

**APPROVED MINUTES
MARLBORO SCHOOL BOARD MEETING
Thursday, August27, 2020 at 6:00 PM**

In Attendance:

Board:

Douglas Korb (Chair)
Dan MacArthur (Vice-chair)
Lissa Harris (Clerk)
David Holzapfel
Celena Romo

Administration:

Wayne Kermenski (Principal)

Faculty & Staff:

Emily Walsh
Liz Greco
Patti Donnelly
Taryn Colonnese
Kayla Jager
Jaime Tanner

Members of the Public:

Lauren Poster
Jude Robinson
Peter Barus (Recorder)

(Chat messages appended as part of this public meeting, Appendix 2)

Call to Order

The meeting was called to order at 6:05PM.

Changes to the Agenda

Executive Session -- personnel

Grant discussion (if not covered in Community Center discussion)

Mr. Korb moved to add the above items to the Agenda. Second by Mr. Holzapfel. By roll call, all in Favor.

It was noted that there was confusion about the link to the meeting.

Members of the Public

Members of the Faculty

Update on hybrid model (based on teacher in-service thus far)

Mr. Kermenski discussed the Reopening Plan document (see Appendix 1) displayed on screen, developed with faculty and staff; noting that bringing all students into the building would be challenging and possibly unhealthy; that the goals were to teach as many in person as possible, create a regular schedule for families and students, support the various needs of all students equitably and inclusively meeting learners where they are, and to build community, with a model that reduces the number of people in the building and creates space for physical distance and smaller groups outdoors; an A/B (alternating days) model.

Mr. Kermenski discussed addressing the varying needs and abilities of students in three grade-bands, each with particular impact on the number of students in school; and the plan to have four half-days with students outdoors the majority of the time; noting that about 17 students would attend Tuesday through Friday half-days, and that 60% of the day would be outside; that a tent had been set up and found adequate for safe distancing, held a faculty meeting with 21 adults; and discussed home-learning, transportation, state attendance-system requirements for at-home days, designed around the social-emotional aspect and field research.

Mr. Kermenski discussed the remote model for K-6, remote teachers assigned per student; checkin, attendance, close work with the classroom teacher, coordinating with the in-person component; student interventions; the state attendance policy in effect (175 days, two hours a day); remote learners continuing with their remote teacher, not joining the remote classroom in the event of a state dismissal.

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Mr. Kermenski discussed special education; working collaboratively with families; and noted possible additional in-person instruction for special education students, at home or through videoconferencing.

Mr. Kermenski discussed a Reopening Survey to help plan the school year, making sure the reopening document is read, choosing the instructional disposition that works for the family, addressing transportation, attendance days for each child; and noted the importance of connection and an open conversation, and that teachers will be assigning A- and B-groups according to parameters set per classroom.

Capital Improvements

HVAC

The floor was opened for questions.

Mr. Korb introduced Lauren Poster from the Community Center, noting that there are grants available to upgrade systems.

Ms. Poster discussed possibilities such as HS student access to the Community Center; heating and aerosols; a municipally sponsored grant could provide a new HVAC system for the Meeting House; that given significant interest and faster Internet service, the Meeting House might agree to an upgrade, noting that the Community Center rents the space; and inquired about community interest in such a project.

There was discussion of protocols in place for contact tracing, sign-in, schedules, cleaning protocols, chaperones (possibly a stipend position). Mr. Korb noted that MES had not heard about this before, that Ms. Donnelly had made a request through the HS; about possible interest for JH, the need for better internet service, and which entities would do the work of obtaining the grant, etc. There was discussion, that if there were five students, this might be done; that currently the HVAC can do two air exchanges per hour, and the need for six per hour. The Board expressed gratitude for the offering.

It was noted that there will be further communications in more detail on next steps.

Mr. Kermenski discussed deliberations on the criteria for assigning students under the A/B schedule, particularly with regard to siblings.

The floor was opened for questions; Ms. Robinson was recognized.

Q: JH in Outback? Mr. Kermenski explained that because of the insufficient HVAC system, they will stay in their classroom, A/B reduces their numbers.

Q: Are A/B Field Research days? Mr. Kermenski explained that all the students will be participating in field research or in-person Tuesdays and Fridays, not A/B.

Q: 1-6 schedule? Mr. Kermenski explained that this will be determined.

Q: Structure of field research (curriculum, teacher?) Mr. Kermenski discussed weather plans, one or two days. *Q: All inside/outside?* Mr. Kermenski explained taking a long view first, then looking into details, calling families; that with three separate hybrid models (by grade-bands) the details are just being developed.

Q: Expressing support, not happy with JH plans so far; decisions need to be student-driven, pediatricians report increasing anxiety, eating disorders, suicidality; some students have been more isolated; some

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single-parent households; these issues go beyond developmental concerns; children need as much time in school as possible with definite structures in place.

Mr. Korb noted ongoing in-service on these questions. Mr. Kermenski will follow up with Ms. Robinson.

Q: Will field research be done on site? Mr. Kermenski explained that if on-campus, outdoor space would be used; and noted the impact of losing the Outback on the decision to reduce in-person instruction from a four-day model; and discussed impacts on family attendance decisions under the constraints of the facilities and the pandemic.

Q: Would field research be an opportunity to get all students to school in a safe way, including those whose parents did not feel safe with in-person learning? Mr. Kermenski explained that there are inexpensive facilities that provide adequate space to hold classroom instruction in math and reading, citing the large pavilion at Molly Stark.

Q: What about cleaning between 1-6 A/B classes? Mr. Kermenski explained the requirement for three cleanings each day, and duplication of supplies to keep A and B supplies separate.

Q: This schedule only goes for the duration of the emergency? Mr. Kermenski explained that the plan is temporary; that the reductions of in-person instruction were for the HVAC situation; that there are now wifi-linked CO₂ monitors in every classroom, and 20 HEPA air cleaners; that upgrades will be in progress before December 1; and the upcoming evaluation may allow a return to the four-day in-person schedule.

It was noted that feedback had been compelling, that the current implementation was not decided by the Principal, but by the WCSU and the Board.

Q: Some things are missing, who would be teaching field research, core teachers? If on campus would they be outside in the woods or field, not in a room? And would A/B desks be switched out between classes? And please clarify teacher support for JH at-home learning days? Ms. Walsh noted that teachers, not students, will be in classrooms all four days; that this had been a faculty choice.

Q: We have to follow the state's protocols, and don't want to risk one child's life, but there are also risks associated with not being in school; and it doesn't sound like the JH will ever be together in the JH room, and can't use the Outback; in October will they all be in the JH room, if the HVAC is upgraded and approved? Mr. Kermenski explained that ten days previously the four-day model had been the plan, but changing information has required new responses to a unique situation; that there are a lot of resources and faculty really want to be with students; that decisions will continue to be based on the best information available. *Q: Would the HVAC upgrade solve the problem of in-person JH?* Mr. Kermenski explained the chain of impacts with the other classrooms when the Outback cannot be used, and JH cannot fit in the JH room safely in person; that Primary has to move to JH, and K has to move to Primary, and so on. *Q: Is there HVAC in the Outback?* Mr. Kermenski explained that the system had been worked on for two years, once it is fully upgraded and approved the Outback might be available again; and that MES has been given priority and it may happen in mid-September.

Mr. Holzapfel noted the significance of these questions, and that it is not necessarily the case that everything will be fine by October; that the answers are not known, and all feel the frustration.

Q: Even with the HVAC upgrade, my students can't all fit safely in the classroom under CDC guidelines.

There was discussion of the survey, going out immediately, calling families, setting up structures for each classroom.

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Ms. Jager noted that the first point of screening for infection before entering school is the building, but for some it will be the bus; and AoE has removed the guidance to have screeners on the bus to make sure children can enter the bus without symptoms; that the drivers are planning to communicate with Secretary French and the Department of Health, to have guidance that will allow drivers and children to enter the buses safely, and would like to compel the Board to reinstate the bus monitors so that children are screened for COVID-19 before the first point of contact, which will be the bus.

Mr. Kermenski noted that the Board had not discussed this, but it was part of discussions; that if there were only eight people on the bus under the A/B model monitors might not be on the bus; but so far the number of passengers would not be known until after the next survey; that previous surveys had indicated more than ten passengers; and that possible protocols were being discussed currently with Nurse Sherritt; that with eight to ten passengers, monitors were not being recommended; and noted also that Ms. Chaine had current information about the Moover.

Ms. Jager noted a real possibility of losing drivers, that they have expressed serious concerns. Ms. Harris suggested that monitors could be implemented regardless of current guidance. Mr. Holzapfel noted that coordinating drivers, monitors, passengers and family is complex; that protocols must be well understood by all, citing as an example that a student might be found to have a high temperature and be prevented from riding after being dropped off by the family.

Q: As a parent, I suggest a hybrid A/B with half the class in for two full days, keeping students more connected.

Mr. Kermenski noted that there was a meeting schedule to discuss the monitor question.

Mr. Kermenski discussed a \$14,000 grant for the HVAC upgrade, and suggested a Building Committee meeting to examine what the upgrade would look like; and that the question of renovating the building might impact the type of upgrade needed. Mr. MacArthur suggested asking an engineer to help with this assessment; and offered to sound out an HVAC engineer as to consultation costs. There was consensus in favor.

There was discussion of the Moover and that Ms. Chaine had the latest information; and that BUHS had reduced their in-person schedule.

Board Protocols Document Review (from Board Retreat)

Mr. Korb read aloud from the document on screen. It was noted that this represented a merger of the policies and the operating procedures that had been discussed in the Retreat; there was discussion.

Mr. MacArthur moved to Table adoption until the next meeting. Second by Ms. Harris. With three opposed, the motion was not passed.

Ms. Romo moved to adopt the Board Protocols as drafted. Second by Mr. Holzapfel. All in Favor.

Other Business

Approve Minutes (8/20)

Mr. Holzapfel moved to approve the minutes for August 20, 2020. Second by Mr. MacArthur. All in Favor.

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Executive Session -- personnel

Mr. Holzapfel moved to enter Executive Session. All in Favor.
The Board entered Executive Session at 7:55PM.

Adjourn

Respectfully submitted, Peter Barus, Recorder, August 30, 2020

Appendix 1

Memo: Marlboro School Official Reopening Plans

8/27/20

Introduction:

We, the Marlboro School faculty and staff, bring you this 2020-2021 school year plan with the intention of meeting every family's needs to the best of our ability. As previously shared, challenges with the school's HVAC system prevent us from safely teaching the entire student body in-person at the same time. In response to this information, we have devised a new hybrid plan that will significantly reduce the number of students on campus at one time. Our new plan allows us to physically distance, meet CDC guidelines, and improve the air quality by reducing the number of individuals in each classroom at one time. In order to make sure our air quality remains under the recommended carbon dioxide level of 800 ppm, we have installed carbon dioxide monitors in each classroom. Additionally, we have purchased air purifiers for each space in the school. We believe that implementing these measures will lead to a safe environment for all.

During the planning stages, we had the following goals in mind:

- to teach as many students in person as possible throughout the week, safely distanced and in smaller groups
- to maintain a regular and predictable schedule
- to support the varying needs of each student while being as equitable and inclusive as possible
- to build and maintain strong community culture

To meet these goals and the CDC recommendations, we have updated our Hybrid and Remote models.

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Hybrid Model:

Details: Marlboro School has been organized into early education (PK/K), elementary (grades 1-6), and Junior High (7-8). Read the table below to learn details about each group's hybrid model.

Grade Band	Hybrid Model Details
PK/K	<ul style="list-style-type: none"> ● 4 mornings a week (Tuesday - Friday) <ul style="list-style-type: none"> ○ in-person in the outdoor classroom ○ specific drop off and pick up to be determined ● 4-hour school day ● No bus transportation will be provided
Grades 1-6	<ul style="list-style-type: none"> ● Two days of in-person school a week <ul style="list-style-type: none"> ○ 6 hour in-person school days, 8:30 - 2:30 ○ minimum of 60% of the day will take place outside, in the forest, open-air tents, and other outdoor spaces ● 3 days a week at home <ul style="list-style-type: none"> ○ students will be expected to complete 2 hours of assigned school work each day ● Students will be assigned either an A or B schedule (see below) ● Transportation will be provided to/from school ● Families will be responsible for submitting attendance for at-home days
JH	<ul style="list-style-type: none"> ● 3 days of at-home learning with teacher support with a minimum of 2 hours of work per day ● 1 or 2 days of in-person, outdoor studies and field research ● Families will be responsible for submitting attendance for at-home days

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Weekly Schedule overview:

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers: In-Service	PK/K: ½ day	PK/K: ½ day	PK/K: ½ day	PK/K: ½ day
Students: All students completing at-home work	Grades 1-6: - A in-person - B at home JH at home, supported by teachers	Grades. 1-6: - A in-person - B at home JH Field Research	Grades. 1-6: - B in-person - A at home JH at home, supported by teachers	Grades 1-6: - B in-person - A at home JH Field Research

Remote Model for grades K-6:

Details: *below are the details for the remote model, formerly referred to as the “teacher-supported home study” model.*

- 2 hours/day worth of standards-based curricular materials in math and ELA (English language arts) will be provided by the school.
- Families will be responsible for providing their child's instruction.
- An assigned remote teacher will provide weekly check-ins, send and receive assignments, and review daily attendance.
- Student interventions will be determined by our Local Common Assessment System, which is conducted three times a school year (September, January, May). After each assessment has been completed, additional instruction may be provided to students who fall significantly below grade-level expectations.

Additional Details:

- The school year includes 175 days with a minimum of 2 hours of school work a day.
- The attendance policy still adheres to remote students and families will be responsible for submitting attendance daily.
- If/when a governor-ordered dismissal occurs, remote learners in grades K-6 will not join hybrid model classrooms, but will stay with their assigned remote teacher.

Special Education and Intervention for all students (hybrid and remote):

- Families of students who receive special education or intervention services will meet with the school's intervention team soon to update IEPs and 504s.
- There may be extra in-person instruction given to special education students and students who receive interventions. This instruction may occur at the school, in-person at a student's home, or through video conferencing.
- Students who receive interventions will be determined by our Local Common Assessment System, which is conducted three times a school year (September, January, May). After each assessment has been completed, additional instruction may be provided to students who fall significantly below grade-level expectations.

Next Steps

We are asking all families to complete this google form: [Marlboro School Reopening Survey 8/28/20](#), as soon as possible.

Your responses will be used to help plan the school year. A staff member will be contacting you to conduct an Intake Interview to discuss your child(ren) after you've completed your survey.

Intake Interviews will begin tomorrow, Friday August 28th.

We look forward to opening day on September 8th!

Sincerely,

The faculty and staff of Marlboro School

Glossary:

Hybrid Model: Students participate in a mix of in-person instruction and at-home school work. Marlboro School will use an **AB** model, where students are organized into two groups who follow their own schedules.

A Days: Hybrid students attend in-person school on Tuesday and Wednesday and complete at-home work on Monday, Thursday, and Friday.

B Days: Hybrid students attend in-person school on Thursday and Friday and complete at-home work on Monday, Tuesday, and Wednesday.

Remote Model: Students complete the year entirely remotely (from home) with some support from the school.

Home-Schooling: Students are unenrolled from Marlboro School and register with the Vermont Agency of Education. No school curriculum or teacher support.

Governor-Ordered Dismissal: School is closed to any and all in-person instruction and all students work from home, as per a governor order.

HVAC: Heating, Ventilating and Air Conditioning

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Appendix 2

- 00:25:54Lissa Harris: Sorry about the link confusion everyone - totally my fault. It won't happen again, this will be the link moving forward for every meeting. Apologies.
- 00:41:23Jaime Tanner: what are the A and B groups going to be?
- 00:46:33Patti: This is a very sweet and generous offer. Thank you.
- 00:54:37Dan MacArthur: Thanks Lauren!
- 01:11:05Liz (they/them): And kids will still have their own sets of supplies. So A kids won't be sharing pencil sets with B kids. They'll still all have their own.
- 01:23:13Liz (they/them): no classroom fits a whole class spaced out properly. It only works with the small half classes.
- 01:30:18Jude Robinson: can you give an update about the Mover. and trips to HS?
- 01:31:11Jude Robinson: tess is interested and the HS tram said to ask Wayne (lucky Wayne. ha!)
- 01:31:22Jude Robinson: *team
- 01:41:25Dan MacArthur: The Building Committee should meet soon, and I will try to get a quote from Phil Savoy (or another HVAC engineer) to see if we can have someone help us figure out how to be most cost effective.
- 01:42:52Jude Robinson: I am going to leave when Sam gets to the car from soccer practice. just wanted to say goodbye and thank you in advance. good meeting.
- 01:43:14Jude Robinson: look forward to more discussion and clarity.