



SCHOOL COMMITTEE

BUSINESS MEETING OPEN SESSION MINUTES August 4, 2020

Meeting:	School Committee
Date:	August 4, 2020
Location:	Via Webex
Attendees:	Pamela Beaudoin, Superintendent Avi Urbas, Director of Finance Sarah Wolf, Chairperson Shannon Erdmann, Vice Chairperson Ken Warnock Ann Cameron Eric Bourke Theresa Whitman Matt Harrington
Absent:	
Guests:	Joanne Maino, MS Principal, Patricia Puglisi, HS Principal, Jason Waldron, Facilities Manager, Darci Burns, Hill Literacy, Julie Riley, Director of Curriculum & Instructional Technology
Recorded by:	Gail Hunter

AGENDA

- A. **Call to Order** – Ms. Wolf called the School Committee Business meeting to order at 5:04 p.m.
- B. **Executive Session** – For the purpose of discussing contract negotiation strategy and pending litigation.

Ms. Cameron moved the Committee into Executive Session, Mr. Bourke seconded the motion. The motion passed.

Mr. Warnock moved to return the Committee to Open Session, Mr. Bourke seconded the motion. The motion passed unanimously.

C. Business Meeting Open Session

1) Public Comment –

Jack Foster – Mr. Foster encouraged the District to focus on curriculum for remote learning and expressed concern classrooms would be confined. Unfortunately, Mr. Foster’s statement was interrupted by people joining the meeting and the meeting recording did not contain his full statement.

Nadia Webster – Ms. Webster stated full remote learning was not sufficient to meet the educational and emotional needs of students. She is interested in the District exploring outdoor learning opportunities and would like additional information on outdoor learning.

Sophia Jorgenson – Ms. Jorgenson has 3 children in the District. One of her children is enrolled in a Chapter 766 funded special education program and she thanked the District for the support she and her family have received. Ms. Jorgenson calls what is happening crisis education. She is grateful for the hard work and good job the District has done in comparison to other Districts. She would like to see additional efforts in the upcoming year put forth for students who were not fully engaged in remote learning at the end of the school year.

Tamar Lipof – Dr. Lipof had 2 thoughts to share with the Committee. She supports a robust hybrid model and phased in reopening of the District school. She stated from a science perspective children 10 and under are less likely to get and spread the virus. She supports full remote learning for High School but believes little kids need the face to face attention to adequately develop their skills and she understands the teachers are willing to help out.

Jeff forwarded a message stating remote learning for his 4th and 8th grade children was inadequate and did not meet their social emotional needs. He is dismayed the District is considering remote learning when many districts are moving forward with a hybrid model.

Joan McWhorter – Ms. McWhorter an 8th grade teacher spoke in response to Mr. Foster’s comment stating in spring teachers were instructed to slow down the curriculum to not place pressure on students who were dealing with the pandemic. The upcoming academic year will look vastly different. Teachers have been working throughout the summer developing programs that will meet and challenge the needs of students.

Rebecca Figueroa – Ms. Figueroa a 6th grade English teacher stated the hybrid model has limitations for the quality of education. Teachers will be operating Zoom and managing a classroom it will not be the same. There will be an inability to build quality relationships with

students. Ms. Figueroa believes this needs to be weighed prior to making the investment in a fully hybrid model.

2) Chairman's Report –

Ms. Wolf stated the chat feature will be turned off during the meeting to allow for discussion among School Committee members and presenters. She thanked everyone for joining the meeting and understands everyone wants things to get back to normal. She encouraged residents to please remember to be kind, thoughtful and respectful of each other.

Ms. Wolf indicated the Advisory Group a group of school principals, parent representatives, District administrators, School Committee members, community BOH and META representatives is meeting regularly and is committed to giving voice to all members of the community. The Advisory Group is assisting in the development of the return to school plan. The Group received a letter signed by 30 residents and will discuss concerns and recommendations expressed in the letter.

3) Student Report –

Our student representative is taking the summer off. We look forward to Lukas rejoining us in September.

4) Consent Agenda

- Acceptance of Warrants –
- Minutes – 7.21.2020

Ms. Cameron moved to accept the Consent Agenda with the minutes as edited, Ms. Whitman seconded the motion. The motion passed.

5) Sub-Committee Reports

- Elementary Facilities/MSBC (Ann Cameron/Shannon Erdmann) – Report

Ms. Cameron toured the classroom wing of the new Memorial School building and stated it is beautiful and almost ready. Technology is being installed and classrooms are being configured to meet DESE guidance and School Committee 6 feet of separation standard. The building will be ready when the District is ready to start school year 2020-2021. Ms. Cameron would like a tour of the building scheduled for the full Committee the new school is a credit to the hard work and commitment of the School Committee.

- Finance Committee (Anne Cameron/Shannon Erdmann) – No Report
- Policy Committee (Eric Bourke/Theresa Whitman) – Report

Mr. Bourke reported the Policy Committee met last week and discussed the masking policy. DESE guidance recommends masks for all students grades 2 to 12. Following discussions, the

District is recommending masks for all students K-12 with the exception of students with disabilities.

Masks need to cover the nose and mouth and should have two layers of material. Families are asked to provide two masks or more per day. If a student does not have a mask, masks will be provided by the District. Mask breaks will be built into the daily schedule.

Transportation policy will be reviewed and discussed at a future meeting.

- Negotiation Team (Sarah Wolf/Ken Warnock) – No Report

6) Continued Business

- Curriculum Update – Julie Riley, Director of Curriculum & Instructional Technology
 - Elementary Literacy Program

According to Dr. Darci Burns, Hill for Literacy was contracted by the District to assist in assessing the Districts current literacy program for both elementary schools and middle school 6th grade. The assessment was a 2-year partnership starting with a comprehensive review.

Review Process

- Focus Group Interviews Conducted
- Surveys PETR – Survey Monkey
- Program Framework Survey, Assessment Framework Survey & Program Development Survey

Assessment Inventory

- 158 Different assessments reported
- Universal screener , progress monitoring tools and diagnostic tools available
- Different assessments used across schools
- Many program related assessments

Program Survey

- 285 different programs, resources and materials reported
- Various programs, resources and materials available for literacy instruction
- Lack of consistency across grade levels and schools

Review the Process

- Interviews and Questions
- Interview Spreadsheet
- Interview coding – Strengths and Weaknesses and Coding by Category

Key Aims

- Multiple texts, libraries, flexibility and freedom to use materials
- Need specific writing, grammar, spelling consistent curriculum K-5
- Lack of consistency

Through the process Hill for Literacy worked with the Leadership Team to build programs and resources. Two core programs were selected *Wonders 2020* a McGraw Hill program and *My View Literacy* a Pearson program.

Dr. Riley stated the Leadership Team recommended *Wonders 2020*:

- Allows the District to stay with Readers & Writers
- Provides grade level scope and sequence
- 14,000 texts virtually and hard copies
- 2,800 level readers
- Classroom trade libraries
- Foundational tool kits at multiple grade levels
- Aligns with Everyday Math
- Social Emotional component aligns with RULER
- Anti-racism and anti-bias
- Vocabulary, grammar, spelling writing and handwritten science, social studies and cross content connections
- Supports project-based learning

Dr. Riley concluded the program fits the goals and expectations of the District. Professional Development for *Wonders 2020* has received National Commendations and will be a two-year effort. Year one staff will develop an understanding of the program and in year two delve deeper into grade level and project-based learning.

Ms. Cameron asked if any other school districts were using *Wonders 2020* and was it possible to gather feedback from other districts. She also asked if there was anyone available from the elementary schools to share their impressions of the proposed program.

Dr. Riley stated the District working with DESE will join a group of other districts statewide adopting *Wonders 2020*. She also confirmed the Literacy Task Force was a group including elementary teachers and their team approach included coming to a consensus on the program selected. Ms. Whitman stated Ms. Cameron covered her question and asked if the decision was a universal decision. Dr. Riley reiterated everyone on the Task Force was on board.

Ms. Erdmann asked if the new program was something the District could start if the District is in a remote or hybrid model. Dr. Riley stated the program is fully digital and the District will be able to move forward anytime. Dr. Riley asked the School Committee to vote to adopt *Wonders 2020* stating a School Committee vote will finalize the project.

Ms. Erdmann moved to approve adoption of Wonders 2020 for elementary grades K-5, Ms. Cameron seconded the motion. The motion passed unanimously.

- General Updates – Remote Learning and ADL

Dr. Riley stated the work to prepare for school year 2020-2021 has been on-going since school let out in spring. Dr. Riley wanted to thank everyone who worked with the Team to figure out a way to prepare for the school year. There are three books recommended by the Team: *Hybrid Classes*, *Small Teaching Online* and *Teaching Effectively with Zoom*.

What is the Need?

Which Tech Resources Support This?

Create Impactful Lessons

LMS & Instructional Strategy – Trainings to address whole group and small groups supports, student engagement and parental support

Communicate with Students

Zoom Rooms, Google Hangout, MSSAA and Modern Classroom trainings

Build Classroom Community,

Collaboration & Feedback for Students

Flip-grid, Pear Deck, Screencastify Submit, Ed-puzzle Kami

Support for All Students

SEL, Yale Support Sessions. Dr. Elizabeth Englander, Trauma Informed Schools, ADL

Instructions Pedagogy in Hy-flex Model

- Books and Training Videos
 - Highlighting-specific technology to support specific instructional needs
 - Webinars
 - Online Courses
- Updating MERSD Teacher Website with New Training Links
- Planning Professional Days (10 days at start of School Year)
- Teacher Team Training This Summer
 - Best Instructional Practices to support Remote Instructions
 - MSSAA: “Designing Distance Learning: Best Virtual Learning Practices to Maximize Student Learning and Engagement”
 - Team from each building to train teachers in each building
 - Best Practices to Support Structure and Content Delivery
 - Seesaw (K-2: Memorial and Essex)
 - Google Classroom Best Practices (3-12)
- Collaboration Drop-In Sessions for Teachers
- Videos for In-Classroom and Remote Instructional Delivery

Trainings Two Themes – Instructional Technology and Pedagogy Trainings

MERSD Professional Development: PDC, Principals, Trainers and Technology Staff

Families Need Support

Parent Webinars and Tutorials TBA

- Parent Website
Recorded Parent Tutorials on ALL Technologies
Wide Open School by Common Sense Learning
- Parent IT Support Help Center

Parent Support: Table Talk-Family Conversations (ADL)

- Anti-bias Education
- Race and Racial Justice

Parent Support: Social Emotional Learning

- SEL Resources: Yale Center for Emotional Intelligence
- Dr. Elizabeth Englander: Family Resources and Guides

Mr. Warnock thanked Dr. Riley for all the work that is going on in preparations for fall. Dr. Riley stated the work is a collaborative District wide effort.

Ms. Erdmann asked how the District engages younger students. How do we reach and teach the younger children? Dr. Riley stated that is the biggest question facing every elementary school teacher. Dr. Riley indicated a question like how you take a 90-minute literacy block and break it out for small groups? How do you break it apart and make it useful? Every teacher is trying to answer that question and the answers are different for each subject. It is ongoing work and the work is progressing.

Ms. Wolf asked when working with younger children will the District be in a position to integrate pencil, paper and book materials in a meaningful way and will hard copies be an option for all students. Dr. Riley stated the District is working to have materials for students to have at home to support integration of student-centered work.

Ms. Cameron asked how we make sure teachers are ready to do what needs to be done online and is the District confident teachers will be ready. Dr. Riley stated that is the role of professional development and all teachers are looking at how to make their classes ready. In addition, there are 10 days of full mandatory training scheduled at the beginning of the school year.

Ms. Cameron also asked about parental support for the tech piece and how that will be accomplished without overwhelming resources. Superintendent Beaudoin stated the District is looking at the possibility of contracting services to support parents with the hybrid model.

Ms. Erdmann asked if the District could assure consistency across the board that all 4th grade and all 9th grade classes are the same. Dr. Riley stated Principals have identified trainers who will receive specific training. The kindergarten vision is complete, and grades 1 to 5 grade level alignments are being developed. The District is happy with the progress that has been made and all elementary trainers are clear on expectations across the board.

Ms. Whitman asked about parental concerns and who do parents turn to for help. Dr. Riley stated protocols will be developed for that, it is a question being addressed. Superintendent Beaudoin added if there are questions about what is going on in a specific class there is a chain of command for parents to follow on how parents get help. It is important to differentiate what is being asked and how to get the help parents need.

Superintendent Beaudoin thanked Dr. Riley for her work with the District teams and helping to push the District in the right direction. She appreciates Dr. Riley and the Task Force efforts to complete the literacy project in the middle of the pandemic.

7) Superintendent's Report –

- Fall 2020 Reopening Update & Planning Report

Superintendent Beaudoin wanted to acknowledge Mr. Foster's comments and concerns around educational practices as the District reorganizes operations. It is important for the District to address operations and technical work before focusing on pedagogy. The immediate focus has been on compliance and addressing the liability the District has to the communities served. It is the District's job to make sure the District does not contribute to community spread and to first focus on compliance.

Feasibility Study Conclusions to Date:

- The MERSD School Committee has established a six-foot social distancing guideline.
- The cost of the district-wide in-person and/or hybrid models will require an investment of \$1.5 - \$2 million dollars. In person models require significant investment in additional staffing.
- MERSD cannot accommodate in-person learning and meet the social distancing and DESE health and safety guidelines.
- MERSD can achieve a K-12 hybrid in-person model that meets the six-foot social distancing guideline and DESE health and safety guidelines.
- Implementing the hybrid model at the high school level in a manner consistent with DESE safety guidelines does not allow for full access to the current program of studies and requires the implementation of heterogeneous grouping and a modified curriculum to achieve the cohort structure.
- In the hybrid model, providing the full **high school program** of studies to students will require four classroom changes per day and the following cohort levels. As outlined below the cohort levels do not meet DESE safety guidelines.

Student Cohorts = Grade 9/10 @60 Grades 11/12 up to 125

Teachers 60 students per day, 120 students per week

- Implementing the hybrid model at the **middle school level** in a manner consistent with DESE safety guidelines does not allow for full access to the current program of studies and requires the implementation of heterogeneous grouping and modifies curriculum to achieve the cohort structure.
- Implementing the hybrid model at the middle school poses some challenges in terms of minimizing movement and maintaining a low number of student interactions for faculty and staff. Cocooning cohorts to one classroom/one teacher daily does not allow for the full academic program to be delivered.
- Moving only teachers exposes teachers to 60 students per day/ 120 students per week.
- Creating standalone cohorts (1 teacher to 12 students) would put teachers in the position of supervisor and not allow them to teach their typical course load. This may result in the need to provide an independent remote learning option that students can access while supervised by classroom teachers.
- Survey results show the community has a strong interest in the hybrid model; however, anecdotally, at the high school level access to the full academic program is of equal or greater importance to stakeholders.
- Implementing the hybrid model at the elementary level allow for the full academic program and results in standalone cohorts (1 teacher to 12 students).

Middle School Presentation

Principal Maino stated this is not normal the school year is not going to be normal and with that she understands emotions are running high. The best educational decisions do not align with the best public health decisions. Principal Maino asked that we all leave emotions at the door and focus on data and science.

During the 2020-2021 school year, the Middle School will follow a hybrid or fully remote structure.

- Hybrid Model: The existing daily schedule will change and will be consistent for students both in and out of school.
- Fully Remote: The existing daily schedule (waterfall with a drop) or a version of the hybrid model will be in place.
- Hybrid Model is comprised of two cohorts. Green and White cohorts will be assigned based on District sibling needs.
- When are they in School? When are they remote? Green Cohort is in school day 1 and day 2 and remote the remaining days of the week. White Cohort is in school day 4 and day 5 and remote days 1, 2 and 3.
- Daily Schedule Options (Hybrid Model) Two exploratory classes will be added to each grade level and will rotate by trimester. Requires adding an exploratory offering and hiring a teacher. Requires increasing FTE for foreign language. Instructional periods will be at least 55 minutes. Teachers will have discretion over use of time for movement and mask breaks. Each teacher will also have an additional prep period on either day 1 or 2.

- Classroom Structures with 6-feet of spacing. 9 – 12 students per classroom depending on grade level. Teachers will rotate between classes. Students will remain in classrooms and assigned to the same seat each day for the entirety of the school year. Student will also remain with the same classroom pos of students each day. Classroom pods cannot intermingle.
- Exposure – Students Daily 8-11 other students and up to 7 teachers over the two days. Students will remain with their classroom cohort throughout the school day. Transitions will be monitored to minimize cross-cohort contact. Students will be exposed to members from other cohorts on buses.
- Exposure – Teachers Daily up to 64 students – Weekly from 104 and 128 students and a varied number of other teachers in supported classes. General education teachers teach an entire grade level. Special education teachers will work both in larger and smaller- pull out classrooms. Exploratory teachers teach on grade level per trimester.
- Implications to Programming – Hybrid – Math: no leveled math courses in grades 7 and 8. Foreign Language will be impacted at all three grade levels. Science and Art 9materials). The addition of an exploratory class to accommodate for cohort groupings.
- Implication to Programming – Fully Remote – Minor programmatic changes (exploratory) Science and Art (materials) Teachers teach from classrooms students are at remote. Will provide opportunities for in-person learning for out most vulnerable students.
- How were the programmatic implications determined? Alphabetical Spit Groupings – 50/50 Cohorts – Space 6’ distance – Special Education – Math – Spanish/French -- Resources
- Programming Implications Continued – Hybrid cohorts require homogenous groupings because students cannot intermingle. Student groupings vary greatly based on special education, math level, foreign language, alphabetical split/siblings. Will need to hire additional teachers to maintain all course offerings.
- Staffing Implications – Hybrid – Currently, approximately 20% of middle school staff has notified the District about FMLA and or leaves of absence. An additional 5-10% is anticipated. Hiring – undetermined number of long-term substitutes for teachers who qualify for FMLA and leaves of absence, 1 additional exploratory teachers. 6 bus monitors and 3 daily substitute teachers/transition monitors.
- Staffing Implications – Fully Remote – Hiring, Minor staffing implications based on the exploratory model.

Ms. Whitman expressed concerned about the lack of social interaction among cohorts and wondered if there was a way to bring the classes together to allow for the students to build community. Principal Maino stated it is not likely that the students from Essex and Manchester will intermingle outside of cohorts. Ms. Whitman proposed a tent on the football field to allow for students to meet.

Ms. Erdmann thanked Principal Maino for her comprehensive presentation and asked Principal Maino how worried she was about bringing kids from different communities together. Ms. Kirchner, BOH nurse from Essex stated that raised the issue of contact tracing. At this time, she

does not believe intermingling between the towns was an issue. Ms. Cameron pointed out there will be many people from outside the communities in the schools once they open.

Ms. Cameron asked if the goal of the hybrid model or remote model was the best way to deliver the program. Principal Maino is concerned about how we get kids in school and if mental health and fear issues arise around the safety components of the day. We know keeping kids at home is not ideal. It is a difficult situation.

High School Presentation

- During the 2020-2021 school year, the High School will follow a hybrid (movement or no movement) or fully remote structure.
- The daily schedule of the hybrid or fully remote structure may differ.
- High School schedule attributes/cohort limits – 299 sections plus study halls – sections 42 singletons (meaning there is only one section) – 20 AP courses – 11 singleton AP sections – 15 Co-taught/supported singleton sections and 26 other singleton sections including foreign language sections and electives.
- School Day structure – Hybrid model no movement
 - Students remain in classroom
 - Math is the only course taught at leveled placement
 - English/Social Studies/Science will be heterogeneous
 - Cohorts will consider foreign language placement when possible (Please note not all students take four years of Foreign Language)
 - Core subject teachers will move to classrooms
 - Students exposed to cohort only/teachers exposed to up to 70+ students/week
 - AP and Elective program may be outsourced and completed online in the classroom
- School Day Structure movement
 - Cohort is defined as Green or White, but does not indicate small group of students that remain together
 - Approximately 250 students moving in the building/day
 - Students will move between classes at least three times per day in addition to entrance/exit
 - Up to 12 students in a classroom/period
 - Cohorts will mix throughout the day based on student schedule
 - Exposure to approximately 50 unique students/teachers per day depending on student schedule (teachers exposed to 125+ students per week)
 - One-way stairwells and hallways to limit exposure during passing times
 - Staggered arrival/release times between classes to be defined
 - Some electives will not run in order to reduce core program section numbers to below 24
 - Students schedules will contain study hall in the auditorium (need divided spaces per BOH guidance)
 - Lunch to be in classroom with teacher
 - Classes will be taught in 65-minute block with 15 minutes of passing time (staggering of movement)
 - Classes meet 7.5 times/14 school days

- Cohort defined by alphabetical split which may impact student schedule based on split at the other levels and class size of each section
- Fully Remote Schedule
 - Run Typical School Day Schedule beginning at 7:45 and ending at 2:15
 - Run Period Schedule A-G over seven-day rotation, 5 classes meeting per/day
 - Full schedule to run with typical time on learning
 - Teachers teach from classroom, students at home
 - Maybe some opportunity for support, science labs and other high need programs to be offered on a limited basis in the building
 - Classes meet 10 times/14 school days
- Implications to Programming
- Hybrid No Movement
 - Cohort defined by math placement
 - Core Program only – heterogeneously grouped in all classes except math
 - No electives
 - AP Program outsourced (except Stats and Calc)
- Hybrid Movement
 - Majority of program run
 - Instructional time/course over the course of a year reduced - 7.5 class meetings over 14 days
 - Students in study hall pending guidance from BOH
- Remote
 - Full program runs
 - Full Instructional Time/Year 10 class meetings over 14 days
 - Maybe some opportunity to support, science labs and other high need programs.

Ms. Wolf asked if there was an opportunity for students to meet teachers. Principal Puglisi stated that was something to consider. Students need books and materials and there could be an opportunity for meeting teachers at that time. Principal Maino agrees there should be opportunities for students to engage with their teachers.

Ms. Cameron asked Principal Puglisi if her goal was hybrid or remote. Principal Puglisi would like to see the High School run a full program that addresses the passions and needs of the students.

Ms. Erdmann stated she has a senior who wants all his courses. Ms. Erdmann asked if the Hybrid Model with movement meets the public health standards given the public health limit for exposures is 25 people. Additionally, there appears to be a lot of movement throughout the day for both teachers and students. Ms. Erdmann asked if the District was looking more critically at teacher exposure.

Superintendent Beaudoin stated the District would bring in a medical team for further discussions. Superintendent Beaudoin indicated cocooning kids in pods still exposes them to 60 people a day. Ms. Kirchner stated the limit for people inside is 25 and if the space is smaller 8.

Ventilation and Transportation

Mr. Urbas and Mr. Waldron have reviewed the **HVAC and ventilation** systems in all the schools. Mr. Waldron stated the goal for ventilation in all school buildings is to bring in as much fresh air as possible. To that end Mr. Urbas and Mr. Waldron are reviewing how fresh air is monitored in the buildings.

The High School HVAC system will be reviewed with engineers from GGD the same company that installed the system in the new Memorial School. Essex Elementary system was upgraded through a grant program with the support of the Town of Essex. At EES there are digital controls in a large portion of the building and where there are not digital controls it is possible to manually control dampers.

Filters in all the buildings will be upgraded to the CDC recommended standard. Additionally, systems will continually run to circulate air earlier and later in the day. Mr. Waldron and the EES maintenance supervisor will review blueprints and assure all systems are meeting guidelines.

Mr. Harrington asked if the District was aiming for 100% fresh air. Mr. Waldron allowed that may be possible with some units and at times that will depend on the outdoor temperature. Mr. Harrington asked if the District had considered ionization and UV. Mr. Waldron stated he cannot fully answer that question until he has met with the engineers and reviewed their recommendations.

Mr. Urbas stated ionizations systems are designed to supplement systems where we do not have new systems. All District systems are current, the District is starting from a good position.

Mr. Urbas stated the **transportation guidelines** have been released and are based on 3-feet of social distancing recommending 24 students on a bus. The School Committee has approved 6-feet of social distancing which reduces the number of children on a bus by 50% for a total of 12 students on a bus. This is an area to be addressed by the Policy Committee.

The District has a reliable transportation sub-contractor who has experienced a shortage of bus drivers in the past and has stated there is little availability of additional buses. The District if needed could add an additional tier to the current bus routes. At this time buses drop students at the High School and return to pick up elementary students. It would be possible for the same drivers to make an additional trip but that would result in staggered start times.

If the District is in a Hybrid Model half the students would be arriving on any given day. This does not provide for how families feel about putting their children on a bus.

MERSD as a regional District is obliged to provide transportation for all students who live two miles or more from the schools. The District will be following up with a Transportation Survey to families to determine the need for transportation in the 2020-2021 school year. Assuming the need for transportation remains consistent with previous years the additional costs could be \$200K to \$400K with \$100K for bus monitors.

Ms. Cameron asked what the current budget line was for transportation. Mr. Urbas will need to confirm that number. Ms. Cameron stated transportation is an equity issue. Ms. Cameron asked about the Districts contracted services and how those contracts will be impacted with the possibility of schools opening and closing and running on a Hybrid Model.

Mr. Urbas stated the Hybrid Model will impact the District's contracted services, primarily transportation, custodial and food service. He believes contracts will provide for a level of flexibility and will be working with the companies. Superintendent Beaudoin stated contracts may work similar to last spring. The District does not want to be left without services.

Ms. Cameron indicated she and Ms. Erdmann will need to answer to the Towns who will want to know how the District is managing dollars. Superintendent Beaudoin stated when the District knows which model, we are going with contracts will be negotiated and the Towns can be informed.

Ms. Wolf noted that in the DESE guidance parents are encouraged to not use buses to transport their children to school and are encouraged to drive children to school, which makes transportation an even more complicated issue. Superintendent Beaudoin agreed it may take some creative problem solving to allow for parents to drive their children.

Superintendent Beaudoin stated increases to the budget include technology and staffing. If 20% of staff leave it will require the District to hire replacement staff and there is a question about the availability of teachers to hire to teach in person. Mr. Urbas stated the additional costs are significant. Ms. Cameron asked which additional line items are onetime expenses.

Mr. Urbas stated hopefully PPE at \$350K and technology which is a multi-year investment. Ms. Cameron asked if Chapter 70 is level funded where will the District allocate those dollars. Mr. Urbas stated if it is recurring revenue it may help the District. The State budget has gone from being a top topic to no discussion.

Ms. Whitman ask if the additional expenses for transportation were based on the Hybrid Model. Mr. Urbas stated the transportation number was an estimate and the number could go up. Ms. Whitman asked if transportation line item included OOD transportation. Mr. Urbas stated it does not and those costs too could increase.

Ms. Erdmann asked about FEMA grant reimbursements estimated at \$500K. Superintendent Beaudoin stated reimbursements may be increasing and reflect \$225.00 per student for at total of \$350K, FEMA up to 75% for PPE. Grants at this time will not cover increased spending on technology. Mr. Urbas stated grants go up when the District spending increases. Ms. Erdmann stated \$1.7M represents the increase for the Hybrid Model in all schools. That is correct with the expectation that half of that cost is staffing.

Superintendent Beaudoin stated the District's Plan is due on August 18, 2020. Ms. Cameron asked Superintendent Beaudoin what she needed from the School Committee. Superintendent Beaudoin stated the team had been working on the proposals since March. If possible, a decision sooner rather than later would help in finalizing the District's plan.

Overall, the Committee is most comfortable making their final decision following a comprehensive presentation of the Hybrid Model for elementary schools.

- 2020-2021 School Year Calendar – Starting Date

Mr. Warnock moved to accept the change in the School Year 2020-2021 calendar to a starting date of September 16, 2020, Ms. Whitman seconded the motion. The motion passed unanimously.

8) School Committee Comment –

9) Adjourn

Ms. Erdmann moved to adjourn the meeting, Mr. Warnock seconded the motion. The motion passed unanimously.