

WESTWOOD SCHOOL COMMITTEE

Westwood, Massachusetts

MEETING MINUTES

August 6, 2020

Attendance and Call to Order

The meeting, held via videoconference<sup>1</sup>, was called to order at 7:01pm by Chair Carol Lewis from Room A113 of Westwood High School. Also present were: Maya Plotkin, Vice Chairperson; Anthony Mullin; and Amanda Phillips. Charles Donahue, Clerk, participated remotely. Superintendent Emily Parks, Assistant Superintendent Allison Borchers, and Director of Business and Finance Lemma Jn-baptiste were present on behalf of the District. Director of Student Services Abby Hanscom participated remotely. John Cianciarulo recorded the minutes.

Mrs. Lewis recognized the live stream of the meeting, which was provided for real-time, public access to the activities of the School Committee. Members of the public were able to view a live stream of the meeting via the Internet at [www.westwood.k12.ma.us/live](http://www.westwood.k12.ma.us/live) and via Westwood Media Center’s platforms.

School Committee Chair Update/Liaison Reports

Mrs. Lewis recognized Mrs. Plotkin, who provided an update on the building project. The District met this week with the Massachusetts School Building Authority (MSBA) for its facility assessment meeting where they looked at plans and provided feedback. She reported that it went very well and that they really like the plan. The next step in the process is to participate in the August MSBA Board Meeting where it is hoped that they will vote to approve the option that was recommended by the School Building Committee.

The project will enter into the design phase following a successful vote by the MSBA. This phase will include community forums to be scheduled this fall as the project moves toward a spring Town Meeting to vote.

Mrs. Lewis then outlined the process for the evening’s School Committee meeting, recognizing that there is a great amount of community interest. Public participation will follow the discussion item. There were two options for providing public comment:

1. Via the form posted on the District website at [www.westwood.k12.ma.us/live](http://www.westwood.k12.ma.us/live).
2. Via the Zoom webinar link, where commenters will use the “raise hand” feature to be called upon.

Mrs. Lewis reminded the public that they must provide their full name and street address in order to be recognized.

Understanding that there is a significant number of community members interested in participating in tonight’s meeting, Mrs. Lewis asked for a motion to extend public participation to sixty minutes.

**Mrs. Plotkin made a motion to extend public participation to sixty minutes. Mr. Mullin seconded.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes

<sup>1</sup> Remote meeting held in accordance with Executive Order of Massachusetts Governor, March 12, 2020

Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

**Discussion Item**

Fall Reopening Plan

Mrs. Lewis, on behalf of the School Committee, thanked the administrators, faculty, and staff, for the countless hours spent working to determine the best plan for reopening in the fall.

Mrs. Lewis recognized Ms. Parks, who presented the District’s reopening plan.

Ms. Parks reminded the Committee that, at its last meeting, she shared thoughts on the capacity of the District to implement aspects of the reopening plan. After providing an outline of the preliminary models at the last meeting, she has heard from a lot of people with different viewpoints.

Since that time, forums have been held with parents and teachers. The District’s leadership team has met several times to process what is being heard and has incorporated that feedback into the plan. She stressed that there is no clear solution that achieves everything that everyone wants.

Ms. Parks stated that she appreciates the empathy of those who have reach out to recognize the difficulty in balancing everyone’s needs.

Ms. Parks stated that the plan will be published on Monday so that the public can review.

*Creation of Plan*

Faculty, staff, administrators, parents, and students provided input, expertise, and insights. This included:

- Working Groups
  - Health and Wellness
  - Teaching and Learning
  - Operations
  - Human Resources
- Parent Forum Attendees
- Emails to [wpsreopening@westwood.k12.ma.us](mailto:wpsreopening@westwood.k12.ma.us)
- Student focus group participants and their families
- Extended School Year faculty and staff
- Special Education Parent Advisory Council
- Westwood Public Health Department

Information from a variety of agencies was also consulted:

- Multiple guidance documents from the Department of Elementary and Secondary Education
- Centers for Disease Control guidance
- American Academy of Pediatrics
- School Reopening Guide created by the Parabola Project

- Consultation with local and state public health and medical officials

#### *Guiding Principles and Planning Priorities*

- Provide ongoing academic instruction and social-emotional support to promote the learning and healthy development of all students.
- Continue to focus on the District’s strategic priorities.
- Make decisions with equity for all community members and the needs of our high-needs populations in mind.
- Build on our strengths (e.g., our robust special education programming, curriculum and coaching staff, investment in professional development and technology, support of the community).
- Anticipate teaching and learning may occur both in person and remotely and ensure our ability to operate seamlessly within and among these models.
- Incorporate “reflections” and “lessons learned” from all constituent groups during this period of school closure.
- With the recognition that an alternate model may become a long-term reality, aim for a consistent experience and level of rigor for students across a grade-level and across models, while still leveraging the creativity and expertise of educators.
- Develop plans that are realistic, sustainable, and take into account the mental, physical, social, and emotional needs of families, students, teachers, and staff.
- Remain flexible and make adjustments as needed due to the changing and challenging landscape.

#### *Creating a Plan for Three Models*

1. Fully in-person
2. Hybrid (Smaller cohorts of students attend school in person some days and work remotely some days.)
3. Fully remote

#### *Factors Considered*

- Health and safety factors associated with each model, as well as relevant public health data.
- Learning implications associated with each model, including research from the field, child development, and lessons learned in the spring.
- Related implications for teaching for each model.
- Implications for families and their ability to support their children during this extraordinary time.
- Financial and human resources considerations, including the ability to fund and hire staff in each model, transportation, operational costs, etc.

Based upon these factors, the District is planning for the hybrid model in September.

#### *Balanced View of Risk*

Ms. Parks shared a slide from Ariadne Labs and The Learning Accelerator which outlined how decisions around the return to school must reflect a global view of risk. The risks of COVID-19 infection must be balanced with in-school learning, with other significant risks to the overall health and well-being of children when they are out of school.

#### *Schedules for all three models*

Elementary: 8:50am-2:15pm

Lunch block during the day; boxed lunch available for purchase

Middle School: 7:50am-1:10pm

Dismissal before lunch; take away lunch option available

High School: 7:25am-12:45pm

Dismissal before lunch; take away lunch option available

In the fully in-person and hybrid models, mask breaks and snack breaks will be incorporated into the schedule at all levels.

#### *School Calendar for all Three Models*

- DESE has lowered the 180-day requirement for students and directed that student instruction begin no later than September 16.
- Time needed with faculty and staff for professional development and new instructional strategies will be needed for teaching in various models.
- Faculty and staff will begin on August 31, as originally scheduled, to prepare for the upcoming school year.
- Westwood's first day for students will be Monday, September 14.

#### *Fully In-Person Model*

- All students return with new safety guidelines.
- Students return five days per week.
- Class sizes are what they would be in a typical year.
- Classroom desks are arranged with three feet of physical distance between students, plus a six foot zone at the front of the room for the teacher.
- Teachers modify their instructional strategies as necessary given the physical layout of the room and the need to maintain physical distance.

#### *Investigating the Fully In-Person Model*

Massachusetts school districts were directed by DESE to "aim for six feet of distance between individuals where feasible, "while maintaining a *minimum physical distance of three feet*" in combination with other safety measures.

Westwood's classrooms do not accommodate six feet of physical distance between students given:

- Current physical space capacity
- Class sizes
- Staffing

While many of Westwood's classrooms can achieve three feet of physical distance between students if storage units and other non-essential furniture is removed and that space in the room is utilized, there are other issues preventing this model from being a safe option:

- Three feet creates significant safety or accessibility options, blocking egresses and views of instruction
- Alternative spaces (e.g., cafeterias and libraries) become classrooms
  - Limits opportunities for students to participate in arts and special classes
  - Does not support schedule where students eat lunch or snacks in school
  - Outdoor spaces might be available in nice weather. Schools would be without capacity to spread out in inclement weather
- The size of cohorts double, increasing the impact in terms of contact tracing and quarantining, should that become necessary

### *Hybrid Plan Overview*

- Combination of in-person learning and remote learning.
- Students in grades 2-12 are grouped into two cohorts (i.e., “Monday Cohort” and “Thursday Cohort”)

The “Monday Cohort” would be in-person on Mondays and Tuesdays; and remote on Wednesdays, Thursdays, and Fridays.

The “Thursday Cohort” would be in-person on Thursdays and Fridays; and remote on Mondays, Tuesdays, and Wednesdays.

- Kindergarten and Grade 1 classes are divided so students can attend in-person four days per week.
  - Kindergarten: Teachers and aides will split class into smaller groups and collaborate across two rooms
  - Grade 1: Qualified staff re-assigned and spaces repurposed to create smaller classes
- Addition of a preschool classroom will allow the Integrated Preschool to maintain a program of both four and five day schedules

In Kindergarten and Grade 1, students will attend in-person on Mondays, Tuesdays, Thursdays, and Fridays; and remote on Wednesdays.

At the Preschool, those in the four-day program will attend in-person on Mondays, Tuesdays, Thursdays, and Fridays.

### *Hybrid Plan Cohorting*

- Siblings across levels will be in the same cohort
- Won't be strictly alphabetical: adjustments create balanced and even cohorts
- In-person classroom groups will be about 10-13 students, allowing for six feet of physical distancing
- Elementary level: Students will spend the day with their in-person cohort
- Middle School: Grade levels will be confined to their wing of the building
- High School: Students will still have to change classes, but fewer times per day
- Students will receive cohort assignments on August 14

### *Hybrid Plan: Virtual Attendance on “At Home” Days*

- All students will have a district-issued device
- Students in classroom participate in a (relatively) typical way
- Students at home can see, hear, and participate in the classroom virtually through technology tools
  - Zoom/Google Meet
  - Microphones and speakers for full group discussions
  - Virtual breakout groups and pair/shares
  - In addition to laptops for Zoom-ing, teachers will have iPads and Apple Pencils to facilitate teaching in a more “natural” way, while also allowing students at home to see what is “on the board.”

### *Hybrid Plan: Remote Only “Opt Out”*

- Students whose families determine that they will not attend school in-person will participate virtually on all days

- After discussing the model with teachers, examining the state’s Learning Management System option, and listening to feedback from parents, we have decided that this is the best option
- It will not be perfect. Teachers may plan in-person activities (e.g., labs) that each cohort does on separate days that are not replicable at home.
- Students who “opt out” and choose remote only will need to commit for the semester.

Mr. Mullin asked if there is an option for kindergarten and first grade to be fully remote. Ms. Parks responded that she was not sure.

Mr. Mullin then asked how Monday holidays would impact the schedule. Ms. Parks responded that the school calendar was reviewed and the number of holidays will balance in the end. She stated that a revised school calendar will be looked at in greater detail and that there may be some suggestions around Thanksgiving.

Ms. Parks then asked Ms. Borchers to continue the presentation. She shared sample schedules.

*Elementary Sample In-Person Schedule*

- 8:30-8:45: Students arrive at school
- 8:45-9:00: Morning routines
- 9:00-9:30: Morning meeting
- 9:30-10:30: Academic Block #1
- 10:30-11:30: Academic Block #2
- 11:30-12:00: Lunch
- 12:00-1:00: Academic Block #3
- 1:00-2:00: Academic Block #4
- 2:00-2:15: Closing meeting and dismissal in shifts

*Elementary Sample Remote Wednesday Schedule*

- 9:00-9:15: Morning Meeting
- 9:15-10:00: Academic Block #1
- 10:00-10:45: Academic Block #2
- 10:45-11:30: Academic Block #3
- 11:30-12:15: Academic Block #4
- 12:15-12:30: Preview asynchronous work for afternoon
- 12:30-1:15: Lunch and recess
- 1:15-2:15: Asynchronous work time

*Secondary Level Schedule*

- Class blocks are significantly longer on Mondays/Tuesdays; and Thursdays/Fridays
- Classes typically begin and end with a whole-group, synchronous experience like a warm-up activity, teacher-led lesson, or whole-group discussion
- Teachers’ lesson plans will engage students in other instructional activities, such as small group discussion, small group practice, pair/shares, individual practice, inquiry-based experience, research, etc., just as they would in a fully in-person class.

*Middle School Schedules*

- Student schedules at all grades will include:
  - English
  - Science
  - Math
  - Social Studies

- Two arts mini-courses per trimester, including art, music, drama, engineering, computer science, and physical education.
- In grade 6, one semester each of
  - Culinary Arts and Consumer Education (CACE)
  - Health
- In grades 7 and 8, year-long world language course

#### *High School*

- The courses that are typically offered at the high school will continue to be offered
  - Core academic classes
  - Lab blocks in science
  - Electives
- Longer instructional blocks provided on Mondays/Tuesdays and Thursdays/Fridays will allow for more sustained learning and less time in hallways or in transition between classes

Mr. Mullin asked that there be some consideration on pushing back the remote start-time on Wednesdays.

#### *Band, Chorus, and Physical Education*

DESE guidance indicates

- Chorus, Musical Theater, Brass, and Woodwind Instruments
  - Indoor: Not allowed at this time
  - Outdoor: Ten feet apart; masks when possible
- Non-musical Theater
  - Indoor: Masks required, six feet apart
  - Outdoor: Masks strongly encouraged, six feet apart
- Physical Education
  - Indoor: Masks required, six feet apart
  - Outdoor: Without masks, ten feet apart; with masks, six feet apart; shared equipment sanitized between each use

#### *Seamless Plan*

- Hybrid model designed so learning can continue with minimal interruption in the event that an individual, school, or the whole district needs to transition to remote learning model
- Consistent schedules and expectations between models
- Common experiences for students from different cohorts, fully remote students, and students who are temporarily quarantined

#### *Fully Remote Model*

- Teachers and students teaching and learning from different spaces connected through a virtual classroom environment.
- In the fully remote model, the daily schedule remains the same as in the hybrid model.
- Synchronous instruction is a core component of the remote learning plan.
- The cohorts are “reunited.”
- Professional development for teachers at the start of this year will focus on instructional strategies for effective teaching in the remote environment.

Mrs. Lewis asked what is being done to ensure parents are not popping in on remote instruction. She would like to ensure that students feel comfortable participating, and not being judged by people outside of the classroom. Ms. Borchers responded that the technology department is looking at ways to push out information on parameters to families and building that into the District's Acceptable Use Policy as there are some privacy and confidentiality issues.

Mrs. Phillips asked about the plan to cohort by neighborhood. Ms. Parks responded that the logistics could not be concluded. While it is easier at the elementary level, it is much more difficult at secondary.

Ms. Parks then continued the presentation.

#### *Expectations for Students*

- Attendance will be taken for every class in every model.
- Return to our typical grading and report card system.
- When students are participating virtually, they will be expected to have their camera on. (The District will assist with creating virtual backgrounds.)

#### *Health, Safety and Well-Being*

- "Community mindedness" framework
  - Parents and staff will do a screening daily, based on a COVID-19 symptom checklist to determine whether or not to report to school.
- Established a COVID-19 Monitoring and Response Team
- Creating a COVID-19 Health and Safety Website

#### *District's COVID-19 Team*

- Monitor implementation of protocols and COVID-19 response plan
- Monitors health and safety of students and staff
- Responds quickly and effectively to issues
- Track local and state trends and emerging research
- Liaison with public health
- Serve as points of contact for families when communicating about concerns related to COVID-19

#### *Health and Safety Training and Professional Development*

- Preparing to welcome students back to school after prolonged period of school closure during very uncertain time
- Attending to social and emotional needs of students
  - Help to feel safe and happy
  - Build our school community
- District professional development will initially focus on mandatory safety training and recommendations for supporting staff well-being
  - Online COVID-19 staff training before returning to school
  - In-person safety training during opening professional development
- Help students establish new routines and understand expectations

#### *Masks/Face Coverings*

- All students (PreK-12) and all staff will wear masks throughout the day.



- Exceptions for those with a documented medical condition or disability reason that precludes wearing a mask.
- Masks need to fully cover the nose and mouth.
- Individuals should provide their own mask and carry a backup.
- If a staff member or student does not have an appropriate face mask, the district will provide one.
- Time will be provided for mask breaks.

#### *Personal Protective Equipment*

- District has purchased PPE and building supplies to protect students and staff from the spread of COVID-19. Quantities determined based upon recommendations made by DESE.

#### *Personal Hygiene Protocols*

- Routines established for frequent handwashing and/or hand sanitizing
- Classrooms with sinks will be stocked with soap and paper towels
- Hand sanitizer will be available in classrooms, offices, and common areas in the building.
- Students and staff will receive instruction on proper handwashing and correct use of hand sanitizer.

#### *Cleaning and Disinfecting Protocols*

- Classrooms will be cleaned and disinfected daily, at the end of the day
- Desks and sinks will be wiped down and the entire room will be disinfected with a solution (Bioesque or Virex II 256) that is EPA-listed to kill the COVID-19/SARS/Flu viruses
- Cleanliness of bathrooms and bottle fillers will be monitored during the day and periodically disinfected, and thoroughly cleaned nightly
- All common areas and high-touch surfaces will be thoroughly cleaned and disinfected at the end of the day
- Custodians will periodically wipe down high-touch surfaces during the day
- Classrooms will be supplied with spray bottles and paper towels to allow for the development of classroom routines such as wiping down desks, cleaning keyboard, etc.

#### *Heating and Ventilation Systems*

District has conducted an assessment of HVAC systems in all schools

In all buildings:

- Air purifiers will be supplied to the nurse's office and waiting room
- Mechanical HVAC systems will run continuously to draw in fresh air, even outside of school hours
- Hallway windows will be opened when weather allows, in order to improve fresh air circulation throughout the building
- Bathroom windows will be opened when weather allows
- Classrooms or offices with no source of fresh air (mechanical or window) will not be used unless equipped with an air purifier
- Filters will be replaced quarterly on mechanical HVAC units
- Where dampers can be controlled electronically and on set schedule, will be set to refresh air supply at dawn each morning, prior to students' arrival

- Air supply vents inspected to ensure they are open and not blocked

#### *Transportation*

- About 30% of students will access bus transportation.
- One person per seat.
- Assigned seats from rear of bus based on order of pickup.
- Masks required.
- Windows open, except in extreme weather conditions.
- Students and parents should maintain six feet of social distance at bus stops.

We believe that, based on this level of ridership, the District will not need to do double bus runs if in a hybrid model.

#### *Equity and Student Engagement – Technology Access*

- District is committed to providing access to tools students need for learning in hybrid model, as well as those needed in event of transition to remote learning.
- Limited number of Wifi hotspots will be made available to families with a demonstrated need for internet access. Families should contact Tech Support to request.

#### *Equity and Student Engagement – Additional Learning Supplies*

- Low-tech learning materials, such as elementary math workbooks, English language arts/literacy texts, and hands-on science materials will be sent home with students in the fall
- School supply lists will include some items families have not typically purchased in the past:
  - Masks
  - Earphones with built-in microphones
  - Lab safety goggles
- The District will continue to work with community groups to support families that may need assistance purchasing back-to-school supplies

#### *Equity and Student Engagement – Access to Meals*

- Current hybrid model provides access to free/reduced school lunches for students in all grades during in-person days
  - At elementary, students will have a scheduled lunchtime at school
  - In grades 6-12, all students will be able to order and pick-up a “grab and go” lunch prior to leaving school for the day
- District is committed to supporting students who qualify for free/reduced lunch during remote learning days in any model.

#### *Equity and Student Engagement – Boston Resident Students*

- District is committed to ensuring Boston resident students receive whatever support is needed to be safe, connected, and successful during hybrid learning
- Will have access to remote academic support for core academic instruction
- Careful planning around cohorting and transportation will ensure students are safe during longer bus rides to and from Boston

Ms. Parks asked Mrs. Hanscom to present on student services programs.

#### *Equity and Student Engagement – High Needs Students*

- Committed to identifying and supporting most vulnerable students who may need additional, in-person instruction beyond the District’s current learning model. Students who meet the following criteria will be considered eligible for additional in-person programming:
  - Students who attend district-wide specialized programs in order to meet IEP goals
  - Students who previously qualified for Extended School Year services
  - English learners with lower English proficiency levels (WIDA 1, 2, and 3)
  - Students who qualify for protections under the McKinney-Vento Act

Mrs. Hanscom stated that a parent forum related to special education and 504 Plan issues is scheduled for Tuesday, August 11 at 7:30pm.

*Fall Reopening Plan*

- School Committee will vote to determine the fall reopening plan this evening
- The final reopening plan to be published to the community on Monday for review
- Parents will receive a final questionnaire, due Friday, August 14, to indicate if their child will be returning to school in the district’s reopening model or if they will be opting to remain fully remote

*Next Steps*

- This is the plan as of August 6. Things change and require adjustments:
  - Continue to monitor public health data
  - Continue to engage in collective bargaining process
  - Lots of work still to be done to plan for and implement the day-to-day details and work through challenges that arise

Ms. Parks then addressed the status of the Extended Day Program. She stated that the District has spent hours discussing and examining reopening options. She recommends that the Extended Day Program not open in the fall. While the values of the program is certainly recognized, the ability to open in a hybrid model hinges on the ability to implement cleaning and disinfecting protocols with fidelity. Operationally, the program cannot take place.

**Public Participation**

Mrs. Lewis again outlined the options for public participation.

Paul Grenham, President of the Westwood Teachers’ Association shared that seventy-percent of teachers support opening with a fully remote model as it is the safest approach for the community, allowing for a seamless reopening. On behalf of the Association, he urged for a fully remote start to begin the school year.

John Cianciarulo read aloud the written comments.

Sarah Waterman of Pheasant Hill Road asked for the Committee’s support in the safety of teachers and staff. She believes that remote learning is not ideal or perfect, but is the safest choice for the community.

Deb Kelly of Church Street thanked the District for its transparency throughout the process and its receptiveness to feedback. She hoped that Westwood would not choose a state-run Learning Management System over an in-house model.

Kristen Stumpo Gennari of Greenacre Road asked when the start date of school would be. She also asked if there is a deadline by which the union must render its vote on the proposed reopening plan and the deadline by which the Governor will render his decision whether or not to open schools.

Kit Sechler of Whitewood Road asked if there would be flexibility for the district to change its model for the school year based upon new data or if families will have the opportunity to revise their choice.

Rebecca Lowney of Reservoir Road thanked the School Committee for its efforts on behalf of Westwood students. She asked that they not consider outsourcing full-remote learners to an outside Learning Management System.

Stephanie Ramales of Washington Street requests that there be consideration towards having the cohort of incoming second grade students be considered for a four-day, in-person week if feasible.

Stacey Breen Greally of Pond Plain Road asked if anyone on the Committee has worn a mask for two to three hours in an 80-degree building with poor ventilation. She believes that it will not be possible to keep children socially distanced and in masks under these conditions, putting everyone at risk. She also asked whether teachers were even willing to work within the hybrid model. She then asked who would supervise the isolation room.

William Brooks of High Street stated that it would be unwise for the School Committee to support any form of in-person start to the school year.

Kerry Capodilupo of Gay Street asked how many hours of synchronous work there would be in the remote model.

Michelle Mackin of Fox Hill Street shared her support for in-person education.

Susan Gaffney of Conant Road believes that everything needs to be done to get young people back to school in person.

Donna Morrison of Oak Street had questions relating to an outsourced Learning Management System curriculum, including daily attendance, in-district contacts, and cohorting. She thanked everyone for their efforts.

Karin Alberts of Edgewood Road thanked everyone for their work. She asked whether information on the fully remote learning option would be known in time for the August 14 decision deadline.

Donna Morrison of Oak Street asked what date families must notify the District of which protocol they are opting.

Lynn Kaminski of East Street asked why adults are meeting remotely if they are asking teachers and students to attend school in-person. She asked what metrics are being used to ensure the health and safety of everyone in the community when schools are open. She wondered whether the District had a plan for what will happen if/when a member of the school community dies.

Nancy Glynn of Briar Lane asked whether the District has considered allowing teachers to work remotely and students having the option of full, in-person instruction with an instructional

assistant that is “young and healthy.” She also asked that all instruction be recorded to eliminate transition issues.

Joseph Lawrance of Fearing Drive asked about using an outsourced online learning management system.

Deirdre Woytek of Pond Plain Road stated that she indicated a preference for the hybrid model as she did not want to have her children participate in an outsourced learning system.

Mike Volpe of Delapa Circle thanked the District and the School Committee for their hard work.

Karin Alberts of Edgewood Road asked which option the Westwood Teachers’ Association was in favor of.

Katie Therrien of Reed Avenue asked how Monday holidays would impact the “Monday Cohort.”

Laura Cucchi of School Street asked how students on IEPs would access their special education teacher.

Diane Hayes of Magnolia Drive asked when the first semester ends.

William Brooks of High Street stated that educational experts agree that an in-class approach for remote learning is the worst possible model.

Nora Walsh of Lasalle Road asked if the whole school calendar would be re-evaluated, including winter and spring breaks.

Joey Lawrance of Fearing Drive asked for clarification on the remote option.

Katy Brooks of High Street asked where mask breaks would be located and how they would be facilitated.

William Brooks of High Street asked for members of the School Committee to share their experiences on conference calls, believing that is unreasonable to schedule them back-to-back every day.

Brian Haak of Sexton Avenue asked if families who choose to go with the hybrid model be required to sign a liability waiver.

Nora Walsh of Lasalle Road asked about the status of middle school orchestra.

Richard Grasso of Oak Street expressed concern about a “gentleman’s agreement” with Massachusetts teachers’ unions and the Department of Elementary and Secondary Education, whereby children of Westwood Public Schools teachers would be able to attend school in-person every day.

Nora Walsh of Lasalle Road asked what would be done for students that need specialists’ help.

Brian Haak of Sexton Avenue asked about the extent of the impact to families that choose a fully remote option and whether/when families would be able to revisit their decision.

William Brooks of High Street asked how the District could expect parents to screen their children when a large portion of COVID-19 carriers have no symptoms.

Catherine Bland-Brooks of High Street asked what feedback has been received from the teachers regarding their preferred model.

Laura Cucchi of School Street expressed thanks for the effort to ensure children are safe.

Matt Masi-Phelps of Clapboardtree Street asked about moving back start times for all days, as doing so would improve physical and mental health.

Laura Cucchi of School Street asked whether students on IEPs have the potential to go to school in-person if the District ends up going fully remote.

Jason Kitayama of Sycamore Drive asked what happens if the WTA votes and does not agree with the approach.

Rachel Duncan of Briar Lane asked at what point the district would potentially switch to fully remote, given the uptick in COVID-19 cases. She asked whether this decision would be made by the Governor or locally.

Kit Sechler of Whitewood Road stated that he did not believe indoor mask breaks would be safe and would like additional details about them.

Liz Williamson of Wilsondale Street asked for confirmation on the remote Learning Management System. She also had questions about how mandatory quarantines following out-of-state travel would be handled.

Darlene Wong Cancell of Westland Avenue expressed concern about the required synchronous attendance.

Katy Brooks of High Street asked how the District is planning to keep students of different cohorts separate outside of the school day.

Michelle Doherty of Hawthorn Street was thankful for the transparency of the process. She believes that the hybrid model is best.

Katy Brooks of High Street believes that managing in-person and remote students at the same time is overwhelming and ineffective.

Erica Howe of Pond Street thanked everyone for their work. She asked whether families that elect to participate in the hybrid model could transition to remote-only if they felt uncomfortable with rising COVID-19 numbers.

Heather Morrison of Magnolia Drive appreciated that, without further guidance and support from the state, it is difficult to adopt a full-day, in-person model. She believes that remote instruction is harmful and that the value of in-person education should not be underestimated.

Tom Pallotta of Saint Dennis Drive asked whether teachers would be willing to take a pay cut and have the Town reimburse families for the additional resources needed to educate their children.

Kathryn Travers of Alder Road asked whether members on the School Committee with children or grandchildren enrolled would send them in-person full-time or in the hybrid model.

Marianne Miller of Hooper Street stated that she supports in-person learning.

Elisia Willette of Pine Lane believes that the benefits of a hybrid model outweigh the risk of fully remote.

Katherine Rowley McFadden of Strasser Avenue thanked the School Committee, Principals, and Ms. Parks for their tireless efforts. She supports the hybrid model at a minimum.

Danielle Iulliucci of Wentworth Street expressed support for the hybrid model.

Yasamin Brooks of Hemlock Drive asked how fire drills and lockdown drills would be handled in these new requirements.

Jen Ryan of Martha Jones Road thanked everyone for their thoughtful planning. She believes that starting the school year with some in-person instruction would be beneficial.

Tom Lynch of Blueberry Lane stated that specific face mask standards must be outlined for families.

Mrs. Lewis then opened public comment for those participating via Zoom Webinar.

George Laham of Aran Road, complimented Ms. Parks on her work on this presentation. He believes that remote-only instruction would not be beneficial for students either academically or socially.

Vicki Makrides of Nahatan Street appreciated the details shared. She was curious about the criteria used for deciding when to pivot from one plan to another.

Henry Cook of Pine Lane believes that the hybrid model is the best option thus far.

Brooke Tempesta of Dean Street believes that children seeing teachers in face masks can be anxiety-provoking. She feels that remote instruction works when done well.

Kit Sechler of Whitewood Road reiterated the life and death consequences associated with this decision.

Jared Jones of Adams Street is a parent of a child at the Downey Extended School Year Program. He stated that it worked very well for his child who had a good experience.

Karen Shea of Phillips Brooks Road appreciates the work being done. She expressed concern for the mental risks for children under a remote or hybrid model.

Kerry Capodilupo of Gay Street stated that she is concerned about this decision but lost interest in the meeting.

Mrs. Lewis then asked John Cianciarulo to read the remaining written comments that were submitted.

Karen McCaskill of Dayton Avenue stated that it would be helpful for middle school student to have hard copies of textbooks at home.

Marcelle Leslie of Arcadia Road requested that the School Committee consider extending the four-day, in-person option to students in grade two.

Dana Pallotta of Saint Dennis Drive expressed being overwhelmed at the thought of teaching her autistic daughter at home while she works as a COVID ICU nurse.

Mrs. Phillips shared that this is a difficult decision. She believes that the hybrid model is safe as it includes in-person learning and provides the recommended distance deemed safe by the CDC.

Mr. Donahue thanked Ms. Parks for her thoughtful presentation. He supports the hybrid model but is concerned about the number of teachers that would potentially not report to work. Ms. Parks clarified that the Westwood Teachers' Association has only stated their model preference. She is in the process of understanding their concerns and is working to address them.

Mr. Mullin thanked the leadership team for listening to the Committee. He does not believe that any model is perfect, but supports the hybrid model.

Mrs. Plotkin stated that the past six months have been unbelievable and she has seen how hard everyone has worked. She expressed a great deal of appreciation for being a part of the Westwood Schools and is confident the hybrid model can be instituted in a safe way for students, teachers, and staff.

### **Action Items**

#### **Approval of Fall Reopening Plan**

**Mr. Mullin made a motion to approve the Fall Reopening Plan to open in the hybrid model. Seconded by Mr. Donahue.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

#### **Vote to approve updated 2020-2021 school calendar**

This vote was tabled to a subsequent meeting.

#### **Approval of June 11, 2020 meeting minutes**

**Mrs. Phillips made a motion to approve the meeting minutes of June 11, 2020. Seconded by Mr. Mullin.**



Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

Approval of July 9, 2020 meeting minutes

**Mr. Mullin made a motion to approve the meeting minutes of July 9, 2020. Seconded by Mrs. Plotkin.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

Approval of July 20, 2020 meeting minutes

**Mr. Donahue made a motion to approve the meeting minutes of July 20, 2020. Seconded by Mrs. Phillips.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

Approval of Superintendent as District Representative to TEC Board of Directors

**Mr. Donahue made a motion to approve the Superintendent as the District representative to the TEC Board of Directors. Seconded by Mrs. Phillips.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

Approval of School Committee Liaison Assignments

Mrs. Lewis distributed a list of the School Committee liaison assignments for 2020-2021.

- Budget Steering Committee—Carol Lewis
- Council on Aging—Amanda Phillips
- Deerfield School—Carol Lewis
- Downey School—Charlie Donahue
- Hanlon School—Amanda Phillips
- Legislative Council—(Suspended)
- MASC Delegate—Tony Mullin
- Martha Jones School—Charlie Donahue
- Norfolk County Sheriff’s Task Force—Tony Mullin
- PTO Forum—Charlie Donahue
- Permanent Building Committee—Maya Plotkin
- Preschool—Tony Mullin
- SEPAC—Amanda Phillips
- Select Board—Carol Lewis
- School Building Committee Chair—Maya Plotkin
- Sheehan School—Maya Plotkin
- Thurston Middle School—Maya Plotkin
- Westwood High School—Tony Mullin

**Mr. Donahue made a motion to approve the School Committee liaison assignments. Seconded by Mrs. Plotkin.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

Approval to Name the Josepha Jowdy Theater

**Mrs. Plotkin made a motion to rename the Little Theater the Josepha Jowdy Theater. Seconded by Mrs. Phillips.**

Roll-call vote:

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

**New Business**

There was no new business.

**Adjournment**

**Mr. Mullin made a motion to adjourn. Seconded by Mrs. Phillips.**

Mrs. Lewis	Yes
Mrs. Plotkin	Yes
Mr. Donahue	Yes
Mr. Mullin	Yes
Mrs. Phillips	Yes

**Result: 5-0-0 (Unanimous)**

The meeting adjourned at 9:56pm.

**Documents/Exhibits Used at Meeting**

- Draft meeting minutes of June 11, 2020
- Draft meeting minutes of July 9, 2020
- Draft meeting minutes of July 20, 2020
- Reopening Plan presentation, dated August 6, 2020
- Resolution to name the Josepha Jowdy Theater
- School Committee liaison assignments