition from one model to another. Movement between a hybrid and all-remote model would be easier than moving from an all-in model to an all-remote model, as well as maintaining student relationships regardless of the model.

Allyson reviewed the typical pre-COVID eight-day, A-H schedule that allows for a mask break and lunch break while social distancing. In a hybrid model, the day would begin at 8:35 a.m. and end at 3:10 p.m. and time is maximized in the schedule with 35-minute periods so that teachers could see all students in-person both days. Students would access extra support during free blocks and there are two lunch periods.

In an all-remote model, the all-in or hybrid schedule would be followed with synchronous class work for students during the allotted class time. Remote academic support is scheduled within the block that it is typically scheduled as well. Labs, guidance seminars and courses that appear but don't meet every time the period meets is challenging for an all-remote schedule. In terms of the amount of time spent in synchronous learning, discussions are ongoing and yet to be determined; Allyson explained. However, school-wide expectations will be set for teachers, student attendance will be taken, and students will be held accountable. A discussion ensued in this regard.

Special Education Service Delivery in the Three Models:

Richard Whitehead described the service delivery for special education students in the three models. Per DESE, there must be a full service delivery of IEP minutes in the fall regardless of which model is implemented. Thus, if an IEP plan calls for one hour of service delivery per day, it will take place in all models. DESE also asked districts to deliver as much in-person instruction that is possible with a focus on certain areas for high needs students. There are K-12 students in specialized programs with significant needs who will be in school five days per week for face to face engagement and as much as possible. In addition, the goal is to have high needs students and those in preschool at The Children's Way attend school up to five days per week depending on the IEP. Other students who do not fall into the three categories, their services will be accommodated according to students' schedules and as described by Betsy Gavron and Allyson Mizoguchi. All health and safety protocols will be followed to the best of each student's ability and services provided. Richard described the service delivery in each of the three models. In addition, that much of what was required to be completed in the spring and before the end of the school year, such as evaluations, will be addressed in the fall.

Arthur addressed those families who are considering of opting out of the hybrid or all-in models. The state is currently contracting a learning management system to support those families. More information will be forthcoming once a decision is made relative to the reopening plan, Wayland staff involvement and oversight of the plan. This plan may require a commitment for the first semester.

Health and Safety:

Progress on Ventilation:

Susan Bottan reported on the status of air ventilation assessments in every space and every building. Architects and engineers were consulted regarding the air quality in the buildings and will provide an expert evaluation, with or without modifications, of the ventilation systems in all of the schools to the School Committee in August. Two members of the PMBC and residents of Wayland, Eric Sheffels and Brian Chase, have been a significant part of this process as well. Susan reviewed the schedule for completion. The Middle School and High School will be upgraded with MERV 13 filters before school starts, and a recommendation for the elementary schools is expected soon.

Susan reviewed health and safety protocols, such as physical distancing in classrooms, lunchrooms, hallways, bathrooms, on the busses, and during arrivals and dismissals. In addition, students will be cohorted on the busses according to school assignments. The BASE program will keep students in same cohorts in same classrooms as much as possible. Outdoor classrooms will be set up under canopies, isolation rooms will be established in each school building, and some spaces will be repurposed in the buildings. Susan reviewed the protocols for teachers and students' personal items for classroom supplies and backpacks. Lockers will not be available and will be locked. Finally, all students will have their own personal devices.

In terms of mask wearing and the types of masks required, the Board of Health recommends medical grade masks for teachers and staff and will be provided at least two times per week or as needed. N95 masks are advised for those with serious risk factors and over the age of 63, and the PH nurse must approve cloth masks for staff. Students will bring their own masks and, if necessary, the school department will provide masks if students forget them. The school department

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has established a supply chain for PPE equipment. Susan reviewed the hand hygiene protocols at handwashing and hand sanitizer stations in the buildings. In addition, the cleaning protocols in each building, in each classroom and on the busses were reviewed.

In the interest of time, the School Committee reviewed the agenda items and made the decision to pass over the Executive Session until the meeting on Friday. A meeting will be posted for Monday, August 3, if additional discussions are necessary.

Arthur left the meeting at 3:58 p.m.

- Next Steps:
None.

5. **Matters not Reasonably Anticipated by the Chair:**

This agenda item was passed over.

6. **Executive Session:**

The Executive Session was passed over.

7. **Adjournment:**

Upon a motion duly made by Jeanne Downs, seconded by Ellen Grieco, the School Committee voted unanimously (5-0) to adjourn at 3:59 p.m. A roll call vote was taken as follows:

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Jeanne Downs, Chair	X	
Ellen Grieco, Vice Chair	X	
Kim Reichelt	X	
Chris Ryan	X	
Kathie Steinberg	X	

Respectfully submitted,

Arthur Unobskey, Clerk
Wayland School Committee

Corresponding Documentation:

1. Agenda
2. Public Comments
3. Minutes of July 8, 2020, July 10, 2020, July 13, 2020