



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 9, 2020

To: *Wachusett Regional School District Committee*

Megan Weeks, Chair	Linda Long-Bellil
Michael Dennis, Vice-chair	Kenneth Mills
Nicole Amos	Benjamin Mitchel
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Jeffrey Haynes	Kelly Williamson
Robert Imber	Linda Woodland
Laura Kirshenbaum	Adam Young
Matthew Lavoie	

From: Darryll McCall, Ed.D., Superintendent of Schools

SUBJECT: Superintendent's Report

Roster, Subcommittee Assignments, Posting, and WRSDC Calendar

Attached is the updated membership roster (attachment 1). We are waiting to hear from the town of Sterling about an appointment to fill the last remaining open seat, a one year appointment.

Chair Weeks has made subcommittee assignments for the coming year (attachment 2). Also attached is the posting of meetings scheduled for Monday evening (attachment 3). As the newly appointed subcommittees get underway, the subcommittee chairs will begin to schedule initial meetings of the subcommittees and will get the work of these subcommittees will begin.

Sterling resident Ezequiel Ayala's three year term on the Audit Advisory Board expired on June 30th, and we are grateful to Mr. Ayala for his service (attachment 4). The AAB has vacant seats (Rutland, Princeton, Sterling) and we have reached out to the Town Administrators, seeking assistance filling these vacancies (attachment 5).

On Monday's agenda is approval of the 2020-2021 meeting schedule for the coming year (attachment 6). You will note that due to the circumstances we are living with at this time, the Committee will meet twice a month in July, August, and September.

Jefferson School

1745 Main Street, Jefferson, MA 01522

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www.wrsd.net

Monday evening's meeting will be by remote participation via Google Meet. An invitation to the meeting has been sent/shared with members of the School Committee, the Student Representatives, Central Office executive staff, Senator Gobi and Representative Ferguson, and the president of the WREA. If you have not yet done so, please "accept" the invitation if you are intending to participate in the meeting. Using a laptop with the Meet connection is preferable, though calling in by cell phone is also an option, though not the preferred way to participate. I am attaching the step-by-step instructions for setting up and using this virtual meeting platform, easy to understand and follow thanks to Barry Sclar (attachment 7).

Members of the public will have the opportunity to have their questions asked/comments made by emailing them to questions@wrsd.net, and these comments and/or questions will be read aloud for the record. The remainder of the agenda will proceed from there.

For planning and quorum purposes, please advise if you are unable to participate in Monday evening's meeting

COVID-19 and the Impact on Schooling

This week I have had the opportunity to virtually attend the AASA Legislative Conference where presentations on the opening of schools across the country dominated the discussions. Much of the work that we are currently doing in preparation for the opening of school in Wachusett looks very similar to the steps being undertaken by schools nationwide. Advocating for an increase in school funding via the federal government was another topic that was stressed, especially for those superintendents who are represented in states whose leadership needs to be convinced to support more federal funding for education.

On Thursday, I participated in my weekly virtual call with Commissioner Riley where many of the questions that continue to arise were asked. There will be a FAQ shared by DESE that will hopefully allay some of the fears and concerns around the opening of schools. There was also discussion around remote learning plans and new guidance that will be shared, including the opportunity for districts to buy into remote learning platforms currently being vetted by the state. We have begun our work on updating our remote learning plan which will be shared with the community in August. Finally, the Commissioner also asked that communities remain patient as the unknowns associated with the reopening of schools will be defined by the first week of August.

\$25 Million Grant for Remote Learning-Related Technology Needs

DESE recently announced the Remote Learning Technology Essentials Grant. The grant was established to address remaining remote learning technology needs and to ensure that every student has adequate access to technology for use in remote learning environments this coming school year. The Remote Learning Technology Essentials grant is a competitive grant program that invites LEAs to apply for funding to address device and internet gaps for students. A total of \$25M will be available for disbursement to match expenses LEAs plan to commit/expend by the beginning of the school year. We are currently exploring our options for this grant and have reached out to DESE for more information.

Reopening Health & Safety Advisory Task Force

On June 24th, the fourth meeting of the Reopening Health & Safety Task Force was held, which was another extremely well-run and productive meeting. I wish to thank all Task Force members for their willingness to participate in these important meetings, and I am grateful to Director of SEL Keenan for organizing and facilitating the four meetings to date. Attached is the Initial Recommendations Report July 2020, which can also be found in Drive (attachment 8). At Monday's meeting a presentation on the recommendations will be reviewed with the Committee as we continue our discussions on the upcoming school year. I will also be sharing a brief presentation from DESE concerning the Fall Reopening Guidance that aligns with our current recommendations. This presentation will tie back to the timeline associated with milestones necessary for reopening that will also be shared.

Resolutions

In my last Report, I had included two resolutions shared by the Massachusetts Association of School Committees recommending School Committees consider approving the two resolutions: *COVID-19 State Funding* and *School Committee Anti-Racism Resolution*. Attached please find the two resolutions, in Wachusett format, approval of which is on the agenda for Monday's meeting (attachments 9 & 10). If the Committee votes to support the resolutions, we will share with our state and federal legislators.

Budget Updates

- FY20 Budget

The Business Office is diligently working on both the close of FY20 and the opening of FY21. Wednesday, July 15th, will be the final warrant of FY20. Any invoices that are not paid as of that date will be rolled into what is called a Previous Year Account. As FY20 invoices are submitted, they will be paid. One of the more important activities involved with the closure of FY20 is identifying money in Revolving Funds that can be brought forward to assist with the FY21 budget. Specifically, what value in Circuit Breaker and School Choice are available for carry forward and use in FY21. As of this writing, there is \$700,000 and \$370,000 potentially available for use in FY21.

The second important task related to the close of FY20 is the use of Transportation money in the event there is no settlement with AA Transportation. Should this occur, the Business Office will make further adjustments between Circuit Breaker, ECC Revolving, and Athletic Revolving that will enable additional carry forward money in these accounts. Some Special Education tuitions will also be paid forward.

- FY21 Budget

Following the Annual Town Meetings in Holden, Princeton, Rutland, and Sterling, I notified DESE of the successful support of our FY21 by four of the five towns (attachment 10A).

The FY21 budget is open and principals and Central Office staff are currently submitting their purchase orders for the start of school in the fall. State aid payments for Chapter 70, School Choice, and Charter School reimbursement will be based on FY20 payment schedules for the months of July and August. I, along with Deputy Superintendent Berlo, will be overseeing the identification and procurement of PPE supplies for the District in concert with the Business Office. A large supply of PPE was recently delivered for the Special Education Summer Program. A second order of significance is being assembled for all the District's buildings, including the Central Office. A more extensive conversation will be held on these two topics during Monday's Business/Finance Subcommittee meeting.

In this Report, I have also included an updated Tiered Reduction Plan that will be shared with the Business/Finance Subcommittee on Monday night (attachment 11). You will note that modifications associated with the plan include the deletion of Tiers 4 and 5. Both tiers were eliminated due to the increased funding now available because of the budget being approved by four of the five Member Towns. DESE has emphasized that school districts should plan on a 1/12th budget this year, with the addition of funds from grants for PPE and technology. By eliminating the last two tiers, we plan on bringing back the 40 non-PTS teachers who received "pink slips" on June 15th.

Action by the School Committee

- FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
- FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.

Annually, the School Committee authorizes the District's Revolving Funds and Student Activity Funds, and this authorization is on Monday's agenda (attachments 12 & 13).

- Amendments to the Contracts with Transportation Providers

The proposed amendments to the District's contracts with our transportation providers (AA Transportation of Shrewsbury and Van Pool) will be reviewed at Monday's Business/Finance Subcommittee meeting, and action by the full Committee is on Monday's agenda. It is District administration's recommendation that the full School Committee approve these contract amendments. Administration will speak specifically to these at our meeting.

Extended School Year (ESY)

Administrator of Special Education Smith has been working with families and staff over the past several weeks developing a program of study for our summer programming. We began our ESY this week with students participating remotely. Students are attending live remote sessions with their teachers, paraprofessionals, and related service providers. We are running ESY for students in the Developmental Program, the Lifeskills Program, the Post-Grad Program, and the ABA Program. Students are receiving services in multisensory reading, academic tutoring, OT, PT, Speech, social skills, and counseling. This summer we have added technical support for parents, teachers, and students. We have also added some summer testing. At this time, all of these sessions are held remotely and have been prescheduled with families. Students are also provided with work or choice boards to complete outside of the live sessions.

ESY Task Force

The ESY Task Force is a group of stakeholders that includes leadership, paraprofessionals, teachers, SEPAC (Special Education Parents Advisory Council), and parents who have been meeting weekly to collaboratively determine the needs and next steps for getting our highest priority students back to in-person learning sessions during this summer as directed by the initial summer guidance released by DESE on June 7, 2020 and then subsequently followed by the Comprehensive Summer School Guidance on July 1, 2020 (attachments 14 & 15). Both of these guidance documents ask us to plan for the possibility of in-person teaching sessions for students of the highest priority. Today, DESE shared another memorandum with additional Guidance on Fall 2020 Special Education Services (attachment 16).

As mentioned previously, PPE for the summer have been ordered. A survey for families was developed to seek input regarding the level of need (attachment 17). Most importantly questions about every aspect of safety, health, education, and transportation that will need to be reviewed before in-person learning sessions could be conducted are being addressed. We are using the guidance provided by the Task Force to develop ESY specific protocols and procedures. We hope to have some students participating in in-person ESY sessions beginning the week of July 27th.

Middle School Athletics

At our last meeting, the question was raised regarding the reduction of middle school, as it is part of the Tier 2 reductions. We are looking at this closely, as there is a strong possibility that many sports will not be occurring throughout the school year. Even high school athletics are not definite at this time, as MIAA and DESE are working with medical professionals to assess the viability of fall, winter, and spring sports.

Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for April 2020. Treasurer Dunbar's reports can be found in Google as separate attachments, and as separate links in my cover email.

Conflict of Interest Training

Every two years School Committee members, as municipal representatives, are required to complete Conflict of Interest online training. If you have a question about your need to renew this training, please let us know. Below is the link to the site to complete this training. When completed, please share a copy of the Certificate of Completion with Rebecca Petersen (rebecca_petersen@wrsd.net) and with the Town Clerk in your hometown.

Conflict of Interest

Chair's Correspondence

- July 6, 2020 correspondence to Mr. and Mrs. Benjamin Concannon Smith (Chair's Correspondence 1)
- July 6, 2020 correspondence to Bridget D'Amelio (Chair's Correspondence 2)
- July 6, 2020 correspondence to Lynn Hanley (Chair's Correspondence 3)
- July 6, 2020 correspondence to Amy Michalowski (Chair's Correspondence 4)
- July 6, 2020 correspondence to Stacey Carroll (Chair's Correspondence 5)
- July 6, 2020 correspondence to Leslie Mason (Chair's Correspondence 6)
- July 6, 2020 correspondence to Jordan D'Amelio (Chair's Correspondence 7)
- July 6, 2020 correspondence to Belle McNamara (Chair's Correspondence 8)

Should you have any questions, please contact me at your convenience.

cc: Executive Staff
DM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Agenda

Regular Meeting #1347

Monday, July 13, 2020

7:00 PM

Meeting to be conducted remotely, using Google Meet

- I. Public Hearing
- II. Chair's Opening Remarks
- III. Student Representatives' Reports (K. Gomi, K. Mangus)
- IV. Superintendent's Report
 - A. Discussion of Report
 - 1. Reopening Task Force and Next Steps
 - 2. Update on Tiered Reductions
 - B. Recommendations Requiring Action by the School Committee
 - 1. To support the Resolution in Support of Education Funding for COVID-19
 - 2. To support the Anti-Racism Resolution
 - 3. To approve the School Committee 2020-2021 meeting calendar
 - 4. To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - 5. To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - 6. To authorize a budget transfer of \$312,171 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.

7. To authorize a budget transfer of \$42,476 from the Operations and Maintenance Appropriation to the Special Education Tuitions Appropriation.
8. To authorize the listed FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
9. To authorize the listed FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
10. To appoint an Ad Hoc Subcommittee on Diversity, Equity, and Anti-Racism

V. Unfinished Business

VI. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on March 9, 2020 - enclosed
- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on May 11, 2020 - enclosed
- C. Approval of #1344 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 26, 2020 – enclosed
- D. Approval of #1345 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 8, 2020 – enclosed
- E. Approval of Organizational Meeting Minutes of the Wachusett Regional School District Committee held on June 30, 2020 – enclosed
- F. Approval of #1346 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 30, 2020 – enclosed

VII. Treasurer's Report/Financial Statements

VIII. Committee Reports

- A. Management Subcommittee

- B. Education Subcommittee
- C. Business/Finance Subcommittee (M. Dennis, Chair, K. Mills, B. Mitchel, M. Gustafson, K. Ottmar)
- D. Legal Affairs Subcommittee
- E. Superintendent Goals and Evaluation Subcommittee
- F. Facilities and Security Subcommittee
- G. Audit Advisory Board
- H. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

Motion: To discharge the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

- I. Building Committees
- J. School Council Reports:

Central Tree Middle School, Chocksett Middle School, Davis Hill Elementary School, Dawson Elementary School, Glenwood Elementary School, Houghton Elementary School, Mayo Elementary School, Mountview Middle School, Naquag Elementary School, Paxton Center School, Thomas Prince School, Wachusett Regional High School, Special Education Parent Advisory Council, Early Childhood Center

- IX. Public Hearing
- X. New Business
- XI. Adjournment

If you cannot attend the July 13, 2020 Wachusett Regional School District Committee meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Organizational Meeting

DRAFT Minutes

Tuesday, June 30, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Nicole Amos	Kenneth Mills
Krista Bennett	Benjamin Mitchel
Scott Brown	Karl Ottmar
Michael Dennis	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Robert Imber	Megan Weeks
Laura Kirshenbaum	Kelly Williamson
Matthew Lavoie	Linda Woodland
Linda Long-Bellil	Adam Young

Committee Members Absent:

Jeffrey Haynes

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of SEL
Christine Smith, Administrator of Special Education
Barry Sclar, Supervisor of Information Services
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi K. Mangus

I. Call to Order

Superintendent McCall called the meeting to order at 7:00 PM. He welcomed the new Student Representatives and the new members (Members Amos, Bennett, Shapiro, and Williamson) to the meeting. Superintendent McCall announced that since the meeting is being conducted virtually, all votes will be by roll call.

II. Election of Chairman

The Superintendent briefly explained the process to elect the next School Committee Chair and Vice-chair. The Superintendent explained that due to the meeting being conducted remotely, the elections will be conducted by roll call vote. For the information of the new members of the School Committee as well as the public, Superintendent McCall read aloud two sections from the WRSDC By-Laws, Section 2 and Section 3, noting again that upon advice of District Counsel, the elections will be conducted by roll call vote rather than by paper ballot:

Section 2. Organizational Meeting

The Wachusett Regional School District Committee shall, in accordance with Section 13 of the amended Regional Agreement, organize and elect a Chair and a Vice-Chair, and if the offices are vacant a Secretary and Treasurer. The Chair and Vice-Chair shall be members of the Committee. The Committee shall elect a Chair and Vice-Chair by paper ballot from its membership in accordance with Chapter 71, Section 16A of the Massachusetts General Laws. The Secretary and Treasurer may or may not be members of the Committee, and if not may be reimbursed for this work. This organizational meeting shall be posted at least 14 days in advance.

Section 3. Chair/Vice-Chair

No member may be elected as the Chair of the Committee unless said member has served on the Committee for at least two years prior to assuming the office of the Chair. No member may be elected as the Vice-Chair of the Committee unless said member has served on the Committee for at least two years prior to assuming the office of the Vice-Chair. The offices of Chair and Vice-Chair shall be for a term of one year, and they may not succeed themselves more than three additional times.

Should the Chair be unable to complete the one-year term of office, the Vice-Chair shall assume all duties and responsibilities of the Chair to the completion of the one-year term. Should the Vice-Chair be unable to complete the one-year term of office, for reasons including being elevated to the position of Chair, then the Committee, at its next regular meeting, shall elect a Vice-Chair.

Should the Chair and Vice-Chair vacate the positions simultaneously, the Committee, at its next regular meeting, shall elect a Chair and Vice-Chair to serve the balance of the one-year term.

Superintendent McCall noted that the full version of the WRSDC By-Laws can be found on the District website.

The Superintendent accepted the following nominations for Chair:

Motion: To nominate Megan Weeks to serve as Chair.

(L. Long-Bellil)
(S. Brown)

Motion: To nominate Michael Dennis to serve as Chair.

(M. Gustafson)

(M. Lavoie)

The Superintendent closed nominations for Chair.

Significant discussion ensued regarding the method of voting for the School Committee Chair, paper ballot v roll call vote. It was explained that per legal opinion from District Counsel, voting by email for the Chair and the Vice-chair is now allowable.

Roll call vote:

Nicole Amos	abstained
Krista Bennett	abstained
Scott Brown	Member Weeks
Michael Dennis	Member Dennis
Maleah Gustafson	Member Dennis
Sherrie Haber	Member Dennis
Robert Imber	Member Weeks
Laura Kirshenbaum	Member Dennis
Matthew Lavoie	Member Dennis
Linda Long-Bellil	Member Weeks
Kenneth Mills	Member Weeks
Benjamin Mitchel	Member Dennis
Karl Ottmar	Member Weeks
Deidre Shapio	abstained
Asima Silva	Member Dennis
Christina Smith	Member Weeks
Megan Weeks	Member Weeks
Kelly Williamson	Member Dennis
Linda Woodland	Member Weeks
Adam Young	Member Weeks

Member Weeks took over as Chair of the School Committee. Chair Weeks thanked the Committee for electing her as Chair of the School Committee.

III. Election of Vice-chair

Chair Weeks accepted the following nominations for Vice-chair:

Motion: To nominate Michael Dennis to serve as Vice-chair.

(B. Mitchel)

(K. Mills)

Motion: To nominate Asima Silva to serve as Vice-chair.

(M. Lavoie)

(S. Brown)

Motion: To nominate Christina Smith to serve as Vice-chair.

(L. Long-Bellil)
(R. Imber)

At Member Mills' inquiry, it was confirmed that Member Smith is eligible to serve as Vice-chair, as she has served as Vice-chair for just three years.

There was discussion if the election would be by majority vote or by plurality. The vote for Vice-chair would be by plurality.

Chair Weeks closed nominations for Vice-chair.

Roll call:

Nicole Amos	abstained
Krista Bennett	abstained
Scott Brown	Member Smith
Michael Dennis	Member Dennis
Maleah Gustafson	Member Dennis
Sherrie Haber	Member Dennis
Robert Imber	Member Smith
Laura Kirshenbaum	Member Dennis
Matthew Lavoie	Member Dennis
Linda Long-Bellil	Member Smith
Kenneth Mills	Member Dennis
Benjamin Mitchel	Member Dennis
Karl Ottmar	Member Silva
Deidre Shapio	abstained
Asima Silva	Member Silva
Christina Smith	Member Dennis
Megan Weeks	abstained
Kelly Williamson	Member Dennis
Linda Woodland	Member Dennis
Adam Young	Member Dennis

Member Dennis will serve as Vice-chair of the School Committee.

IV. Adjournment

Motion: To adjourn the Organizational Meeting.

(R. Imber)
(B. Mitchel)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Scott Brown
Maleah Gustafson
Sherrie Haber

Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:
None

Abstained:
Nicole Amos
Krista Bennett

Motion passed 18-0-2.

The Organizational Meeting adjourned at 7:27 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

DRAFT Minutes

Regular Meeting #1346

Tuesday, June 30, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Megan Weeks, Chair	Linda Long-Bellil
Michael Dennis, Vice-chair	Kenneth Mills
Nicole Amos	Benjamin Mitchel
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Robert Imber	Kelly Williamson
Laura Kirshenbaum	Linda Woodland
Matthew Lavoie	Adam Young

Committee Members Absent:

Jeffrey Haynes

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of Social Emotional Learning
Christine Smith, Administrator of Special Education
Barry Sclar, Supervisor of Information Technology
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi K. Mangus

Chair Weeks called the meeting to order at 7:27 PM. Chair Weeks announced the meeting was streaming live on Holden TV, Channel 194, and is being conducted remotely, via Google Meet.

I. Public Hearing

Chair Weeks read aloud public comments submitted electronically.

Sterling resident Bridget D'Amelio (attachment 1)

Holden residents Benjamin and Sarah Concannon Smith (attachment 2)

Rutland resident and WRHS graduate Belle McNamara (attachment 3)

WRSDC Member Jeffrey Haynes (attachment 4)

Holden resident Laura Kirshenbaum (as a parent and a member of the community)
(attachment 5)

II. Chair's Opening Remarks

Chair Weeks stated she is honored to accept the Chair position. Chair Weeks welcomed the new and returning School Committee members, and the two Student Representatives.

III. Student Representatives (K. Gomi, K. Mangus)

Chair Weeks invited the two new Student Representatives to address the Committee. Kenichi Gomi, a soon-to-be junior, addressed the Committee, introducing himself. He also spoke about student life during school closures. Kathryn Mangus introduced herself. She is a soon-to-be senior and she shared a bit of her background.

IV. Superintendent's Report

A. Discussion of Report

Superintendent McCall also welcomed the two Student Representatives. He then spoke about two virtual meetings he has recently participated in with Commissioner Riley and other superintendents. Superintendents are being asked to provide three plans: returning to school as normal, a hybrid model (i.e. week on/week off), and also remote learning, similar to how it was conducted during the spring of 2020. At Superintendent McCall's invitation, Director of SEL Keenan addressed the Committee, providing an overview of the WRSD Reopening Health & Safety Advisory Task Force. Superintendent McCall spoke about tentative plans looking ahead to the coming school year, and he will keep the Committee and the Wachusett community apprised and informed as plans are laid out.

At Superintendent McCall's invitation, Administration of Special Education Smith was asked to speak to the Committee about ESY (Extended School Year). Administrator Smith gave a general overview of services to be provided this summer, the receipt of PPE for the summer programs, and plans moving forward.

Superintendent McCall thanked the WREA for support shown at the four recent Town Meetings, where the FY21 budget was approved by the towns of Holden, Princeton, Rutland, and Sterling.

Chair Weeks noted those recently named Wind Beneath Their Wings recipients, as well as the TPS students who were Massachusetts Foreign Language Association contest winners.

Chair Weeks explained for the new members that during this portion of the meeting, members are given the opportunity to address the Committee. She will begin with Business/Finance Subcommittee Chair and newly elected Vice-chair Dennis the opportunity to begin these comments.

Vice-chair Dennis commended Sheila Dibb of the Rutland Selectboard for her comments made in advance of the recent Rutland Annual Town Meeting. Vice-chair Dennis, speaking as Business/Finance Chair, spoke about the requests of administration for contingency planning timelines and triggers for the coming year. Two other items on this meeting agenda are use of Excess & Deficiency funds and any agreements made or proposed with the District's transportation providers. He noted there are budget transfers on the agenda for full Committee action this evening. Due to some technical difficulty, Chair Weeks asked Vice-chair Dennis to recap his comments, which he did.

Member Young – No comments or questions.

Member Woodland reiterated Vice-chair Dennis' request for timelines and triggers, as well as an update/more information about the staffing plan. She also asked for updated information about recent layoffs and plans for other staffing changes. Member Woodland also asked that District administration present to the Committee programmatic plans and changes, due to funding unknowns.

Superintendent McCall spoke to the requests for timelines and additional staffing information, explaining there are many items that are fluid and strong answers are not yet known. Member Woodland stressed the importance of District administration providing the Committee with plans/timelines/expectations, which Superintendent McCall said would be provided to the Committee in the next week or so.

Member Williamson – no comments or questions

Chair Weeks – deferred

Member Smith commented that just because there is guidance from DESE, there is not a clear cut document for reopening of schools. She voiced her concerns with the possibility of reopening schools without firm guidelines.

Member Silva – No comments or questions

Member Shapiro – No comments or questions

Member Ottmar also spoke about DESE guidance recently shared, and he also spoke about parents sending students to school in advance of a vaccine being developed

and available. He mentioned the possibility of looking at a change in the 2020-2021 school year schedule/calendar. Superintendent McCall did report that the Commissioner has been asked to reconsider the 180 school year requirement.

8:43 PM Member Mitchel left the meeting.

Member Mills spoke about the COVID-related furlough day MOA with the WREA, including two MASC suggested resolutions on the next full Committee agenda, noting the August 18th deadline for SOA input, asking if WRSD Reopening Health & Safety Advisory Task Force meetings should be posted and open to the public, and lastly he reported he had received additional comments in the questions@wrsd.net

Member Long-Bellil asked about virtual school offerings/openings, which Administrator Smith confirmed they are at capacity, after which Member Long-Bellil asked that Superintendent McCall reach out to DESE about expanding this sort of education option.

Member Lavoie asked about the results of the reopening survey that was completed by approximately 6,000 respondents. He voiced his opinion that it is District administration's responsibility to lead the reopening. Member Lavoie spoke about holding District administration accountable and those employees consider not taking salary increases. He also mentioned looking at fundraising.

Member Long-Bellil followed up about possibility of fundraising during these challenging times.

Member Kirshenbaum echoed what Member Smith spoke of about the direction from the state, noting that priorities should be teaching and learning, and not handwashing and how teachers and students will be brought back into the buildings. She had questions about a mechanism on educating parents about what it will look like when schools are reopened, to assure parents that the District has the safety, wellbeing, and educational opportunities for students as its top priorities. Member Kirshenbaum asked for a timeline and a plan for educating the community about reopening schools.

Member Silva asked a clarifying question about the three plans for reopening. Is it one plan for the District or can parents/students select the model they would follow when returning to schools. Superintendent McCall explained the state is promoting returning to school, in-person, if at all possible.

Member Kirshenbaum had a clarifying question/comment about time on learning and how teachers will manage their time teaching.

Member Long-Bellil spoke about the week on/week off option, explaining that the Reopening Health & Safety Advisory Task Force looked at/considered the two days on/day off/two days on sort of model, which Superintendent McCall confirmed is an option that could be considered.

Member Imber supports comments made by members.

Member Haber, a member of the Reopening Health & Safety Advisory Task Force, assured School Committee members that many options are being looked at and the Task Force is well run.

Member Gustafson spoke about information that has been requested since April. She also requested updates about use of funds, now that the budget has been supported by the towns. Member Gustafson expressed disappointment that there was nothing in the recent Superintendent's Report about comments shared by students at the June 8, 2020 School Committee meeting. Lastly, she asked that the Committee be kept posted about staffing issues due to the budget.

Vice-chair Dennis also spoke about the fact that no response/action has been taken to follow up students' public comments at the June 8, 2020 School Committee. He also explained that his requests for timelines is not that he is looking for timelines of decisions and content of those decisions, but rather looking for information and a timeline that would include drop dead dates for scheduling classes, drop dead dates for getting materials in schools for reopening of schools, etc. Lastly, Vice-chair Dennis spoke about the DESE guidelines, which he stated are guidelines only.

Member Brown too spoke about following up on the students comments of June 8th. Member Brown suggested the Superintendent keep the Wachusett community updated about the reopening plans, perhaps on a weekly basis.

Member Bennett suggested District administration keep an open mind when it comes to the reopening of schools and looking at all possible options. She stressed the mental health risks that students might encounter when schools open in a less than "normal" fashion.

Member Amos had questions about the three models that districts are asked to develop when looking at the reopening of schools, and what options might parents have.

Member Long-Bellil asked that the Committee be kept informed about possible cuts before reading about it in the newspaper.

Member Lavoie asked that at a future meeting there be a presentation on bullying and racial issues.

B. Recommendations Requiring Action by the School Committee

1. To accept the Annual Evaluation of the Superintendent of Schools
(L. Long-Bellil)
(S. Brown)

Chair Weeks read aloud the Evaluation Narrative, penned by former Chair Mills based upon input from 19 of the 20 School Committee members (attachment 6).

9:58 PM Member Gustafson left the table.

Motion: To extend the meeting to 10:30 PM.

(M. Lavoie)
(L. Kirshenbaum)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Krista Bennett
Scott Brown
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

10:00 PM Member Gustafson returned to the table.

Chair Weeks opened the floor up to comments about the Superintendent's evaluation. Vice-chair Dennis spoke about the Evaluation Narrative read by Chair Weeks, comparing the 2019-2020 evaluation to previous evaluations of the Superintendent. Vice-chair Dennis encouraged members to review all members' input, which are available in a Google folder which has been shared with the membership. Vice-chair Dennis requested/suggested the establishment of an ad hoc subcommittee to address District-wide indicators and success. Vice-chair Dennis also asked for more Committee involvement about how student success factors are being addressed and met.

Member Lavoie appreciated the feedback from Vice-chair Dennis. Member Lavoie suggested that when the Superintendent's 2020-2021 goals are established there be a portion of the Superintendent Reports titled *Evidence towards Goals*, to give the Superintendent the opportunity to provide evidence on an ongoing basis.

Roll call vote on main motion:

In favor:

Megan Weeks
Michael Dennis
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Asima Silva
Christina Smith
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Nicole Amos
Krista Bennett
Deidre Shapiro
Kelly Williamson

The motion was approved 15-0-4.

Due to the time, 10:04 PM, Chair Wells asked if the Superintendent would want to alter the agenda to address actions needing timely action. Per Director Deedy, AA Transportation has not signed the amended agreement proposal. If there is a successful agreement, the \$1.4M encumbered can be paid on the last FY20 warrant in July.

2. To authorize the use of \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.

(S. Brown)

(A. Young)

Vice-chair Dennis spoke, briefly, to the motion, and he asked District administration if Member Towns would need to be notified of this action. Director Deedy explained the towns would be informed the use of \$450,000 would reduce Chapter 70 funding. Vice-chair Dennis continued review of use of Excess & Deficiency. Member Mills explained that this date, June 30th, is the final opportunity to vote use of E&D before it is certified.

Motion: To amend the motion on the floor to authorize use of no more than \$275,000 of certified "Excess and Deficiency" funds.

(L. Long-Bellil)

(M. Gustafson)

Discussion on the amendment to the motion ensued. Superintendent McCall confirmed authorization of the lower amount of E&D available to use to \$275,000 could be acceptable. Director Deedy confirmed the current balance in E&D is \$963,000.

Some additional discussion took place.

Roll call vote on amendment:

In favor:

Michael Dennis
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Linda Long-Bellil
Kenneth Mills
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Matthew Lavoie
Karl Ottmar

Abstained:

Megan Weeks
Nicole Amos
Laura Kirshenbaum
Deidre Shapiro

The motion was approved 13-2-4.

Motion: To extend the meeting to 11:00 PM.

(M. Gustafson)

(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Deidre Shapiro

The motion was approved 18-0-1.

In advance of the amended motion, additional questions were asked and answered.

The motion, as amended, was read aloud: To authorize the use of \$275,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.

Roll call vote on main motion as amended:

In favor:

Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber

Kenneth Mills
Kelly Williamson
Adam Young

Opposed:

Michael Dennis
Laura Kirshenbaum
Matthew Lavoie
Karl Ottmar
Asima Silva
Christina Smith
Linda Woodland

Abstained:

Megan Weeks
Nicole Amos
Krista Bennett
Linda Long-Bellil
Deidre Shapiro

The motion failed 7-7-5.

3. To authorize a budget transfer of \$150,000 from the Transportation Appropriation to the Transportation Stabilization Account
(A. Young)
(K. Mills)

At Student Representative Gomi's inquiry, Director Deedy explained the difference between the Transportation Appropriation and the Transportation Stabilization Account.

Roll call vote:

In favor:

Michael Dennis
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Asima Silva
Christina Smith
Kelly Williamson.
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Megan Weeks
Nicole Amos
Krista Bennett
Deidre Shapiro

The motion was approved 15-0-4.

4. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Special Education Extended School Year*

(S. Brown)

(R. Imber)

Superintendent McCall spoke to the motion and explained the MOA with the WREA (attachment 7).

Roll call vote:

In favor:

Michael Dennis
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Megan Weeks
Nicole Amos
Deidre Shapiro

The motion was approved 16-0-3.

5. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Early Retirement Incentive*
(M. Lavoie)
(K. Mills)

Superintendent McCall spoke to the motion and explained the intent of this offering (attachment 8). At Member Lavoie's request, Superintendent McCall spoke more deeply about this incentive, and how it compared to an early retirement incentive offered to teachers previously.

Member Dennis asked the number of possible teachers who might consider taking this incentive and what the savings could be. Director Carlson explained the District would not know the savings until it is known how many teachers might take advantage of this incentive. Brief discussion ensued.

Roll call vote:

In favor:

Michael Dennis
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Megan Weeks
Nicole Amos
Krista Bennett
Deidre Shapiro

The motion was approved 15-0-4.

6. To approve the 2020-2021 School Committee Meeting Schedule
(A. Young)

(K. Mills)

Discussion of the draft meeting calendar began, with the suggestion made that members take the time to review the proposed meeting schedule to determine if there are conflicts that should be considered, and the full Committee would vote on the schedule at the next School Committee meeting, which will be held on July 13, 2020.

Motion: To extend the meeting to 11:30 PM.

(M. Gustafson)
(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Matthew Lavoie

The motion was approved 18-1.

Chair Weeks encouraged members to complete their subcommittee and School Council preference sheets as soon as possible in order for new assignments to be made.

7. To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.

Deferred

8. To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are prorated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.

Deferred

9. To authorize a budget transfer of \$148,000 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.

Deferred

10. To authorize a budget transfer of \$20,364 from the Operations and Maintenance Appropriation to the Other Operating Costs Appropriation.

Deferred

11. To authorize the listed FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.

Deferred

12. To authorize the listed FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.

Deferred

V. Unfinished Business

There was no unfinished business brought before the School Committee.

VI. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on March 9, 2020

Deferred

- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on May 11, 2020

Deferred

- C. Approval of #1344 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 26, 2020

Deferred

- D. Approval of #1345 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 8, 2020

Deferred

VII. Treasurer's Report/Financial Statements

Deferred

VIII. Committee Reports

- A. Management Subcommittee

Deferred

- B. Education Subcommittee

Deferred

- C. Business/Finance Subcommittee (M. Dennis, Chair, B. Mitchel, Vice-chair, M. Gustafson, L. Long-Bellil, K. Ottmar)

Deferred

- D. Legal Affairs Subcommittee

Deferred

- E. Superintendent Goals and Evaluation Subcommittee

Deferred

- F. Facilities and Security Subcommittee

Deferred

- G. Audit Advisory Board

Deferred

H. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

Deferred

I. Building Committees

J. School Council Reports:

Central Tree Middle School, Chocksett Middle School, Davis Hill Elementary School, Dawson Elementary School, Glenwood Elementary School, Houghton Elementary School, Mayo Elementary School, Mountview Middle School, Naquag Elementary School, Paxton Center School, Thomas Prince School, Wachusett Regional High School, Early Childhood Center, Special Education Parents Advisory Council (SEPAC)

Deferred

IX. Public Hearing

Stacey Carroll, Holden resident (attachment 9)

Leslie Mason (attachment 10)

Jordan D'Amelio, Chocksett Middle School student (attachment 11)

Amy Michalowski, Holden resident (attachment 12)

Lynn Hanley, Holden resident (attachment 13)

X. New Business

Member Smith formally requested the following items be addressed at the next School Committee meeting: timeline with milestones for reopening plan; information about progress of the Reopening Health & Safe Advisory Task Force (a general overview at the School Committee meeting, but requesting details of what the Task Force has done), an update on the \$25M available from DESE for remote technology, and an update and progress report on the remote learning plan. Member Gustafson requested an update on Extended School Year (ESY) at the next School Committee meeting.

X. Adjournment

Motion: To adjourn.

(M. Lavoie)
(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 11:14 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rip

Attachments:

- Attachment 1 – Public comment Bridget D’Amelio
- Attachment 2 – Public comment Benjamin and Sarah Concannon Smith
- Attachment 3 – Public comment Belle McNamara
- Attachment 4 – Public comment Jeffrey Haynes
- Attachment 5 – Public comment Laura Kirshenbaum
- Attachment 6 – Superintendent’s Evaluation Narrative
- Attachment 7 – Draft MOA COVID-19 Closure/Extended School Year (ESY)
- Attachment 8 – Draft MOA Provisions for an Early Retirement Incentive
- Attachment 9 – Public comment Stacey Carroll
- Attachment 10 – Public comment Leslie Mason
- Attachment 11 – Public Comment Jordan D’Amelio

- Attachment 12 – Public comment Amy Michalowski
- Attachment 13 – Public comment Lynn Hanley



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Question regarding Tier 2 budget cuts

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Mon, Jun 29, 2020 at 11:55 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

----- Forwarded message -----

From: **Bridget DAmelio** <dameliobridget@yahoo.com>

Date: Mon, Jun 29, 2020 at 5:06 PM

Subject: Question regarding Tier 2 budget cuts

To: <questions@wrsd.net>, <darryll_mccall@wrsd.net>

> Hello,

> I hope you are enjoying your summer so far. I know that you are fielding a lot of questions regarding school budget but I wanted to ask one.

> My question is, what was the rationale to include middle school sports in the tier 2 cuts?

>

> As I understand middle school sports - our fees cover transportation and ref fees. The approximate \$62,000 that is in tier 2 is paying for the coaches' salaries.

>

> To me, it doesn't make sense to cut an entire program of 3 seasons with up to 2-3 sports programs each season for 5 schools. \$62,000 seems like such a small expense for programs that touch so many kids.

>

> This one particular cut hits close to home as my daughter is entering 8th grade and is so looking forward to participating in her last year of her school sports.

>

> I also feel that this decision is not taking into account the mental and physical health of the kids from our 5 schools especially after they have lost so much over the past few months.

>

> I understand that ideally we would have no budget cuts and that these decisions are very challenging. I have also reached out to state reps requesting for funding for our school district. Thank you in advance for any guidance.

>

> Take care,

> Bridget D'Amelio 20 Holden Rd Sterling MA

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Attachment 2

Dear Chair Mills and Members of the School Committee,

We are writing to express our concern and displeasure about the proposal to pay AA Transportation 75% of the money the district would have paid for bus services during the shutdown period.

To start, the practice of paying for services not received only recently became legal under An Act Relative to Municipal Governance During the COVID-19 Emergency, signed by the Governor on June 5th. This speaks volumes about whether or not such actions are in the public interest.

To be clear, spending taxpayer money for nothing in return is not in the public interest. But these are unprecedented times, and thus it is understandable that the Governor would sign such legislation to support vendors such as transportation companies who are at risk of becoming financially insolvent. However this does not excuse the School Committee from its responsibility to perform financial due diligence on behalf of the taxpayers and to prioritize the education of students.

It is vital that the School Committee and WRSD administration are confident that AA Transportation is indeed at serious risk of financial insolvency before committing tax dollars for services not rendered. Anything less is a dereliction of their fiduciary responsibility to taxpayers and students.

Thus far, the district administration has been unable to demonstrate this financial vulnerability on behalf of AA Transportation because AA has been unwilling to share financial information with the district. If AA is concerned about disclosing private financial information to a public body, an independent financial analysis by a CPA could be conducted and should be a precondition prior to settling on any amount.

We question AA's claim to need 75% in order to stay financially viable because two major costs are not currently being borne by AA. Those are employee wages and fuel costs.

1. AA Transportation has argued that they need the money to protect their employees, but AA bus drivers were laid off and thus they should be receiving unemployment, including any state and federal bonus money.
2. Fuel is a substantial cost for a transportation company, but during the shutdown period the company was not using any fuel.

District administrators and some on the School Committee seem fearful that AA Transportation will refuse to provide bus services next year if we do not meet the demands of the company. This is understandable, but should not drive hasty decisions without any transparency or evidence of need from the vendor. We are in a multi-year contract with this company. Surely that contract has protections in place for the district and avenues of financial and legal recourse for breach of contract?

Some members seem concerned that AA will act with retribution and drop WRSD as a client next year. One School Committee member described the district as "backed into a corner." The business director stated that if

we don't agree to 75%, Mr. Ernenwein told him "he would have to do what he has to do." Is this the behavior of a quote unquote "community partner?" No. This sounds like a threat.

Further, this threat would seem to indicate that AA is not in fact in a dire financial situation. A company in desperate need of income does not willingly drop clients.

The truth is that the School Committee does not have the information that it needs to make a sound and responsible decision right now. AA is not being transparent or forthcoming with information to justify its claim of financial need.

Despite the good news from the four towns that have passed the proposed budget, state aid figures remain uncertain. WRSD already laid off 52 teachers and other staff and is planning for additional cuts that would total about 148 teachers and related staff. These cuts include eliminating music for elementary school and world language for middle school. This is a serious loss for students.

How many classes or programs for our students could be funded with the \$1.1 million the Committee is considering sending to the bus company? The School Committee is literally deciding between teachers and paying AA transportation for services not rendered and without documentation substantiating the 75% request.

As parents, this is no contest. Our money should be going to ensuring our kids have access to music class, world language programs, teachers, and counselors who will help them recover and thrive in these challenging times.

We understand that this is not a simple decision. And yet, we are dismayed at the idea of paying \$1.1 million to the bus company while cutting programs for students. We are absolutely appalled at the apparent bullying behavior of the bus company.

We urge the Committee to do the right thing, not the easy thing. Offer a fair payment but do not be cowed by threats.

Thank you for your consideration.

Sarah Concannon Smith
Benjamin Concannon Smith

Attachment 3

Hi everyone, my name is Belle McNamara, I live at 3 William Circle Rutland, and I will be speaking about the importance of arts education funding. I am a 2019 Wachusett Graduate. I spent a year at Rider University studying musical theatre, and am transferring to Northeastern in the fall to study music industry and communications.

I could speak for a while on my personal experience in the arts throughout my schooling, but I wrote a paper this past semester regarding the importance of arts education in schools, and I never dreamed that I would have to be sitting here, asking the Wachusett District to consider its priorities. The paper is nine pages, but I condensed the most important points to read today.

- No student should graduate from high school without a robust understanding of what art is and how it relates to one's happiness involving concepts like cultural development and the continuity of existence. One's relationship to art begins during childhood from the first time we hear a story or dance to a song. For me, this was Mrs. Arsenault's music class at Glenwood in first grade. Because of this joyous encounter of an artistic experience, a child will always associate the rewarding experience of learning an art form with the resulting happiness. Art speaks truth and makes space for life.
 - This is why the arts are so important in our formative years. You cannot cut art programs in elementary schools and expect that there will be students who want to study the arts in high school or beyond because they did not have that integral joyous encounter with art as a child.
- Also, a 2019 study included 10,548 students in grades 3 through 8 in over 42 different schools in Texas. The students received an influx of arts education experiences ranging from before or after school programs to in-school performances from professional artists. From this trial, Dr. Howen and Dr. Kisia discovered that an increase in arts education can reduce the proportion of

students receiving disciplinary infractions, improve writing achievement, and increase students' compassion for others

- Additionally, 86% of the sample consisted of elementary age students, and arts education also gave them more motivation when it came to classroom engagement and aspirations of college. Not only did the artistic experiences strengthen a student's skills in unrelated subjects and standardized testing, it also had a positive impact on their human characteristics, like increased empathy and aspiration.
 - When kids return to school, they are going to need the arts and inspiration more than ever.
- Also, "Successful education is not just about designing a syllabus but it is as much about creating a culture...a strong arts program in a school is likely to have a positive impact on pupils' attitudes and in turn on their general performance". As seen in the 2019 study, students who attended schools with a strong arts program and a culture that values creativity have improved mindsets and can therefore excel in class.
 - By demolishing arts programs in schools, think about the message this sends to students. It shows that you do not value creativity or compassion.
- Finally, I just want to remind everyone who you turned to during this pandemic. You turned to books, television, and music, you turned to artists. I was so fortunate to attend a district with strong arts programs and I believe it shaped me into the person and the learner I am today. If the Wachusett district is struggling with arts education funding, I cannot imagine how other schools in inner city or low income areas are dealing with this, which is why I urge everyone to sign petitions for Congress to pass the HEROES Act and write to our local and state reps,

found on the TEMPO facebook page. For some students, art is all they have and the only place where they fit in. I will always remember looking forward to my art and music classes, and some days, they were the reason I got out of bed and had the motivation to sit through my other classes.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: June 30 meeting

Kenneth Mills <Kenneth_Mills@wrsd.net>

Mon, Jun 29, 2020 at 11:56 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

----- Forwarded message -----

From: **Jeffrey Haynes** <jeffrey_haynes@wrsd.net>

Date: Sat, Jun 27, 2020 at 10:40 AM

Subject: June 30 meeting

To: <questions@wrsd.net>

Hello everyone,

I am truly sorry I can not attend tonight's meeting. I am especially disappointed that I am missing my neighbor Belle McNamara's thoughtful and eloquent report. I both appreciate and agree with the points she has raised.

In particular, I am drawn to a line in her report that underscores the value of different voices and different ideas. This resonates with me because, after hearing the powerful comments from both students and committee members at our last meeting, I feel it is essential that we form a standing committee on diversity. That need has been made painfully clear, and we have a moral, educational and societal duty to respond.

Thank you, and see you next time.

Jeff Haynes

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--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Statement

Laura Kirshenbaum <laura_kirshenbaum@wrsd.net>

Tue, Jun 30, 2020 at 8:02 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Laura Kirshenbaum:
41 Britney Dr.
Holden, MA

As we know, Heidi Lahey is stepping down from her position as the Teacher's Union President. When I was fairly new to Holden and a new and concerned parent of elementary school aged children, I sought information about the Wachusett school district and clarity on some of the challenges I thought I was seeing in the schools. I had lots of questions. Then I met Heidi, who was serving as union president and was collaborating with the citizen group, *I am Wachusett* to help address the funding concerns both locally and with the Commonwealth. To say the least, Heidi was a wealth of information to me regarding those concerns. She helped me to understand how a regional school district is resourced versus how a town or city school is resourced.

Heidi is one of those educators who relentlessly advocates for the student she teaches as well as all the students of the district. To name one specific accomplishment, Heidi was instrumental in the development and distribution of the Support Wachusett Schools campaign, which since its inception has successfully encouraged all five towns to pass the proposed budget and which I predict will be successful again this year as 4 of 5 towns have already passed to date. Second, Heidi has tirelessly worked with the MTA to shed light on Massachusetts chronic underfunding of public schools and specifically the deficient transportation reimbursement for regional school districts. Heidi has taken her job as union president and teacher to all new heights. She is unwavering in her advocacy of our students and the resources needed to support them (even if that means giving a reality check to this board once in a while). Thank you Heidi, your clarity, truth telling and tireless efforts to make our public school better will be missed.

Thank you,
Laura

[Quoted text hidden]

[Quoted text hidden]

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Attachment 6

June 30, 2020

To: Darryll McCall, Ed.D., Superintendent of Schools
From: Kenneth Mills, Wachusett Regional School District Committee, former chair
RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 19 of the 20 members of the Wachusett Regional School District Committee (WRSDC) for your 2020 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation.

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Exemplary: 1, Proficient: 7, Needs Improvement: 10, Blank:1

I-B Instruction

Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Proficient: 9, Needs Improvement: 10

I-C Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

Proficient: 10, Needs Improvement: 9

I-E Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Exemplary: 2, Proficient: 10, Needs Improvement: 7

Members noted that overall there was not sufficient evidence to support many of the indicators provided.

The superintendent was commended for frequent and regular communication, with feedback to principals and their buildings, as well as his work with his professional learning team to make data-informed decisions for the district. During the COVID-19 epidemic, he worked diligently with district, local, and state officials to ensure transparency and solid decision making. Overall his efforts during the pandemic were lauded. He was commended for beginning book groups and discussions about homework with the principals.

The superintendent was asked to provide further evidence regarding teaching and learning and practices that promote inclusive teaching. He was asked to provide further evidence of his efforts to monitor and develop a variety of formal and informal assessment methods. Regarding data-driven decision making, data compilation was noted as a positive, but analysis of the data takes a while, and plans to address areas in need of improvement are slow to be developed and implemented. Furthermore, response to survey data and resources collected on remote learning were noted as evidence of a lack of agility in the organization.

The superintendent must work to close gaps that still exist between different schools at the same grade level in the district. There isn't sufficient evidence provided that personalized learning is being implemented consistently across all schools. Evidence should be provided that demonstrates efforts to challenge the more advanced students as well as moving students in the middle to their full potential.

The committee understands that the pandemic interrupted the work on the homework reading, but wants a deeper sense of how the vision was developed and the substance of the principals' responses. Moreover the committee appreciated the evidence provided regarding the PLT meetings, direct reports, and curriculum work he has done, but the evidence provided does not give us ample insight into impact of his leadership. In that sense, there is little evidence that reflective practices include an assessment of student learning, engagement, and growth that led to adjustments in instructional practice.

Standard II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Proficient: 14, Needs Improvement: 4, Unsatisfactory: 1

II-A Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

Proficient: 9, Needs Improvement: 10

II-D Law, Ethics, and Policies

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

Exemplary: 1, Proficient: 16, Needs Improvement: 1, Unsatisfactory: 1

Members noted that the superintendent respects all stakeholders and receives feedback with respect. Some members praised the handling of the COVID crisis, in particular with limited state-level leadership. Some praised his handling of distributing food to kids in need, despite a concern about the low usage rate of the service. Another noted his proactive handling of the EEE threat. There were positive remarks about having the best interests of the community at heart during bargaining, and positive comments about his handling of the district as a system and his sense of morality, ethics, and judgement.

Concerns were expressed by members about the pace of change and action with respect to implicit bias and attention to racial issues in the district, including a lack of follow up to student and alumni comments at the June meeting. Administrative attention needs to be paid to diversity in staff at the teaching and administrative level. Members expressed concerns about the actualization of the superintendent's plans in schools about social/emotional learning and bullying, and a desire for more direction to principals that his vision be implemented consistently.

Concerns were expressed about communication to families about the transition to remote learning and the pedagogical principles behind it, and a perceived lack of follow up surveys. The issue with Medicaid reimbursement was noted as a negative, as well as the information flow and transparency. Members wished for more timely and clear communication about financial

planning and contingency planning for reopening, ahead of DESE guidance, with the superintendent taking a strong role in this planning.

Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Proficient: 11, Needs Improvement: 8

III-A Engagement

Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

Exemplary: 1, Proficient: 11, Needs Improvement: 7

III-B Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

Proficient: 11, Needs Improvement: 7, Unsatisfactory: 1

III-C Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

Exemplary: 1, Proficient: 9, Needs Improvement: 8, Unsatisfactory: 1

III-D Family Concerns

Addresses family and community concerns in an equitable, effective, and efficient manner.

Proficient: 11, Needs Improvement: 8

There were two themes that emerged from school committee feedback related to this standard. First, the superintendent continues to maintain strong relationships with town boards, police, and fire departments and he has made some progress in communicating with district stakeholders. Second, there were notable references to his increased outreach to families using surveys during the past few months, though the sentiment was shared that surveys, while an improvement, do not represent regular, two-way communication with stakeholders. The superintendent was encouraged to be a more visible presence throughout the district either in-person or via electronic communication.

Many members acknowledged that the crisis caused by COVID-19 winter presented a challenge beyond the scope of what anyone could have imagined. The superintendent again was praised for prioritizing delivery of food to our families in need and for distributing Chromebooks to families without adequate access.

Areas of concern were focused in three areas: engagement with community organizations and businesses, frequency and clarity of communication, and cultural sensitivity. The superintendent was encouraged to look beyond relationships with town boards, police, and fire, and build relationships within our community to support innovative programming or fund initiatives for our students.

As was noted, several reviewers praised the increase in frequency of communication, but encouraged improvement in mode of engagement and clarity of communications. One member noted that communication seems reactive or obligatory rather than proactive and seeking collaboration and partnership for change. A different member shared a number of suggestions, including increasing the district's social media presence, sending video messages, or hosting Q&A's to provide teachers/staff and the community an opportunity to dialogue with the superintendent. Related to the quality and transparency of communication, some members expressed concern that communications were slower than desired or missed the mark. An example provided by one member noted that none of the messages shared during the pandemic outlined the process and timeline for establishing the remote learning plan, which created a vacuum of information and left parents wondering what education for their children would look like for a period of time.

It was also noted that recent testimony from students during the June 8 school committee meeting made apparent a need for greater focus on cultural diversity and inclusivity across the district. It is unclear whether district communications are translated into multiple languages. Multiple students expressed their disappointment that a statement on diversity from the district was not shared in a timely manner and did not address students directly. There was a concern expressed that the social and emotional well-being of our minority students has been overlooked and that the opportunity to help students process recent events and know where Wachusett stands has been missed.

Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Proficient: 10, Needs Improvement 9

IV-A Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: (1) Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. (2) Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

Exemplary: 2, Proficient: 13, Needs Improvement 4

IV-B Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

Proficient: 6, Needs Improvement 11, Unsatisfactory: 2

IV-D Continuous Learning

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

Proficient: 13, Needs Improvement 6

IV-E Shared Vision

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

Exemplary: 1, Proficient: 8, Needs Improvement 10

Under this standard members noted that the superintendent has good relationships with principals and generally praised his desire to provide training via book readings and PLTs. Members note that he appears committed conceptually to change and has implemented plans for district improvement that he has advocated for with all stakeholders.

At the same time, members note that implementation of plans is lacking and/or slow, either because of budget concerns or because of the need for more boldness of leadership. The

remote learning plan seemed slow to roll out, which could reflect on the standards for excellence that is expected from the top or the need for more resources. Some members noted that requested data were slow to be delivered and that the superintendent has not made progress in setting district indicators for excellence. Many members made comments under this standard about the need for much more action in cultural competency and for more diversity in staff and administration. Overall in this standard members wanted more emphasis on the results of plans and not just that they were done, and more feedback on effectiveness of leadership. Some communication issues were noted with the community, as some in the community note that there isn't consultation even when representative committees are formed, and some community groups note a lack of receptiveness from the district about collaborations.

Progress Toward Goals

Student Learning Goal

By June 2020, the Superintendent will establish a vision for a homework philosophy and align practice to ensure a more consistent application of homework protocols across the District.

Significant Progress: 8, Some Progress: 10, Did Not Meet: 1

Professional Practice Goal

The Superintendent, by leading professional learning experiences focused on the development of culturally proficient knowledge and skills, will ensure administrators share his vision for the Wachusett district and are consistent in their practice.

Significant Progress: 5, Some Progress: 10, Did Not Meet: 4

District Improvement Goal 1

By June 2020, the superintendent will develop a 10 year plan of action to address enrollment trends throughout the district.

Met: 1, Significant Progress: 8, Some Progress: 8, Did Not Meet: 2

District Improvement Goal 2

By April 2020, the superintendent will update the Bullying Prevention and Intervention Plan (BPIP), working with the administrative team, educators and the community in the process.

Met: 7, Significant Progress: 7, Some Progress: 4, Did Not Meet: 1

The progress toward the goals was clearly affected by the COVID-19 crisis in early March. At the same time, the lack of “met” ratings is of concern.

The committee wants to see more progress toward the homework philosophy, including results, and interpretation of results, from the feedback from staff and parents. The vision is a start, but more depth and feedback is needed to guide district policy and individual teacher decisions around administration of homework.

Much more progress needs to be made in terms of bias and anti-racism. Despite the COVID interruption this needs to be much more of a priority.

The draft staffing plan was shared with the committee, although it now needs to be revised. The committee wishes for more information about how the superintendent’s principles were used to make choices about reductions, including impact on student learning and programs. The school committee continues to wish for more information about why students leave our schools and opportunities for innovative programming to create in-district magnet schools such as the STEAM program at Thomas Prince.

The bullying plan has yet to be shared with the committee. Community stakeholders were involved, research was well-considered, and the resulting plan appears reasonable, but it is difficult to evaluate without a formal presentation to the committee. A future goal could be linked to the implementation of the plan, with attention to the consistency of its implementation and on stakeholder feedback to ensure that bullying is reported.

Overall Rating

Overall Summative Rating

Proficient: 11, Needs Improvement: 7, Unsatisfactory: 1

Impact on Student Learning

High: 3, Moderate: 11, Low: 4, Blank: 1

Members noted that the size of the district and committee make it challenging for the superintendent to be responsive to all issues. Another notes the relationships he has

established with the towns and unions, and many note his calm and steady tone and his caring demeanor for faculty and staff.

There is concern that progress and positive change is slow, and such change needs clear vision and more vigorous implementation starting from the top. If the administration is too stretched to do its job, it needs to articulate this to the committee and add it to the staffing plan.

Cultural diversity and anti-racism needs to be a very high priority next year.

Remote learning needs to be better assessed and learning objectives more clearly articulated and shared with students, staff, and families. Overall communication with families could be improved in ways that facilitate two way communication. The committee did acknowledge the hard work required to meet this crisis and implement remote learning plans on the fly.

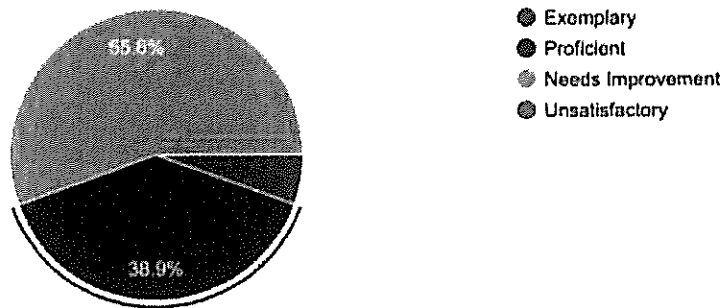
The lack of evidence presented for some indicators, and lack of evidence of impact of activities, may have influenced the overall evaluation in a negative way. We hope that activities and the evidence in support of those activities will result in higher ratings in the *Instructional Leadership* standard next year. We note the high rating in the *Law, Ethics, and Policies* indicator. Under standard four, we note the high ratings under *Commitment to High Standards*, which seems consistent with our view of the superintendent's character. In the same standard, there are lower scores for *Shared Vision*. We encourage the superintendent to work on making certain that his vision is executed throughout the district.

Overall, the ranking was 11 *proficient*, 7 *needs improvement*, and 1 *unsatisfactory*. This is a decrease in percentages of a proficient ranking from the past two years, with 11 *proficient* and 5 *needs improvement* last year, and 1 *exemplary*, 15 *proficient*, and 4 *needs improvement* two years ago. The impact on student learning was also higher last year, with 5 *high*, 9 *moderate*, and 1 *low* last year, to 3 *high*, 11 *moderate*, 4 *low*, and 1 blank this year. We encourage the superintendent to consider how to leverage his strengths and use his role as educational leader of the district to ensure that his vision is executed efficiently, consistently, and with clear two-way communication. We also encourage the superintendent and next year's evaluation subcommittee to work together early in the year to develop a more comprehensive evaluation process for next year including meaningful feedback from community stakeholders.

Standard I: Instructional Leadership

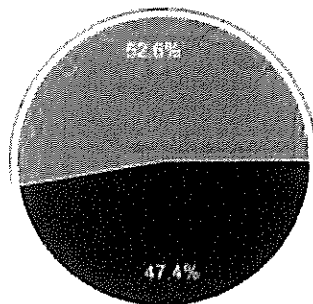
Overall Rating for Standard I

18 responses



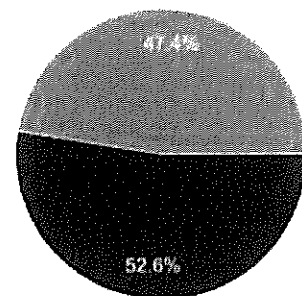
I-B Instruction

19 responses



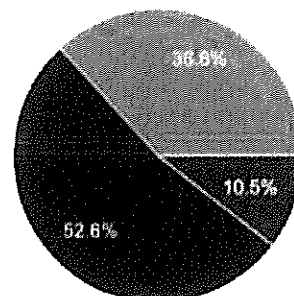
I-C Assessment

19 responses



I-E Data-Informed Decision Making

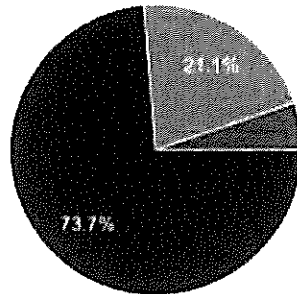
19 responses



Standard II: Management and Operations

Overall Rating for Standard II

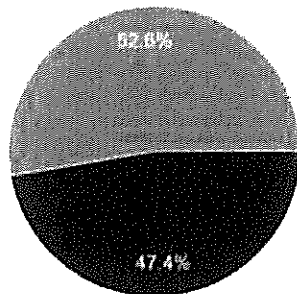
19 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

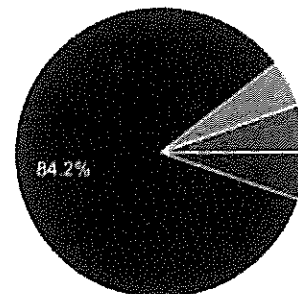
II-A Environment

19 responses



II-D Law, Ethics, and Policies

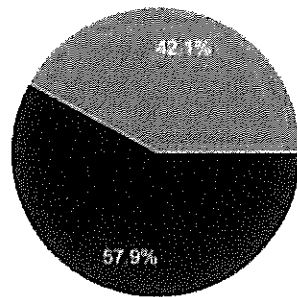
19 responses



Standard III: Family and Community Engagement

Overall Rating for Standard III

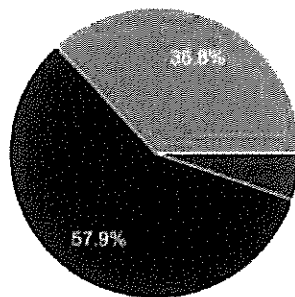
19 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

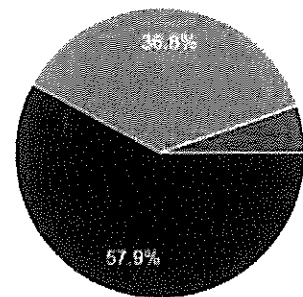
III-A Engagement

19 responses



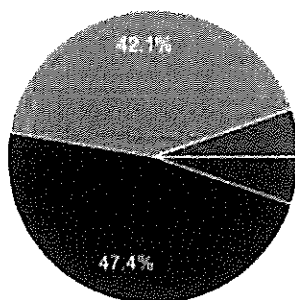
III-B Sharing Responsibility

19 responses



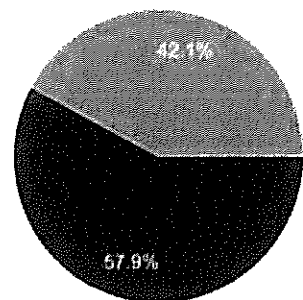
III-C Communication

19 responses



III-D Family Concerns

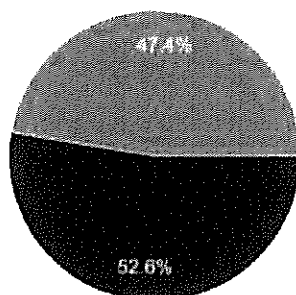
19 responses



Standard IV: Professional Culture

Overall Rating for Standard IV

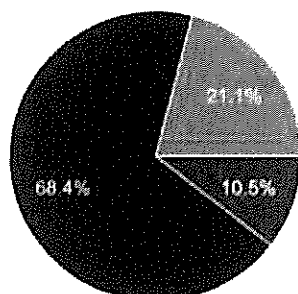
19 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

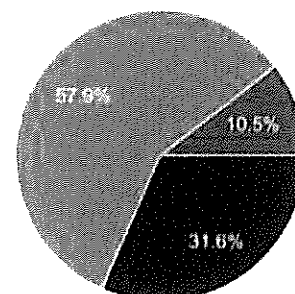
IV-A Commitment to High Standards

19 responses



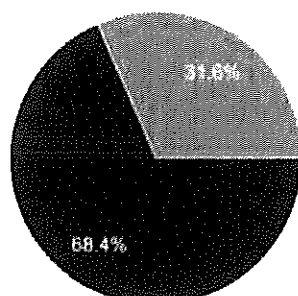
IV-B Cultural Proficiency

19 responses



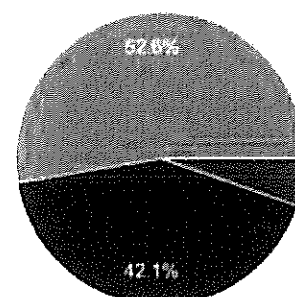
IV-D Continuous Learning

19 responses



IV-E Shared Vision

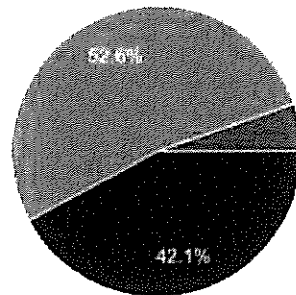
19 responses



Progress Toward Goals

Student Learning Goal

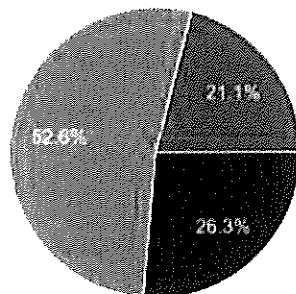
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

Professional Practice Goal

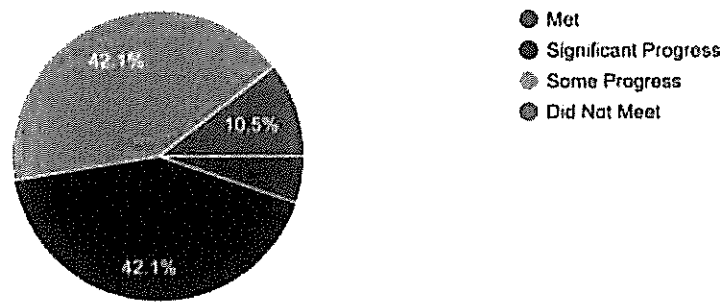
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

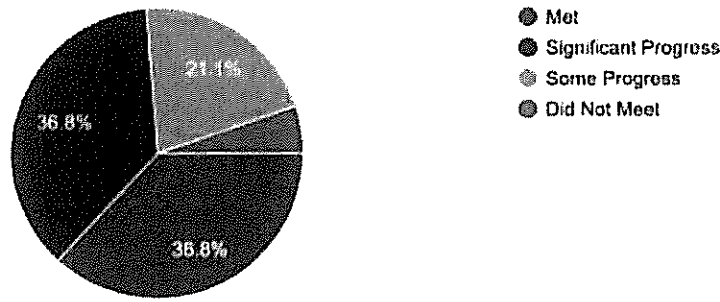
District Improvement Goal 1

19 responses



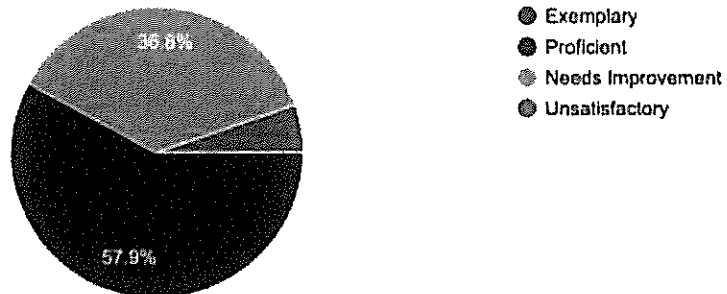
District Improvement Goal 2

19 responses



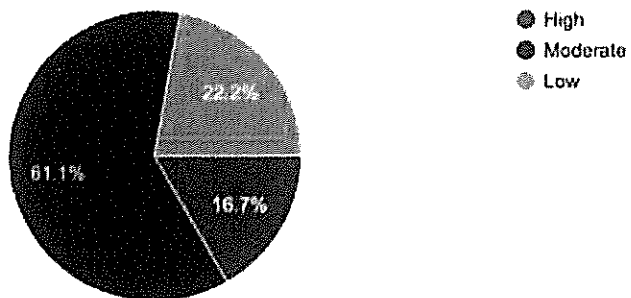
Overall Summative Rating

19 responses



Impact on Student Learning

18 responses



**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

Memorandum of Agreement COVID-19 Closure/Extended School Year (ESY)

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into by the Wachusett Regional School District (hereinafter, "District") and the Wachusett Regional Education Association (hereinafter, "Association").

WHEREAS, in connection with the public health emergency associated with the COVID-19 outbreak, Massachusetts Governor Charlie Baker has altered school operations for educational purposes, resulting in the closure of all schools in the Wachusett Regional School District,

Therefore, the Wachusett Regional School District and the Wachusett Regional Education Association hereby agree to the following for the period of ESY 2020:

The District and Association agree that it is for the mutual benefits of the community and the members of the Association to take preventative measures to combat infection and mitigate personal risk.

1. The District and the Association mutually agree to encourage members who are showing symptoms of COVID-19, exposed to COVID-19, identify themselves as high-risk as defined by the Centers for Disease Control and Prevention, or are so advised by their medical providers, to remain home and seek medical treatment as necessary. Such encouragement will be sent via email and posted in common areas.
2. For the duration of this agreement, staff will not be required to produce documentation of illness from a medical provider. If a member is feeling ill and unable to perform their duties, they shall inform the assigned ESY administrator via email as soon as possible.
3. Subject to state and federal law, the District will share with the Association non-confidential information in its possession relating to confirmed cases of COVID-19 which occur in a Wachusett Regional School District employee or student.
4. The parties agree to begin ESY remotely. If the required staffing, protective equipment, safety protocols and training cannot be established during the summer, the District will continue to provide ESY remotely. The District and the Association shall continue to meet to come to agreement on the requirements prior to in-person ESY starting in schools or at home. This includes but is not limited to: a determination on which students will attend in-person ESY, training on the appropriate use of PPE, the availability of appropriate PPE for educators and students, protocols for transportation issues that members engage in, protocols for toileting of students that are in need, protocols on appropriate restraint in this environment, the education of students on safety protocols and training on the above items. All trainings and meetings will take place within the educators contracted school day.

***ABA Teacher Responsibilities MODIFIED FOR ESY**

- Connect with families and/or students who have elected to participate in remote ESY as needed via email, phone, video chat, etc. as determined by educator in consultation with ABA PA and family, teachers will provide feedback on student work done at home in the form of parent consult via email as appropriate.

Memorandum of Agreement COVID-19 Closure/Extended School Year (ESY) (continued)

- Set clear expectations for students
- Respond to all emails promptly, at least within 24 hours Monday through Thursday.
- Share office hours with students and/or families. Office hours can be used to respond to student questions and to be available to support students.
- Remain accessible to students, parents, caregivers, colleagues and administrators within the contractual workday
- Communicate/collaborate with colleagues as needed
- Communicate/collaborate with administrators as needed
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students on their caseload
- Document services being offered to students who have elected to participate in remote ESY via email regarding modified remote learning activities that address specific goals and objectives from the student's IEP.
- As required, provide home consultation remotely with parents and District-wide BCBA to fulfill parent training as described in individual students service delivery grids
- Provide remote consultation to District paraprofessional staff for teletherapy offered by the District, which may be attended by District administrators such as the District-wide ABA Coordinator or District-wide BCBA.
- Create schedules with input from parents/guardians for students and ABA PA for delivery of services to students
- Create lessons for the ABA PAs to implement with students
- ABA teachers will participate in one lesson per student per week for students in the educators classroom
- Consult with ABA PAs on case management responsibilities for students

***Related Service Provider (OT/PT) Responsibilities MODIFIED FOR ESY**

- Set clear expectations for students
- Respond to all emails promptly, at least within 24 hours during contractual work week
- Remain accessible to students, parents, caregivers, colleagues and administrators within the contractual workday
- Communicate/collaborate with colleagues as needed
- Communicate/collaborate with administrators as needed
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students
- Document services being offered to students who have elected to participate in remote ESY via email regarding modified remote learning activities that address specific goals and objectives from the student's IEP.
- Create schedules with input from parents/guardians for students for delivery of services

Dated this _____ day of July 2020.

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Mary E. Lampron-Shepherd
President
Wachusett Regional Education Association, Inc.

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

Memorandum of Agreement

Provisions for an Early Retirement Incentive

The undersigned, Darryll McCall, Ed.D, Superintendent of Schools for the Wachusett Regional School District, hereinafter the "District" and Mary E. Lampron-Shepherd, President, Wachusett Regional Education Association, Inc. hereinafter the "WREA", do hereby agree as follows:

Professional Teacher Status WREA Members in good standing who have been active in the Massachusetts Teachers Retirement System and/or other retirement system governed by M.G.L Chapter 32 for fifteen (15) years or more and are planning to return to their teaching assignments (and have not already submitted an intent to retire) for the 2020/2021 school year are offered an Early Retirement Incentive of \$15,000, under the following conditions:

1. *Submittal to the Superintendent of Schools of an irrevocable letter of intent to retire from the Wachusett Regional School District; such letter must be received by the Superintendent's office by noon on July 31, 2020.*
2. *The effective retirement date(s) must be prior to August 31, 2020.*
3. *Payment(s) of the \$15,000 will be paid at the member's option, from September 1, 2020 through June 30, 2021.*
4. *The Superintendent reserves the right to limit the number of retirees eligible to receive the incentive based upon the needs of the District. Members will be notified by August 7, 2020.*
5. *This Agreement is non-precedent setting and expires on August 31, 2020.*

Dated this _____ day of July 2020

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Mary E. Lampron-Shepherd
President
Wachusett Regional Education
Association, Inc.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Face shields

1 message

megan_weeks@wrsd.net <megan_weeks@wrsd.net>

Wed, Jul 1, 2020 at 12:15 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed.
WRSD School Committee Member
Princeton

Begin forwarded message:

From: Kenneth Mills <Kenneth_Mills@wrsd.net>
Date: June 30, 2020 at 7:56:44 PM EDT
To: Megan Weeks <megan_weeks@wrsd.net>
Subject: Fwd: Face shields

----- Forwarded message -----

From: **Carroll, Stacey** <smcarroll88@gmail.com>
Date: Tue, Jun 30, 2020 at 7:53 PM
Subject: Face shields
To: <questions@wrsd.net>

To the school committee:

I would like to encourage consideration by the district to use clear face shields in lieu of masks for faculty and students for in-person education in the fall. Recent research has shown that face shields are equally as effective or more effective than masks. The DESE report mentions the use of reusable face

shields as an option, as well. Masks tend to result in people touching their faces more often to adjust and move the mask. More importantly, though, clear shields allow for full communicative access which is particularly needed for any students with hearing or communicative disabilities. For example, a child with a hearing loss who relies on lip reading cannot communicate with classmates wearing opaque masks and the district could potentially be required under the ADA to provide that student with full time accommodations in the form of a translator or captioning, which would be far more costly than providing face shields. Seeing facial expressions of teachers and classmates is important for best practices in learning—for all students, not just those with disabilities. The WRSD can be in the forefront of universal access by providing face shields for the upcoming year, and potentially save money by reducing the need for costly accommodations in the process. Thank you for considering this option for promoting full access and enhanced learning in the face of this crisis.

Stacey Carroll

Holden MA

--

Kenneth Mills
Wachusett Regional School District Committee

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The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Fall and AAP

megan_weeks@wrsd.net <megan_weeks@wrsd.net>

Wed, Jul 1, 2020 at 12:15 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed.
WRSD School Committee Member
Princeton

Begin forwarded message:

From: Kenneth Mills <Kenneth_Mills@wrsd.net>

Date: June 30, 2020 at 8:01:07 PM EDT

To: Megan Weeks <megan_weeks@wrsd.net>

Subject: Fwd: Fall and AAP

----- Forwarded message -----

From: **Leslie** <lam22ct@gmail.com>

Date: Tue, Jun 30, 2020 at 7:58 PM

Subject: Fall and AAP

To: <questions@wrsd.net>

Can you comment on how the guidance from the American Academy of Pediatrics and recommendations for full return to school for children plays into the decisions regarding the plans for WRSD?

Leslie Mason

--

Kenneth Mills
Wachusett Regional School District Committee



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Middle School Sports

1 message

megan_weeks@wrsd.net <megan_weeks@wrsd.net>

Wed, Jul 1, 2020 at 12:15 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed.
WRSD School Committee Member
Princeton

Begin forwarded message:

From: Kenneth Mills <Kenneth_Mills@wrsd.net>
Date: June 30, 2020 at 8:21:49 PM EDT
To: Megan Weeks <megan_weeks@wrsd.net>
Subject: Fwd: Middle School Sports

----- Forwarded message -----

From: **Jordan Jane** <jordandamelio@gmail.com>
Date: Tue, Jun 30, 2020 at 8:18 PM
Subject: Middle School Sports
To: <questions@wrsd.net>, <darryll_mccall@wrsd.net>
Cc: <christopher_labreck@wrsd.net>

Dear School Committee and Superintendent McCall,

My name is Jordan D'Amelio and I am entering eighth grade at Chocksett Middle School. When I heard that school sports could be cut I was devastated. Since I'm going into eighth grade this would be my last year to play middle school sports and I really want to play and prepare myself for high school. Academics aren't the only subjects in school that are invaluable to my classmates and I. School sports help young men and women develop traits like leadership, determination, perseverance, responsibility, and so many more. In sixth grade, I went to states for the long jump and came

home with second place. This was the best day of my life. To me, school sports are more than just a game, they have been the reason for so many good days. The fact that I might not be able to have other days like that crushes me. Being on the soccer team makes me feel accepted for who I am and that I belong. I don't want that feeling to be taken away from me. I feel like that I missed out of 7th grade since track was cancelled this year and I can't imagine feeling like that I missed out on all of eighth grade. I need school sports to keep up my physical, mental, and emotional strength. Without school sports, I wouldn't have become friends with so many kind and encouraging people, including my best friend. I would miss the excitement that pushes me through the school day when I know I have an event after. I would miss seeing my friends and making new ones. Most of all I would miss watching other people and seeing new generations of middle school sports come in the future. So please, don't cut school sports because to me they mean the world.

Sincerely,

Jordan D'Amelio

8th grader, Chocksett Middle School

--

Kenneth Mills

Wachusett Regional School District Committee

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The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Comment while watching SC meeting

1 message

megan_weeks@wrsd.net <megan_weeks@wrsd.net>

Wed, Jul 1, 2020 at 12:15 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed.
WRSD School Committee Member
Princeton

Begin forwarded message:

From: The Michalowskis <amy.michalowski@gmail.com>

Date: June 30, 2020 at 9:11:20 PM EDT

To: Kenneth Mills <Kenneth_Mills@wrsd.net>, krista_bennett@wrsd.net,
Scott_Brown@wrsd.net, michael_dennis@wrsd.net,
maleah_gustafson@wrsd.net, laura_kirshenbaum@wrsd.net,
linda_longbellil@wrsd.net, asima_silva@wrsd.net,
Christina_SmithSC@wrsd.net, adam_young@wrsd.net

Cc: megan_weeks@wrsd.net, Darryll McCall <darryll_mccall@wrsd.net>

Subject: Comment while watching SC meeting

Hello Holden SC members,

I wanted to thank the members who urged the administration to increase communication and transparency with regard to fall planning. I also wanted to express concern about the committee requesting that DESE increase capacity at the state virtual public schools.

The initial guidance requires that districts communicate with families and "have a remote learning program in place for students who are unable to return to in-person school." There may be a number of reasons a student is not able to return to school, for medical or social-emotional reasons. It is also important to remember that each student enrolled in these schools reduces our student count and we would lose student funding in a model similar to school choice.

Certainly this is no small task, but with some creativity I do believe it is possible to be innovative in staff allocation and realignment of responsibilities to meet the needs of the greatest number of our students with robust online class opportunities that are engaging and full of meaningful interactions with their students.

Amy Michalowski

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Comments on 6/30 school committee meeting

1 message

megan_weeks@wrsd.net <megan_weeks@wrsd.net> Wed, Jul 1, 2020 at 12:15 AM
To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed.
WRSD School Committee Member
Princeton

Begin forwarded message:

From: Lynn Hanley <lynnh1@charter.net>
Date: June 30, 2020 at 9:26:09 PM EDT
To: questions@wrsd.net
Subject: Comments on 6/30 school committee meeting

Good evening and thank you for the opportunity to comment.

I would like to echo the comments of Members Lavoie, Kirshenbaum, and Smith. They each raised very key issues, especially the need for timelines SOONER rather than later.

Related to the comments I would like to point out the following:

1. Hand washing — Mountview, for example, has one restroom for boys and one for girls PER FLOOR. Frequency of hand washing, and who monitors the restrooms are concerns here, as well as balancing that time with time on learning.
2. Decision on what the school year is going to look like: what are parents going to do with an elementary student if the schedule is one week in, one week out of school, or if the school day is 1/2 day?
3. Need to make public the timeline for staffing and schedule awareness:
 - a. The retirement incentive program requires teachers to notify the district

by JULY 31. Will the schedule/plan be public before then, to better inform teachers who are trying to decide whether to retire?

b. Teachers who have been pink slipped are actively looking for jobs. When might they be notified if their position is being reinstated?

c. Teachers in programmatic cuts, such as middle school foreign language, elementary music, tier 5 cuts — when might they be informed whether they have jobs or should be looking for other work, if they have not already been pink slipped?

d. Teachers who have been pink slipped - is there an opportunity for them to obtain work through DESE's online school programs?

e. In addition to PD time to learn PPE protocols, teachers are going to need PD and prep time PRIOR to start of school to adjust curriculum due to learning loss from this spring, as well as to plan for online learning if the is part of the schedule.

4. DESES recommends 3 feet versus 6 feet distancing — is the district committed to following that plan, rather than adhering to the CDC guidelines of 6 foot social distancing? Spacing in classrooms is a big concern if we are talking about fitting the same number of students in each class room.

5. Busing - I did not hear any discussion this evening on how to address social distancing on busses. Is the plan to have more busses on each bus run? Who is expected to do the sanitizing between high school, middle school, and elementary school bus routes?

Thank you again for your efforts, and for expressing my comments.

Lynn Hanley
11 Wyoming Drive
Holden

The contents of this e-mail, and any attachments, are the property of the Wachuset Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: June 29, 2020

Subject: Treasurer's Update – April 2020

I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending April 30, 2020 and feel that Treasurers cash is accurately stated.

1. The April 30, 2020 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of April 2020 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
4/3	Payroll Warrant	\$ 2,062,431.27
4/6	Warrant #26	317,876.45
4/17	Payroll Warrant	2,585,694.82
4/17	Payroll Warrant	288.46
4/17	Payroll Warrant	629.34
4/22	Warrant #27	2,272,974.18

Our excess general funds are currently earning the following rates:

MMDT	0.89%
Berkshire Bank	0.50%

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER

April 30, 2020

Bank	Account #	Fund	Description	Cashbook 4/30/2020
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	72.06
Berkshire Bank	-4534	001	Depository Account	1,004,580.38
Eastern Bank	-0264	001	Payroll Reconciliation	2,043,218.79
Fidelity Bank	-1451	050	checking - Paxton	2,518.92
Leominster Credit Union	-8861	050	checking - Mountview	2,550.00
Leominster Credit Union	-8832	050	checking - Dawson	100.00
Leominster Credit Union	-8845	050	checking - Mayo	2,500.00
Leominster Credit Union	-0244	050	checking - Sterling	2,500.00
Fidelity Bank	-1444	050	checking - Thomas Prince	2,519.97
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
TOTAL CHECKING				3,071,671.52
MONEY MARKET				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	10,952.80
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	321,722.59
Berkshire Bank	-3002	023	Middle School Athletic Revolving	43,983.55
TD Banknorth, NA	-1032	001	General Fund	26,811.04
Eastern Bank	-0363	001	General Fund	667,399.67
Eastern Bank Debit Card	-6672	001	General Fund	15,154.26
Eastern Bank Tuition	-7357	001	General Fund	80,267.12
Enterprise Bank	-3225	001	General Fund	39,852.30
Avidia Bank	-8701	001	General Fund	33,309.93
MMMT	-4707	001	Money Market	2,609,909.98
TOTAL MONEY MARKET				3,849,363.24
SAVINGS				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	6,109.93
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	7,880.49
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	12,168.85
Cornerstone Bank	-3092	022	Student Activity - CTMS	5,276.14
Cornerstone Bank	-9535	022	Student Activity - Glenwood	11,193.03
Cornerstone Bank	-3117	022	Student Activity - Naquag	12,092.27
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	6,076.12
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	10,781.12
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	6,671.67
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	6,279.92
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	5,097.05
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	18,485.86
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	55,992.42
Berkshire Bank	-2979	029	Adult Education	72.31
Fidelity Bank	-0736	050	Student Activity Depository	52,717.25
Leominster Credit Union	-6025	050	Student Activity Revolving	92,699.68
Berkshire Bank	-2987	023	Athletic revolving	53,107.53
Berkshire Bank	-2995	023	Athletic transportation	1,055.49
TOTAL SAVINGS				363,757.13
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,796.88
Leominster Credit Union		60	Bailey	2,134.42
Leominster Credit Union		60	Bradshaw	13,619.97
Leominster Credit Union		60	D'Errico	3,041.82
Leominster Credit Union		60	Finocchio	8,084.81
Leominster Credit Union		60	Fitzgerald	9,232.08
Leominster Credit Union		60	Green	6,764.20
Leominster Credit Union		60	Griffin	18,663.52
Leominster Credit Union		60	Hayman	3,238.89
Leominster Credit Union		60	Hewson	12,623.38
Leominster Credit Union		60	Lionett	8,142.58
Leominster Credit Union		60	Ljungberg	2,186.58
Leominster Credit Union		60	Naroian	10,904.22
Leominster Credit Union		60	Shaillale	4,740.54
Leominster Credit Union		60	Tarkiainen	7,418.25
Leominster Credit Union		60	Thibodeau	12,576.85
Leominster Credit Union		60	Wachusett #2	60,301.48
Leominster Credit Union		60	Wesley	6,059.40
Leominster Credit Union		60	White	1,175.33
TOTAL CDs				201,705.20
OPEB				
Bartholomew and Company	-3593	70	OPEB	9,992.43
TOTAL OPEB				9,992.43
TOTAL				7,496,489.52

Adjusted Cashbook	7,496,489.52
General Ledger	7,496,489.52
Variance	0.00
General Fund Total	6,520,575.53

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE
June 2020 – May 2021

Attachment 1
July 9, 2020

<u>Name</u>	<u>Term Expires</u>	<u>Home Address & Phone</u>
Nicole Amos	2021	58 Bushy Lane Rutland, MA 01543 (508) 308-0882 nicole_amos@wrsd.net
Krista Bennett	2023	8 Boyden Road Holden 01520 (408) 771-4279 krista_bennett@wrsd.net
Scott Brown	2023	151 Highland Street Holden 01520 (508) 789-0711 scott_brown@wrsd.net
Michael Dennis	2023	15 Cypress Circle Holden 01520 (978) 853-1278 michael_dennis@wrsd.net
Maleah Gustafson	2022	63 Heather Circle Jefferson 01522 maleah_gustafson@wrsd.net
Sherrie Haber	2022	1 Olivia Lane Rutland 01543 sherrie_haber@wrsd.net
Jeffrey Haynes	2021	4 William Circle Rutland 01543 jeffrey_haynes@wrsd.net
Robert Imber	2021	1 Clearings Way Princeton 01541 (978) 481-6999 robert_imber@wrsd.net
Laura Kirshenbaum	2023	41 Britney Drive Holden 01520 laura_kirshenbaum@wrsd.net
Matthew Lavoie	2022	28 Grizzly Drive Rutland 01543 (857) 891-6164 matthew_lavoie@wrsd.net
Linda Long-Bellil	2021	35 Brentwood Drive Holden 01520 (508) 304-1920 linda_longbellil@wrsd.net
Kenneth Mills	2022	22 Flagler Drive Holden 01520 (774) 230-4712 kenneth_mills@wrsd.net
Benjamin Mitchel	2021	7 Colony Lane Paxton 01612 (508) 208-7728 benjamin_mitchel@wrsd.net

6/30/2020

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE

June 2020 – May 2021

Karl Ottmar	2023	232 West Street Paxton 01612 (434) 242-7042 karl_ottmar@wrsd.net
Deidre Shapiro	2023	3 Pinewood Lane Sterling, MA 01564232-4957 deidre_shapiro@wrsd.net
Asima Silva	2021	75 Nelson Street Holden 01520 (508) 852-1246 asima_silva@wrsd.net
Christina Smith	2022	362 Sterling Road Jefferson 01522 (508) 468-7929 christina_smithSC@wrsd.net
Megan Weeks	2022	137 Wheeler Road Princeton 01541 (860) 841-4809 megan_weeks@wrsd.net
Kelly Williamson	2023	17 Redstone Hill Road Sterling, MA 01564 (774) 232-4957 kelly_williamson@wrsd.net
Linda Woodland	2022	4 Deborah Lane Sterling 01564 linda.woodland@wrsd.net
Adam Young	2021	434 Shrewsbury Street Holden 01520 (774) 272-0182 adam_young@wrsd.net

Wachusett Regional School District Committee Subcommittee Assignments 2020-2021

<u>Business/Finance</u> Michael Dennis, Chair Maleah Gustafson Kenneth Mills Benjamin Mitchel Karl Ottmar	<u>Education</u> Christina Smith, Chair Nicole Amos Krista Bennett Sherrie Haber Robert Imber Laura Kirshenbaum Linda Long-Bellil Deidre Shapiro	<u>Legal Affairs</u> Scott Brown, Chair Robert Imber Kenneth Mills Karl Ottmar	<u>Management</u> Megan Weeks, Chair Michael Dennis, Vice-chair Scott Brown Matthew Lavoie Christina Smith Adam Young
<u>Superintendent Goals and Evaluation</u> Matthew Lavoie, Chair Laura Kirshenbaum Kelly Williamson Linda Woodland			
WRSD By-Laws specify the Chair of the School Committee is an ex-officio member of all standing subcommittees.			
<u>Audit Advisory Board</u> Benjamin Mitchel, Chair	Adam Young, Vice-chair		
<u>School Council Liaisons</u> Central Tree Middle School – Chocksett Middle School – Kelly Williamson Davis Hill Elementary School – Kelly Williamson Dawson Elementary School – Laura Kirshenbaum Glenwood Elementary School – Nicole Amos Houghton Elementary School – Deidre Shapiro Mayo Elementary School – Adam Young	Mountview Middle School – Scott Brown Naquag Elementary School – Paxton Center School – Karl Ottmar Thomas Prince School – Asima Silva WRHS – Kenneth Mills Special Ed. Parent Advisory Council – Maleah Gustafson ECC – Linda Woodland		

Business/Finance Subcommittee

Monday, July 13, 2020
6:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

- I Call to Order
- II Election of Vice-chair
- III FY20 Budget Update
- IV FY20 Budget Transfers
 - To authorize a budget transfer of \$312,171 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
 - To authorize a budget transfer of \$42,476 from the Operations and Maintenance Appropriation to the Special Education Tuitions Appropriation.
- V Transportation Settlement Update
 - Administration requests support of the following two (2) motions to be brought forward to the full School Committee:
 - To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District, and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
- VI Contingency Planning for the FY21 Budget
 - Schedule of Deliverables
 - Revised Tiered Document
- VII Recommendation for School Committee Approval of FY21 Student Activity Funds and Revolving Funds
- VIII Approval of Minutes
- IX Next Meeting
- X Adjournment

The above agenda items are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Wachusett Regional School District Committee

Monday, July 13, 2020
7:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

- Public Hearing
- Chair's Opening Remarks
- Student Representatives' Reports
- Superintendent's Report
 - Discussion of Report
 - Reopening Task Force and Next Steps
 - Update on Tiered Reductions
 - Recommendations Requiring Action by the School Committee
 - To support the Resolution in Support of Education Funding for COVID-19
 - To support the Anti-Racism Resolution
 - To approve the School Committee 2020-2021 meeting calendar
 - To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.

- To authorize a budget transfer of \$312,171 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
- To authorize a budget transfer of \$42,476 from the Operations and Maintenance Appropriation to the Special Education Tuitions Appropriation.
- To authorize the listed FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
- To authorize the listed FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
- To appointment an Ad Hoc Subcommittee on Diversity, Equity, and Anti-Racism

Unfinished Business**Secretary's Report**

- Approval of Executive Session Minutes of the WRSDC held on 3/9/2020
- Approval of Executive Session Minutes of the WRSDC held on 5/11/2020
- Approval of the #1344th Regular Meeting Minutes of the WRSDC held on 5/26/2020
- Approval of the #1345th Regular Meeting Minutes of the WRSDC held on 6/8/2020
- Approval of the Organizational Meeting Minutes of the WRSDC held on 6/30/2020
- Approval of the #1346th Regular Meeting Minutes of the WRSDC held on 6/30/2020

Treasurer's Report/Financial Statements**Committee Reports**

- Management Subcommittee
- Education Subcommittee
- Business/Finance Subcommittee
- Legal Affairs Subcommittee
- Superintendent Goals and Evaluation Subcommittee
- Facilities and Security Subcommittee
- Audit Advisory Board
- Ad-Hoc Subcommittee
 - I. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract
 - I. Motion: To discharge the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract
- Building Committees

School Council Reports**Public Hearing****New Business****Adjournment**

The above agenda items are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Attachment 4
July 9, 2020

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE
Megan Weeks, Chair
1745 Main Street
Jefferson, MA 01522

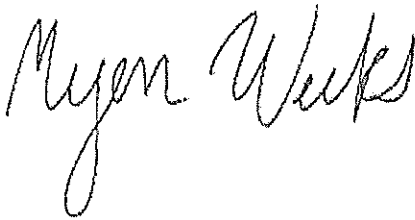
July 7, 2020

Mr. Ezequiel Ayala, Jr.
8 Sterling Avenue
Sterling, MA 01564

Dear Mr. Ayala:

On behalf of the Wachusett Regional School District Committee and District administration, I thank you very much for the time you served on the Audit Advisory Board, representing the Town of Sterling.

Sincerely yours,

A handwritten signature in black ink that reads "Megan Weeks". The signature is written in a cursive, flowing style.

Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Benjamin Mitchel, Chair, Audit Advisory Board
Ross Perry, Sterling Town Administrator
Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

*Megan Weeks, Chair
1745 Main Street
Jefferson, MA 01522*

July 7, 2020

Mr. Ross Perry
Town Administrator
Town of Sterling
One Park Street
Sterling, MA 01564

Dear Mr. Perry:

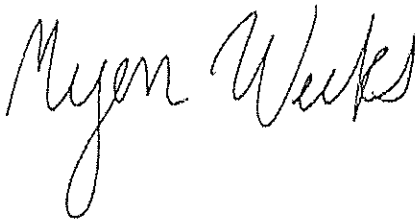
The Audit Advisory Board of the Wachusett Regional School District Committee is a seven member board, consisting of representatives from the five Member Towns and two School Committee members. Appointments to the Audit Advisory Board are for three years, on a rotating basis. Sterling resident Ezequiel Ayala served on this board for three years, with his term expiring June 30th of this year.

In order to bring the Audit Advisory Board to full membership, we are in need of a Sterling resident to serve on the Board. I am hoping that you, your Selectboard, or the Finance Committee might be able to recommend a candidate to represent your town on the Audit Advisory Board. Your assistance with this request will be much appreciated.

I can be reached at megan_weeks@wrsd.net should you, or a possible candidate, have questions or wish to discuss this appointment. I have enclosed a copy of WRSDC Policy 4713.1 *Audit Advisory Board* for your information.

Thank you very much for your attention to this request.

Sincerely yours,



Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Benjamin Mitchel, Chair, Audit Advisory Board
Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

Enclosure
MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Megan Weeks, Chair

1745 Main Street

Jefferson, MA 01522

July 7, 2020

Ms. Sherry Patch
Town Administrator
Town of Princeton
6 Town Hall Drive
Princeton, MA 01541

Dear Ms. Patch:

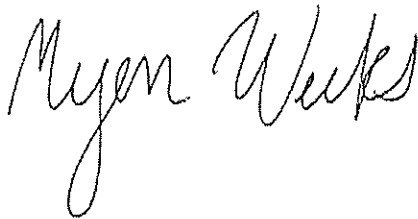
The Audit Advisory Board of the Wachusett Regional School District Committee is a seven member board, consisting of representatives from the five Member Towns and two School Committee members. Appointments to the Audit Advisory Board are for three years, on a rotating basis. The Princeton seat on the AAB has been vacant for two years.

In order to bring the Audit Advisory Board to full membership, we are in need of a Princeton resident to serve on the Board. I am hoping that you, your Selectboard, or the Advisory Committee might be able to recommend a candidate to represent your town on the Audit Advisory Board. Your assistance with this request will be much appreciated.

I can be reached at megan_weeks@wrsd.net should you, or a possible candidate, have questions or wish to discuss this appointment. I have enclosed a copy of WRSDC Policy 4713.1 *Audit Advisory Board* for your information.

Thank you very much for your attention to this request.

Sincerely yours,



Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Benjamin Mitchel, Chair, Audit Advisory Board
Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

Enclosure
MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Megan Weeks, Chair

1745 Main Street

Jefferson, MA 01522

July 7, 2020

Mr. Michael Nicholson
Town Administrator
Town of Rutland
246 Main Street
Rutland, MA 01543

Dear Mr. Nicholson:

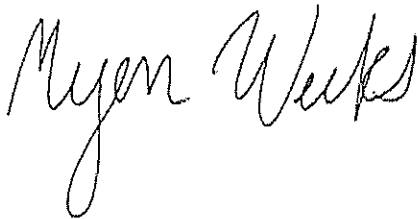
The Audit Advisory Board of the Wachusett Regional School District Committee is a seven member board, consisting of representatives from the five Member Towns and two School Committee members. Appointments to the Audit Advisory Board are for three years, on a rotating basis. The Rutland seat on the AAB has been occupied by a non-Rutland resident for several years, service that we much appreciate.

In order to bring the Audit Advisory Board to full membership, we are in need of a Rutland resident to serve on the Board. I am hoping that you, your Selectboard, or the Finance Committee might be able to recommend a candidate to represent your town on the Audit Advisory Board. Your assistance with this request will be much appreciated.

I can be reached at megan_weeks@wrsd.net should you, or a possible candidate, have questions or wish to discuss this appointment. I have enclosed a copy of WRSDC Policy 4713.1 *Audit Advisory Board* for your information.

Thank you very much for your attention to this request.

Sincerely yours,



Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Benjamin Mitchel, Chair, Audit Advisory Board
Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

Enclosure

**Wachusett Regional School District Committee
July 2020-May 2021**

July 13, 2020	Virtual Meeting via Google Meet
July 27, 2020	Virtual Meeting via Google Meet
August 10, 2020	Virtual Meeting via Google Meet
August 24, 2020	Virtual Meeting via Google Meet
September 14, 2020	Location: format of meeting (virtual v in-person) TBD
September 29, 2020 (Tuesday)	Location: format of meeting (virtual v in-person) TBD
October 13, 2020 (Tuesday)	Location: format of meeting (virtual v in-person) TBD
November 9, 2020	Location: format of meeting (virtual v in-person) TBD
December 7, 2020	Location: format of meeting (virtual v in-person) TBD
January 11, 2021	Location: Wachusett Regional High School, Holden (TBD)
January 25, 2021	Location: Wachusett Regional High School, Holden (TBD)
February 8, 2021	Location: Wachusett Regional High School, Holden (TBD)
March 1, 2021	Location: Wachusett Regional High School, Holden (TBD)
March 15, 2021	Location: Wachusett Regional High School, Holden (TBD)
April 12, 2021	Location: Wachusett Regional High School, Holden (TBD)
April 26, 2021	Location: Wachusett Regional High School, Holden (TBD)
May TBD	Location: Wachusett Regional High School, Holden (TBD)

(approved by the WRSDC)



July 9, 2020

Rebecca Petersen <rebecca_petersen@wrsd.net>

Google Hangouts Meet Requirements

Barry Sclar <barry_sclar@wrsd.net>

Wed, Mar 18, 2020 at 9:54 PM

To: Kenneth Mills <Kenneth_Mills@wrsd.net>, Rebecca Petersen
<rebecca_petersen@wrsd.net>

Google Hangouts Meet works with the latest versions of all major browsers (Chrome, Firefox, Safari, Edge).

When joining the meeting, be sure to allow camera and microphone access if prompted.

If you plan to join using an iOS or Android device, install the Hangouts Meet app ahead of time.

Hangouts Meet for Android

Hangouts Meet for iOS

You can click the meeting link at any time (even right now) to test your device compatibility.

BARRY SCLAR | SUPERVISOR OF INFORMATION SERVICES
WACHUSETT REGIONAL SCHOOL DISTRICT | 508-829-1670 x269

The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.

Wachusett Regional School District

Reopening Health & Safety Advisory Task Force Initial Recommendations Report



July, 2020

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

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WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

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WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Introduction

The following report includes recommendations made by members of the District Reopening Health & Safety Advisory Task Force. The Task Force was initiated by Superintendent Darryll McCall in May, 2020 in order to supplement the district's planning process for a potential Fall, 2020 school reopening. Despite the absence of official recommendations or guidance from the Massachusetts Department of Elementary and Secondary Education (DESE) during the Task Force planning that occurred in June, 2020, the process and domain areas focused on by the Task Force are in close alignment with the DESE's "[Initial Fall School Reopening Guidance](#)" document released on June 25, 2020.

The district recognizes the multi-layered complications that a potential school reopening during the COVID-19 pandemic brings. There is a wide range of thoughts, feelings, and emotions related to both the extended school closure (during the Spring of 2020) and the potential reopening of schools in the Fall of 2020. The voices of key stakeholder groups, including students, parents, faculty, staff, school and district administration, as well as members of the local community, will be included meaningfully in the district's planning for reopening schools. The ideas and input of members of these stakeholder groups will help to strengthen the final plan, as well as to expose potential blindspots that may not be exposed if the planning were to occur in isolation and without stakeholder input.

Additionally, the COVID-19 worldwide pandemic has sparked increased fear, anxiety, and the pervasive feeling of helplessness in many people across the world and within our district community. The fear of ourselves or a loved one becoming ill, loss of employment, loss of freedom of movement, and the collective trauma experienced by so many of us throughout the past few months and currently have had a negative cumulative effect on our sense of personal agency. The Task Force is an opportunity to turn fear into action; anxieties into recommendations; isolation into collective decision-making. The only way forward is through, and the Task Force represents a movement away from *describing problems* and towards *solving problems*.

The recommendations in this Report are based on the best available information at the time of the planning meetings. The Task Force recognizes that all of the recommendations may not be feasible or possible based on budgetary and other limitations, and that the District will ultimately need to develop its own comprehensive plan for reopening schools, using the recommendations in this report as a road map for infusing best practices to promote the health and safety of all children and adults in school buildings.

It is the intent of the District to maintain the Task Force at least through the 2020-2021 school year in order to be a conduit for stakeholder input, to provide feedback and recommendations for District reopening plans as they are solidified, and to allow the District to be prepared for potential future pandemics that require drastic changes to the traditional model of teaching and learning.

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Task Force Process Overview:

Goals of the Task Force:

1. *Develop a set of recommendations for Fall, 2020 school re-opening, focusing on student health, emotional and academic domains.*
2. *Review available state and federal guidance for reopening schools in a safe manner.*
3. *Collect and consolidate local stakeholder feedback about what is needed for a safe school reopening.*
4. *Explore possible contingency plans for reopening schools.*

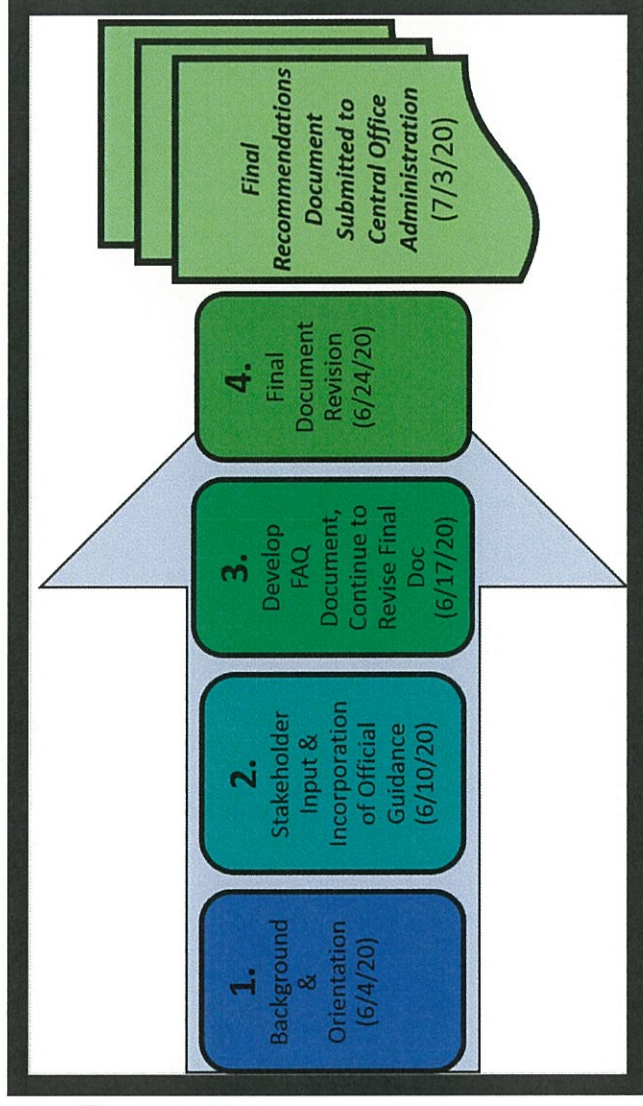
Task Force Process

Given the District's sense of urgency to generate preliminary plans for a potential reopening of schools in the Fall, the Task Force timeline was expedited to occur in the month of June (see visual to the right). Four whole-group Task Force virtual meetings were held, with small group virtual meetings held focused on subdomains.

Group norms were established in order to promote equal voice of all Task Force members, as well as to create a climate conducive to collaboration, collegiality, and open discussion.

The norms established to guide the Task Force discussions are:

1. *Sit with the uncertainty*
2. *Assume positive intent*
3. *Agree/disagree with ideas (not people)*
4. *Take an inquiry stance (ask questions)*
5. *Share "air time" / equal voice*



WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

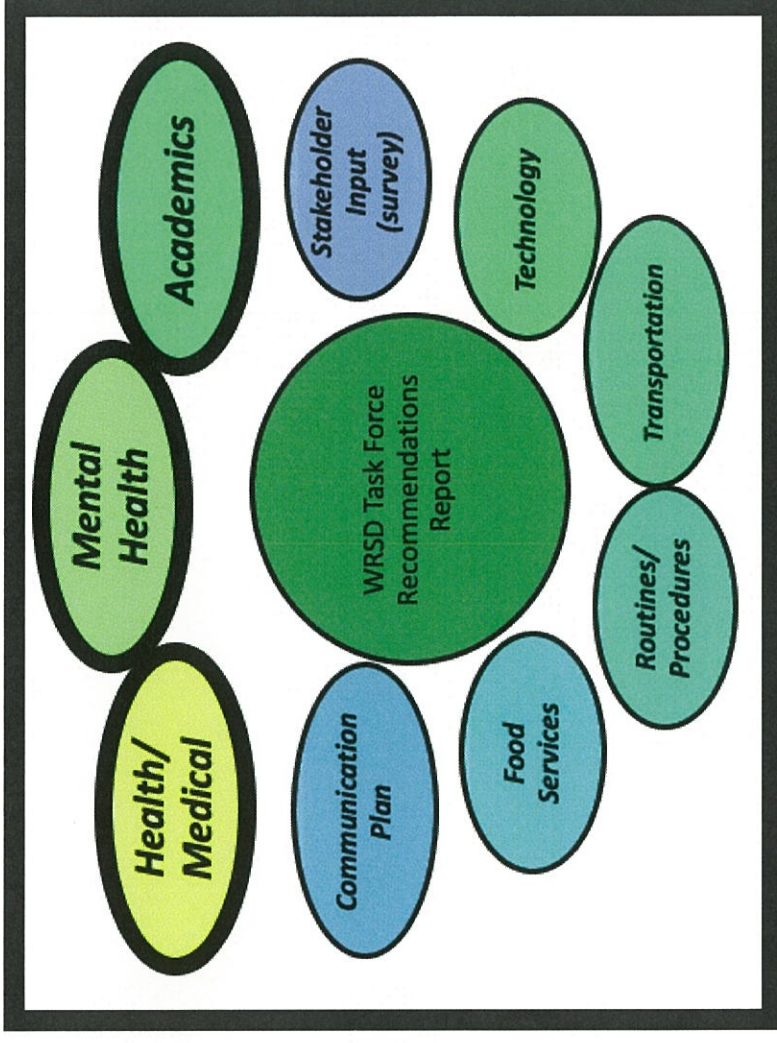
Multiple feedback channels were made available to Task Force members, including surveys, discussions during Task Force meetings, discussions and correspondence with the facilitator, and discussions during sub-committee meetings.

Domains of Focus

Members of the Task Force were divided into sub-groups that focused on specific domains that will be crucial considerations for the safe opening of schools in light of the current COVID-19 pandemic (see visual to the right).

The three main domains covered by the sub-groups were *Health/Medical*, *Mental Health*, and *Academics*. The facilitator assigned people to groups based on their expertise, interests, and background, and adjustments were made to these assignments based on feedback from Task Force members.

The recommendations found in each sub-domain later in this report were made by members of the small groups with feedback from the whole Task Force.



Task Force Membership Recommendations:

As we move into the next phase of planning during the Summer, 2020, it is important to add additional Task Force members to ensure equity of voice, and to ensure that each domain can be adequately-addressed with meaningful input from related stakeholders.

The following additions of Task Force members are recommended:

1. *Member of the WRSD Special Education Parent Advisory Council (SEPAC)*
2. *Additional parents/guardians*
3. *Building and grounds administrator*
4. *School-based custodian*

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Task Force Members:

Central Office Administration:

1. Dr. Darryll McCall, Superintendent of Schools
2. Dr. Brendan Keenan, District Director of Social-Emotional Learning (Task Force facilitator)
3. Margaret Barton, Supervisor of School Nutrition
4. Dan Deedy, Director of Business & Finance
5. Carol Hume, Special Education Coordinator
6. Barry Sclar, Supervisor of Information Services
7. Lincoln Waterhouse, Special Education Coordinator

School Administration:

1. Tammy Boyle, Principal, Thomas Prince School
2. Andrew Costa, Assistant Principal, WRHS
3. Melissa Wallace, Principal, Dawson Elementary School

Students:

1. Evangeline Welch, Incoming 12th grader (WRHS)
2. Alexis Pratt, Incoming 12th grader (WRHS)

School Nurses:

1. Sandra Berquist, Davis Hill Elementary School (Nurse Leader)
2. Laurie Coe, Mayo Elementary School
3. Lisa Lamoureaux, Chocksett Middle School
4. Luong Duong, WRHS

Parents & Community:

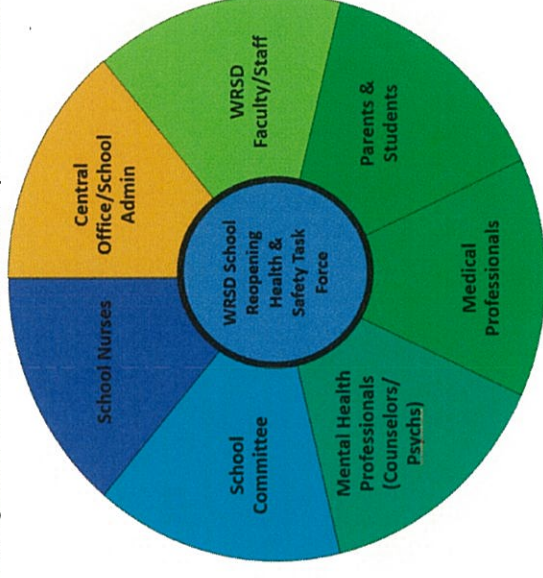
1. Dr. Timothy Hogan, Pediatrician & Dawson parent
2. Dr. Vanessa Lin, Pediatrician & Dawson parent
3. Dr. Patricia Seymour, Family Practice Physician and Mayo parent
4. Dr. Jessica Griffin, Executive Director or the UMass Medical Child Trauma Training Center and Paxton Center parent
5. Dawn Desilets Sulmasy, Parent, WRHS

School Committee:

1. Sherrie Haber, Town of Rutland
2. Adam Young, Town of Holden
3. Dr. Linda Long-Bellil, Town of Holden

Faculty & Staff:

1. Kayla Sanko, ECC teacher
2. Amy Norton, Paxton Center teacher (Elementary K-2)
3. Mike Lague, Glenwood teacher (Elementary 3-5)
4. Mary Beth Petit, Mountview teacher (Secondary 6-8)
5. Alicia Jasiekiewicz, WRHS teacher (9-12)
6. Lynn Leschke, WRSD teacher (9-12)
7. Tracy Kasparian, Special Education teacher (Mountview)
8. Jennifer Reilly, School Counselor (WRHS)
9. Dr. Timothy Connors, School Psychologist (WRHS)
10. Jessica Maguire, School Counselor (Paxton Center School)



Task Force Recommendations

Group 1: Health/Medical

Group Members:

1. Tim Hogan
2. Vanessa Lin
3. Patricia Seymour
4. Adam Young
5. Sandra Berquist
6. Laurie Coe
7. Lisa Lamoureux
8. Luong Duong

Guiding Principles:

1. We cannot eliminate risk of COVID-19 to students, staff and the community but we will look for opportunities for risk reduction.
2. We will make recommendations based on the CDC, DPH, DESE, NCSFCS (National Council on School Facilities and Cooperative Strategies) guidance and the best evidence acknowledging that this is evolving.
3. We are not necessarily limiting our recommendations to resource or budgetary limits of WRSD as many of these are unknown to this group. Certainly, not all of our recommendations are feasible and we defer to WRSD making these ultimate decisions.

Time Sensitive Issues:

1. Purchase of PPE and hand sanitizer in sufficient volumes is time sensitive.
2. Communication with families about the need for masks
3. Staffing (medical staff (priority for LPN/MA), substitute teachers and custodial staff) is a major concern
4. Admin should create schedule for entrance screeners

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Recommended Procedures (include new policies in staff orientation procedures):

- 1.) [Screening checklist procedure](#)
- 2.) [Student Mask procedure](#)
 - a.) [Letter to families re: mask wearing](#)
- 3.) [Staff Mask procedure](#)
- 4.) [When to Visit the RN office including isolation space](#)
- 5.) [Student and Staff hand washing procedure](#)
- 6.) [Persons with possible Covid19](#)
- 7.) [Student dismissal procedure](#)
- 8.) Student absenteeism protocol
- 9.) "Back to school" contract with student/parent signatures (hand washing, mask wearing, dismissal procedures, absenteeism procedures)

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Health/Medical			
Sub- Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
Prevention	<p><i>Consider the risk to the community; specifically, the need for other childcare arrangements if schools are closed. The risk of COVID-19 transmission therefore is not 0 to our students and families even in this remote learning scenario.</i></p>	<ul style="list-style-type: none"> Required student & staff masks (see mask policy; some exceptions apply; shields if mask cannot be tolerated) Distancing in classrooms and while travelling through halls/on grounds as a group Alcohol based hand sanitizer dispensers should be placed at school entrances and entrances to every shared area if in use (cafeteria, gym, etc) Alcohol based hand sanitizer should be available in each classroom per DESE guidelines (1/3 gallon per classroom per week) Create a <u>handwashing policy</u> to guide student/parent expectations including routine schedule. Create a <u>new procedure that controls RN office flow and volume</u> and communicate to all school staff and parents. (decrease usage as able, reduce parent pick up delays) Assign Entrances and Exits Design one way paths through the school to limit hallway traffic Stagger student arrival (walkers, individual buses) Instructional spaces should have 3' of personal space per student 	<ul style="list-style-type: none"> Required student & staff masks (see <u>mask policy</u>; some exceptions apply; shields if mask cannot be tolerated) Alcohol based hand sanitizer dispensers should be placed at school entrances and entrances to every shared area if in use (cafeteria, gym, etc) Alcohol based hand sanitizer should be available in each classroom per DESE guidelines (1/3 gallon per classroom per week) Create a <u>handwashing policy</u> to guide student/parent expectations including routine schedule.. Create a <u>new procedure that controls RN office flow and volume</u> and communicate to all school staff and parents. (decrease usage as able, reduce parent pick up delays) Assign Entrances and Exits Design one way paths through the school to limit hallway traffic Stagger student arrival (walkers, individual buses) High touch surfaces should be cleaned at least twice daily with disinfectant Students use only personal desks or assigned tables to the degree they are able based on the academic plan. Older

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

		<ul style="list-style-type: none"> High touch surfaces should be cleaned at least twice daily with disinfectant Students use only personal desk to the degree they are able based on the academic plan. Older students will wipe down their space when leaving with disinfecting wipes. If tables are used instead of desks, fewer students should be assigned to tables consistent with the 3' distancing guidelines. 	students will wipe down their space when leaving with disinfecting wipes.
	Remote Learning Only	Hybrid	In-School Only
<i>Screening</i>	<i>N/A</i>	<ul style="list-style-type: none"> DESE does not recommend temp screenings Parent education and self reporting CDC requires universal screening: checklist of symptoms and contacts required for school entry each day 	
	Remote Learning Only	Hybrid	In-School Only
<i>Surveillance</i>	<i>N/A</i>	<ul style="list-style-type: none"> New absenteeism protocol (see below) Enhance communication with extended care programs Designate one contact per school for COVID-19 related communication and surveillance (not school primary RN) 	
	Remote Learning Only	Hybrid	In-School Only
<i>Supplies</i>	<i>N/A</i>	<ul style="list-style-type: none"> ASAP Order PPE supplies (masks (surgical and N95), faceshields, eye protection, barrier gowns) for health offices and staff - see DESE guidance (June 6th) Identify PPE online teaching tools (masks, faceshields, eye protection, barrier gowns) or develop inservices. Create PPE conservation and recycling strategies (see below) Hand sanitizer and freestanding dispensers must be obtained prior to school opening 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	Remote Learning Only	Hybrid	In-School Only
Cleaning Procedures	N/A	<ul style="list-style-type: none"> Students use only personal desk to the degree they are able based on the academic plan. Older students will wipe down their space when leaving with disinfecting wipes. If tables are used instead of desks, tables should be cleaned between uses by "sets" of students. Classrooms cleaned nightly (additional custodial staff will be needed) RN office cleaning should include custodial protection (including mask, eye protection, gown) Develop RN office waste procedure Bus cleaning occurs XXX Standardize products between schools (cleaning vs. disinfecting) 	
	Remote Learning Only	Hybrid	In-School Only
High Risk Situations and Mitigation Strategies (see Routines/Procedures section)	N/A	<ul style="list-style-type: none"> Nurses Office Buses Lunchtime Switching classes LPN/MA "Surge" staffing including 1 additional staff person at every school (2 at the high school) 	
	Remote Learning Only	Hybrid	In-School Only
Training (parents, students, faculty, staff)	N/A	<ul style="list-style-type: none"> Draft letter (WRSD-->parents) by June 20th regarding the need for student masks (certain exceptions) Survey to parents regarding reducing the burden of mask wearing included with letter. School Staff (RN and back up) donning and doffing training video 	
	Remote Learning Only	Hybrid	In-School Only
Procedures for suspected infection	N/A	<ul style="list-style-type: none"> For students and staff that develop symptoms while at the school follow the <u>persons with possible COVID-19</u> protocol For students and staff that have symptoms prior to work that could be c/w COVID-19 they should stay home and follow the <u>persons with possible COVID-19</u> protocol 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	Remote Learning Only	Hybrid	In-School Only
Facilities (e.g. isolation room)	N/A	<ul style="list-style-type: none"> Each school should designate an area that can be monitored by the medical staff (proximity to RN office and window viewing) where a student with symptoms c/w COVID-19 can isolate (door can be closed, separate from the health office) while awaiting a safe school dismissal plan. 	
Communication with DPH	Necessary regarding reopening dates (based on regional statistics)	<ul style="list-style-type: none"> Necessary for case identification, contact tracing, quarantining of contacts and post-COVID-19 school re-entry. This may be best managed centrally or with additional personnel (supervisory RN, etc) Designate one contact per school for COVID-19 related communication and surveillance (not school primary RN) 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Group 1: Routines/Procedures

Group Members:

1. Tim Hogan
2. Vanessa Lin
3. Patricia Seymour
4. Adam Young
5. Sandra Berquist
6. Laurie Coe
7. Lisa Lamoureux
8. Luong Duong

Routines/Procedures			
Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
<i>Drop-off/Pick-up of students</i>	N/A	<ul style="list-style-type: none"> • This depends on the ultimate bus model • Consider staggering bus arrivals • Encourage parents to use parent transportation to minimize bus volume • School entrance & exits should be marked and separate; • Consider grade-specific entrances or staggered arrival by grade or classroom. • Attestation of no symptoms required prior to school entrance (screening required) • Handwashing should be facilitated at entrances (hand sanitizer) 	<ul style="list-style-type: none"> • This depends on the ultimate bus model • Consider staggering bus arrivals • Encourage parents to use parent transportation to minimize bus volume • School entrance & exits should be marked and separate; • Consider grade-specific entrances or staggered arrival by grade or classroom. • Attestation of no symptoms required prior to school entrance (screening required) • Handwashing should be facilitated at entrances (hand sanitizer stations must be placed at each entrance to the schools)

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

		stations must be placed at each entrance to the schools)	
	Remote Learning Only	Hybrid	In-School Only
<i>Cleaning & Disinfection</i>	<i>Prior to return to school/reopening</i>	<ul style="list-style-type: none"> • (Group 1 has requested custodial staff representation to guide this) • Standardized supplies and cleaning protocols between schools • Develop protocols for clearing these high risk areas: <ol style="list-style-type: none"> 1. RN office 2. cafeteria (if in use) 3. isolation room procedures 4. bathrooms 5. main office 6. shared spaces such as PODS 7. locker areas 8. library 	
	Remote Learning Only	Hybrid	In-School Only
<i>Signs & Messaging</i>	<i>N/A</i>	<ul style="list-style-type: none"> • Clearly Mark: <ol style="list-style-type: none"> 1. Entrances 2. Exits 3. Flow of traffic • Reminders for handwashing • Clear identification of handwashing areas/stations • Hand washing stations in a monitored area • Shut off bubblers/water fountains/water refill • Discourage “cut-through” spaces, particularly the RN offices 	
	Remote Learning Only	Hybrid	In-School Only
<i>Sports & Extra-curricular</i>	<i>Defer to WRSD regarding sports decisions - recommendations will be consistent with the other two models</i>	<ul style="list-style-type: none"> • Using masks in locker rooms (okay for off in the outdoor, field spaces) • Bags 6+ feet apart. • Water bottles stay with your bag/equipment pile • Events should include guardian/family transport rather than bussing • Consider shifting sports seasons/schedules (start mid-late september) • Athletes must bring their own equipment (sports, masks, hand sanitizer and water 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

		bottles) <ul style="list-style-type: none"> Coaches should keep masks on Limit spectators and required social distancing and masks at events 	
	Remote Learning Only	Hybrid	In-School Only
Student Registration & Enrollment	N/A	<ul style="list-style-type: none"> Should remain online No school tours (use virtual) No in-person meet & greets 	
	Remote Learning Only	Hybrid	In-School Only
School Calendar	Possible changes. Unknown at this time		

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	Remote Learning Only	Hybrid	In-School Only
School Schedules	Consider RN-student & student counseling connection activities	<ul style="list-style-type: none"> We recommend against multiple "shifts" of students each day Consider models that decrease traffic Consider schedules that allow for midweek classroom disinfection 	<ul style="list-style-type: none"> Longer periods, less classes in a day Reduce switching classrooms - encourage teachers to come to the students room where possible.
	Remote Learning Only	Hybrid	In-School Only
Visitors to schools / Main office	N/A	<ul style="list-style-type: none"> Limit visitors (urgent only) Screen visitors (phone call from car with screening questions re: symptoms and contacts prior to entry) 	
	Remote Learning Only	Hybrid	In-School Only
Field Trips (off-campus)	N/A	<ul style="list-style-type: none"> Transportation is high risk so recommend against 	
	Remote Learning Only	Hybrid	In-School Only
Policy Modifications (as needed)	Review, revise and socialize policies in preparation for return to school	<ol style="list-style-type: none"> 1.) Screening checklist procedure 2.) Student Mask procedure <ol style="list-style-type: none"> a.) Letter to families re: mask wearing 3.) Staff Mask procedure 4.) When to Visit the RN office including isolation space 5.) Student and Staff hand washing procedure 6.) Persons with possible Covid19 7.) Student dismissal procedure 8.) Student absenteeism protocol (needs to include tracking - in progress, more info needed from WRSD) 9.) "Back to school" contract with student/parent signatures (hand washing, mask wearing, dismissal procedures, absenteeism procedures) - authored by admin 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	Remote Learning Only	Hybrid	In-School Only
Recess/ Playgrounds	N/A	<ul style="list-style-type: none"> Playgrounds should remain closed Recess can be on fields or other open spaces 	

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Group 2: Mental Health

Group Members:

1. Tammy Boyle
2. Jessica Griffin
3. Tracy Kasparian
4. Jennifer Reilly
5. Tim Connors
6. Jes Maguire

Mental Health			
Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
<i>Strategies for reconnecting with peers & adults (supportive relationships)</i>	<ul style="list-style-type: none"> Advisory time/morning meeting with teachers and counselors Connect via phone or video every student in your advisory/homeroom NHS reaching out to new freshmen virtually Online virtual activities to help with transition to high school (lower buy in) School counseling curriculum Community building activities (staff vs. student games, school performance, sports--- virtual?) Teachers working with 	<ul style="list-style-type: none"> Advisory time/morning meeting with teachers and counselors Connect via phone or video every student in your advisory/homeroom NHS reaching out to new freshmen virtually Some transitional activities with incoming freshman (freshman seminar, counselor presentations, minute meetings, etc) School counseling curriculum (staff vs. student games, school performance, sports--- virtual?) Community building activities (staff vs. student games, school performance, sports--- some virtual?) 	<ul style="list-style-type: none"> Advisory time/morning meeting with teachers and counselors NHS reaching out to new freshmen in-person Transitional activities with incoming freshmen (freshman seminar, counselor presentations, minute meetings, etc) School counseling curriculum delivered face to face Community building activities (staff vs. student games, school performance, sports--- virtual?) Teachers working with students to document their experience (for kids to process the last few months) PBIS-type lessons on safety/protocols

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	students to document their experience (for kids to process the last few months)	<ul style="list-style-type: none"> Teachers working with students to document their experience (for kids to process the last few months) 	K-8
	Remote Learning Only	Hybrid	In-School Only
<i>Tier 1 Support (all students)</i>	<ul style="list-style-type: none"> Google classroom posts MTV Guidance website PBIS lessons on social skills online Implement a trauma-based curriculum consistent throughout the district 	<ul style="list-style-type: none"> Google classroom posts; access to school counselor office without penalty (attendance) 	<ul style="list-style-type: none"> Google classroom posts; access to school counselor office without penalty (attendance) PBIS lessons on expectations Begin the first day of school (grades K-8 where feasible) with the teacher you had the previous academic year
	Remote Learning Only	Hybrid	In-School Only
<i>Tier 2 Support (some students)</i>	<ul style="list-style-type: none"> Monthly workshops for students to help with things like stress management, anxiety, academic support, college workshops Virtual Group counseling by adjustment counselor and/or psychs-- low buy-in MTV Guidance website Virtual lunch bunch PBIS lessons on social skills online 	<ul style="list-style-type: none"> Monthly workshops for students to help with things like stress management, anxiety, academic support, college workshops Virtual lunch bunch PBIS lessons on social skills online 	<ul style="list-style-type: none"> Monthly workshops for students to help with things like stress management, anxiety, academic support, college workshops Virtual Group counseling by adjustment counselor and/or psychs-- more buy-in Transfer group

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

	Remote Learning Only	Hybrid	In-School Only
<i>Tier 3 Support (few students)</i>	<ul style="list-style-type: none"> Zooms, Google Hangouts, virtual support through BRYT program and TLC program 	<ul style="list-style-type: none"> Zooms, Google Hangouts, virtual support through BRYT program and TLC program 	<ul style="list-style-type: none"> Open access to school counselor without penalty (attendance), BRYT program
<i>Crisis Intervention Protocols</i>	<ol style="list-style-type: none"> Flow Chart Crisis Protocol for Virtual Setting Parent Notification of Referral Re-entry Meeting 		
<i>Community-based referrals</i>	<p>Interface, Enlightened Interventions, Pediatric Behavioral Health, DCF ; police (wellness checks) MTV has a list of local outpatient providers and how to access emergency mental health services</p> <p>LINK-KID (1-855 LINK-KID) is a free referral service specifically for trauma-focused evidence based treatment, housed at UMASS Medical School for ages 0 to 25</p>		

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Group 2 & 3: Communication Plan

Group Members:

1. Brendan Keenan
2. Tammy Boyle
3. Jessica Griffin
4. Tracy Kasparian
5. Jennifer Reilly
6. Tim Connors
7. Jes Maguire
8. Melissa Wallace
9. Carol Hume
10. Lincoln Waterhouse
11. Evangeline Welch
12. Alexis Pratt
13. Amy Norton
14. Mike Laque
15. Mary Beth Pettit
16. Alicia Jasiekiewicz
17. Lynn Leschke
18. Linda Long-Bellil

Goals of the Communication Plan:

1. Respond to and validate concerns expressed by stakeholder groups in survey.
2. Provide specific and detailed information about reopening procedures in the District.
3. Give stakeholders confidence in the measures taken to ensure the health and safety of children and adults in school.

General Recommendations (Communication):

1. Send the timeframe for when decisions will be made about school reopening to families ASAP
2. Continue to update families with future plans (i.e. returning to “normal” schooling later in the year) as new information and guidelines become available
3. Continue to communicate with staff and families using surveys, phone calls, emails, etc.
4. Keep social media and websites updated and consistent

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5. Create documents with information such as guidelines and restrictions as they become available; share these online as well as post them in schools if students return

Draft Communication Plan							
Reopening Phase	Stakeholder Group	Date of Message	Domain(s) Addressed (Medical, routines, etc.)	Objective(s) of Message	Message Content (link to Doc)	Delivery Method(s)	Frequency (if applicable)
Pre-Opening (Summer)	Parents/Students						
	Teachers/Staff						
	Community						
	Local Officials						
"Opening" (Fall)	Parents/Students						
	Teachers/Staff						
	Community						
	Local Officials						
Ongoing (remainder of 2020-2021 school year)	Parents/Students						
	Teachers/Staff						
	Community						
	Local Officials						

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Group 3: Academic

Group Members:

1. Melissa Wallace
2. Carol Hume
3. Lincoln Waterhouse
4. Evangeline Welch
5. Alexis Pratt
6. Amy Norton
7. Mike Lague
8. Mary Beth Pettit
9. Alicia Jasiekiewicz
10. Lynn Leschke
11. Linda Long-Bellil

Academic/Instruction			
Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
Classroom configuration (social distancing)	<ul style="list-style-type: none"> Remote Learning Only model must implement face to face interactions - Google hangout/Zoom and/or video lessons into schedules. Start of school year - 1st week of "remote learning only" to be used to familiarize teachers and students with the online process. Provision of Academic Materials to students (books, manipulatives, printed material when technology is not available, lab materials) 	<ul style="list-style-type: none"> Desks 6 feet apart all facing same direction 10 students per classroom - 12 maximum including teacher(s) Staff/Students must wear masks Classrooms at grade levels Pre-K-Grade 5 should remain self-contained. Students will not rotate between classrooms. During passing periods, hallways/stairwells will be one-way; they will be marked 	<ul style="list-style-type: none"> Desks 6 feet apart all facing same direction 10 students per classroom - 12 maximum including teacher(s) Staff/Students must wear masks Classrooms at grade levels Pre-K-Grade 5 should remain self-contained. Students will not rotate between classrooms. During passing periods, hallways/stairwells will be

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	<ul style="list-style-type: none"> Clearly designated schedule for students and staff to ensure engagement and to track access, insure accountability, and ensure that the work of students is assessed and ensures meaningful benefit. Teachers teach from the physical classroom even if students are not there. Provide teachers with the option of providing remote instruction within the building or from their homes Teachers will provide on-line direct instruction to students with additional remote work completion 	<p>accordingly. The process of marking hallways and stairs should begin in summer of 2020.</p> <ul style="list-style-type: none"> Use of physical barriers where students can not remain 6-feet apart Use of microphones to help students hear the teacher while wearing a mask Hybrid models utilize face to face interactions - google hangout and/or video lessons into schedules. For classes requiring shared equipment use, students may need to have their own set of classroom supplies provided or clear protocols will need to be established prior to the start of the school year relative to cleaning materials consistent with Health Dept. Guidance. Classes where this may be more impactful would be science lab classes, art classes, and gym classes. These classes may need to have students come to the classroom setting with cleaning in between classes. No shared drinking such as use of bubblers or hydration stations. These areas should be removed or blocked from access with a physical or visual barrier prior to students entering school. 	<p>one-way; they will be marked accordingly. The process of marking hallways and stairs should begin in summer of 2020.</p> <ul style="list-style-type: none"> Use of physical barriers where students can not remain 6-feet apart Use of microphones to help students hear the teacher while wearing a mask. Protecting at-risk teachers and at-risk students with PPE For classes requiring shared equipment use, students may need to have their own set of classroom supplies provided or clear protocols will need to be established prior to the start of the school year relative to cleaning materials consistent with Health Dept. Guidance. Classes where this may be more impactful would be science lab classes, art classes, and gym classes. These classes may need to have students come to the classroom setting with cleaning in between classes. No shared drinking such as use of bubblers or hydration stations. These areas should be removed or blocked from access with a physical or visual
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		<ul style="list-style-type: none"> Prohibit use of lockers in high school and middle schools to promote social distancing. Schedule families who have multiple children to be in the school on the same schedule Additional time necessary for transitioning safely off and on busing, to lunch, and to bathrooms will impact the amount of time students are actually in the classroom and learning. To maintain safe distancing it is likely that students will need to transition from and to buses separately at staggered times. Initial training will need to be provided to students on COVID-19 safety (e.g. how to wash your hands for our youngest students). Students are reporting that taped instruction vs. streamed live content may be easier to access due to technology limitations. Implement a survey to families to predict enrollment numbers for in school instruction 	<ul style="list-style-type: none"> Prohibit use of lockers in high school and middle schools to promote social distancing. Additional time necessary for transitioning safely off and on busing, to lunch, and to bathrooms will impact the amount of time students are actually in the classroom and learning. To maintain safe distancing it is likely that students will need to transition from and to buses separately at staggered times. Initial training will need to provide to students on COVID-19 safety (e.g. how to wash your hands for our youngest students). 		

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		instruction.	
	Remote Learning Only	Hybrid	In-School Only
<i>Staffing</i>	<ul style="list-style-type: none"> ● Provide technology needs for staff/teachers. 	<ul style="list-style-type: none"> ● Confirmed Cases of COVID-19 will be cause for teacher absence for a period of up to 14 days. ● Significant consideration of nursing absence and shortage of substitute nursing and impact on the need to close school and implement COVID-19 preparedness plan. ● Provide technology needs for staff/teachers. ● Provide supports for the impact on teacher availability due to teachers with children not having access to child care. ● Develop a system of day care provision to be implemented by district 	<ul style="list-style-type: none"> ● Confirmed Cases of COVID-19 will be cause for teacher absence for a period of up to 14 days. ● Significant consideration of nursing absence and shortage of substitute nursing and impact on the need to close school and implement COVID-19 preparedness plan.
	Remote Learning Only	Hybrid	In-School Only

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<p><i>Special Education</i></p>	<ul style="list-style-type: none"> Students with disabilities who require direct service or instruction outside of the regular education classroom, regardless of grade level, will need in school support. During summer of 2020, space will need to be identified where those services can be provided as substantially separate programs may require additional classroom space. These students would not follow the model outlined in recommendation 4 but would attend school daily. This would include students in our district-wide programs. 	<ul style="list-style-type: none"> Students with disabilities who require direct service or instruction outside of the regular education classroom, regardless of grade level, will need in-school support. During summer of 2020, space will need to be identified where those services can be provided as substantially separate programs may require additional classroom space. These students would not follow the model outlined in recommendation 4 but would attend school daily. This would include students in our District Wide Programs. Consideration developmental ability levels of students relative to the implementation of in person vs. virtual learning. Substantially separate programs have a high number of support staff and require additional space to ensure space (6 ft.) recommendations are implemented and class size limitations are considered. Students with significant medical needs and risks must be considered relative to use of masks and PPE. District identifies this vulnerable population to provide additional safety precautions for staff. Provide protocol for practices for 	<ul style="list-style-type: none"> Substantially separate programs have a high number of support staff and require additional space to ensure space (6 ft) recommendations are implemented and class size limitations are considered. Students with significant medical needs and risks must be considered relative to use of masks and PPE. District identifies this vulnerable population to provide additional safety precautions for staff. Provide protocol for practices for Restraint Additional safety precautions needed Provide protocol for practices for Restraint Additional safety precautions needed
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WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

		restraint. Additional safety precautions needed	
	Remote Learning Only	Hybrid	In-School Only
<i>Professional Development</i>	<ul style="list-style-type: none"> ● PD needed for staff on different educational platforms/software (ie: Google Classroom, Google Meets, Screencasting programs, etc.) ● Provide technology training in supporting teachers for video recorded or video live instruction modalities. ● Parents provided training on how to use platforms such as Google Classroom and other technology resources so that they can support the youngest learners who cannot navigate this technology independently. 	<ul style="list-style-type: none"> ● PD needed for staff on different educational platforms/software (ie: Google Classroom, Google Meets, Screencasting programs, etc.) ● Training for staff in use of PPE and implementation of COVID-19 Preparedness Plan. ● Provide technology training in supporting teachers for video recorded or video live instruction modalities. ● Parents provided training on how to use platforms such as Google Classroom and other technology resources so that they can support the youngest learners who cannot navigate this technology independently ● Provide teacher training in areas where prior experience or training in subject matter is not evident. 	<ul style="list-style-type: none"> ● Training for staff in use of PPE and implementation of COVID-19 Preparedness Plan..

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Group 4: Food Services

Group Members:

1. Margaret Barton
2. Dan Deedy
3. Brendan Keenan
4. Andrew Costa

Food Services			
Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
<i>PPE and other equipment</i>	<ul style="list-style-type: none"> • Masks, face shields, non-contact thermometers 	<ul style="list-style-type: none"> • Masks, face shields, non-contact thermometers, plexiglass, vinyl floor markers, non-contact hand sanitizing stations at each cafe entrance. • Expanded/Redesigned seating in cafeterias. • Need for multiple delivery carts to classrooms. • Possible need for wireless POS terminals for delivery throughout schools. • Touch free PIN pads at register terminals. 	<ul style="list-style-type: none"> • Mask, face shields, non-contact thermometers, plexiglass, vinyl floor markers, non-contact hand sanitizing stations at each cafe entrance. • Expanded/Redesigned seating in cafeterias. • Need for multiple delivery carts to classrooms. • Possible need for wireless POS terminals for delivery throughout schools. • Touch free PIN pads at register terminals.
	Remote Learning Only	Hybrid	In-School Only
<i>Food Preparation</i>	<ul style="list-style-type: none"> • All Grab n' Go service. • Expanded purchases of to-go meal distribution 	<ul style="list-style-type: none"> • Review DESE & BoH regulations and guidance for service. • All individually wrapped items? 	<ul style="list-style-type: none"> • Review DESE & BoH regulations and guidance for service. • All individually wrapped items?

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	containers.	<ul style="list-style-type: none"> • Possible/probable 'no touch' of all items in cafeterias. • Students' meals are completely trayed then distributed in classrooms and cafeterias. 	<ul style="list-style-type: none"> • Possible/probable 'no touch' of all items in cafeterias. • Students' meals are completely trayed then distributed in classrooms and cafeterias.
	Remote Learning Only	Hybrid	In-School Only
<i>Food Distribution</i>	<ul style="list-style-type: none"> • Grab n' Go type meal service in each town; five locations. • Plan for 'open site' feeding' if the option is available through USDA, making meals available for pick up to any child living in the district. 	<ul style="list-style-type: none"> • Plan for 'open site' feeding' if the option is available through USDA, making meals available for pick up to any child living in the district that is remote learning. • Cafe service and/or classroom feeding for those in school. • Delivery of meals to all classrooms is not feasible. • Possibility of sending a meal home with a student that will be remote learning the following day. 	<ul style="list-style-type: none"> • Cafe service and/or classroom feeding for those in school. • Delivery of meals to all classrooms is not feasible. Equipment, staffing and timing issues. • Students pick up meals through the cafeteria and return to the classroom or designated area to eat.
	Remote Learning Only	Hybrid	In-School Only
<i>Seating of Students</i>	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Combination of classroom and cafeteria seating. • Use of available open spaces for student seating 	<ul style="list-style-type: none"> • Combination of classroom and cafeteria seating. • MTV & WRHS would have the largest populations to consider. • Use of available open spaces for student seating
	Remote Learning Only	Hybrid	In-School Only
<i>Cleaning & Disinfection</i>	<ul style="list-style-type: none"> • Regular staff and custodial cleaning of kitchens 	<ul style="list-style-type: none"> • Regular staff and custodial cleaning of kitchens. • Increased sanitation of high touch areas with proper approved cleaners. • If utilizing cafeteria seating, custodians 	<ul style="list-style-type: none"> • Regular staff and custodial cleaning of kitchens. • Increased sanitation of high touch areas with proper approved cleaners.

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		would need to disinfect tables and seats in between each seating.	<ul style="list-style-type: none"> ● If utilizing cafeteria seating, custodians would need to disinfect tables and seats in between each seating.
	Remote Learning Only	Hybrid	In-School Only
<i>Schedules/ Routines</i>	<ul style="list-style-type: none"> ● Possible staff reduction 	<ul style="list-style-type: none"> ● Possible staff reduction or reassignments for coverage as needed. ● Possible increase in staffing hours if both cafeteria and Grab n' Go meals are prepared. ● Shift in working hours if lunch services times are expanded to assist in meal distribution during the lunch service time and to accommodate smaller group seatings or food delivery to classrooms. 	<ul style="list-style-type: none"> ● Regular staffing or possible increased levels as needed depending upon service model . ● Shift in working hours if lunch services times are expanded to accommodate smaller group seatings or food delivery to classrooms.
	Remote Learning Only	Hybrid	In-School Only
<i>Professional Development/ Training</i>	<ul style="list-style-type: none"> ● Staff returning earlier to schools (August) for necessary training. 	<ul style="list-style-type: none"> ● Staff returning earlier to schools (August) for necessary training and setting up for changes in serving protocols. ● Local Board of Health will review with staff. DESE, SNA, JSI training likely provided. 	<ul style="list-style-type: none"> ● Staff returning earlier to schools (August) for necessary training and setting up for changes in serving protocols. ● Local Board of Health will review with staff. DESE, SNA, JSI training likely provided.
	Remote Learning Only	Hybrid	In-School Only
<i>Students with allergies</i>	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Classroom feeding concern-nurse and teacher involvement 	<ul style="list-style-type: none"> ● Classroom feeding concern-nurse and teacher involvement

WRSD Reopening Health & Safety Advisory Task Force Recommendations Report (June, 2020)

Group 4: Transportation

Group Members:

- 1. Margaret Barton
- 2. Dan Deedy
- 3. Brendan Keenan
- 4. Andrew Costa

Transportation			
Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
Bus Routes/Schedules	<i>Planning for Transportation pending</i>		
Seating arrangements & transitions			
Cleaning & Disinfection			
Policies/Procedures (e.g. eating on bus, etc.)			
Professional Development/ Training			

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Group 5: Stakeholder Survey

Group Members:

1. Sherrie Haber
2. Barry Sclar
3. Dawn Sulmasy
4. Kayla Sanko
5. Christine Smith
6. Brendan Keenan

Goals of Survey:

1. *Give stakeholders a vehicle for bringing forward their ideas and concerns for the Fall school reopening.*
2. *Collect and consolidate local stakeholder feedback about what is needed for a safe school reopening (this is taken directly from the goals of the task force).*
3. *Gauge the readiness of each stakeholder to re-enter school.*

Survey Window Dates:

- June 12 - June 22, 2020

Summary of Comments (open response)

"Please share any additional ideas or concerns you have about returning to school in the Fall."

The responses to this question were reviewed for themes. Below you will find a list of themes that emerged from responses, with selected portions of responses included to provide context.

• **Fear:**

- Many survey respondents indicated that they are fearful about the possible return to school, and about the impact of the pandemic on children and adults.

Sample of Comments:

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- (Parent) "I don't want to send my daughters to school and tell them that sharing is bad, and that they need to be scared all of the time. That they can't go near friends without fear of getting or giving illness. This has ways been a possibility, but we didn't SCARE children because they might bring the stomach bug or flu home."
- (Parent) "This is not the "new" norm for them. They don't even want to go into a store because they are scared. They think if everyone is wearing masks then "sick" is still here and they shouldn't be in places with lots of people."
- (Teacher) "Trying to wrap my head around all these scenarios is extremely overwhelming for a teacher and parent. I'm very fearful that I won't be able to teach anymore if that is the case."
- (Teacher) "These kids are not able to social distance, wear masks, wash their hands properly, cover their mouths when the cough, drool, have toileting accidents etc. I am fearful for my own health and safety as well as the other children in my classroom."
- (Student) "We need to get back to school as soon as possible. I am not at all concerned about catching Covid-19 even though I know other people way be very scared to come back. I think many kids are itching to get back and I am as well."
- (Student) "I am afraid to bring covid home to my family - who is at a high risk!"
- (Community Member) "My greatest desire for all the young people at this time is that they not internalize fear and I believe that is a very difficult thing to avoid in many cases, under the current guidelines."
- (Community Member) "I think the social distancing is going to scare the kids. I've seen pictures of extreme measures."
- (Community Member) "Kids won't wear masks all day, I can barely do it myself. The kids need exercise to get rid of the anxiety they are all experiencing, teach them how to cope in positive ways, art, music, running, seeing friendly faces."

● Remote Learning:

- Many of the comments made by stakeholders revolved around remote learning. Comments included positive ones about the Spring, 2020 remote learning plan, as well as challenges that arose.

Sample of Comments:

- (Parent) "Although I think there will be difficulties and adjustments necessary, I feel that the students need to be in school because their educational goals cannot be reached entirely through remote learning."
- (Parent) "As a parent, any sort of remote learning or hybrid approach would be very difficult for numerous reasons. I really hope we try to get the kids IN school with the understanding we will have to close if cases rise but with a plan for that in place."
- (Teacher) "Family life, work life, and remote learning balance while trying to stay healthy physically and emotionally."
- (Teacher) "Technology to FULLY support remote learning."

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- (Student) “As a student, my main concerns revolve around academics. I felt that remote learning was ineffective in properly teaching material, so if it has to continue changes will hopefully be made.”
- (Student) “I believed that I have thrived in remote learning and believe that is the safest and most effective way to learn until there is a vaccine or treatment available.”
- (Community Member) “The current process with remote learning as the only option was necessary to control the spread but not sustainable long term.”
- (Non-Teaching Staff) “I am concerned for the SpEd students as many did not do well with remote learning. When we return to in-class learning, their aides will be key to their emotional and academic success. It is so important that the aides will be there for them!”
- (Non-Teaching Staff) “I feel that starting the school year with remote learning would be even more difficult than what we have just been through, although I am trying to prepare for some type of distance learning and classroom mix I assume.”

● ***Wearing Masks:***

- ***Summary:*** There is a wide variation of opinions related to masks being made mandatory for children and adults in school, according to the survey results. Parents/guardians as a whole showed the lowest level of support for the wearing of masks by students and staff (35% and 42% respectively according to survey results). Overall, there was more support for staff wearing masks in all stakeholder groups when compared to students wearing masks.

Given the requirement for mask-wearing being issued by the Massachusetts DESE, it will be important to communicate with all stakeholders about this requirement, and to provide materials to explain the rationale for such a requirement.

	Masks for Students (rated as being important for returning to school)	Masks for Staff (rated as being important for returning to school)
Parent/Guardians	35%	42%
Students	47%	55%
Teachers	47%	51%
Community Members	43%	53%
Non-Teaching Staff	45%	55%

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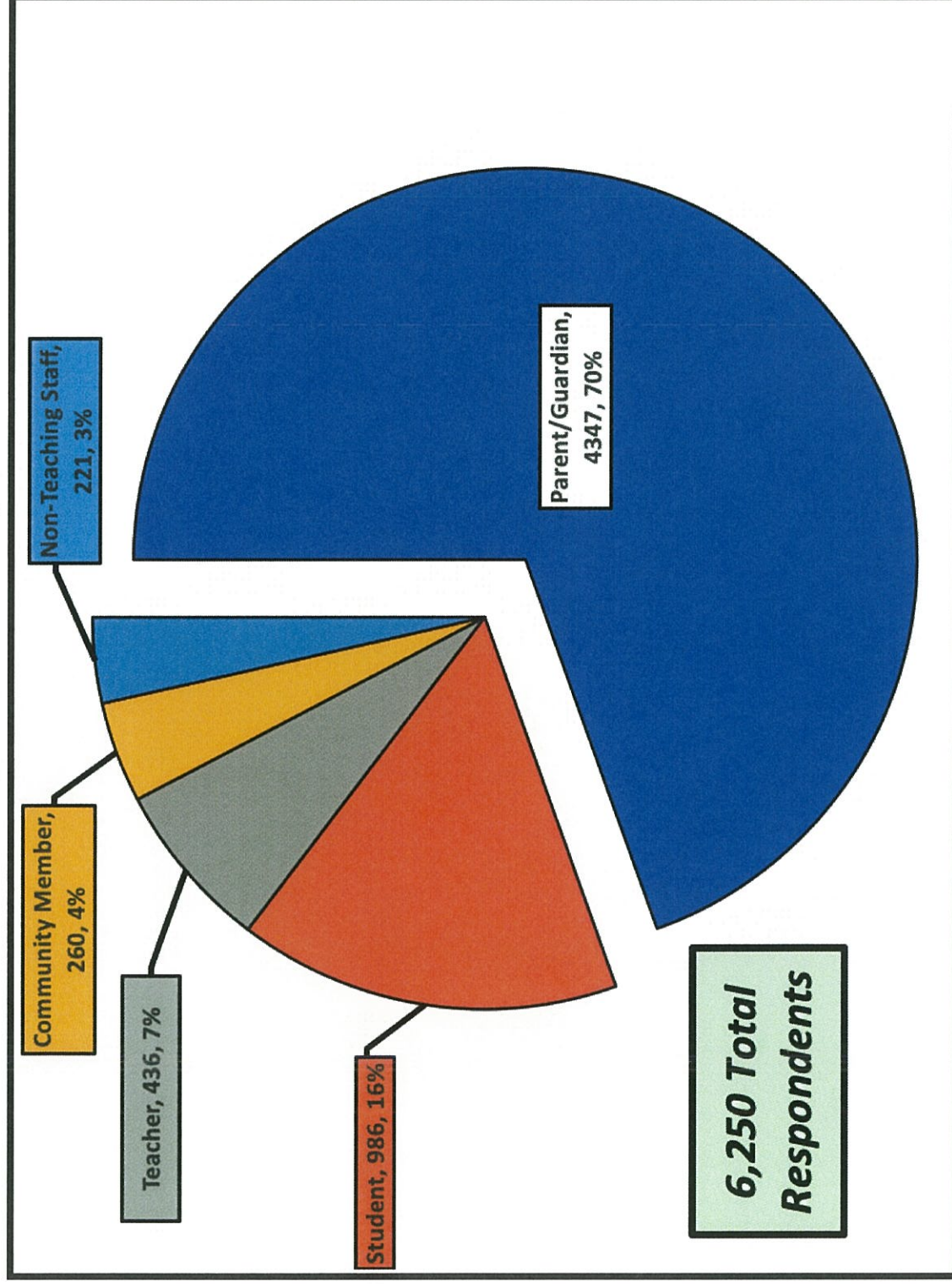
Sample of Comments:

- (Parent) "I don't think it is reasonable to require students to wear masks for 6-8 hours a day"
- (Parent) "How would you realistically get kids to wear masks for the entire day if that is the route that is chosen?"
- (Teacher) "As a special ed teacher I'm particularly nervous going back to brick and mortar since our kids will not tolerate wearing masks, will get very anxious and won't be able to maintain 6ft distancing."
- (Teacher) "My concern is that students are not going to keep on their masks."
- (Student) "Masks should not be worn during heavy physical activity times in PE. If everyone has a mask covering their mouth & nose at all times, I think less social distancing is necessary."
- (Student) "Have masks for teachers and open normally, students do not transmit the disease and need to go back to their routines."
- (Community Member) "I do not believe masks or social distancing is needed with a 99% recovery rate."
- (Community Member) "Masks should not be mandatory for students"
- (Non-teaching staff) "I have concerns about the preschoolers as many of them don't yet understand the concept of social distancing, keeping a mask on and not sharing body fluids."
- (Non-teaching staff) "No Masks. They don't stop viruses anyways"

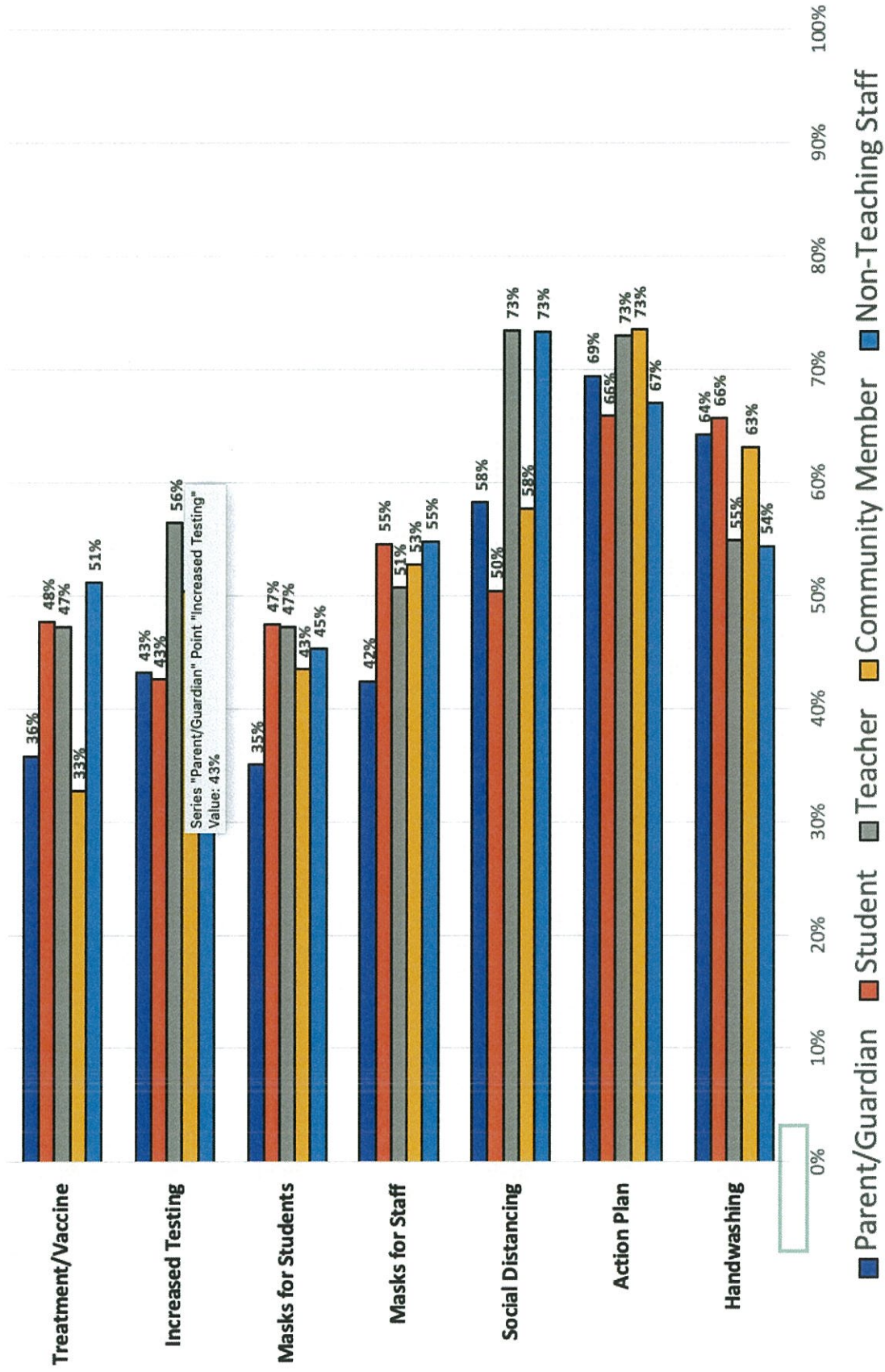
Links:

1. [Click here for Google Data Studio site for survey results](#)

Summary Charts from Survey Results:

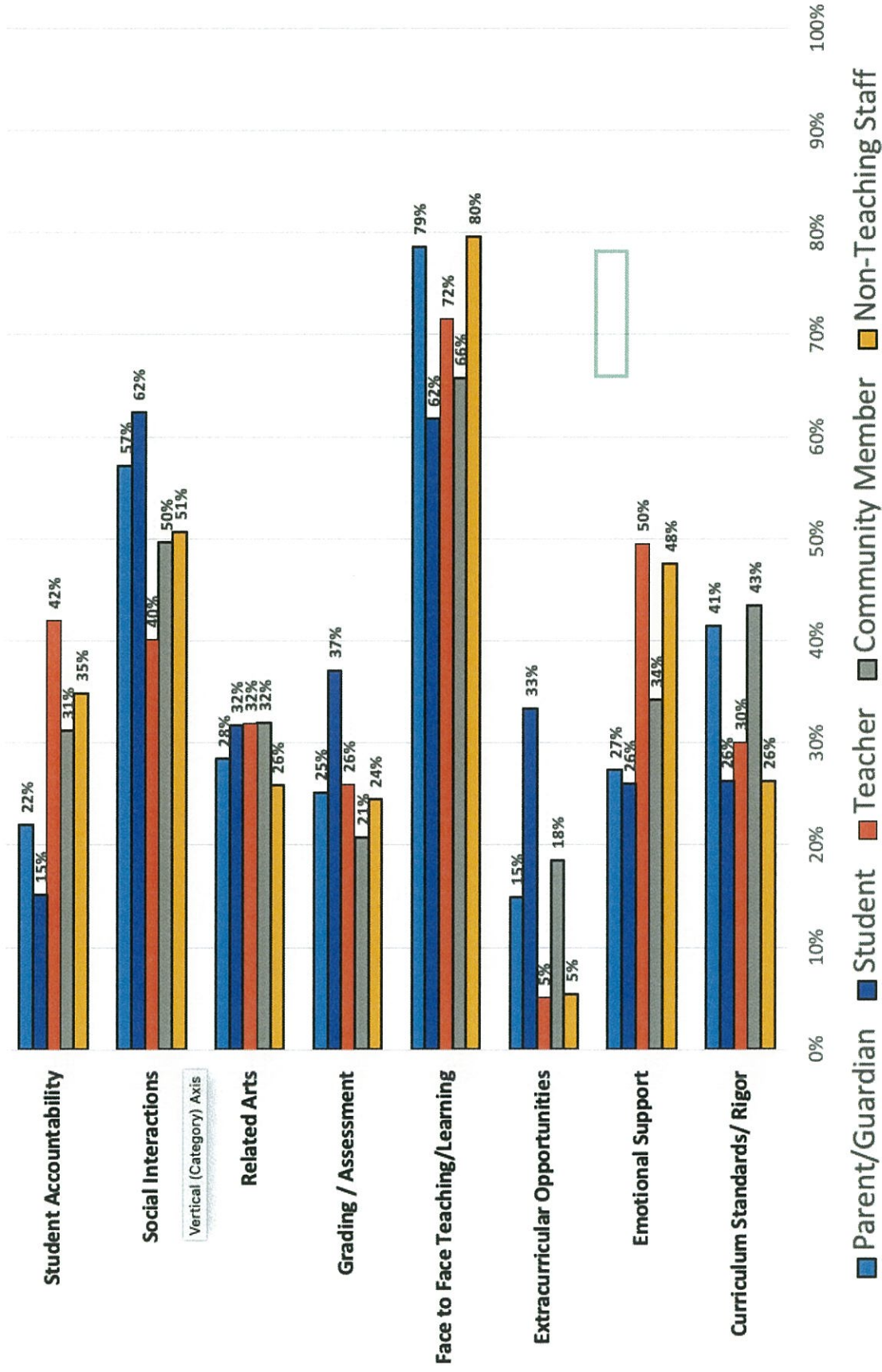


Which conditions do you feel are important to have in place in order to facilitate a return to in-person schooling?



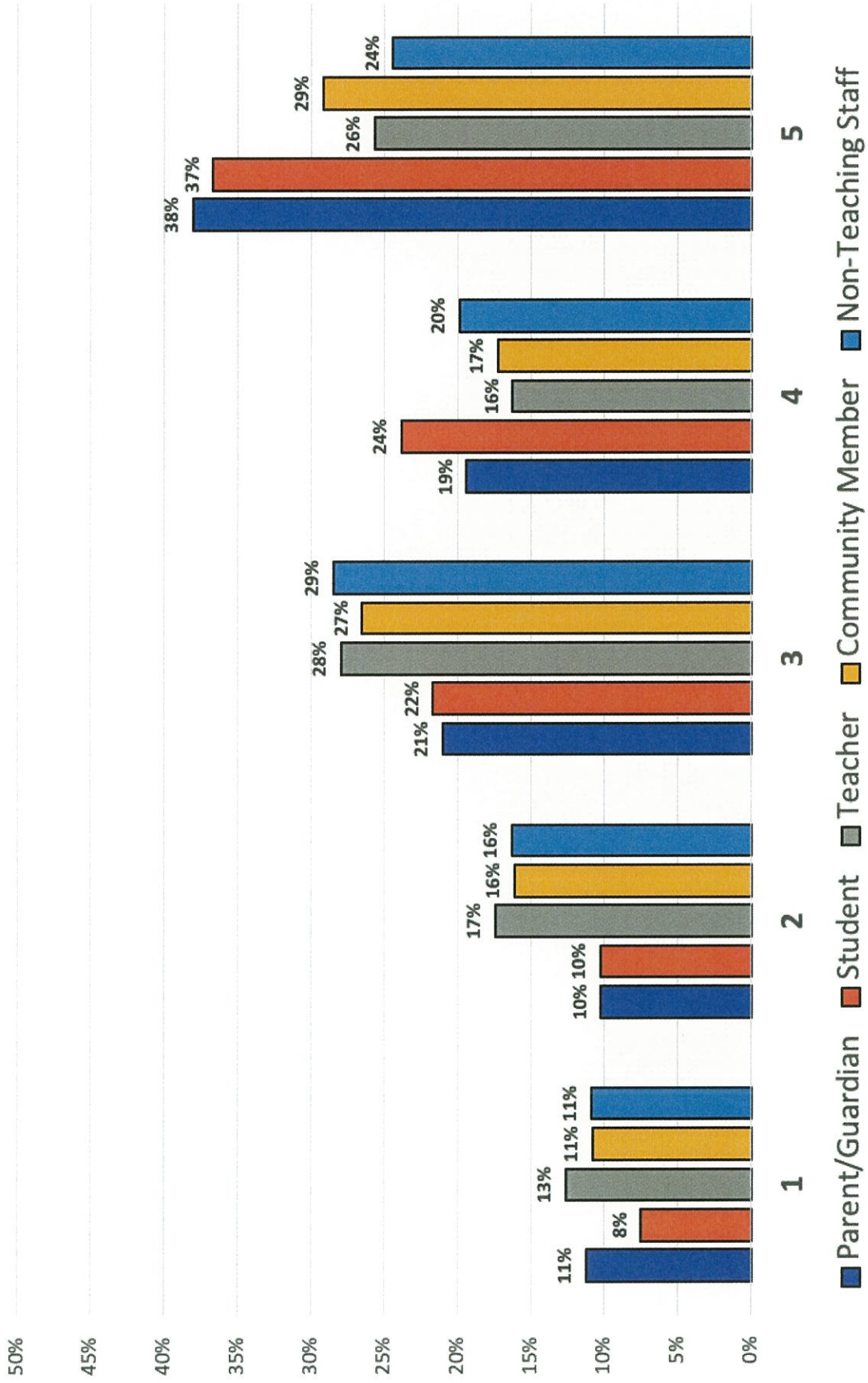
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Which elements do you believe are most essential for educating students as we respond to guidance from Massachusetts state authorities? PLEASE SELECT ONLY 3.



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Readiness scale: At this time, how ready are you to support a return to regular school routines, including in-school teaching and learning?
(1 = Not at all ready, 5 = Very ready)



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Group 5: Technology

Group Members:

1. Sherrie Haber
2. Barry Sclar
3. Dawn Sulmasy
4. Kayla Sanko
5. Christine Smith
6. Brendan Keenan

Sub-Domain	Remote Learning Only <i>Lowest risk</i>	Hybrid (remote learning & in-school) <i>More Risk</i>	In-School Only <i>Highest Risk</i>
<i>Hardware</i>	<ul style="list-style-type: none"> Continuation of 1:1 WRHS Chromebook program Chromebook loan program for PreK-8 students in need Maintain staff devices 		<ul style="list-style-type: none"> In-school hardware subject to cleaning reopening protocols
	Remote Learning Only	Hybrid	In-School Only
<i>Support</i>	<ul style="list-style-type: none"> Additional time for teacher PD/training How-to resources linked to helpdesk Live support sessions w/ WRSD IT staff Mojo Helpdesk Teacher technology survey to gauge support needs Technology support resources for parents 		<ul style="list-style-type: none"> Traditional tech support model
	Remote Learning Only	Hybrid	In-School Only
<i>Software</i>	Approved Online Tools		
	Remote Learning Only	Hybrid	In-School Only
<i>Classroom</i>	<ul style="list-style-type: none"> Google Classroom 		<ul style="list-style-type: none"> Google Classroom

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<i>Management</i>	<ul style="list-style-type: none"> Google Meet 			
	Remote Learning Only	Hybrid		In-School Only
<i>Special Ed</i>	<ul style="list-style-type: none"> Cameras/mics for ABA program iPads as needed for specific support tools in Special Ed 			
	Remote Learning Only	Hybrid		In-School Only
<i>Attendance Monitoring/ Tracking</i>	<ul style="list-style-type: none"> Simple check-in assignment in Google Classroom 	<ul style="list-style-type: none"> PS Attendance (in school) Classroom assignment (remote) 		<ul style="list-style-type: none"> PS Attendance
	<ul style="list-style-type: none"> Panorama Student Success or other attendance tracking software 			
	Remote Learning Only	Hybrid		In-School Only
<i>Instruction for students who are out of school for extended periods of time</i>	<ul style="list-style-type: none"> Google Meet for class participation Live-streaming options for classroom instruction Recorded teaching/instruction videos 			

References:

1. [Task Force Compiled Resources & Guiding Documents](#)
2. [DESE Initial Guidance document \(link here\)](#)
3. [CDC Considerations for Schools \(link here\)](#)
4. [School Decision Tree \(link here\)](#)
5. [CASEL- SEL & Reopening \(link here\)](#)
6. [World Health Organization \(WHO\) Considerations for Schools \(link here\)](#)
7. [Maryland Together: Maryland's Recovery Plan for Education \(link here\)](#)
8. [Lexington Public Schools: Back-To-School Blueprint Document](#)

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

1745 Main Street
Jefferson, MA 01522

Resolution in Support of COVID-19 State Funding

WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.

Wachusett Regional School District Committee

Megan Weeks, Chair, WRSDC

7/13/2020

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

1745 Main Street
Jefferson, MA 01522

Anti-Racism Resolution

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that the Wachusett Regional School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

Wachusett Regional School District Committee

Megan Weeks, Chair, WRSDC

7/13/2020



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 30, 2020

Ms. Michelle Griffin
Regional Governance Coordinator
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Ms. Griffin:

The purpose of my letter is to report that the Wachusett Regional School District has gained approval of a FY21 Appropriation. Four of the five Member Towns voted in support of the WRSD FY21 budget proposal (June 22, 2020 Sterling; June 27, 2020 Princeton and Rutland; June 29, 2020 Holden; the town of Paxton will be conducting its Annual Town Meeting at the end of August 2020).

If there is further information we must provide DESE, please advise. I appreciate the assistance you have given our District this spring.

Sincerely,

Darryll McCall, Ed. D.
Superintendent of Schools

cc: Jeffrey Riley., Commissioner, DESE
Wachusett Regional School District Committee
Member Town Administrators
Member Town Selectboards
Member Town Finance/Advisory Committees
James Dunbar, District Treasurer

DM:rlp

To: Business/Finance Subcommittee, WRSDC

07/09/20

From: Darryll McCall, Superintendent

This document represents a revised version of a draft reduction plan that was shared with the WRSDC on June 4th. We have updated the tiered model based upon further examination of revenue sources and closing out of all FY20 accounts.

Tier 1

Tier 1 consists of reductions associated with items that were part of the original FY21 budget as well as carry forward funds to assist in the offset of anticipated deficits.

1/12th Budget Reduction Goal	-\$4,279,179
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Tier 1 Reductions

	Reductions	Savings
Tier 1	FY21 Textbook Reduction	\$400,000
	FY21 Operations & Maintenance	\$80,000
	FY 21 Pupil Services	\$1,517
	FY21 New Positions and Benefits	\$650,000
	E&D to Supplement FY21	\$0
	School Choice Carry Forward to Supplement FY21	\$370,000
	Circuit Breaker Carry Forward to Supplement FY21	\$700,000
	Contracted Services	\$100,000
	Transportation Stabilization	\$150,000
	Summer School Running Remotely	\$75,000
	Copier Lease	\$16,700
	Tier 1 Budget Reduction Total	\$2,543,217

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	-\$2,543,217
Remaining Reductions to Meet 1/12th Budget Goal	-\$1,735,962

Tier 2

Tier 2 consists of reductions associated with staff at all levels. These reductions were made in conjunction with building and Central Office administration. The total amount for Tier 2 is almost \$1.7 million.

Tier 2 Reductions

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 2	11.4 Teachers	\$766,781	4.0 Teachers	\$239,871	1.5 Admin	\$155,994
	17.0 Paraprof.	\$480,000	2.0 Paraprof.	\$60,000	1.0 Clerical	\$48,000
	0.5 Custodian	\$22,500	1.0 Custodian	\$56,631		
	0.5 Clerical	\$15,000	1.0 Clerical	\$45,710		
	MS Athletics	\$62,874				
	0.5 Asst. Princ.	\$64,003				
	0.9 SLPA	\$33,754				
	PK-8 Total	\$1,444,912	HS Total	\$402,212	CO Total	\$203,994
	PK-8 Budget Reduction*	\$1,122,195	HS Budget Reduction*	\$366,975	CO Budget Reduction*	\$151,996
	Total FY21 Budget Reduction Grand Total					\$1,641,166
*Taking unemployment costs into account						

Pre-K through 5 Reductions

	Prek-5 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	ECC	0	0	5	0	0
	Naquag	1	0	3	0	.5
	Davis Hill	1	0	0	0	0
	Dawson	1	0	1	0	0
	Mayo	1	0	1	0	0
	Glenwood	1	0	2	0	0
	Houghton	1	0	1	0	.4
	Total Reduction	6.0	0	13.0	0	0.9

K-8 & Middle School Reductions

	Middle & k-8 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	Chocksett	0	0	0	0	1
	Mountview	1	.6	2	0	0
	Paxton Center	1	0	1	0	0
	Thomas Prince	1	0	0	0	.5
	Central Tree	0	1	1	0	0
	Total Reduction*	3.8	1.6	4.0	0	1.5
	*Note: A reduction of 0.8 Strings is included in total					

High School Reductions

	High School Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	WRHS	3	1	2	0	2
	Total Reduction	3.0	1.0	2.0	0	2.0

Total Pre-k through 12 Reductions

	Teacher Non-SPED	Teacher SPED	Para	ABA	Other	District Reductions
Tier 2	12.8	2.6	19	0	4.4	2.5

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	-\$2,543,217
Tier 2 Reductions	-\$1,641,166
Remaining Reductions to Meet 1/12th Budget Goal	-\$94,796

Tier 3

Tier 3 consists of further reductions to various budget lines including Special Education Tuitions, Instructional Support and also Operations and Maintenance.

Tier 3 Reductions

	Reductions	Savings
Tier 3	SPED Tuitions	\$200,000
	Instructional Support	\$25,000
	Operations and Maintenance	\$50,406
	Tier 4 Budget Reduction Total	\$275,406

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	-\$2,543,217
Tier 2 Reductions	-\$1,641,166
Tier 3 Reductions	-\$275,406
Amount Above Reduction Goal	\$180,610

Total reduction of staff: 41.3 FTE's

Total reduction amount: \$4,459,789

Other Possible Areas of Mitigation

Increased athletic fees: Athletic fees have not been increased in the District in many years. If we were to increase the amount for an individual sport by \$50 at the high school, we would realize an additional **\$45,000**.

Parking: Allow both seniors and juniors to drive and park at the high school. The parking fee would not increase for FY21 but we would allow juniors to drive to school and park. In terms of social distancing and busing next fall, this may also help to alleviate some transportation issues. The District has permitted this in the recent past. We could realize an additional **\$30,000**.

Note: WREA Furlough Day MOA

The WREA and the WRSDC furlough day reduction agreement would only come into effect if the FY21 budget ended up being the same as or lower than the FY20 budget. Since the FY21 budget passed in 4 of the 5 towns, there will most likely be an increase in the FY21 budget over FY20, and, as a result, this Furlough Day agreement would no longer be in effect. This is the reason why we have not included the anticipated \$235,000 in savings from the furlough day agreement in any of the tiers.

Attachment 12
July 9, 2020

DISTRICT REVOLVING:

Name of Fund	Legal Citation	Authorized Amount
Adult Education	M.G.L. Ch. 71 Sect. 71E	\$8,000
Applied Arts	M.G.L. Ch. 71 Sect. 71C	\$60,000
Athletics	M.G.L. Ch. 71 Sect. 47	\$440,000
Building Use	M.G.L. Ch. 40, Sect 3, Ch. 71, 71E	\$72,000
Cafeteria	(548 of Acts of 1948) [3]	\$1,680,000
Circuit Breaker	M.G.L. Ch. 71B, C.M.R. 603 Sect.10.07	\$3,100,000
Drivers Education	M.G.L. Ch. 71 Sect. 71C	\$144,000
ECC Tuition	M.G.L. Chapter 71: Sect. 26A.	\$136,000
Extended Day	M.G.L. Ch. 71 Sect. 71F	\$16,000
Gifts & Grants	M.G.L. Ch. 71 Sect. 47	\$172,000
Insurance Reimbursement	M.G.L. Ch. 71 Sect. 47	\$65,600
Kindergarten	M.G.L. Ch. 71 Sect. 71F	\$0
Locker Fees	M.G.L. Ch. 71 Sect. 47	\$20,000
Lost Books Damaged Property	M.G.L. Chapter 44, Section 531/2	\$12,000
Parking Fees	M.G.L. Ch. 71 Sect. 47	\$65,600
Performing Arts	M.G.L. Ch. 71 Sect. 71C	\$24,000
Program Initiatives	M.G.L. Ch. 71 Sect. 71C	\$117,600
School Choice	M.G.L. Ch. 76 Sect. 12B(O)	\$750,000
Summer School	M.G.L. Ch. 71 Sect. 71C	\$12,000

STUDENT ACTIVITY:

Name of Fund	Legal Citation	Authorized Amount
Wachusett Regional High School	M.G.L. Ch. 71, Section 47	\$520,000
Dawson Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Mountview Middle School	M.G.L. Ch. 71, Section 47	\$224,000
Mayo Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Davis Hill Elementary	M.G.L. Ch. 71, Section 47	\$100,000
Paxton Center School	M.G.L. Ch. 71, Section 47	\$100,000
Thomas Prince School	M.G.L. Ch. 71, Section 47	\$100,000
Naquag Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Central Tree Middle School	M.G.L. Ch. 71, Section 47	\$80,000
Glenwood Elementary	M.G.L. Ch. 71, Section 47	\$60,000
Chocksett Middle School	M.G.L. Ch. 71, Section 47	\$60,000
Houghton Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Early Childhood Center	M.G.L. Ch. 71, Section 47	\$12,000



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Special Education Directors, Collaborative Leaders, and Leaders of Special Education Schools

From: Russell Johnston, Senior Associate Commissioner and State Director of Special Education

Date: June 7, 2020

Subject: Guidance on Summer 2020 Special Education Services

Introduction

This memo supplements the [Initial Summer School Re-Opening Guidance](#) (*download*) that Commissioner Riley sent on June 4, 2020. As noted on page 3 of that memo,

- It is possible that remote learning will continue to be the most feasible and safest option for many districts and schools this summer.
- Certain student groups should be prioritized for instructional programs that will maximize student learning, including in-person instruction where possible:
 - Students with disabilities
 - Students who have been off track or only intermittently engaged
 - Vulnerable students

This guidance addresses the first priority: students with disabilities, specifically those who receive summer services as a provision of their Individualized Education Programs (IEPs). These students' IEPs may call for Extended School Year (ESY) services, summer programs, or, in the case of some students attending education collaboratives or approved special education schools, year-round services. As was the case during the final months of the 2019-20 school year, special education services will look different this summer, since the health and safety of students, parents/guardians, and school personnel remain the top priorities. Schools will not be able to provide summer services in the same manner they typically do. However, all students will have access to the services described in their IEPs, whether remotely for most students¹ or in-person on a limited basis for high-priority students (more information is provided below on determining high-priority students).

Schools and districts should employ their best efforts to provide as many in-person services to high-priority students this summer as is feasible while following proper health and safety

¹ See Appendix A for information regarding two models of remote service delivery.

precautions. All other students who are eligible for summer services will continue to receive those services remotely. This approach means that schools and districts will be able to focus their efforts on providing in-person instruction to high-priority students while also maintaining the continuity of learning for others. Given the variables associated with the spread of the COVID-19 virus, the Department of Elementary and Secondary Education (Department or DESE) acknowledges the challenges schools and districts will face in implementing these requirements and any additional federal and state mandates. Schools and districts that are unable to implement these requirements for in-person instruction for high-priority students must continue to provide remote services for those students.

The Department has collaborated with other state agencies to help districts and schools set priorities for in-person instruction this summer. Through collaboration with our partners in public health, we are providing specific health and safety protocols for delivering in-person services to high-priority students with disabilities. These health and safety guidelines apply to in-person special education services for the summer only and will be revisited for the start of the new school year.

Health and safety protocols

This document puts forth specific health and safety requirements that must be implemented in order to provide in-person instruction to high-priority students with disabilities and supplements the general DESE summer guidance in order to address situations when students with disabilities may require close physical contact. All safety requirements, including training, cleaning and disinfecting procedures, and all necessary protective equipment must be put in place in order to hold in-person summer special education services. The Department also recommends that schools and districts continue to follow the Centers for Disease Control and Prevention (CDC) guidance regarding social distancing and specific considerations regarding schools. **All staff and students must wear face coverings or masks at all times, with the exception of those for whom it is not safe to do so due to age, medical condition, disability impact, or other health or safety considerations.** Some high-priority students with disabilities require 1:1 support, and need assistance from staff with feeding, washing, dressing, academic readiness, sitting at a desk, manipulating academic materials, using communication devices, etc. In order to reduce the risk of contracting or spreading COVID-19, it is important to minimize close contact to the extent possible; however, when it is not possible, the use of protective equipment is required. Students with suspected or confirmed COVID-19 should not go to school; those who develop symptoms at school must be sent home immediately.

It is critical that student learning takes place in a safe environment, and it is also important that students, families, and staff *feel* safe. Clear ongoing communication between schools and families prior to, during, and after the implementation of these requirements is essential. The Department recognizes that some families of high-priority students with disabilities will have concerns about the health and safety of their children and may choose not to have them participate in in-person learning. In these situations, remote learning must continue.

Alternately, it may be more practical to offer in-person services in a student's home with the consent of the students' parent/guardian rather than in a school building during this period.

Doing so might alleviate some of the cleaning, transportation, and facilities issues associated with in-person instruction. As with any difference in the way special education services are delivered during this pandemic, schools and districts should engage with families before deciding to offer in-home services and then provide written notification regarding this form of service delivery.

In order to provide in-person instruction over the summer, the following steps **must** be taken, and the guidance that follows below is organized into these five categories:

1. Identify high-priority students most at need for in-person summer services and communicate with families.
2. Identify, hire, and onboard appropriate staff (referred to as direct service providers (DSPs) throughout this document).
3. Identify and purchase necessary protective equipment.
4. Develop situation-specific protocols as indicated in this document and in the additional resources provided. Modify any existing health and safety plans and/or school protocols as needed due to COVID-19.
5. Develop a training plan that includes identification of the staff needing to be trained, procurement of resources and trainers, and a system to confirm all necessary training is completed prior to in-person instruction.

Once these steps have been taken, in-person instruction, including in-home services, should begin for high-priority students in a modified or limited way. In-person services might include individual or small group instruction or therapies. Some students who are receiving in-person services might still require some remote services. Remote services for such students should remain in place until in-person learning commences. If the required staffing, protective equipment, safety protocols, and training cannot be established during the summer, the school or district must continue to provide services to the high-priority students remotely. Previous guidance regarding the implementation of remote learning services remains in effect (see Appendix A). As with special education services that were delivered remotely at the end of the 2019-20 school year, parents must receive written notification describing how Extended School Year, approved summer programs, or year-round services will be provided, if different than described in the student's IEP.

Part I: Identification of High-Priority Students for In-Person Summer Services

The Department recognizes that not all students with disabilities will be able to be served in person this summer; however, it is expected that schools and districts will prioritize the most vulnerable students. In order to do so, schools and districts should consider the nature of the disability and the barrier it imposes on a student's ability to access remote learning. Specifically, of the students whose IEPs call for Extended School Year services, summer programs, or year-round services, the following students should be prioritized for possible in-person summer 2020

services:

- Students with the most significant disabilities who have demonstrated substantial regression during remote learning;
- Students who receive multiple services during the summer – such as applied behavior analysis; speech, occupational, and/or physical therapies; and academic instruction – so that at least some of those services can be offered in person; and
- Students who will need more time to learn new procedures and protocols to increase their successful reentry to school in the fall.

Students not included in these categories would continue to receive services remotely. In particular, students who receive a limited number of services (such as tutoring, related services, or academic services only) would participate in summer services remotely.

Part II: Staffing, Direct Service Providers, and Grouping Requirements

Program administrators must ensure that there are adequate levels of staffing available to effectively and safely deliver and support in-person programming for the number and needs of students who will be in attendance. For programs serving students with disabilities, instructional grouping requirements and maximum class sizes are governed by Massachusetts special education regulations ([603 CMR 28.06 \(6\) and \(7\)](#)) and by the goals and methods in each child's IEP. In the case of DESE-approved special education day and residential school programs, the student-to-licensed-educator and/or aide ratios approved by DESE must be implemented. If an approved special education school is not able to maintain their approved ratios, they should contact their [school's assigned liaison](#), who will be able to assist. Group sizes must be restricted to a maximum of 10 students, with a maximum of 12 individuals including students and staff in each room. Rooms must also be large enough to include at least 6 feet of distance between all students and staff. The program administrator should ensure that classes are appropriately spaced throughout the school building, allowing for adequate social distancing but also allowing for additional staff support in the event students require behavioral interventions or supports. Students with disabilities must never be left alone in a classroom without the presence of an appropriately trained staff member.

The CDC recommends that guidance for healthcare providers be followed for [direct service providers](#). Direct service providers include personal care attendants, direct support professionals, paraprofessionals, therapists, related services personnel, assistants, school nurses, health office staff, and any other staff who must come into close contact (6 feet or closer) with students with disabilities.

Direct service providers are essential for the health and well-being of the students they serve. Direct service providers should be aware of and trained on how COVID-19 spreads, risk factors, and prevention actions. When working with students without suspected or confirmed COVID-19, the CDC recommends following [everyday prevention actions](#), such as cloth face coverings, wearing gloves, washing hands frequently, and cleaning and disinfecting surfaces. Regardless of

COVID-19 status, additional preventive measures may need to be taken depending on the activity and the risk level of that activity. See below for protective equipment requirements.

Part III: Protective Equipment

Prior to resuming in-person instruction, schools and districts must purchase and procure the appropriate protective equipment to meet the health and safety needs of students and staff. Schools and districts must provide appropriate protective equipment to all direct service providers, as outlined in the chart below. [Guidance for the proper use of protective equipment](#), as outlined by the CDC, should be followed. For additional information regarding specific descriptions of particular pieces of protective equipment, please consult [Occupational Safety and Health Administration \(OSHA\) guidelines](#). It is recommended that direct service providers at a minimum follow [OSHA guidance](#) for “Jobs Classified at Medium Exposure Risk.” **All staff and students must wear face coverings, with the exception of individuals for whom it is not safe to do so due to age, medical condition, or other health or safety considerations. Staff should wear appropriate protective equipment based on the specific interactions they are having with students (e.g., instruction, behavior support, activities of daily living, etc.). Please note that DESE provided [guidance on the provisioning of key safety supplies](#) on June 5, 2020 in order to help schools and districts determine the quantities of the protective equipment described below.**

Protective Equipment Recommendations for Direct Service Providers (DSPs)

<i>Classification of Individual Wearing protective equipment</i>	<i>N95 or KN95 Respirator</i>	<i>Face Shield</i>	<i>Disposable Gowns</i>	<i>Disposable Gloves</i>	<i>Gowns/Coveralls/Other Body Covering</i>	<i>Cloth Face Covering</i>	<i>Disposable mask</i>
DSPs in care areas of students with suspected COVID-19	X	X	X	X	X		X (with face shield if N95/KN95 not available)
DSPs in the same facility but not in the care areas for students with suspected COVID-19						X	
DSPs providing personal care to students without suspected COVID-19 but who may potentially be exposed to bodily fluids		X (preferred)		X			X
DSPs performing or present during aerosol generating procedures such as nebulizer treatments, chest PT, suctioning, trach care	X	X		X	X		
Transportation personnel/monitors who must come in direct physical contact with passengers (e.g. buckling/unbuckling, performing wheelchair safety services)				X		X	

Part IV: Situation-Specific Protocols

In order to protect the health and safety of students, staff, families, and community members, schools and districts should follow CDC recommendations in the following areas:

- Health and safety considerations, social distancing, and infection control practices (handwashing, face coverings, and gloves);
- Classroom, meal, and cleaning practices;
- Disinfecting practices;
- Health office practices, protective equipment, management and [isolation of students and/or staff](#) showing signs and [symptoms of illness](#).

In addition, the following guidance addresses situation-specific protocols that must be developed prior to providing in-person instruction:

Screening and Monitoring Protocols:

In circumstances in which maintenance of recommended social distancing (6 feet minimum) is not possible, the following recommendations should be implemented:

- Programs must ensure that there are adequate staff who are prepared and properly trained to accommodate students' health and safety needs in addition to their education.
- Staff must be prepared to provide hands-on assistance to students with disabilities for any circumstance that would require them to be within 6 feet from any student.
- To protect themselves, staff who care for students requiring hands-on assistance such as feeding, washing, dressing, physical prompting, helping students sit at a desk, manipulating academic materials, and prompting students to use a communication device, etc., should wear appropriate protective equipment based on the activity and risk level and wear long hair up or tied back during all activities requiring direct contact with a child.

Toileting Protocols:

- Staff must change students' clothing and their own clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned and disinfected after each use.
 - **Note:** Cleaning and disinfecting are two separate tasks:
 - **Clean:** To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
 - **Disinfect:** To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
 - Signage should be kept simple and in multiple languages if needed.

- Posting the multistep procedure may help direct service providers maintain the routine, which is designed to reduce contamination of surfaces.
- Train all staff on [proper removal of gloves, gowns, facial masks, and other protective equipment](#) and on handwashing before donning and after removing equipment in order to reduce contamination.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- To reduce contamination, wash the student's hands after the toileting/diaper change.

Additional Resources:

- [Caring for Children in Group Settings During COVID-19](#)
- [Massachusetts Child and Youth Serving Programs Reopen Approach](#)

Physical Intervention and Restraint Protocols:

Physical Restraint and COVID-19: These guidelines are to be used in conjunction with Massachusetts regulations outlined in [603 CMR 46.00](#) and local procedures.

Direct service providers should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. Use a student-centered approach and offer reassurance throughout interactions.

- **Limiting Risk of Infection Prior to a Physical Restraint**
 - Plastic protective gowns that can be easily ripped or torn are not advised as they may become a hazard.
 - Ensure staff are wearing disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.
 - Only staff required for safely restraining a student should be involved; one additional staff member should monitor and address protective equipment needs for those staff who are involved in the restraint in the event that protective equipment needs to be altered or adjusted.
- **Limiting Risk of Infection During a Physical Restraint**
 - Keep hands clear of eyes, mouth, and nose of self and others.
 - First responders should be relieved as soon as possible if not wearing appropriate protective equipment.
 - Given the risk of COVID-19, it is even more important than usual to try to avoid long and extended restraints.
- **Limiting Risk of Infection After a Physical Restraint**
 - Remove and dispose of and/or clean protective equipment immediately in the manner that you were trained.
 - Avoid touching your face and limit contact with hard surfaces before immediately washing hands.

- To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.
- Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.

Additional Resources:

- [Clinical Guidance for NHS Scotland: Using Physical Restraint with Confirmed or Suspected COVID-19](#)
- [Resources for Implementing Trauma Informed Care](#)
- [Safety-Care® Standards and Recommendations Regarding Coronavirus Disease](#)
- [Crisis Prevention Institute: De-escalation Tips in Light of Coronavirus Anxiety](#)

Transportation Protocols:

In order to reduce the risk of transmitting COVID-19, districts should work collaboratively with families to determine their ability to transport their child(ren) to and from school. Parents of students for whom special transportation is provided for in their IEPs and who transport their student are eligible for reimbursement, according to [603 CMR 28.07\(6\)](#). In these cases, the student maintains the right to access transportation for a disability-related need at a future date. The IEP should not be amended, but the family should be notified in writing.

In cases where special transportation is provided for in the student's IEP and the family is unable to transport their student in order to receive in-person summer services, school districts must coordinate and provide transportation for those students, including students in out-of-district placements. When doing so, districts and transportation providers should follow the guidance document issued by the Department of Early Education and Care on June 1, 2020 ([Massachusetts Child and Youth Serving Programs Reopen Approach: Minimum Requirements for Health and Safety](#)). The guidelines described below are drawn from that document and further applied to transporting students with disabilities.

- **Develop a Transportation Plan**

Schools and districts providing transportation must develop a written transportation plan following appropriate health and safety protocols. Additional requirements are as follows:

- [Social distancing and group size requirements](#) must be maintained to the extent possible while embarking, disembarking, and in transit.
- Because close seating on vehicles makes person-to-person transmission of respiratory viruses more likely, programs providing transportation to and from educational programs must maximize space between riders and follow requirements for wearing masks or face coverings.
- In cases where social distancing cannot be maintained (e.g., students who need to be buckled in, transferred in and out of wheelchairs, etc.), drivers and/or monitors should wear the appropriate protective equipment, as indicated in the chart above.

- **Communicate with Families**

Schools, districts, and/or transportation providers should provide clear, timely information to families to let them know what processes will be used to promote students' safety when they travel to and from school. To convey this information, schools should use multiple languages and multiple means of communication (e.g., mail, email, text messages, school website announcements, phone calls, etc.). In addition, DESE encourages schools and districts to institute a system to ensure that families can communicate transportation questions or concerns to the school.

Information provided to families regarding transportation may include:

- The conditions under which transportation will not be provided for students and why.
- How frequently buses and vans are cleaned and disinfected and types of products used.
- How infection control strategies will be implemented during transportation, including during boarding and disembarking.
- How physical distancing and hand hygiene practices, especially for students with disabilities who require significant assistance, will be maintained and implemented.
- How protective equipment for students, drivers, and bus monitors will be provided and used.
- How the transportation of sick, symptomatic, or exposed students will be addressed.

Additional Resource:

- [National Association for Pupil Transportation](#)

Part V: Education and Training

It is essential that staff training be provided before in-person instruction to students with disabilities can be conducted. In addition, it is equally important to educate and train students on health and safety considerations, as well as newly adopted routines and protocols. The following section provides guidance in these areas.

Training Plan

- Identify staff who will need to be trained and what that training should address.
- Determine who will provide the training and what materials will need to be procured for the training. Ensure trainers are qualified to conduct associated trainings and utilize resources from accredited organizations when possible.
- Develop a timeline for training needs including what trainings need to be conducted prior to the start of in-person instruction and what trainings need to be provided as ongoing support.
- Develop a system for monitoring staff completion of required trainings and identify staff responsible for ensuring all staff have met the training requirements prior to beginning in-person work.
- Consult current vendors and/or affiliated health and safety organizations to determine what resources are readily available.

- Consult with other districts, collaboratives, and approved special education schools to share resources related to training.
- Develop a mechanism for staff to communicate additional training needs.
- Determine what training, if any, may be needed for families of students with disabilities.

Staff Training

- Training must be provided by qualified professionals.
- Training must include all staff who have contact with students, including but not limited to educators, support and related services staff, administrators, clerical staff, custodial staff, and food service providers.
- Training for staff must include the following but should not be limited to:
 - Safe and effective use of protective equipment (putting on and taking off protective equipment and disposing and/or washing protective equipment);
 - General information related to COVID-19 from the CDC;
 - How COVID-19 is spread;
 - How to prevent the spread of COVID-19;
 - Symptoms of COVID-19; and
 - When to seek medical assistance for students or staff who exhibit symptoms or become sick.

Additional Resource:

- [COVID-19 Infection Prevention in Childcare Programs](#)

Education for Students on Safety Protocols

- Students should be provided with training through direct instruction and/or embedded content in lessons and activities, as developmentally appropriate.
- Training content must include general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practices, such as routines for entering and exiting the school, snacks/meals, assembling, passing in hallways, being transported via bus or van, and accessing the bathroom.
- Students must be explicitly trained on how to use protective equipment, as appropriate. Training should include how to put it on, take it off, dispose of it, and where it should be placed in instances where it needs to be cleaned by staff.
- Social stories, visual cues, and other appropriate developmental strategies should be used to reinforce these new concepts and protocols.

Guidance for Specific Populations

Parents/guardians should be encouraged to consult their child's health care provider to discuss the appropriateness of students with high risk medical conditions attending in-person instruction. These include students who depend on mechanical ventilation and children with tracheostomies. School health professionals should work with primary care providers to identify alternatives to nebulizer treatments in the school setting, such as metered dose inhalers (MDIs) with a spacer. A collaborative approach should be used to inform decision-making relative to how the student can safely access in-person instruction.

The following should be considered when working with students who are deaf or hard of hearing (DHH):

- Consider the needs of students who must be able to see the lips of the speaker.
- Purchase clear masks or shields for staff and students.
- Account for an interpreter in the classroom for deaf or hard of hearing students, and determine the logistics of social distancing.

Additional Resources

Topic	Description	Website
General Guidance for Re-Opening Schools	Interim Guidance for Administrators of K-12 Schools and Child Care Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html
	CDC decision tree for school re-entry	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf
	CDC Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	American Academy of Pediatrics: Returning to In-Person Education in Schools	https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/covid-19-planning-considerations-return-to-in-person-education-in-schools/
Cleaning/Disinfecting	Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes	https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html
	CDC cleaning/disinfecting decision tool	https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/ReOpening_America_Cleaning_Disinfection_Decision_Tool.pdf
	OSHA guidance on workplace preparation	https://www.osha.gov/Publications/OSHA3990.pdf
	MA EOHHS guidance	https://www.mass.gov/doc/comprehensive-personal-protective-equipment/download (download)
	CDC cleaning and disinfecting facilities	https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html
Training/Professional Development for Staff	CDC information on use of cloth face coverings	https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-coverings-information.pdf
	CDC using protective equipment	https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html
Educational Materials	MN Department of Health Teaching Hand Hygiene age-appropriate hand washing curriculum	https://www.health.state.mn.us/people/handhygiene/curricula/index.html
	CDC ASL Video Series: COVID-19	https://www.youtube.com/playlist?list=PLvrp9iOILTQatwnqm61jqFrfsUB4RK6J
	Feeling Sick: Coronavirus social story	https://www.autism.org/wp-content/uploads/2020/04/Feeling-Sick-COVID-19.pdf

Appendix A: Two Models of Remote Service Delivery

	1) Supports and Resources	2) Instruction and Services (Whole Class, Small Group, Individualized)
Goal	Establish systemic special education resources, supports and services to promote continuity of learning	Provide more direct services to students in whole class, small group, or individualized formats
Expectation	All schools and districts can implement this model of services	<ul style="list-style-type: none"> All schools and districts can now implement aspects of this model by providing as many of these services as possible given the current circumstances Schools and districts will make continual systemic improvements to increase the provision of services over time
Key Components	<p>Provision of strategies, assignments, projects, and packets to students</p> <ul style="list-style-type: none"> General education materials with accommodations Materials directly from special educators and related service providers Consider making choices available to students <p>Provision of resources to families to keep students engaged in learning and movement</p> <ul style="list-style-type: none"> YouTube channels or other streaming content WGBH (online resources and television) Apps to meet the needs of individual students <p>Regular, ongoing check-ins with families (phone, email, district-approved social media, etc.) are critical</p> <ul style="list-style-type: none"> Use check-ins to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the daily schedule for students Help to overcome individual obstacles to accessing materials and resources Scheduling times with families recommended Set office hours or specific hours in the day parents can sign-up for ahead of time and touch base with a specific person at the school 	<p>Telephonic instruction and therapies</p> <ul style="list-style-type: none"> Lessons with small groups or individuals Phone calls for related services Morning meeting with class via conference call <p>Telephonic or internet-based parent consultation</p> <ul style="list-style-type: none"> A grid consultation service Ongoing support during closure <p>Interactive Internet-based lessons</p> <ul style="list-style-type: none"> Online virtual instruction with teacher and class Pre-scheduled and announced to families Frequency as appropriate given circumstances <p>Recorded lessons</p> <ul style="list-style-type: none"> Teachers recording and then posting lessons for students Allows students to still see their teachers Step-by-step related services videos to assist caregivers in replicating at home

Considerations	<ul style="list-style-type: none"> • Consent not required • Privacy issues not triggered • Team approach recommended 	<p><u>Notice to Parents:</u> Districts need to provide notice to families regarding IEP services that will be provided to their children remotely</p> <ul style="list-style-type: none"> • Consent not required; notice is for services temporarily provided while students are out of school. • This does not change the IEP or impact “stay put” rights • Same requirements for all schools (public, charter, day, residential) <p><u>Privacy:</u> Schools and districts must ensure that online platforms are COPPA and PPRA compliant Inform parents of privacy-related issues with virtual learning options</p> <ul style="list-style-type: none"> • Educators to provide disclaimers at start of lessons re: appropriate online communication • Advise against recording or sharing of online or telephonic lessons/therapies, unless teacher is recording lesson to share with other students
Documentation	<ul style="list-style-type: none"> • Communication logs • Email records • Social media records 	<ul style="list-style-type: none"> • Clinical notes • Service logs • Communication logs • Email and social media archives



Comprehensive Summer School Guidance

Jeffrey C. Riley
Commissioner

July 1, 2020



July 1, 2020

Dear Fellow Educators, School Administrators, Parents, and Community Members,

I am writing to provide you with our Comprehensive Summer School Guidance.

You will notice that the health and safety requirements described for summer largely adhere to the [Initial Fall Reopening Guidance](#) the Department of Elementary and Secondary Education released last week, with some exceptions. Our reopening approach is built on a thorough review of current medical and scientific literature and was developed after extensive consultation with infectious disease physicians and public health experts from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center's Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics. Based on the current public health data and COVID-19 trends, the medical community supports Massachusetts students' return to in-person learning, with appropriate health and safety guidelines in place. In fact, on June 26 the American Academy of Pediatrics (AAP) released [guidance](#) for reopening schools that closely mirrors what we developed in Massachusetts: "...**the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.**"

You will also find, however, some key differences between the fall reopening guidance and the requirements for summer school in this document, relating to issues such as physical distancing and classroom capacity. It is important to keep in mind that districts and schools developed their plans for summer school based upon the Initial Summer School Guidance we released on June 4. Those requirements are largely consistent with the requirements also being followed during this phase of reopening by other child and youth serving agencies, such as summer camps and childcare facilities. We are reopening Massachusetts together, in phases. It is important that services for children—whether summer camps or summer school—follow similar guidelines and requirements because at times they both use the same facilities and are overseen by the same local boards of public health. Consistent practices over the summer in camps, schools, and childcare facilities will help continue to pave the path for our phased reopening approach.

I am grateful for all that you have done to make summer programming happen for our students.

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Introduction

To address challenges associated with COVID-19, the Department of Elementary and Secondary Education (DESE) released two memos in June to provide guidance on summer school services:

- Initial Guidance on Summer School, June 4, 2020 ([download](#))
- Guidance about Summer 2020 Special Education Services, June 7, 2020 ([download](#))

Those documents offered districts and schools introductory protocols to begin planning for summer programming, focusing on the necessary health and safety measures to mitigate the risk of transmission of COVID-19.

This Comprehensive Summer School Guidance document is intended to support districts and schools with their ongoing preparation and planning for summer school services. Following DESE's guidelines, districts and schools should make reasonable efforts to establish in-person summer services in order to meet the educational needs of students while adhering to health and safety standards. A district or school that cannot meet these standards in the short term should consider remote learning as an option until they are well-positioned to transition to in-person instruction. If a school or district determines that it is not possible to implement these guidelines at all during the summer, then remote learning will continue to be the most feasible option for providing summer services.

We commend districts and schools for the planning and hard work already underway, and appreciate your careful review of these comprehensive guidelines to further support the implementation of summer services.

As described in the Initial Guidance on Summer School, the following student groups should be prioritized for instructional programs that will maximize student learning, including in-person instruction where possible:

- **Students with disabilities**, particularly those who receive summer services as a provision of their Individualized Education Programs (IEPs) (See Guidance about Summer 2020 Special Education Services, June 7, 2020 ([download](#)) for more information.)
- **Students who have been off track or only intermittently engaged** prior to and/or during the period of school closures
- **Vulnerable students** who may be at risk socially or emotionally due to the school closures

Whether held in-person or remotely, summer programming presents an opportunity for schools to focus on (re)engaging and supporting students who would most benefit from additional time and attention. While it may be tempting to focus on remediation because of the disruption to academic learning this spring, summer programming can and should do more. **Educators can prioritize student mastery of the [prerequisite content standards](#), credit recovery, and deliver services as identified in student IEPs during summer programming – and also help prepare students for success in the fall by previewing and practicing upcoming content. Moreover, research on summer learning has [taught us](#) that students are most successful when schools incorporate regular enrichment, social-emotional learning (SEL), and opportunities to build relationships and community.**

DESE has released numerous guidance documents and resources on supporting students and their families during this period of reduced in-person instruction, all of which can be found on DESE's [COVID-19 web page](#). Districts and schools are encouraged to continue to use those resources when preparing for and implementing summer services, with a particular emphasis on determining how they will best support students with particular needs, such as students with disabilities and English learners.

Considerations for In-Person Summer Programming

The safety and well-being of students, families, educators, and staff has been and must continue to be our top priority as an educational community.

Families,¹ in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person summer instruction if available, or whether their children will continue with remote learning if they are eligible for summer services. Districts and schools should engage regularly and substantively with families in their primary language to ensure that they have accurate and up-to-date information to make informed decisions about whether an in-person return is best for their children.

Districts and schools should continue to engage students and families most impacted by school closures and use their perspectives to drive the planning and decision-making process throughout the implementation of summer services. Clear ongoing communication between schools and families prior to, during, and after the implementation of these guidelines, is of the utmost importance, including a mechanism for parent feedback at either the district or school level. Doing so will allow for any questions or concerns from the individual level to reach necessary administrators. Taking steps to involve the school community and encourage a culture of awareness, safety, and health will better serve students and families in the long run.

Preparation and Program Planning for In-Person Summer Learning

The following section outlines important planning guidelines for districts and schools to implement when providing in-person summer instruction.

- ☐ **Designate COVID-19 response leader:** If you have not done so already, name a COVID-19 Response Leader for each school and for the district. The COVID-19 response leaders should coordinate with key district and school personnel on planning efforts over the summer and be a key part of the implementation as schools open.
- ☐ **Opening:** In-person summer learning may start no earlier than July 6th and can begin at any point later in the summer when the district or school is ready.
- ☐ **Instruction:** Provide instruction for up to 3-4 hours a day (with the exception of residential special education schools which can implement full-day instruction). Remote instruction can supplement in-person instruction.

- **Permissions:** Be sure summer school permission forms for each student (particularly for new students) include relevant medical information and comprehensive contact information to easily reach families in case of concerns. Review medical information submitted by parents and reach out to parents of high-risk children to encourage them to discuss with their healthcare provider whether the program is a safe option for the child, if additional protections are necessary, and what supports can be offered to best help their child understand and adhere to the health and safety requirements.
- **Protocol development:** Districts and schools must develop plans prior to reopening (and maintain them once reopened) to address how they will meet the health and safety requirements. Elements of this planning **must** include the following:
 1. **Cleaning and disinfecting:** A cleaning and disinfecting plan that identifies what items must be cleaned, sanitized, or disinfected and with what frequency.²³ This must include a daily cleaning schedule for staff as well as maintaining the inventory of essential cleaning supplies.
 2. **Collaboration with health authorities:** A process to work with local boards of health so that all parties are up to date on various statewide and local guidance and plans (e.g., health and safety updates, COVID-19 testing availability, etc.).
 3. **Transportation:** A plan for transportation that includes minimizing group transportation.
 4. **Training:** All training on health and safety protocols must be provided to staff before in-person summer services begin.
 5. **Medication administration:** A plan for administering medication including a plan for the treatment of students with asthma and other chronic illness. School health professionals should work with primary care providers (provided they have parental consent to do so) to identify alternatives to nebulizer treatments in the school setting, such as metered dose inhalers (MDIs) with a spacer.
 6. **Parent communication:** A plan for sharing information with parents that includes the following:
 - a. Two-way proactive communication and emergency communication
 - b. Email addresses and home, work, and mobile phone numbers from parents of all students at the program so that the program can reach them at any time.
 - c. Information published by the school into the primary language primary language spoken by the parents. This should include guidance on how to share information with their children in developmentally appropriate ways. (See [CDC guidance for parents and COVID-19](#).)

Summer School Health & Safety Requirements

The following health and safety requirements are grounded in the Initial Fall School Reopening Guidance released on June 25, but modified with several additional specifications that we laid out in our Initial Summer School Guidance released on June 4. The health and safety requirements for the summer account for the current phase of the Commonwealth's reopening plan and are consistent with the protocols already being followed at this time by other child and youth serving agencies (See the Department of Early Education and Care's "[Massachusetts Child and Youth Serving Programs Reopen Approach](#)", updated June 12, 2020).

For the summer, these include:

- **Capacity:** Keep summer programming enrollment at less than 50 percent of a school's capacity, with no more than 300 students at a time in one building. For the fall, with appropriate health and safety measures in place and with public health metrics indicating low levels of COVID-19 incidence, capacity would be determined by the relation of the space with the physical distancing requirements.
- **Class size:** Have no more than 10 students and 12 people total in a classroom (i.e., 1-2 teachers/staff with 10 students). Similarly for the fall, class size would be determined by the relation of the space with the physical distancing requirements.
- **Physical distancing:** Maintain 6 feet of physical distance between students and staff, as feasible, including spacing desks 6 feet apart and ensuring this distance is maintained as students move through the building. For the reopening of schools in the fall, as noted in the Initial Fall Guidance, with appropriate health and safety measures in place and with public health metrics indicating low levels of COVID-19 incidence, 3' is the minimum with masks/face covering on. As described in [recent guidance](#) from the American Academy of Pediatrics, "Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic."
- **Face coverings and masks:** Ensure all students and staff wear face coverings or masks, unless not possible for medical or behavioral reasons.

As general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.⁴

Masks/face coverings: As the primary route of transmission for COVID-19 is respiratory,^{5 6 7} masks or face coverings are among the most critical components of risk reduction.^{8 9 10} Masks/face coverings protect the general public against COVID-19 infection,¹¹ with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset.¹² In the United States, states advising face masks/face coverings be worn in public saw a decline in their COVID-19 growth rates,¹³ and community-wide mask/face covering usage contributed to control of COVID-19 in Hong Kong.¹⁴

- **All students are required to wear a mask/face covering that covers their nose and mouth.** Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual/facial cues.
- **Adults, including educators and staff, are required to wear masks/face coverings.**
- **Exceptions to mask/face covering requirements** must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- **Mask breaks should occur** throughout the day.¹⁵ Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open.
- **Masks/face coverings should be provided by the student/family**, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students.
- **Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.**
- **Transparent face coverings provide the opportunity for more visual cues** and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

Physical distancing: Physical distancing is another important practice that helps mitigate transmission of the virus.

For the summer, to be consistent with other programs serving children and on pace with the overall state re-opening plan, our requirements and related guidance are as follows:

- **Distancing requirements:** Schools should aim for a physical distance of six feet when feasible. Schools should seek to maximize physical distance among individuals within their physical and operational constraints.
- **Classroom and facility configuration:** To the extent possible, aim for desks to be spaced six feet apart and facing the same direction.¹⁶ Again, schools should seek to maximize physical distance between desks within their physical and operational constraints.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.
 - In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These

precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids. (See Guidance about Summer 2020 Special Education Services, June 7, 2020 ([download](#)) for more information.)

Capacity and student groups:

For the summer, to be consistent with other programs serving children and on pace with the overall state re-opening plan, our requirements and related guidance are as follows:

- **Capacity:** Keep summer programming enrollment at less than 50 percent of a school's capacity, with no more than 300 students at a time in one building.
- **Student groups:** Classrooms can accommodate no more than 10 students and 12 people total (i.e., 1-2 teachers/staff with 10 students). Where feasible, schools should isolate individual groups of students with one consistently assigned teacher, and groups should not mix with other students or staff.

Screening upon entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms.¹⁷ Schools should provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. We will be providing a checklist of symptoms and other guides to districts and schools to help families and students.

- **Screening procedures are not required at the point of entry to the school.** However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- **As noted in previous guidance, temperature checks are not recommended** as screening for all students due to the high likelihood of potential false positive and false negative results.¹⁸

Hand hygiene: Handwashing and hand sanitizing: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available.^{19 20} As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.²¹

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Handwashing:** When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.²²
- **Hand sanitizing:** If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used.²³ Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of

rubbing hands together for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

COVID-19 Medical Waiting Room: In order to minimize transmission of COVID-19, schools must ensure they have an isolated space available for students displaying COVID-19 symptoms.

- **Schools are required to designate a COVID-19 Medical Waiting Room that is separate from the nurse's office or other space where routine medical care is provided.** A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member.²⁴

COVID-19 testing in schools: At this time, in-school testing is not recommended. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Health and safety/PPE supplies: Per the initial supply guidance issued by DESE, schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities). All districts are eligible for federal CARES Act funds to support these purchases.

Classroom Programming and Movement within the Building

Transitions and physical distancing: Physical distancing must be encouraged for students and staff at all times, including but not limited to:

- During transitions (e.g., waiting for bathrooms)
- During mealtimes
- While traveling to and from the outdoors
- During all indoor and outdoor activities
- Prevent risk of transmitting COVID-19 by not permitting regular immediate contact (such as shaking or holding hands, or hugging).
- Assemblies are not permitted during summer school.

Recess: Stagger recess and play outside for one group at a time.

Activities:

- Refrain from games and activities that encourage physical contact or proximity of less than 6 feet, like tag or circle time.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., art supplies, equipment, etc. assigned to a single student per use) or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.

- Schools must limit travel off the premises for all students and staff, including canceling all field trips. Outdoor activities may be conducted on school grounds while maintaining physical distancing.
- Activities that require or may require direct physical support, close contact, or rescue must not be conducted, except where necessary to support participation for students with disabilities.
- The use of swimming pool facilities is prohibited for summer services.

Itinerant and traveling staff: Itinerant and traveling staff should determine if they can provide services to students remotely from within a building (such as through the use of video conferencing). Staff members who need to enter a classroom to provide additional supports (e.g., speech pathologists, occupational therapists, etc.) should stagger their schedules so they do not overlap with one another.

Classroom placement: Use additional space in school buildings to spread out classrooms as much as possible. Classes should be held outdoors to the extent possible.

Movement within building: Develop a plan for safely moving students in and out their classrooms while maintaining 6 feet of physical distance when feasible; staff must manage necessary student access to common areas, including bathrooms, to avoid crowding. Use signs such as arrows as visual reminders so students and staff can follow the proper direction to walk down a hallway.

Entry/exit: Ensure students enter school buildings in an orderly, staggered fashion. If available, multiple entrances can be utilized, and staggered timing is important to limit the number of students in a hallway at any given time. If possible, designate one-way entrances and exits at each access point.

Crowd management: Ensure students do not congregate outside the school before entering the building and after school is over. Students should leave school premises at the completion of each day.

Building and Facility Preparation

Schools must prepare the school environment to promote the current health and safety requirements and control infections.

Drinking fountains: Close drinking fountains that require contact for use. Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other containers.

Ventilation: Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans (must be inaccessible to young students), and other methods. Unless used as an emergency exit, prop all interior doors open to reduce the number of people touching the door during the day and to increase ventilation.

Water systems: Ensure that all water systems and features (e.g., cooling systems) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

High-volume and communal areas: In high-volume areas (restrooms, reception areas, school office, entrances/exits) where adequate space for 6 feet of physical distancing is difficult or not possible, consider installing physical barriers such as sneeze guard partitions. Close communal use spaces, such as libraries, music rooms and computer labs, if possible. If this is not feasible, stagger use and disinfect in between uses or divide into two rooms. Communal spaces can be repurposed as classrooms if appropriate. When dividing rooms, create a clear barrier with cones, chairs, etc.

Student and staff storage: Ensure there are adequate provisions for the storage of student and staff belongings, so each individual's belongings are adequately separated. Store students' belongings in a secure location where they are not repeatedly handled during the school day.

Sinks, hand-sanitizing stations, and touchless trash cans: Ensure availability of accessible sinks and/or hand-sanitizing stations to accommodate frequent handwashing.

- Provide handwashing or sanitizing stations for common areas where there are no sinks or hand sanitizer readily available (such as by entrances/exits).
- Establish a regular handwashing routine upon entry; before and after meals; after sneezing, coughing, or nose blowing; after using any shared equipment such as computer keyboards; and before dismissal. Handwashing should use soap and water or hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content.
- Post clear and age-appropriate signage in highly visible locations throughout school property, reminding students and staff of health and safety measures such as handwashing and physical distancing.
- If possible, touchless trash cans should be installed and located throughout the school.

Outdoor spaces: Develop and enforce protocols for safe use of outdoor spaces:

- Sanitize any surfaces utilized (such as tables or benches).
- Ensure students use hand sanitizer/wash hands before and after going outside.
- Mandate and supervise physical distancing.

Transportation

Group transportation should only be provided during the summer when there is no other option to transport children to and from the school. Instead, districts and schools should encourage alternative transportation options (e.g., walking, biking, driving) and ensure that schools are prepared to respond to changing transport patterns (e.g., providing enough bike racks and clear drop-off and pick-up guidelines for parents).

Food Service / Meals

Protocols for safety: Develop meal distribution plans that include the following food safety guidelines:

- Serve breakfast and/or lunch in classrooms.
- Ensure food is distributed in pre-packaged and ready-to-serve individual portions and not family style or self-serve.
- If it is not feasible to provide service directly to classrooms, students may go to the cafeteria classroom by classroom to collect their meals and return to their classroom to eat. If that method is used, sanitize all high touch surfaces in between groups.
- If classroom meals are not an option and there is no alternative to utilizing the cafeteria for meals, develop staggered schedules that minimize mixing of cohorts and enforce physical distancing protocols. Follow appropriate food safety guidelines and take specific precautions for food allergies.
- Physical distancing (6 feet) must be maintained during mealtimes.
- Multiple students shall not use the same serving or eating utensils. Each student must have an individual cup to use.
- The CDC recommends use of disposable utensils for in-school meals where possible.
- Sinks used for food preparation must not be used for any other purposes.
- Staff must ensure students wash hands prior to and immediately after eating.
- Staff must wash their hands before preparing food and after helping students to eat.
- A staff member (or several depending on need) should be identified to distribute meals. Proper PPE, such as disposable masks and gloves, must be provided to those distributing meals.
- Tables, chairs, highchairs, and highchair trays used for meals must be cleaned and disinfected before and after each student's use.
- All food contact surfaces, equipment, and utensils used for the preparation, packaging, or handling of food products must be cleaned and disinfected before and after each mealtime. Additionally, schools must frequently clean non-food contact surfaces, such as doorknobs, tabletops, chairs, and other objects frequently touched by students or staff. Use sanitizers approved by the EPA for use against COVID-19 and for food-contact surfaces. Students 6 and older who are able to do so should clean their desks independently.
- When disinfecting for coronavirus, [the EPA recommends following the product label use directions](#) for enveloped viruses, as indicated by the approved emerging viral pathogen claim on the master label. If the directions for use for viruses/viricidal activity list different contact times or dilutions, use the longest contact time or most concentrated solution. Be sure to follow the label directions for 'food contact surfaces' when using the chemical near or on utensils and food contact surfaces.

- Discontinue usage of vending machines
- Ensure continuity of school meal service for remote summer learners using non congregate meal distribution such as grab and go, parent pick up, bus routes or home delivered.
- Promote Project Bread's summer meal site finder for non-summer school days including weekends: <https://meals4kids.org/find-summer-meal-site>

Staffing

Inform staff: Provide staff with information about COVID-19, including how the illness is spread, how to prevent its spread, symptoms, and when to seek medical assistance for sick students or employees.

Absenteeism: Have a system to monitor absenteeism to identify any trends in employee or student absences due to illness, as this might indicate the spread of COVID-19 or other illness.

Back-up staff: Have a plan for securing trained back-up staff in order to maintain sufficient staffing levels.

Sick leave: Districts and schools should develop sick leave policies that promote the importance of staff not coming to work if they have symptoms of COVID-19. Symptoms include:

- Fever or chills
- Signs of a lower respiratory illness (i.e., cough, shortness of breath, lowered oxygen saturation)
- Fatigue, sore throat, runny nose or congestion, headache, body aches/myalgia, or new loss of sense of taste or smell
- Other less common symptoms can include gastrointestinal symptoms (i.e., nausea, vomiting, diarrhea), rash, inflammatory conditions such as "COVID toes," and thromboembolic events

Communications: Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

Staff at increased risk: Districts and schools should be prepared to engage in discussions with staff who are at increased risk of severe complications from COVID-19.

(<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html>). Districts and schools should work with their human resources and legal advisors to address individual situations and, if necessary, to modify policies and practices.

Training: Provide and reinforce COVID-19-focused education and training for all staff, including mitigation procedures, personal hygiene, signs and symptoms of illness, assessment, the referral process for students requiring mental health supports, and the use and disposal of health and safety supplies. Consider involving potential substitute staff in COVID-19 focused education and training as well. Focused training should be provided for staff who must maintain

close contact with students, such as special education teachers. All training must be provided before in-person summer services begin. (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials.) Educate staff and workers performing cleaning and trash pick-up activities to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop symptoms. At a minimum, any staff must immediately notify their supervisor and the local board of health if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.

Personal protective equipment (PPE): Develop policies for appropriate use of PPE and provide training to all cleaning staff on site prior to those staff members engaging in cleaning tasks for the first time. Training must include when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE. (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials.)

Adequate staffing: Ensure there are available staff to effectively and safely deliver and support in-person programming for the number and need of students planning to attend, including:

- Teachers (general education, special education, ESL, etc.)
- Assistants/Paraprofessionals
- Clinical/Behavioral staff
- Related Service Providers
- Administrators
- Auxiliary Staff
 - Custodial
 - Cafeteria
 - Facilities
- Transportation
- Health and Wellness
- Nursing and COVID-19 Care

Contingency: To the extent possible, develop contingency staffing plans for any of the above positions in the event of staff member illness and/or absence.

Visitors: Visitors are not permitted in summer school programs.

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MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Special Education Directors, Collaborative Leaders, and Leaders of Special Education Schools

From: Russell Johnston, Senior Associate Commissioner and State Director of Special Education

Date: July 9, 2020

Subject: Guidance on Fall 2020 Special Education Services

On June 25, 2020, the Department of Elementary and Secondary Education ("Department") released its [Initial Fall Reopening Guidance](#), which prioritizes the safe return of students back to school by following a comprehensive set of health and safety requirements. The Initial Fall Guidance also asks schools and districts to prioritize and begin planning for in-person instruction, while simultaneously preparing blueprints for both remote learning and a hybrid school model (a combination of in-person and remote learning), should local conditions change this school year. This document supplements the Initial Fall Reopening Guidance by providing further information on supporting students with disabilities during the upcoming school year. It also provides necessary information in support of schools and districts, as they develop the portion of their reopening plans specifically related to special education.

Schools and districts were unexpectedly required to rapidly transition to remote models of special education service delivery when in-person learning was suspended from mid-March 2020 until the end of the 2019-2020 school year. Now, with more planning time and an emphasis on returning to in-person services in the school year ahead, this document is designed to provide guidance on these critical points:

- School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-

time in-person instruction to such students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.) instead of relying solely on a Resources and Supports model (e.g., packets and assignments). For students with more significant and complex disabilities, providing one-on-one in-person instruction in the home or in a community-based setting should also be considered and made available as feasible, if it is not possible to provide instruction in an in-school setting.

- When school resumes in-person, with health and safety requirements in place, general education, special education, and English language education staff members must collaborate in order to determine the unique modifications that will be necessary to ensure the least restrictive environment (LRE) is in place for students with disabilities. This will require careful planning and scheduling.
- Family engagement is a critical component of school reopening. It is essential to reach out to parents and establish ongoing communication in a manner that works for the family. Parental input is always valuable, but is particularly critical during this time, when parents are ordinarily best positioned to observe their children and provide feedback on their children's experiences. Data from parents on primary areas of need, their children's ability to access remote learning, and other observations about their emotional and social well-being during the state of emergency will be essential to determining how to meet students' needs when schools re-open.
- It will also be important for families to provide input and to fully understand how the school or district plans to provide special education services to their children in the new school year.
- For limited English proficient parents and guardians, the school or district must provide interpreters, translating special education notifications sent to families, as well as schedules, learning plans, IEPs, and Progress Reports. Districts and schools must also use interpreters at all IEP Team meetings. The school or district should arrange for parents to have a specific contact person(s) within the child's special education Team and provide access to interpretation, if needed to communicate. The communication should be provided in language understandable to the general public. Many limited English proficient parents will require ongoing support in their own language so that they know what to expect from the school or district and how to support their child.

This document covers other important topics such as positive approaches to behavior, monitoring student progress, and transition services that the Department wants schools and districts to have at the forefront of their planning for the reopening of schools in the Fall. The Department recommends that schools and districts start to implement this guidance immediately and continue to develop additional supports throughout the school year to further enhance the quality of learning for students with disabilities.

Delivery of IEP Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. In particular, the Department urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs. Remote learning is often more challenging for these students.

For the purposes of this document, students with complex and significant needs include:

- Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3](#).” *Such students must meet at least two of these criteria:*
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

Even if the rest of the school has entered into a hybrid or remote model of instruction, schools and districts must make every effort to maintain in-person instruction for students with disabilities, particularly those with complex and significant needs and preschool-aged students. For example, if a school or district needs to implement a hybrid model of instruction for its students, teachers may be able to simultaneously maintain full-time in-person instruction for students in self-contained special education classes. In such situations, schools and districts should first attempt to maintain full-time in-person instruction (i.e., having the students remain in school for the entirety of their school day). If this is not possible, schools and districts are encouraged to provide as many in-person services as possible on a part-time basis (such as having the students come into school for related therapies, social skills groups, or Applied Behavior Analysis (ABA) services). Finally, in-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting. In sum, schools and districts must make their best efforts to take all necessary steps to ensure that students with disabilities, particularly preschool-aged students and those with complex or significant needs, receive as many services as possible in-person, whether full-time, part-time or in a student’s home or community-based setting (if feasible).

Learning Models

The sections below describe expectations for providing special education services through the three learning models schools and districts are expected to prepare prior to the reopening of school: in-person learning, hybrid learning and remote learning. While each model is described below, the Department re-emphasizes the importance of prioritizing in-person learning for students with disabilities, particularly preschool-aged students and those with complex and significant needs, if the school or district is unable to safely provide full-time in-person learning for all students.

1. Full-time In-person Learning (while meeting current health and safety requirements)

- Considerations for maximizing in-person learning for students with disabilities should be made when developing schedules.
- When considering staffing alternatives for reducing class size, students with disabilities must receive specialized instruction and supports from qualified professionals.
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.
- When considering the use of alternative school spaces or external facility spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized.
- When planning for full-time in-person learning, schools and districts should carefully consider the specific needs of their students with disabilities. While having classes outdoors may be a possibility for many students, this option may not be suitable for some students with disabilities. For example, students with visual impairments may have light sensitivity and/or outdoor settings may be too distracting.
- Identify staff trained in various areas of special education to be included in the COVID-19 Response Team.
- Provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing disposable gowns, face shields, etc.
- Consider using strategies to pair peer models with students with disabilities to promote social interaction.

Districts and schools should partner with parents to support a smooth transition to re-opening of school, given the introduction of the new social distancing protocols and schedules. It is particularly important that educators work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes. (For example, schools and districts may create social stories or video introductions from providers and teachers, recorded tours of new buildings or programs, or

provide opportunities for students to ride new bus routes and visit new school buildings in person before the school year begins.)

2. Remote Learning

- All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. This model must be available for individual students who are not returning in-person, and for all students in the event of future classroom or school closures due to COVID-19.
- Remote learning in school year 2020-2021 is expected to be more robust than the models of remote learning implemented in the Spring of 2020 when schools and districts did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures.
- During the Spring of 2020, the Department described two models of service delivery that could be used to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports (e.g., sending packets and assignments home coupled with frequent communication with parents) and Instruction and Services (e.g., structured learning time, teletherapy and video conferencing). With the ability to plan for the possibility of remote service delivery during the 2020-2021 school year, schools and districts must be prepared to provide services through “Instruction and Services” mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the school or district has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.
- In accordance with 603 CMR 27.08(3)(b), as adopted by the Board of Elementary and Secondary Education on June 30, 2020, remote learning models shall include the following requirements:
 - Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
 - Remote academic work aligned to state standards; and
 - A policy for issuing grades for students’ remote academic work. Teachers and administrators shall regularly communicate with students’ parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- For school year 2020-2021 Instruction and Services must include the following components:
 - A regular and consistent schedule of classes, interventions, services and therapies as required by the student’s IEP, offered synchronously or asynchronously;
 - Structured learning time designed so that the student can access state standards; and

- Frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions can be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

- Schools and districts must support the infrastructure needed to put in place the required Instruction and Services, including availability of computer devices and internet connectivity in students' homes, appropriate communication platforms, and educator and parent training. Parent training topics might include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, etc., and trainings need to be offered in parent's primary language

3. Hybrid Learning

- When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Preschool-aged students with disabilities and students with significant and complex needs should be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, schools should consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities should also be included to ensure inclusionary services.
- Learning and services provided remotely via a hybrid learning model must follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person must follow guidance provided in the section above on Full-time In-person Learning while meeting the current health and safety requirements.
- In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs, can also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of remotely.

Promoting Inclusive Services and the Least Restrictive Environment (LRE)

When planning for the physical distancing requirements for students and adults in a classroom, schools and districts should be mindful of the additional special educators and related service providers who will need to enter the classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment. As such, the following should be considered:

- Schools and districts should carefully develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in 603 CMR 28.02(12), while also maintaining the current health and safety protocols.
For example, special education teachers and related service providers (speech language pathologists, occupational therapists, etc.), could provide special education services in the general education setting (“B Grid”) services remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice would help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.
To support this model, schools and districts could train paraprofessionals to serve as facilitators for push-in services. Training should address technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific needs and strategies.
- If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, those educators or related service providers should schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Some classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.
- Schools and districts are encouraged to partner with parents to think creatively about how they can maintain opportunities for inclusion for students with disabilities. For example, students with disabilities often benefit from peer models, and providing inclusive groupings of students or using technology might help to support peer-to-peer connections while maintaining physical distancing requirements.

Parent Engagement

The Department strongly recommends that schools and districts cultivate excellent two-way communication with families. For example, schools and districts should ensure that classroom teachers, special education teachers, or related service providers communicate regularly with parents. The frequency and type of communication will vary depending on the child’s individual needs, language and technology access barriers families may face supporting their children with remote learning and the preferred mode of communication. The Department recommends that

school personnel document all of their communication with parents. All written and oral communication must be provided in the primary language of the home and in language that is understandable to the general public. This includes translating district-wide and special education notification sent to families, as well as translating special education documents, schedules, and instructions; learning plans, IEPs, Progress Reports and using interpreters at IEP Team meetings.

Ongoing engagement will help educators, related service providers, and parents develop a comprehensive plan for students to receive individualized instruction and related services. IEP team members must consider information from parents regarding their children's experiences during the state of emergency, including primary areas of need, ability to access remote learning during these past months, and other information critical to meet students' needs as schools re-open. Keep in mind that school closure can be traumatic, students may have regressed, **and may have developed new disability-related areas of need, e.g. anxiety.** Since most students will have spent several months in the full-time company of their family or caregivers, schools and districts should take the opportunity to obtain as much data and information from parents and caregivers as possible. Schools and districts should use all available data to anticipate the student's present areas of need and levels of need during re-entry. In addition, it will help school personnel and families be prepared to quickly pivot should in-person services suddenly become unavailable. Ongoing engagement will also promote and sustain important connections between students and their teachers, a source of vital support and stability for students. Engagement between teachers and parents can occur through scheduled phone conversations, "office hours" when parents know they can reach teachers via phone or email, webinars for parents, etc.

Schools and districts should explain to parents how decisions will be made relative to health and safety issues as they come up during the 2020-21 school year. Parents need to know at the start of the school year that schools and districts must take into account many different factors in totality when making decisions about adjustments to health and safety guidelines. Certain issues cannot be divulged to parents due to student privacy and confidentiality protections (such as the ways in which an individual student's health needs might require unique health and safety protocols in a particular classroom). Student privacy and confidentiality must remain core to parent communications and should be respected by all parties.

Parent engagement is particularly crucial when determining if and how special education services will be provided differently as a result of the changes to the overall learning environment associated with any of the three models of instruction schools and districts might employ during the 2020-21 school year (in-person, hybrid or remote learning models). Teachers or IEP liaisons should contact the parents of their students as soon as possible to discuss how a given student's IEP services will be delivered if different than described in a student's IEP, giving particular consideration to potential changes to how and where special education services will be provided. Using input from that discussion, teachers or liaisons must provide parents with written notification containing specific information about how IEP services will be provided promptly at the start of the 2020-21 school year. For example, if during in-person learning, a student will receive related therapies via video conferencing while in the general education classroom, parents must receive written notification describing this different mode of delivering

IEP services. Examples of this written notification include the use of DESE's suggested Documentation of Modified In-Person, Remote or Hybrid Services template (forthcoming), Notice of Proposed School District Action (N1), letter or other written documentation.

If special education services are provided differently than as they are described in a student's IEP, parents must be notified in writing with specific information about how those services will be provided after they have discussed such matters with a teacher or IEP liaison. Written parent notification describing any differences in how special education services will be delivered should include how, where and when specialized services are being provided, and should be dated to reflect when services that are being provided differently begin. Parental consent is not required to implement modified in-person, hybrid or remote special education services; however, such documentation should describe the school's and district's efforts to provide services as closely aligned to the way they are described in the IEP as possible. Schools and districts can provide notification of remote services to families in multiple ways, e.g., U.S. mail, email, student information systems, or online communication platforms if schools and districts determine that parents can access online communications effectively. It is also critical to note that these notifications must be provided in the primary language of the home. Furthermore, special education interpreters must be fluent in the primary language of the home and in English and familiar with special education terminology so that information is accurate and conveyed in a manner that is understandable to the parent.

Developing Positive Behavior Supports and Safe Learning Environments

Schools and districts should continue to create safe and supportive learning environments and provide proactive support to prevent unwanted behaviors in each of the three learning models planned for the 2020-2021 school year. Proactive direct instruction for school- and class-wide routines, social skills instruction, individualized social stories, and other preventative measures will be necessary, particularly following the disruption to normal school routines. Schools and districts should engage in conversations with parents about how their child is doing emotionally and behaviorally, and partner with parents in planning for the transition to in-person learning. Schools and districts may also need to provide additional supports for promoting positive behavior and reducing challenging behavior as schools reopen. Students will reacclimate to learning and school life at different rates. Additional considerations regarding how anxiety and/or trauma may impact the reintegration into normal school life should be considered, including providing Tier 1, Tier 2, and Tier 3 supports available to students under a [multi-tiered system of support](#).

Under the present circumstances, schools and districts should utilize disciplinary action as a last resort for students with disabilities exhibiting behavioral challenges. Wearing of masks, maintaining social distance, adapting to new routines and protocols, and other nuances related to changes in the learning and the school environment may be challenging or frightening for students with disabilities. Retraining and development of strategies that directly address student concerns regarding the pandemic itself and/or other current events should be integrated into lessons and/or classroom routines.

Before administering discipline, it is critical that special educators and school administrators determine if behaviors deemed inappropriate are a result of situations brought about by the pandemic, or if such behaviors are caused time away from in-person learning. Appropriate planning for newly-identified concerns should be part of reentry planning. In addition, restorative practices and other diversionary strategies should be utilized in place of punitive measures to help focus on correcting the concerning behavior. Additional de-escalation training and/or training on trauma-sensitive practices for staff including school resource officers may be needed to support the transition back to full-time in-person learning in an environment altered by public health and safety needs, and the potential of increased behavioral concerns.

Early Childhood Special Education and Preschool Children

Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor and communication skills that are vitally important at this age. Schools and districts should prioritize in-person instruction for this age group but should also be prepared to adjust to hybrid or remote services if necessary. As stated previously in this document, providing services in a student's home if feasible might be a beneficial option, particularly if it is not possible to provide services in the school setting.

In general, public preschools should follow DESE guidance, but can consult guidance provided by the Department of Early Education and Care (EEC) for additional information. However, for public preschools that enroll children who are eligible for and receive a voucher for [financial assistance for childcare that is issued by EEC](#), districts and schools should check in with their EEC regional funded program monitors for additional information.

District and school leaders should work with families to ensure family engagement strategies are in place, especially for families and children who are new to schools. For example, co-developing protocols and [social stories](#) that help children learn social distance guidelines with families can be helpful. For additional guidance for IEP matrices across environments to assist children and families to address goals throughout the day, please see this guidance on the [Florida Technical Assistance and Training System](#).

Below are additional recommendations to consider when addressing the unique needs of preschool children with disabilities:

Transition from Early Intervention

An extension of Early Intervention (EI) services is available for children who turned 3 between March 15, 2020 and August 31, 2020. For those students, EI services can continue until special education eligibility determination can be completed and the child has transitioned to special education, or until October 15, 2020. Because as a result of the pandemic, many districts may have been unable to conduct evaluations, convene IEP meetings, and initiate services by the child's third birthday, districts can expect an increased number of children needing to complete the eligibility determination process and an increased number of children needing special education services. School and district leaders should be prepared to complete the transition

process, have completed assessments, and an IEP signed for this group of students by October 15, 2020.

In partnership with EI providers, districts should develop a plan that explicitly outlines the transition process for each child with extended EI services and who are potentially eligible for school-based services. Additional resources are available in the Technical Assistance Advisory [SPED 2019-1: Transition from Early Intervention Programs to Early Childhood Special Education](#). Districts should establish policies and procedures addressing the potential increase in assessments and the increase of children requiring special education services and should consider allocating additional staff, as necessary to complete assessments. There are several currently available [tools that can be used to complete remote or face-to-face eligibility determinations](#).

Natural Environments and LRE for Preschool Children

In addition to public preschool programs, the LRE for preschool children includes natural environments which are comprised of childcare centers, community centers and the home. By developing IEP Activity Matrices, childcare center staff and families can see how IEP goals can be addressed in a variety of environments. For sample IEP Activity Matrices, see the [Florida Technical Assistance and Training System](#).

If children are attending childcare or Head Start programs, and IEP services are being provided, collaboration with the childcare staff is critical to ensure a smooth transition and delivery of IEP services. Public preschool staff and childcare staff should collaborate to ensure that special education services are being provided within current EEC guidelines as outlined below:

The Requirements refer to “coordinating space and facilitating support services for children, including when identified on an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).” Programs should interpret this to mean setting aside appropriate space for the remote services or tele-health services to take place, rather than attempting to receive visits from outside adults into the program.

The Department recognizes that schools and districts face unique challenges related to preschool programming for children without disabilities and therefore providing in-district inclusive education might be impacted. Districts that have part-time preschool programs and those that charge tuition are at an exceptional disadvantage. An updated process for seeking an alternative compliance waiver under [603 CMR 28.03\(5\)](#) for inclusionary programs for young children during the COVID-19 pandemic is forthcoming.

Kindergarten Screening

Kindergarten screening requirements are set forth in [603 CMR 28.03\(1\)\(d\)](#). Districts are required to screen three- and four-year old children for the Child Find process and for all children who are of age to enter kindergarten. The Department recognizes that because of the rapid shift to remote operation in the spring, kindergarten screening may have been delayed for some children. We recommend that schools and districts resume the screening process this summer (e.g., family interviews) using phone calls or virtual meetings. It may be helpful to complete in-person

screening when children return to school in the fall and have an opportunity to first adjust to being in the classroom environment. The exception to delays in screening protocols is if a student has a suspected disability and/or already has been referred for a special education evaluation; in these cases, the district should move forward in a timely manner with evaluation procedures.

In-person Instructional Environments and Physical Distancing for Preschool Children

When determining classroom arrangement to accommodate physical distancing requirements, schools and districts should factor in the additional special educators and related service providers who will need to enter the classroom to provide services for young children with disabilities in the least restrictive environment. In light of the Department's guidance that students at the elementary level remain in one classroom for the majority of the day, districts may want to consider whether pull-out services can be offered in accordance with the health and safety guidelines or, instead, if services should be pushed into the classroom.

Given the specific health and safety requirements, schools and districts should reconfigure space to discourage prolonged close contact and instead encourage activities that allow for children to spread out. Programs may use different means to divide classrooms as needed to support group sizes and promote distancing requirements. These may include movable walls, partitions, or other barriers that clearly define and separate areas, ideally clear partitions so that children can see and interact with each other, while maintaining physical distance. Barriers should be robust enough to keep children physically separated and prevent materials and toys from being shared.

- Schools and districts may also design their own strategies to implement this requirement, e.g., spacing chairs at tables, designing games and group activities where children may engage in play that can be spaced apart (for example, by using visual cues like hula hoops or developing social stories to support children in learning new rules), and increasing outdoor time.
- Visual supports and strategies for direct instruction for children to maintain physical distance and comply with other health and safety guidelines will be critical. For additional ideas related to supporting social/emotional instruction and positive behavior supports, visit the [Pyramid Model Consortium's](#) webpage.
- Educators may also develop individual bins with activities/materials that still foster social interactions such as music and dancing; additionally, educators could identify materials that stretch across learning centers so that children can be working together on projects while remaining physically distanced (e.g., mural size paper).
- The balancing of health and safety requirements with child development needs is something that will continue to evolve during this time of significant transition. The Department will rely on the expertise of educators to ensure daily schedules and activities are designed to foster physical distancing in the most effective way to mitigate virus spread while continuing to help children enjoy their day, support the development of social-emotional competencies, and foster learning.

Hybrid/Remote Learning Considerations for Preschool Children

As described above, the Department recommends that young children be prioritized for in-person instruction. If remote instruction becomes necessary, balance screen time and non-screen time by considering shorter virtual sessions and consider providing flexible offerings of live, recorded, small group instruction.

- Pre-recorded enrichment activities aimed at providing practice and/or generalization opportunities can be provided outside of live learning time.
- Keep learning opportunities interactive and similar to the routine of what children already were familiar with (e.g., circle songs, etc.) and when appropriate, pair new learning with familiar activities.
- Given the remote aspect of learning in these circumstances, educators should be mindful of wait times to maximize opportunities for as many children to be engaged.
- In-person services offered within the student's home, particularly for preschool age students with complex and significant disabilities, can also be considered as part of a hybrid model to ensure that as many services are provided in-person instead of remotely.

Monitoring Student Progress

School districts, collaborative programs, and approved special education day and residential school programs must continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities, in accordance with [603 CMR 28.07\(3\)](#). Progress Reports must be sent to families, guardians and state agencies involved with the student through mail, email, student information systems, or online communication platforms, and translated into the language of the home when required. The school must maintain documentation of when and to whom Progress Reports are issued.

Educators and service providers must collect data and use this data to monitor the student's progress to develop Progress Reports. If there are periods of remote learning, educators, service providers, parents, and students should review a student's IEP and identify the types of data that can be collected from the student, family, and home environment. Staff can reimagine their roles in a hybrid or remote context, e.g., by using a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments. There are many resources to aid in this work, for example:

- [The Texas Education Agency Phase 4 Remote Learning Plan Monitoring](#)
- [Student Progress Monitoring Tool for Data Collection and Graphing](#)
- [Measuring and Reporting Progress Toward Mastery of Annual Goals](#)
- [Data Collection During Distance Learning](#)
- [Using Google Drive to Collect Data for IEP Goals](#)

Transition Services

Although in-person participation in community-based programs and inclusive [concurrent enrollment programs at institutions of higher education](#) may be limited at this time, schools and districts should make best efforts to develop plans collaboratively with community-based providers, colleges, parents/guardians, and students in order for students to access as much transition programming as possible. Current health and safety requirements must remain a priority when making decisions as to the extent that transition services are able to be accessed in community-based settings; however, it is highly recommended that in-person transition services resume as soon as it is safe to do so with the proper health and safety measures in place.

Initial Evaluations, Reevaluations and IEP Team Meetings

The Department recognizes that due to the closure of school buildings and settings and the unexpected suspension of in-person education in March, annual review Team meetings, evaluations and/or parts of evaluations may have been postponed. As we plan to return to in-person services and instruction, schools and districts will need to plan for addressing the backlog of assessments and meetings while simultaneously addressing the need to maintain timelines for annual review Team meetings and evaluations for students who are newly referred and/or due for an evaluation. Schools and districts should continue to follow the direction on meeting special education timelines as described in the Department's [Implementation of Special Education Timelines During the COVID-19 State of Emergency](#).

IEP Teams must continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time. As was the case when schools closed in March, any changes to service delivery should be documented in writing to the parent.

It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19 **does not result in a change in placement**. The services outlined in the IEP remain and are considered "stay-put." Schools and districts must maintain open communication and collaboration with families as they respond to the trajectory of the virus and make decisions about the opening and/or closing of school buildings and settings and the learning models to be utilized.

Considerations for Students with Low Incidence Disabilities

- Students with high risk medical conditions
 - Parents/guardians of students with [high risk medical conditions](#) should be encouraged to consult their child's healthcare provider to discuss the appropriateness of attending in-person instruction. This includes students who depend on mechanical ventilation and students with tracheostomies. School health professionals should work with primary healthcare providers to identify alternatives to nebulizer treatments in the school setting and to inform decision-making relative to how the student can safely access in-person instruction.
- Students with visual impairments
 - General considerations
 - Students with visual impairments do not acquire information incidentally and often need additional instructional time devoted to visual efficiency, technology, orientation and mobility (O&M), recreation and leisure, self-determination, independent living skills, career education and compensatory skills, including communication.
 - Consider grouping students who need braille and/or tech instruction in centralized locations for specialized instruction in order to reduce Teachers of the Visually Impaired (TVIs) moving between several locations.
 - Academics of braille can be provided remotely; however, technique of braille and writing and reading should be prioritized for in-person learning.
 - O&M should be prioritized for in-person learning. Reteaching may be necessary once in-person learning resumes.
 - Technology Considerations
 - Use technology or software that allows screen sharing easily with the TVI to "see what they are seeing."
 - Provide braille notetakers with Wi-Fi access, braille curriculum materials, and braille production capability from home, if possible.
 - Be sure links and sites that are shared with the classroom are accessible to students with visual impairments.
 - Students with low vision may need a larger monitor to interact with class remotely and for others the visual multitasking required to participate in live remote classes may be too overwhelming. Pre-teaching and reinforcement may be needed to assist with processing the live lesson.

- Provide Bluetooth keyboards for students with visual impairments who have iPads to allow students to use accessibility keyboard shortcuts when in online platforms. Touchscreens have proven very difficult for students with visual impairments to use when accessing Google Meet or Zoom.
 - Reinforce technology skills such as using screen reading or magnification software, teaching keyboarding skills, and learning to navigate and use the Windows or Mac environment so that they are (1) more easily able to access remote learning and (2) more independent with their technology.
 - Provide accessible online typing program memberships to increase keyboarding skills for students with visual impairments to help ready them for more remote learning (Typio by AccessiByte is one option).
 - Provide check-ins with the district assistive technology specialist, the student/parent and the TVI to make sure equipment is working and to take care of any accessibility problems.
- Students who are deaf or hard of hearing (DHH):
 - Consider the needs of students who must be able to see the lips of the speaker.
 - Purchase clear masks or shields, as needed, for staff.
 - Consider the need for an interpreter in the classroom for deaf or hard of hearing students and determine the logistics of social distancing and classroom setups.
 - Face shields and masks distort voice and are difficult with FM systems. The Massachusetts Commission for the Deaf and Hard of Hearing is working on resources to address FM system use and will disseminate these when they are available.

Staffing, Specialized Safety Supplies/Protective Equipment and Training

Due to the need to be closer than the minimum physical distancing requirements when instructing some students with disabilities, the Department recommends that school and district special education service providers follow the guidelines that the Center for Disease Control describes for “[direct service providers](#)”. Direct service providers include personal care attendants, direct support professionals, paraprofessionals, therapists, related services personnel, assistants, school nurses, health office staff, and any other staff who must come into close contact with students with disabilities.

Direct service providers are essential for the health and well-being of the students they serve. Direct service providers should be aware of and trained on how COVID-19 spreads, risk factors, and prevention actions. Additional preventive measures may need to be taken depending on the activity and the risk level of that activity. Please note that DESE provided [guidance on the provisioning of key safety supplies](#) on June 5, 2020 in order to help schools and districts determine the quantities of the protective equipment described below:

<i>Classification of Individual Wearing protective equipment</i>	<i>N95 or KN95 Respirator</i>	<i>Face Shield</i>	<i>Disposable Gowns</i>	<i>Disposable Gloves</i>	<i>Gowns/ Coveralls/ Other Body Covering</i>	<i>Cloth Face Covering</i>	<i>Disposable mask</i>
DSPs in care areas of students with suspected COVID-19	X	X	X	X	X		X (with face shield if N95/KN95 not available)
DSPs in the same facility but not in the care areas for students with suspected COVID-19						X	
DSPs providing personal care to students without suspected COVID-19 but who may potentially be exposed to bodily fluids		X (preferred)		X			X
DSPs performing or present during aerosol generating procedures such as nebulizer treatments, chest PT, suctioning, trach care	X	X		X	X		
Transportation personnel/monitors who must come in direct physical contact with passengers (e.g. buckling/unbuckling, performing wheelchair safety services)				X		X	

Some students with disabilities will require unique supports that may make it less possible to practice physical distancing. In addition, some students with disabilities will not be able to wear cloth face masks as frequently or at all. In order to support such students safely, schools and districts must ensure that:

- Classrooms are adequately staffed, and in accordance with any approved student: licensed educator: aide ratios;
- Educators, related service providers, paraprofessionals and other staff members are prepared with any additional protective equipment that may be needed as unexpected situations arise, such as disposable gowns, face shields, etc.;
- When assessing the amount of protective equipment needed, considerations should be made for itinerant staff who interact with multiple groups of students in multiple locations, staff who perform tasks routinely that require close proximity and/or physical contact with students, and those who go out into the community to support students' educational programming;

- All staff members using additional protective equipment are [properly trained](#) to accommodate children's needs (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials); and
- Families are consulted as partners to ensure the health and safety of students.

July 8, 2020

Hello and Welcome to Summer 2020.

I want to start off by expressing my appreciation to all of the parents, students, teachers, and staff for all that they have done so far and for leaning into the unknown for the good of our students as we move forward. It is so hard to begin a new session of Extended School Year (ESY) with this much uncertainty where we really do not know what the fall or even the end of this summer will look like.

As you may have heard, the Department of Elementary and Secondary Education (DESE) has sent another guidance document pertaining to Summer 2020 programming. It is very similar to the Guidance sent in early June. It permits us to conduct remote learning for all families and in-person instruction, on a limited basis. The guidance asks us to prioritize in-person instruction where possible for students who need ESY, students who have not been able to engage in remote learning, or students who are emotionally and socially vulnerable. The guidance then lays out the many provisions and procedures that must be in place for in-person learning to take place. In order to finalize the development of our learning plans, we are looking for your response to the survey below.

Our ESY task force, made up of parents, community experts, and District staff, have been actively collaborating to develop a plan, and we have made great progress to date. As you might imagine, we have considered every aspect of the school program - from transportation to toileting; signage to cleaning materials in developing our ESY program this year. We have a weekly meeting on Thursdays to review our progress and set goals for the coming week. I am also meeting with the Wachusett Regional Education Authority (WREA) leadership weekly to collaboratively develop the procedures and training.

One of our next steps is to identify the most impacted students. I have four sources from which I can draw information:

1. Parents
2. Teachers
3. Data from remote learning in March - June 2020
4. Data from remote learning in ESY

I am asking you to please respond to this survey by Sunday, July 12th, 2020 to help us gather the most accurate information to determine your child's level of need, your willingness to have them participate in-person, and the transportation needs.

Here is some additional information that you may find helpful as you determine if your child should attend in-person services:

- Students will be required to wear masks from pick-up to drop-off. If a student cannot tolerate a mask, they will work with the staff to begin to learn how to tolerate a mask with increasing duration, with the goal still the same that they will be required to wear a mask.
- Students will interact with their teacher or assistant who will be wearing a mask, possibly a gown, and possibly a face shield.
- Students will be in classroom spaces with other children that may not yet be able to tolerate wearing a mask.
- Parents will be expected to monitor their child's health carefully and not allow their child to attend if their child has been exposed to COVID-19 in the prior two weeks OR has been diagnosed with COVID-19 until medically determined to be recovered and monitor their child for fever, or signs of illness.
- Parents will not be admitted into the building but will have to wait nearby during the session if the scheduled sessions are one hour or less. If the session is more than one hour, the parent must be local so that the child can be picked up if there are any signs of illness.
- Students with ongoing health concerns should consult with their medical doctor to ensure that a return to a school setting is medically advised and then share that information with the school staff.
- We will be using air conditioners to cool classroom spaces and to provide additional fresh air circulation.

We will review all responses and provide a decision as to instruction by July 15th. Parents of children receiving in-person instruction will be notified via a phone call or email by their teacher during the week of July 20th, 2020 to set a schedule and to review any additional concerns.

Lastly, I wanted to share with you that we have hired additional providers this summer. We have psychologists and Speech/Language Pathologists onboard to do testing that may have been delayed because of the Covid closure of school this spring, and we have counselors available to work with our vulnerable students. We have also hired Beth Donsbach who is available to assist teachers and families with technology issues, new programs/applications used for learning, and to answer any questions. Her email is: beth_donsbach@wrsd.net.

I hope that this remote learning ESY experience is robust, supportive, and fun for all of you and your children. I thank you for your enduring patience and understanding as we traverse these challenging times together.

Together we are climbing this mountain,

Chris

Christine J. Smith
Administrator of Special Education
Wachusett Regional School District

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

*Megan Weeks, Chair
1745 Main Street
Jefferson, MA 01522*

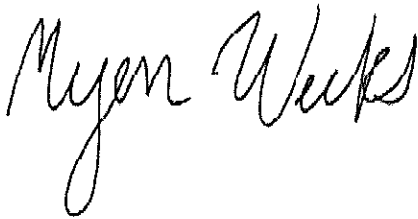
July 6, 2020

Mr. and Mrs. Benjamin Concannon Smith
47 Birchwood Drive
Holden, MA 01520

Dear Mr. and Mrs. Concannon Smith:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

A handwritten signature in black ink that reads "Megan Weeks". The signature is written in a cursive, flowing style.

Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

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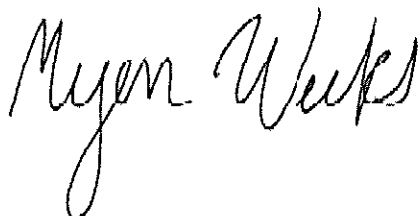
July 6, 2020

Ms. Bridget D'Amelio
20 Holden Road
Sterling, MA 01564

Dear Ms. D'Amelio:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

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Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

MW:rlp

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1745 Main Street
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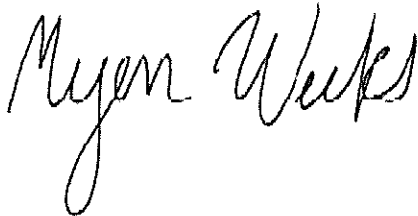
July 6, 2020

Ms. Lynn Hanley
11 Wyoming Drive
Holden, MA 01520

Dear Ms. Hanley:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and concerns at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

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Wachusett Regional School District Committee

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Darryll McCall, Superintendent of Schools

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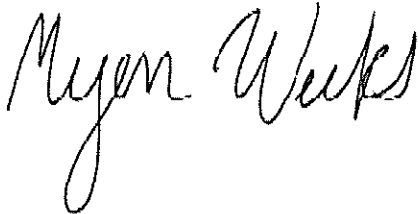
July 6, 2020

Mrs. Amy Michalowski
28 Pinecroft Avenue
Holden, MA 01520

Dear Amy:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

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Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

MW:rlp

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*Megan Weeks, Chair
1745 Main Street
Jefferson, MA 01522*

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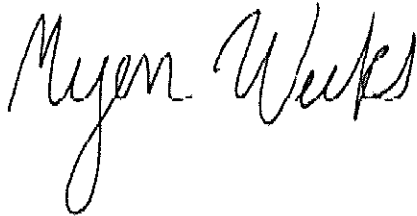
July 6, 2020

Mrs. Stacey Carroll
smcarroll88@gmail.com

Dear Mrs. Carroll:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and concerns at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

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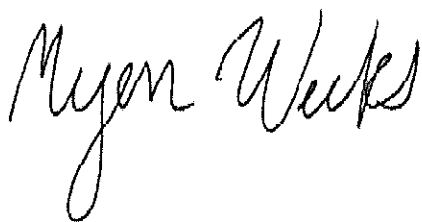
July 6, 2020

Ms. Leslie Mason
lam22ct@gmail.com

Dear Ms. Mason:

Please accept my thanks on behalf of the School Committee for sharing your questions at the June 30th virtual School Committee meeting. Input from parents and residents of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

Sincerely yours,

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Wachusett Regional School District Committee

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Jefferson, MA 01522

July 6, 2020

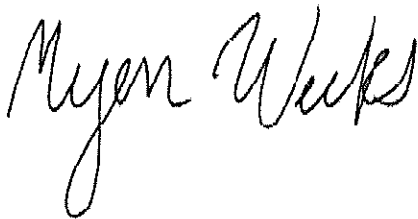
Ms. Jordan D'Amelio
20 Holden Road
Sterling, MA 01564

Dear Jordan:

Please accept my thanks on behalf of the School Committee for sharing your comments at the June 30th virtual School Committee meeting. Input from students of our District is always welcomed, and we appreciate you taking the time to share your comments for last week's meeting.

I wish you a relaxing summer and a great experience as a Chocksett 8th grader in the coming school year.

Sincerely yours,

A handwritten signature in black ink that reads "Megan Weeks". The signature is written in a cursive, flowing style.

Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

*Megan Weeks, Chair
1745 Main Street
Jefferson, MA 01522*

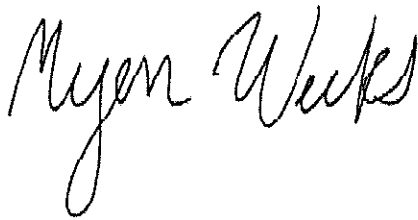
July 6, 2020

Ms. Belle McNamara
3 Williams Circle
Rutland, MA 01543

Dear Belle:

Please accept my thanks on behalf of the School Committee for sharing your viewpoint and opinions at the June 30th virtual School Committee meeting. Input from students of our District, current and former, is always welcomed, and we appreciate you taking the time to share your comments at last week's meeting.

Sincerely yours,

A handwritten signature in black ink that reads "Megan Weeks". The signature is written in a cursive, flowing style.

Megan Weeks, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

MW:rlp