

**EAST LONGMEADOW SCHOOL COMMITTEE
MEETING MINUTES**



District Mission

"Our mission in the East Longmeadow Public Schools is to promote achievement and accountability in all endeavors as we educate today for the challenges of tomorrow"

DATE: August 3, 2020
TIME: 6:00 P.M.
WHERE: Superintendent's Conference Room

Meeting called to Order by : Gregory Thompson, Chair
THIS MEETING IS BEING HELD REMOTELY IN ACCORDANCE WITH THE GOVERNOR OF MASSACHUSETTS' MARCH 12, 2020 ORDER SUSPENDING CERTAIN PROVISIONS OF THE OPEN MEETING LAW MA G.L.c. 30A, SECTION 20.

PER THE GOVERNORS' ORDER THE PUBLIC WILL NOT BE ALLOWED TO PHYSICALLY ACCESS THIS SCHOOL COMMITTEE MEETING. MEMBERS OF THE PUBLIC CAN ACCESS THE MEETING VIA LIVE STREAM AT:

<https://zoom.us/j/98803574707?pwd=dmVJRjZhc3VmalAwYm42RWRvSmlaZz09> (Passcode: 406250)

As a preliminary matter, this is Gregory Thompson, School Committee Chair. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me. Members, when I call your name, please respond in the affirmative

Sarah Truoiolo - here
William Fonseca - here
Antonella Raschilla - here
Elizabeth Marsian-Boucher - here
Gregory Thompson - here
Gordon Smith, Superintendent - here
Pamela Blair, Asst. Supt for Business - here
Kathy Celetti, Recording Secretary - here
Heather Brown, Dir. of Curriculum - here
Dr. Joanne Welch - here

Chair asked for a motion to modify the agenda to bring up 6.1 "New Birchland Park Course" as next order of business.

William moved to modify the agenda, moving up 6.1 to the next order of business, Elizabeth seconded the motion.

Chair: Any further discussion? All those in favor say aye (5), oppose say nay (0), motion carries (5-0)

New Business

6.1 New Birchland Park Course - "Civic Engagement and Action" presented by Ms. Brown

The proposal is for the librarian to teach this course to our sixth grade students using Developmental Design's Face to Face Advisories as a guide. This class is for one marking period (10 weeks). Face to Face is a tool you need to guide conversations about culture, sometimes painful, sometimes playful, above all, honest. By creating this course, our 6th grade students are able to ask questions and have open dialogue about race, acceptance, empathy and current events, we are providing them knowledge they need in order to be civic-minded students for the future. Early on back, we had some reductions, so this course would replace the Literacy Print Special (support literacy group).

Elizabeth: I think it's great, we've always talk about we don't have enough civics within the school system. It's nice to have something where the kids can talk about timely topics and how they fit into society. It's wonderful! Ms. Cinron-Cordova is a fantastic teacher the librarian. She has brought life into the library; the students are very engaged with her. I was very impressed with her when I met her last year. I think she is the perfect person for this.

Sarah: Has she received any professional development on leading this course?

Ms. Brown: Yes, she attended a four day workshop with development design.

Elizabeth moved to accept the new course at Birchland Park Middle School "Civic Engagement and Action", Antonella seconded the motion.

Chair: Any further discussion? All those in favor say aye (5), oppose say nay (0), motion carries (5-0)

Approval of Minutes-None

Committee/Sub-committee Communications

Elizabeth : I wish we were discussing dress code tonight instead of what we are talking about tonight.

Sarah : I would like to acknowledge that I really appreciate how many families have reached out over the past two weeks. I would say that I have received countless emails and a number of phone calls. Families are really willing to engage in this conversation about the health and education of their students. So I just appreciate their honesty and their candidness and they are willing to call and have their opinions be heard. I just want to publicly say thank you for that. And I hope that that open line of communication continues as we move forward.

Antonella : I attended the high school graduation, I wanted to say how nice it was and how well organized it was. I think all the families and the students appreciated it that opportunity to go through the ceremony and walk and get their diploma.

William : Given everything that has happened, I give a great deal of credit to Frank Paige and his staff and everyone that was involved. I echo every sentiment that Antonella just said.

Opportunities for Visitors to Address the Committee:

Anyone who has connected to this public meeting through the posted link and who would like to address the Committee, please raise your hand through the Zoom Client. The Moderator for the meeting will alert the Chairperson that there is an attendee who wishes to address the Committee.

Chair: At this time I would like to open up the floor for anyone who would like to make a public comment. If there is anyone out in the audience who would like to speak, please raise your hand.

Catherine Dugan (9 Shaw St.) Folks, thanks for taking this time to make this difficult decision. I just want to weigh in as a parent of a fourth grader at Mapleshade. I emailed many of you so I'll just say this for the record. I really am hoping that this committee can make a good thoughtful decision about how to move to fully remote as soon as possible. I think the quicker we can make the decision the better prepared we can all be. I say this as a professor who is equally in the midst of trying to navigate what the fall looks like. And the sooner that we can make a decision the better we can come up with how to make a terrible plan amid only terrible options. I think that the only way we can really know what to do is to keep everybody home remote. I will also say this, I say this as a single mom with no family in the area working more than a full-time job, so I fully recognize the challenges of child care, but I still think this is the best choice for our community, for our health and for our teachers and our kids. Thanks for the opportunity.

Beckett Vigneux (397 Pease Rd) - I'm in ninth grade at East Longmeadow High School. I would like to make a couple of comments to the committee. If going back to school, I would say that we probably have to do a remote option, because if we were going to do Hybrid, there would be some bus equity issues, not providing transportation 7-12, and then less than two miles away from school is K-6, so I think is going to be a big issue. Aging schools that is three of our schools that lack adequate ventilation. I think that is something that we need to think about when we are going to have kids wearing masks. And then on July 31st, Governor Baker talked about large gatherings causing outbreaks, and that was only 90 -170 people, so I think the committee would really have to think about that going back to school if we did a Hybrid option. So I think the best option would be remote.

Tom Kaye (265 Millbrook Dr.) - One question I have, if we do go Hybrid Model, how will we address the AP Honors and the courses where we have a small amount of students.

Mr. Smith: With the AP Honors classes and really all classes, there will in a Hybrid Model both be in-person instruction as well as remote instruction on Wednesday for all students. On the off days, there will be a variety of instruction and so forth. But one of the things obviously with the AP classes, all of our grade levels and teachers will be using a management system of some sorts like google classroom would be an example of this. Our AP teachers most likely would be setting up their in-person instruction by providing a certain amount of information, videos and so forth to keep those students on track. I think to your point Mr. Kaye, there is a timeline obviously with AP courses given that they take those exams in early spring. And so they have to stay on track. I think our high school teachers will be up to the challenge to keep them on track.

Mr. Kaye: Thank you, will other courses be offered all the same course?

Mr. Smith: We are planning on offering all the courses that we offer in the regular Program of Studies, if for some reason something was unable to run, we are also at the high school level we have purchased some software a program called Edgenuity. And I think they are going to be using some of that to bolster some of the content in some of our course as well as using that as a possible complete opt-out platform should the district go to Hybrid Model, but students or families make a decision that they want to opt-out. This would provide a structure for them to do so.

Kim McCluster (15 Converse Cir.): I'm speaking as a teacher at Mountain View, I think I just say that you know I was safe a lot this summer, we haven't even really social distancing. We have been as cautious as we can. I feel that I have been teaching her the right thing, but it has also instilled kind of a sense of fear in her, so that she is really nervous about going back. She actually doesn't feel safe to go back, so I think that my concern is not just the physical safety of our children, but sort of their mental health as well. And being nervous about that and how that looks. My other point as a teacher, I feel it's a little daunting to have to think about the Hybrid Model and focusing on planning for in-person teaching as well as remote. I feel like our students deserve teachers who can focus all of their time into one avenue rather than be unfocused. As somebody else mentioned earlier the sooner we know what that focus is the better prepared we will be. So in my opinion, that's making the call to be remote and then giving us teachers as much time as possible to really prepare for the mode of teaching as best we can for the students.

Chair: We will now close the public comments.

Superintendent's Report:

5.1 ELPS Re-opening Planning Instructional Model for 2020-2021 school year was presented by Mr. Smith

Mr. Smith: Throughout the summer we have had four different planning groups helping us work through the guidance received from DESE to develop different aspects of a Reopening Plan. The planning groups consisted of the following:

ELPS Leadership Team (Superintendent; Asst. Superintendent for Business; Dir. of Student Support Services; Dir. of Curriculum, Principals; and Asst. Principals)

- Began the preliminary planning and feasibility study of buildings capacities
- Coordinated with the other planning groups and used their work to develop a district plan and direct planning for the individual schools
- Reviewed COVID-19 Response Protocols and discussed how each would be implemented.

Operations Planning (Superintendent; Asst. Superintendent for Business; Dir. of Student Support Services; ELPS School Physician; ELPS Nurse Leader; Dir. of Food Services; and Reps from the Custodian Unit and ELEA)

- Reviewed guidance on health services, food services, and cleaning/disinfection buildings
- Developed plans for training where needed
- Reviewed COVID-19 Response Protocols and provided guidance on how to implement
- Outlined how to implement all required safety protocols and conduct safe operations in all these areas
- Provided recommendations for each buildings

Instructional Planning (Superintendent; Asst. Superintendent for Business; Dir. of Student Support Services ; Dir. of Curriculum; Principals; Members from ELEA and Paraprofessional Unit)

- Analyzed family survey data and DESE guidelines to develop an outline for the instructional models to be utilized for ELPS
- Provided guidance for building planning groups

ELPS/ELEA Planning and Negotiations Groups (Superintendent; Asst. Superintendent for Business; Dir. of Curriculum; ELEA President and Treasurer)

- Regularly met since April to discuss contractual questions along with other unique situations, with this planning.

ELPS Health and Safety Protocols for the 2020-2021 School Year:

- These protocols may be revised at any time as we receive more from DESE as well as the medical community.
- Masks: Students at all grade levels are encouraged to wear masks; Masks are required for all students on the school bus; we are asking families to purchase masks and discuss the proper way to put on the mask.
- Hand washing: hand washing at regular intervals will be mandatory; we will continue to educate students on effective hand washing techniques; hand sanitizer will be available in every classroom and throughout the building
- Distancing: all classes will be structured with recommended guidelines received from American Academy of Pediatrics; and DESE Reopening Guidelines; as well as the EL Health Dept. Student desk/seats will be distance (6) feet from each other in every classroom, and they will be arranged so all students face the same direction; students in the cafeteria or classroom will be at (6) feet or more when eating.

Cohorts:

- All elementary students to stay in the same cohort throughout the day, if possible; develop plans to allow cohorts to eat together and minimize travel throughout the building; at the middle level, existing team structures will keep students in cohorts the same way and movement throughout the building will be limited by team.

Block Scheduling:

- The HS will be shifting to block scheduling for the year, limiting classroom transitions. Masks must be worn at all times other than designated breaks and lunch.

Bus Transportation:

- Current guidance is that all students wear masks, one student per seat, windows of the bus will be open to the extent of possible given weather.

Cleaning and Disinfecting:

- Cleaning and disinfecting protocols in school have been greatly enhanced and will be daily; custodians are utilizing new cleaning procedures.

Illness Protocols:

- It is critical for children and staff to stay home when they are sick. If a child displays COVID symptoms in school, the health rooms have a new protocol and designated area in which students will be supported until a family member can pick up the child.

Symptoms for families, caregivers and staff should monitor themselves and their children:

- Fever (100.4F or higher) chills or shaking chills, not all children will run fever
- Cough (not due to other known causes, such as chronic cough)
- Difficulty breathing or shortness of breath
- Loss of taste or smell
- Sore throat
- Headache (when in combination with other symptoms)
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue (when in combination with other symptoms)
- Nasal congestion/runny nose (not due to other known causes, such as allergies)

ELPS Hybrid Learning Model (with provisions for students opting-out)

- Cohort A - Monday-Tuesday (alphabet A-Let) In-person instruction following a typical school day schedule; Wednesday remote learning; Thursday-Friday, students utilize personalized learning tools; there will be live individual/small group instruction support provided by staff members (Counselors, School Psychologist, and other designated staff members will provide lessons information and support with social and emotional education, Work independently on teacher-posted assignments/reviewing information or videos to prepare for in-person learning.
- Cohort B - Monday-Tuesday (alphabet Li-Z) students utilize personalized learning tools; there will be live individual/small group instruction support provided by staff members (Counselors, School Psychologist, and other designated staff members will provide lessons information and support with social and emotional education, Work independently on teacher-posted assignments/reviewing information or videos to prepare for in-person learning, Wednesday remote learning; In-person instruction following a typical school day schedule.

Students opting out of the ELPS Hybrid Model:

- Utilize Online platforms and Personalized Learning Tool (Learning Platforms - ELHS-Edgenuity; other schools will utilize the Learning Management System that DESE is identifying for school districts.
- Active learning and support on these days will come from identified educators: elective/specialist teachers, counselors, school psychologists, academic coaches, specialists, interventionists, paraprofessionals, and other staff working remotely.

Wednesday Remote Learning:

- Elementary will receive live instruction (two scheduled times from classroom teachers) with opportunities to receive live instruction (art, music, PE, enrichment)
- The remote day will also engage your child in learning opportunities and independent work for the duration of regular school hours.
- Live teaching will be broken up between subjects and/or professionals with set breaks scheduled for students and staff
- Special education teachers, counselors, specialists, interventionist, and paraprofessionals will provide other live teaching and or support sessions in small groups.
- The secondary level schedule will follow a modified regular day schedule with set times for classes that will be running.
- Scheduled breaks in between classes/learning blocks will be needed. Staff may structure these breaks by providing students with movement/brain breaks for re-focusing and centering.
- Students will also have independent work tie to work on assignments.
- ELPS will utilize Google Meet, Zoom could be an option, teacher PD will be available
- Attendance will be taken
- Assignments will be graded and term grades issued
- Both direct and collaborative learning will be utilized
- Teachers to utilize Netop to control Chromebooks
- Expectations for onscreen etiquette will be clearly outlined

Independent Asynchronous learning on Wednesdays and A Cohort's off days:

- Information, materials, and assignments will be posted through learning management platforms for students
- Teachers will provide frequent feedback while students are working through an assignment and when they have completed assignments
- Teachers will use student information and achievement data gained from personalized learning tools and posted assignments to drive instructional planning and determine small group/individual supports

Small group learning for the Cohort in remote learning

- There will be scheduled times for small group and individual support with educators
- Academic coaches will assist in analyzing data and planning for intervention

Formative assessment to determine learning gaps

- Teachers will need to determine when our students are ready within the first few weeks to move into formative assessments that will help plan instruction; the assessments may have to be given in smaller increments.
- ELPS will prioritize assessments that will help to identify the learning gaps and ultimately drive instruction
- Grade K-8 will take the i-Ready Diagnostic to determine these gaps during the remote learning days
- Teachers will prepare students for diagnostic during in-person learning to be ready to take diagnostic at home
- Educators administering the i-Ready will utilize Netop to monitor screens and ensure focus is on testing
- Educators administering i-Ready can intervene if students are struggling to ensure that students are doing this independently, gauge attention and end testing for the day
- Grades 9-12 teachers will use diagnostic assessments created through Albert i-o or other digital means to determine where gaps in content may be

Collaborative planning/MTSS Time

- Teams will review student information and data to help determine student needs for SEL support and academic intervention
- Teams will Panorama dashboard data and formative assessment

- Teams will plan interventions and further instruction

ELPS Fully Remote Learning Model

The district, even in a fully remote learning model will focus on recultivating relationships and providing the needed social and emotional learning and support for students during the first few weeks while we redevelop routines for academic instruction and learning.

ELPS Components of Fully Remote Learning Model

- All schools will follow modified school schedule emulating the in-person school day to the extent possible

Elementary

- Students will receive live instruction with at least two scheduled times from their teacher
- Students will receive live instruction from specialist teachers (art, music, PE, enrichment)
- The live teaching will be broken up between subjects and/or professionals with set breaks scheduled for student/staff
- Special education teachers, counselors, specialist, interventionist, and paraprofessionals will provide other live teaching and/or support sessions with small groups throughout the day.

Middle/High School

- The secondary level, schedules will need to be modified schedules emulating the class schedule of an in-person school day and school week
- Classes (core/electives) will have a regularly scheduled time
- Additional support and live teaching will be scheduled utilizing teachers, counselors, academic coaches, and paraprofessionals based on student needs
- Time for guided independent learning for students may also be scheduled
- Scheduled breaks will be established in between classes/learning blocks
- Office hours or extra help blocks will be scheduled.

All Schools

- Scheduled breaks in between classes/learning blocks
- Students will need to have scheduled breaks during remote learning days. Staff may structure these breaks by providing student with movement/brain breaks for re-focusing and centering
- Students will have independent work time to work on an assignment provided during a live learning session
- ELPS will utilize Google Meet
- Attendance will be taken
- Assignments will be graded and term grades will be issued
- Focus will be on building and strengthening relationships and routines to start the day/class/year
- Teachers will incorporate both direct instruction and collaborative learning in their lessons
- Teachers will utilize Netop to control Chromebooks allowing teachers to freeze student's screens and block/limit them to certain websites and see what the students are viewing
- Student expectation for onscreen etiquette will be clearly outlined and teachers will utilize participation rubric for accountability

Collaborative Planning/MTSS Time

- This time will be built into the schedule for teachers
- Teams will review student information and data to determine student needs for SEL support and academic intervention
- Teams will plan interventions and further instruction

Small group learning

- There will be scheduled times for small group and individual support with educators
- Academic coaches will assist in analyzing data and planning for intervention

Independent Asynchronous learning

- Information, materials, and assignments will be posted through the learning management platforms for students
- Teachers will provide frequent feedback while students are working through an assignment and when they have completed the assignment
- Utilize online tools to facilitate this (Google Docs, kami, Google Read and Write, Equat-io Mathspace)
- Teachers will use student information and achievement data gained from personalized learning tools and posted assignments to drive instructional planning and determine small group/individual support
- Each building attempting to build collaborative planning time in for colleagues to share date/develop instructional plans

Formative Assessment to determine learning gaps

- Teachers will need to determine when our students are ready within the first few weeks to move into formative assessments that will help plan instruction: the assessments may have to be given in small increments.
- ELPS will prioritize assessments that will help to identify the learning gaps and ultimately drive instruction
- Grade K-8 will take the i-Ready Diagnostic to determine these gaps during the remote learning days
- Teachers will prepare students for the diagnostic during the in-person learning session and take the diagnostic at home in short sessions
- Coordinate and schedule times to do this as a class with specialist, academic coach, counselor, interventionist, and/or paraprofessional helping facilitate
- Educators administering the i-Ready will utilize Netop to monitor screens and ensure focus on testing
- Educators administering the i-Ready can intervene if students are struggling, to ensure that students are doing this independently and to gauge attention and end testing for the day
- Grades 9-12 teachers will use diagnostic assessment created through Albert i-o or other digital means (Edgenuity) to determine where gaps in content may be
- Utilize Netop to monitor screens and ensure focus on testing

Assistant Superintendent of Business Report

Old Business: None

5.1 Revised school year calendar for 2020-2021 was presented.

The new start date for students is September 16, however teachers will still report on August 31st. The 10 additional days will give the teachers two more weeks to prep and plan.

Sarah: Are we going to look at the ½ day now that we are at 170 days, the potential for snow days. I really think we should look at those ½ day.

Mr. Smith: We certainly can look at it with Unit A. I will let ELEA know how we feel.

Elizabeth moved to modify the start date to September 16th for students and August 31st for staff, William seconded the motion

Chair: Any further discussion?

Sarah: Just to refresh everyone, I voted no on the first time on the calendar.

All those in favor say aye (4), oppose say nay (1), motion carries (4-1)

New Business

William moved to adjourn at 9:00P.M., Elizabeth seconded the motion.

Chair: Any further discussion? All those in favor say aye (5), those oppose (0), motion carries (5-0)

Minutes Recorded by: Kathy Celetti

Respectfully submitted by: Superintendent Smith

Signature