

Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 23, 2020

To: *Wachusett Regional School District Committee*

Megan Weeks, Chair	Matthew Lavoie
Michael Dennis, Vice-chair	Linda Long-Bellil
Nicole Amos	Kenneth Mills
Melissa Ayala	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

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

SUBJECT: Superintendent's Report

Roster, Subcommittee Assignments, Posting

Attached is the updated membership roster and the schedule of regular School Committee meetings for the coming year (attachments 1 & 2).

After our last meeting, Chair Weeks appointed the newly formed Diversity, Equity, and Anti-Racism Subcommittee and attached is the updated list of subcommittee assignments (attachment 3). Also attached is the posting of meetings for the next several months (attachment 4). Please be reminded, due to the current circumstances, the full Committee will be meeting twice a month in July, August, and September.

As has been the practice, Monday evening's regular School Committee 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.

Monday's School Committee meeting will be streamed for the public through YouTube Live. A link to the stream will be posted on the WRSD homepage Monday afternoon. Parents will be

Jefferson School

1745 Main Street, Jefferson, MA 01522
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notified of the streaming option in an email to be sent on Friday. The meeting will also be broadcast live on HCTV.

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

Reopening of Schools

Since our last meeting, we have been diligently working toward assessing our ability to safely open our schools this fall. Deputy Berlo, Director Deedy, Director Keenan, and I have been focused on the procurement of PPE as well as the viability of safe and adequate learning spaces and transportation for our students and staff. As mentioned at the Business/Finance Subcommittee meeting on Wednesday, we have already purchased masks, gowns, latex gloves, acrylic for dividing tables, and hand sanitizer.

On Wednesday, I participated in my weekly meeting with other superintendents and DESE Commissioner Jeff Riley. Our conversation included important information concerning guidelines to be shared around transportation and facilities associated with the reopening of schools this fall (attachments 5 & 6, and also as separate attachments in Drive). These documents will permit us to better define costs associated with both transportation and building needs so as to provide safe busing and schooling for our students and staff. I will give an update to the Committee later next week once we have secured realistic quotes for items and personnel necessary to open safely.

DESE has also requested that all districts provide a preliminary update on three different educational plans that could be utilized this fall. The three plans include a normal return for all students to in-person learning, a hybrid model comprising both in-person and online instruction, and finally a fully remote learning model of instruction. Many communities have already begun to make their plans public and defined even though DESE has asked that all re-entry decisions not be finalized until the beginning of August. We will have more discussion on Monday evening concerning our current thoughts around these three plans.

This Monday, I will be meeting with representatives from our towns' Boards of Health to discuss our reopening plans and to hear about their concerns and comments. It is important for us to all be on the same page concerning reopening of schools and I look forward to hearing from our town officials.

Also attached to my report are the results of the recent survey that I shared with parents/guardians concerning their thoughts on school reopening (attachment 7). The survey information gleaned was quite informative. I will review this information with the Committee on Monday night.

Budget Updates

As stated previously by Director Deedy, the Business Office is diligently working on both the close of FY20 and the opening of FY21. July 15th was the final warrant of FY20. Encumbered money will be rolled into the accounts that have the encumbrance such as transportation, textbooks, unemployment once the year is officially closed (mid-August). The budget lines for those accounts are automatically increased by the value of the rollover. As FY20 invoices are submitted, they will be paid.

Year-end activity also impacts Revolving Funds such as School Choice, Circuit Breaker, and Athletics. The Business Office has made a number of Journal Entries between these three accounts to increase the carry forward (for Circuit Breaker and School Choice) or correct a shortfall in Athletics. As of July 22, 2020, the carry forward in School Choice is approximately \$370,000 and the carry forward in Circuit Breaker is \$889,000. The Athletic Revolving shortfall of \$98,000 was corrected with a Journal Entry between the Revolving Fund and the General Fund. This deficit is the result of additional transportation last year for high school athletic teams because of the turf field installation delays. Finally, the carry forward in School Choice has enabled the District to purchase necessary PPE supplies in advance of several grant awards such as the Remote Learning Technology Essentials Grant and the School Reopening Grant from the Coronavirus Relief Fund (CvRF) of the CARES Act.

The Transportation Appropriation has an encumbrance of \$1.4 million which is reserved for payments to both our home to school and special education transportation providers. In the event there is no settlement with AA Transportation (home to school, Special Education In-District and Special Education Out-of-District provider) the Business Office will make further adjustments between Circuit Breaker and the ECC Revolving prior to the close of the fiscal year, otherwise, the balance will close out to Excess and Deficiency.

The FY21 budget is open and principals and directors are currently submitting their purchase orders for the start of school in the fall. Deputy Superintendent Berlo has met with all principals and has spent a considerable amount of time identifying and coordinating the ordering of PPE materials for all buildings. He is working closely with Director Deedy to identify the funding mechanism for PPE materials. School Choice is one of the funding sources being used by the District until Federal grant money, administered by the DESE, is disbursed. The Business Office is also working with FEMA for reimbursement of PPE supplies purchased during the 4th quarter of FY20. The total of requested reimbursements (through July 22, 2020) is approximately \$82,000.

Director Deedy has initiated conversations with both AA Transportation and Van Pool regarding protocols in anticipation of the return to school in late August.

FY19 Audit

The Audit Advisory Board will be meeting Tuesday evening, July 28th, at 7:00 PM, via Google Meet. John Jasiewicz of the Melanson auditing firm will be on the virtual meeting to review the audit documents with AAB members and District administration.

Resolutions

After unanimous support by the Committee on July 13th, we have shared the two resolutions, *COVID-19 State Funding* and *School Committee Anti-Racism Resolution*, with our legislators (attachment 8).

Grants

At the beginning of this week, a competitive technology grant application, Remote Learning Technology Essentials Grant, was finalized and submitted. In this DESE grant, we have requested funds for an additional 1,200 Chromebooks as well as 50 WiFi hotspots. This technology will permit us to provide students and families with access to technology that will be needed for the next school year if there is a hybrid or remote model of learning. We are hoping that the grant will provide us with a percentage of the overall costs that we are incurring.

We also have continued to work on a second grant (School Reopening Grant from the Coronavirus Relief Fund (CvRF) of the CARES Act) that will provide our district with an additional \$225 per student for almost \$1.6 million additional funds, funds that will need to be expended by the end of the 2020. These funds will be used for a variety of support items including technology to support remote learning, PPE, and other items. Pictures of every student restroom and examples of all learning spaces in all of our schools have been documented and we are working on creating safe learning and working environments in all of our schools. These funds may also be used for remote learning modules for online support of student learning. DESE is contracting with vendors now and will be offering all districts the ability to purchase online support programs for students. Finally, we will be supporting online learning through the purchase of more Chromebooks for students so as to provide technology for any student who may need it.

Fall Athletics

The MIAA has recently announced that the fall athletic season has been postponed until September 14th. Athletic teams may not yet participate in practices and will not officially start until the September date. There continues to be concerns around sports that involve more contact, such as football or soccer, while other sports such as golf are more likely to be supported. The postponement of the start of the athletic year will allow schools and the state to assess the opening of school and make further modifications if needed.

District Treasurer

At the July 22nd meeting of the Business/Finance Subcommittee, District Treasurer James Dunbar was in attendance, to review his annual evaluation and to discuss extending his contract for FY21. Mr. Dunbar has served our district well and his evaluation reflects his competence and skill (attachment 9). The Business/Finance Subcommittee will bring before the full School Committee the recommendation to extend Mr. Dunbar's contract for FY21 and this action by the Committee is on Monday's agenda. Attached is a copy of the draft contract between Mr. Dunbar and the WRSDC for the period July 1, 2020 - June 30, 2021 (attachment 10).

Municipal Representation for Negotiations

Sterling Town Administrator Ross Perry has served as the Municipal Representative for Negotiations since last July, and on behalf of the District and the Committee I have thanked him for his service (attachment 11). The next Municipal Representative will need to be named and I have scheduled a meeting with Member Town representatives on August 24th to address this need (attachment 12). With negotiations ongoing with three of our bargaining units and the likelihood of these negotiations concluding in the coming months and ratification of the contracts being brought before the School Committee, including the Municipal Representative, sometime this fall, it is important that the new Municipal Representative for Negotiations be named and available to participate in this contract ratification process.

Superintendent's Job Description

As part of my new contract, language regarding the Superintendent serving as the chief negotiator for the District was eliminated from the job description for the Superintendent of Schools (attachment 13). The full Committee will be asked to vote approve of this edit to the job description at Monday's meeting.

Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for May 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. 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 14, 2020 correspondence to Mr. and Mrs. Benjamin Smith (Chair's Correspondence 1)
- July 14, 2020 correspondence to Corey Burnham-Howard (Chair's Correspondence 2)
- July 14, 2020 correspondence to Lynn Hanley (Chair's Correspondence 3)
- July 14, 2020 correspondence to Jennifer Paolilli (Chair's Correspondence 4)
- July 14, 2020 correspondence to Lauren Salmon-Garrett (Chair's Correspondence 5)
- July 14, 2020 correspondence to Mary E. Lampron-Shepherd (Chair's Correspondence 6)
- July 14, 2020 correspondence from Sarah Chase, Office of Attorney General (Chair's Correspondence 7)

Subcommittee Minutes

- Minutes of the May 26, 2020 meeting of the Education Subcommittee (Subcommittee Minutes 1)

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 #1348

Monday, July 27, 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
 - Overview of Possible School Reopening Scenarios
 - B. Recommendations Requiring Action by the School Committee
 1. To approve the Job Description of the Superintendent of Schools, as amended
- V. Unfinished Business
- VI. Secretary's Report
 - A. Approval of #1347 Regular Meeting Minutes of the Wachusett Regional School District Committee held on July 13, 2020 – enclosed
- VII. Treasurer's Report/Financial Statements
- VIII. Committee Reports
 - A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, M. Lavoie, A. Silva, C. Smith, A. Young)
 - B. Education Subcommittee (C. Smith, Chair, N. Amos, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, L. Long-Bellil, D. Shapiro)
 - C. Business/Finance Subcommittee (M. Dennis, Chair, K Mills, Vice-chair, M. Gustafson, B. Mitchel, K. Ottmar)

Motion: To renew the contract by and between the Wachusett Regional School District Committee and James J. Dunbar, referred to as the Treasurer, for a period of twelve months (7/1/2020 – 6/30/2021).

- D. Legal Affairs Subcommittee (S. Brown, Chair, R. Imber, K. Mills, K. Ottmar)
- E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)
- F. Facilities and Security Subcommittee (A. Young, Chair, J. Haynes, L. Woodland)
- G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil, L. Woodland)
- H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)

I. 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 (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (K. Mills), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center (L. Woodland)

IX. Public Hearing

X. New Business

XI. Adjournment

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

DRAFT Minutes

Regular Meeting #1347

Monday, July 13, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Megan Weeks, Chair	Matthew Lavoie
Melissa Ayala	Linda Long-Bellil
Nicole Amos	Karl Ottmar
Krista Bennett	Deidre Shapiro
Scott Brown	Asima Silva
Maleah Gustafson	Christina Smith
Sherrie Haber	Kelly Williamson
Jeffrey Haynes	Linda Woodland
Laura Kirshenbaum	Adam Young

Committee Members Absent:

Michael Dennis, Vice-chair	Benjamin Mitchel
Robert Imber	Kenneth Mills

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	Kathryn Mangus
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Chair Weeks called the meeting to order at 7:00 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.

Lauren Salomon-Garrett, Holden resident (attachment 1)

Mary E. Lampron-Shepherd, WREA President and Holden resident (attachment 2)

Cori Burnham-Howard, Princeton resident (attachment 3)

Benjamin and Sarah Smith, Holden residents (attachment 4)

II. Chair's Opening Remarks

Chair Weeks welcomed Member Ayala who has rejoined the Committee, by appointment of the town of Sterling.

Chair Weeks took the opportunity to address the Committee, including her expectations for how meetings and discussions at the regular School Committee meetings will be conducted.

Chair Weeks reported that due to lack of quorum, the Business/Finance meeting scheduled for this date was not held; therefore, full Committee action on the proposed amendments to the contracts with the District's transportation providers will be deferred.

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

Student Representative Mangus reported that the student body is awaiting direction from school and District administration about the plans for schools reopening in the fall.

IV. Superintendent's Report

A. Discussion of Report

1. Reopening Task Force and Next Steps

Superintendent McCall invited Director Keenan to project and speak to a PowerPoint presentation prepared to outline the work of the Wachusett Reopening Health & Safety Advisory Task Force (attachment 5). Director Keenan explained that the Task Force's Initial Recommendations Report will be available on the District website. At the conclusion of Director Keenan's presentation, Superintendent McCall extended his thanks, and he then had the DESE Initial Fall Reopening Guidance projected, for review and discussions (attachment 6). Superintendent McCall reported a survey will be going out to parents within the next several days, in order to obtain parent/student input on the reopening of schools. Superintendent McCall spoke about a \$25M grant opportunity with an application deadline in the next several days.

Chair Weeks opened the floor to member questions/comments about the presentations made.

Member Kirshenbaum requested additional details on plans moving forward, particularly 1:1 technology, what teachers utilize for online platforms (i.e. Google Classroom), a curriculum plan on “low COVID” days to maximize teaching on days when absenteeism is low, and also details about a school calendar in the event edits need to be made.

Member Lavoie would like to see more access to technology, along with how to equip students and teachers with training to use technology. Services for the neediest children is very important. He also mentioned consideration about outdoor classes, weather permitting.

Member Long-Bellil agreed with the importance of face-to-face teaching and learning. She mentioned teacher professional development during the summer to prepare staff for schools reopening. She lastly mentioned how the schools/District will address the situation when a positive case is diagnosed in a building.

Member Ottmar spoke about a vaccine and how many will opt to receive or not receive the vaccine. Knowing these numbers will be beneficial when planning for the reopening of schools, because some will not send children back to school until a vaccine is available.

Member Shapiro pointed out the importance of differentiating the needs of elementary, middle school, and high school students when planning for remote learning.

Member Silva reiterated that there will be families who would want the option of complete remote teaching and learning, and she hopes this option will be considered for these families.

Member Smith is concerned about students returning to school buildings. She listed many examples of potential problems with the reopening of schools.

Member Williamson would appreciate a time-on-learning analysis for when schools are reopened and students are back in the buildings. She questioned how much time will be focused on teaching and learning, and how much time will be taken up with safety and hygiene.

Member Woodland expressed her concerns about in-person reopening. She also mentioned professional development for teachers in advance of schools reopening. Lastly, she mentioned the survey conducted and the results of that survey.

Member Young, a member of the Reopening Task Force, spoke about the general recommendations made by the members of the Task Force. He also stressed the importance of consistency of remote learning, across schools and towns, and he spoke briefly about some experiences of remote learning during the spring of 2020.

Member Amos spoke about the school system where she works and how it is addressing technology and remote learning.

Member Ayala is concerned that there is a lack of data as it applies to children exposed to the virus, who are often asymptomatic.

Member Bennett spoke about limiting exposure if students stay in classrooms and teachers move from classroom to classroom.

Member Brown thanked District administration and the Task Force for the report and the work of the Task Force. During recent meetings/negotiations with the bargaining units, members of those unions have expressed concern about reopening of schools. He spoke about remote learning in the springtime, which was not completely successful for all students, including special needs students. He did note that some schools and parents/students did have a positive experience with remote learning in the spring, but others did not have a positive experience.

Member Gustafson is curious about District administration's timeline for sharing information and for making decisions about the coming school year. She noted DESE's recommendation about districts not sharing plans until the beginning of August, and her concern about that late timeline. Member Gustafson would like to know the results of surveys conducted in the spring, polling teachers and parents/students about their experiences with remote teaching and learning in the spring. She also mentioned the need for basic professional development i.e. GoogleClassroom. Superintendent McCall addressed Member Gustafson's comments and concerns.

Member Haber understands districts are awaiting further guidance from DESE. She agrees with other comments made about teacher training/professional development.

Member Haynes expressed thanks to the Task Force. He expressed THE importance of planning for remote learning. He also mentioned frontloading professional development days to the start of the school year, rather than having them scattered throughout the year. Member Haynes asked if a phased-in approach to school reopening could be considered. Lastly, he asked if alternating school days is considered, could students in the same family attend school on the same days.

Member Kirshenbaum had additional comments/questions, including families who have students attending a Wachusett school but their parent(s) work/teach in another district. Superintendent McCall spoke to this question, which is very challenging to address. She also spoke about prioritizing students in groups, as their needs differ.

Student Representative Mangus addressed the Committee, stating that students are anxious to get back into school, while understanding the health and safety of students and staff. If remote learning is continued, she encouraged remote learning be improved from what was offered in the springtime. Superintendent McCall spoke to Student Representative Mangus' comments.

Member Smith had an additional comment that district leaders and school committees will make local decisions, while DESE provides guidance for the reopening of schools.

2. Update on Tiered Reductions

Member Lavoie had a comment regarding the reductions, and he mentioned reach out from members of the communities to fill potential voids in middle school athletics, and this could be an opportunity to address these programs.

Member Ottmar spoke about reductions, the various tiers, the fact that Tier 4 and Tier 5 have been eliminated from the reduction document. Superintendent McCall explained that the original document, with the five Tiers, was a worst case scenario. The updated reduction document still reduces 14 teachers (40 of the 54 pink slipped teachers may be recalled), which is significant. Director Deedy also spoke about the closing and adjustments to FY20.

Member Gustafson asked that the Committee be informed of when teachers/staff will be notified of recall, and she would like the Committee to be informed of what positions will be restored. She also spoke about middle school athletics, and the strong possibility that these programs will not be allowed to run, per the state in the interest of safety. She also spoke about other reductions that were included in Tiers 1 and Tiers 2.

At Member Ottmar's inquiry, Superintendent McCall explained the Human Resources Department will be sending out reinstatement letters to some of the teachers who were pink slipped.

Member Kirshenbaum requested an aggressive final draft of a staffing plan, which would be shared with the District's legislators to advocate locally, state-wide, and federally for much needed funds to become whole again.

Member Gustafson expressed her thanks to Administrator of Special Education Smith for information that was shared with parents.

B. Recommendations Requiring Action by the School Committee

1. Motion: To support the Resolution in Support of Education Funding for COVID-19.

(L. Kirshenbaum)
(A. Young)

Chair Weeks read aloud the resolution. At Member Lavoie's inquiry, Superintendent McCall confirmed that District administration is keeping accurate track of COVID-related expenses.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously.

2. Motion: To support the Anti-Racism Resolution.

(L. Kirshenbaum)
(J. Haynes)

Chair Weeks read aloud the resolution.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil

Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

3. Motion: To approve the School Committee 2020-2021 meeting calendar.
(S. Haber)
(A. Young)

Chair Weeks spoke about the additional meetings on the calendar, in light of the current circumstances (attachment 7). Member Lavoie asked if consideration will be given to beginning in-person meetings when it will be considered safe. It was confirmed that the proposed dates had been checked so as not to conflict with religious observances. Member Gustafson asked that a hybrid model of in-person School Committee meetings be considered for members who might not be able to participate in-person.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

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%.

Passed over.

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%.

Passed over.

6. Motion: To authorize a budget transfer of \$312,171 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
(A. Young)
(L. Long-Bellil)

Director Deedy explained the motion and the funds available for transfer.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

7. Motion: To authorize a budget transfer of \$42,476 from the Operations and Maintenance Appropriation to the Special Education Tuitions Appropriation.
(M. Lavoie)
(A. Young)

Director Deedy spoke to the motion.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

8. Motion: 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.
(S. Brown)
(L. Long-Bellil)

Director Deedy explained that this motion was brought before the Business/Finance Subcommittee on June 17, 2020.

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

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

9. Motion: 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.

(K. Ottmar)

(S. Haber)

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

Director Deedy spoke briefly to the motion, explaining the Business/Finance Subcommittee supported this motion at the meeting of June 17, 2020. Member Gustafson asked for an additional explanation from Director Deedy about the various levels in each account.

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

10. Motion: To appoint an Ad Hoc Subcommittee on Diversity, Equity, and Anti-Racism

(J. Haynes)
(L. Kirshenbaum)

Chair Weeks read a statement and the charge to the ad hoc subcommittee (attachment 8). Chair Weeks asked that members interested in serving on this ad hoc subcommittee to contact her.

Member Lavoie asked if this proposed ad hoc subcommittee might be appointed as a standing subcommittee, based upon the WRSDC By-Laws. Other members voiced agreement with the suggestion this be a new standing subcommittee. Student Representative Mangus asked how students would be heard at ad hoc subcommittee meetings. Per Chair Weeks, this is something that would be addressed once the ad hoc subcommittee/subcommittee is appointed. Member Young addressed Student Representative Mangus' question, explaining all subcommittee meetings are open to the public and students would be welcome at any and all meetings.

Discussion continued, including the reading aloud of Section 4 of the WRSDC By-Laws, which confirmed that standing subcommittees can be appointed at will.

Motion to amend: The School Committee supports the Chair appointing a standing subcommittee on Diversity, Equity, and Anti-Racism.

(A. Young)
(S. Brown)

More discussion took place, including a point of order and the re-reading of a portion of Section 4 of the WRSDC By-Laws. After discussion, the maker and seconder of the motion to amend withdrew the motion.

Discussion on the motion on the floor continued. Member Lavoie provided background on the appointment of standing subcommittees.

Motion: To amend the motion on the floor to appoint a Diversity, Equity, and Anti-Racism Subcommittee as a standing subcommittee.

(J. Haynes)
(M. Lavoie)

Roll call vote:
In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

Motion as amended: The School Committee supports the Chair appointing a Diversity, Equity, and Anti-Racism Subcommittee as a standing subcommittee.

(J. Haynes)

(M. Lavoie)

Roll call vote on motion to amend:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland

Adam Young

Opposed:
None

The motion to amend was unanimously approved.

Motion: The School Committee supports the Chair appointing a standing subcommittee on Diversity, Equity, and Anti-Racism.

(J. Haynes)
(M. Lavoie)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

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

(A. Young)
(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett

Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar
Deidre Shapiro
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Laura Kirshenbaum
Matthew Lavoie
Asima Silva

The motion was approved 15-3.

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, to be released.

(A. Young)
(L. Long-Bellil)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Asima Silva
Christina Smith
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Karl Ottmar
Deidre Shapiro
Kelly Williamson

The minutes were approved 15-0-3.

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

(A. Young)
(L. Kirshenbaum)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Asima Silva
Christina Smith
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Deidre Shapiro
Kelly Williamson

The minutes were approved 16-0-2.

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

(J. Haynes)
(L. Kirshenbaum)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Asima Silva
Christina Smith
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Nicole Amos
Deidre Shapiro
Kelly Williamson

The minutes were approved 15-0-3.

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

(S. Brown)

(L. Kirshenbaum)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Asima Silva
Christina Smith

Linda Woodland
Adam Young

Opposed:

Abstained:

Nicole Amos
Deidre Shapiro
Kelly Williamson

The minutes were approved 15-0-3.

- E. Approval of the Organizational Meeting Minutes of the Wachusett Regional School District Committee held on June 30, 2020

(S. Brown)
(M. Gustafson)

Roll call vote:

In favor:

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

Opposed:

None

Abstained:

Melissa Ayala
Jeffrey Haynes

The minutes were approved 16-0-2.

- F. Approval of #1346 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 30, 2020

(S. Brown)

(S. Haber)

Roll call vote:

In favor:

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

Opposed:

None

Abstained:

Melissa Ayala
Jeffrey Haynes

The minutes were approved 16-0-2.

VII. Treasurer's Report/Financial Statements

Chair Weeks reminded the Committee that if there were questions regarding the Director of Business and Finance's report that Members should contact the Superintendent; if there were questions regarding the Treasurer's Report, Members should contact the Business/Finance Subcommittee Chair.

VIII. Committee Reports

- A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, M. Lavoie, C. Smith, A. Young)

Deferred

- B. Education Subcommittee (C. Smith, Chair, N. Amos, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, L. Long-Bellil, D. Shapiro)

Deferred

- C. Business/Finance Subcommittee (M. Dennis, Chair, M. Gustafson, K. Mills, B. Mitchel, K. Ottmar)

Deferred

- D. Legal Affairs Subcommittee (S. Brown, Chair, R. Imber, K. Mills, K. Ottmar)

Deferred

- E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)

Deferred

- F. Facilities and Security Subcommittee (A. Young, J. Haynes, L. Woodland)

Deferred

- G. Audit Advisory Board (Be. Mitchel, Chair, A. Young, Vice-chair)

Deferred

- 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

Chair Weeks explained action to discharge this ad hoc subcommittee would be passed over until a future meeting, as there is one additional piece of business by this ad hoc subcommittee to be addressed by the full School Committee, the approving of an amended job description for the Superintendent of Schools.

- I. Building Committees

- J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (K. Mills), Early Childhood Center (L. Woodland), Special Education Parents Advisory Council (SEPAC) (M. Gustafson)

Deferred

IX. Public Hearing

Jennifer Paolilli, Holden resident (attachment 9)

Lynn Hanley, Holden resident (attachment 10)

X. New Business

There was no new business brought before the Committee.

X. Adjournment

Motion: To adjourn.

(S. Haber)
(M. Lavoie)

Roll call vote:

In favor:

Megan Weeks
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
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 10:11 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Public comment by Lauren Salmon-Garrett
- Attachment 2 – Public comment by WREA President Mary E. Lampron-Shepherd
- Attachment 3 – Public comment by Corey Burnham-Howard
- Attachment 4 – Public comment Benjamin and Sarah Smith
- Attachment 5 – School Reopening Health & Safety Advisory Task Force PowerPoint
- Attachment 6 – DESE Initial Fall Reopening Guidance
- Attachment 7 – Draft WRSDC Meeting Schedule
- Attachment 8 – Charge to the Diversity, Equity, and Anti-Racism Subcommittee
- Attachment 9 – Public comment by Jennifer Paolilli
- Attachment 10 – Public comment by Lynn Hanley



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public address 7/13/20 SC meeting

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Jul 14, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Lauren Salmon-Garrett** <guppiesalmon@gmail.com>

Date: Mon, Jul 13, 2020 at 6:05 PM

Subject: Public address 7/13/20 SC meeting

To: <questions@wrsd.net>

My name is Lauren Salmon-Garrett, 49 Cook St in Holden. I thank you ALL for the incredible amount of work that you have done since this pandemic closed our schools and the work yet to come with the budget and re-opening plans.

It's obvious from the science that Covid-19 is already spreading again. Our R-zero is rising in MA, 1.07 today, when it was .99 last week. Anything above 1 is not good. As opposed to the spread decreasing with hopes of opening schools fully, we're moving toward restrictions again, though this is not how DESE is framing their guidance.

This is why Wachusett's remote plans for 20-21 MUST be robust and CONSISTENT, they need to align with curriculum, and students MUST have regular face-to face contact with teachers and staff. ALL of this will take great time and effort to coordinate, so I hope that you do NOT waste time drawing up desk diagrams like DESE and get down to the real business.....educating our children, not how to wear masks and wash their hands well, but curriculum and content.

Commissioner Riley made it clear that districts have to provide a fully remote plan for families. I, as an at-risk person, may go this route and may not send my kids back into school buildings in the fall. I want to know that this plan is as good as any plan for returning to school.

You've got 7 weeks as of right now. I hope that you use this time to come up with plans to support & train our teachers and staff, get technology in place, and create the best scenario for every learner in our

district. I, like many, want my kids back in school with their friends and teachers, but it's just not realistic. Please, use the little time that you have wisely!

Thank you.

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.

Good Evening, my name is Mary Shepherd, new president of the Wachusett Regional Education Association, 1320 Wachusett Street Jefferson. As I develop my visions for this role I chose to accept, I see a kinder community, and it begins with everyone one of us in this meeting. The global pandemic COVID-19 has brought to light the many divides and inequities our current society is blighted with, it is pushing us to face and to walk alongside things that make us uncomfortable. Hello people! This is where true growth begins for our students, pushing them beyond their comfort zone! Let's be like a student!

My leadership vision of a kinder community begins on two fronts. The first being the pandemic and the importance of returning to school safely at the appropriate time. Conversations are happening on this front, I stay current by reading social media posts, guidelines from DESE, and proposals from MTA. Second, are the racial and socioeconomic injustices exposed like a zit popping during the pandemic. This popping zit requires immediate attention, so where is our district leadership on Black Lives Matter? We have heard from many minority students who have walked through the judging walls of our schools, my heart was sad listening. Looking at former Chair, Ken Mill's weighted expression after reading these letters was a wake up call. However, I think our district is still stirring and the deafening silence is making us late. We must choose to be leaders on this front. These students demonstrated strength in showing the human side of vulnerability, asking us to be kinder. Let's teach kindness, and fill all our hearts.

In my first grade classroom, I have seen blatant discrimination between peer students, one black and one white. To this day I am not sure if I handled the situation correctly, but I would rather show up imperfectly than stand by silently. My first education centered diversity class came after this incident. Where I learned we all have work to do to expand our knowledge of race and multiculturalism to ensure all our students feel represented and heard during their time with us. How do we as a district foster a sense of multiculturalism and antiracism? It begins with our

curriculum. In my class I have developed an approach to teaching art through the artist, introducing artists of other races and discussing the physical differences between the artist, myself, and the classroom students. This summer, one middle school teacher is reading many age appropriate literature on racial inequities to use in her classroom, and one high school teacher is designing a course on the history of race and racism in the United States.

But this speckled approach to educating our students on the broad subject of systemic racism must take a district wide approach. It should begin with training of staff, all staff. When I was sharing my diversity class experiences with the para's one day, they asked why don't we have any PD like that? We could use that information, and I agreed. Racism is deep, my undergraduate degree in Urban Studies, delved into the many challenges black and brown people face, and in my opinion in the almost forty years that have passed, it has gotten worse. In life there are no erasers, but as Louise Hay, one of my favorite authors would say, the mind needs cleaning just like our closets every so often. So I invite you to join me in changing the conversation, to embrace the uncomfortable, because we all, especially our shunned students, whether because of the color of their skin or the clothes they wear, deserve a sincerely kinder community, and it begins with listening and sharing each other's stories. I want all Wachusett students to know they fit in our community and we have their backs.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: School Reopening Plans and Communication

Megan Weeks <megan_weeks@wrsd.net>

Tue, Jul 14, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Corey Burnham-Howard** <cburnhamhoward@gmail.com>

Date: Mon, Jul 13, 2020 at 10:10 AM

Subject: School Reopening Plans and Communication

To: Darryll McCall <darryll_mccall@wrsd.net>, Robert Berlo <robert_berlo@wrsd.net>

Cc: <nicole_amos@wrsd.net>, <krista_bennett@wrsd.net>, <scott_brown@wrsd.net>,

<michael_dennis@wrsd.net>, <maleah_gustafson@wrsd.net>,

<sherrie_haber@wrsd.net>, <jeffrey_haynes@wrsd.net>, <robert_imber@wrsd.net>,

<laura_kirshenbaum@wrsd.net>, <matthew_lavoie@wrsd.net>,

<linda_longbellil@wrsd.net>, Kenneth Mills <kenneth_mills@wrsd.net>,

<benjamin_mitchel@wrsd.net>, <kari_ottmar@wrsd.net>, <asima_silva@wrsd.net>,

<christina_smithSC@wrsd.net>, <deidre_shapiro@wrsd.net>, Megan Weeks

<megan_weeks@wrsd.net>, <kelly_williamson@wrsd.net>,

<linda_woodland@wrsd.net>, <adam_young@wrsd.net>, Brendan Keenan

<brendan_keenan@wrsd.net>

Dear Superintendent McCall, Deputy Superintendent Berlo, and School Committee Members,

I'm writing as a concerned and invested member of the WRSD community to share my thoughts on "reopening" school for the 2020-2021 school year.

I have voiced my concerns —as have many others— in online, social media forums. I realize that vocalization won't reach you. I have shared my thoughts in the "WRSD Reopening Task Force Preliminary Survey" that was sent to the community. I realize that my comments in that survey may not reach you. I have expressed to my friends my concerns, and some reassure me that there are many smart and dedicated people working on a recommendation for how school will operate come September. I realize

that there are also many smart and dedicated people who have not been included in the conversation.

The WRSD Reopening Task Force was created without a call for volunteers but by appointment. A “WRSD Reopening Task Force Preliminary Survey” was sent to the community a month ago, but results of that survey have not yet been shared with the community. I understand that by June 24, the Reopening Task Force had already presented its findings to the Administration, and yet those recommendations have not been shared with the community. I see that other school districts are hosting forums for parents and for teachers so that they may be involved and offer valuable perspectives, feedback, and ideas. Here in the WRSD, the lack of communication and the lack of parent/teacher involvement in recommendations could portend to be a large issue in the acceptance and cooperation and successful implementation of any final action plans, whatever they may be.

While my singular opinion may not have any influence—and it well should not on its own given the thousands of people in our community—I feel compelled to share it since the health and the education of our children are at stake. In my opinion, the only safe, realistic, implementable option that will be sustainable for any length of time and will ensure adequate academic rigor is remote learning. Any other option seems unrealistic when considering safety and risk and education given inadequate funding, current teacher-to-student classroom ratios, old HVAC systems, shared bathrooms, shared busses, the general nature of children to be intimate in their socialization, and the general environment needed for successful in-person education, coupled with the current exponential increase in Coronavirus cases nationwide and the CDC guidance and considerations related to the risk of COVID-19 spreading in school settings.

If the WRSD School Committee can not or does not feel safe meeting in person at this time, how can you expect our children and teachers and staff to meet in person for six hours per day?

I understand all the reasons advocated for in-person school despite the pandemic—from educational quality to student socialization and development. But, as you all know, this will not be a return to “normalcy.” I think the focus needs to be on health safety and on maintaining academic rigor.

Remote learning planning needs to be a primary focus. If there is a return to the school building, I assume that if one person in a school building is diagnosed with COVID-19, the building will shut down for some period of time, and remote learning will be the default. If there is a return to the school buildings, I assume that if cases spike again in Massachusetts, school buildings may again be ordered closed with remote learning being the default. While remote learning was an emergency measure implemented last spring, it was, in general—despite the best efforts of many teachers—neither adequately planned or executed to ensure a “normal” academic rigor. That was

accepted and understood by many given the nature of the pandemic emergency. But now, months later--with remote learning a best option for consideration and the likely default in any scenario--there has been time to plan for a rigorous remote learning program.

No matter the decision made on the path forward with regard to school reopening—that decision needs to be made now, and shared with the community now. I understand that these are unprecedented times, and that state and federal guidance may shift and continues to be forthcoming. I understand the need for careful consideration and deliberate decision-making, and I do appreciate all the efforts in that regard. But now is the time for a decision to ensure successful implementation of a start to the school year in just six weeks. Leadership is about making tough decisions and executing those decisions. Again, decisions need to be made now and shared now—not sometime in August—so that teachers and parents and students can make decisions on whether they feel safe returning to the school building, teachers can prepare lessons for the chosen format, families can plan work and life schedules, and WRSD investments of time and energy and resources can be made to ensure adequate resources for, and successful implementation of, the chosen plan.

Thank you for your consideration and for your continued efforts on behalf of our school community.

Be well,

Corey Burnham-Howard
Princeton Parent of TPS and WRHS Students

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.

Dear Chair Weeks and Members of the School Committee,

As parents and concerned residents of the district, we are again 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 COVID shutdown period.

It is important to note that paying for services not rendered has long been illegal, and only recently became legal under emergency legislation signed by the Governor on June 5th. This speaks volumes about whether or not such actions are in the public interest.

Clearly, spending taxpayer money for nothing in return is not in the public interest. But these are unprecedented times, and it is understandable that the law was changed to help vendors 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 students of the district and the taxpayers of the towns.

It is vital that the School Committee and the school district are confident that AA Transportation is indeed at serious risk of financial insolvency before committing tax dollars for services that were not delivered. Anything less would be a dereliction of your fiduciary responsibility to students and taxpayers.

To date, the district administration has been unable to demonstrate AA's financial vulnerability. This is not the administration's fault – but rather the owner of AA transportation – Mr. Ron Ernenwein.

Mr. Ernenwein has been unwilling to share company financial information that would demonstrate his need for the 75% figure he is demanding. If he has concerns about the sensitivity of disclosing private financial information, an independent financial analysis by a CPA could be conducted **and should be a precondition prior to settling on any amount.**

In the absence of any financial documentation offered by AA, there are reasons to doubt Mr. Ernenwein's claim that his company needs the 75% figure that he presented as an ultimatum:

1. AA Transportation has argued that they need the money to protect their employees, but AA bus drivers were laid off and have presumably been 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.
3. Between the last School Committee meeting and this meeting, the Federal Small Business Administration reports have been made public. Local reporting has shown AA transportation received federal relief assistance. The SBA figures do not report an exact amount, but AA Transportation was listed as having received over \$2 million dollars in PPP aid.

Some district administrators and Committee members seemed concerned that AA Transportation might refuse to provide bus services next year if we do not meet Mr. Ernenwien's demands. Those in support of paying 75% figure frame their argument around the importance of maintaining amicable relationships with our community partners. Yet, during the June 17th Finance Sub-Committee meeting, one member described the district as being "backed into a corner" by Mr. Ernenwein. Our district 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.

Though the concerns mentioned at previous meetings are understandable, they should not drive hasty and uninformed decisions. A decision of this magnitude, worth over \$1 million dollars, cannot be made without full cooperation and transparency from the vendor. Besides, we are in a multi-year contract with this company. Surely the contract has protections in place for the district and avenues of financial and legal recourse for breach of contract?

Further still, Mr. Ernewien's threat to pull the contract only seems to undermine his claims of financial vulnerability. Companies in desperate need of income do not willingly drop clients.

In closing, it is clear that the School Committee does not have the information needed to make a fiscally responsible decision at this moment due to the lack of transparency by AA Transportation. If anything, the latest revelation that AA recently received over \$2 million aid and possibly supports the need for Mr. Ernenwein to legitimate his negotiated amount.

Despite the good news that the school budget passed, 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 – but aren't limited to – 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 \$1.2 million dollars the Committee is considering paying the bus company?

The School Committee is literally facing a choice to either provide programs for students **or** blindly pay AA transportation for services never delivered.

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. We are absolutely appalled at the apparent bullying behavior of the bus company, who, according to a member on your committee, has "backed you into a corner." We urge the Committee to do the right thing, not the easy thing. Remember that the district is the customer and that AA is not in a position to issue ultimatums. Offer a fair payment based on information and evidence. Do not be cowed by threats.

Thank you for your consideration.

Sarah Smith

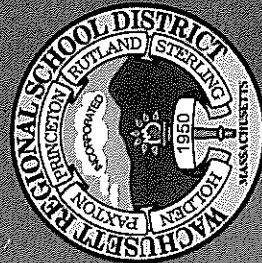
Benjamin Smith

School Reopening Health & Safety Advisory Task Force

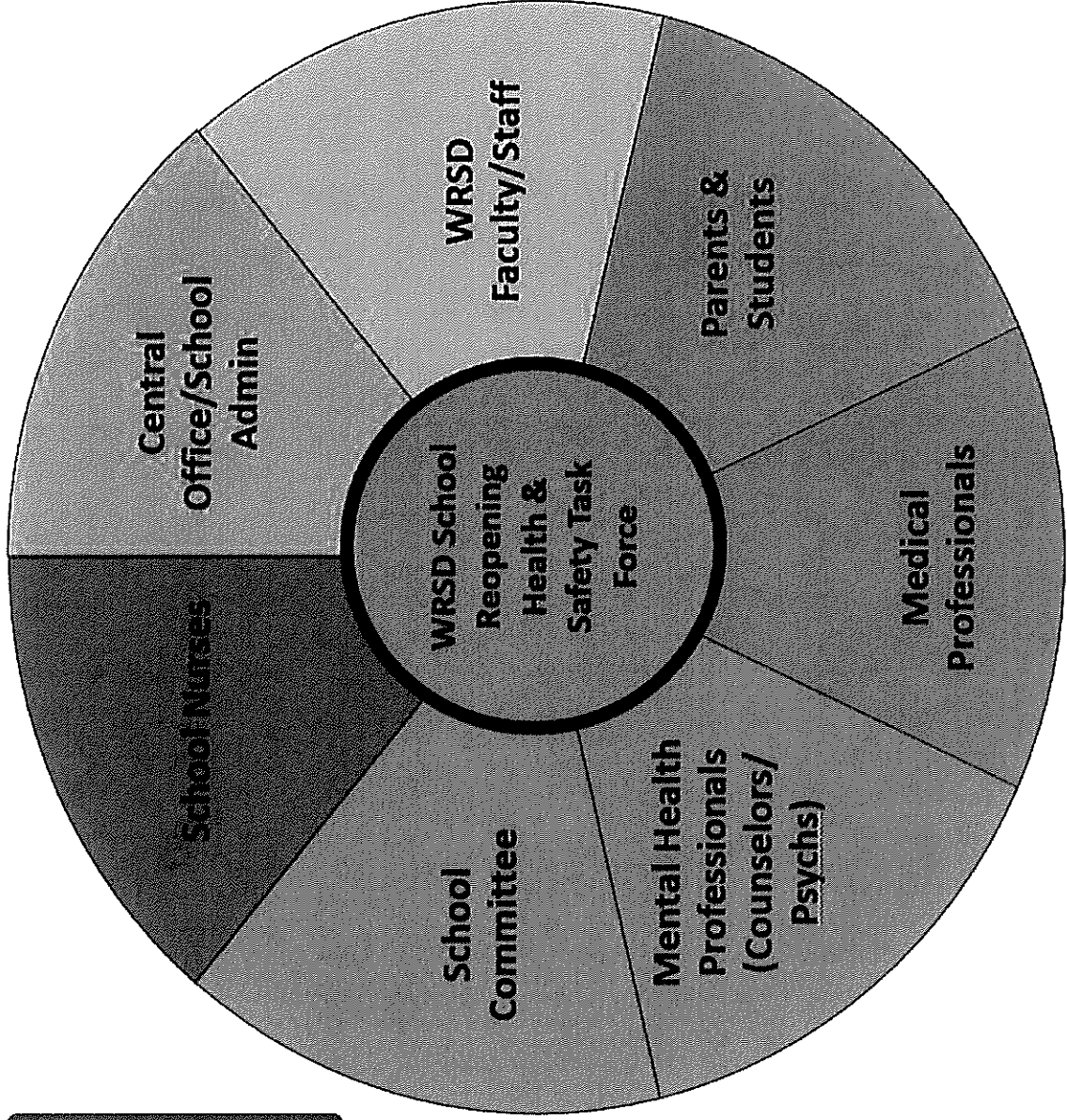
WRSD School Committee

July 13, 2020

WACHUSETT REGIONAL
SCHOOL DISTRICT



Task Force Make-Up



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.*



Review of process & Purpose of this Committee

1.

Background
&
Orientation
(6/4/20)

2.

Stakeholder
Input &
Incorporation
of Official
Guidance
(6/10/20)

3.

Develop
FAQ
Document,
Continue to
Revise Final
Doc
(6/17/20)

4.

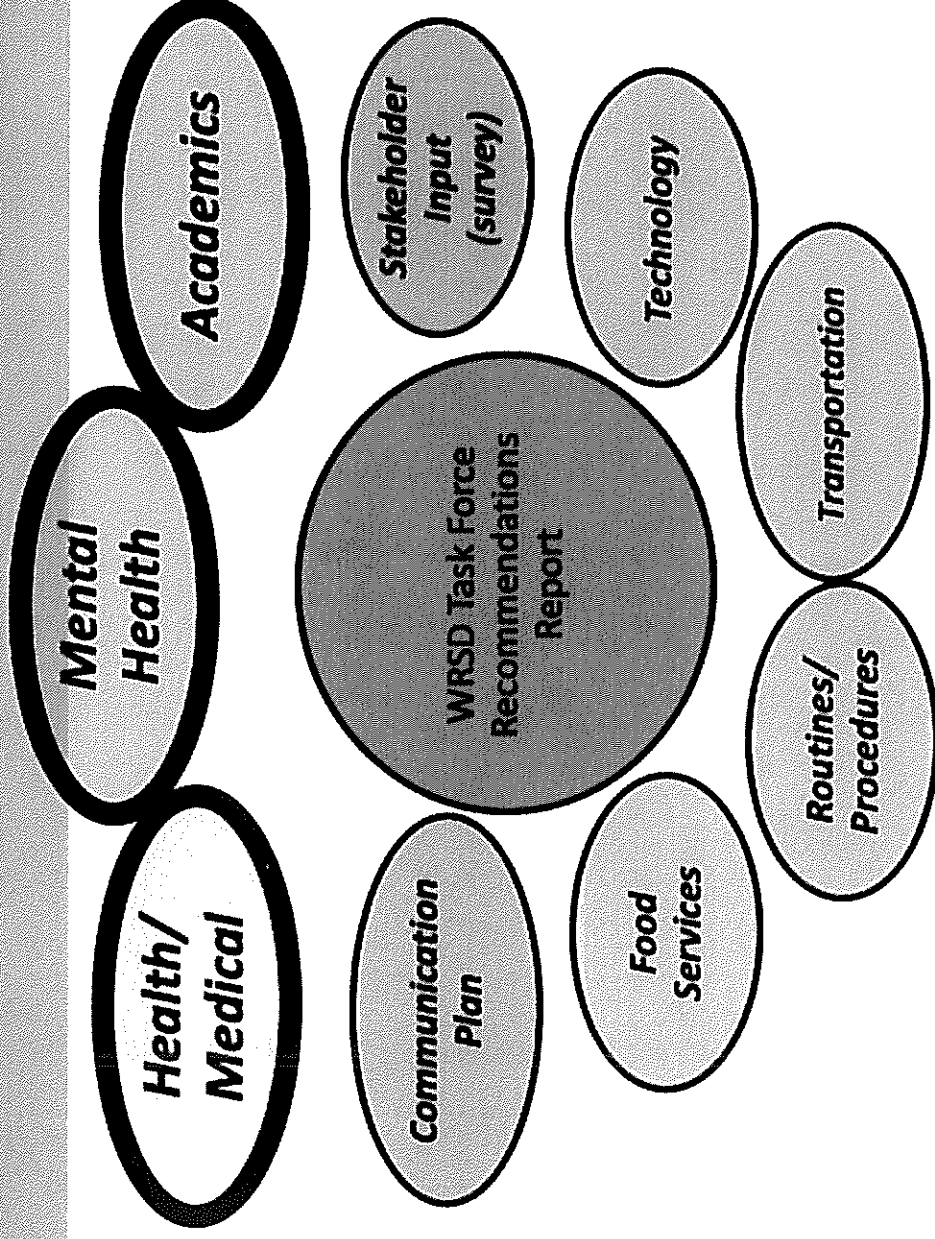
Final
Document
Revision
(6/24/20)

Final

*Recommendations
Document
Submitted to
Central Office
Administration
(7/3/20)*



Domains for Recommendations



Health/Medical: Highlights

- “We cannot eliminate risk of COVID-19 to students, staff and the community but we will look for opportunities for risk reduction.”
- “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.”
- Focus on **Prevention, Screening, Surveillance** (monitoring), and **Supplies** (PPE)
- There is a need to support all stakeholders via providing information, training, and responding to questions & concerns as they arise.
- Drafts of **protocols and procedures** based on best available, official guidance



Mental Health: Highlights

- Primary focus on reconnecting relationships between and among **students, faculty, & staff**
- Strategies for supporting all students to reconnect to school
- Tiered supports (Tier 2 & 3) for students who require extra support at all levels.
- Leverage community-based referrals (INTERFACE and other referral sources) for students who require supplemental supports outside of the school environment.

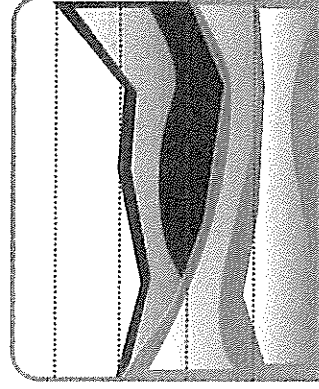
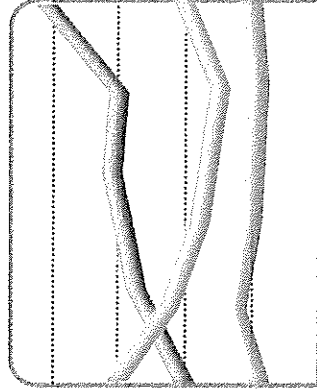
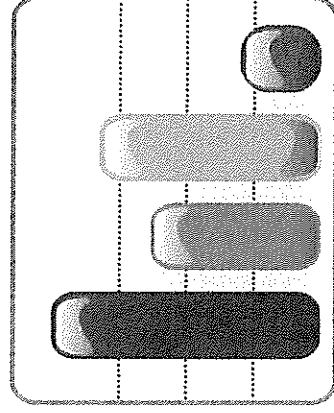
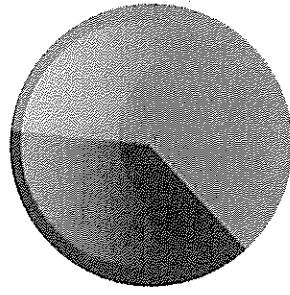


Academics: Highlights

- Focus on *remote learning*, *classroom configurations*, *staffing implications*, *Special Education*, & *Professional Development*
- Discussions about **high school**-specific concerns brought to light by high school students on the Task Force
- For **elementary** classrooms, recommendation made to remain **self-contained** to decrease need for transitions/exposure
- **Developmental considerations**: *to always focus on the best ways to intervene with students based on their developmental needs*

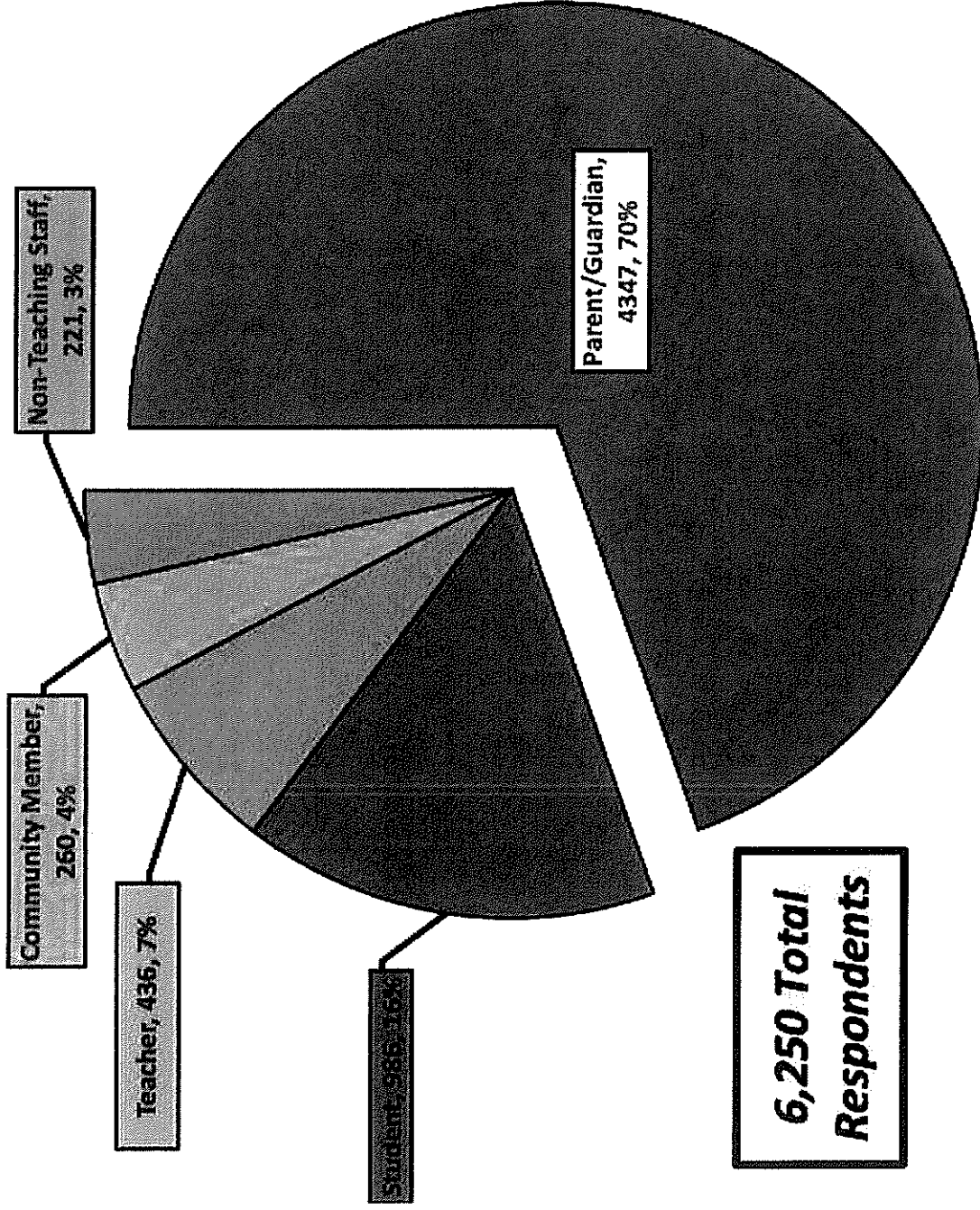


Stakeholder Survey

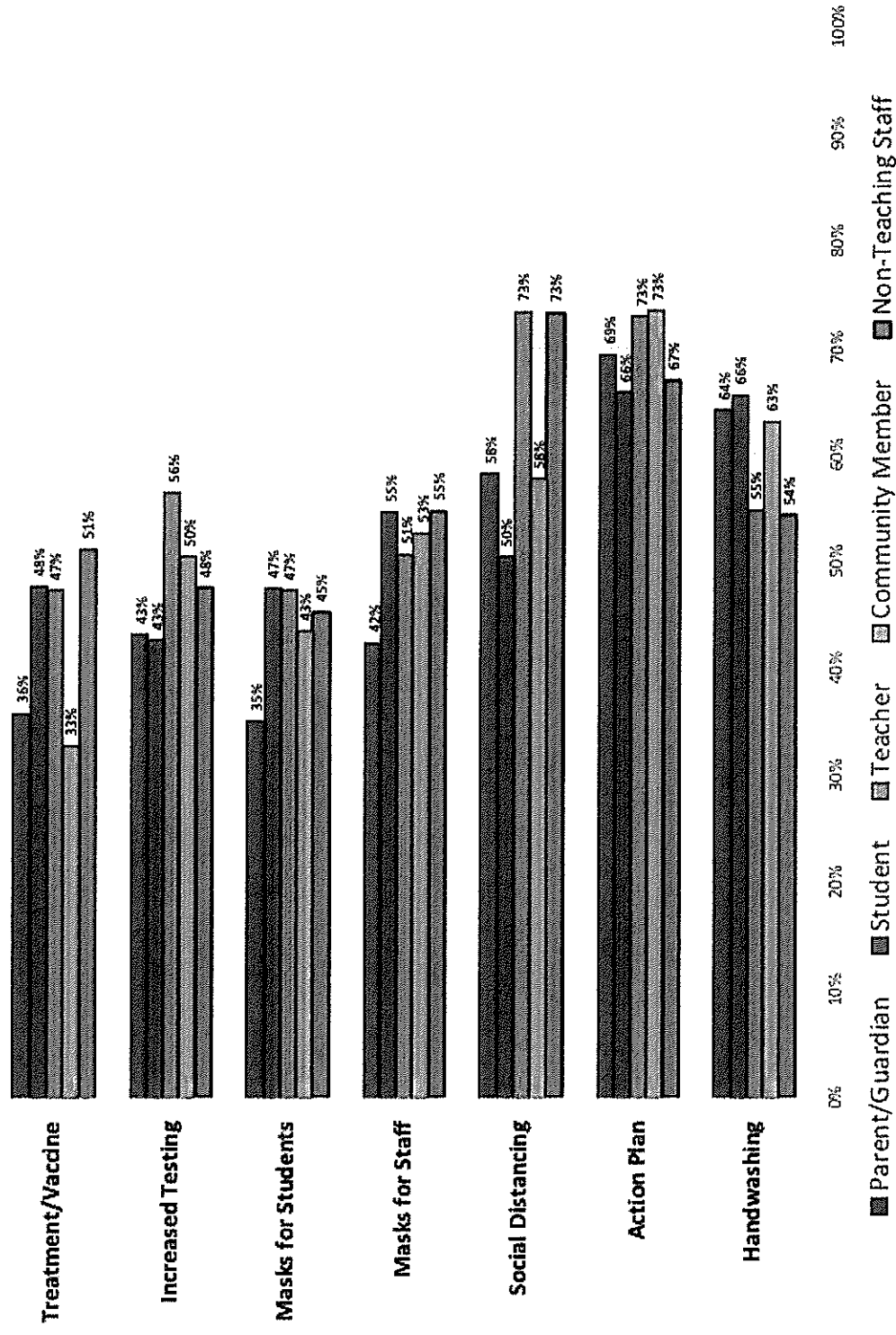


Survey Window Dates:

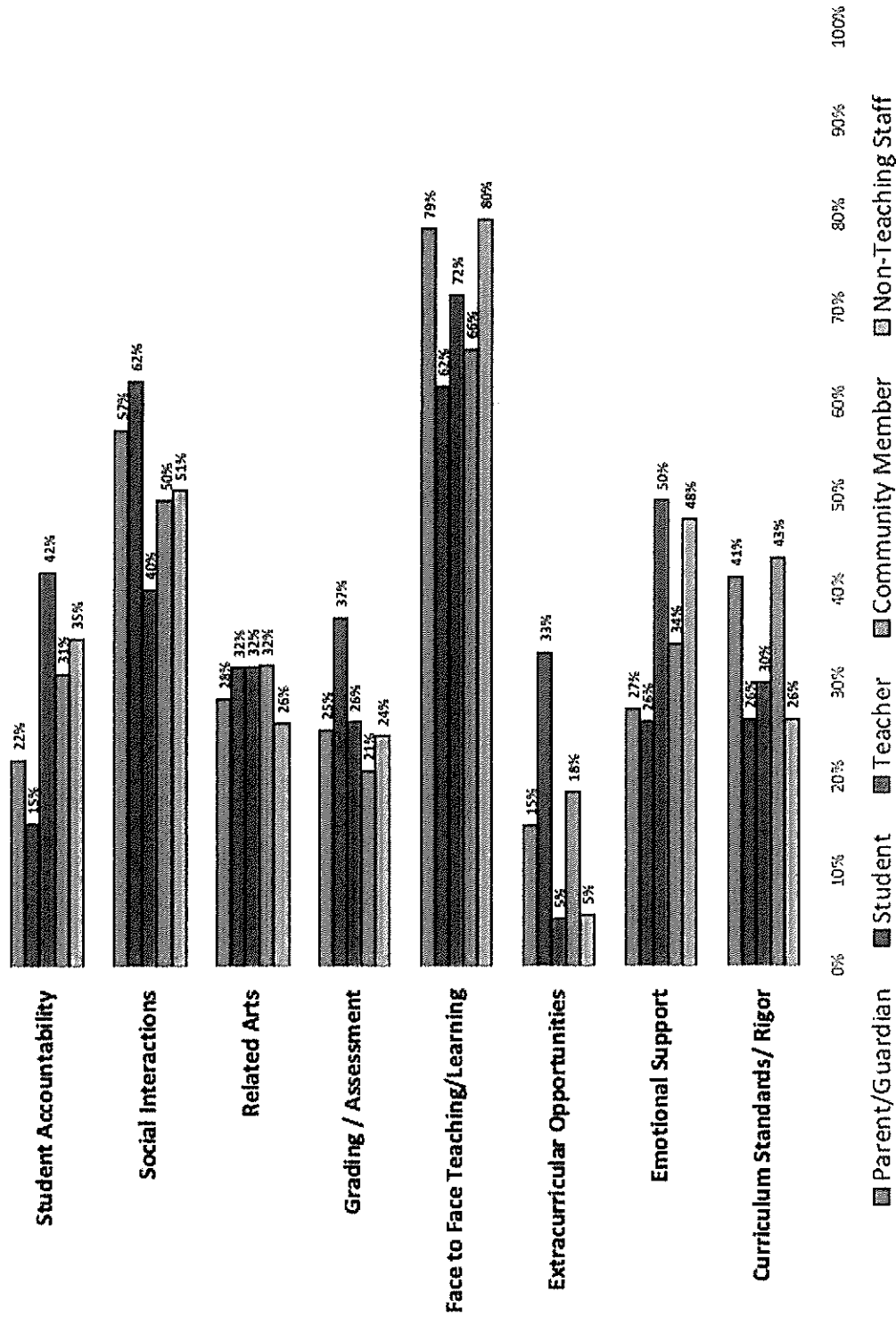
- June 12 - June 22, 2020



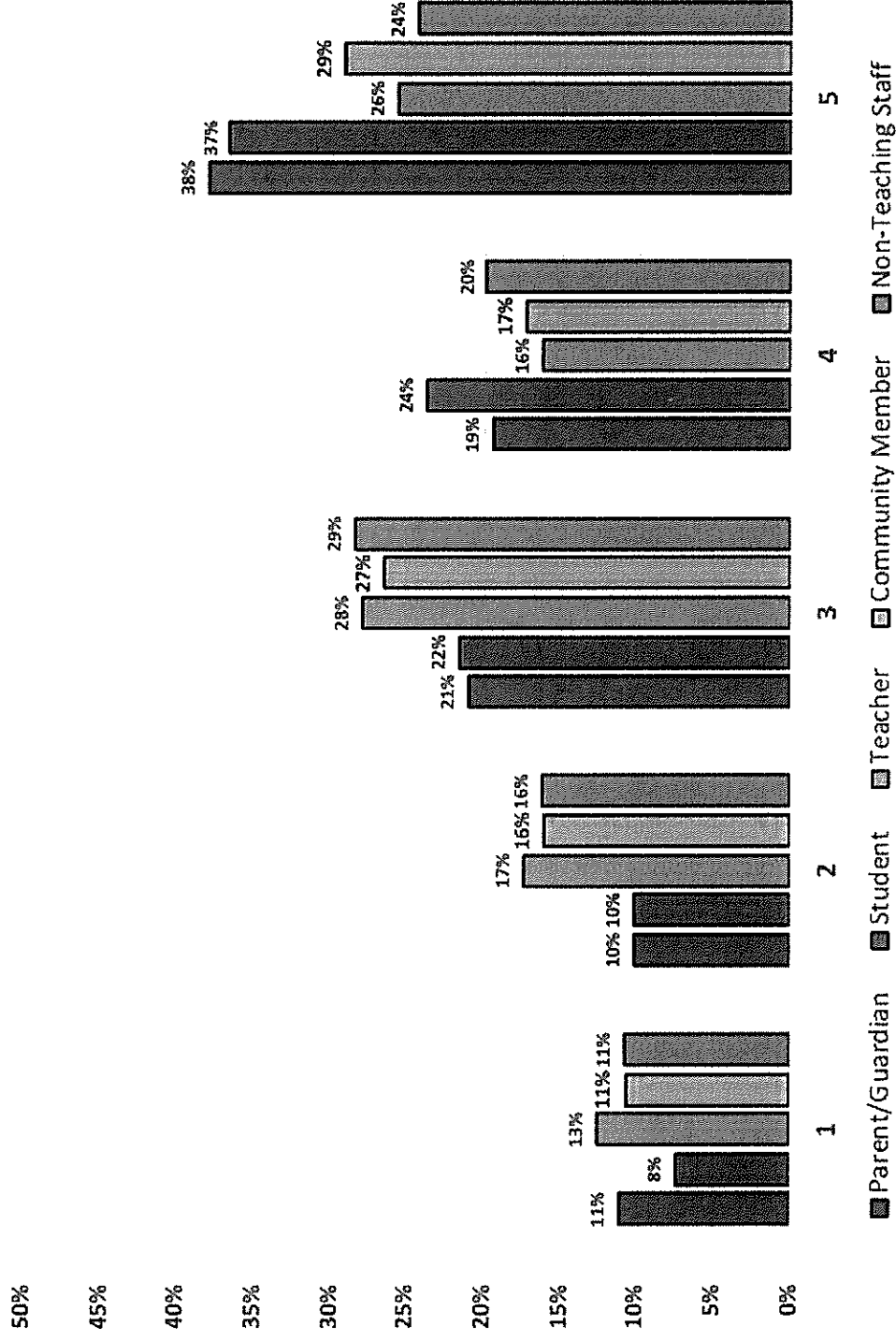
Which conditions do you feel are important to have in place in order to facilitate a return to in-person schooling?



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



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)



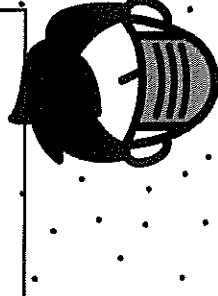
Themes in Responses

- *Fear*
- *Remote Learning*
- *Wearing Masks*



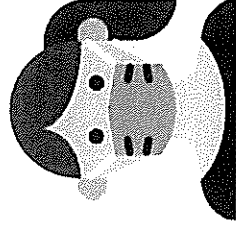
Wearing Masks

	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%



Wearings Masks: Comments

- (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.”
- (Student) “Have masks for teachers and open normally, students do not transmit the disease and need to go back to their routines.”
- (Parent) “I don’t think it is reasonable to require students to wear masks for 6-8 hours a day”
- (Community Member) “I do not believe masks or social distancing is needed with a 99% recovery rate.”
- (Non-teaching staff) “No Masks. They don’t stop viruses anyways”



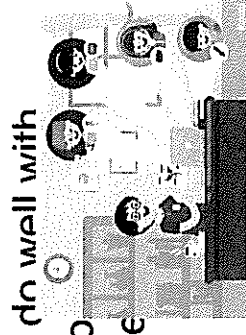
Fear: Comments

- 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.
- (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."
- (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."
- (Student) "I am afraid to bring covid home to my family - who is at a high risk!!"
- (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 they cough, drool, have toileting accidents etc. I am fearful for my own health and safety as well as the other children in my classroom."
- (Community Member) "I think the social distancing is going to scare the kids. I've seen pictures of extreme measures."



Remote Learning: Comments

- 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.
- (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."
- (Teacher) "Family life, work life, and remote learning balance while trying to stay healthy physically and emotionally."
- (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 emotional and academic success. It is so important that the aides will be there



“What went well?”

- “It was really easy to work with others and speak freely without being judged. Lots of work was also accomplished in each meeting even though they were only an hour we got so much more done than I expected.”
- “The members were very receptive to ideas presented. The group was very well organized by the facilitator and resources were provided that were helpful for all members. I always felt comfortable to sharing thought and ideas with the group members.”
- “Weekly meetings were well orchestrated and organized. The groups were well-designed which allowed various viewpoints to be included. Having a weekly meeting agenda sent by Brendan was a huge help.”
- “Well organized and managed project. Brendan certainly knows how to welcome opinions and keep large group conversations organized.”
- “The meetings were well planned and well organized. Breaking up into smaller groups was key to getting each task accomplished.”

Suggestions to Improve Task Force

- “Maybe lengthening the meeting time from 1 hr to 1.5 hours? In this manner Sub-groups will have it slotted in their schedule to meet together for 30 min prior to the actual meeting.”
- “None”
- “More detailed discussion of how we will go remote if needed again, as well as feedback from parents and perhaps specific suggestions from parents as to what worked remotely and what did not.”
- “Just keep working together and staying in contact even if it's via email updates.”
- “Perhaps have the medical professionals listen to the concerns of the principals on the ENORMOUS challenges of implementation”

“What did not go well?”

- “Everyone on the Academic Task Force was great, but we needed more parents who did not have a dual role.”
- “Not related to the Task Force, but I wish DESE would have offered guidance sooner so the group could have developed a clear and precise plan for reopening.”
- “There are so many areas to cover and concerns that are multi-faceted with limited time and resources it is difficult to cover all topics and concerns”
- “The uncertainty of what school will look like in the fall.”
- “Nothing”
- “It’s difficult to plan with no recommendations or guidance from the state.”



Initial Fall Reopening Guidance

A planning resource to ensure a safe return to school for the 2020-21 school year

June 25, 2020

DESE is grateful for the continued engagement of multiple stakeholders from the education and medical communities whose perspectives have shaped our guidance



Health experts and medical community

- COVID-19 Command Center Medical Advisory Board
- Dr. Sandra Nelson, MD, Infectious Disease, Massachusetts General Hospital
- Dr. Lloyd Fisher, incoming President, Massachusetts Chapter of the American Academy of Pediatrics

Return-to-School Working Group

45-member group consisting of students, parents, teachers, superintendents and school administrators, leaders from educational non-profit organizations, and municipal officials

Collaboration with key stakeholders

Superintendents, administrators, parents, experts in public health and teaching and learning, teachers' unions

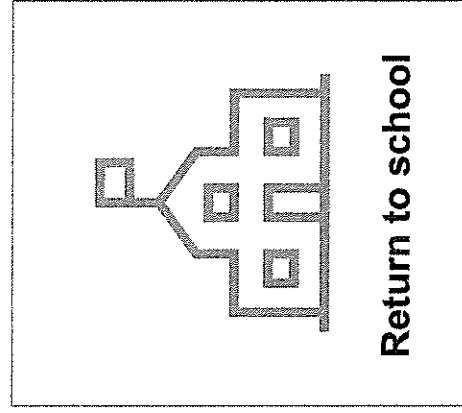
Table of Contents

1	Goals for fall return to school
2	Health & safety requirements
3	Reopening plans
4	Upcoming comprehensive DESE guidance
5	Appendix

DESE is asking districts to prioritize the safe return of students to in-person school settings to maximize learning and address students' holistic needs

Initial Fall Memo

DESE's initial fall memo is intended to help districts achieve the goal of safe, in-person student learning and includes the following

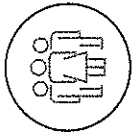


Health & Safety Requirements
for in-person learning this fall

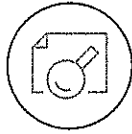
Reopening Plans
to address three possible learning models

Upcoming DESE Guidance
to support fall planning

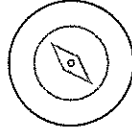
Our philosophy and approach balances COVID-19 related health and safety risks with risks of keeping students out of school



Our goal is the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs



Our initial fall guidance is based on an extensive review of current medical literature

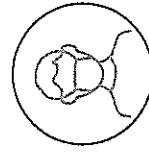


Our guidance attempts to balance the health and safety risks of COVID-19 with the health, safety, socioeconomic, and achievement risks of keeping students out of school



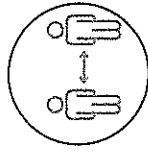
It is not one mitigation strategy but a combination of mitigation strategies taken together that will substantially reduce the risk of transmission

Getting students and educators back to school in-person, safely, relies on a combination of strategies, including key health and safety measures



Masks/ face coverings

Primary route of transmission for COVID-19 is respiratory. Masks/ face coverings protect against COVID-19 infection (study estimates 80% effectiveness in reducing transmission¹)



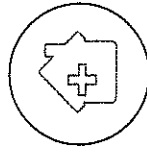
Physical distancing

Physical distancing helps mitigate virus transmission. Aim for six feet between individuals when feasible; a minimum physical distance of three feet is appropriate as informed by evidence when combined with the other measures outlined in the list of safety requirements



Handwashing / hand sanitizing

Handwashing removes pathogens from 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



Staying home when sick

Students and educators should stay home if they are sick or have had close contact with a person diagnosed with COVID-19

1. <https://gh.bmj.com/content/bmjgh/5/5/e002794.full.pdf>

Review of medical literature suggests that children are less susceptible to and less likely to transmit COVID-19

Schools do not appear to have played a major role in COVID-19 transmission

- In a review of COVID clusters, only ~4% (8 of 210) involved school transmission¹

In general, rates of COVID-19 infection are lower for children than for adults

- Based on an analysis of data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults²

If exposed, children may be less likely to become infected with COVID-19

- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.³

If infected, children may be less likely to infect others with COVID-19

- In Switzerland, a study of household clusters found that only 8% had a child as the index case. In nearly 80% of the cases, the child got COVID-19 from an adult family member.⁴

1 Lederer, C. J., Fidler, N. M., Knight, L. E., Funk, S., Knight, G. M., & CHMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters? Wellcome Open Research, 5(83). Available at <https://wellcomeopenresearch.org/articles/5/83/2>

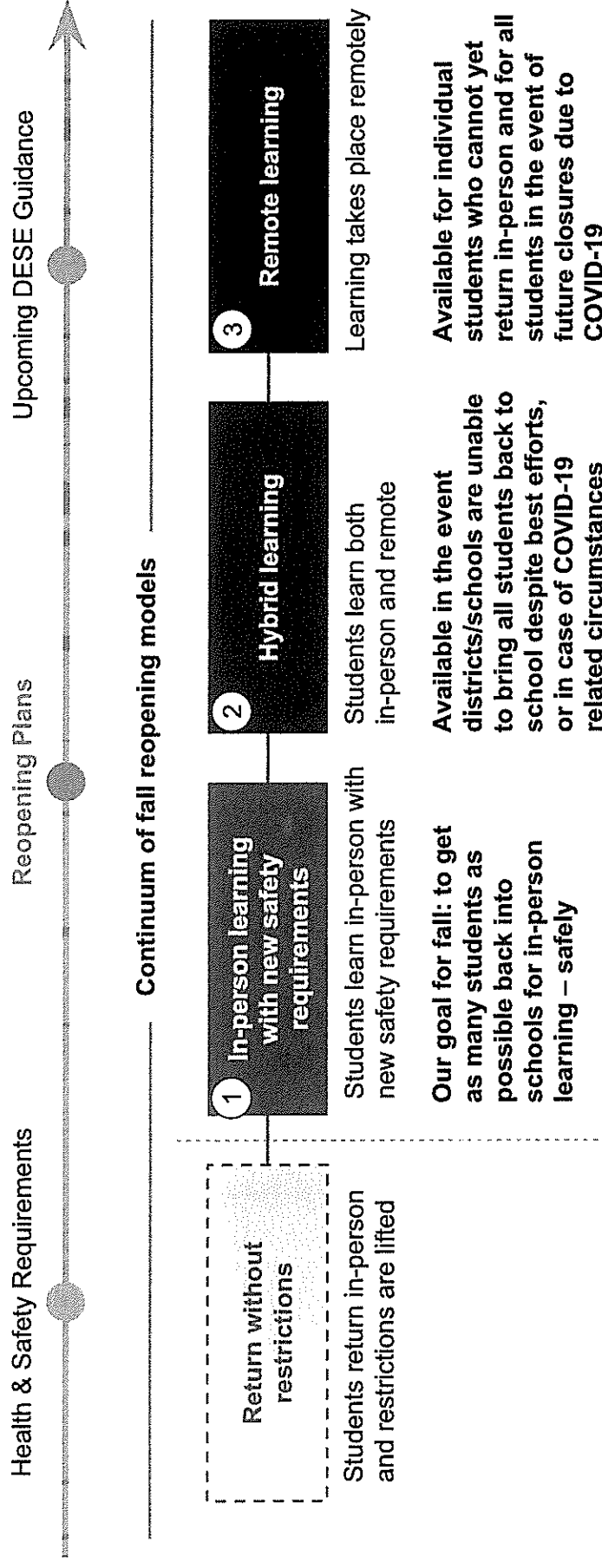
1. Leclercq, A., J. Planas, R. M. Nishi, C. E. Fink, S. Knight, G. M., & G. M. (2020). WHO remains have been added to SARS-CoV-2 transmission chain. *Emerg Infect Dis*, 26(12), 2985-2986. <https://doi.org/10.3201/e2612.200285>

2. Davies, N.G., Kousar, P., Lai, Y., et al. Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0952-9>

2 Jones, N.G., Klepac, P., Liao, Y. et al. Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0952-9>

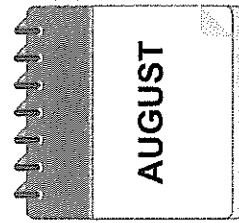
3 Wei L, Bo Zhang, Jiehua Lu, Shihua Lu, Zhigang Chang, Cao Peng, Xinghua Li, Peng Zhang, Yan Ling, Kalabong Tao, Jianying Chen, Characteristics of Household Transmission of COVID-19, *Clinical Infectious Diseases*, 2020, <https://doi.org/10.1093/cid/cia450>

Each district and school needs to plan for three possibilities on the continuum of reopening



Across all three models all districts and schools need a plan for how special populations will receive necessary services and accommodations

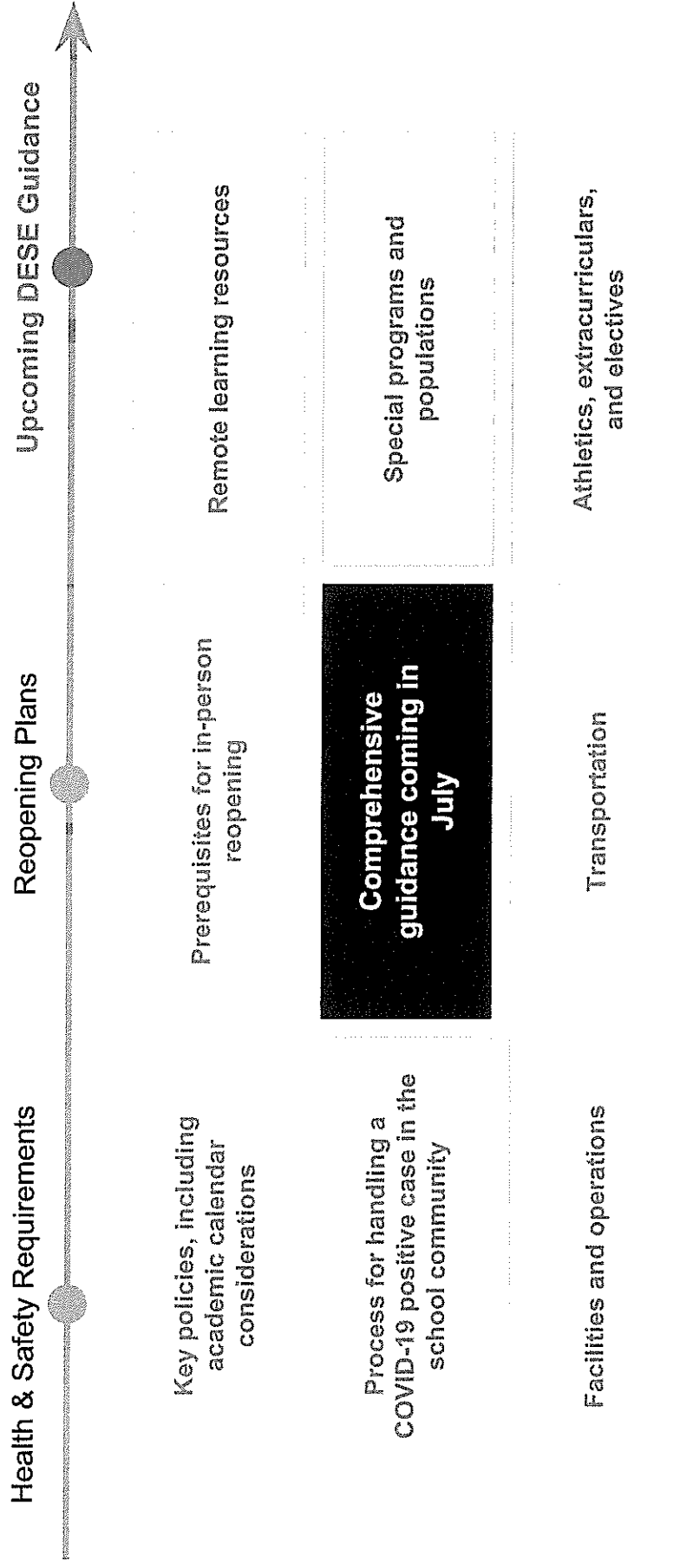
Districts and schools will be required to submit their comprehensive fall reopening plans (all three models) to DESE in August



Districts and schools will be required to submit their comprehensive fall reopening plans for all three models to DESE

DESE will provide more guidance to districts shortly

To facilitate planning, DESE is working on additional, comprehensive guidance for districts on the following topics



**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 13, 2020

Diversity, Equity, and Anti-Racism Subcommittee

Charge:

- 1) To review K-12 curriculum and make recommendations to ensuring that black and multicultural voices are represented in all areas.
- 2) To work with administration to craft a Racism Intervention and Prevention plan.
- 3) To study and recommend both PD in equity, diversity and anti racism for WRSD staff and to recommend ways to promote and hiring of a diverse district staff.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Use of Disinfectant Chemicals and Students

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Jul 14, 2020 at 8:26 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Jennifer Paolilli** <jenpaolilli@gmail.com>
Date: Mon, Jul 13, 2020 at 8:37 PM
Subject: Use of Disinfectant Chemicals and Students
To: <questions@wrsd.net>

Dear WRSD Committee,

After reading through the Reopening Task Force Report, I have two specific concerns regarding the Health recommendations for both hybrid and full open.

1) In the report, it is recommended that older students wipe down their own surfaces. However, I strongly urge students to properly wash hands after doing so as the chemicals are not meant for skin contact. I am concerned that this will not happen and students will become exposed to unnecessary chemicals and that there will not be time or knowledge for them to do so.

2) In the report, surfaces are planned to be cleaned and wiped down multiple times throughout the day. However, you will need to take into account additional time to account for the proper usage of the chemical. Most disinfectants require a 3-10 minute dwell time (where the product remains wet on the surface). Students should not be allowed to touch surfaces while wet, else the product may not work correctly and students are now in contact with a chemical which needs to be washed off.

Thank you for your time and your hard work.

Jennifer Paolilli

99 Pleasant St, Holden, MA 01520

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public hearing comments 7/13/20

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Jul 14, 2020 at 8:25 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Lynn Hanley** <lynnh1@charter.net>
Date: Mon, Jul 13, 2020 at 9:33 PM
Subject: Public hearing comments 7/13/20
To: <questions@wrsd.net>

Good evening, and thank you for the opportunity to comment on tonight's meeting.

1. It is curious that there has been no survey yet of families, as noted by one committee member, to help determine families that do not intend to send their children back to school this year?
2. To continue on member Shapiro's comments about differentiating considerations for elementary, middle and high school students: DESE's use of research about child transmission is in fact too generalized and therefore misleading about lower risk among children. Recent research in other countries that have reopened their schools, as cited in this Sunday's New York Times, notes that transmission risk increases with age. Therefore it may be wiser to consider remote learning for middle and high school students due to that higher risk, while elementary students may be able to have some planned days of in-school learning.
3. It was noted that DESE is giving consideration to an altered school calendar this year, that might mean fewer required days for students. However, there was no mention of MCAS. What is the School Committee and Superintendent's view about waiving MCAS, given the loss of time on learning last spring and the potential for further learning loss this coming year?

4. With the elimination of Tier 4 and 5 cuts, it would be beneficial to confirm for the community that middle school foreign language and elementary music continue to be available and fully staffed.

Thank you again for communicating my comments, and for all the work that you do as a committee.

Lynn Hanley
11 Wyoming Drive
Holden

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To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: July 22, 2020

Subject: Treasurer's Update – May 2020

I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending May 31, 2020 and feel that Treasurers cash is accurately stated.

1. The May 31, 2020 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of May 2020 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
5/1	Payroll Warrant	\$ 2,042,881.45
5/1	Payroll Warrant	1,796.00
5/11	Warrant #28	650,944.18
5/15	Payroll Warrant	2,046,399.06
5/26	Warrant #30	2,156,664.67
5/29	Payroll Warrant	2,843,322.42

Note: Warrant #29 was to void and replace checks

Our excess general funds are currently earning the following rates:

MMDT	0.63%
Berkshire Bank	0.50%

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER
May 31, 2020

Bank	Account #	Fund	Description	Cashbook 5/31/2020
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	84.12
Berkshire Bank	-4534	001	Depository Account	1,115,948.97
Eastern Bank	-0264	001	Payroll Reconciliation	1,407.08
Fidelity Bank	-1451	050	checking - Paxton	2,519.12
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	2,520.17
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				1,141,240.86
MONEY MARKET				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	10,953.75
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	320,790.26
Berkshire Bank	-3002	023	Middle School Athletic Revolving	42,621.60
TD Banknorth, NA	-1032	001	General Fund	26,816.72
Eastern Bank	-0363	001	General Fund	2,852,009.81
Eastern Bank Debit Card	-6672	001	General Fund	15,131.19
Eastern Bank Titania	-7357	001	General Fund	80,563.97
Enterprise Bank	-3225	001	General Fund	39,852.30
Avidia Bank	-8701	001	General Fund	33,309.93
MMDT	-4707	001	Money Market	9,114,682.79
TOTAL MONEY MARKET				12,536,732.32
SAVINGS				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	6,110.66
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	7,881.43
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	12,170.78
Cornerstone Bank	-3092	022	Student Activity - CTMS	5,276.34
Cornerstone Bank	-9535	022	Student Activity - Glenwood	11,173.46
Cornerstone Bank	-3117	022	Student Activity - Naquag	12,092.74
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	6,297.71
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	10,782.05
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	6,672.24
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	6,314.60
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	5,097.48
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	18,487.45
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	56,089.97
Berkshire Bank	-2979	029	Adult Education	72.32
Fidelity Bank	-0736	050	Student Activity Depository	49,405.12
Leominster Credit Union	-6025	050	Student Activity Revolving	79,726.01
Berkshire Bank	-2987	023	Athletic revolving	53,112.10
Berkshire Bank	-2995	023	Athletic transportation	1,055.58
TOTAL SAVINGS				347,818.04
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,801.35
Leominster Credit Union		60	Bailey	2,136.87
Leominster Credit Union		60	Bradshaw	13,858.97
Leominster Credit Union		60	D'Errico	3,094.68
Leominster Credit Union		60	Finochello	8,091.70
Leominster Credit Union		60	Fitzgerald	9,234.05
Leominster Credit Union		60	Green	6,767.89
Leominster Credit Union		60	Griffin	18,691.01
Leominster Credit Union		60	Hayman	3,240.73
Leominster Credit Union		60	Houmire	8,920.00
Leominster Credit Union		60	Hewson	9,840.08
Leominster Credit Union		60	Lionett	8,145.45
Leominster Credit Union		60	Ljungberg	2,189.96
Leominster Credit Union		60	Narajan	11,005.57
Leominster Credit Union		60	Shatle	4,738.74
Leominster Credit Union		60	Tarkainen	7,545.76
Leominster Credit Union		60	Thibodeau	24,797.27
Leominster Credit Union		60	Wachusett #2	61,254.64
Leominster Credit Union		60	Wesley	6,165.72
Leominster Credit Union		60	White	1,175.95
TOTAL CDs				221,696.39
OPEB				
Bartholomew and Company	-3593	70	OPEB	10,268.12
TOTAL OPEB				10,268.12
TOTAL				14,257,755.73
Adjusted Cashbook				14,257,755.73
General Ledger				14,257,755.73
Variance				0.00
General Fund Total				13,279,806.88

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE

June 2020 – May 2021

Attachment 1
July 23, 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
Melissa Ayala	2021	8 Sterling Avenue Sterling 01564 melissa_ayala@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

7/14/2020

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE

June 2020 – May 2021

Benjamin Mitchel	2021	7 Colony Lane Paxton 01612 (508) 208-7728 benjamin_mitchel@wrsd.net
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
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 7/13/2020)

Wachusett Regional School District Committee
Subcommittee Assignments
2020-2021

<u>Business/Finance</u>	<u>Education</u>	<u>Legal Affairs</u>	<u>Management</u>
Michael Dennis, Chair	Christina Smith, Chair	Scott Brown, Chair	Megan Weeks, Chair
Maleah Gustafson	Nicole Amos	Robert Imber	Michael Dennis, Vice-chair
Kenneth Mills	Krista Bennett	Kenneth Mills	Scott Brown
Benjamin Mitchel	Sherrie Haber	Karl Otmar	Matthew Lavoie
Karl Otmar	Robert Imber		Asima Silva
	Laura Kirshenbaum		Christina Smith
	Linda Long-Bellil		Adam Young
	Deidre Shapiro		
<u>Superintendent Goals and Evaluation</u>	<u>Facilities and Security</u>	<u>Diversity, Equity and Anti-Racism Subcommittee</u>	
Matthew Lavoie, Chair	Adam Young, Chair	Asima Silva, Chair	
Laura Kirshenbaum	Jeffrey Haynes	Nicole Amos	
Kelly Williamson	Linda Woodland	Melissa Ayala	
Linda Woodland		Krista Bennett	
		Scott Brown	
		Maleah Gustafson	
		Jeffrey Haynes	
		Laura Kirshenbaum	
		Linda Long-Bellil	
		Linda Woodland	

WRSD By-Laws specify the Chair of the School Committee is an ex-officio member of all standing subcommittees.

Audit Advisory Board

Benjamin Mitchel, Chair Adam Young, Vice-chair

School Council Liaisons

Central Tree Middle School – Matthew Lavoie	Mountview Middle School – Scott Brown
Chocksett Middle School – Kelly Williamson	Naquag Elementary School – Sherrie Haber
Davis Hill Elementary School – Kelly Williamson	Paxton Center School – Karl Otmar
Dawson Elementary School – Laura Kirshenbaum	Thomas Prince School – Asima Silva
Glenwood Elementary School – Nicole Amos	WRHS – Kenneth Mills
Houghton Elementary School – Deidre Shapiro	Special Ed. Parent Advisory Council – Maleah Gustafson
Mayo Elementary School – Adam Young	ECC – Linda Woodland

Education Subcommittee

Monday, July 27, 2020
6:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

- I Call to Order
- II Election of Vice-chair
- III Approval of Minutes
- IV Review of MASC Guide to Reopening of Schools
- V Policies to Review Related to the COVID-19 Closure and District Reopening Plans
- VI Old Business
- VII New Business
- VIII Next Meeting
- IX Resources
- 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 27, 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
 - Overview of Possible School Reopening Scenarios
 - Recommendations Requiring Action by the School Committee
 - To approve the Job Description of the Superintendent of Schools, as amended
- Unfinished Business
- Secretary's Report
 - Approval of the #1347th Regular Meeting Minutes of the WRSDC held on 7/13/2020
- Treasurer's Report/Financial Statements
- Committee Reports
 - Management Subcommittee
 - Education Subcommittee
 - Business/Finance Subcommittee
 - To renew the contract by and between the WRSDC and James J. Dunbar, for the period of twelve months (7/1/2020-6/20/2021)
 - Legal Affairs Subcommittee
 - Superintendent Goals and Evaluation Subcommittee
 - Facilities and Security Subcommittee
 - Diversity, Equity, and Anti-Racism Subcommittee
 - Audit Advisory Board
 - Ad-Hoc Subcommittee
 - 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

Audit Advisory Board

Tuesday, July 28, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Review of FY19 Audit
- IV Review of FY19 Audit of Student Activity Accounts
- V Review of FY19 EOYR (End-of-Year-Report)
- VI Review of FY19 Single Audit
- VII New Business
- VIII Old Business
- IX 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

Diversity, Equity, and Anti-Racism Subcommittee

Monday, August 3, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Management Subcommittee

Tuesday, August 4, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Wachusett Regional School District Committee

Monday, August 10, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Wachusett Regional School District Committee

Monday, August 24, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Wachusett Regional School District Committee

Monday, September 14, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Wachusett Regional School District Committee

Tuesday, September 29, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Fall Reopening Transportation Guidance

July 22, 2020

Introduction and overview of guidance

This transportation guidance supplements [DESE's Initial Fall School Reopening Memo](#). The initial memo put forth the goal of the safe return of as many students as possible to in-person school settings – *as in-person school is the best way to ensure student learning and continued social and emotional growth*. The safe transportation of students to and from school is a critical part of achieving this goal. In developing this supplemental transportation guidance, the health and safety of students and transportation staff remain our top priorities.

This guidance focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus, while also maximizing in-person learning:

1. **Follow the medically-advised health and safety requirements** for school bus transportation summarized below and further described starting on page 7.
2. **Address bus capacity challenges** created by the physical distancing requirements on the school bus by considering strategies such as adding bus routes, staggering schedules, and pursuing a waiver for student learning time requirements (on page 4) if needed.
3. **Take proactive steps to promote safe alternative transportation options** for students, including family-provided transportation, walking, and biking, as appropriate.

The Department developed this guidance through collaboration with infectious disease physicians, pediatricians, and public health experts from Massachusetts General Brigham Health System and the Massachusetts Chapter of the American Academy of Pediatrics. We also consulted with the Massachusetts COVID-19 Command Center's [Medical Advisory Board](#), comprised of physicians and other health experts, which carefully reviewed the health and safety requirements for bus transportation outlined in this document.

Please note that this guidance is being issued on July 22, 2020 and is subject to change depending on the COVID-19 trends and as we learn more about the virus from medical research. Schools and districts are encouraged to contact DESE if they would like to discuss individual considerations related to this transportation guidance. Districts should reach out to:

- **Russell Johnston:** Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958
- **Erin McMahon:** Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023.

Core health and safety practices

Several core practices will support safe school bus operations this fall:

- **Masks**
All staff and students on the bus, regardless of age, are required to wear masks at all

times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance.

- **Distance**

Students should be seated *no more than* one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench). Diagrams are provided later in this guidance.

- **Ventilation**

Keep windows open at all times during operation, unless not possible due to extreme weather conditions.

- **Seat assignments**

Students should be assigned to a single bus and a particular seat.

- **Bus monitors**

Districts should consider adding a bus monitor (e.g., volunteer, student leader, or staff member) for every bus to ensure strict adherence to these health and safety guidelines.

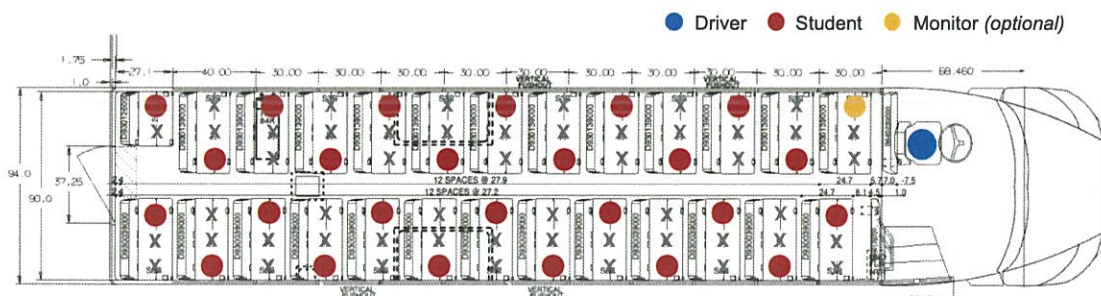
Bus seating configuration

In alignment with the Initial Fall School Reopening Guidance, the following bus configuration (i.e., one student per bench, alternating sides for each row) represents the **maximum*** school bus occupancy achievable while maintaining approximately 3 feet of physical distance.

***Note:** Children from the same household may sit together and are excluded from the one student per bench requirement.

In the following sections of this guidance document, we will provide strategies for districts to consider in order to meet the challenge of these limits on bus capacity.

The diagram below represents a 77-passenger bus. Configurations for other school bus models are shown in Appendix A. Districts should leave the bench immediately behind the driver's seat vacant to maintain physical distance for the driver. Districts may consider repurposing this bench for a bus monitor, health and safety supplies, or other needs.



The table below estimates the revised maximum capacity of school buses under the configuration above (not including bus monitors or scenarios with multiple children from the same household). In the following section, we outline strategies for implementing this transportation guidance.

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
83-passenger bus	27 passengers	33%
77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%
47-passenger bus	15 passengers	32%
29-passenger bus	9 passengers	31%
26-passenger bus	8 passengers	31%
22-passenger bus	7 passengers	32%
14-passenger bus	6 passengers	43%

Transportation planning and surveys

Developing transportation plans

Each district should develop a **transportation plan** that follows the protocols outlined in this guidance. Districts should gather input from contracted transportation providers to develop these plans. Drivers and other transportation staff (e.g., bus monitors, if applicable) must be trained on the transportation plan prior to school reopening.

The plan should address the following key areas:

- **Surveying expected ridership** for the coming school year.
- Strategies for **encouraging alternative modes of transportation**.
- **Addressing bus capacity challenges through modifications to bus routes and schedules**, including potentially staggering school start and end times for greater bus capacity to enable more students to attend full-time, in-person school.
- **Modifications to boarding, pick-up, and drop-off protocols**, including a plan for defining bus and seat assignments.
- **Health and safety protocols**, including but not limited to screening, masks, physical distancing, hand hygiene, ventilation, and precautions for bus drivers and monitors.
- Schedules and protocols for **routine cleaning/disinfecting** of vehicles.
- Strategies, protocols, and training specific to **transportation of students with disabilities**, including those who require close contact with adults.
- **Communications and training** for parents/caregivers, students, and staff.

Surveying families to understand school bus demand

We advise districts to develop a family survey that includes questions on expected bus ridership, if not already conducted. Districts should consider administering the survey more than one time prior to the start of the school year. The survey should proactively encourage parents and caregivers to pursue alternative transportation options when possible.

Districts should consider collecting the following information via surveys:

- How many students will return to school in the fall in-person?
- How many families/students are planning to use alternative transportation?
- What offerings/incentives might persuade families to use alternative transportation?
- What modes of alternative transportation will families/students be likely to use (e.g., walking, biking, driving, carpooling)?
- How many households will have two or more students riding the same bus (to allow more than one student per bench)?
- Might any students/parents/caregivers be willing to serve as bus monitors?

Effectively addressing bus capacity challenges

Districts should look for ways to address capacity challenges by adding routes to existing bus runs, staggering start and end times for students, and encouraging families to seek alternative transportation to school when possible.

1. Increase transportation capacity

Strategies to explore

- **Add additional routes to existing bus schedules to increase capacity**, e.g. add a second or third morning route for a given neighborhood with an earlier or later pick up time than existing routes. This strategy will enable districts to increase capacity in a financially feasible manner, without having to add additional buses.
- **This may require districts to stagger school day start and end times** by cohort within schools and/or across the district to accommodate additional routes.
 - **Waiver request option:** If districts require flexibilities with student learning time requirements to enable more students to attend school in-person, they should contact Russell Johnston (russell.johnston@mass.gov) or Erin McMahon (erin.k.mcmahon@mass.gov) to request a waiver from student learning time requirements. More information on waiver requests will be forthcoming.
- Further **optimizing bus routes** and increasing **number of buses** available, if feasible.

Key considerations

- Coordinate decisions with transportation departments and contracted transportation providers. Decisions will depend on budget constraints, the ability to shift school and/or transportation schedules, and bus/driver availability.
- Modify and augment school bus pick-up and drop-off procedures to minimize crowding.

2. Increase the number of parents/caregivers who safely transport their students

Strategies to explore

- Encouraging parents/caregivers to **transport their children**
- Encouraging/facilitating **carpooling within fixed cohorts**

Key considerations

- Consider creating or expanding before- and after-school programs to align with parent work schedules to make it easier for families to transport their children.
- Modify and augment pick-up and drop-off procedures to account for increased driver traffic to minimize crowding.
- Inform parents and students about appropriate health and safety guidelines, including the need to wear a mask if transporting students from multiple households and the need to maintain physical distance as is feasible.
- Consider incentives for families to encourage transporting their students.

3. Increase the number of students who safely walk or bike to school

Strategies to explore

- **“Walking school bus” programs** for younger age groups (i.e., groups of children walking to school with adult supervision).¹
 - Districts/schools can facilitate this directly or encourage parents/caregivers to organize themselves as volunteers, while adhering to appropriate health and safety guidelines.
- Promoting walking/biking through **walk-to-school** or **bike-to-school campaigns**.
- **Partnering with bike share companies** to offer discounts or offer bike subsidies.

Key considerations

- Encourage “walking school bus” programs within consistent student groups or cohorts and/or household members.
- Inform participating parents and students about appropriate health and safety guidelines, including the need to wear a mask at all times and the need to maintain maximum physical distance.
- Engage local police departments when appropriate to help with safety protocols across extended walk zones.²
- Prepare for changing transportation patterns (e.g., more crossing guards, bike racks)³ and work with local authorities as needed.

Other implementation considerations

Seat assignments and boarding

Assigning specific buses, routes, and seats to students and staff in advance will limit potential exposure and make contact tracing easier to conduct.⁴ In addition, to prevent crowding and minimize interaction, students and transportation staff should follow the protocols outlined below when entering or exiting the vehicle.

- **Keep bus staffing assignments as static as possible** by assigning drivers and other transportation staff to a single bus and a specific route.
- **Assign students to a single bus and to an assigned seat.** Children from the same household should be assigned seats together. Seating arrangements should also account for students with disabilities who require close contact from adults.
- **As students board the bus, occupy seats starting from the rear of the bus and fill sequentially to the front.** Upon arrival at school, the bus should be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
- **Assign seats with the above boarding order and process in mind** (i.e., based on *when* students will board during the route). For example, students boarding the bus at the beginning of the route should be assigned seats at the *rear* of the bus, and students boarding the bus at the end of the route should be assigned seats at the front.

Pick-up and drop-off protocols

Modify arrival and departure protocols to limit crowding upon student drop-off and pick-up. District and school leaders should establish policies for student entry and dismissal including a plan for traffic, drop-off, and pick-up that complies with physical distancing guidelines.

- **Consider having one bus of students enter the building at a time.** When weather allows, students who are not entering right away should wait outside, preferably with members of their cohort, in designated areas that are clearly marked for physical distancing.
- **Consider how to schedule students who will walk or bike to school or will be dropped off by car** to limit crowding and support physical distancing.
- **Prepare to respond to changing transportation patterns** (e.g., more crossing guards, bike racks/storage)⁵ and work with local authorities as needed.
- **Consider utilizing multiple entry/exit points and pick-up/drop-off locations** (e.g., assign students/grade levels to different entrances at arrival and departure times).
- **Modify protocols for parent/caregiver pick-up and drop-off**
 - Designate appropriate pick-up area(s) for parents/caregivers.
 - Parents/caregivers should remain in their vehicle while waiting for their child.
 - Parents/caregivers should maintain physical distancing standards and wear masks if they exit their vehicle.
- **High schools should consider designating extra parking spots or street spaces for student parking** if surveys show that more students will be using personal vehicles.

Considerations for students with disabilities

Some students with disabilities require specialized transportation as part of their Individualized Education Program (IEP). To reduce the risk of COVID-19 transmission, districts should work collaboratively with parents of students who are eligible for specialized transportation 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 to reflect the temporary change in transportation arrangements, but the family should be notified in writing of this temporary change if they agree to transport their student.
- In cases where special transportation is provided for in the student's IEP and the family is unable to transport their student, **school districts must coordinate and provide transportation for those students, including students in out-of-district placements.**

Public transportation

Districts should work with their regional transportation authorities if students take public transportation to or from school. Districts should provide health and safety guidelines to students using public transit systems including⁶:

- **Limit touching frequently touched surfaces** such as kiosks, touchscreens, ticket machines, turnstiles, handrails, restroom surfaces, elevator buttons, and benches as much as possible.
- **Wear a mask at all times during transportation.**
- **Follow physical distancing guidelines** by maximizing space between riders as feasible.
- **Practice hand hygiene** (e.g., use hand sanitizer after leaving the transit station or bus stop).
- **When possible, travel during non-peak hours** when there are likely to be fewer people. If you expect a significant number of students within your district to take public transportation, consider adjusting start/end times to avoid rush-hour transit.
- **Check with local transit authorities for the latest information** on changes to services and procedures, especially if additional assistance is required.

Transportation health and safety requirements and related guidance

The health and safety of students and staff are our top priorities as we prepare for in-person learning this fall. This section outlines school transportation health and safety requirements developed in collaboration with infectious disease physicians, pediatricians and public health experts from the Massachusetts General Brigham Health System and the Massachusetts chapter of the American Academy of Pediatrics.

Our process included a thorough review of guidelines from the Centers for Disease Control (CDC) and World Health Organization (WHO), as well as available medical literature on COVID-19 related to children and school settings. Finally, the Massachusetts COVID-19 Command Center [Medical Advisory Board](#), made up of physicians and other health experts, has carefully reviewed the transportation health and safety requirements outlined below. Please refer to the Initial Fall School Reopening Memo for a more extensive review of medical literature and evidence.

Bus monitor

To ensure adherence to health and safety guidelines, we encourage districts to consider adding a bus monitor to every bus. This role could be a hired position, paraprofessional, current student, staff member, or volunteer, but should not be an individual at high risk for COVID-19. This bus monitor must also adhere to all health and safety guidelines outlined in this memo.

Bus monitor responsibilities may include:

- Asking whether students received **at-home pre-screening** (see “Symptoms screening” below).
- Managing vehicle **entry/exit processes** including directing students to assigned seating.
- Ensuring all **health and safety requirements are met** (e.g., physical distancing, masks, ventilation, hand sanitizer, safe storage of health and safety supplies, etc.).
- Coordinating **arrival/departure and entry/dismissal protocols**.
- Assisting with **routine cleaning and sanitization activities**, as appropriate.

Symptom screening

Checking for symptoms each morning by families and caregivers, before students arrive at the bus stop, is critical and will serve as the primary screening mechanism for COVID-19 symptoms.⁷

- **Bus drivers or bus monitors (if applicable) should be appropriately trained to observe students upon entry.** If students appear symptomatic, and a parent/caregiver is present to take them home, they should not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, bus monitors should refer students who may be symptomatic to the school healthcare point of contact immediately upon arrival.
- **If a student who may be symptomatic must board the vehicle, they should be spaced at least six feet from other students as feasible.** Close off areas used by the student, and do not use those areas again until after cleaning and disinfecting.⁸
- **Consider posting signs at bus entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.**
- **If children become sick during the day, they should not be permitted to travel home via school bus.**

Masks

Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.

- **Adults**, including drivers and other transportation staff (e.g., bus monitors), **are required to wear masks.**
- **Students are required to wear masks, regardless of age, when on the bus.**
- **Exceptions to masks for students:** Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks. Please see the

“physical distancing” section below for protocols on how to work with families of students who cannot wear masks due to medical, behavioral, or other challenges.

- **Masks should be provided by the student/family**, but districts must ensure that sufficient extra disposable masks are made available on all buses for any student who needs them.

Physical distancing

As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, students must maintain a minimum distance of 3 feet from others, unless they are members of the same household.⁹ For transportation, this means one student per bench, alternating sides for each row.

The following distancing standards must be implemented in conjunction with strict adherence to health and safety requirements:

- Distancing requirements apply both while **waiting at bus stops and while in transit**.
- **Children from the same household should be seated together** and may be seated two or more students per bench (closer than 3 feet).
- **As may be appropriate, consider marking off ground at bus stops** where students can wait at 6 feet of physical distance from one another (if not wearing masks).
- **Students should face forward at all times** and refrain from eating, shouting, singing, or sharing items while in transit.
- **Determine and post maximum occupancy for each bus** while following these distancing guidelines.
- **Students who are not able to wear a mask while riding the bus** should maintain 6 feet of distance between themselves and other students. If possible, the student should wear a face shield while on the bus. Districts should work with the families of students who are regularly unable to wear a mask regarding possible alternative transportation arrangements (i.e. walking to school or the family transporting the student).

Hand sanitizing

Install hand sanitizer dispensers on buses for students and drivers to clean hands as they board and exit. Alcohol-based hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used.¹⁰ Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

- **Hand sanitizer dispensers should be placed only at the entrance of school buses within view of the bus driver or monitor** to ensure appropriate use. Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school.
- **During winter months, students wearing gloves upon entry should be encouraged to keep gloves on at all times** during transit to the extent possible. If the student wishes to remove the gloves, they should follow the hand sanitizing protocols outlined above upon entry and exit.

Ventilation

Mitigate airborne transmission by increasing outdoor air ventilation. Doing so helps dilute the concentration or displace the presence of an airborne virus. Opening windows can greatly increase the level of ventilation within a school bus and therefore reduce COVID-19 transmission risk.¹¹

- **Keep windows open at all times during operation**, unless not possible due to extreme weather conditions. Even in cold or rainy weather, bus windows should be kept open at least partially (a couple of inches), if possible.
- **Consider keeping roof hatches open** on buses during operation for further ventilation.¹²

Cleaning and disinfecting

Coordinate with the district transportation department and contracted transportation providers to ensure vehicles are properly cleaned and disinfected. *At a minimum, high-touch surfaces (see examples below) must be cleaned and disinfected thoroughly after each morning route and after each afternoon route using EPA-approved disinfectants.*^{13,14} The interior of each vehicle must be cleaned and disinfected thoroughly at least once each day.

- **Clean high-touch surfaces first and most frequently**, including buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.¹⁵
- **Conduct thorough routine cleaning of vehicles**, including dusting and wet-mopping vehicle floors, removing trash, wiping heat and air conditioner vents, spot cleaning walls and seats, dusting horizontal surfaces, cleaning spills, etc.¹⁶
- **Routine cleaning outlined above should be completed prior to disinfection** to remove all surface matter.
- **Doors and windows should remain open when cleaning the vehicle.**¹⁷
- **Staff should be trained to use disinfectants in a safe and effective manner** and to clean up potentially infectious materials and body fluid spills. All sanitizing and disinfecting solutions must be labeled properly to identify the contents and kept out of the reach of students.
- **Drivers and monitors should have adequate supplies** of soap, paper towels, tissues, hand sanitizer, garbage bags, and other critical cleaning supplies.

Precautions for transportation staff

Bus drivers and monitors face potential exposure through close contact with passengers, contact with high-touch surfaces, or by touching their mouth, nose, or eyes.¹⁸ Older individuals and those with serious underlying medical conditions may be at higher risk for more serious complications from COVID-19. To mitigate these risks, all bus drivers and monitors should take the following precautions when transporting students:¹⁹

- **Avoid touching surfaces** often touched by passengers.
- **Wear masks** covering the nose and mouth at all times.

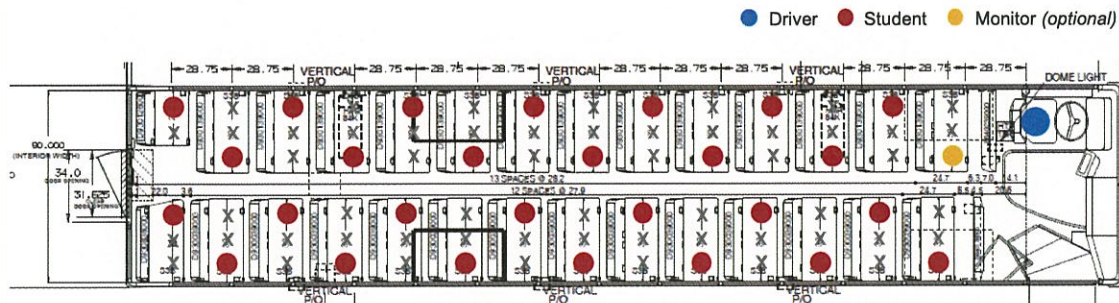
- **Use gloves if required to touch surfaces contaminated by bodily fluids.**
- **Maintain proper hand hygiene.** Wash hands regularly with soap and water when available for at least 20 seconds and use an alcohol-based hand sanitizer.
- **Don't report for duty if sick.**

Appendix A: Bus seating configurations and capacity estimates

Bus Model: 83-passenger bus

Max. capacity with physical distancing requirements: 27 passengers (33% full capacity)

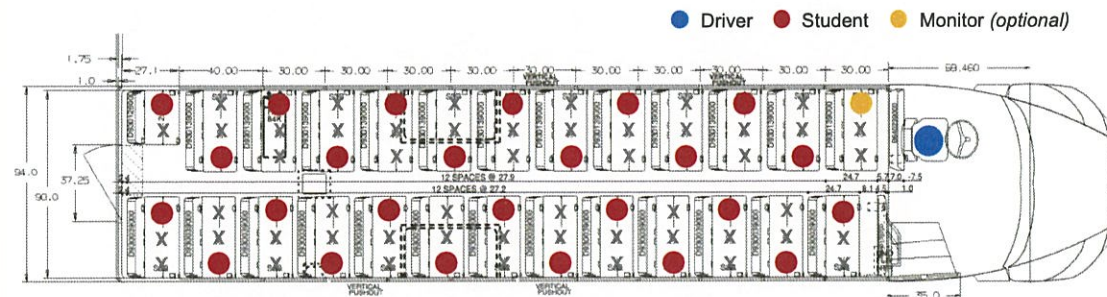
Seat map configuration:



Bus Model: 77-passenger bus

Max. capacity with physical distancing requirements: 25 passengers (32% full capacity)

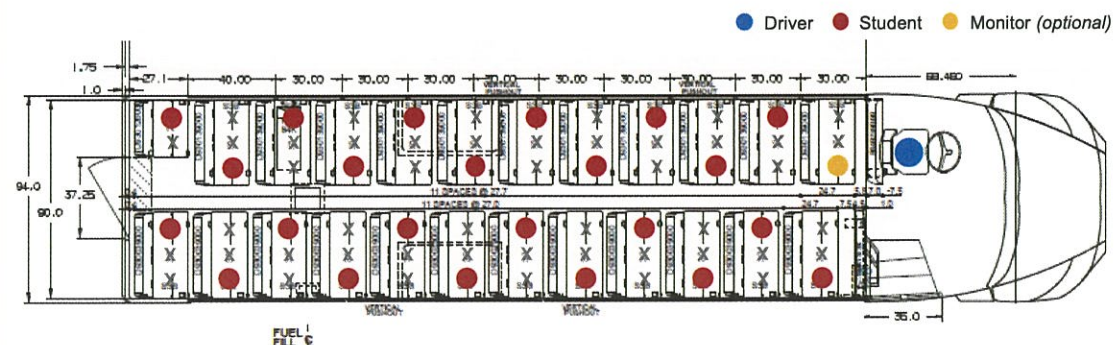
Seat map configuration:



Bus Model: 71-passenger bus

Max. capacity with physical distancing requirements: 23 passengers (32% full capacity)

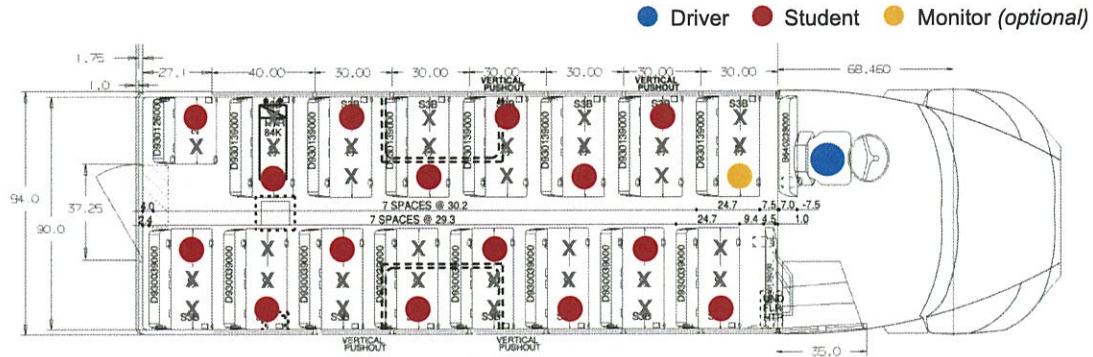
Seat map configuration:



Bus Model: 47-passenger bus

Max. capacity with physical distancing requirements: 15 passengers (32% full capacity)

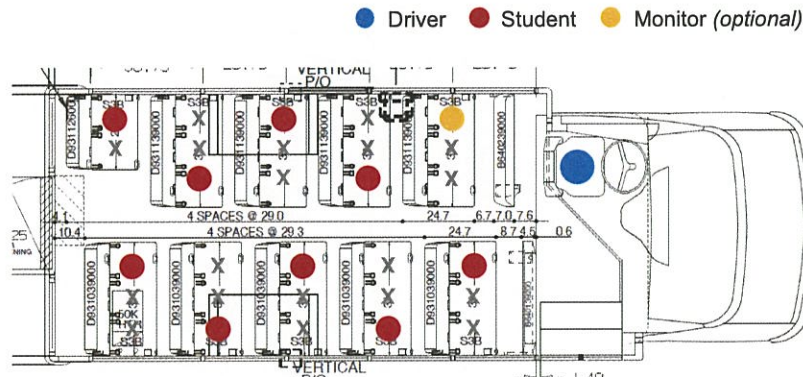
Seat map configuration:



Bus Model: 29-passenger bus

Max. capacity with physical distancing requirements: 9 passengers (31% full capacity)

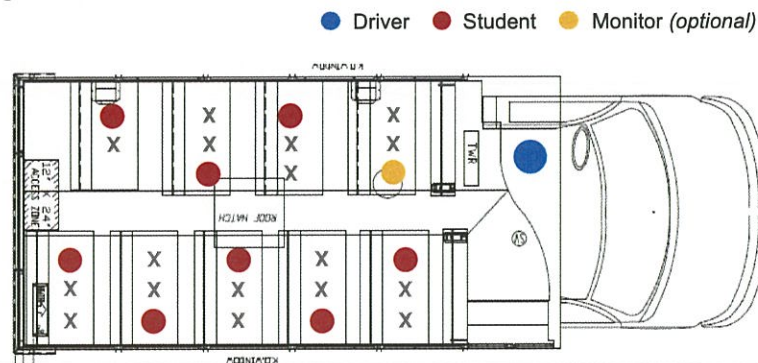
Seat map configuration:



Bus Model: 26-passenger bus

Max. capacity with physical distancing requirements: 8 passengers (31% full capacity)

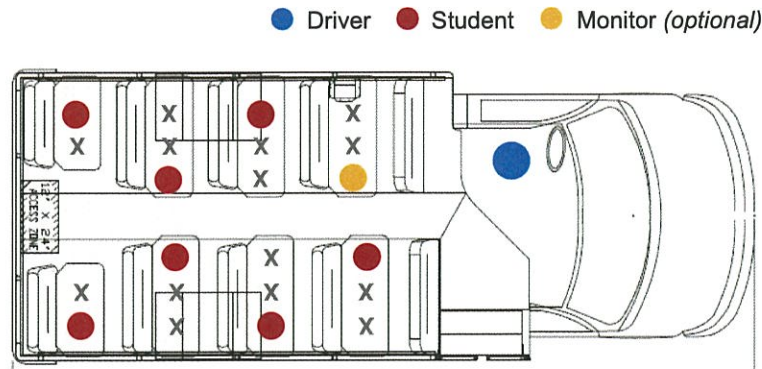
Seat map configuration:



Bus Model: 22-passenger bus

Max. capacity with physical distancing requirements: 7 passengers (32% full capacity)

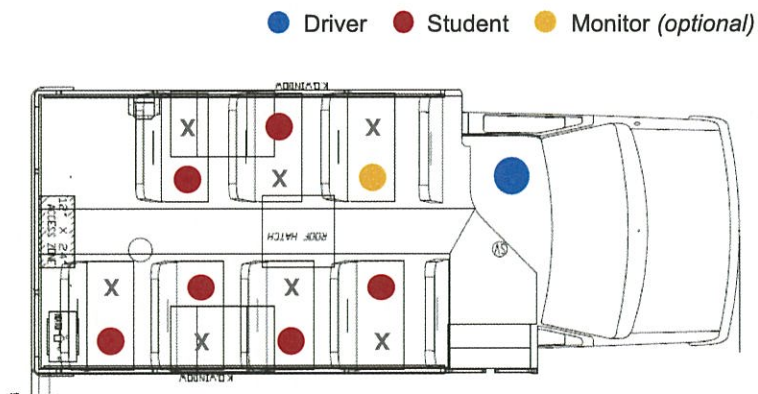
Seat map configuration:



Bus Model: 14-passenger bus

Max. capacity with physical distancing requirements: 6 passengers (43% full capacity)

Seat map configuration:



¹ Safe Routes Partnership, COVID-19 Resource Center. Available at: <https://www.saferoutespartnership.org/safe-routes-school/covid19>

² Harvard T. H. Chan School of Public Health, Schools for Health: Risk Reduction Strategies for Reopening Schools. (2020, June). Available at: <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

³ Ibid.

⁴ Education Week, Managing Buses May Be the Hardest Part of Reopening Schools. (2020, June 10). Available at: <https://www.edweek.org/ew/articles/2020/06/11/managing-buses-may-be-the-hardest-part.html>

⁵ Harvard T. H. Chan School of Public Health, Schools for Health: Risk Reduction Strategies for Reopening Schools. (2020, June). Available at: <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

⁶ CDC, Protect Yourself When Using Transportation. (2020, May 26). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/using-transportation.html#PublicTransit>

⁷ CDC, Considerations for Schools. (2020, May 19). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

⁸ Ibid.

⁹ WHO, Considerations for school-related public health measures in the context of COVID-19. (2020, May 10). Available at: <https://www.who.int/publications/i/item/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>

¹⁰ CDC, Hand Hygiene Recommendations, (2020, May 17). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>

¹¹ Harvard T. H. Chan School of Public Health, Schools for Health: Risk Reduction Strategies for Reopening Schools. (2020, June). Available at: <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

¹² <https://www.schoolbusfleet.com/10119440/7-bus-safety-practices-districts-are-planning-for-school-start>

¹³ EPA, List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19). (2020, June 17). Available at: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

¹⁴ CDC, Cleaning and Disinfection for Non-emergency Transport Vehicles. (2020, April 14). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>

¹⁵ Ibid.

¹⁶ American Federation of Teachers, COVID-19 Resources for School Bus Personnel: Best Cleaning and Disinfecting Practices for Buses. (2020, March 23). Available at: https://www.aft.org/sites/default/files/covid19_info_buscleaning.pdf

¹⁷ CDC, Cleaning and Disinfection for Non-emergency Transport Vehicles. (2020, April 14). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>

¹⁸ CDC, What Bus Transit Operators Need to Know About COVID-19. (2020, April 14). Available at: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html>

¹⁹ Ibid.

Fall Reopening Facilities and Operations Guidance

July 22, 2020

Table of Contents

Introduction	2
Critical health and safety requirements for facilities	4
Communicating facilities-related changes	6
Facilities and operations planning checklist	7
1. Preparing spaces.....	8
Learning spaces	8
Staff office spaces.....	9
Mask break spaces	9
Medical waiting room.....	10
Entry and exit points.....	10
Recess	11
Storage and disposal	11
2. Making systems and other space use modifications.....	12
Handwashing and hand sanitizing stations	12
Ventilation and HVAC systems	12
Indoor spaces without windows	13
Hallways	13
Bathrooms.....	14
Lockers	14
Signage	14
3. Developing operational protocols	15
School cleaning and disinfecting.....	15
Shared items	16
Food service operations.....	16
Eating areas for students.....	16
Visitors and volunteers	19
Appendix A: Maximizing school space	21
Appendix B: Laboratory seating	28
Appendix C: Cafeteria seating.....	30

Introduction

As a supplement to [*DESE's Initial Fall School Reopening Guidance*](#), we are providing districts and schools with this guidance on **facilities and operations** for reopening this fall.

As stated in our *Initial Fall Reopening Guidance*, our goal is to promote the **safe** in-person return of as many students as possible in a school setting. For students and staff to return to school, schools and districts will need to prepare their facilities and adapt operating procedures to adhere to medically-advised health and safety requirements. Additionally, districts should follow federal, state, and local safety requirements applicable to school buildings.

As we continually review the medical and science literature, various reports and articles, and information from the Centers for Disease Control (CDC), World Health Organization (WHO), and other countries and states, ***it is clear that it is not a single action, but the combination of actions that minimize risk, mitigate the virus's transmission, and help create safe environments.***

This Facilities and Operations Guidance provides additional details and considerations for school facilities and grounds, as well as operational protocols based on the most recent information we have about COVID-19 and related mitigation practices. As the knowledge and research related to COVID-19 continues to evolve, this Facilities and Operations Guidance will be updated as appropriate.

This guidance begins with a summary of the critical health and safety requirements, followed by communications guidance. It then provides information in three main sections, followed by examples of classroom, lab, and other space planning diagrams. The three sections are:

1. Preparing spaces,
2. Making systems and other space-use modifications, and
3. Developing operational protocols

Support for schools and districts

To support districts and schools in implementing this Facilities and Operations Guidance, DESE is providing the following assistance:

Financial resources:

To date, the following federal grants have been available to cities and towns for educational expenses related to COVID-19:

- \$193.8 million from the Elementary and Secondary School Emergency Relief (ESSER) Fund to districts, largely based on the Title I formula.
- A portion of the \$502 million from the Coronavirus Relief Fund (CvRF) already allocated to cities and towns

In addition to the above funds, the Commonwealth is making available:

- **\$202 million from the CvRF to support school reopening.** Of the \$202 million, \$182 million will be formula grants (\$225 per pupil), and \$20 million will be available at the Commissioner's discretion for distribution to districts with unmet needs.
- **\$25 million available for remote learning technology grants** to match local amounts that districts plan to spend by the beginning of the school year.

While school and district budgets remain uncertain, these additional resources will help schools and districts provide a healthy and safe environment for in-person learning in the fall.

Technical assistance, including with ventilation/HVAC systems:

For help with general questions about the information in this Facilities and Operations Guidance, please contact:

- **Russell Johnston:** Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958
- **Erin McMahon:** Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023

For help with questions about ventilation and HVAC systems, please contact: **Matt Deninger**, Acting Chief Strategy and Research Officer, at Matthew.J.Deninger@mass.gov or 781-338-3117.

Waivers for student learning time requirements:

For changes in scheduling related to the use of spaces, including staggered schedules and mealtime scheduling, schools and districts may require flexibilities with student learning time requirements in order to enable more students to return to school in-person. If so, districts should contact Russell Johnston (russell.johnston@mass.gov) or Erin McMahon (erin.k.mcmahon@mass.gov) to request a waiver from student learning time requirements. More information on waiver requests will be forthcoming.

Critical health and safety requirements for facilities

Developed in consultation with pediatricians, infectious disease physicians, other medical advisers, and the COVID-19 Command Center's Medical Advisory Board, and including a review of CDC and WHO guidance, the health and safety standards and requirements below will enable students and staff to safely return to school this fall. These requirements will need to be supported by adjustments to how school facilities are used and how they operate. More details on implementation practices and considerations follow in this document.

- **Masks:** Masks are one of the most important tools to prevent transmission of the virus. From a facilities and operations perspective, it is important to consider how to best support adherence to masking, including putting up signs with reminders to wear masks and how to remove them safely, having a supply of masks for staff and students who may need them, safely disposing of soiled or unusable masks, and identifying spaces that are appropriate for mask breaks. *Masks covering the nose and mouth* are to be worn by students (required for grade 2 students and up and strongly encouraged for kindergarten and grade 1), staff, visitors, and vendors. Exceptions for meals, mask breaks, and medical exemptions are permitted.
- **Handwashing and hand sanitizing:** Enabling good hand hygiene practices is another key tool to mitigate transmission of the virus. From a facilities and operations perspective, enabling good hand hygiene practices spans from student and staff arrival at school until their departure. This includes providing handwashing or sanitizing stations (touchless if feasible) in commonly used areas (e.g., entries and exits, classrooms, bathrooms, eating areas, stairwell exits, etc.), ensuring sufficient supplies to accommodate frequent hand washing, and having hand sanitizer readily accessible.
- **Physical distancing:** Physical distancing is a critical component in mitigating the transmission of the virus. Schools should aim for a physical distance of 6 feet when feasible; 3 feet is the minimum distance allowed. During meals, mask breaks, and other times when masks are not worn, 6 feet is the minimum distance allowed. From a facilities and operations perspective, it is important to understand how these minimum requirements will affect space layouts and movement protocols.
- **Creating cohorts wherever possible:** Directly related to physical distancing is the idea of creating cohorts (e.g. self-contained groups) of students wherever possible and limiting the cohort from interaction with others. Examples of cohorts could include an elementary school class, students on a bus, or groups of older students with similar schedules. By grouping students and staff into cohorts, interaction will be limited. This means that if there is a positive COVID-19 case in the school, fewer individuals will have interacted with that person. Cohorts should be used to the extent feasible for classes, transportation, mask breaks, meals, recess, and extra-curriculars. **To assist with establishing cohorts, all students should have assigned seating** in each class and to the extent feasible for

meals and other activities. Washable mats could be used for early elementary and preschool students to define individual spaces for children.

- **School cleaning and disinfecting:** From a facilities perspective, schools should update cleaning and disinfecting protocols, obtain additional supplies, and train staff appropriately. Cleaning and disinfecting should occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, handrails), cleaning and disinfecting should occur multiple times per day between uses.
- **Ventilation:** Schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system.
- **Movement protocols within facilities:** Develop clear movement protocols to avoid crowding, maintain cohorts, and minimize unnecessary person-to-person interactions. These protocols should include a plan for arrival and dismissal times, transitions between classes, and bathroom breaks, as well as outlining one-way movement pathways for hallways and cafeterias.

Communicating facilities-related changes

Schools should develop a comprehensive approach to communications with educators, staff, students, families, and other community members.

While strong communication is always important, the ever-changing circumstances related to COVID-19 make an effective, multi-faceted communication plan essential to districts. We have highlighted some initial communication topics below for facilities, but each district should identify additional topics as needed:

- **Summary of major facility changes** (e.g., installation of additional handwashing and hand sanitizing stations, installation of barriers, configuration of classroom desks) to promote a healthy and safe return to school
- **Guidance for health and safety protocols** expected from students and staff (e.g., frequent handwashing, maintaining physical distance, following one-way directions in hallways, limiting use of bathrooms during high-traffic periods etc.). Create and use visual cues and posters to communicate, especially with younger students.
- **Food services and distribution** changes to emphasize individually packaged foods and use of disposable cups or water bottles, as well as changes in remote meal offerings from spring and summer programs
- **Visitor protocols** for parents and guardians
- **Arrival and dismissal protocols** related to pick-up and drop-off
- **Medical waiting room procedures** in case a student experiences COVID-19 symptoms

Informing students, families, and staff to ensure alignment and adherence to guidance

Districts should develop a series of information sessions for staff, students, and families to share information on new school protocols and roles and responsibilities and to answer questions. . To help with the development of this information, DESE will provide reference materials and examples as we are able, including some best practice examples. Below, we have highlighted some initial topics that should be shared:

- All health and safety protocols (e.g., wearing masks, hand hygiene, shared items, transitions, medical waiting room)
- Proper use of masks and other PPE
- Facility operations changes, including hallway movement, locker use
- Proper cleaning and disinfecting procedures
- Food services and distribution procedures
- Arrival and dismissal procedures

Facilities and operations planning checklist

Each district and school should develop a facilities and operations plan to ensure effective implementation of health and safety guidance. This plan should include the following key areas:

- ☐ **Prepare spaces in the facilities:** Develop plans to prepare the following spaces prior to the start of the school year.
 - ☐ Student learning spaces
 - ☐ Staff office set-up
 - ☐ Mask break spaces
 - ☐ Student eating areas
 - ☐ Medical waiting room
 - ☐ Entry and exit points
 - ☐ Storage and disposal of unnecessary furniture or other items
- ☐ **Make modifications to facilities and building systems as feasible:** Develop plans to ensure set-up of additional fixtures and appropriate modifications to the existing physical infrastructure.
 - ☐ Handwashing and hand sanitizing stations
 - ☐ Ventilation and HVAC systems
 - ☐ Hallways
 - ☐ Bathrooms
 - ☐ Water fountains
 - ☐ Lockers
 - ☐ Signage throughout the building
- ☐ **Develop operational protocols:** Develop operations plans to align all staff, families, students, and visitors on expected healthy behaviors and precautions.
 - ☐ Cleaning and disinfecting
 - ☐ Food preparation and distribution
 - ☐ Movement in the facility
 - ☐ Arrival and dismissal of students
 - ☐ Sharing items
 - ☐ Visitor and volunteer engagement
 - ☐ Using the medical waiting room
- ☐ **Develop communication protocols**
- ☐ **Inform students, families, staff, and visitors to ensure alignment and adherence to guidance**

Preparing spaces

Learning spaces

We acknowledge that districts and schools face individual constraints and each school building presents unique features and layouts (i.e., furniture, storage, classroom size and shape). To inform this guidance, we conducted classroom visits and set up model classrooms to derive options for districts to consider. Further examples and details are in Appendix A.

- **Space inventory:** Create a list of all classrooms, large spaces (such as auditoriums or libraries), and additional spaces that could be used for student activities, including outdoor areas, certain corridors, etc.
- **Measure spaces:** Know the dimensions of each space. If available, obtain building plans to understand square footage. These plans might be available from your district offices or the architectural and engineering firms that worked on the building. If the dimensions are not available on the building plans or if those are difficult to work with, you may need to manually measure spaces. This will only have to be done once for those classrooms and spaces that are the same size and can help with assessing different space use variations.
- **Clear spaces:** Clear classrooms and other spaces in the school building (auditorium, library, etc.) of any non-essential items or furniture to maximize available space. Keep only what is truly essential in each room, as every additional item that remains could displace a student. As it is recommended to limit shared items or supplies between individuals, consider what items may no longer be used in the class and what items may now need to be available on an individual basis.
- **Outdoor spaces:** As feasible, consider the use of outdoor spaces for classes, breaks, meals, and other activities. Some jurisdictions have considered tents, platforms, and other not-permanent structures in spaces adjacent to buildings, such as courtyards, play areas and parking lots.
- **‘Off campus’ spaces:** Review community and municipal spaces with local stakeholders to determine if other buildings are available to provide additional classroom space.
- **Design to maximize space:** Map out each space to optimize for student learning, based on the sample diagrams and parametric tool in Appendix A. The medically-advised minimum distance allowed is 3 feet from seat edge to seat edge. Desks should face in the same direction. There is no maximum number for group size, so long as schools adhere to the physical distancing requirements. Six feet of physical distance is required when people are not wearing masks (e.g. eating or mask breaks). All students should have assigned seating in each class and, to the extent feasible, for eating, mask breaks, and other activities.
- **Reconfigure spaces:** Consider using temporary walls or dividers to break up large areas into smaller classrooms, separate cohorts for meals, or structure other activities. In elementary and preschool classrooms, the classroom and “stations” can be set up to create natural physical distancing. Some jurisdictions are considering installing temporary floor-to-ceiling walls to maximize cohorts in larger spaces. Be mindful that temporary barriers may not block sound as well as permanent walls.

- **Fire code and safety:** Throughout planning, schools and districts should be aware of their fire code and building safety guidelines as they work to maximize space within buildings. Ensure that desks are not blocking means of egress in the event of an emergency and that desks are adequately spaced from radiators or other heating or cooling elements. Avoid obstructing means of egress if you are storing items in hallways. If appropriate, consider propping open doors to improve air circulation and reduce the number of times people touch door handles.
- **Plexiglass barriers: There are pros and cons to the use of plexiglass barriers.** In general, we do not recommend setting up plexiglass barriers in regular classrooms, since they represent an additional high-risk surface to clean and disinfect. However, barrier use is permitted if classroom furniture cannot be replaced and if required physical distancing cannot be achieved without the use of barriers, such as in shared table or laboratory settings where there is limited capacity and desks are often heavy or immovable. *Additional considerations for barrier use in laboratory spaces can be found in Appendix B.*

Considerations for early childhood and younger elementary classrooms:

- Remove all soft and cloth-based materials, such as rugs, pillows, stuffed animals, and dress-up clothing. Children can bring their own stuffed animal, but it cannot be shared.
- In lieu of forcing young children to sit continuously at desks, consider making laminated mats with children's pictures. Washable mats, plastic trays, and other items which can be easily cleaned can be used to define space for each student.
- **Learning centers:** Instead of having different small groups of children (three to four, depending on space available) rotate among different learning spaces as they engage in different activities, consider having each small cohort remain in one location and have materials for the next "center" brought to them.
- **Marking spaces:** Consider marking spaces with footprints facing the correct direction the children's feet would be pointing to indicate one way in and one way out.

Staff office spaces

- **Reconfigure spaces:** Rearrange furniture to support physical distancing, with staff desks facing in the same direction when possible.
- **Staff break rooms:** Rearrange furniture to support physical distancing and consider adjusting staff schedules to limit the number of individuals in the room at one time.
- **Barrier use:** Consider setting up barriers (e.g., plexiglass shielding) in high traffic areas or areas where physical distancing between staff cannot be achieved. Design the cleaning schedule to ensure proper cleaning and disinfecting of barriers by custodial staff.¹

Spaces for mask breaks

- **Purpose:** It is recommended that students have at least two mask breaks per day (e.g. mealtime and recess). If additional mask breaks are scheduled, identify what spaces (ideally outdoors) will be used.
- **Requirements:** Spaces for mask breaks must allow students to be at least 6 feet apart. Consider using tape or other markers to identify where students should be to maintain 6 feet of separation. Hand washing facilities or hand sanitizer must be available upon entering and leaving this space. Provide napkins or paper towels for masks to be set on (inside face up) when removed. Consider adding signage in mask break areas on how to properly put on and take off masks. As mask wearing is recommended for children younger than second grade, it is important to note that these students may need additional mask breaks during the day.

Medical waiting room

- **Purpose:** This is a separate space from the nurse's office or the regular space for providing medical care. It may be located near a nurse's or other health related office. The medical waiting room will be used when a student presenting COVID-19 symptoms needs to be separated. From a facilities perspective, every effort should be made to find a self-contained space, ideally near an exit/entrance and with a dedicated bathroom.
- **Staffing:** When occupied, the medical waiting room should always be monitored by appropriate staff.
- **Masks required:** Masks are always strictly required in this space, even for students in kindergarten and grade 1. The individual supervising this space must always maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles. Be sure to have face shields or appropriate goggles available to staff. Personal protective equipment guidance recommends that nurses or other staff in this area be equipped with N-95 masks. If a student is unable to wear a mask, there should be no other students in this room.
- **Hand hygiene:** Hand washing facilities or hand sanitizer needs to be used when entering and leaving the space, as well as before and after eating.
- **Food/drink:** If any food or drink must be consumed before the student is picked up, the individual should be walked outside to consume food or drink if possible (because mask will have to be taken off for eating). If not possible to go outside, one student can consume food or drink at a time in the medical waiting room, but, again, only if all others remain at least 6 feet away.
- **Ventilation:** When possible, this space should have windows that open and exhaust directly into the outdoors. Depending upon the facility, other options should be explored to increase ventilation to this area and/or otherwise improve the air filtration.
- **Size:** This space should be large enough to accommodate several individuals at least 6 feet apart. All people in the COVID-19 waiting room must be as far apart as possible and no less than 6 feet apart, even when masked.

Entry and exit points

- **Arrival to school:**
 - Prioritize overall safety considerations, (e.g. child welfare, preventing intruders

- and weapons) in planning school arrival/exit.
- As practical, consider assigning multiple entry points or staggering arrival times to avoid crowding in entry areas.
- Post appropriate signage and reminders about the health and safety requirements that everyone needs to follow.²
- Ensure hand washing or sanitization is available upon entry, as well as appropriate disposal containers.
- Ensure that all students, staff, and visitors, with noted exceptions for medical needs, are wearing masks covering their nose and mouth.
- Ensure that additional masks are available at the entry as may be necessary.
- Consider having staff monitor entry to ensure everyone properly disinfects their hands and is wearing masks.
- While there are no screening procedures required at the point of entry, school staff should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.³
- **Limit contact with doors:** If allowed by school safety guidelines, consider keeping doors propped open during entry/exit times if constantly monitored. Consider installing touchless doors as feasible.
- **Dismissal from school:** Consider designating multiple exit points, staggering dismissal times, and monitoring handwashing or hand sanitization upon exit. Before students are dismissed, confirm they have gathered all personal belongings before leaving, especially those that require cleaning at home. *Additional details on pick-up and drop-off protocols can be found in the Transportation Guidance.*

Recess

- **Hand hygiene:** Hand washing facilities or hand sanitizer needs to be used upon entering and leaving recess space.
- **Cohorting:** Consider designating outdoor spaces to separate cohorts and support physical distancing while still providing recess opportunities.⁴
- **Cleaning and disinfecting:** When possible, clean and disinfect high-touch surfaces made of plastic or metal between cohort use.
- **Masking:** If students are outdoors and maintain a distance of at least 6 feet, consider using recess as an unmasked time. Otherwise, monitor for adherence to masking requirements and at least 3 feet of distancing.
- **Activities:** Playgrounds can be used with staff monitoring to ensure physical distancing and masking. Consider whether the number of staff at recess will need to be increased. Additional staff may be needed during high-risk times (the beginning and end of recess) and in high-risk locations (enclosed or small, hard-to-see places on fixed equipment, or anywhere with high child density).⁵

Storage and disposal

- **Storage of furniture and other items:** Given the critical need for space and in order to move furniture and non-essential items, districts may need to use storage pods or other spaces in the community. Districts could also consider renting storage space temporarily.

- **Storage for cleaning supplies:** Adequate storage space should be allocated for cleaning supplies and disinfectants, and it should be accessible only to staff. [More information on storing cleaning supplies and disinfectants is available in this EPA resource.](#)

2. Making systems and other space use modifications

Handwashing and hand sanitizing stations

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.^{6 7}

Provide handwashing or hand sanitizing stations in the following common areas and ensure there are enough supplies (soap and sanitizer) at all times to accommodate frequent hand washing and sanitizing:

- All entries and exits
- In bathrooms
- In classrooms
- In libraries and shared activity spaces
- Next to meal distribution and consumption areas
- Next to water fountains that require touch to operate
- Next to mask break areas (if additional mask break areas are identified)

Given the importance of maximizing handwashing and sanitization stations, it may be permissible to have students within 3 feet of distance for a brief period of time (20 seconds) during hand washing as long as masks are worn and students are not directly facing one another. This will permit all sinks in a bathroom to be used even if closer than 3 feet apart, for example.

Ventilation and HVAC systems

Appropriate mask usage remains the best defense against all forms of respiratory transmission. Schools can further mitigate airborne transmission by increasing outdoor air ventilation or filtering air that is recirculating within a room or building. From a facilities and operations perspective, it is important to determine the best approach for each school site given differences in ventilation capabilities.

While there have been many schools built over the past decade with similar building plans and operating systems, most schools have different ventilation and HVAC systems and capabilities. From a facilities perspective, this means it is important to understand the opportunities and challenges unique to your building.

- For buildings that have facility-wide HVAC systems, it is likely that you will also have a contact or contract with experts to help maximize ventilation and filtration.
- For other buildings, this guidance is meant to provide you with direction and to answer key questions.

- If you have specific questions about ventilation and HVAC, please contact Matt Deninger at Matthew.J.Deninger@mass.gov or 781-338-3117.

Prepare ventilation systems

- **Clean ventilation system:** Ensure the school ventilation system is properly cleaned.
- **Run HVAC systems:** Operate HVAC systems with outside air dampers open for a minimum period of one week prior to reopening schools.
- **Consider upgrading filters:** In buildings with mechanical ventilation systems, consider upgrading filters to increased efficiency ratings.⁸ Schools that are not able to upgrade filters may explore alternative ways to improve ventilation (e.g., through open windows), if appropriate for their system.

Increase outdoor air ventilation

- **Adjust HVAC settings:** Some mechanical ventilation systems can forcibly bring outdoor air inside and then distribute that fresh air to different areas of the building. If possible with the site's HVAC system, adjust settings to increase the flow of outdoor air. If your system can do this, evaluate the impact of adjusting windows or doors manually, as they may negatively impact the system itself.
- **Open windows or doors (when appropriate and safe):** For facilities without the above HVAC capability, evaluate the options to open windows and doors when safe to do so, as well as the feasibility of increasing outdoor air intake with fan boxes in windows.
- **Prevent or minimize air recirculation:** Facilities staff should evaluate how to eliminate or minimize air recirculation in their HVAC systems to the extent possible.⁹
- **Maintain ventilation for longer hours:** If possible, schools should leave ventilation systems running longer than normal. Ideally, ventilation systems would run continuously, but it is recommended they run at least two hours before and after school, as there may still be individuals in the building (students or staff).¹⁰

Indoor spaces without windows

- For any spaces without windows that may be used for student activities, special attention must be made to ensure that there are adequate HVAC capabilities for the space.
- Otherwise, indoor spaces without windows and adequate HVAC should not be used or only used as may be appropriate for storage or similar uses.

Hallways

- **Create standard routes:** Outline a plan for hallway use to minimize congestion. When possible, make hallways one-directional to prevent students from directly passing each other. This is especially important for small hallways. Ensure that stairwells are also properly marked and one-directional. Staff should reinforce these directions, adherence to physical distancing, and masking. Schools should test emergency evacuation protocols and carefully communicate any relevant changes.

- **Close off certain hallways:** Consider closing off hallways or areas that are too narrow for proper physical distancing and unable to be one-directional.
- **Stagger class transitions:** Develop a plan for transitions between classes to avoid crowding in hallways. Consider dismissing students grade-by-grade or according to other cohort models. Consider identifying facility monitors or class monitors to ensure students wear masks, maintain distance, and do not linger in the hallway.

Bathrooms

- **Hand dryers:** Consider replacing hand dryers with disposable towels, as hand dryers increase the flow of air particles in the bathroom.^{11 12 13}
- **Touchless technology:** Place a trash can and paper towels by the bathroom door to allow students and staff to avoid touching door handles directly. If possible, consider installing touchless technology in the bathroom equipment (e.g. hand soap, paper towel dispensers, automatic doors).
- **Ventilation:** When feasible, open windows in bathrooms that do not pose a safety or privacy risk and if not against HVAC system standards.
- **Bathroom use:** Consider not allowing students to use the bathroom during transition times, and otherwise using a bathroom sign out system to reduce the number of students in bathrooms at one time. Ensure that students use their own writing instruments for the sign out log.

Lockers

- **Limit usage:** Consider suspending the use of lockers. If lockers are needed, stagger access times and monitor students for masking and physical distancing.
- **Shared lockers:** Sharing lockers is not recommended but is allowed if access can be staggered and there is a minimum of 3 feet separating the lockers used at one time.

Signage

Ensure clear and age-appropriate signage is posted in highly visible locations throughout school property, reminding students and staff to follow proper health and safety protocols. Example signage on [how to wear masks](#) and [reminders to wash hands](#) are provided by both the DPH and CDC. Signage should be translated into a language understood by each student. Signage should be posted in the following key areas (non-exhaustive):

- **By handwashing and hand sanitizing stations:** To remind individuals of the proper way to clean and sanitize hands
- **In bathrooms:** To remind individuals to properly clean and sanitize hands, utilize no-touch solutions as much as possible
- **By entry/exits:** To remind students to wear masks and maintain physical distance
- **By eating areas:** Use markers to map out entry/exit flow for students, to space out lines for students picking up their meals, and to identify distancing between students as they eat. Post signs to remind students to avoid sharing food, utensils, and drinks
- **By mask break areas:** To remind individuals to maintain 6 feet of physical distance and

to follow correct mask removal procedure

- **In classrooms:** To remind individuals of physical distancing, reduce sharing of items, and keep masks on
- **Around playgrounds:** To encourage physical distancing while outside and maintain cleaning and disinfecting of high-touch areas
- **In hallways:** Use well-marked lines on the floor to encourage physical distancing and indicate direction of travel, especially in small hallways. Include signage to encourage healthy behaviors (e.g., wearing of masks)
- **Next to frequently shared equipment:** Post signs to remind students and staff to wipe down frequently shared equipment (e.g., computers and keyboards) before and after use
- **Areas where queueing may occur:** Use well-marked lines on the floor to encourage physical distancing
- **By closed areas:** Mark off closed areas

3. Developing operational protocols

School cleaning and disinfecting

Although it is not the main way the virus spreads, it may be possible for an individual to get COVID-19 by touching an object that is contaminated and then touching their own mouth, nose or possibly eyes.¹⁴ Ensure facilities are properly cleaned and disinfected each day following the guidelines below:

- **Frequency:** Cleaning and disinfecting should occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) cleaning and disinfecting should occur three to four times per day and/or between uses.
 - **Desks:** Desks should be cleaned at least daily. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks must take place between classes and before and after meals. Cleaning of desks can be done by students or custodial staff. Carefully choose disinfectant solutions that require a short dwell or drying time and are appropriate with food surfaces.
 - **Electronics:** Consider putting a flat, wipeable cover on electronics that are difficult to clean (e.g., keyboards). Follow manufacturer's instruction to determine the appropriate disinfectant solution and how to properly clean and disinfect. If there is no guidance, use alcohol-based wipes or sprays containing at least 60 percent ethanol or 70 percent isopropanol.¹⁵ If shared, electronics must be cleaned between use by students or custodial staff.
 - **Outdoor play areas:** High-touch surfaces made of plastic or metal should be cleaned and disinfected at least daily or between use by custodial staff.
- **Responsibility:** Dedicated custodial staff should handle all disinfection requiring chemicals for facilities (e.g., classrooms, bathrooms, mask break areas) and high-touch

objects (e.g., door handles, light switches, water fountains). For other surfaces, determine cleaning responsibility on a case-by-case basis. For shared and high-touch items such as desks, cleaning responsibility may be shared by students, if the task is age appropriate and safe.

- **Disinfectant solutions:** To select the proper disinfectant, review the suggested list on the [EPA website](#). Consider using an alcohol solution with at least 60 percent ethanol or 70 percent isopropanol, a diluted bleach solution (if prepared daily to ensure efficacy), or an EPA-approved disinfectant unless otherwise instructed by the manufacturer's instructions. When selecting a disinfectant solution, consider the dwell time, which surfaces are used as eating surfaces, and the potential risk of triggering asthma symptoms for sensitive individuals.
- **Mask disposal:** If a reusable mask breaks and needs to be thrown out or if a single-use mask needs to be disposed of, it should be placed into the nearest trash can by the individual who wore the mask. The individual should immediately put on a new mask after washing their hands.

Shared items

- **Limit sharing:** Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students.¹⁶
 - To the extent possible, limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.¹⁷ Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses.
 - Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area.¹⁸ Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.¹⁹
 - Identify and develop new classroom protocols that reduce passing supplies or items between students.
- **Hand hygiene:** Frequent hand washing or sanitizing, including before and after using shared materials, is an important control strategy that should be reinforced when objects and materials will be shared.
- **Purchase additional items:** Consider what supplies might need to be available on an individual basis, and purchase additional items to minimize sharing (e.g., assigning each student their own art supplies), as feasible.
- **Storage:** Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas. Similar to locker usage, make sure to stagger access to these areas to maintain physical distancing if used. Additional guidance on sharing protocols is forthcoming.

Food service operations

Eating areas for students: As students will be unmasked to eat, there is a strict requirement of 6 feet of physical distance between each student. Based on current CDC recommendations, it is

preferable for students to eat in classroom spaces. This may not be feasible for all sites, given classroom sizes, room scheduling, and physical distancing requirements. Schools may need to explore alternative options for students to eat their meals. Our prioritized recommendation includes the following options.²⁰

- **Eating in the classroom:** Based on CDC recommendations, it is preferable for students to eat in classroom spaces. Meals can be delivered to classrooms, or students can bring food back from the cafeteria to eat. Schools may consider having half of the class take an outdoor mask break or recess time while the other half eats and then switching these groups to enable 6 feet of distancing. Additional staff may be needed to supervise, as the students are in two separate spaces in this model. The desks and other surfaces that students are using for meals should be cleaned between groups. Cleaning includes using an [approved EPA disinfectant](#) on these surfaces and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate.
- **Eating in the cafeteria:** If a single large lunchroom is to be used for eating (and is not utilized for classroom space), clearly mark spaces where cohorts and students can sit. Students must maintain 6 feet of distance when unmasked unless plexiglass barriers are used to separate students. Ensure that students do not mingle with other cohorts. The tables and other surfaces that students are using for meals should be cleaned between groups. Cleaning includes using an [approved EPA disinfectant](#) and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate. *Please refer to Appendix C for further details and considerations on utilizing cafeteria space.*
- **Eating in alternative spaces:** Outdoor meal consumption can be an effective way to ensure physical distancing, weather permitting. Consider other available spaces as well that will not obstruct egress or create other fire code issues. For example, use of hallways for mealtime may be possible depending on hallway width. Half of the students could eat their lunch in the classroom, with strict 6 foot distancing in place. The other half could eat in the hallway on benches or chairs, with 6 feet of distance between each student. The benches and other surfaces that students are using for meals should be cleaned between groups. Cleaning includes using an [approved EPA disinfectant](#) and then appropriately disposing of the materials used to wipe down the surfaces. Custodial staff or students may perform this surface cleaning, if appropriate.

Food preparation and serving space and related protocols

- **Evaluate kitchen workstations:** Modify stations for physical distancing. If the kitchen is small, consider moving workstations into larger areas. Face workstations in the same direction or against the wall.
- **Stagger service staff:** For large food service staff, consider having the staff work in cohort-based schedules to reduce opportunities for transmission.
- **Ensure food continuity:** Consider methods for ensuring continuity of food service operations if food service staff become sick. This could include setting up coverage from other schools within the district or purchasing a supply of shelf-stable meals.
- **Receiving deliveries:** Work with kitchen staff and vendors to determine safer ways to

handle deliveries given COVID-19 considerations. Mark entrances where deliveries will be handled, and schedule deliveries in a way that reduces crowding. If the vendor plans to drop deliveries outside and reduce the number of visitors inside the building, consider investing in dollies or assisting kitchen staff with moving deliveries to avoid workplace injuries.

- **Ensure food safety training:** Ensure that food service staff and substitutes have food safety training. Review current food safety plans and revise as needed. Free web-based food safety resources include:
 - [John Stalker Institute Food Allergy Resources](#)
 - [Breakfast in the Classroom operational and safety protocols](#)
 - [School Food Service Safety Precautions for School Nutrition Professionals](#)
 - [Massachusetts Food Safety and Education Safe Bag Lunches:](#)
 - [CDC Food and Coronavirus](#)

Preparation and distribution

- **Health and safety requirements:** Adjust food preparation and service procedures to minimize shared items (i.e. serving utensils), maintain physical distance, and comply with health and safety regulations.²¹ Detailed guidance on safe food preparation can be found in Massachusetts' [Safety Standards and Checklist: Restaurants](#).
- **Individually packaged meals:** Adjust food offerings to provide individually packaged, to-go style lunches, instead of buffet style served directly to students. Consider developing non-contact pre-payment systems for schools when offering individually packaged meals, if feasible. Consider establishing incentives for prepayment of meals.
- **Schedule and distribution:** Establish a meal serving schedule and distribution process that limits interactions between classrooms and contamination of food items or meal distribution areas. For instance, schools may schedule classroom deliveries or set times for each classroom to pick up their meals from a central location. Meal distribution should limit high-touch surfaces and exclude buffet style serving. If meals are delivered to the classroom, consider how students can pre-order meals to ensure the correct number of meals are delivered to the class each day. Consider how to return meal service materials (i.e. carts, trays) to a central location each day.²²
- **Special dietary accommodations:** Ensure new menus offer meal accommodations for special dietary needs. Ensure these meals are clearly marked and transported without risk for cross-contamination to alternative points of service. Communicate special dietary accommodations to staff distributing meals to ensure student safety and privacy.
- **Non-essential food distribution:** Consider closing non-essential food distribution, such as school stores or vending machines to limit eating or food preparation outside of set breakfast and lunch times. Discontinue the use of any self-service food or beverage distribution in the cafeteria.

Meal consumption

- **Masks:** Ensure proper removal and placement of masks before eating. Masks should be removed by handing the ties or back/ear areas of the mask once seated. Do not touch the outside or inside of the part covering the face. While eating, masks should be placed on a napkin, paper towel, or other container on the table, with the inside of the mask facing up. Masks should be put back on before leaving the seat. More information is available [here](#).

- **Distancing:** Individuals must be at least 6 feet apart at all times when masks are removed.
- **Hand hygiene:** Individuals must properly wash or sanitize hands before and after eating.
- **Water fountain usage:** Schools must provide potable water to students during mealtimes. Touchless or motion activated fountains are preferred for reusable water bottles, but other fountains, water jugs, or coolers can be used with single-use cups if students wash hands or use hand sanitizer before and after fountain use. **Water fountains cannot be used for direct consumption.** High-touch surfaces on water fountains, jugs or coolers should be cleaned multiple times a day. Schools may also consider providing disposable water bottles during mealtimes.
- **Food allergies:** Stay informed of student needs, including food allergies or any needed feeding assistance to enable safe meal service and clean up.
- **Food waste removal:** Work with nutrition and facilities staff to determine protocols for waste management. Additional garbage cans may be needed to accommodate food waste, especially if classroom spaces are used for meals. Consider how normal cleaning procedures and schedules may be affected by new processes. Consider how students can support clean-up, such as cleaning their own eating area after the meal, if age appropriate and safe to do so.

Meals for remote learners: Schools must continue to offer meals to eligible students who are learning remotely from home. Begin planning how to operate lunch, breakfast, and/or snack programs (as applicable) for students who will not be attending in-person school five days a week. *Additional guidance will be provided by DESE's Office for Food and Nutrition Programs.*

- **Communication:** Communicate with families on how remote meal processes will be different from this past spring.
- **Delivery Methods:** Begin planning for drive-through, delivery, curb-side pick-up, or end of school day take-home meals (as appropriate) for students who are not attending in-person school five days a week. Meal distribution methods utilized this past spring, including parent pick-up, can be continued, including providing meals to cover multiple days.

Visitors and volunteers

- **Reduce outside visitors or volunteers:** No outside visitors and volunteers are recommended, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district. Assign a staff member to enforce this protocol.
- **Single entry/exit:** Designate a single entry and exit point for all visitors and volunteers to be visually screened and logged in. For visitors who need to enter, they should first gain approval, be briefed on school COVID-19 policies, and verify they do not have symptoms. Ensure that these individuals all are wearing masks covering their nose and mouth at all times and are aware of any other health and safety protocols for the school.

- **Track visitor log:** A log of all visitors must be kept and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit.
- **Minimize parent/family visits** and require them to occur only in the school office and/or outside spaces, if appropriate.
 - Visitors necessary for drop off or pick up must wear masks.
 - Schools should encourage only one guardian to visit a building when possible and continue to utilize virtual communication options with families (e.g., for parent-teacher conferences).²³
 - It is recommended that the same adult drop off and pick up the child each day if it necessary that they enter the building.
- **Restrict visitor time:** Schools can also consider restricting visitor access to limited times when classes are in session (i.e., at times when there will not be many people in the hallways).²⁴

Appendix A: Maximizing school space

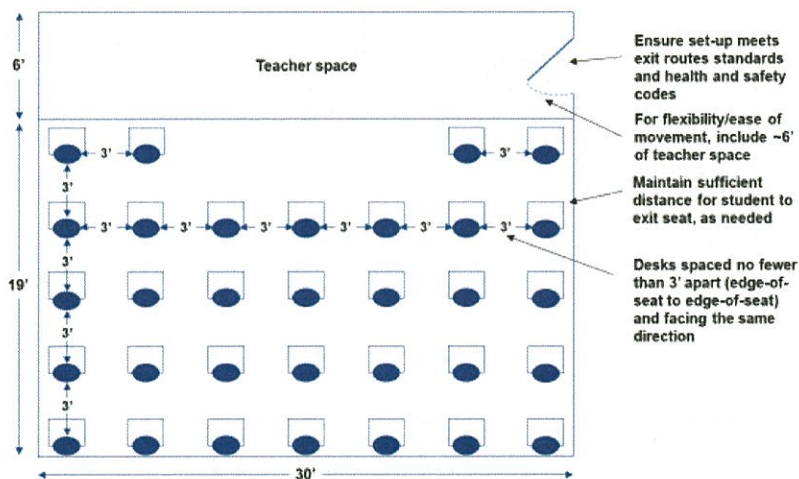
The diagrams below outline best practices for classroom setup in order to maximize capacity while adhering to health and safety requirements. We have included sample classroom diagrams, based on common desk dimensions and several classroom tours, that outline important considerations such as health and safety codes, teacher movement, and immovable furniture or equipment. We encourage schools to physically measure each classroom in addition to using [this parametric tool](#) to make sure that space is being maximized to the extent possible.

Best Practices for Classroom Setup:

- **Physical distancing:** With masks, 3 feet is the minimum physical distancing. For planning purposes, this distance refers to the distance between seat edges. Spaces where masks are not worn (e.g. eating and mask break areas), 6 feet is the minimum physical distancing.
- **Teacher space:** Allow adequate **space for teachers** to ensure safe physical distance from students.
- **Furniture:** Consider **removing non-essential furniture** from classrooms. Explore **storage options** in advance.
- **Communal areas:** Consider **repurposing communal areas** for additional classrooms.
- **Other constraints:** When estimating capacity, consider additional constraints that reduce usable desk space (e.g., emergency fire egress, radiators, immovable furniture, desk/furniture size and type, camera angles for synchronous learning).

Example A1: Fits ~32 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30'); with all furniture/equipment removed

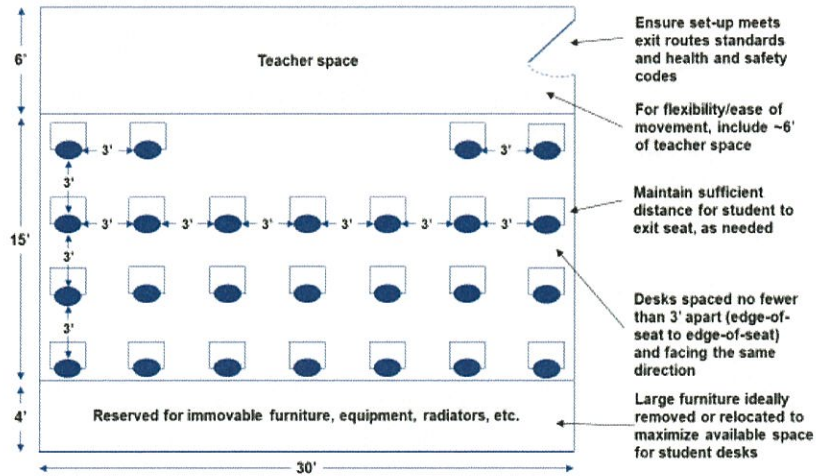


- Estimated 750 ft² capacity: ~32 students (with furniture/equipment removed)
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

Example A2: Fits ~25 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



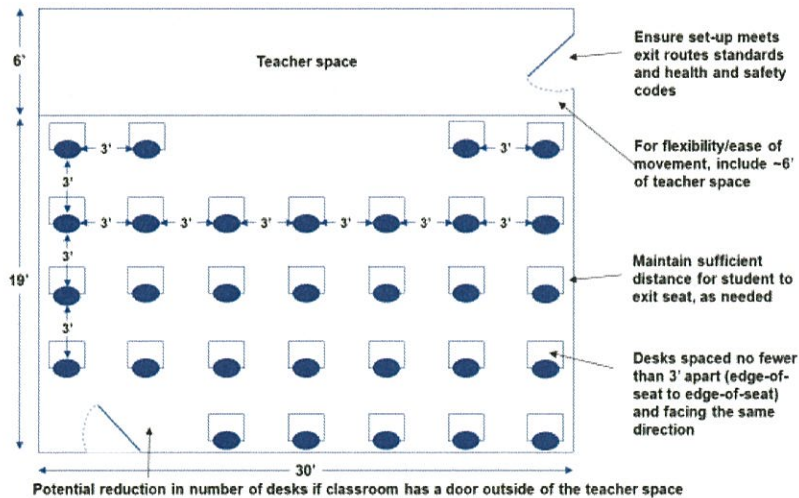
- Estimated 750 ft² capacity: ~25 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

2

Example A3: Fits ~30 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30'); with all furniture/equipment removed



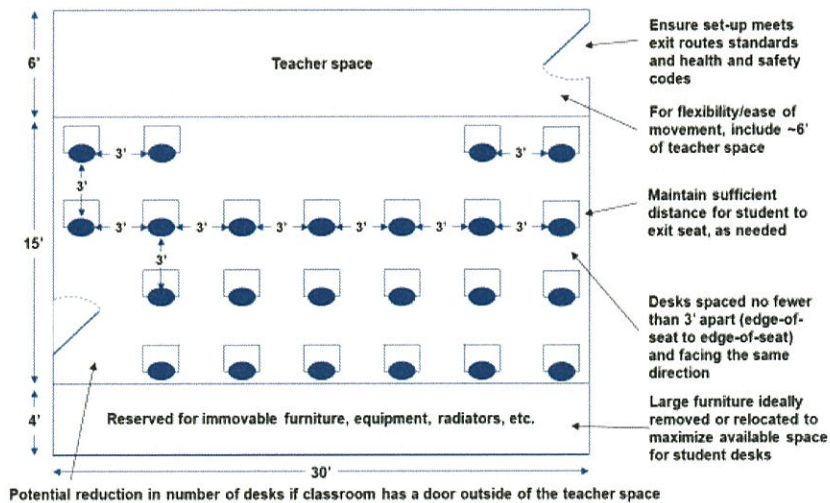
- Estimated 750 ft² capacity: ~30 students (with furniture/equipment removed)
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

3

Example A4: Fits ~23 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



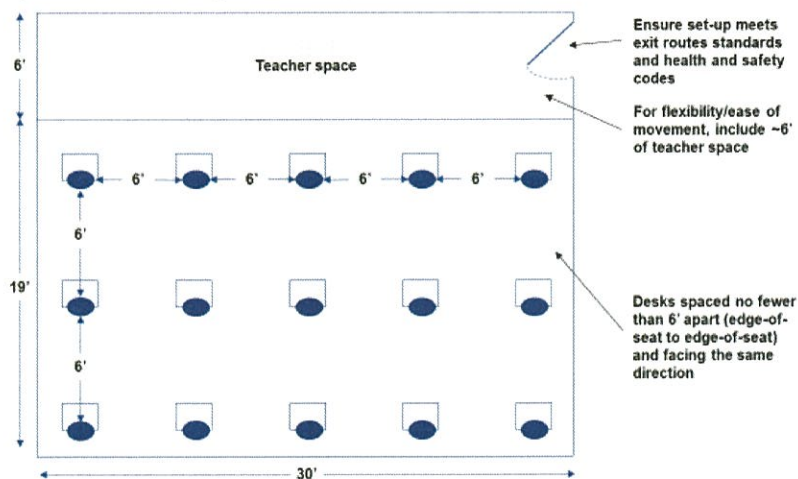
- Estimated 750 ft² capacity: ~23 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

4

Example A5: Fits ~15 students with 6' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



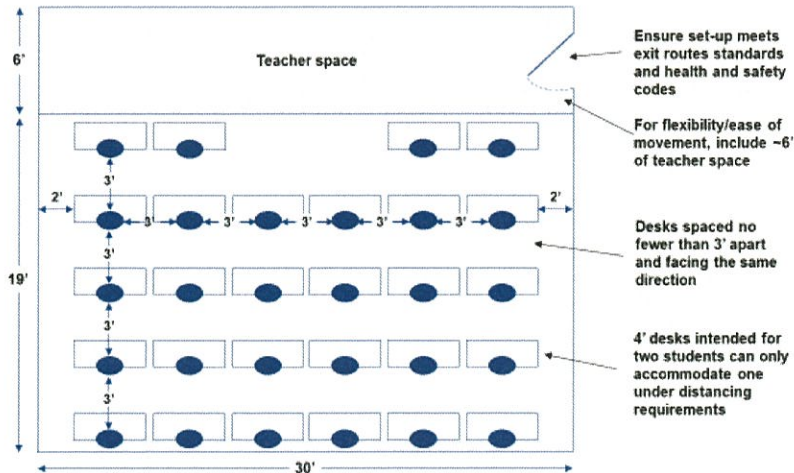
- Estimated 750 ft² capacity: ~15 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 6' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

5

Example B1: Fits ~28 4' dual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30'); with all furniture/equipment removed



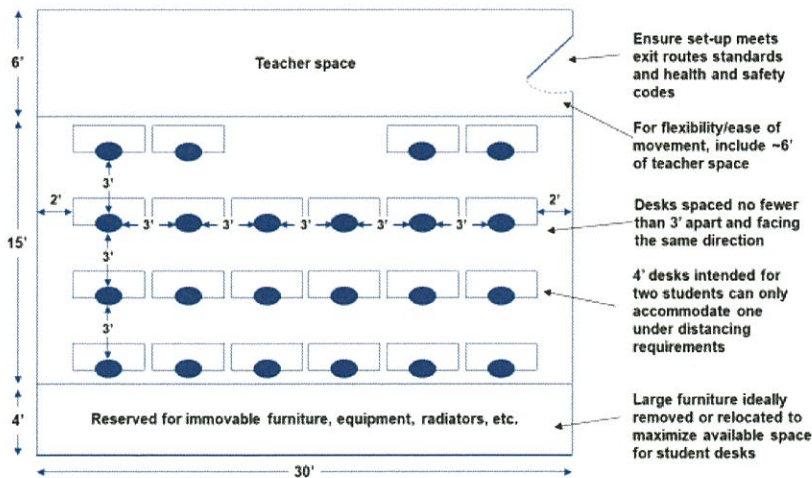
- Estimated 750 ft² capacity: ~28 students (with furniture/equipment removed)
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 4' desk width

6

Example B2: Fits ~22 4' dual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



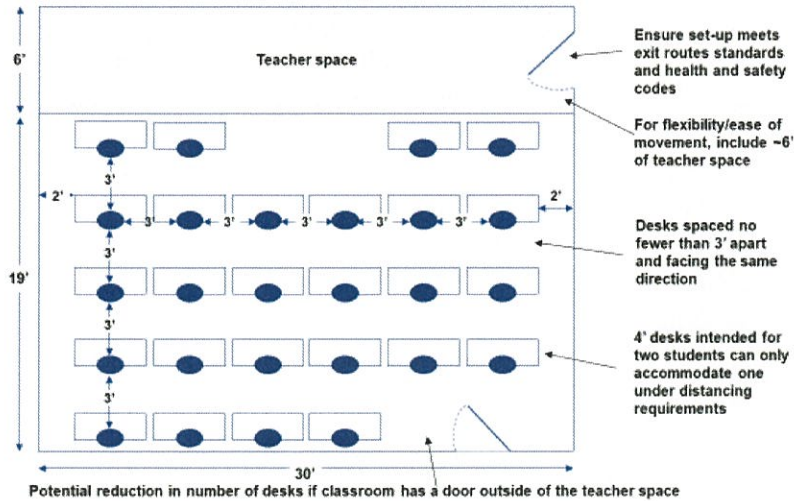
- Estimated 750 ft² capacity: ~22 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 4' desk width

7

Example B3: Fits ~26 4' dual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30'); with all furniture/equipment removed



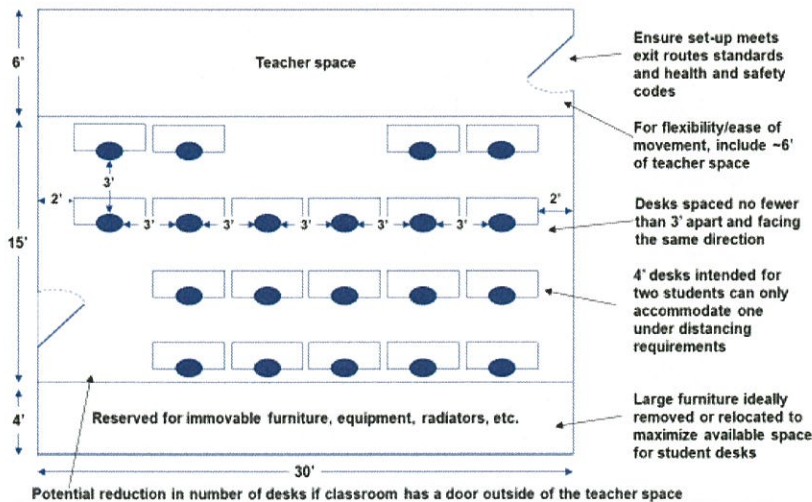
- Estimated 750 ft² capacity: ~26 students (with furniture/equipment removed)
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 4' desk width

8

Example B4: Fits ~20 4' dual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



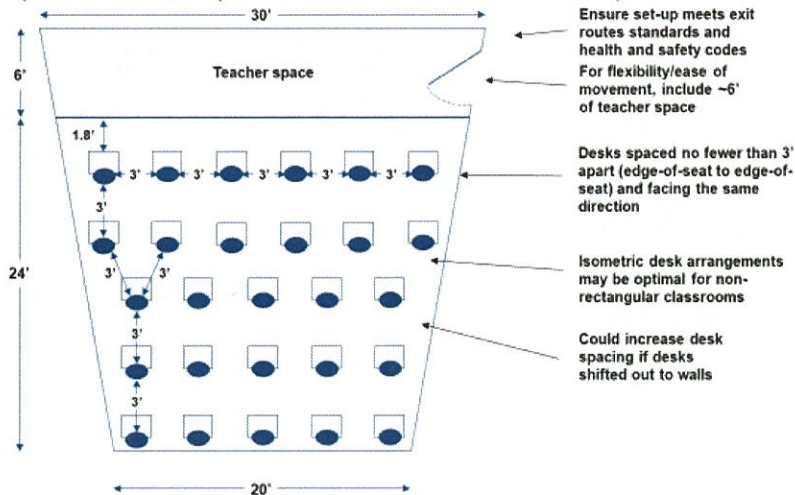
- Estimated 750 ft² capacity: ~20 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 4' desk width

9

Example C1: Fits ~27 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 30' at widest / 20' at narrowest x 30')



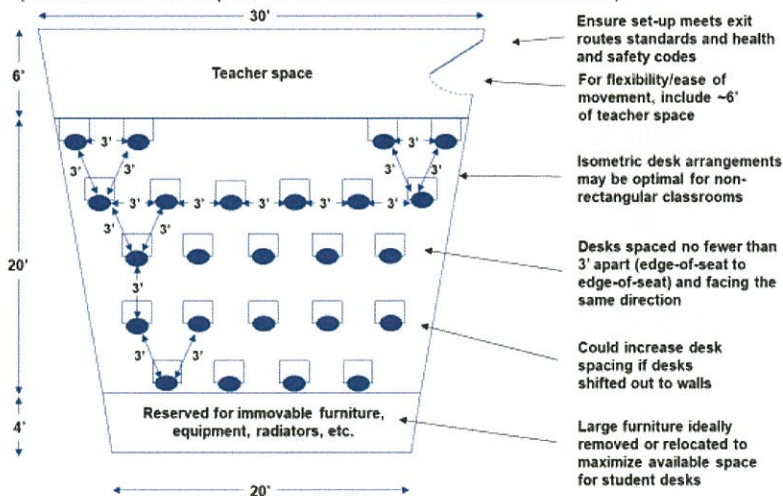
- Estimated 750 ft² capacity: ~27 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

10

Example C2: Fits ~24 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 30' at widest / 20' at narrowest x 30')



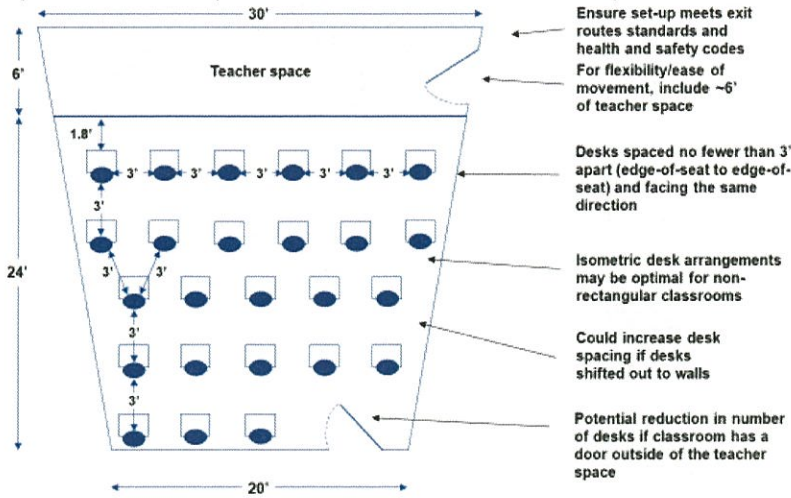
- Estimated 750 ft² capacity: ~24 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

11

Example C1: Fits ~25 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 30' at widest / 20 at narrowest x 30')



- Estimated 750 ft² capacity: ~25 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

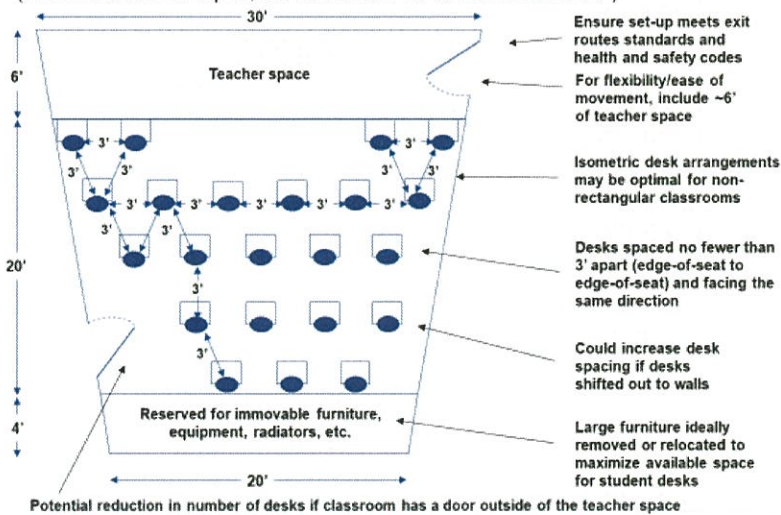
¹ Assumed 1.5' seat width, 2' desk width

12

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Example C2: Fits ~22 individual desks with 3' physical distancing

(Dimensions: 750 sq. ft., 30' at widest / 20 at narrowest x 30')



- Estimated 750 ft² capacity: ~22 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 3' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width

13

DRAFT for discussion only

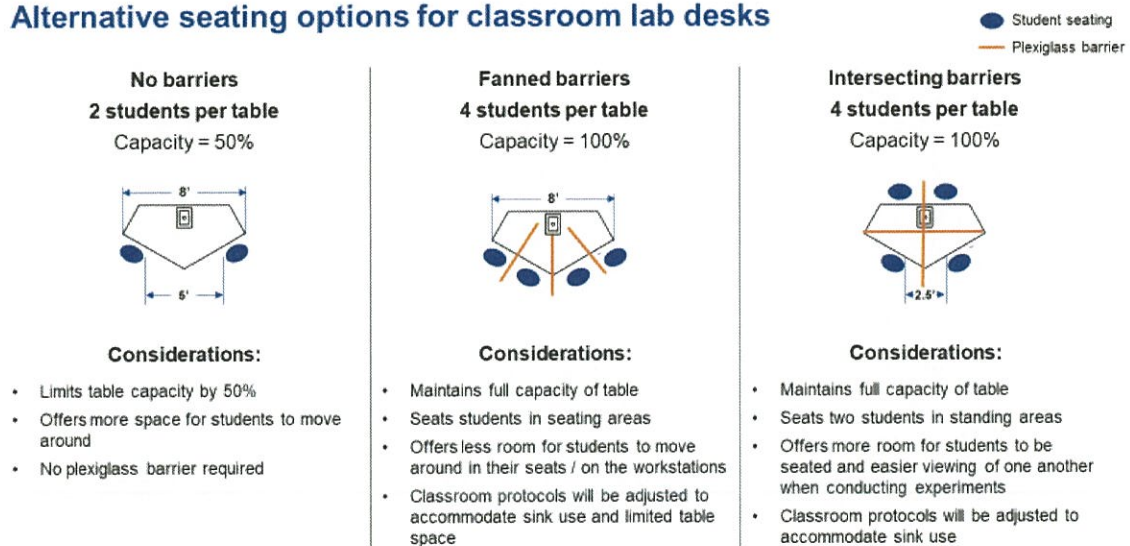
Appendix B: Laboratory seating

The diagrams below outline options for laboratory seating in order to maximize capacity while adhering to health and safety requirements. Use the following guidelines and considerations when developing laboratory seating layouts. Work closely with teachers and administrators to comply with fire and safety codes and adjust curriculums as necessary to accommodate capacity and physical changes.

Plexiglass barriers:

- Usage: Barriers should only be used in laboratory settings where desks are unable to be moved or cannot be replaced with moveable desks.
- Height: Barriers should be tall enough to extend beyond a student's standing height
- Width: Barriers should extend at least one foot past the edge of the table and abide by fire and safety regulations
- Cleaning: Barriers should be properly cleaned between uses
- Rubber edges: Consider use of rubber edges to avoid risk of injury when plexiglass extends beyond tables
- Classroom protocols: Make sure that plexiglass barrier use is aligned to safety procedures and consider adjusting classroom experiments to avoid potential fire hazards

Alternative seating options for classroom lab desks



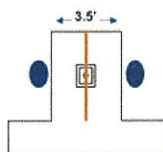
14

Alternative seating options for perimeter lab desks

● Student seating
— Plexiglass barrier

2 students per table

Capacity = 50%

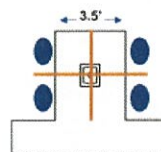


Considerations:

- Barrier usage enables students to face one another in this seating option
- Offers more space for students to move around
- Reduces total plexiglass usage
- Classroom protocols will be adjusted to accommodate sink use

4 students per table

Capacity = 100%



Considerations:

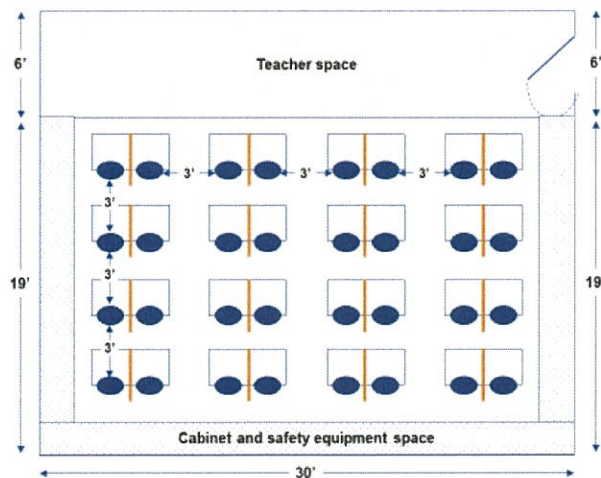
- Barrier usage enables students to face one another in this seating option, and be side-by-side
- Maintains full capacity of table
- Reduces room for students to move around
- Classroom protocols will be adjusted to accommodate sink use

15

Alternative seating options for movable lab desks

(Dimensions: 750 sq. ft., 25' x 30'; laboratory safety equipment space included but not pictured)

● Student seating
— Plexiglass barrier



16

Appendix C: Cafeteria seating

The diagrams below outline options for cafeteria seating based on four common cafeteria tables. Use the following guidelines and considerations to determine the most feasible way to utilize cafeteria space (e.g., for classrooms or for eating). Work closely with facility departments to comply with fire and safety codes.

Considerations for plexiglass barriers:

- Usage: Barriers may be used to increase cafeteria capacity during meals.
- Height: Barriers should be tall enough to extend beyond a student's standing height
- Width: Barriers should extend at least one foot past the edge of the table and abide by fire and safety regulations
- Cleaning: Barriers should be properly cleaned between uses
- Rubber edges: Consider use of rubber edges to avoid risk of injury when plexiglass extends beyond tables
- Classroom protocols: Make sure that plexiglass barrier use is aligned to safety procedures and consider adjusting classroom experiments to avoid potential fire hazards

Cafeteria seating diagrams – 5' round tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

● Student seating
— Plexiglass barrier

5' round tables

Normal capacity: 8 people

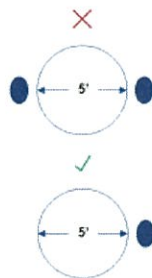


Assumed 1.5' seat width

Option A No Barrier

Capacity = 12.5%

Standard round table will not be able to properly seat more than 1 student



Option B

2 students, 1 barrier

Capacity = 25%

Requires cleaning and disinfection if within arm's length of students



Option C

4 students, 2 barriers

Capacity = 50%

Requires cleaning and disinfection if within arm's length of students. Edges must extend beyond tables to prevent face-to-face contact and sharp edges must have rubber coating to prevent risk of injury



17

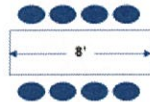
Cafeteria seating diagrams – 8' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

● Student seating

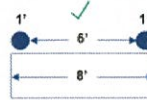
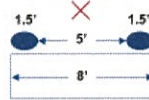
8' rectangular tables

Normal capacity: 8 people



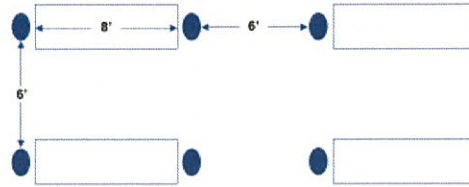
Assumed 1.5' seat width

Option A 1' seating space: 8' tables will not be able to accommodate 2 students seated in the same direction unless assumed seat width is reduced to 1' (instead of 1.5')



Capacity = 25%

Option B Distanced face-to-face seating (no barriers): To fit more students on a table, it may be for students to sit face-to-face 8' apart, while maintaining 6' of distance in other directions



Capacity = 25%

Additional considerations:

Students will be directly facing one another and must refrain from shouting, singing, sneezing, or coughing

May require chairs if benches are not built on short ends

18

Cafeteria seating diagrams – 8' rectangular tables

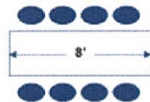
All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

● Student seating

— Plexiglass barrier

8' rectangular tables

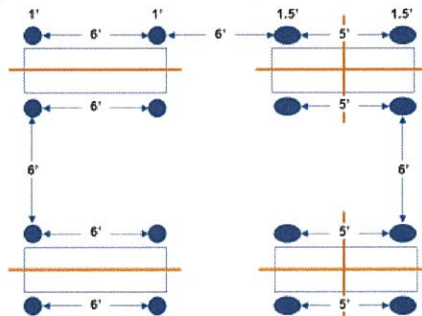
Normal capacity: 8 people



Assumed 1.5' seat width

Option C Barriers: Adding a horizontal barrier allows students to sit face-to-face on opposite sides of the table. If students require more than 1' of seating space, consider adding a vertical barrier that extends beyond the table and includes necessary rubber coating to prevent risk of injury. Barriers will require cleaning and disinfection between uses if within arm's length of students.

Capacity = 50%



Additional considerations:

Tables will require further spacing than Option B to meet 6 feet distance requirements

19

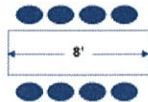
Cafeteria seating diagrams – 8' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

● Student seating
— Plexiglass barrier

8' rectangular tables

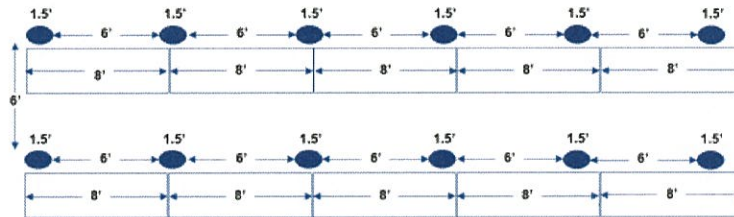
Normal capacity: 8 people



Assumed 1.5' seat width

Option D Combine Tables: Depending on the cafeteria layout, consider placing 8' next to each other to allow distanced seating to occur with adequate individual space.

Capacity = 19%



20

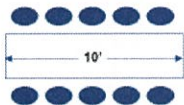
Cafeteria seating diagrams – 10' and 12' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

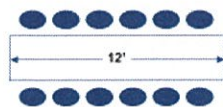
● Student seating

10' and 12' rectangular tables

Normal capacity: 10 people



Normal capacity: 12 people



Assumed 1.5' seat width

Option A No Barrier: Without barriers, two students may be seated at a time

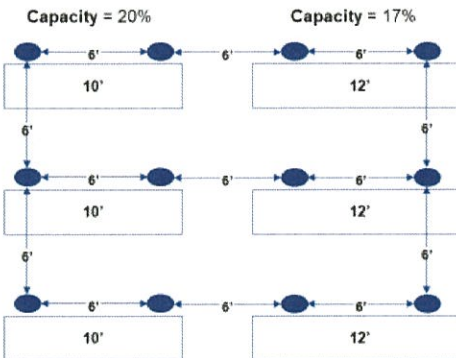


Table spacing: Ensure that 6 feet distance is still maintained between students sitting at other tables

Student seating: Both 10' and 12' cafeteria tables may seat 2 students maximum spaced 6 feet apart. All students should sit on the same side of the table and face the same direction

21

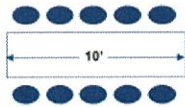
Cafeteria seating diagrams – 10' and 12' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

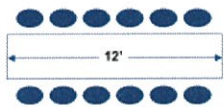
● Student seating
— Plexiglass barrier

10' and 12' rectangular tables

Normal capacity: 10 people

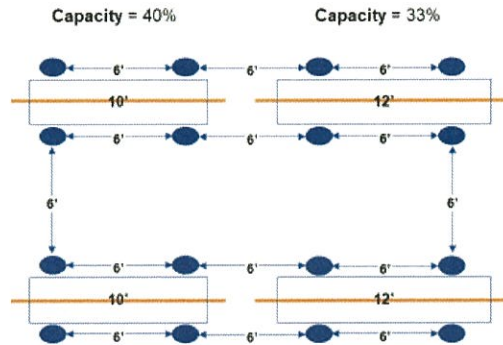


Normal capacity: 12 people



Assumed 1.5' seat width

Option B Horizontal Barrier: Adding a horizontal barrier allows students to sit face-to-face on opposite sides of the table. Barriers will require cleaning and disinfection between uses if within arm's length of students.



Student seating: Both 10' and 12' cafeteria tables may seat 2 students maximum spaced 6 feet apart

Table spacing: Ensure that 6 feet distance is still maintained between students sitting at other tables

Additional considerations:
Tables will require further spacing than Option A to meet 6 feet distance requirements

22

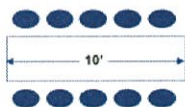
Cafeteria seating diagrams – 10' and 12' rectangular tables

All cafeteria seating should come with extra enforcement of rules and monitoring for symptoms

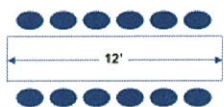
● Student seating
— Plexiglass barrier

10' and 12' rectangular tables

Normal capacity: 10 people

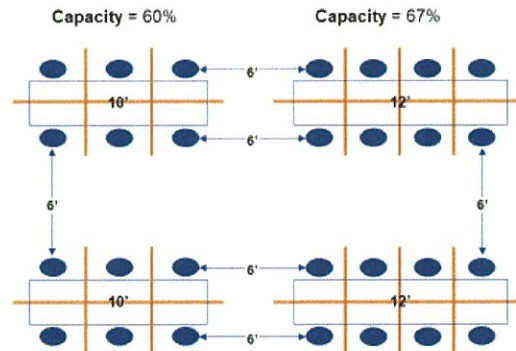


Normal capacity: 12 people



Assumed 1.5' seat width

Option C Horizontal & Vertical Barriers: Adding vertical barriers that extends beyond the table and includes necessary rubber coating to prevent risk of injury will further increase table capacity. Barriers will require cleaning and disinfection between uses if within arm's length of students.



Student seating: Both 10' and 12' cafeteria tables may seat 2 students maximum spaced 6 feet apart

Table spacing: Ensure that 6 feet distance is still maintained between students sitting at other tables

Additional considerations:
Tables will require further spacing than Option A to meet 6 feet distance requirements

23

- ¹ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ² <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>
- ³ CDC. (2020). Considerations for Schools. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- ⁴ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ⁵ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ⁶ CDC. (2020). Hand Hygiene Recommendations. Available at <https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>
- ⁷ Kratzel, A., Todt, D., V'kovski, P., Steiner, S., Gultom, M., Thao, T. T. N., ... & Dijkman, R. (2020). Inactivation of severe acute respiratory syndrome coronavirus 2 by WHO-recommended hand rub formulations and alcohols. *Emerg Infect Dis*, 26. Available at https://wwwnc.cdc.gov/eid/article/26/7/20-0915_article
- ⁸ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ⁹ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ¹⁰ Massachusetts Commonwealth. (2020). Workplace COVID-19 Re-occupancy Guide. Available at <https://files.constantcontact.com/d0791a30801/89460c55-52ba-4610-980e-00b268a613fa.pdf>
- ¹¹ Kimmitt, P.T. and Redway, K. R. (2016). Evaluation of the potential for virus dispersal during hand drying: a comparison of three methods. *Journal of Applied Microbiology*, 2016/1655. Available at <https://pubmed.ncbi.nlm.nih.gov/26618932/>;
- ¹² Best, E., Parnell, P., Couturier, J., Barbut, F., Le Bozec, A., Arnoldo, L., Madaia, A., Brusaferro, S., and Wilcox, M.H. (2018). Environmental contamination of bacteria in hospital washrooms according to hand-drying method: a multi-centre study. *Journal of Hospital Infection*, 2018,100. Available at <https://pubmed.ncbi.nlm.nih.gov/30006281/>;
- ¹³ Best, E. L. and Redway, K. (2014). Comparison of different hand-drying methods: the potential for airborne microbe dispersal and contamination. *Journal of Hospital Infection* 2015/89. Available at <https://pubmed.ncbi.nlm.nih.gov/25586988/>
- ¹⁴ CDC. (2020). Considerations for Schools. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- ¹⁵ CDC (2020). How to clean and disinfect. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- ¹⁶ Melnick, H., & Darling-Hammond, L. (with Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N.). (2020). Reopening schools in the context of COVID-19: Health and safety guidelines from other countries (policy brief). Available at <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>
- ¹⁷ CDC. (2020). Considerations for Schools. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- ¹⁸ Melnick, H., & Darling-Hammond, L. (with Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N.). (2020). Reopening schools in the context of COVID-19: Health and safety guidelines from other countries (policy brief). Available at <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>
- ¹⁹ Ren, S., Wang, W., Hao, Y., Zhang, H., Wang, Z., Chen, Y., Gao, Rong. (2020). Stability and infectivity of coronaviruses in inanimate environments. Available at <https://www.wjnet.com/2307-8960/full/v8/i8/1391.htm>
- ²⁰ CDC. (2020). Interim Guidance for Administrators of US K-12 Schools and Child Care Programs. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- ²¹ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ²² HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ²³ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- ²⁴ HSPH. (2020). Schools for Health: Risk Reductions Strategies for Reopening Schools. Available at <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

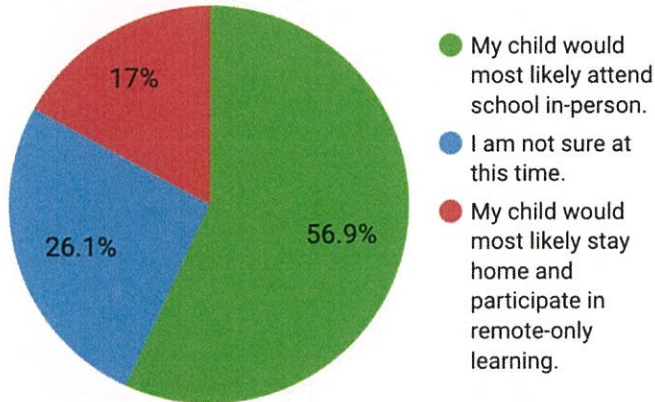


Parent/Guardian Reopening Feedback - July 2020

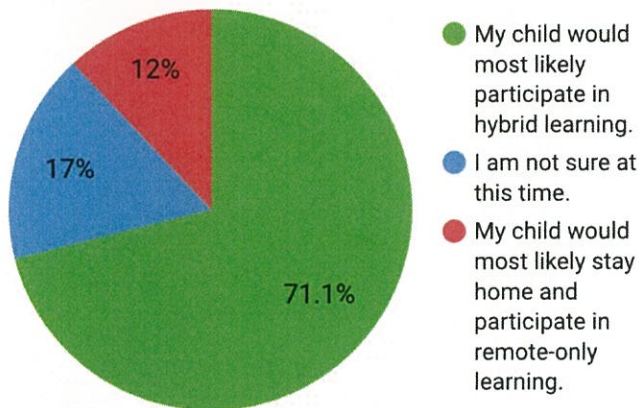
This survey was conducted between July 15th and 19th and received 4,431 Responses.

Learning Models

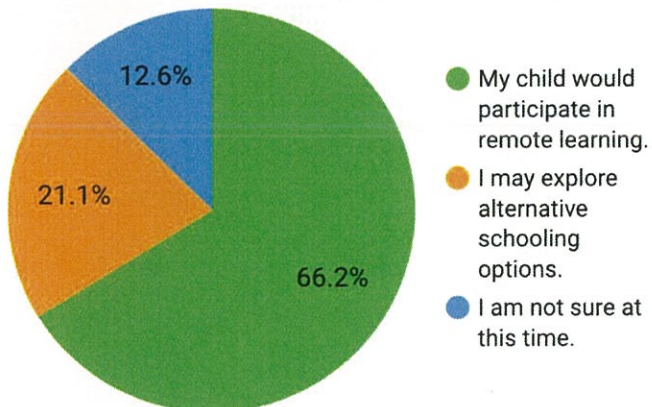
If the district implements a 100% in-person learning model with state-mandated safety protocols:



If the district implements a hybrid learning model with state-mandated safety protocols:



If the District implements a 100% remote learning model:



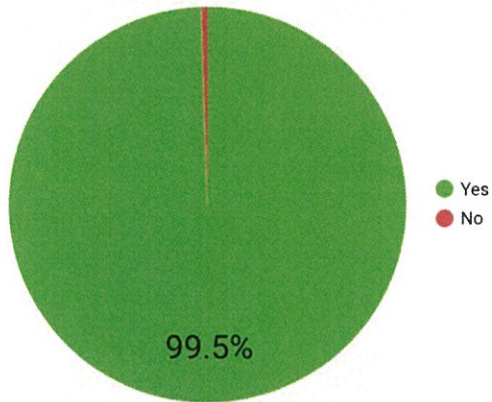


Parent/Guardian Reopening Feedback - July 2020

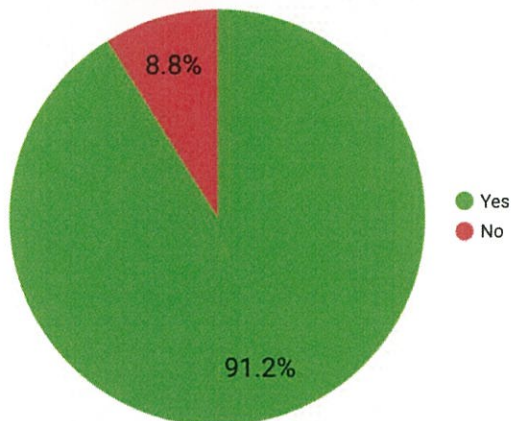
This survey was conducted between July 15th and 19th and received 4,431 Responses.

Technology

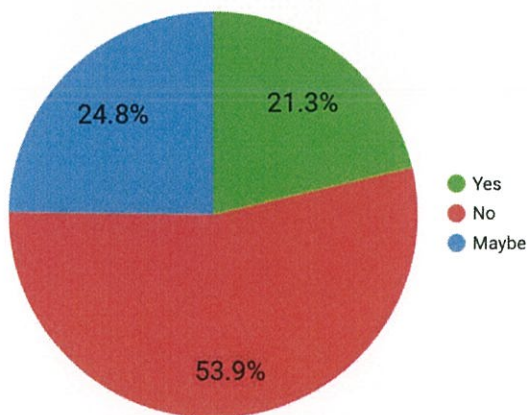
Does your household have internet access?



Do all school-aged children in your household have access to a computer, Chromebook, or tablet that allows them to effectively participate in remote learning?



As a parent, do you anticipate that you will need training or support for the technology tools used in the district in order for your child(ren) to succeed in remote learning?



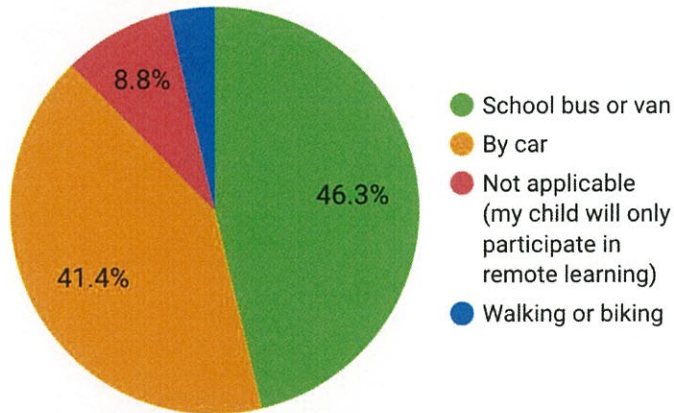


Parent/Guardian Reopening Feedback - July 2020

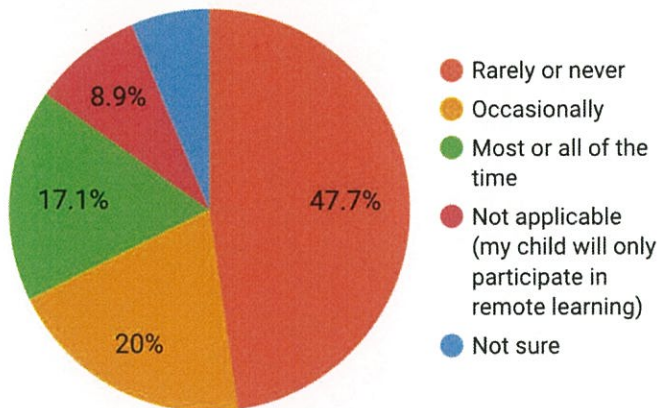
This survey was conducted between July 15th and 19th and received 4,431 Responses.

Transportation and Cafeteria

For in-person or hybrid learning, how would you plan to get your child to and from school?



For in-person or hybrid learning, how often would your child purchase meals from the cafeteria?



WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Megan Weeks, Chair

1745 Main Street

Jefferson, MA 01522

July 14, 2020

State Senator Harriette Chandler
Commonwealth of Massachusetts
24 Beacon Street
Statehouse Room 333
Boston, MA 02133

Dear Senator Chandler:

At the July 13, 2020 regular meeting of the Wachusett Regional School District Committee, the members unanimously voted to adopt the attached Resolution in Support of COVID-19 State Funding. Your continued advocacy for and support of the Wachusett Regional School District is very much appreciated by the residents of Holden, Paxton, Princeton, Rutland, and Sterling.

Our School Committee also unanimously voted to adopt the attached Anti-racism Resolution, in support of all students in our district.

Sincerely yours,



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 14, 2020

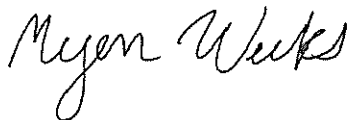
State Senator Anne Gobi
Commonwealth of Massachusetts
24 Beacon Street
Statehouse Room 513
Boston, MA 02133

Dear Senator Gobi:

At the July 13, 2020 regular meeting of the Wachusett Regional School District Committee, the members unanimously voted to adopt the attached Resolution in Support of COVID-19 State Funding. Your continued advocacy for and support of the Wachusett Regional School District is very much appreciated by the residents of Holden, Paxton, Princeton, Rutland, and Sterling.

Our School Committee also unanimously voted to adopt the attached Anti-racism Resolution, in support of all students in our district.

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 14, 2020

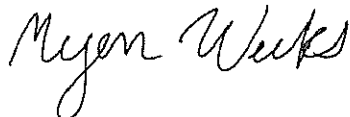
State Senator Dean Tran
Commonwealth of Massachusetts
24 Beacon Street
Statehouse Room 312D
Boston, MA 02133

Dear Senator Tran:

At the July 13, 2020 regular meeting of the Wachusett Regional School District Committee, the members unanimously voted to adopt the attached Resolution in Support of COVID-19 State Funding. Your continued advocacy for and support of the Wachusett Regional School District is very much appreciated by the residents of Holden, Paxton, Princeton, Rutland, and Sterling.

Our School Committee also unanimously voted to adopt the attached Anti-racism Resolution, in support of all students in our district.

Sincerely yours,



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 14, 2020

Representative Kimberly Ferguson
Commonwealth of Massachusetts
24 Beacon Street
Statehouse Room 473B
Boston, MA 02133

Dear Representative Ferguson:

At the July 13, 2020 regular meeting of the Wachusett Regional School District Committee, the members unanimously voted to adopt the attached Resolution in Support of COVID-19 State Funding. Your continued advocacy for and support of the Wachusett Regional School District is very much appreciated by the residents of Holden, Paxton, Princeton, Rutland, and Sterling.

Our School Committee also unanimously voted to adopt the attached Anti-racism Resolution, in support of all students in our district.

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 14, 2020

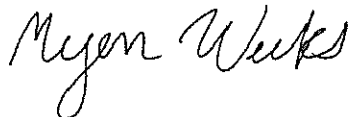
Representative Harold Naughton, Jr.
Commonwealth of Massachusetts
24 Beacon Street
Statehouse Room 167
Boston, MA 02133

Dear Representative Naughton:

At the July 13, 2020 regular meeting of the Wachusett Regional School District Committee, the members unanimously voted to adopt the attached Resolution in Support of COVID-19 State Funding. Your continued advocacy for and support of the Wachusett Regional School District is very much appreciated by the residents of Holden, Paxton, Princeton, Rutland, and Sterling.

Our School Committee also unanimously voted to adopt the attached Anti-racism Resolution, in support of all students in our district.

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

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

A handwritten signature in black ink, appearing to read "Megan Weeks".

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

Narrative Evaluation

James Dunbar, District Treasurer
Wachusett Regional School District
2019-2020

The annual evaluation of the Wachusett Regional School District Treasurer is to be completed in consideration of the District Treasurer's job description, applicable School Committee Policies, the Massachusetts Collectors and Treasurers Association Treasurer's Handbook, the Annual Financial Audit, and goals from the prior year's evaluation.

Area of Responsibility	Rating
1) Manage investments of excess available funds for optimum return for District.	Exceeds Expectations
<p><u>Description of Duties:</u> Mr. Dunbar is very knowledgeable and highly skilled in depository and investment requirements and assumes responsibility for the safeguarding and investing of district funds with six (6) banks and almost fifty (50) bank accounts. Mr. Dunbar works with local Town Treasurers on minor adjustments to the assessment payment schedule when necessary and with the District's Financial Advisor regarding financial investments. Mr. Dunbar is in constant communication with the Business Office regarding dates to release Warrant payments after appropriate signatures have been document. He coordinates disbursements on a timely basis to maximize investment return.</p> <p><u>Review of Current Year:</u> Mr. Dunbar has exceeded expectations in FY20 with investments estimated to exceed the budget benchmark by 400%.</p> <p><u>Goals for Next Year:</u> Continue to review the market for optimal investment opportunities.</p>	
2) Reconcile cashbook to general ledger and report therein.	Meet Expectations
<p><u>Description of Duties:</u> Mr. Dunbar maintains a monthly cashbook of receipts, disbursements and cash balances. He reconciles bank statements and the cash activity reports provided by the Supervisor of Accounts Payable and Payroll.</p> <p><u>Review of Current Year:</u> Mr. Dunbar's activity is timely and accurately and have been critical to the monitoring of cash flow.</p> <p><u>Goals for Next Year:</u> Mr. Dunbar will continue to provide monthly Treasurer's Cashbook reports to Administration particularly as we prepare for a 1/12th budget on July 1, 2020.</p>	
3) Prepare and distribute the assessment letters to the towns.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar coordinates with the Director of Business and Finance the Assessment letters which are sent each year to the Member Towns. Mr. Dunbar contacts each Town Treasurer to answer any questions about the Assessments if necessary. Mr. Dunbar also insures that payment invoices are sent to each Town 30-days in advance of when payments are due. Mr. Dunbar is incredibly attentive to the District's cash management needs.</p> <p><u>Review of Current Year:</u> Assessment letters were distributed to member towns in a timely manner. As infrequent issues arose regarding payments, Mr. Dunbar responded in a timely manner, always in the affirmative that a payment could be delayed so the town could meet cash flow challenges.</p> <p><u>Goals for Next Year:</u> Oversee the distribution of the letters in a timely manner and to insure accuracy since so much is unknown about the FY21 State Budget. Serve as a resource to Administration as Assessments are likely to change with a reduced FY21 budget looming.</p>	
4) Participate in the annual audit conference with the external auditors; comment on findings in the Management Letter that pertain to Treasury function.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar meets with the auditors each year to review the Cashbook and all monthly bank statements.</p> <p><u>Review of Current Year:</u> Mr. Dunbar is working with Administration to identify a back-up person for the role of the Treasurer. That person would serve in a similar capacity as Mr. Dunbar currently does.</p>	

Goals for Next Year:

Identify one individual from the member towns who can serve in that capacity.

Area of Responsibility	Rating
5) Review and approve all external financial reports including quarterly cash and payroll returns in conformance with School Committee policy and state and federal law.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar provides the School Committee with a monthly Treasurer's Report which includes a running balance of all general fund cash accounts. Mr. Dunbar coordinates with payroll to insure employee deductions and matching contributions are forwarded to the IRS via Form 941 each quarter. He works closely with the Supervisor of Accounts Payable and Payroll on the Quarterly Treasurer's Cash Reconciliation and annual DOR report specifically Excess and Deficiency. He coordinates with the Business Office the distribution of W-2's and 1099's. He works closely with the District's Financial Advisor and as needed, provides information to rating service bureaus.</p> <p><u>Review of Current Year:</u> Mr. Dunbar provided assistance once again this year with the submittal of the FY19 Excess and Deficiency Report. As noted earlier, he also made key adjustments in the district's investment strategies which have generated significant financial benefits.</p> <p><u>Goals for Next Year:</u> On-going review of market conditions to identify safe but successful strategies. He will continue to manage cash flow while maximizing investments.</p>	
6) Responsiveness to District Administration and the fostering of working relationship while maintaining independence.	Exceeds Expectations
<p><u>Description of Duties:</u> Mr. Dunbar will be accessible to Business Office staff either in person or via the phone and email.</p> <p><u>Review of Current Year:</u> Mr. Dunbar is incredibly prompt when communicating with Business Office staff. He is thorough in all that he does. He is very accessible and responsive to the Business Office staff whenever they reach out to him.</p> <p><u>Goals for Next Year:</u> Mr. Dunbar will draw upon his invaluable experience to assist and support the district as it prepares to engage in a 1/12th budget for FY21. Cash flow will be critical to the success of the operation early in the fiscal year.</p>	
Overall Evaluation and goals for next year.	Meets Expectations
<p>Mr. Jim Dunbar is a quality, highly skilled, well-respected Treasurer. Mr. Dunbar has been a tremendous asset in working with the Director of Business and Finance and other Business Office staff. His calm but most assuring personality is a welcome relief to the pressures of the office given the financial challenges within the district due to the pandemic.</p> <p>Treasurer's Comments:</p>	

<i>James J. Dunbar</i>	JUNE 16, 2020
District Treasurer	Date
<i>Dan F. Deed</i>	6/16/20
Director of Business and Finance	Date
Chair of Business/Finance Subcommittee	Date

**Wachusett Regional School District
District Treasurer
Employment Contract**

This Agreement, as authorized at the Wachusett Regional School District Committee meeting on July 27, 2020, is made effective as of July 1, 2020 by and between the Chairperson of the Wachusett Regional School District Committee on behalf of the **WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE** hereinafter referred to as the "Committee" and **James J. Dunbar** hereinafter referred to as the "District Treasurer" or "Treasurer." In consideration of the promises herein contained, the parties hereto mutually agree as follows:

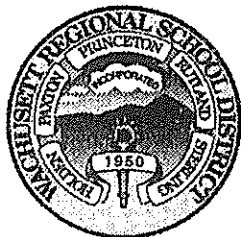
- 1.) **ENGAGEMENT:** The Committee hereby engages James J. Dunbar as District Treasurer and the Treasurer hereby accepts said engagement on the following terms and conditions:
- 2.) **TERM:** Subject to the provisions of Massachusetts General Laws Chapter 71, Section 16A, the Treasurer shall be employed for a period of twelve months commencing as of July 1, 2020 and terminating June 30, 2021. This Contract may be renewed by mutual consent of the parties. If the Treasurer wishes to terminate this Contract during the term noted above, he must notify the Chairperson of the Committee thirty (30) days prior to the termination date. If the Committee wishes to terminate this Contract during the term noted above, the Chairperson will notify the Treasurer thirty (30) days prior to the termination date. If no notice is given or no successor Contract is executed prior to June 30, 2021, this Contract expires as of that date.
- 3.) **COMPENSATION:** The Treasurer shall be paid a monthly salary of \$1,301.18 effective July 1, 2020. The entire monthly salary shall be paid in the first regular payroll of each month.

- The Treasurer recognizes that his responsibilities and conduct are not determined by prescribed hours and conditions and will perform the directed and implied duties of his position as determined by the School Committee and will expend the time and effort necessary to effectively achieve the goals and purposes of the Wachusett Regional School District.

6.) INVALIDITY: If any paragraph or part of this contract shall be held invalid by a court of competent jurisdiction, it shall not affect the remainder of said agreement, but said remainder shall be binding and effective against all parties.

In witness whereof the parties have hereunto signed to be effective on the date set forth above.

Megan Weeks , Chair Date
Wachusett Regional School District
Committee



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

July 20, 2020

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

Dear Ross:

On behalf of the District and the School Committee, thank you very much for serving as the Municipal Representative for Negotiations during FY20. Your term has concluded, and we will now be reaching out to the Member Towns seeking appointment of the next Municipal Representative to serve during FY21.

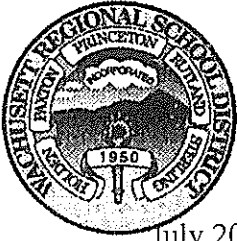
Your willingness to fill this seat the past year is appreciated.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Megan Weeks, Chair, Wachusett Regional School District Committee
Scott Brown, Chair, Legal Affairs Subcommittee
Member Town Administrators
Member Town Selectboards

DM:rlp



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

July 20, 2020

Mr. Peter Lukes
Town Manager
Town of Holden
1204 Main Street
Holden, MA 01520

Dear Peter:

As you may know, Sterling Town Administrator Ross Perry served the Member Towns as the Municipal Representative for Negotiations during FY20, and it is now time to elect/appoint the next Municipal Representative for Negotiations. Currently, the District is negotiating with three bargaining units and it is likely terms of the new contracts will be brought before the School Committee, including the Municipal Representative for Negotiations, within the next several months for review and ratification. Proposed contracts are reviewed in executive session and the Municipal Representative is invited to sit in on the executive sessions and to vote on ratification of the union contracts. The time commitment for ratification of these contracts is between one and three/four executive sessions, which generally are less than 60 minutes in length.

Attached you will find Massachusetts General Laws, Chapter 150E and Department of Elementary and Secondary Education regulations for your information.

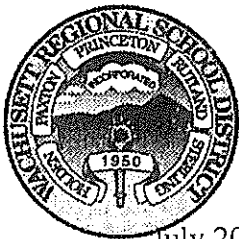
I have scheduled a virtual meeting for the election of the next Municipal Representative for Monday, August 24, 2020, at 6:00 PM. At this virtual meeting, representatives from the towns will be asked to nominate and elect one individual to serve as Municipal Representative on behalf of the towns. Please contact Rebecca Petersen at (508) 829-1670 Ext. 230 or by email at rebecca_petersen@wrsd.net to let us know who from your town will participate in the election of the next Municipal Representative.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Holden Selectboard

DM:rlp
Enc.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 20, 2020

Ms. Carol Riches
Paxton Town Administrator
Town of Paxton
697 Pleasant Street
Paxton, MA 01612

Dear Carol:

As you may know, Sterling Town Administrator Ross Perry served the Member Towns as the Municipal Representative for Negotiations during FY20, and it is now time to elect/appoint the next Municipal Representative for Negotiations. Currently, the District is negotiating with three bargaining units and it is likely terms of the new contracts will be brought before the School Committee, including the Municipal Representative for Negotiations, within the next several months for review and ratification. Proposed contracts are reviewed in executive session and the Municipal Representative is invited to sit in on the executive sessions and to vote on ratification of the union contracts. The time commitment for ratification of these contracts is between one and three/four executive sessions, which generally are less than 60 minutes in length.

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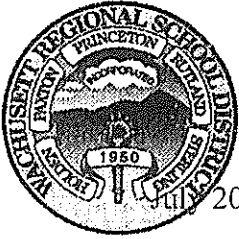
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Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Paxton Selectboard

DM:rlp
Enc.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

20, 2020

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

Dear Sherry:

As you may know, Sterling Town Administrator Ross Perry served the Member Towns as the Municipal Representative for Negotiations during FY20, and it is now time to elect/appoint the next Municipal Representative for Negotiations. Currently, the District is negotiating with three bargaining units and it is likely terms of the new contracts will be brought before the School Committee, including the Municipal Representative for Negotiations, within the next several months for review and ratification. Proposed contracts are reviewed in executive session and the Municipal Representative is invited to sit in on the executive sessions and to vote on ratification of the union contracts. The time commitment for ratification of these contracts is between one and three/four executive sessions, which generally are less than 60 minutes in length.

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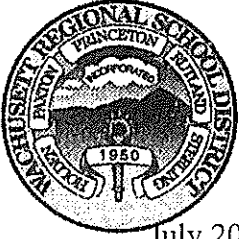
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Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Princeton Selectboard

DM:rlp
Enc.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 20, 2020

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

Dear Mike:

As you may know, Sterling Town Administrator Ross Perry served the Member Towns as the Municipal Representative for Negotiations during FY20, and it is now time to elect/appoint the next Municipal Representative for Negotiations. Currently, the District is negotiating with three bargaining units and it is likely terms of the new contracts will be brought before the School Committee, including the Municipal Representative for Negotiations, within the next several months for review and ratification. Proposed contracts are reviewed in executive session and the Municipal Representative is invited to sit in on the executive sessions and to vote on ratification of the union contracts. The time commitment for ratification of these contracts is between one and three/four executive sessions, which generally are less than 60 minutes in length.

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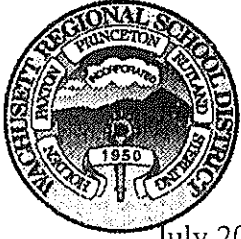
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Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Rutland Selectboard

DM:rlp
Enc.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 20, 2020

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

Dear Ross:

As you are well aware, you have served the Member Towns as the Municipal Representative for Negotiations during FY20, and it is now time to elect/appoint the next Municipal Representative for Negotiations. Currently, the District is negotiating with three bargaining units and it is likely terms of the new contracts will be brought before the School Committee, including the Municipal Representative for Negotiations, within the next several months for review and ratification. Proposed contracts are reviewed in executive session and the Municipal Representative is invited to sit in on the executive sessions and to vote on ratification of the union contracts. The time commitment for ratification of these contracts is between one and three/four executive sessions, which generally are less than 60 minutes in length.

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I have scheduled a virtual meeting for the election of the next Municipal Representative for Monday, August 24, 2020, at 6:00 PM. At this virtual meeting, representatives from the towns will be asked to nominate and elect one individual to serve as Municipal Representative on behalf of the towns. Please contact Rebecca Petersen at (508) 829-1670 Ext. 230 or by email at rebecca_petersen@wrsd.net to let us know who from your town will participate in the election of the next Municipal Representative.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Sterling Selectboard

DM:rlp
Enc.



- > **Laws & Regulations Home**
- > State Regulations
- > State Laws
- > Federal Laws
- > Legal Advisories
- > Arbitration Awards
- > Litigation Reports

Education Laws and Regulations

603 CMR 41.00: Regional School Districts

Section:

41.01: Definitions
 41.02: Reorganization Procedures
 41.03: Department of Elementary and Secondary Education Approval
 41.04: Municipal Representatives in Regional School District Collective Bargaining
 41.05: Regional School District Budgets
 41.06: Excess and Deficiency Funds
 41.07: Fiscal Control of Regional School Districts by the Commissioner
[View All Sections](#)

41.04: Municipal Representatives in Regional School District Collective Bargaining

(1) **Selection of Municipal Representative.** No less than 21 days before collective bargaining negotiations commence or resume in a regional school district, the superintendent of the district shall send a notice to all chief executive officers of the member cities and towns of the district, or, if there is no town manager or town administrator in a member town, to the chairman of the board of selectmen in that town, indicating the time, place and date of a meeting to be held by the regional school district at which the chief executive officers or chairmen of boards of selectmen shall elect one of their number to represent them pursuant to M.G.L. c. 150E, [[section]] 1.

(a) The meeting shall be held no later than seven days before commencement of collective bargaining negotiations in the regional school district, and shall comply with the open meeting law. In regional school districts where regional agreements provide for weighted voting in accordance with law, such weighted voting shall be employed.

(b) A chief executive officer or chairman of a board of selectmen may designate a representative to attend the meeting and to vote in his or her place.

(c) If the meeting of chief executive officers or chairmen of boards of selectmen does not result in the designation of a representative, the superintendent shall notify the commissioner of education, who shall randomly select one representative from among the chief executive officers or chairmen of boards of selectmen. Failure of the meeting of chief executive officers or chairmen of boards of selectmen to elect a representative shall not delay or otherwise impede the collective bargaining process.

(d) The chief executive officer or chairman of the board of selectmen chosen to represent member municipalities may serve either personally or through a designee, and must serve through a designee if such officer or selectman is barred from service under the provisions of M.G.L. c. 268A. In such cases, the city council or board of selectmen shall designate an alternate.

(2) **Role of Municipal Representative.** The municipal representative shall serve as a member of the school committee on all matters related to collective bargaining by the regional school district. The municipal representative may serve on the school district bargaining team, if any, if selected by the school committee to be a member of such a sub-committee.

(3) **Vote of Municipal Representative.** The municipal representative shall have one vote in all school committee deliberations on collective bargaining matters. In regional school districts which employ weighted voting, the municipal representative's vote shall be added to the vote total of the elected members and shall not cause a reapportioning of voting weight among the elected school committee members.

(4) **Term of Municipal Representative.** The municipal representative's term as a participant in the regional school district's collective bargaining shall be the same length as the term of office of an elected member of the school committee unless a shorter term is agreed to by the chief executive officers of the member cities and towns at the time of the municipal representative's selection.

Regulatory Authority:

603 CMR 41.00: M.G.L. c. 69, §1B; c. 71, §14B and §16D; c. 150E, §1.
 Most Recently Amended by the Board of Education: May 19, 2009

Last Updated: June 3, 2009

[E-mail this page](#) | [Print View](#) | [Print Pdf](#)

Disclaimer:
 For an official copy of these regulations, please contact the [State House Bookstore](#), at 617-727-2834.

PART I ADMINISTRATION OF THE GOVERNMENT**TITLE XXI LABOR AND INDUSTRIES****CHAPTER 150E LABOR RELATIONS: PUBLIC EMPLOYEES****Section 1** Definitions

Section 1. The following words and phrases as used in this chapter shall have the following meaning unless the context clearly requires otherwise:?

"Board", the board of conciliation and arbitration established under section seven of chapter twenty-three.

"Commission", the labor relations commission established under section nine O of chapter twenty-three.

"Cost items", the provisions of a collective bargaining agreement which require an appropriation by a legislative body.

"Employee" or "public employee", any person in the executive or judicial branch of a government unit employed by a public employer except elected officials, appointed officials, members of any board or commission, representatives of any public employer, including the heads, directors and executive and administrative officers of departments and agencies of any public employer, and other managerial employees or confidential employees, and members of the militia or national guard and employees of the commission, and officers and employees within the departments of the state secretary, state treasurer, state auditor and attorney general. Employees shall be designated as managerial employees only if they (a) participate to a substantial degree in formulating or determining policy, or (b) assist to a substantial degree in the preparation for or the conduct of collective bargaining on behalf of a public employer, or (c) have a substantial responsibility involving the exercise of independent judgment of an appellate responsibility not initially in effect in the administration of a collective bargaining agreement or in personnel administration. Employees shall be designated as confidential employees only if they directly assist and act in a confidential capacity to a person or persons otherwise excluded from coverage under this chapter. In the case of employees of the alcoholic beverage control commission, "employer" shall mean the state treasurer or his designee.

"Employee organization", any lawful association, organization, federation, council, or labor union, the membership of which includes public employees, and assists its members to improve their wages, hours, and conditions of employment.

"Employer" or "public employer", the commonwealth acting through the commissioner of

administration, or any county, city, town, district, or other political subdivision acting through its chief executive officer, and any individual who is designated to represent one of these employers and act in its interest in dealing with public employees, but excluding authorities created pursuant to chapter one hundred and sixty-one A and those authorities included under the provisions of chapter seven hundred and sixty of the acts of nineteen hundred and sixty-two. In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives. For this purpose, the chief executive officer of a city or town or his designee shall participate and vote as a member of the city or town school committee; provided, however, that if there is no town manager or town administrator in a town, the chairman of the board of selectmen or his designee shall so participate and vote. In the case of a regional school district, said chief executive officers or chairmen of boards of selectmen, as the case may be, of the member cities and towns shall, in accordance with regulations to be promulgated by the board of education, elect one of their number to represent them pursuant to the requirements of this section. In the case of employees of the system of public institutions of higher education, the employer shall mean the board of higher education or any individual who is designated to represent it and act in its interest in dealing with employees, except that the employer of employees of the University of Massachusetts shall be the board of trustees of the university or any individual who is designated to represent it and act in its interest in dealing with employees. In the case of judicial employees, the employer shall be the court administrator of the trial court or any individual who is designated by him to represent him or act in his interest in dealing with judicial employees. In the case of employees of the state lottery commission, employer shall mean the state lottery commission or its designee. In the case of employees of the Massachusetts Water Resources Authority, the employer shall mean the Massachusetts Water Resources Authority. In the case of employees of the Suffolk county sheriff's department, employer shall mean the sheriff of Suffolk county or any individual who is designated by him to represent him or act in his interest in dealing with such employees. In the case of personal care attendants as defined in section 70 of chapter 118E, the employer shall mean the PCA quality home care workforce council or its designee as defined in section 71 of chapter 118E. In the case of employees of the Massachusetts Department of Transportation, "employer" shall mean the Massachusetts Department of Transportation or any individual designated by the board of that department to represent it or act in its interest in dealing with employees.

"Incremental cost items", the provisions of a collective bargaining agreement that require, in respect of any fiscal year, an appropriation by a legislative body that is greater than the appropriation so required in the preceding fiscal year; provided, however, that in respect of the first fiscal year or portion thereof during which an agreement has effect, "incremental cost items" shall mean the provisions of a collective agreement that require an appropriation by a legislative body of monies that are newly required by the employer to discharge the obligations arising under the terms of such agreement.

"Legislative body", the general court in the case of the commonwealth or a county, the city council or town meeting in the case of a city, town or district, or any body which has the power of appropriation with respect to an employer as defined in this chapter.

"Professional employee", any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work, (ii) involving the consistent exercise of discretion and judgment in its performance, (iii) of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time, and (iv) requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual or physical processes. Professional employee shall include a detective, member of a detective bureau or police officer who is primarily engaged in investigative work in any city or town police department which employs more than four hundred people.

"Strike", a public employee's refusal, in concerted action with others, to report for duty, or his wilful absence from his position, or his stoppage of work, or his abstinence in whole or in part from the performance of the duties of employment as established by an existing collective bargaining agreement or in a collective bargaining agreement expiring immediately preceding the alleged strike, or in the absence of any such agreement, by written personnel policies in effect at least one year prior to the alleged strike; provided that nothing herein shall limit or impair the right of any public employee to express or communicate a complaint or opinion on any matter related to conditions of employment.

"Written majority authorization", writings signed and dated by employees in the form of authorization cards, petitions, or such other written evidence that the commission finds suitable, in which a majority of employees in an appropriate bargaining unit designates an employee organization as its representative for the purpose of collective bargaining and certifies the designation to be its free act and deed and given without consideration. Employee signatures shall be dated within the 12 months preceding the date on which the writings are proffered to establish majority and exclusive representative status within the meaning of section 4.

Wachusett Regional School District

EXECUTIVE STAFF

JOB DESCRIPTION

TITLE:

Superintendent of Schools

QUALIFICATIONS:

Certified as Superintendent of Schools in Massachusetts. Such other qualifications of academic, professional and personal excellence as the School Committee may specify.

REPORTS TO:

Wachusett Regional School District Committee

JOB RESPONSIBILITIES:

The Superintendent of Schools shall manage the system in a fashion consistent with State law and the policy determinations of the School Committee. The Superintendent shall function with responsibility in the eight areas as defined below, along with the roles therein:

1. *School Committee Operations*
 - a. Recommends and implements District Goals.
 - b. Recommends and advises on policy issues.
 - c. Provides agendas and reports to School Committee.
 - d. Provides information sufficient to evaluate the Superintendent.
 - e. Monitors and reports on school district performance.
 - f. Assists Chairperson in fulfilling Committee responsibilities.
2. *District Management*
 - a. Disseminates information to the School Committee and interested parties in the community.
 - b. Implements management staff training
 - c. Directs organization and assignment of all staff.

- d. Develops and implements appraisal of performance of all staff.
- e. Assesses programs.
- f. Provides regular written reports to School Committee.

3. Educational Programs

- a. Directs compliance with all laws.
- b. Advises the School Committee on community needs and aspirations.
- c. Initiates appropriate research as needed to determine function.
- d. Delegates and oversees curriculum planning and implementation.
- e. Develops and recommends program standards for evaluation,
- f. Delegates and oversees the coordination of articulation between grade levels and departments.
- g. Delegates and oversees the basic skills development of students.
- h. Implements appropriate educational and speech programs.

4. Budget/Finance

- a. Serves as the District's Chief Procurement Officer.
- b. Delegates the budget creating and reporting functions.
- c. Oversees the development of strategies for revenue enhancement.
- d. Oversees the development and recommendation of the budget to the School Committee.
- e. Directs the establishment of accounting control procedures.
- f. Delegates purchasing authority.
- g. Formulates long-range forecasting

5. Personnel Management

- a. Oversees the development of job descriptions.
- b. Delegates and oversees open and fair recruitment selection providing opportunity for input from staff and community.
- c. Delegates and oversees a training program for all staff.
- d. Recommends compensation for all staff.
- e. Implements an evaluation system and records maintenance system for all employees.
- f. Recommends and advises the School Committee on all matters related to collective bargaining. ~~The Superintendent will serve as chief negotiator for the District and will assume~~

~~major responsibility for collective bargaining negotiations with all bargaining units in the District.~~

- g. Oversees the implementation of all employee contracts.

6. Pupil Services

- a. Delegates and oversees the areas of guidance and counseling; psychological, social and health services; student records; and student discipline code.

7. Support Operations

- a. Recommends facility plans and development approaches.
- b. Delegates and oversees the areas of plant operations; buildings and ground maintenance; transportation; food services; and office management.
- c. Oversees safety and security of the District.

8. Communications/Public Relations

- a. Analyzes and advises the School Committee on matters related to community attitude and opinion.
- b. Directs and manages public information.
- c. Develops and implements comprehensive staff communication.
- d. Establishes methods to keep the public informed of the problems and needs of the District.

The Superintendent shall perform other related job tasks as assigned by the School Committee and as required by the laws and regulations of the Commonwealth of Massachusetts.

EVALUATES:

Deputy Superintendent and Directors
Principals
Office Staff - Office of the Superintendent

Updated: 02/13/95

Updated: 08/12/05

Updated: 11/28/05

Updated: 11/28/16

Updated: _____

Revised by School Committee vote on November 28, 2016 as part of the *Employment Contract between the Wachusett Regional School District and Dr. Darryll McCall, Superintendent of Schools.*

Revised by School Committee vote on _____ as part of the July 2020-June 2023 *Employment Contract between the Wachusett Regional School District and Dr. Darryll McCall, Superintendent of Schools.*

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

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

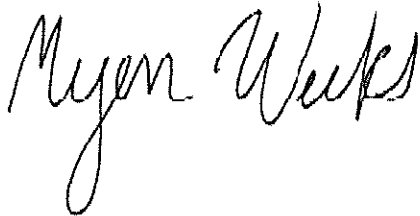
July 14, 2020

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

Dear Mr. and Mrs. Smith:

Thank you for again sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents and residents of our District is always welcome, and we appreciate you taking the time to share your comments at our meetings.

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

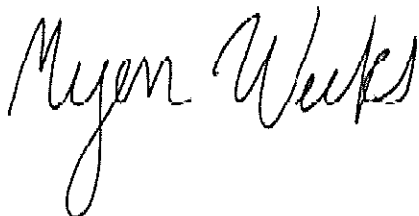
July 14, 2020

Ms. Corey Burnham-Howard
11 Osgood Road
Princeton, MA 01541

Dear Ms. Burnham-Howard:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents and residents of our District is always welcome, and we appreciate you taking the time to share your comments for this 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

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

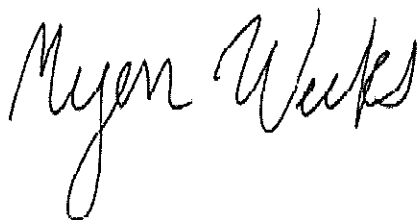
July 14, 2020

Ms. Lynn Hanley
11 Wyoming Drive
Holden, MA 01520

Dear Ms. Hanley:

Thank you for again sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents and residents of our District is always welcome, and we appreciate you taking the time to share your comments at our meetings.

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*

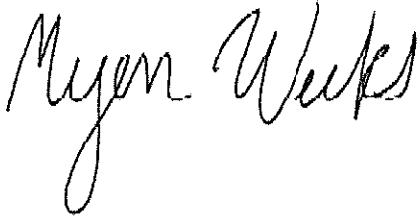
July 14, 2020

Ms. Jennifer Paolilli
99 Pleasant Street
Holden, MA 01520

Dear Ms. Paolilli:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents and residents of our District is always welcome, and we appreciate you taking the time to share your comments for this 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

Megan Weeks, Chair

1745 Main Street

Jefferson, MA 01522

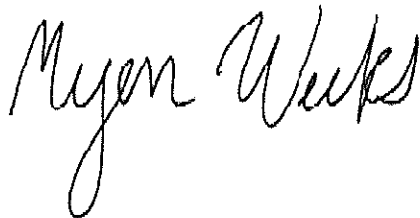
July 14, 2020

Mrs. Lauren Salmon-Garrett
49 Cook Street
Holden, MA 01520

Dear Mrs. Salmon-Garrett:

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents and residents of our District is always welcome, and we appreciate you taking the time to share your comments for this 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

Megan Weeks, Chair

1745 Main Street

Jefferson, MA 01522

July 14, 2020

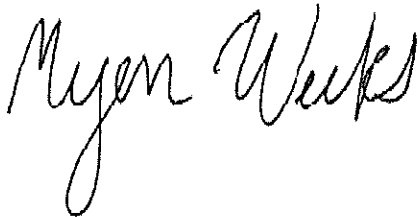
Ms. Mary E. Lampron-Shepherd
1320 Wachusett Street
Jefferson, MA 01522

Dear Ms. Lampron-Shepherd:

Congratulations on your recent election as President of the WREA!

Please accept my thanks on behalf of the School Committee for sharing your thoughts and questions at the July 13th virtual School Committee meeting. Input from parents, residents, teachers and staff of our District is always welcome, and we appreciate you taking the time to share your comments for this week's meeting.

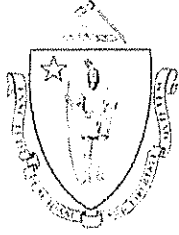
Sincerely yours,

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



THE COMMONWEALTH OF MASSACHUSETTS
OFFICE OF THE ATTORNEY GENERAL
ONE ASHBURTON PLACE
BOSTON, MASSACHUSETTS 02108

MAURA HEALEY
ATTORNEY GENERAL

(617) 727-2200
(617) 727-4765 TTY
www.mass.gov/ago

July 14, 2020

VIA EMAIL ONLY

Christina Smith, Ed.D.
christina_smithSC@wrsd.net

Dear Ms. Smith:

We understand that on April 7, 2020, you filed a complaint with the Wachusett Regional School District Committee ("Committee"), alleging a violation of the Open Meeting Law, G.L. c. 30A, §§ 18-25. The Committee is required to notify our office of the complaint and any remedial action taken to address the complaint. G.L. c. 30A, § 23(b); 940 CMR 29.05(5). Our office received notification and a response from the Committee on April 21, 2020.

Under the Open Meeting Law, a complaint is ripe for review by our office when the complainant files a copy of the initial complaint with the Division of Open Government, provided that at least 30 days have passed since that complaint was filed with the public body. G.L. c. 30A, § 23(b); 940 CMR 29.05(6). We sent you a letter on May 8, 2020, stating that if we did not receive the original complaint from you by July 6, 2020, we would presume the action taken by the Committee was sufficient and would close this file. Our office currently has no record of a complaint filed by you in this matter. Therefore, we now consider this matter closed.

Please feel free to contact me if you have any questions or believe anything stated in this letter to be inaccurate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sarah Chase".

Sarah Chase
Assistant Attorney General
Division of Open Government

cc: Naomi Stonberg, Esq., Counsel to the Committee (naomistonberg@gmail.com)
Wachusett Regional School District Committee, c/o Kenneth Mills, Chair
(kenneth_mills@wrsd.net)

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

EDUCATION SUBCOMMITTEE

Tuesday, May 26, 2020
6:00 PM

Minutes

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

In Attendance: Robert Imber, Chair, Christina Smith, Vice-chair, Melissa Ayala, Sherrie Haber, Laura Kirshenbaum, Linda Long-Bellil, Asima Silva

Absent: None

Administration: Robert Berlo, Deputy Superintendent
Brendan Keenan, Director of Social Emotional Learning

Others: Megan Keller, WREA

I. Call to Order

Subcommittee Chair Imber called the meeting to order at 6:02 PM.

II. Minutes of January 27, 2020

Motion: To approve the minutes of the January 27, 2020 meeting of the Education Subcommittee.

(S. Haber)

(C. Smith)

The minutes were approved by consensus.

III. FY21 Class Size Implications from a 1/12th Budget

Deputy Berlo and Director Keenan explained District administration is not yet able to speak about specific positions that may need to be reduced due to COVID-19.

Deputy Berlo and Director Keenan did provide a spreadsheet, Review of Class Sizes by Course, which they thoroughly reviewed with the subcommittee. For the class size information at the high school, they explained the process used to review enrollment in specific class sessions. Questions asked included: How might larger class sizes impact students who already present with learning and other challenges? Is there any discussion about how we might think more creatively with multi-age/ability groupings? Is there any plan to address Algebra I, for example? The Staffing Plan was referred to.

There was a similar review of enrollment at the middle schools and a review of implications that reduced staffing could have on class sizes at various schools

Similar review of the process used when looking at the elementary schools and class sizes at that level.

Subcommittee Chair Imber asked the status of new course offerings at the high school and Member Kirshenbaum asked if it would be possible to look at reductions in related arts rather than at reductions to core subject areas.

The Textbook Plan was reviewed. Deputy Berlo explained that due to the COVID-19 extended school closure, purchasing of textbooks has been impacted. It was noted the "Actively Learn" subscription will be renewed and high school AP Physics materials will be purchased.

IV. Review of Policy 3510 Policy Relating to Education Class Size

Deferred

V. Update on Remote Learning

The survey results were reviewed and some discussion took place.

VI. Discussion of District Quality Indicators

Deferred

VII. Old Business

There was no old business brought before the subcommittee.

VIII. New Business

There was no new business brought before the subcommittee.

IX. Next Meeting

The Education Subcommittee will meet next, via Google Meet, at 6:00 PM on Monday, June 8, 2020.

X. Adjournment

Motion: To adjourn.

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

Roll call vote:

In favor:

Robert Imber

Christina Smith
Melissa Ayala
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Asima Silva

Opposed:
None

The motion passed unanimously.

The meeting adjourned at 6:58 PM.

Respectfully submitted,

Brendan Keenan
Director of Social Emotional Learning

rlp