

Arlington School Committee
School Committee Special Meeting
Thursday, July 30, 2020
7:00 p.m.

By Remote Participation per Governor Baker’s Emergency Order of March 12, 2020

Ms. Morgan, Chair, called the meeting to order at 7:00 p.m. Ms. Morgan confirmed member attendance:

Liz Exton	Present	Paul Schlichtman, Secretary	Present
Len Kardon	Present	Bill Hayner, Vice Chair	Present
Kirsi Allison-Ampe	Present	Jane Morgan, Chair	Present
Jeff Thielman	Present		

Ms. Morgan confirmed staff members in attendance:

- Kathleen Bodie, Superintendent
- Michael Mason, CFO
- Alison Elmer, Director of Special Education
- Julianna Keyes, AEA President
- Karen Fitzgerald, Administrative Assistant
- Kate Peretz, Hardy Principal
- Michael Hanna, Stratton Principal
- Thad Dingman, Dallin Principal
- Andrew Ahmadi, Peirce Principal
- Stephanie Zerchykov, Brackett Principal
- Joyce Schlenger, Menotomy Preschool Coordinator
- Brian Meringer, Ottoson Principal
- Mme. Fabienne Pierre-Maxwell, Gibbs Principa
- Karen Donato, Thompson Principal
- Mark McAneny, Bishop Principal
- Carla Bruzzese, English Language Learners Director
- Robert Spiegel, Human Resources Director (joined the meeting at 7:25 p.m.)

Open Meeting

Ms. Morgan read the Governor’s Executive Order of March 12, 2020, pertaining to remote participation of public meetings during the state of emergency due to the outbreak of the COVID-19 virus

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

Public Comment

The following two public comments were read into the record by the by the author.

Public comment by **Sarah Marie Jette**

My name is Sarah Marie Jette. I teach 4th grade at the Thompson School. This will be my 13th year in the district.

I love my job. As my students and their families know, my classroom is my happy place. However, thoughts of returning to my classroom now fill me with dread.

Six and a half years ago, my mother moved down from Maine because my father's early onset Fronto Temporal Dementia was getting worse.

The move was a great decision. I helped care for my father as his dementia advanced.

And in the years since his death, my mother has immersed herself with her 3 grandchildren. My 5 year old sleeps with my mother. My mom helps my 7 year old with her reading, she patiently listens as my 10 year old recites abstract historical facts.

Since mid March, my family has continued to be vigilant about social distancing because we have to. We are living in a global pandemic and it is not under control. As September approaches, I am consumed with fear. I don't want to be exposed to COVID. I don't want to expose my mother to COVID. I don't want to be the reason my mother dies.

My children will be learning remotely. My 10 year old needs more social/emotional learning than academic, but he is in the age range which transmits COVID more than adults. My 5 year old has been counting down the days until she starts kindergarten. However, she will not set foot in a kindergarten classroom until there is a vaccine. We can not risk her being in a classroom where masks are optional. Like with my soon-to-be 3rd grader, we cannot risk asymptomatic transmission. And, honestly, I feel like my children will get more social connections remotely than in gutted classrooms where their teacher is hidden behind a mask and face shield, 6 feet away, afraid for her health. I trust that their teachers will create thoughtful lessons which push them academically and nurture them emotionally during this uncertain time. Because that's what teachers do and that's what we can do when we are given time to prepare. We work our butts off to make sure our students do their best, even when faced with insurmountable challenges. And though my 7 year old laments that she won't be able to step inside her beloved art room, she knows that she'll be safe, her family will be safe, and that is our priority.

I watched my father die.

For years, I watched his illness progress to the point where he no longer recognized me, where he spoke in garbled gibberish and could no longer form words, where he needed help to do the most basic tasks, until those final days when his body shut down.

If you have watched a parent die, you will understand why I fear returning to my classroom. Every act, every motion, every interaction will be touched with fear. As I

stand 6 feet away from your child I will be afraid to inch any closer, to kneel down to eye level, to pick up a dropped pencil, to conference with your child one on one. My mother turns 74 this month. I hope to celebrate many more birthdays with her.

Public comment by **Angela Christiana, Mara Vatz, Alham Saadat**

The health and safety of students and teachers must be a priority in any back to school plan, and we must take every step to reduce the spread of COVID-19. We are a group of over 60 Arlington Public School parents who believe that if we choose an in-person model for this fall, then we should commit to as much outdoor time as possible during the school day.

Converging lines of evidence indicate that COVID-19 can pass from person to person in aerosols that waft through the air and accumulate over time in indoor spaces. Given these data, we now know that outdoors is safer than indoors. In fact, many of our kids have not been inside any buildings other than our own homes since the beginning of the pandemic. We also know that New England weather is unpredictable, so the building must be available to safely house all students in case of extreme weather events. Therefore, we are not suggesting the use of outdoor space to increase the number of students who can attend in person, rather we are asking the district to create accessible outdoor spaces that will be usable on most days this fall. At the very least, we request that lunch, snack, mask breaks, recess and physical education take place outdoors whenever possible.

Any outdoor plan must be equitable and accessible to all students, and we are intentionally seeking input from experts on these matters. While we have not yet formally met with APS teachers or administrators, we are looking closely at best practices that are being established as schools in Massachusetts and across the country create outdoor spaces to incorporate outdoor time into each day.

Our intention is to supplement the plans that the district has already worked so hard to create in order to provide a healthier, safer environment. We do not intend to increase the burden put on teachers and administrators during these challenging times. There are many parents in our community who are willing to volunteer their expertise and time to make outdoor spaces possible for this fall, and we are considering fundraising options as well. We invite school committee members, administration, teachers, and parents to contribute to this conversation.

The Chair read the following comments into the record:

Kelly Harrington writes: The administration of APS wants us to believe that a return to school is safe for our children and the teachers of APS. If it is safe for hundreds of students and staff members to be in the same building for six hours a day, why is your

meeting to discuss this on Zoom and not in person? If School Committee members and the APS administration team cannot meet face to face to discuss an in-person return to school, then tonight's discussion should focus on a return to school via remote learning. The safety of our children and staff should be our top priority.

Carolyn Schneyer is the parent of a rising Ottoson 7th grader and a former Co-Treasurer of the Thompson PTO. I am writing to ask that you please give serious consideration to mandating a fully remote start to the school year for grades 6 (or 7)-12, and that you do so quickly to allow teachers and administrators to give their full attention to this scenario and plan it as robustly as possible.

We are all aching for our children's lives to return to "normal". However a masked, distanced school day is not going to feel "normal" to anyone. This piece I recently read, by a private school teacher whose school attempted in-person classes in May, was incredibly eye opening: <https://gen.medium.com/i-spent-three-weeks-in-school-with-kids-under-COVID-19-21b78c1a9339> We are pouring so much effort into striving for something that is unachievable.

Moreover, we are doing so at great risk to teachers, students and families. Until there is adequate, rapid testing available for all, congregating in school buildings will be a danger to our community, regardless of distancing rules. Any of us who have been around even the most mature kids these last few months know how near impossible full compliance is, and the larger the group the more difficult it is to maintain. (See further examples in the article above.) And even with safety measures, spending several hours at a time indoors in groups is SO MUCH MORE dangerous than learning from home. It is not worth the risk.

Much time and effort has already gone into bending over backwards to try to develop in-person and hybrid models, as required by the state. The attention of administrators has necessarily been divided trying to make all these models viable, safe, equitable, and educationally effective - a formidable and exhausting task. It is inevitable, however, that regardless of what model is chosen some if not all students will have to be fully remote for at least some portion of the year, either due to parent request or periodic outbreak. It behooves us now to focus on the remote model and prioritize making it as smooth and educationally effective as possible for all students who can use it. This would also allow adequate planning time and physical space to make sure those IEP students who require some in-person assistance can get their needs met. It would also allow for some creativity in meeting the in-person needs of elementary students, perhaps allocating space at Gibbs and Ottoson to younger learners.

I am not advocating that upper-grade students should *never* set foot inside their school buildings this fall. On the contrary, if we are proceeding with remote learning I think it would be crucial to plan opportunities for students to at least meet their new

teachers in-person and (for those in grades 6, 7, and 9 who will be in new buildings) get a sense of the layout of their schools. But this can be done in very small groups as short, optional events. If we focus now on what remote learning will look like and eliminate the stress of having to keep hundreds of people physically safe all day every day, we can plan such opportunities.

Thank you for your tireless work on behalf of our students and our community. You have a truly unenviable task this year, but we appreciate so much the care and thoroughness with which you are doing it.

This is a message from **Alison Vaishnaw**

Good afternoon,

In view of this evening's meeting, I felt I should send you a copy of the email I had sent to the Department of Health yesterday. It was in part, looking for information on COVID levels, testing and contact tracing as they relate to the start of school.

It is very difficult to assess the current school restart plans without the relevant public health information. As a resident of Arlington, APS staff member, and MD PhD, I am engaged and informed, and yet I do not feel that I have the information to make a determination as to the community and personal implications of in-person school in September.

I received a staff survey yesterday and it is very difficult to answer without information on this part of the planning and implementation processes. I have relevant training, and cannot make a judgement. I do not know how others can feel comfortable doing so.

I did receive an acknowledgement from the Department of Health. Unfortunately, given the timing of the School Committee meeting, I can only offer the questions, and as yet have none of the answers.

Submitted by **Rachel Katzman** and **Alexis Williams Torrey**

While a hybrid option may make sense in terms of spacing and staffing given safety restrictions, it exasperates other key issues of equity and public health. The reality is that if students, particularly students in K-5, are going to be only in school 2 days a week, this poses a childcare crisis. We recognize that teachers are not babysitters. Yet, we also know that due to the anticipated nature of the hybrid model many parents are choosing to hire nannies and tutors, form pods, and teach their students alternative curriculums- this is happening now because there is a void which parents need to fill. Some are contemplating leaving the school system, which will impact our enrollment. We know this individualized approach is going to perpetuate inequities between those who can, and those who can't, and the reality is that most at-risk students will be further marginalized. Schools are asking parents to be partners in their student's

education in a way that we've never asked before, but they are not giving them the support to do so.

If we chose any program that requires in-home, remote learning, Arlington parents need principals, PTOs, Diversity and Inclusion Groups, after school programs, community organizations, and the school committee to ensure that equitable care and support is offered to all students, not just those with resources and capital. As much as our plans need to focus on high level decisions, they can't do so without offering parents a vision of support for those many days we will be responsible for our children's education.

Parents need Arlington to develop a meaningful system for connecting families together in a public, visible, and fair manner. An Arlington Parents FB group post circulated a survey regarding more inclusive care for the fall and received over 150 responses from families in every school in Arlington. Key findings included that not only was there a strong need for care support to families that are equitable and inclusive, over 60% of those surveyed indicated they would be interested and able to help organize such programming. Parents want to be partners, but need help in return. There is a groundswell of energy among the talented people in our community to offer skills, services, financial assistance, and care for and among each other. All parents need help. Some are getting more than others. Some are getting none.

Furthermore, hybrid models aggravate the public health crisis. This morning, Dr. William Hanange, an epidemiologist at Harvard's Chan School of Public health, forcefully argued in an interview with WBUR that the hybrid model is the worst of options from a health perspective, particularly for families with elementary aged children. Because families of elementary age students will need to seek some sort of care, this will provide further avenues of spread than if they were in fixed school groups five days a week. This doesn't even speak to the health, social emotional, and educational risk to children and families who are working and receiving no care-support at all.

We would like to see the School Committee, as we finalize our decisions for the fall, forcefully argue for as much in-school learning time for our youngest and most vulnerable students. While there are staffing and physical constraints, other communities and towns are finding solutions to these. We most strongly support a model that prioritizes in-person learning for students who need it most: K-5, those with special needs, students with free and reduced lunch, students with housing insecurity, and ELL students- and I know this is an incomplete list.

If Arlington does not adopt such a model, then we need to present solutions for childcare that are championed, shared, and supported, within our communities through intentional collaborations.

Elena Schmerling writes: I teach Kindergarten at Thompson and feel so truly fortunate to work and teach with such supportive, creative, and dedicated individuals. It breaks my heart and keeps me worrying night and day that this year will not be a normal year, no matter the decision or outcome. I find that I am most myself in the classroom... silly, adventurous, confident, and nurturing. Returning back to school when the pandemic is not under control will inevitably take all of those away from me, and in turn, my students. Everything will be touched with fear and anxiety. Everything will change. Kindergarten, and school in general, will be robbed of its core. While I don't love the idea of remote learning for all of the obvious reasons, I passionately feel that that is the best option for everyone's safety. I am truly terrified to be back in a building with hundreds of people who have their own family, neighborhood, social, and work circles. I cannot fathom not being able to comfort a child in need, or even show my excitement for those "aha-moments" with a hug or high-five. I cannot fathom putting all my energy into mask wearing, cleanliness, and social distancing instead of the important life lessons that I teach in my classroom of our youngest learners. I have no idea how quality learning can take place in a distant, covered in PPE, and limited classroom.

We're having these meetings online for a reason. Hospitals are overwhelmed and inundated for a reason. Big companies around the country are still working from home for a reason. People are scared for a reason.

I ask that my health, my life, not be put at risk. I plead that we spend our time and energy on robust online learning, until returning to school is safe. It won't be easy, but teachers really are best at overcoming the impossible.

Jim Connerney asks since the school year has ended, can you describe what additional funding resources have been obtained and applied towards the many challenges of appropriately advancing all Arlington students' education this fall? Can you provide detailed examples of some strategies being developed with these resources to improve both remote education (synchronous learning, etc.), or hybrid learning (shared remote/in-person strategies)? Have there been any requests for resources that have been unheeded?

Deanna Cook wrote, she is wondering about the older students middle school and high school, why are we not looking at going 1 week on and 1 week off and on the weeks kids are learning from home doing live streaming of the in person class so learning can continue and not repeated with each cohort. 2 Days on 3 days off seems like a lot of curriculum will be lost with the lack of time kids are having for in person teacher contact?

Andrew Jones asks "How have the deep expertise and experience of the engineers, health professionals, educators, and other professionals who are also APS parents been brought to bear on the dilemma of school reopening?"

Eric and Zoe Cronin shared: As parents of a Brackett 2nd grader we would like to express our support of continued exploration of a return to school this fall via a hybrid in person/online approach.

Our hope is that the School Committee chooses an approach that would allow parents to send children to school via a hybrid schedule if that is a family's preferred approach. Obviously circumstances regarding local transmission rates can change and those should be considered for any plan on an ongoing basis. The personal safety of teachers, staff and students is an important consideration for any return to school approach. Based on our experience earlier this spring, a full-time online learning program did not work for our 1st grade family. An online learning program cannot provide the important educational, social and emotional development that a 7 year old child receives from an in-person learning program.

Ian Roth is wondering, what work has been done to inspect the condition of HVAC systems and evaluate air distribution at Ottoson? What work has or will be done to correct deficiencies prior to opening?

A Brackett parent shared: I have some additional thoughts that I would like to share, hopefully I am still meeting the deadline for today. When making a choice on in-school vs. remote learning, my family and I would need to understand the extent of the following safety measures in place. Below I have a number of considerations:

Daily online screening questionnaire for any student attending school--I do believe this possible. Need to include any exposure in the household. It is currently in place where my children go for swimming, and requires a caregiver, parent, guardian signature. It can be administered online--it takes 30 secs per child. Ideally, implement temperature checks with forehead scans, although this does not address the asymptomatic situations which makes the survey more important

A detailed understanding of classroom rules, while seated in the classroom, at lunch, handwashing, mask wearing, mask breaks, bathroom breaks

A detailed understanding of how children will be separated in the classroom and outdoors. Policy and handling with respect to COVID symptoms--upper respiratory symptoms like coughing, sneezing etc. These symptoms could be related to colds, flu or seasonal allergies, but determination cannot be made COVID without a test.

- Recommend that student remains at home until symptoms or negative test results

- Need a protocol for rapid contact tracing--if it exceeds 24 to 48 hours it becomes less effective
- Protocols for entering and leaving the building at arrival and dismissal, ensuring there is not crowding near school.
- Impact on afterschool, if enrolled but do not want to attend....we do not want to lose our spot that has taken years to secure
- Need a defined protocol if there are positive cases, how does the school open or close
- Need a defined threshold at which Arlington will close all schools with increased cases in MA

Ideally, to reduce exposure, family groupings such that households with a 1st grader and a 3rd grader for example are grouped with other families with a 1st grader and 3rd grader. This potentially reduces the exposure from 18-24 households to something less. For the remote option--need an understanding how this would be structured. One consideration could be a small group learning--hybrid approach similar to school as larger groups can be unwieldy, especially with younger grades.

Elizabeth Rocco wrote: I'm a parent of a middle school and elementary school student and a clinician in a COVID hotspot. After interviewing countless patients I'm intimately aware of how easily COVID 19 was transmitted through households, residential centers and workplaces during the surge. I have concerns about any indoor school classroom set up that doesn't follow the strictest pandemic-proven precautions. In my experience the settings where people enforced stricter than the standard guidelines were more successful at reducing COVID infection transmission. As a result I'm a proponent of: 1. a compelling, engaged remote learning program for most students, 2. in school learning for students with highest needs (students needing IEPs and ELL and young children with essential worker parents,...) using pandemic-proven precautions-daily screening including temperature checks, community COVID testing, contact tracing, PPE, handwashing, sanitizing, minimum of 6 feet social distance, well ventilated indoor spaces and use of outdoor spaces for play, meals, hands on experiential learning (gardening, science, nature), gym, music, art,... and project-based learning.

As an adjunct to remote learning I support an innovative pilot of a once a week outdoor experiential learning where students have the opportunity to meet in small group with masks and at a social distance to develop relationships and social emotional skills, do hands on learning around science, edible gardening, and nature, project-based learning, exercise, make art and music, and other learning games. This outdoor pilot could be facilitated by a voluntary team of teachers across these disciplines who could create innovative and compelling curriculum. The outdoor classroom would reduce risk of

COVID transmission, and I believe more staff, students and teachers would feel comfortable meeting outside when weather allows even if it was for a half day once a week.

I would like us to invest in models that would meet pandemic-proven public health standards in the pandemic. We can not recreate our prior educational model. We need to let go of the past, not be in denial of the present medical reality and embrace the imperfect reality of this moment and be as creative and innovative as possible.

Ms. **Heidi Rosenberg** wrote: In the draft elementary plans, there is reference to the use of outside space for mask breaks and recess, with this caveat: "there would be limited freedom of movement beyond dedicated personal space." What, specifically, does that "dedicated personal space" movement limitation entail? What freedom of movement will children actually have during outdoor recess or break times? Given that children's overall movements will be very restricted during any in-person model, I am worried about their ability to focus/concentrate and avoid becoming restless and fidgety without regular outlets for physical activity.

For kindergarten in particular - what would a "remote learning day" look like for this age group (regardless of whether it's part of the hybrid model or the all-remote option)? Would they be expected to attend to synchronous or asynchronous online activities for 5 hours per day? Would the activities be required or optional for this age group?

Has the district considered a separate in-person model for kindergarten children (vs. older elementary grades) that would allow them to have more consistent access to in-person learning? This could entail a split am/pm half-day schedule, which could provide kindergarten children with daily access to in-person learning while lessening the distancing and masking "fatigue" that might result from being at school in person for 6+ hours per day. Given that this group in particular cannot access or participate in remote learning on their own because they cannot yet read or navigate remote learning activities independently, it could be extremely beneficial for them to have a different school model that allows them more in-person time at school than children in upper elementary grades. (A similar argument could be made for 1st and 2nd grade students as well.)

Arlington Education Association Message

Julianna Keyes, AEA president, said she appreciates the chance to speak tonight and read the AEA Statement on Reopening.

After the most stressful school year of our careers, this has not been a restful summer for our educators. Waiting for other people to make decisions with such impact on our

lives is nerve-wracking. Instead of vacation, this has been a summer of fear, frustration, and mourning the loss of so much of what we love about our jobs.

We have been working hard, studying virtual classroom pedagogy, redesigning curriculum, and becoming amateur architects, engineers, and epidemiologists, reading every article published that might help understand what fall will look like. As the AEA surveyed and met with our members, the following became clear to our Board of Directors.

We, the AEA, reject the all-in-building plan to reopening schools. While we recognize that the WHO and American Association of Pediatrics has stated that students may sit 3 feet apart in class, we don't believe that reaching only the bare minimum of safety standards is acceptable. Would any of you buy a car that just barely passed the safety inspection? I wouldn't. Would you put your child in a car seat with terrible safety ratings because it is legally safe enough to be sold? I doubt it, if you had any other options we have other options. The idea that we should take the lowest bar for safety is unacceptable for the children in this town, and for the staff who work with them. Every other piece of guidance defines this plan- 8 people per 1000 ft. for indoor occupancy, 50% occupancy for buildings, indoor gatherings limited to 25 people, 6 feet of social distance. We care too much about our community to accept this risk.

The safest option for this fall is to continue schools remotely. For many that is a hard pill to swallow. We grieve the loss of contact with our students, and we worry for those who don't engage. We see the strain it puts on families. Many teachers are sick of "living at work"- because it feels more like that than working at home. We recognize that it might not be the best educational outcome, but also that it can have very good results if done correctly. With adequate training for educators, we believe virtual school this fall could be a robust learning experience for Arlington students. Better safe than sorry.

If teachers and students are to be back in the building with a hybrid model, it is the responsibility of this committee to make that environment as safe as possible. We have been very impressed with the safety improvements the facilities department has been implementing, but we need to go further. More handwashing stations are needed. The district needs to commit to not using rooms that don't have proper ventilation. In the past few years, teachers have taught in jackets when the heating broke in the winter, or in classrooms that sweltered near 100 degrees because windows wouldn't open. We need better response time to breakdowns, and assurances that repairs will be made. Every teacher who has gone through the process of entering a third, fourth, fifth helpdesk ticket for the same issue is wondering why now, when stakes are so much higher, they should suddenly trust that repairs will be made quickly. Every teacher who has been told money has run out for restocking supplies worries about sanitizer and soap supplies once school opens. Every time our code of conduct has not been enforced

by administration, whether it's something minor like using a cellphone or a larger issue like causing a class disruption- teachers are now wondering what will happen when a student refuses to properly wear a mask.

But no matter how safe the buildings, reopening them during a pandemic is going to require a social contract between families and staff. It means frequent testing for everyone in buildings. It means that if a child wakes up not feeling well, families must promise not to dose them up on Tylenol and send them to school. It means following state quarantine rules- no secret weekend trips to Disney World or grandma's house in a hot spot state because "flights are just so cheap right now." It means children will be taught social distancing and wearing masks is not an option, even when they are hanging out with friends at Dunkin Donuts or in the Center. When we see groups of teens not following best practices around town, it makes every teacher worried for what will happen once school starts. It is the unknown of what happens when students walk out of our classrooms that worries teachers the most. Every new day will bring new risks if community members are not acting safely.

There is no good answer. We are all just trying to do the best we can. Because of that, we ask you to please, put safety first. Our lives literally depend on it.

Thank you.

Fall reopening update and draft plans

Ms. Morgan said that the facilities report is in Novus and the committee will be able to ask where we are in the planning.

Superintendent Bodie said she appreciates all the public comments and said this is an important meeting tonight to continue discussion with the School Committee and administration and move forward to make a decision on the upcoming school year. The Department of Elementary and Secondary Education would like a final decision announced on August 10. The draft preliminary plans for full return, hybrid model or remote for all elementary, Gibbs Sixth, Ottoson, and Arlington High School are in Novus for review.

Superintendent Bodie said everyone continues to do more planning and to look at the most high-needs students. Last week we heard the guidelines from DESE, met with all school principals and said a recommendation and a summary will be provided to be given to DESE next week.

Facilities Report

Jim Feeny, Facilities Director, presented COVID-19 Facilities update.

Indoor Air Quality

In order to suppress the spread of COVID-19 in our school buildings, the District intends to use system engineering controls such as increased fresh-air ventilation in conjunction with improved air filtration (upgrade to MERV-13 from a MERV-8), where possible. The Facilities Department has conducted various equipment inspections and performed maintenance and repair activities, and also intends to outsource the recommissioning of HVAC equipment and reprogramming of building automation systems as necessary to align with emerging ASHRAE guidance prepared for K-12 Schools. Facilities intend to operate fresh air and exhaust systems for longer run periods to maximize opportunity for filtration and achieve as many air changes as possible. Interior spaces without windows and sufficient mechanical ventilation will not be recommended for student activities.

Sanitization of Buildings

In order to suppress the spread of COVID-19 the district will have to take additional measures related to custodial care. In addition to general cleanliness, sanitization is now of paramount importance. Based on experience in March of this year, and in anticipation of increased demand come reopening, the Facilities Department has been working hard to increase its fleet of electrostatic sprayers in order to increase sanitization efficiency and efficacy, and increase capacity to respond to building occupant's concerns.

The increased sanitization frequency of high-touch surfaces, such as door knobs, railings, faucets, flushometers, elevator buttons will require an increased level of effort from the Facilities Department. These surfaces should be addressed 3-4 times daily. Regular sanitization of hard surfaces such as desks, tables and countertops will also need to occur daily. It is recommended Facilities personnel be responsible for disinfection of desks between different cohorts of students in spaces of the buildings.

Historically, these activities were not necessarily covered in the daily work load. As such, additional custodial resources will be required to meet the increased workload. Depending on the location and level of activity, this increased need will be met through a combination of additional FTE staff via contracted 3rd party services and increased overtime for existing staff. It is expected that a minimum of 2 FTE additional will be required.

Further, the value of additional FTE staffing would help address staffing shortages due to vacancies and absences. Customarily, in the event of a sick call, personal day, or vacation leave, or some other accrued/paid time off, a custodian is shifted from another

building, often only to perform core functions such as emptying trash and servicing bathrooms. Under normal circumstances, the short-term provision of minimal services is suitable as other activities, such as dry mopping or vacuuming, can be temporarily halted without adverse impact. Under the 'new normal' conditions, we are not afforded the luxury of delaying sanitization; it must occur daily, or as selected schedule requires. Exit and Entry Access points.

The Facilities department ordered decals to be displayed on doors, walls and floors in each building to help communicate COVID-19 related expectations. The Facilities department is investigating exterior decals to indicate social distancing measures that will be required at arrival/drop off and dismissal/pickup times.

The Facilities Department has also procured free-standing hands-free stanchion mount hand sanitizer dispensers to be placed at the main entrances of every school building as well as cafeterias.

At entrance doors and in main lobbies, we will have decals indicating face coverings are required, and to practice social distancing. There will be signs near hand sanitizer dispensers directing students, staff and visitors to use hand sanitizer upon entering the building, and other areas where provided, such as cafeterias.

Interior Building Decals

There will also be floor decals indicating where to stand at locations where a line may form and social distancing measures need to be upheld. Further, there will be floor decals guiding the flow of traffic in common hallways where necessary.

Student Learning Spaces

Principals have generated a list of classroom spaces and measured dimensions of classrooms to determine classroom capacity. Principals have inventoried these learning spaces with reconfiguration in consideration to maximize the amount of students that can fit in the classroom at the 3 foot minimum physical distancing requirement (DESE initial guidance) and in some cases considering 6 feet as an alternative for additional safety measures. This capacity study includes large spaces such as cafeterias, gymnasiums and libraries throughout the district.

Principals and members of the Facilities Department have gone around to various classrooms and other spaces in their respective buildings to identify any non-essential items or furniture in spaces for removal or disposal in order to maximize space. Items that will be removed include soft and cloth-based materials, such as rugs, pillows, and

bean bags that have been used in elementary and early childhood classrooms in order to reduce the transmission of COVID-19.

Additional storage needs are still being evaluated. Plexiglass barriers are being looked at for certain learning spaces. One example of the learning space that we are considering plexiglass barriers are for the preschool. The preschool is considering this set up because unlike other classrooms where students can sit at individual desks facing one direction, students sit at tables, many times facing each other. The plexiglass barriers would add an additional level of protection to reduce the transmission of COVID-19.

Outdoor Spaces have also been considered. There has been interest in the procurement of tent purchase/rental for spaces for outdoor learning or an alternative space for mask breaks. Semi-permanent tents require building permits and detailed planning.

Office Spaces and Plexiglass Barriers

The District has been evaluating staffing spaces to ensure that staff is properly distanced from each other. In cases where it is not possible to meet requirements, the District has been working to establish alternative working spaces, if possible. In addition, the Facilities Department is in the process of procuring and installing freestanding acrylic barriers with pass-through openings to protect interactions between visitors and public-facing staff in locations such as the main office.

Isolation Rooms in Nursing Suites

The Facilities Department is in the process of working with the nursing team to identify rooms within nursing suites to be used as isolation rooms for suspected COVID patients. This will include installing tempered glass observation windows in doors to allow for proper patient monitoring. Facilities will also place portable powered air purifiers in nursing suites.

When school is back in session our nursing suites will always be staffed by the school nurse at all times while school is in operation. Masks will be required to be worn at all times in these spaces by staff and by students. Nursing staff will also have additional personal protective equipment such as face shields, goggles, gloves and gowns/protective smocks, if necessary.

Air Purification

The Facilities Department is researching the use of bi-polar ionization or UVC air treatment devices. Based on discussions with consulting mechanical engineers and

HVAC product distributors, bi-polar ionization would be the recommended application, with product types varying by equipment type. If possible, the Facilities Department would attempt to deploy these devices in special-use cases or in response to building or classroom specific concerns.

Water Fountains

The Facilities Department is installing additional touch-free bottle-filling stations in common areas in the district. Existing units that provide for both manual use and bottle filling will be retrofit with a separate valve to preclude manual use for direct consumption. Common area fountains that provide only manual direct consumption will be turned off.

Hand Dryers

The Facilities Department will be in bathrooms to reduce the chance at distributing aerosolized particles. Paper towel dispensers will be added.

PPE Inventory

Below is a chart of the PPE supplies that have been ordered as of July 30, 2020 and the amount of PPE that the district has received.

Item Description	Quantity Ordered	Quantity Received	Quantity Pending
Pediatric Face Masks	8,000	8,000	0
Adult Face Masks	37,000	2,000	35,000
Face Shields	1,000	1,000	0
Gloves	79,900	20,200	59,700
Gowns	1,500	500	1,000
Lab Coats	50	50	0
Thermometers	60	50	10
Desk Shields	50	0	50
N95 or K95 Respirator	1,650	650	1,000
Clear Face Masks	3,456	0	3,456

Ms. Exton asked Mr. Feeney about the ventilation, the number of air exchanges per hour in the classroom and how it would work. Mr. Feeney said it is a challenging question since each building is designed to a different standard or code at that time of construction. He said he would consider running the systems around the clock to get the most air changes possible. Our ability to introduce outdoor air is limited in the cold weather months. Ms. Exton said it is important that families have data pertaining to the number of air exchanges, which should be three times per hour. Ms. Exton asked

who the N95 masks are for. Mr. Mason said they are for the nurses and the nursing suites.

Mr. Kardon said he was interested in using outdoor space and inquired about progress toward setting up tents. Mr. Feeney has reached out to vendors for availability, monthly rental costs and size for tents. Some school principals have mapped out space to place them. Mr. Feeney said inspectional services views the tents as semi-permanent structures, which will require building permits, fire extinguishers, calculations on flame spread rating would need to establish significant lateral stability if we were to rent the tents on a monthly basis.

Dr. Allison-Ampe said Mr. Feeney told the Facilities Subcommittee meeting that he had ordered parts for the ventilation system, and asked Mr. Feeney to review that for the full committee. She said she would like to know when we will know which classrooms would not be available because they do not have adequate ventilation. Mr. Feeney said at close out of fiscal year 2020, we choose to stock up on frequently used parts. We need damper actuators and fan motors for cabinet unit ventilators, the free standing vertical units in our classrooms. In order to be more responsive, and to reduce down time, we made an investment in order to stock frequently used parts in all of our schools. Now we are going by building, building, room by room, fan by fan. We ordered backup belts for each fan and filters, so we have those parts on hand.

Mr. Thielman echoed Ms. Keyes earlier comments describing the great work done by the facilities department. He asked to what extent have we consulted with an outside firm to get guidance on how to proceed. Mr. Feeney said he is working with Bala, which is designing mechanical systems for the new high school, in terms of designing the new building for pandemics. We are asking them what strategies would be available for existing buildings, both in terms of controlling it and retrofitting improvements to existing systems. In certain buildings we are limited by equipment that is 30, 40 years old. Mr. Thielman asked about guidance on building layouts. Dr. Bodie said we have not hired an outside firm. DESE has given layouts and we have our math experts mapping classroom desk spacing at three feet and six feet, and DESE provided a calculator to determine what a classroom would look like.

Mr. Schlichtman is struggling and concerned about what he is hearing from facilities on what we can and cannot do to open up the schools. Mr. Schlichtman said we are at this meeting tonight to determine what we will tell DESE, He asked how much of what is discussed at this meeting, pertaining to facilities, is being requested by DESE in tomorrow's submission, and what are we telling them. Dr. Bodie said in 300 words, we are going to talk about what our feasibility study was. We know, in our elementary

buildings, we could accommodate all our students with spacing three feet apart. We know we can do that at Ottoson. Gibbs is more challenging, though if we increase the number of learning communities by 1.5 we can manage that.

and would need to do it at the high school level too. We would need to do that in all cases to get all students into classrooms if we increase the staff, and use exploratory rooms, then we would still have an issue for the students to be able to each eat lunch and have mask breaks that require all students to then be 6 feet apart.

Dr. Bodie said the district looking to put desks in the lunchrooms to gain more capacity. There are many layers and layers of the plan we have to do and this requires a lot of detail planning, not only in hybrid plan, and what our community wants, but a decision that is thoughtful and factual. She is hearing from teachers and the community and with all the constraints with everyone coming back, this is extremely complex.

Mr. Schlichtman doubted that we could bring all our students back. He recalled when Mme. Pierre-Maxwell talked about the need for porta potties at the Gibbs if we brought all our students back. Mr. Schlichtman said the elementary schools weren't built for the large number of students they serve now. He said the Thompson cafeteria was built for 120 fewer students than we have right now. He said he hopes we aren't telling DESE we can do something we can't. Dr. Bodie said the DESE submission is factual, and the school committee will make the decision in two weeks.

Mr. Schlichtman said that DESE has been fairly pragmatic, but he expressed his concern that DESE would question a decision to go remote if they thought the submission didn't support that decision. He said we are a dependent unit of state government, and DESE could tell us what to do based on what is in this submission. He said he is anxious and cautious in dealing with a more powerful regulator.

Mr. Schlichtman said the decision of how to reopen is a heavy weight on the shoulders of the committee. We're dealing with a pandemic in which you can go two weeks with a huge spread before any symptoms appear. We're not just making educational decisions, we're potentially making life and death decisions.

Mr. Hayner inquired about MERV-13 filters, and how often they will be changed. Mr. Feeney said they are throwaway filters. Filters that were changed seasonally will need to be changed monthly because they will trap more smaller, finer particles. Mr. Hayner asked how if the amount of recirculated air is reduced when we are in heating season.

Mr. Feeney said there is less outdoor air because you have less opportunity to get it to 72 degrees.

Ms. Morgan asked why we are not having independent handwashing stations. Mr. Feeney was looking to get the independent handwashing stations but he said it's challenging to get a water supply line to them and for them to drain properly, and may only serve a couple of students and he rendered them useless until someone empty them. and supports keeping windows open during the night and to make sure all windows will have screens in them.

Ms. Morgan asked about progress in evaluating sinks, windows, and screens. Mr. Feeney said he is working with the school principals on repairing faucets in classrooms and services our existing materials and working with senior custodians to get reports on screens that may need repair over the next few weeks and this is almost completed.

Mr. Mason said screens have been part of the capital program, and much of that work has been done.

Mr. Hayner asked when we need to take a vote regarding the opening of school. Dr. Bodie said the date is August 10. Mr. Hayner said he was concerned as he asks for materials with sufficient time to review them before the meeting. He said it is difficult to sit here and listen to oral presentations and to digest it. He said we should have required materials ahead of time. He said we need to be concerned about the safety of students and staff, and he is reluctant to look at anything beyond remote, even though being with children, responding to children, can't be done remotely, but safety is the primary concern.

Dr. Bodie said she has been looking at the schedule on back in full, and will focus on a hybrid schedule which will be different at each level. We don't have the complete parent survey results yet, and will also need high needs student's plans too. Kathy realizes parents are trying to decide on a remote option and they need details on what it will look like, and what a hybrid option would look like too. She will share the hybrid and remote recommendation on Monday, August 10, and at the request of the committee members the back to school schedule will be given to the committee members on Friday, August 7, 2020.

Dr. MacNeal said in early spring, a few weeks after school closure, two groups meet every Wednesday with the elementary and secondary staff. The groups include teachers, coaches, special teachers, from each grade level and each content level. This

past Wednesday principals joined in and one group was for Kindergarten and 1st graders and discussed what remote learning would look like for them and for 2-5 graders. Today they met with a secondary group. Teachers had been using research, webinars, and teachers had attended a Harvard course studying distance learning. The principal explained the research, and presentation on how to use online tools into the discussion.

Ms. Peretz chaired our kindergarten group with Ms. Donato, and worked with different groups. They discussed what are our values with our schedules, especially with K and preschool? They said their needs are different and they learned a lot about what works and what doesn't work. Kindergartners need connection with teachers and how to connect with children one on one, pairs, and small groups, a lot of repetition and to keep a schedule that builds over time. They spoke about practice things and what they do on screen. They have a schedule of 2 weeks, and 4 weeks and 6 weeks of school opening. The Preschool teachers said they are not sure what preschool summer school would look like on a computer but we don't have a schedule that is set in stone and will have working sessions longer next week.

Mr. Dingman first grade group was wonderful to work with in the summer and working continuously through school year and have not stopped. Looking to create schedule 8:15 and conclude at 2:30, with a remote learning portion so the kids would have structure learning and include core subjects. He said they have discussed how they cover required hours, look at box of times, and interactions with students, durations that are manageable. He acknowledged that students at home need guidance and how to structure that to take screen breaks.

Mr. McAneny said his group discussed the same components as Ms. Peretz and Mr. Dingman and looked at the day and life of a 6th grader. His team looked at best practice and how to deliver tools, and how they can facilitate the meetings. He looked at the mandate for ELA, and 70 min of math, and noted this is a lot of instructional time, and based on remote engagement, they will be mindful to start at a smaller pace. We need to consider screen time, mask and lunch breaks and handwashing breaks and to put all this into a schedule. The whole instruction was done in morning and with independent time later in the day. PE, art, music and service options and ELL learners and ½ day Wednesday proposal still needs to be discussed.

The teams need the first weeks of school for social and emotional learning, making connections. In a remote model, and looking at hybrids as well. Team is motivated and looking forward to upcoming weeks.

Dr. MacNeal and Dr. Bode said the district is working hard at the values of mental health equity in learning, highly engaging learning. Vision global learning, District goals we set for ourselves. This is a two way communication on hybrid or remote models, and give tips to help them learn.

Living document and focused on community building. Relationships. How are we going to approach the first six weeks of school then assess it to move them forward. We are not trying to recover what was lost. We applaud teachers. This has been a tough year but they are still motivated to continue on over the summer and many are taking 4 week courses at Harvard, to serve the needs of our students. Kathy said the work we are doing is hard if it is hybrid or remote. Dr. Bodie knows we need a schedule for parents who choose a remote option, or if the whole district is remote or even in hybrid we still need remote since all students will be remote. Secondary level we need a lot more planning, secondary level will do independent work. The Early Release day will shift to Wednesday. We need a lot more planning time and whatever plan we do has to meet time and learning plan. We are evolving and we need to make fundamental decisions on Hybrid AA or AB models.

Mme. Pierre-Maxwell and Mr. Meringer provided updates on values, equity in looking at the schedule and the concerns were on high needs students, where they would live if hybrid and remote. We know we need a schedule for parents who choose a remote option, or a whole district remote. One challenge then the solution makes another challenge. Concerns are still struggling to see what is the safest environment for children. The feedback with teachers and parents and another forum will be held next Tuesday, and the plan is first draft but gives a sense of what is going on.

Ms. Elmer was part of the plan to create a schedule on high needs for students to partake and find time in schedule to have students serviced with synchronous learning, for those who need reading or math intervention in hybrid and synchronous learning. Since she needs to know how many students will be returning to building, she cannot create the final product. Today they meet to discuss synchronous learning, set a schedule with online learning, and time on screen. They have been busy and feel confident with information and to get feedback and put into action a definite plan with AA or AB model, and to keep working on what they know and working on what they need.

Mr. Meringer thanked the teachers on remote learning and the lessons learned in the spring and at middle school level. Trying to keep students engaged, and continue to learn and remote learning will look different in fall. Simplify our approach and how to

be better with our students. He appreciated teachers looking at different models and looking at what we did well and what we didn't do well.

Dr. Janger plan for Arlington high school is detailed and includes hybrid and remote, and the hybrid has a lot of remote with synchronous and asynchronous plans. He said the set up for remote and hybrid situations won't change too much. Contact hours are synchronous hours and some hours are not on Zoom. The schedule will be 8:30 -2:56 by contract of teachers. The high school teachers will be in contact with students either for zoom or independent work and it will be more structured tools. We have to grade everything, even if it's a lecture and we have to keep students to stay engaged.

Ms. Exton said would like to hear how teachers will form relationships with a new class. They suggested having students meet teachers in small groups outside, even if they were remote learning. She said for this remote to work, there needs to be an opportunity for students to meet the teachers, and the other students in their class.

Ms. Exton asked, if we start remotely, can we switch to hybrid at some time? What would be a timeline? When would we revisit it and how to measure the success? If we choose remote because our buildings are not ready, how are we deciding when to go hybrid?

Dr. Bodie said if we start hybrid, it's easier to decide if we need to move back to remote if there is an outbreak.

Dr. Allison-Ampe said she would like to receive a synopsis on the plans for both hybrid and remote. She said she would like to see a time on learning model describing what curriculum will be covered in the remote learning model and what they will cover in the hybrid model. This will help parents determine their decision to choose remote or hybrid.

Mr. Thielman said he wants data describing how much of the curriculum can be covered under each of these models. Ultimately, safety is going to be the basis of the decision, but he wants to know how much of the curriculum, at each grade level, can be covered under each model.

Dr. MacNeal said the curriculum leaders are working with teachers, now, and how we address learning in the new year, since children have been out of school for over six months now, we are looking at the essential standards and not want to overwhelm them.

Mr. Thielman said he would like to know if there were any additional costs in each of the models. He said he would like to receive the recommended model on Friday, August 7 to allow time to review it over the weekend.

Dr. Bodie will give the school committee the best information where we are and work parallel and different tracks and each dimension has a lot of thought. They will focus on one plan and devote that plan and get it in shape. If we recommend the hybrid model some parents who want a remote will want to know what that looks like in a remote schedule, and how it compares to hybrid. They will give as much information as needed, to this very important decision.

Ms. Keyes, wanted to include that the students day will not be back to normal since the students will need mask breaks, all children cannot go out at the same time and will lose time. She said we can do more in remote mode, using Zoom breakout rooms, and allowing students to interact with each other. Mr. Thielman said the district should present the reality of each of the models in a document. When it is over, researchers will want to review and the impact on teaching on learning of the decisions we are making now.

Mr. Schlichtman said he understood the logistics of how the schedule would look if we started at hybrid, then we are forced to go back to full remote, then we were able to go back to hybrid if conditions permitted. He asked how we would set things up if we started full remote, then wanted to transition later into hybrid.

Mr. Hayner said he would like to hear how the high needs students will look across the board with each plan, who in each of the models come in every day, 4 days maybe same for all three plans or will it be different. Dr. MacNeal said if the governor ordered us to go all remote, all students would be remote. If we chose to go all remote, we would be bringing high needs students back into the buildings for service.

Mr. Hayner asked if a plan, with some special education students in the buildings, and the rest of the students all remote. Dr. Bodie envisioned that in an all remote model, our high needs students would be in every day.

Mr. Kardon asked what we would be sacrificing by going remote. What are we sacrificing going from hybrid to full remote. We can look at what the Massachusetts Academy of Pediatricians are saying. It's clear we are sacrificing by not having many of our students come back.

Dr. Bodie said if we go in person, parents can have the option to go fully remote, parents can choose homeschooling, or to go to private school. State law says parents must show their children are receiving education. If we offer hybrid or remote, then we would need a commitment from parents in August for their choice of models. If we start in remote, then they don't have an option to go remote.

Mr. Kardon asked if parents want fully remote will the state provide virtual programs Dr, Bodie said the state now working on RFP with vendors who can get virtual programs, and district pays if a few parents who want fully remote option, but we have been thinking teachers create our own remote plan. The issue for us, the cost of it. If we offer a district remote option it is an option we cannot afford.

Ms. Morgan said she was concerned about the expectations of teachers on the hybrid model and would like the plan to be specific. She would like this to be explained at our next meeting on August 10. If all remote, what is the remote option for high needs students, if we run our own remote with teachers how will this look for teachers and students? The committee members suggested not to have a two or three hour presentation but to have written clarification on what and why we are choosing this model.

Dr. MacNeal recommends that the committee members send along any questions by Monday for the curriculum leaders to answer.

Mr. Hayner said that if we have a package by Friday, he's thinking that the meeting itself, we would come in prepared to discuss specific things that we are not clear on and then take a vote. He doesn't think we should be having a 2, 3 hour presentation. We need clarification, then we vote.

Dr. Bodie said she would give the committee the written document then we would answer questions. She doesn't expect to have a presentation, but the community would want to have a presentation about what we are recommending and why we are choosing it.

On a motion by Mr. Thielman, seconded by Mr. Hayner, it was **voted** to suspend the 10 o'clock rule until 10:30

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

The committee members inquired about the high needs services and for ELL students and Ms. Elmer and Ms. Bruzelles references the following DESE Guidelines document which included the delivery of IEP services and the learning models for students.

Delivery of IEP Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. In particular, the Department urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs. Remote learning is often more challenging for these students.

For the purposes of this document, students with complex and significant needs include:

Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3](#).” *Such students must meet at least two of these criteria:*

- Services provided outside of the general education classroom;
- Service providers are special education teachers and related service providers;
- Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students are dually identified as English Learners.

Even if the rest of the school has entered into a hybrid or remote model of instruction, schools and districts must make every effort to maintain in-person instruction for

students with disabilities, particularly those with complex and significant needs and preschool-aged students.

For example, if a school or district needs to implement a hybrid model of instruction for its students, teachers may be able to simultaneously maintain full-time in-person instruction for students in self-contained special education classes. In such situations, schools and districts should first attempt to maintain full-time in-person instruction (i.e., having the students remain in school for the entirety of their school day). If this is not possible, schools and districts are encouraged to provide as many in-person services as possible on a part-time basis (such as having the students come into school for related therapies, social skills groups, or Applied Behavior Analysis (ABA) services). Finally, in-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting. In sum, schools and districts must make their best efforts to take all necessary steps to ensure that students with disabilities, particularly preschool-aged students and those with complex or significant needs, receive as many services as possible in-person, whether full-time, part-time or in a student's home or community-based setting (if feasible).

Learning Models

The sections below describe expectations for providing special education services through the three learning models schools and districts are expected to prepare prior to the reopening of school: in-person learning, hybrid learning and remote learning. While each model is described below, the Department re-emphasizes the importance of prioritizing in-person learning for students with disabilities, particularly preschool-aged students and those with complex and significant needs, if the school or district is unable to safely provide full-time in-person learning for all students.

1. Full-time In-person Learning (while meeting current health and safety requirements)

Considerations for maximizing in-person learning for students with disabilities should be made when developing schedules.

When considering staffing alternatives for reducing class size, students with disabilities must receive specialized instruction and supports from qualified professionals.

Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.

When considering the use of alternative school spaces or external facility spaces, considerations for providing students with disabilities with inclusive learning must be

made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized.

When planning for full-time in-person learning, schools and districts should carefully consider the specific needs of their students with disabilities. While having classes outdoors may be a possibility for many students, this option may not be suitable for some students with disabilities. For example, students with visual impairments may have light sensitivity and/or outdoor settings may be too distracting.

Identify staff trained in various areas of special education to be included in the COVID-19 Response Team.

Provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing disposable gowns, face shields, etc. Consider using strategies to pair peer models with students with disabilities to promote social interaction.

Districts and schools should partner with parents to support a smooth transition to re-opening of school, given the introduction of the new social distancing protocols and schedules. It is particularly important that educators work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes. (For example, schools and districts may create social stories or video introductions from providers and teachers, recorded tours of new buildings or programs, or provide opportunities for students to ride new bus routes and visit new school buildings in person before the school year begins.)

2. Remote Learning

All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. This model must be available for individual students who are not returning in-person, and for all students in the event of future classroom or school closures due to COVID-19.

Remote learning in school year 2020-2021 is expected to be more robust than the models of remote learning implemented in the Spring of 2020 when schools and districts did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures.

During the Spring of 2020, the Department described two models of service delivery that could be used to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports (e.g., sending packets and assignments home coupled with frequent communication with parents) and Instruction and Services (e.g., structured learning time, teletherapy and video conferencing). With the ability to plan for the possibility of remote service delivery during the 2020-2021 school year, schools and districts must be prepared to provide services through “Instruction and Services”

mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the school or district has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.

In accordance with 603 CMR 27.08(3)(b), as adopted by the Board of Elementary and Secondary Education on June 30, 2020, remote learning models shall include the following requirements:

- Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
- Remote academic work aligned to state standards; and
- A policy for issuing grades for students’ remote academic work. Teachers and administrators shall regularly communicate with students’ parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.

For school year 2020-2021 Instruction and Services must include the following components:

- A regular and consistent schedule of classes, interventions, services and therapies as required by the student’s IEP, offered synchronously or asynchronously;
- Structured learning time designed so that the student can access state standards; and
- Frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions can be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

Schools and districts must support the infrastructure needed to put in place the required Instruction and Services, including availability of computer devices and internet connectivity in students’ homes, appropriate communication platforms, and educator and parent training. Parent training topics might include the use of devices

and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, etc., and trainings need to be offered in parent's primary language

3. Hybrid Learning

When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Preschool-aged students with disabilities and students with significant and complex needs should be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, schools should consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities should also be included to ensure inclusionary services.

Learning and services provided remotely via a hybrid learning model must follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person must follow guidance provided in the section above on Full-time In-person Learning while meeting the current health and safety requirements.

In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs, can also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of remotely.

Ms. Elmer said the report says specific special education students and parents will be notified and all are working with the school principals on making the plans work for all students from preschool to high school. The committee members would like to see the schedule for special education families and if students come into school on a non schedule day, and not be pulled out of the classroom on the days they are in person but that state is saying they cannot do that.

Dr. Allison-Ampe asked how we can support those who will not be home with their children during the work week. Dr. Bodie said the state is also thinking about it too, and proposed to have teachers children go to school every day, so teachers can go to work. The complexity is if schools decided to go remote and teachers are in the building, children could come to school. This will be a decision in negotiations and not sure we can solve every single issue.

Superintendent's Report

Dr. Bodie said we can have 10 days of planning professional development before the students return to school. Arlington students were to start on September 8th and 10 days of planning. Most we have is 6 days of professional learning and planning so this is important for parents to know the earliest Arlington will start is September 16 and this will require a vote by the School Committee on calendar changes.

Dr. Bodie reported that the question has come up about testing. She said the Board of Health is definitely looking into the possibility of testing. They are also looking into sites where COVID-19 testing could occur. More information to follow but yes, this is something that definitely the Board of Health is looking at, I will probably have more information by August 10. I can't promise that, but it's something we are all aware of.

Dr. Bodie reported that she will have more information about fall sports in two weeks, after MIAA makes its decision about the fall season.

Dr. Bodie acknowledged her staff for attending the community conversation forum for families of color attended by Dr. MacNeal and Margret Thomas, and Michael Mason. The superintendent also thanked moderator Jillian Harvey and the other panelists.

Community Relations: School Committee Talk (3:21)

Mr. Hayner proposed starting Citizen and School Committee Talks and suggested meeting twice a month; the first Wednesday of the month at 10:00 a.m. and the third Wednesday of the month at 7:00. He cited the success of the Superintendent Search focus groups, and the initial success of the monthly coffees we were holding before the pandemic. Ms. Exton suggested substitution resident for citizen, as it is more inclusive. Dr. Allison-Ampe said she is worried about the amount of time the committee will need to commit for sessions twice each month. Mr. Kardon agreed and recommended one meeting a month, and suggested delaying the start of the meeting until September. Mr. Thielman and Mr. Schlichtman agreed to a September start.

On a **motion** by Mr. Hayner, **seconded** by Mr. Schlichtman, it was **voted** to start Resident and School Committee Zoom Meeting once a month, alternating between mornings and evenings, starting no earlier than September 2020.

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

APS banner policy

Ms. Morgan said she has received questions regarding our policy governing signage and banners, and would like the Policies and Procedures Subcommittee to look at the issue.

Mr. Schlichtman had a conversation today with the Town Counsel about the topic earlier in the day. Mr. Schlichtman said he has done research and hasn't found any policies in other districts on the topic, and hasn't found an entry point for this policy in the NSBA policy index, so we would be doing something new. He said the policy would likely require banners to be associated with the school. He said Town Counsel reminded us of a doctrine of government speech, and the committee has a right to express its views. He said we are not creating an open community forum on our property for banners posted by anyone outside our school community.

On a **motion** by Mr. Thielman, **seconded** by Ms. Exton, it was **voted** to suspend the 10 o'clock rule until 10:40 p.m. (2:55:00)

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

Mr. Schlichtman said the subcommittee will also be looking at MASC's recommended revisions of policy ACAB, to comply with new federal Title IX regulations. MASC has also recommended a new emergency policy, EBC Supplemental, an interim policy on COVID related issues. The subcommittee will also review BEDH and BEDH-E, Public Comment, and BEDB Agenda Format, Preparation, and Dissemination.

On a **motion** by Mr. Hayner, **seconded** by Mr. Thielman it was **voted** to direct the Policies and Procedures Subcommittee to develop a policy on signs and banners for consideration by the full school committee.

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

On a **motion** by Mr. Thielman, **seconded** by Mr. Schlichtman it was **voted** to cancel the scheduled Special School Committee meeting on August 6, and schedule a Special School Committee meeting on Monday, August 10 at 7:00 p.m.

Discussion:

Ms. Morgan described the rationale for the change. She said Dr. Bodie is submitting her information to DESE tonight or tomorrow at some point. DESE said they will return feedback no later than August 7. If we met on August 6 we would be moving forward without receiving that feedback. We will receive the feedback on August 7. We are going to get what we need, then we are going to meet on August 10. Ms. Morgan said she and Dr. Bodie will submit a waiver in order to submit our plan on Tuesday, August 11.

Mr. Hayner said he wanted to make sure that the information the committee gets on August 7 reflects the statements coming back from DESE. Ms. Morgan said she believed that was Dr. Bodie’s intent.

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

Adjournment

On a **motion** by Mr. Thielman, **seconded** by Ms. Extonit was **voted** to adjourn at 10:35 p.m.

Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes		(7-0)

Correspondence Received:

COVID-19 Facilities Report, July 30, 2020

Leonard Kardon: More guidance from DESE yesterday: Remote Learning Citizens and School Committee Talk

Advocating for a largely Remote Fall reentry Jul 25, 2020 M. Donald

Concern regarding Fully remote option preparation G. K. Eisner

Reopening Schools in Fall email J. Suchman K. Alson

Questions regarding Health and Safety inspections, anonymous

Concern Regarding Fully Remote Option Preparation

Wants discussion that shows children are much more efficient spreaders of COVID.
anonymous

J. Bouhey questions on draft Fall plan

H. Davis questions on draft Fall Plan

Kids can die and have lifelong health issues from COVID S. McNeill 7 25 2020.

Remote Learning Option Support 7 24 2020 J. Sosnof

On the desktop July 27, 2020 DESE, Additional Staff Training Days This Fall,

MOU between MDESE, MTA and BTU signed July 27, 2020.

Black Lives Matter Banner Vandalism at AHS July 23, 2020

High school students support the event Sunday, July 26, 2020, 6:00 p.m.

COVID testing question

email letter from Arlington parents regarding remote learning planning July 28 202

Respectfully submitted by

Karen Fitzgerald

Administrative Assistant

Arlington School Committee 8720