

**Minutes**  
**Watertown Board of Education**  
**Special Board Meeting – School Re-Entry Plan**  
**Tuesday, July 28, 2020 – 7:00 p.m.**  
**Virtual Meeting**

**Members Present:**      **Ms. Leslie Crotty, Chairman**  
                                 **Mr. Tom Lambert, Vice Chairman**  
                                 **Ms. Janelle Wilk, Secretary**  
                                 **Mr. Robert Makowski**  
                                 **Ms. Diane Bristol**  
                                 **Ms. Cindy Eastman**  
                                 **Mr. Jason Malagutti**  
                                 **Ms. Josephine Cavallo-Rosa**

**Members Absent:**      **Ms. Cathie Rinaldi**

**Others Present:**      **Dr. Rydell Harrison, Superintendent of Schools**  
                                 **Mr. Tom DiStasio, Business Manager**  
                                 **Ms. Lisa Fekete, Director of Curriculum and Instruction**

- A. Convene Meeting – 7:00 p.m.**
  
- B. Pledge of Allegiance**
  
- C. Roll Call – Ms. Davidson**
  
- D. Discussion: Reopening of Watertown Public Schools**

**Ms. Crotty** - I wanted to announce before we move on to the discussion about the reopening of schools that tonight's board meeting will be streaming on YouTube and will also be recorded and archived on Google Meets just as a backup as well as Watertown Public School's YouTube channel. So, with that, I would like to turn this meeting over to Dr. Harrison.

**Dr. Harrison** – Good Evening board members, thank you for the opportunity to share review and to also share with our community our plan for reopening in the fall. I will be presenting tonight from what I think is actually presenting right now and I will see if this allows me to override that presentation. This presentation will be available for board members and for our community members. Following the meeting we will make sure that we post this online and just as a reminder our plan for returning in the fall is also posted online and we will continue to provide updates that come forward from the state and making sure that we are clarifying for our staff

and our district. Just as a reminder to our community, just as Ms. Crotty mentioned, this is streaming live on our district You Tube page. While I am presenting, if you are trying to gain access into this room, I would invite you to watch via the You Tube streaming so that then when we move to the question and answer period, then I will switch over. Tonight, I will be sharing our presentation with Tom DiStasio, who is our Business Manager, as well as Lisa Fekete, who is our Director of Curriculum and Instruction. We will be walking through the pieces of the plan which as I mentioned are located on our website. So, we are excited about this plan of reopening, reconnecting, and reimagining Watertown Public Schools reentry plan. Just as a reminder to our community, we've identified three reopening school priorities which are health and wellbeing, logistics and operations, and instructional delivery. Those three priorities were developed and explored by our School Reentry Advisory Council, our SRAC, and that council included members of the Board of Education, representatives from our schools as administrators, and teachers. We also had community members and health professionals. It was a really great mix of the team that comprised our Advisory Council and then from there we also had additional working groups focused on each of these three areas- health and wellbeing, logistics and operations, and instructional delivery. Also, our plan aligns with the State Department of Education with their guiding principles, which all six of those guiding principles are listed here as well as listed in our overall plan. It is important to note that a huge focus of our plan is aligned with the health and safety protocols as well as the infection mitigation strategies that were sent from the state. Those protocols and strategies are listed here, there are five of them. And that is to focus on maximizing social distancing, hand washing and hand sanitizing routines, face coverings that completely cover the mouth and nose, enhanced cleaning and disinfection and sanitizing, and of course cohorting all of our student's Pre-K through eighth grade. The first thing that I want to jump in to is voluntary remote learning. This is built into our plan but it is also a regulation from the state that our families will have the option to temporarily volunteer to engage in remote learning if they feel uncomfortable with coming to school. One of the things that we ask is that parents consider this as a semester by semester or trimester basis so that we don't have students jumping in and out of in-person learning versus voluntary remote learning. This will help us to plan for classroom instruction, plan for team scheduling, and also bus routes. If families decide to discontinue voluntary remote learning throughout the school year, that they should notify their principal of that change so that changes if you are learning in person then change to voluntary remote or if you are starting the year voluntary remote learning and then choose to engage in in-person learning. A couple of things about the voluntary remote learning- this is not just for students that have a documented medical issue or reasons why they or their families feel uncomfortable with sending them to school. This is for any student and if families decide that they are concerned bringing their students into school face to face learning, they can engage in voluntary remote learning with no penalty or with no expectations. Couple of things to note should you choose as a family to engage in voluntary remote learning. It is important to note that it may not match the same number of instructional hours as an in person learning model. Students will be engaged in virtual learning on a daily basis but it may not be a 7:30 to 2:30 schedule like you would see as the typical high school schedule. Families that decide to opt into voluntary remote learning should expect that they would have to offer some supervision for their students and to make sure that their students are engaging fully and accessing the remote learning program that is offered through our district. This is really important to note particularly for our younger students to make sure that there is someone home that is able to offer that ongoing support as well. Should our public health data support the need for a change from the state level, what we know is that they could rescind this option for voluntary remote learning and expect all students

to come back into the building. That is important to note just as families are planning what is best for them, that they recognize that they maybe start the year this way and may not necessarily be for the entire year. We also want families to know that we will be tracking attendance on a daily basis for students in remote learning. Tracking will be consistent with the State Board of Education's expectations around what defines attendance. That is defined as being present for at least half of the regular school day. If there are any statewide assessments that students are expected to participate in, if you are engaging at remote learning at this time, you will be required to come in and take those assessments. that is based on guidance that we just received from the State Department of Education last week and we were able to include that in our plan. It is important to note that with voluntary remote learning, each principal will be sending out a survey to their communities tomorrow, and parents in that survey will be able to make their final determination of what their choice is for their students in the fall. The survey will be due next week and it is important that we have the information by August 7th so that we can plan accordingly for remote learning and for in-person learning so that we can ensure our schedules are appropriately in place.

I want to share with you an overview of the three scenarios for the continuum of learning. This comes directly from our state guidelines. There is a low level of risk based on a community spread of the virus, there is moderate level and then there is high-level risk. The learning model for each is listed there: for low it is in person learning model and that is where we are today. As of today, July 28th, we are still in the low spread category, and we are continuing with the plan for full in person learning. Should the data support moving to the hybrid learning model because of an increase in the spread of the virus, we will shift to the hybrid model where we are bringing 50% of our students in at a time. We have split the district in two groups A and B by alphabet. On Mondays and Tuesday's Group A would be learning in person, Thursdays and Fridays Group B would be learning in person. When students are not in the building learning in person, and they are learning remotely, and on Wednesdays all students are learning remotely and the schools are closed. That allows us to engage in deep cleaning at the school to prepare for the next group to come in. We will also do that deep cleaning over the weekend for that new group coming in on Mondays. The remote learning model is based on whether or not our district and data support the need to shift to remote learning where all schools are closed and all students are learning remotely and we'll be following a daily schedule of synchronous or live instruction. They will be engaging with our students for approximately 75% of the time or more of a school day. When we look at the school capacity in each of those three levels, full capacity at the low-level is 100% and that is where we are planning to start at the beginning of the school year. if we are at the moderate spread level, we will need to shift to 50% capacity so that we could have just half of the building which allows for increased social distancing within the classroom. School capacity hi spread level, of course, all schools are closed. The bus capacity for both low and moderate follow with the school capacity is. In the low-level, buses will operate at full capacity, with the implementation of the safety protocols. And then of course at moderate capacity, it'll be at 50% capacity.

We also have cleaning, sanitizing and athletics tied to these three levels. If we are at the low level, we will have increased in cleaning sanitation protocols which are guided by CDC recommendations and at the moderate level we will continue with that increased cleaning and sanitizing protocols with a deep cleaning on weekends to prepare for Group A and then on Wednesdays, while schools are closed, to prepare for Group B. For athletics, they are governed by CIAC safety restrictions and protocols, for indoor and outdoor activities. If we shift to a moderate spread, then we will shift to the yellow area you see here, where indoor extracurricular activities are suspended but athletics that are outdoors, will continue. If we are

in fully remote learning, all athletics are suspended. Again, as of today, we are projected to bring all of our students back in for the fall.

At the beginning of the school year, we are going to spend a good amount of time training our staff and students on health and safety protocols. Our training models for the staff will be on the signs and symptoms of covid-19 so that they can assist an active screening while students and adults are in the building. Standard health protocols, effective hygiene practices, donning and doffing PPE, procedures for reporting illnesses and then, supporting our students social and emotional learning. We will also take time at the beginning of the year to work with our staff implementing virtual learning or remote learning strategies and tools that they will begin to put in place even while we are still at school. Plans have been developed at each grade level to train and engage students in the new expectations as well related to all of the public health policies and protocols. These practices include social distancing, hand and health hygiene, the use of masks and face coverings, respiratory cough, and disinfecting and cleaning of the services. We want to make sure we are putting modules together that are age appropriate for students. We will also have lots of signage throughout all of our buildings reminding students of those expectations. It is important for us to make sure that we have a clear process in place for monitoring symptoms of all of our students. Temperature checks will not be required for students however, we are engaging in passive screening and active screening. So, for students, staff, and any approved visitors, coming into the buildings, they must screen themselves or have parents screen children to make sure that they do not have a temperature above 100° Fahrenheit without having taken any fever-reducing medicine. Also, to make sure that you are observing at home any symptoms that are consistent with Covid-19. You should absolutely stay at home if you are feeling sick or if you have any symptoms related to Covid-19 or if you have had any close contact with a person diagnosed with Covid-19. All of our students will screen students and staff with active screening as they enter school, not with temperature taking, but with visual wellness checks. We are going to make sure we are monitoring our students throughout the day through visual checks and making sure they don't have any cough or respiratory distress. If they are showing any of the signs of Covid-19 symptoms; if it is an adult they will be asked to leave, then of course if it is any of our students, they will be reporting to the isolation room. Each of our students have an already designated isolation room that is separate from a school's nurse's office. This is to accommodate any students who are showing the signs of Covid-19 and they will stay in that room until a parent or guardian arrives. If a student is symptomatic while at school, they will immediately be separated from others and they will be immediately sent to that room where they are of course supervised. It is our plan to increase the number of school nurses that we have in each of our schools to make sure that there is someone there to support the regular nursing practices that happened throughout the day but also one that is dedicated to any students who might be showing signs of Covid-19. If there is more than one student in the isolated area, we will make sure that there is adequate physical distance maintained. It is important to note that if students go home symptomatic, and this is also true for any adult or staff, they will be expected to remain at home for 24 hours after their fever has broken along with a note from their healthcare provider or they can come back with a documented negative test of Covid-19. Symptomatic staff members who are out of work may be eligible for paid leave of absence under EPSLA and that would be if they are having to quarantine at home based on doctor recommendations. It is important to note that on Monday at 10 a.m., I will be doing a separate town hall meeting just with our staff members to go through the plan and answer any specific questions that they might have. We will talk specifically around EPSLA and other leave options for symptomatic or staff at may have had positive cases or even staff that may have to care for family members at home. Our goal is to

make sure that only that we are creating a safe environment for our students through the mitigation strategies that are in place, but to also make sure that we are responding appropriately when we have symptomatic students or staff or positive cases in any of our schools. Each school will establish a containment response team and that team will include the school principal, the nurse and the district's compliance liaison. Those three people together are the containment response team. In Watertown, we felt it was important to add to that team to make sure we are even better at supporting our communities, staff and also to communicate with our families. We included our school psychologists, our school social workers, and our containment response team will mirror our crisis response team. That team is already used to functioning together and they know how to collaborate and communicate quickly. We felt that having the team already in place and using them and extending their responsibilities as the containment response team is really the best approach. The focus of this team is to decrease the risk of spreading the virus if an individual has signs or symptoms, if there is a known exposure, or a member of the school community has a confirmed diagnosis of Covid-19. If there is a confirmed diagnosis, the CRT immediately notify the Superintendent, I will coordinate with the Torrington Area Health District in contact tracing, and then decide the next steps. The decision to suspend or close schools is a decision that is made by the Superintendent not in isolation, however, based on recommendation and information from our local health officials, our medical advisor, and with CDC guidance. If it is necessary, the Superintendent's office will communicate quickly to all staff and families as well as our local and state officials, that we are intending to close a school or shutting down the entire School District.

This year, we will not be giving away awards for perfect attendance to students or staff. We need to make sure that folks feel comfortable staying at home when they are sick. If they're experiencing any of these symptoms it is important that they isolate themselves to reduce the risk of our students and our staff. Those employees who believe that they are at greater risk of infection and would like to discuss accommodations should notify their supervisor and make an appointment with the HR Specialist, Kristen DiVenere to discuss other possibilities. We will respond to concerns and needs on an individual and confidential basis. There is no one-size-fits-all approach and each employee's situation will be reviewed on a case by case basis. It is important to know that all schools will have at least two dedicated building substitutes. Any additional building substitutes will be secured upon needs. We anticipate that there may be some staff members who will not be able to join us because of risk for the start of the school year, so we will make sure there is long-term coverage in place but we also want to make sure we have identified a full bench of substitutes who are ready to step in and support our students and staff if needed. Many of the training modules that we will be doing with staff at the beginning of the year we are intentionally making them digital or virtual modules that can be reviewed at a later time for substitutes. We will also use our paraprofessionals as needed to support the needs of our students if we are limited in the number of substitutes that we have available. Combining groups of students will be limited to urgent and unavoidable occurrences, and in such cases, social distancing and other safety protocols will be strictly adhered to. Free and reduced lunch eligibility does not carry over from one school year to the next. The application process for free and reduced lunch must be completed annually. Application packets for free and reduced lunch will be sent home to families on the first day of school. Eligibility will be automatically updated in the point of sales system and each individual school. The students who temporarily opt into voluntary remote learning in the fall who are in need of food service will receive breakfast and lunch via grab and go method. The meals will be provided at Watertown High School at a designated time. We will share more information with parents of the students who choose to temporarily opt out at a later time. Should there be extended

cancellation of school, Watertown Student Lunch will start the emergency feeding program and will serve breakfast and lunch to families daily via the grab-and-go method as we have done in the past. I want to take a moment and introduce Mr. Tom DiStasio. We all know Tom as being our Business Manager who is already working closely with our Facilities Manager, Gino Paiella. Gino comes to us with many years' experience and in the past, has worked in Newtown during some of their most trying times. It is an honor to have him working in our district. Tom works closely with him, the cafeteria managers, he is directly connected to our budget and finance work, and he was our obvious choice in the designation of a compliance liaison. In this role, he will be working alongside our Administrators, the Director of Curriculum and Instruction, the Superintendent, and he will be available to address covid-19 questions that come from our community. We set up a specific email just for those questions and that is [compliance@watertownps.org](mailto:compliance@watertownps.org). we will make sure that is posted on the website so he can be easily accessed. Will also be the liaison with First Student, the bus company, as well.

**Mr. DiStasio** - CT's Commissioner of Education modified the 180 school year to a requirement of 177 days in order to include three additional full Professional Learning Days during the year. Watertown Public Schools will utilize two of these days prior to the start of the school year. Therefore, school will not begin until Tuesday, September 1, 2020. Teachers will report back beginning on Monday, August 24, 2020. In order to accommodate transportation needs, such as the addition of buses to achieve social distancing and the increase in volume of student drop-off and pick-up due to COVID-19, school start and end times may be temporarily adjusted. Any changes to start and end times will be communicated well before the start of the school year to ensure staff members and families have ample time to prepare. Staff and student attendance and reasons for absences will be actively monitored and tracked in order to identify any trends that would suggest spread of illness, such as COVID-19. Watertown's current coding system for absenteeism in our student information system platform, Powerschool, will be modified and will include a code for COVID-19. Each building administrator along with the school's Containment Response Team will frequently review attendance data to identify students who are missing too much school in order to determine root causes for absenteeism and reverse the pattern of absenteeism. Effective tiered interventions will be put into place as necessary. Attendance will be monitored across the three return to school scenarios previously discussed. All students and staff must wear a cloth, paper or disposable mask/face covering that covers the nose and mouth when inside the school building, with the exception of anyone that has a medical reason making it unsafe to wear a face covering. Students should plan to bring their own mask to school. In the event that a mask is lost or forgotten, the school will provide a disposable mask for that day. Masks/Face coverings must be cloth, paper or disposable and can include multiple layers of fabric, cover the nose and mouth when inside the school building, fit snugly but comfortably against the side of the face, be secured with ties or ear loops, allow for breathing without restriction, and be able to be laundered and machine dried without damage or change to shape. Students will be provided with at minimum one five-minute mask break per class period. Classroom teachers will develop age/grade appropriate practices that ensure the following: students are facing the same direction, students are not engaged in discourse during a mask break, students are six feet apart from any other student also taking a mask break. Masks will not need to be worn outside, when eating or when participating in PE. Social distancing will be increased during these times. Students and drivers must wear face coverings that completely cover the nose and mouth while entering, exiting and riding the bus. Upon entering the bus, students will fill seats from the back row to the front. Upon exiting, students must unload from the front to the back. These procedures will be explicitly taught and reinforced with students.

Drivers have been trained in health, safety and sanitizing protocols. Bus drivers will sanitize all seats and high touch areas between runs.

Students in elementary and middle schools will be grouped into cohorts. In accordance with state requirements, elementary and middle school students have been assigned to specific cohorts, or groups of students. A cohort is a stable group of students and educators with consistent members that stay together throughout the school day to help mitigate the risk of spreading the virus. The classroom cohort will spend as much of the day together as a group as possible with a single teacher or with teachers of different subject areas meeting the cohort in the cohort's assigned classrooms. Elementary school: each student's classroom or homeroom is their cohort and students will remain with this group for the day. Small group or individual pull out instruction will be permissible for services and/or intervention with appropriate sanitizing between groups and adherence to social distancing guidelines. Logs for pull out instruction will be maintained for the purposes of contact tracing. Middle school: each grade level team has been divided into five cohorts and students will remain with this group for the day. In some instances, students may belong to a second cohort for Unified Arts. When possible, teachers will switch classrooms versus students. Small group or individual pull out instruction will be permissible for services and/or intervention with appropriate sanitizing between groups and adherence to social distancing guidelines. Logs for pull out instruction will be maintained for the purposes of contact tracing. High school: while cohorting is not feasible at the high school level because of the variety of classes students take, the daily schedules will reduce the number of times students move around the school. Classrooms and all other instructional spaces across all PreK-12 schools have been redesigned to maximize social distancing between desks, work stations and teacher proximity to students in accordance with the guidance provided by the CSDE. Additionally, some spaces within the school, including areas outdoors, weather permitting, have been repurposed for instruction. The pictures here show how some of this has been done. There was a lot of discussion at the state level about having students sit 6 feet apart in classrooms. What we heard over time, and with additional guidance from the state, was that 6ft wasn't necessarily that magic number. In our district, our committees discussed the guidance that came from the American Association for Pediatrics and those guidelines spoke about students being placed three feet apart and a classroom as long as all the other mitigating circumstances were in place. We are removing items in the classroom to allow for some of that increased spacing and rethinking what areas look like. Each school has developed a master schedule that maximizes social distancing, allows for frequent hand washing/sanitizing protocols and the disinfecting of shared spaces, equipment and materials. Each school building has floor markings to limit face to face passing in the hallways. Additionally, specific doors have been designated for entering and exiting. Hallway supervision has been increased to assist with keeping traffic moving in the hallways. Bathroom assignments have been designated in all schools based on proximity to instruction and cohorts. A specific bathroom has been designated for the sole purpose of use by any staff or student sent to the isolation room due to the onset of COVID-19 like symptoms within the course of the school day.

Dr. Harrison - For our cafeteria procedures, the principals have been working directly with Ms. Ashley Onion, our Food Services Director, to talk about any changes that need to be made. Some things that we are looking to implement for our students in grades K through 8 will be kept in their cohorts during lunch. There are recommendations from the state on the spacing between the cohorts so our schools are working to accommodate what that spacing is. Principals are going through their schools looking for innovative ways to create better spacing.

Some will be using desks where needed and we are limiting the item choices on the menu to ensure that students can move through the line quicker, and to make sure the cafeteria workers are there to support with sanitizing between lunch waves and finally, making significant changes to our lunch waves for more spacing and cleaning between and to make sure each year each school is following the expectations from the district level and the state level. At the high school, I know that Dr. Parlato is looking at outdoor seating for students under a tent, or in their courtyard. This allows students more spacing there is well. All of the cafeteria workers will be sanitizing and wearing appropriate PPE including face shields and addition to their masks and that allows us not to have to put up the plexiglass. Each of our elementary schools have created schedules for recess, which includes supervision, and we are using creative ideas to separate students and cohorts so that they can still have time outside to play and have their masks off. They can still build their social connections with their peers. Playground equipment will be sanitized prior to each of the recess waves and we'll have students wash and sanitize their hands before and after recess and lunch. After students come in from recess, our custodians will be sanitizing any of the equipment used. Consistent cleaning and sanitizing protocols beyond routine cleaning have been developed utilizing the Department of Public Health Guidance for Cleaning and Disinfecting Schools. Areas needing cleaning followed by disinfection have been identified, such as high touch areas. We are adding staff we're needed and shuffling some schedules in order to make sure all the cleaning protocols are followed throughout the day. This will be under the direction of Gino, our facilities Manager, but also, in collaboration with our principals. Our principals are identifying the high touch areas that really need to be focused on throughout the day for spot cleaning to make sure we are keeping students as safe as possible. All cleaning products purchased by schools are effective in removing the COVID-19 virus and are in compliance with the Connecticut School Green Cleaning Law. We have very strict laws from the state to make sure we are using chemicals that are not only effective in killing the virus, and making our spaces safer for students, but they are also chemicals that are safe for students. There will be ample sanitizing spaces throughout the building and many of our younger classes have sinks directly in the classrooms so they can implement their hand washing strategies right there in the classrooms. At each level, our principals will work with our teachers to talk about what our expectations are. We will follow the CDC recommendations about the frequency of hand-washing. You can see the list here, but of course you see on the list that touching an animal, feeding an animal, or handling animal waste, are not expectations that we have for any of our students or staff members, however, it's listed there because those are all of the recommendations of how frequent students and adults should be washing their hands. If we are notified that a student, staff, or faculty member tests positive for Covid-19, we notify the members of that community immediately. We will immediately engage with the Torrington Area Health District in contact tracing and quarantining individuals as necessary. Additionally, we will likely Implement a short-term closure of up to 2-5 days. During that closure, that time will be reserved for a deep cleaning of a school and they continued consultation with the local health district. This recommendation over the short 2-5 day closing is to gather more information and determine the scope comes directly from the CDC and is a practice that all districts across the state should be implementing because we are all getting the same diets. After the short-term closure, which will give time for contact tracing, and give us time to make a



decision on whether or not it is safe for students to return to school or if there is a need for additional or lengthier closing. That decision, as I mentioned before is a decision of the Superintendent, but of course will be made after consultation and collaboration with the Torrington Area Health District. In order to maintain the health and safety of our students and our community, it is really important that just as we expect for our schools and our district to communicate with her families when there is a positive case to keep everyone safe, it is imperative that our families immediately notify their principal when family members have been exposed or have contacted Covid-19. It will help us to put strategies and place and to engage in contact tracing so that we will know which cohort your child was a part of, what students did he come in contact with, and what information needs to be shared. Naturally, when information is shared with families that there is a positive case in the community, we will not share the name of any student or staff member and will follow all HIPPA rules of confidentiality. We'll make sure all of our communication is in collaboration with the Torrington Area Health District. You can expect changes in the fall to allowing visitors in our buildings. Visitors and family members will be extremely limited and will only be allowed in for specific educational purposes. One example would be if a student has a scheduled PPT meeting, and that parent needs to be there for that meeting, obviously we know they're coming in, there will be prior approval for that parent to be there, and we will make sure that that meeting is held in a place where there was zero or limited contact with any of our students and a few of our staff members as possible. It is imperative that any visitors coming into the building do their active screening at home to make sure that they're temperature is below 100 degrees Fahrenheit, without any fever-reducing medicine, and that they don't have any symptoms related to Covid-19. To assist with contact tracing, our main office will maintain a log of any visitors who come in and out of the building and their purpose for being there. When it comes to facility usage, there will be limited approval of our facilities to be used on a before or after school basis. This is to reduce the number of people, but more importantly to allow adequate time for cleaning and sanitizing. We don't want outside programs to get in the way of our custodians having an empty building to do the cleaning and sanitizing that is necessary to keep our students and staff safe. That said, each of our schools has a closing time for the day where all schools will be closed to students and staff to allow the buildings to be cleaned. We will continue to share specifics about that with our students and families and staff based on the recommendations from the facilities manager. We will continue to work with the Y to provide before and after school care for our families that need it. Even if buildings are closed, that will not necessarily change the hours of the Y. The Y has offered to adjust their morning times to allow for some additional time for families to arrive earlier than their 7:00 start time.

Lisa Fekete is our Director of Curriculum Instruction. She has been working hand-in-hand with me and our principals and community members on developing all of the pieces of this plan. Her area of expertise is digging into instructional delivery which it's a piece she was already working on but will continue to refine the process. She's now going to talk to us about instructional delivery.

**Ms. Fekete** - This slide here gives you a little bit of an overview of the back-to-school guidelines that the state has provided to us for delivery of instruction. This is based upon a number of priorities at the state has outlined that we share. It is important to underpin everything to make sure we are easing students back into school, reengaging them, that we are taking advantage of ways to advance equity to fill in any learning gaps that may be present, and our goal is to increase instructional time and minimize testing time. We want to capitalize on every single minute we are back that we can all be in school together and working together. Some of the

things that will take place before school starts are that teachers will be given time to learn the history of each student and where they may come in at the beginning of the year. That way we can minimize the time we want to take for assessing. Teachers will also take a good look at what some of the standards are that students will need the next area of focus of study or content. They will plan the next unit and they will have a couple of different purposes one of which will simply be to engage students and get them back to being comfortable, start to build relationships, but also provide a time to do some review before stepping into complete grade level content. And of course, taking time to get to know the student as people and academically as well. Once school starts, they will really be focused on building community to know the students, but the other thing that will happen is that we will administer some of our diagnostic assessments, probably not the full battery of what we would typically do, but we want them to come back and we engage and re-acclimate and start to make connections again with friends, teachers and then capitalize on the opportunity do some assessments so that we can get a general baseline to begin with. We will be very careful and what assessment we select but we will be giving some to gain a sense of where we are. Once the first unit is done and some of those assessments take place, we will return to grade-level content. That is also from direction from the state, this year really does need to be maintaining grade-level content and not trying to go back and review things that were in the past. We will supply students with any support they need or intervention to help filling gaps and propel them through the curriculum for the year.

It is important to make sure we are greeting the kids and establishing new routines and new relationships. Our district uses a systematic approach to social and emotional learning called RULER. It goes through and teaches students specific skills and tools that they need to encounter or move forward with any kind of challenge that they may have. We will be spending time specifically with those strategies with our students. The accommodations that will be in place for our special ed students.... we are rethinking if anything needs to happen by way of IEPs. Remote learning going forward is not the same as the voluntary option for the remote learning. This is a separate piece that if we have to close school and learn like we had to do in the spring. We have reflected on how things went, we received stakeholder feedback, we had lots of conversations with teachers and administrators and what we hope to do is use a combination of all of the feedback and lessons we learned in the spring to get even better with remote learning. The state has also provided some resources and guidelines and best practices and we are synthesizing all of that information to take a look at how we will deliver remote learning. We did the first session of summer school virtually so we were able to learn some lessons. One of the large changes is that we will move to a synchronous learning model where at least 75% of the day will be spent with live instruction with students. Another change that will happen with our remote learning is that we are going to be moving to a complete 1:1 device where every student will have access to a device that they will use across all three scenarios. When we are in person learning in the fall, we will be able to acclimate students to using some of the tools with us before we expect them to perhaps use them for hybrid or remote learning. Prior to the start of the school year, staff will receive professional learning related to using digital tools and our remote learning model. We will have a very robust offer of professional learning for our staff before students return. In a nutshell, that scratches at the surface of instructional delivery and now we are going to go into the finer points of instructional delivery. We made sure we can bring students back in a safe and healthy environment and now it's a time really where we can dig into some of these pieces and work out the logistics and you can be rest assured that we will be communicating back any pertinent details you would need to know moving forward for any of the three scenarios of instructional delivery.

**Dr. Harrison** - Thank you Lisa. On behalf of all of our administrators, teachers and staff, it is tough to spend so much time talking about the health requirements in markings on the floor and social distancing in all of the things that we know are so important, we had to learn to become experts in those things, in order to learn that schools are safely reopening for all of your children, but we are excited to talk about the instructional pieces. This gives us an opportunity to rethink the way we are engaging students in learning and to integrate instructional technology in new ways and new best practices that will not just guide us through this period where we are dealing with a health pandemic, but we really will reform what instruction looks like for us as a profession going forward.

As a final reminder, students who are ill stay home if they are experiencing any symptoms. A reminder of the self-screening in the morning with parents doing that and it is important to note that we are trying to secure thermometers for families who may need them so that they can take temperatures at home oh, and if you see yourself in that predicament please reach out to your school so that they can pass your name along to us at the district level. There is a reminder of the social distancing and the frequent hand-washing and then for our students will not be allowed to change buses oh, they will be required to stay on the bus they were assigned to. Parents are strongly encouraged to transport students to school if that is a possibility. Here is the list of staff responsibilities which are very similar. At this point, this concludes our presentation and I am going to open it up for questions.

**E. Public Participation – (Please state name, address and topic of discussion)**

In order to hear the entire public participation and question and answer session associated with the meeting, please go to <https://www.youtube.com/watch?v=N79KE9pGgIU>

**F. Board Member Comments**

**Ms. Bristol** – Took the time to thank Dr. Harrison for being so informative and providing all of the answers needed.

**Mr. Makowski** – Also thanked Dr. Harrison and his team for staying on top of what was needed to be done and mirrored what Ms. Bristol said. He also encouraged parents to take an active part in getting their students ready. He is sure that as a district we can make sure everyone can remain healthy and successful and have a great school year.

**G. Adjournment**

Agenda Item:	G.1
Subject:	To adjourn the meeting

Motion Presented By: Mr. Makowski  
Motion Seconded By: Mr. Malagutti

Text of the Motion: Madame Chair, I move that we adjourn.

Discussion: None

Opposed: None

Abstained: None

Vote: Motion Passes

The meeting adjourned at 9:57 p.m.

Respectfully Submitted,

Mindi Davidson  
Recording Secretary

Janelle Wilk  
Secretary of the Board