

**BARRE UNIFIED UNION SCHOOL DISTRICT
COVID-19 PLANNING COMMITTEE MEETING
On-line Meeting via Google Meet
June 17, 2020 – 2:00 p.m.**

MINUTES

PRESENT:

Emmanuel Ajanma, Director of Technology
Stacy Anderson, Director of Special Services
Jessica Barewicz, Director of Curriculum, Instruction, and Assessment
Erin Carter, Association Representative
Penny Chamberlin, Director Central Vermont Career Center
Hayden Coon, BCEMS Principal
Jamie Evans, Facilities Director
Scott Griggs, CVCC Assistant Director
Allyson Healey, Association Representative
Chris Hennessey, BCEMS Principal
Chelsea Hoyt, Certified Athletic Trainer
Jen Lyon, Lead Nurse
Carol Marold, Director of Human Resources
Lauren May, Director of Early Education
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Lisa Perreault, Business Manager
Natalie Soffen, SHS Athletic Director
Jan Trapanier, Technology Help Desk
Rachael Van Vliet, Association Representative
David Wells, Incoming Superintendent
Stacy Emerson, Bus Contractor Representative
Monica Tolman, Food Service Representative
Tammy Cochran, Food Service Representative

The Agenda e-mail included a link to the shared COVID Planning Folder.

The Agenda included links to three resources:

- AOE Guidance for Schools Webpage
- COVID-19 Committee Folder on Google Docs
- DRAFT BUUSD Reopening Plan with AOE Categories

1. Planning Updates

Mr. Wells advised that he forwarded the link to the AOE document 'A Strong and Healthy Start – Safety and Health Guidance for Reopening Schools, Fall 2020' (Issued 06/17/2020) to all Committee Members. This document was just made available today. The planning schedule may need to be adjusted do to the detailed guidance received today from the State. Mr. Wells requested that Committee Members join their respective Google Meeting links and review the most recent guidance. Each group shall take notes and forward those to the scribe. Sub-committee group meeting notes will be added to the Minutes. After the sub-committee group meetings, all Committee Members will rejoin the main meeting.

2. Reviewing Questions from Draft BUUSD Plan

None at this time.

3. Sub-Committee Work – Reviewing the Essex Westford Plan (via included link) and the BUUSD State of Emergency Plan (via included link) to Include in our Re-opening Plan.

3a. Protections for Students and Staff (link to Google Meeting was included)

Meeting Notes as provided by the sub-committee group:

Transportation

- BC
 - elementary school has bus riders on
 - middle school most buses have riders
 - Currently, kids can't walk/ride bikes to school- willing to change if it's safer
 - Parents wait in cafeteria for student pick up- will have to plan out how to have car pick-up/ students waiting (parents no longer will come in)- Lauren suggested placards for parents to put on cars with last name
- BT-
 - elementary school has bus riders on buses
 - middle school: most buses have riders
 - Older students can walk/ride bikes if signed out- is this safest if they're not on bike path?
 - BT- parents can come into lobby. Now, parents won't be able to come into the lobby
 - 50-70 parent transports per day- will be difficult to do the parent pickup
- SHS
 - two buses, one for special education (1-2 riders); another for surrounding towns (no riders)
- CVCC- buses transport students
- At BC & BT, if bus riders are out- no substitutes typically available
- One child per seat, every other row
- Minimize gathering- bus stops? Students should be able to maintain social distancing (it's outside) such as at Highgate
- All schools to start at a step 2 this year, regionally, could change
- **Questions**
 - If the student fails the health screening, does the rider deny them access? Or, they ride the bus and then get picked up? Should the bus stop and wait for a parent to pick-up? Other buses can pick up students on route (as if the bus had broken down).
 - All students have to wear facial coverings on a bus?
 - We share buses with other towns, how is STA cleaning buses between runs? Also, between middle and elementary schools? Also with the mid day preschool run?
 - Is there any guidance on the length of the school day, especially considering the length of transportation runs?
 - How many adults are we looking to have on the bus? Do we add adults to stay with kids?
 - Do kids need to be re-screened after the bus to enter the building? Doesn't look to currently read that way- should be good to go
 - Do we ask parents or kids the two questions? Depends on the reliability, age of student (for example, high schoolers should be able to answer on own)?
 - Contracted services (WCMHS, GMBC) or other providers for transportation (STA, Pay less cab)- how do we ensure safety for that?
 - Encourage students to use separate exits- how does this fit with ALICE procedures and happen in a safe way? How do we balance school violence safety with pandemic safety?
 - For pick-up, can we have students wait in an area like cafeteria?

Facial Coverings

- At level 2, all staff and students wear masks
- For younger grades, most students may need assistance.
- "Facial coverings are developmentally appropriate when children can properly put on, take off, and not touch or suck on the covering." some flexibility with this.

- Students who have a medical or *behavioral* reason for not wearing a facial covering should not be required to wear one. These decisions should be made in partnership with the health care provider and school nurse.
- Only BT has AC. On warm days, this will be challenging to breathe/ work and will be challenging to enforce for kids/adults.
- Facial shields- don't cover the bottom, not as effective
- Face masks with windows to show mouth (fog up apparently...)
- Questions
 - Who is purchasing and providing face masks? Parents? School?
 - What will the consequence be for students who refuse to wear masks?
 - For language, reading, social skills needs- students need to see mouths... how do we make this happen with this guideline?
 - If a student can't wear mask, can we access face shields (such as PreK, special needs)?
 - How many masks do we need? Where do we get them? (Nurses discussing this)

Shared Spaces

- BC- each class has a partner class (they share a wall), they go to lunch/recess with that other class.... Interacting between 40 kids but not more. Working on specials still, maybe having same specials schedule weekly (i.e. PE for a week, Health for a week, etc...)
- Questions
 - Common areas- need to be cleaned and disinfected at minimum beginning, middle, end of day. This includes playground. During the day, custodial staffing is sparse. Currently, we don't have staff to do this. Then who is responsible? Neighboring teachers? Class jobs? Who is monitoring this? Do we have enough staff to do this?
 - Unnecessary "cloth"- such as couches, etc... What do we do with this furniture? Where do we store it? Do we still allow this furniture? How do we monitor how often things are laundered (i.e. cover for weighted blanket)?
 - How do we do seating that is six feet apart? Desks facing all one way, sitting at other ends of tables? Where do we store all that furniture?

3b. Teaching and Learning (link to Google Meeting was included)

Notes not provided.

3c. Leadership, Policy, and Funding (link to Google Meeting was included)

This sub-committee reviewed the State Guidelines document and discussed reimbursement for summer work that will be performed by staff that are not contracted to work over the summer recess.

4. Reconvene to Discuss Next Steps

The meeting reconvened. Mr., Wells asked each group to share any areas/items that their sub-committee identified as being of great concern.

Sub-Committee A – Protections for Students and Staff:

- Requirements that all students wear facial covering
- Health Checks before boarding buses.
- Separation of students on buses.
- Ongoing cleaning/disinfecting of furniture
- Logistics of keeping students 6 feet apart
- How to move, or not move, teachers.

The sub-committee has many questions relating to how social distancing will be achieved and maintained.

Sub-Committee B – Teaching and Learning:

- Decision making parameters – who will decide steps to be taken if staff are not able to keep students 6 feet apart.
- How will furniture be arranged to accomplish distancing, and will additional furniture be needed

- How to maintain appropriate social distancing at the high school level (class structure is very different at the high school level, as students normally move about according to their differing schedules)
- Music / Band – how to hold instruction as well as use of instruments/supplies.
- Other content areas – how to teach/work within the defined confines

Ms. Pearson inquired regarding any attendance and/or truancy guidance within the State's Guidelines. Committee Members were referred to page 8 to review some information pertaining to when students can be excluded. It was noted that some parents have large concerns and may not allow their children to return to school. Much planning is needed if parents wish to homeschool their children. Mr. Wells cautioned that any students that leave the district for homeschooling, will be removed from the BUUSD student roster (child count) and revenue will be lost.

Sub-Committee C – Leadership, Policy, and Funding:

This sub-committee reviewed the State Guidelines document and discussed reimbursement for summer work that will be performed by staff that are not contracted to work over the summer recess. See "Next Steps".

Next Steps:

Mr. Wells will assign tasks to the sub-committees.

Sub-committees will further review the State Guidelines and populate the Plan with additional information.

In response to a query, Ms. Pearson advised that survey questions did go out.

Ms. Pearson will share the results with Mr. Wells.

Mr. Wells will create an Agenda for the next meeting.

Mr. Wells, Mrs. Marold, and Mrs. Perreault will work on reimbursement for staff that are not contracted to work over the summer. Mrs. Marold will send out an e-mail to advise how those without a contract will be reimbursed for summer work.

Mrs. Barewicz will add Sub-Committee B's meeting notes in the COVID folder.

Ms. Van Vliet has added Sub-Committee A's notes in the COVID Agendas and Minutes folder.

Mrs. Barewicz will add a document (containing detailed planning information) to the COVID folder.

The BUUSD Re-opening plan (as of 06/17/2020) will be added as an attachment to the Minutes.

Next Meeting Date: Wednesday, June 24, 2020 at 2:00 p.m. via Google Meet

Respectfully submitted,

Andrea Poulin

BUUSD Reopening Plan

Initial categories of AOE Reopening Plan (Will be revised by mid-June)

Already doing

Plan to do

General questions

1. Safe and Healthy Environments –based on guidance developed in cooperation with the Department of Health, the AOE, school nurses and the other educational organizations.

General Questions: how we will take daily temps for so many people, can we get sanitizer for all point of entry, are these practices sustainable, who will be doing the multiple cleaning of bathrooms and high traffic areas during the day, how do we keep on track for timing on busses if students need temp checks and health questionnaires before getting on a bus.

Plan to Do: Mask mandatory for staff, masks voluntary for students, identify what we truly need to re-open, cleaning high touch surfaces throughout the day during the school day, expand classroom jobs for cleaning, (ie Arrival, dismissal, transitions, food services, common spaces - Nurse, offices, gym, halls, bathrooms, etc,

Already Doing: Mask regulations have already made public, hand sanitizer at all entry points, sign in stations at most buildings, “classroom jobs” to teach hygiene and classroom cleaning (desks and tables)

2. Leadership, Policy and Funding – local school board policies, procedures, budgeting strategies and communications strategies.

3. Maintaining Operations – strategies designed to keep schools open for in-person instruction.

Maybe a meeting between both groups since in-person instruction will need to happen within confines of facility/safety needs

General Questions:

- If the teachers move between rooms instead of the students, what does that mean for allied arts teachers? Also for interventionist/special educators, OT/PT etc.
- Supplies issues: if students can't share supplies, what do we do about having enough supplies?
- Can parents hold students home and children can just Zoom into in-person instruction?
- Can we do a video before school starts to help students understand what will be in place/what to expect? Different video for different grade spans?
- Training for students on technology tools is needed
- How do we not lose best practices of instruction while keeping students safe?
- Categorize questions?
- Teaching language and articulation requires seeing faces (SLPs especially); having face coverings hinders communication with students in many ways. (how will masks/shields be obtained for teachers/preferences based on role)
- VOSHA training required in what way? As part of mandatory training? [Annual Mandatory Training](#)

Plan to Do:

- What can we do for our neediest students to bring them back to schools earlier before all students?
- Decide about New Teacher Orientation in-person, remote, etc.
- Provide much PD time in August for teachers to plan for future remote learning
- Drop off/pick up procedures need revision
- Identify PD needs for remote learning tools, platforms, etc.
 - Training on using common tool for communicating with families
 - Google Meet
 - Google Classroom

Already Doing:

- An additional survey is coming out to ask role-specific questions about remote learning and in-person learning
- Remote learning surveys to get input from students, families, and faculty/staff

4. Continuity of Learning – improving the ability to provide remote learning as a contingency to in-person instruction.

General Questions:

- A survey is being generated about what the needs are related to this
- How will we assess all students in the fall? We have math and literacy assessments but not necessarily SEL.
- What will we do about students who need support and move them between the tiers? Tier three normed criteria may no longer be valid.

Plan to Do:

Move from Zoom as an online meeting platform to Google Meet

Tutorials on specific features: How to see all students at once on Google Meet

Identify what platforms and online tools we want to continue using

- Remote learning surveys asked some questions about this; who will determine what tools get purchased/used
 - Where will funds come from for remote learning tools
- What options do we have to provide devices to all students (elementary iPads or Chromebooks)
 - All students need email addresses to use Chromebooks and access online learning

Already Doing:

- A survey is coming out to ask role-specific questions about remote learning and in-person learning
- Lindy and Venus sent out surveys to staff? Separate from remote learning surveys?
- Assessment plan already in place to some extent for math and literacy K-8 and at the course level for 9-12.

5. Social and Emotional Health – systems to support the social and emotional needs of students and staff.