

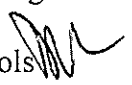
Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

September 11, 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

Posting

Attached is the updated posting of School Committee and subcommittee meetings scheduled for the coming months (attachment 1).

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. 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

2020-2021 School Calendar

The amended 2020-2021 school calendar, as approved by the School Committee at our last regular meeting, is attached (attachment 2). This calendar has been shared and is available on the District website.

WachuWear

If you are interested in ordering any WachuWear, please visit [WachuWear](#). Orders will be taken until September 17th.

Reopening of Schools

- Student Representatives Mangus and Gomi gathered some thoughts, comments, and suggestions from Wachusett students, and have created a document titled *Recommendations to Teachers from Students*. I am happy to share these student thoughts (attachment 3). Kathryn and Kenichi are very proactive members of our Committee, and I thank them for their commitment, dedication, interest, and enthusiasm.
- Technology Update
 - Technology Help Center: On September 10th our Technology Department launched a special website dedicated to supporting families' technology questions and challenges. This website, found on the District homepage, contains information on accessing the major learning platforms our students will use and will also provide a means by which parents can contact the technology staff for direct support. Families were notified by email of this new resource. I appreciate the efforts of Supervisor of Information Services Barry Sclar and the staff of the department for developing this important webpage to assist parents and students as remote teaching and learning gets underway.
 - Chromebook Loan Program: Over 1,200 Chromebooks have been loaned to families District-wide. Parents may continue to request Chromebooks through the newly launched Technology Help Center.
 - WRHS 9th Grade Chromebooks: 1:1 Chromebooks were distributed to incoming freshmen on Friday, September 11th, at WRHS.
- Professional Development Update

Teachers and staff were provided with a detailed daily schedule of events for their 10 training days which included a blend of District-led, school-led, and self-paced training and orientation. Topics included reopening plans, safety guidelines, SEL and self-care topics, subject and department focused meetings, and technology training.

A virtual keynote address, provided by Charlie Applestein, was attended by almost 800 staff members. Mr. Applestein's address, entitled "Use the Force, Luke! Managing

Number One First & Staying Motivated to Do the Job,” was aimed at helping teachers and staff overcome the challenges of supporting students under difficult circumstances.

Teachers and staff had opportunities to participate in live, instructor-led training sessions on a variety of technology products including Google Classroom, Seesaw, PowerSchool, Lexia, Edpuzzle, and Pear Deck. Resources for self-paced technology training were also provided.

Staff were also provided with training on effective communication strategies for the online classroom. This training focused heavily on effective teacher presence and developing a strong online classroom community. Veteran online teachers from Virtual High School led this online training.

Throughout the 10 days, designated time was scheduled for staff to review work on common assessments developed last spring, examine priority standards, and begin to plan out their instructional sequence for this year.

The 10 days of staff training will conclude next week with staff working on applying what they have learned this week and adding it into upcoming lessons to get ready to start school on Wednesday, September 16th.

- Update on Enrollment Numbers - three year comparison

	HOMESCHOOL	PRIVATE SCHOOL	SCHOOL CHOICE OUT	OUT-OF-DISTRICT
2018-2019	124	386	381	75
2019-2020	115	385	360	67
2020-2021	248 as of 9/10/2020	542 as of 8/28/2020	366 as of 8/28/2020	65 as of 8/28/2020

- Building Updates

As we look to open our schools safely in early October for some students, our ventilation systems, with only a few exceptions, are providing the necessary airflow and exchange as designed. The unit filters (MERV-8) are changed as required, cleaned, oiled if required, belts changed if required and test run after change out. System issues are not related to airflow in non-heating seasons, but rather during heating seasons due to aging pneumatic lines. During non-heating seasons, the airflow units will allow the maximum amount of air exchange or exhaust allowed by design. Once we are engaged in the heating season, the units are then controlled thru either airline control, electrical control, or a combination of both. There is always a chance there can be a leak that will surface over time, or a motor, transformer, pneumatic actuator, and the like go bad unexpectedly.

Below is a summary of actions being taken at the schools:

Paxton Center School - (time clock controlled pneumatic system)

- Installing a new air compressor

- Changing out the main trunk air lines to insure the main lines are good and to isolate the problem leaks from the thermostat to units in the classrooms
- Calibrating all rooms with leaks in order to change, if necessary, the air lines in the rooms so that classroom units function as designed during the heating season.

Central Tree Rutland - (computer-controlled pneumatic system)

- The RTU's have lost their ability to communicate with the main system, and as a result, they run continually. The manufacturer parts to replace are no longer available. There are a few rooms with air leaks also.
- A contractor will marry the existing mechanicals with a new communication system compatible with the main control system so that we can take back control of the RTU's
- Calibrating all rooms with leaks in order to change, if necessary, the air lines in the rooms so that classroom units function as designed during the heating season.

Naquag (computer-controlled electrical management system)

- This school has very few mechanical issues as we are not dealing with air line leaks.
- A computer communication issue has been remedied.
- Replacement of a few roof top exhaust fan motors that have aged out.

Glenwood (computer-controlled electrical system)

- There are no immediate mechanical issues
- One water pump will need servicing in time.

Thomas Prince (time clock controlled pneumatic system)

- There are no major air leaks or classroom mechanical issues.
- Replacement of a number of exhaust fan motors on the roof.

Houghton/Chocksett (time clock controlled pneumatic system)

- There are no major air leaks or classroom mechanical issues.
- Replacement of a few classroom unit motors.
- Replacement of a few roof top exhaust fan motors.

Mountview (computer-controlled electrical management system)

- Replacement of the bearing on a RTU unit as the bearing on one of the heat wheels failed prematurely. The vendor is waiting for parts.
- Replacement of copper lines on two RTU's. Vendor is waiting for parts.

Mayo (time clock controlled electrical system)

- No immediate classroom mechanical issues.
- Town of Holden will be replacing time clock control with computer control in the near future.
- Troubleshooting an electrical issue as it relates to some exhaust fans.

Dawson (computer-controlled electrical management system)

- No immediate classroom mechanical issues.
- Replacement of a vestibule heating element.
- Replacement of a few roof top exhaust motors

Davis Hill (computer-controlled electrical management system)

- Replacement of two classroom univent motors
- A RTU motor is being rebuilt
- Replacement of a vestibule heater motor

Wachusett Regional High School (computer-controlled electrical management system)

- No classroom or rooftop mechanical issues.

ECC (time clock controlled pneumatic system)

- Calibrating all classrooms.
- A number of thermostats have aged out and need replacing to control units during heating season.
- It may be discovered that some of the heating valves on some units need replacing along with air lines during calibration.

- **Staffing**

The Human Resources Department continues to process new hires as we prepare for the first day of classes for students. Below is a listing of the positions that were reduced in Tiers I and II, and have not been reinstated:

Tier 2 staff reduction cuts:

- Chocksett - .5 FTE Band
- Central Tree - 1.0 FTE ELA Teacher
- Davis Hill - 1.0 FTE Elementary Teacher
- Glenwood - 1.0 FTE Elementary Teacher
- Houghton - 1.0 FTE Elementary Teacher
- Mayo - 1.0 FTE Elementary Teacher
- Mountview - .6 FTE SPED Teacher/1.0 French Teacher
- Paxton Center School - 1.0 FTE Elementary
- Thomas Prince -1.0 FTE SPED Teacher
- Middle School Strings - .8 FTE
- High School - 1.0 FTE ELA, 1.0 FTE Art, 1.0 FTE SPED

Non-teaching staff reductions:

- 20 FTE Paraprofessional positions District-wide
- 1.5 FTE Custodial positions
- 2.5 FTE Clerical positions
- 1.0 FTE Curriculum Supervisor - Central Office

- .9 FTE SLPA
- .5 FTE Energy Manager - Central Office
- Provision of Lunches

Beginning September 16th, Supervisor of School Nutrition Margaret Barton and the Food Service staff will begin preparing and distributing breakfasts and lunches to those who qualify for and request these services. Meal preparation will be done on Mondays and Wednesdays, with distribution at sites in each of the five towns, on Tuesdays and Thursdays.

- Athletics

On September 8th the Mid Wach League principals approved **The Midland-Wachusett League/Worcester County Athletic Conference COVID Protocols and Guidelines 2020-2021**. The document may be found on the Wachusett Athletics web page [Protocols and Guide](#).

At Monday's meeting, Jennifer Lynch, Curriculum Specialist Athletics, will be available to answer questions that might be raised about the upcoming sports season. Below are some details provided following Ms. Lynch's participation at the September 8th meeting:

- Wachusett will be placed in a pod to include Leominster, Shrewsbury, Westboro, and Algonquin.
- There will be no access to the school building for AWAY teams, and no access to the school building for Wachusett students while we are engaged in remote learning.
- Student-athletes will come dressed and ready to play
- Student-athletes and coaches must sanitize before and after practice. Sanitizer will be available. Masks must be worn at all times.
- Student-athletes will be allowed to bring one (1) bag to practices and games. The bags will be spaced 6 ft. apart. The bag should contain extra masks, hand sanitizer, enough water for the duration of practice/game, disinfectant wipes, change of shoes (if applicable), extra clothing.
- All players on sidelines must remain 6 ft apart
- Home fans only will be allowed at games. Each student-athlete will receive two (2) lanyards for admittance to games. No one without a lanyard will be admitted. This is to ensure there are less than 100 people in attendance at any event.
- Fans will be required to sign-in upon arrival for contact tracing purposes. Fans are required to wear masks. Fans will be required to use hand sanitizer prior to entering the facility (sanitizer supplied by home school).
- Fall II sports (football, girls' volleyball, cheer) will be allowed a maximum of 10 practice sessions, 90 minutes each.
- Joint Memo Clarifying Key Health and Safety Requirements for Schools
 - Attached are several documents shared by DESE Commissioner Riley and DPH

Commissioner Bharel providing guidance and clarifying information about health and safety requirements (attachments 4, 5, 6, 7).

- Other updates:

Hybrid Schedule: Work has begun on developing hybrid schedules and we will share more details with the School Committee in the near future. The hybrid schedule will include A/B cohorts and times that will look very similar to a typical school schedule.

Survey to families: Members of the administration met with representatives from AA Transportation and Van Pool Transportation this week to discuss route planning for hybrid learning. A questionnaire on hybrid learning participation/remote learning and bus ridership is being finalized to be sent through the PowerSchool Parent Portal. This new form of data collection, integrated with PowerSchool, will allow us to more accurately compile parent responses and associate the information with individual students. This functionality is expected to be ready early next week, at which point, parents will be provided instructions on completing the questionnaire.

Class size: There have been some questions concerning large class sizes in some of the schools for the coming school year. Each building is looking at their specific class size information and we will report this information back out to you at our next meeting.

Schedules: We have had requests for more information concerning schedules for remote learning. The following information includes both a middle school and high school schedule that will be used. At the elementary levels, those schedules are being finalized at this writing and we will share with you at our next meeting.

Example of High School Master Schedule

	Remote Bell Schedule				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-9:10am	A Block	E Block	C Block	G Block	D Block
9:20-10:10am	B Block	F Block	D Block	A Block	E Block
10:20-11:10am	C Block	G Block	E Block	B Block	F Block
11:20-12:10pm	D Block	A Block	F Block	C Block	G Block
	Activity Period in D block classes 12:10-12:25pm	Lunch 12:15-12:45p	Activity Period in F block classes 12:10-12:25p	Lunch 12:15-12:45pm	Activity Period in G block classes 12:10-12:25pm
	Lunch 12:30-1:00pm	B Block 12:50-1:40pm	Lunch 12:30-1:00pm	Independent work/Counseling Presentations 12:50-1:40pm	Lunch 12:30-1:00pm
	Online Help & Support 1:05-3:00pm 1:05-1:35 - A 1:45-2:15 - B 2:25-3:00 Open Extra Help	Online Help & Support 1:45-3:00pm 1:45-2:15 - F 2:25-3:00 Open Extra Help	Staff PD and Planning 1:05-3:00pm	Online Help & Support 1:45-3:00pm 1:45-2:15 - G 2:25-3:00 - C	Online Help & Support 1:05-3:00pm 1:05-1:35 - D 1:45-2:15 - E 2:25-3:00 Open Extra Help

Online Help and Support Sessions: Over the course of one week there will be 10 available sessions for students aside from regular classroom time. Extra sessions labelled A,B,C,D,E,F,G will be mandatory to attend and students should remotely report to the class they are assigned to for that block. The other three Extra Help periods are “Open” and students, although not mandated” have the flexibility of accessing teachers for extra help, etc. during these time slots. Teachers will explain to students how to gain access to the “Open” sessions.

Example of a Middle School Schedule:

Virtual Remote Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8:45-9:00	Homeroom 8:45-9:00	Homeroom 8:45-9:00	Homeroom 8:45-9:00	Homeroom 8:45-9:00
Period 1 9:00-9:55	Period 4 9:00-9:55	Period 7 9:00-9:55	Period 2 9:00-9:55	Period 5 9:00-9:55
Period 2 10:00-10:55	Period 5 10:00-10:55	SEL Block 11:00-11:55	Period 3 10:00-10:55	Period 6 10:00-10:55
Period 3 11:00-11:55	Period 6 11:00-11:55	Period 1 11:00-11:55	Period 4 11:00-11:55	Period 7 10:00-10:55
Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30
Independent Work Time 12:30-1:00	Independent Work Time 12:30-1:00	Staff Professional Development 12:30-3:00 No Classes	Independent Work Time 12:30-1:00	Independent Work Time 12:30-1:00
Period 1 Support 1:00-1:40	Period 4 Support 1:00-1:40		Period 3 Support 1:00-1:40	Period 5 Support 1:00-1:40
Period 2 Support 1:40-2:20	Period 5 Support 1:40-2:20		Period 4 Support 1:40-2:20	Period 6 Support 1:40-2:20
Period 3 Support 2:20-3:00	Period 6 Support 2:20-3:00		Period 5 Support 2:20-3:00	Period 7 Support 1:40-2:20

Note that during support periods, extra help can be given to any student. Teachers can use this period to review current material, reteach previously-learned skills, or provide extension activities.

Transportation Settlement Agreements

Tuesday evening the Business/Finance Subcommittee voted 1-4 not to pay AA Transportation 75% of 4th quarter invoices from FY20 as part of a settlement agreement dating back to last spring. There was no action taken by the subcommittee to pay Van Pool, the District's out-of-District Special Education Transportation provider, the same percentage for the same period of time. Administration acknowledges the due diligence of the Business/Finance Subcommittee over the past several months regarding this important matter. As the full School Committee reviews this Monday evening, the Administration would like to offer several salient points for consideration prior to the full School Committee's vote. As the Committee knows, the pursuit of a settlement agreement was in direct response to a DESE charge in addition to Federal legislation (CARES Act) last spring for all districts to continue to pay staff and vendors wherever possible. Section 18006 of the CARES Act states that an institution receiving these Federal funds must document that it has continued to pay all of its employees and contractors "to the greatest extent practicable." Again, the Administration supports the motion to provide the modified payment allocation to both AA and Van Pool. By not paying both companies, the District may incur the following:

- A reduction in Circuit Breaker reimbursement for FY21. Claims will need to be re-calculated since they were made on the premise payment would be made for special education transportation as requested by the DESE and the Federal government;
- Medicaid reimbursement will be reduced since transportation costs will not be factored into the next quarterly reporting;
- Federal grant payments may be jeopardized since one of the criteria, as stated in the CARES Act, is for municipalities to make conscionable efforts to pay vendors;
- Towns will likely request a return on payments made for the Transportation Assessment for FY20. In doing so, money that could have been closed out to Excess and Deficiency at the close of FY21 will be returned to the towns;
- Regional transportation will likely be reduced since the value reported on Schedule 7 of the FY20 EOYR will not reflect the payment to AA Transportation;
- Per our legal counsel, there is the possibility that one or both of the companies could bring the District to court on the grounds of a breach of contract;
- Invaluable partnerships, created several years ago with AA Transportation and Van Pool, is likely to be compromised. Recall, when Atlantic Express went bankrupt, the District approached both vendors for immediate assistance and both vendors responded without hesitation to insure students were transported to school without interruption. Both vendors assumed tremendous risk to insure Wachusett was protected.

Attached are documents for your information and review in advance of taking action Monday evening (attachments 8, 9, 10, 11, 20)

Budget Updates

I wish to thank the citizens and officials in the town of Paxton for supporting our FY21 budget appropriation. The Paxton ATM was held on August 30th, outdoors and on the rain date, and Paxton became the fifth Member Town to vote in favor of the school/District budget. I am

always very appreciative to the towns and residents for their support of our schools, but especially so in these challenging and unprecedented times.

Audit Update

District auditors Melanson CPAs have started preliminary work on the FY20 audit, and auditors will be here at the Central Office at the end of the month to continue collecting information for this audit. On the agenda for Monday's meeting is action of the full Committee to extend the contract with Melanson for the FY20 audit, an option included in the April 2018 vote of the full School Committee (attachment 13).

The Audit Advisory Board has reviewed the FY19 audit at a meeting attended by a representative of Melanson CPA. After the Business/Finance Subcommittee Subcommittees reviews the audit, the full Committee will be asked to accept the audit, which will then be shared with the Member Towns.

Update on Negotiations

At the conclusion of Monday's regular School Committee meeting, the Committee will adjourn to executive session to be brought up-to-date on the status of the Memorandum of Agreements negotiated with the WREA regarding the reopening of schools.

Negotiations with the three unions (Paraprofessionals, Wachusett Administrators, and ABA PAs) are ongoing.

Municipal Representative for Negotiations

On August 24th, Peter Bogren of Paxton, was elected to serve as the Municipal Representative for Negotiations, representing the five Member Towns (attachment 14). When the Committee meets in executive session to discuss union contract negotiations and then to ratify such contracts, Mr. Bogren will be invited to the executive session, to sit at the table representing the towns.

OML Complaint

Following discussion and deliberation at our August 24, 2020 meeting, Chair Weeks responded to an Open Meeting Law complaint that was filed on August 12, 2020, a letter that was also shared with the Massachusetts Attorney General's Office (attachment 15).

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

Executive Staff Report

- Director of Business and Finance Daniel Deedy's Report to the Superintendent, dated September 8, 2020 (attachment A)
- Director of Human Resources Jeff Carlson's Report to the Superintendent, dated September 10, 2020 (attachment B)
- Director of SEL Brendan Keenan's Report to the Superintendent, dated September 11, 2020 (attachment C)

Subcommittee Minutes

- Minutes of the August 3, 2020 meeting of the Diversity, Equity, and Anti-Racism Subcommittee (Subcommittee Minutes 1)
- Minutes of the August 18, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 2)

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 #1351

Monday, September 14, 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
 - B. Recommendations Requiring Action by the School Committee

Motion: 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%.

Motion: 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%.

Motion: To extend the contract with Melanson CPAs to continue to serve as the District's auditing firm for the 2020-2021 (FY21) school year and in doing so, exercise the first of two (2) option years of said contract.

- V. Unfinished Business
- VI. Secretary's Report
 - A. Approval of #1350 Regular Meeting Minutes of the Wachusett Regional School District Committee held on August 24, 2020 – enclosed
 - B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on August 24, 2020
 - C. Approval of #324 Special Meeting Minutes of the Wachusett Regional School District Committee held on August 31, 2020 – enclosed

VII. Treasurer's Report/Financial Statements

VIII. Committee Reports

- A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, K. Mills, A. Silva, C. Smith, A. Young)
- B. Education Subcommittee (C. Smith, Chair, L. Long-Bellil, Vice-chair, N. Amos, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, D. Shapiro)
 - 1. Amended Policy 3813 **Policy Relating to Education Audio, Video and/or Stenographic Recordings of Parent Teacher Conference and Team Meetings Audio, Video and/or Stenographic Recording of Meetings** – second reading
- C. Business/Finance Subcommittee (M. Dennis, Chair, K Mills, Vice-chair, M. Gustafson, B. Mitchel, K. Ottmar)
- D. Legal Affairs Subcommittee (S. Brown, Chair, K. Ottmar, Vice-chair, R. Imber, M. Weeks)
- E. Superintendent Goals and Evaluation Subcommittee (K. Mills, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)
- F. Facilities and Security Subcommittee (A. Young, Chair, J. Haynes, Vice-chair, L. Woodland)
 - 1. Draft Policy 6612.3 **Policy Relating to Pupil Services Face Covering** – second reading
- G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil)
- H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)
- I. Ad Hoc Subcommittees
- 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. Executive Session to discuss strategy for contract negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.
- XII. Adjournment

If you cannot attend the September 14, 2020 Wachusett Regional School District Committee meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

I. Public Hearing

Chair Weeks read aloud public comments submitted electronically.

Mary Shepherd, WREA President (attachment 1)

Jim Brigham (attachment 2)

Benjamin Trudell, WRHS incoming senior (attachment 3)

Kim Bembenek, Jefferson resident (attachment 4)

Celia Barton (attachment 5)

Anonymous (attachment 6)

Chair Weeks explained to members of the public there will be a second opportunity to voice questions and comments.

II. Chair's Opening Remarks

Chair Weeks addressed the Committee.

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

Student Representative Mangus spoke about the upcoming freshman orientation. Student Representative Gomi is interested in what Superintendent McCall will be saying about sports, and will likely have questions after.

IV. Superintendent's Report

A. Discussion of Report

Chair Weeks turned the meeting over to Superintendent McCall. Superintendent McCall gave a general overview of information shared by the state and DESE. Superintendent McCall acknowledged emails sent by WREA members. He also spoke about his virtual meeting with representatives from the Member Towns' Boards of Health. Superintendent McCall reported a survey will be going out seeking parent feedback about transportation and transitioning from remote to hybrid. Superintendent McCall spoke about recent grant applications that have been submitted. Superintendent McCall gave members an update on planned professional development which will be provided and available in advance of students beginning the school year.

Superintendent McCall reported on a MIAA meeting, held this date, and how high school athletics might look for the 2020-2021 school year. Superintendent McCall outlined the proposed athletic schedule for the coming year, including what "pod" Wachusett would fall into and which schools athletic competitions

would be against. Superintendent McCall explained middle school athletics would not be offered in the 2020-2021 school year. At the conclusion of Superintendent McCall's report about high school athletics, Chair Weeks opened the floor to questions.

Student Representative Gomi asked for clarification about which schools would be in the "pod" that Wachusett would play against.

Member Haynes asked if Jennifer Lynch, Curriculum Specialist Athletics, could be invited to the next School Committee meeting, because there are specific questions about opening up athletics for the coming school year.

Member Imber questioned the proposed athletics schedule for the coming year, asking if July 3rd is the proposed conclusion to the spring season. Member Imber also had questions about masks and who would be required to wear masks and how much masks would need to be worn.

Member Haber commented about requirements for wearing masks, which is specifically outlined in a document that can be found on the MIAA website.

Member Kirshenbaum spoke about the chronic underfunding of districts by the state. Member Kirshenbaum is awaiting an updated schedule of education/classes during the remote model. Member Kirshenbaum is in support of opening sports, with safety measures being adhered to. Superintendent McCall spoke about the proposed remote model schedule, and also spoke about the lack of funds experienced for many years, prohibiting implementation of many programs and online opportunities. Superintendent McCall explained that Wednesday afternoons will be used as time for professional development, especially with regard to remote teaching/learning.

Member Lavoie's opinion is that there is ample information to allow sports to be offered. Member Lavoie spoke about parents who replied to a survey, opting for the hybrid model. Member Lavoie asked that the Committee take a look at who Committee members are supporting, the residents of the five Member Towns.

Member Long-Bellil expressed her concern about the slow pace transitioning to hybrid and if this pace could be accelerated.

Motion: To require the Superintendent to submit a plan on the 14th of September to accelerate the timeline to the transition to hybrid learning

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

Vice-chair Dennis called a point of order, explaining that it is practice that motions to be acted upon by the School Committee be included on the meeting agenda in advance of the meeting. Discussion ensued regarding the August 10, 2020 vote of the School Committee in support of the 2020-2021 School Reopening Plan. Discussion ensued about parliamentary procedure and that a

motion to reconsider is an option at the same meeting a motion is made and voted upon. Chair Weeks re-read the motion on the floor. Point of order was made that once a motion is made, the motion belongs to “the body” and not to the maker of the motion. Discussion continued, with the suggestion made that the Superintendent provide an update on the reopening plan and a timeline for transitioning from remote to hybrid at the next meeting of the School Committee. Member Imber explained the motion is requesting a plan and information, by a certain deadline. Many members shared comments and participated in the discussion. Member Long-Bellil explained she is requesting a plan and a timeline with specificity. She further explained she does not assume that the Committee would approve a plan, she just wants to see something with more specificity that can be evaluated. Superintendent McCall said the timeframe, in the motion, can be dealt with and met.

8:15 PM Member Young joined the meeting.

Roll call vote:

In favor:

Michael Dennis
Nicole Amos
Sherrie Haber
Jeffrey Haynes
Robert Imber
Matthew Lavoie
Linda Long-Bellil

Opposed:

Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Laura Kirshenbaum
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland

Abstained:

Megan Weeks
Adam Young

The motion failed 7-13-2

Member Mills requested information, to be provided at a later time, about learning time expected of students and school day schedules; what is planned for the ten days of professional development; ChromeBook distribution and the apps to be used; plans for special education and how students with the highest needs will be prioritized. He went on to request additional information/that the Committee be kept apprised about the status of HVAC inspections; signage, carpeting, etc. needed in the school; the cleaning process to be used and the availability of disinfectants. He also voiced his opinion that a Committee vote on high school athletics cannot wait until the September 14th meeting of the School Committee. Lastly, he asked about the survey that will go to parents about hybrid and if families would need bus transportation, and he asked if parent responses to the survey would be binding, which does not seem reasonable

Member Mitchel voice his opinion that there is not enough information for parents to make an informed decisions about hybrid.

Member Ottmar had questions about HVAC systems in the schools, the status of PPE on hand and what has been order, the status of sanitizer and dispensing stations, the status of District's policies/procedures for testing and communicating to parents about positive results.

Member Shapiro had hoped more detailed information would have been provided in the Superintendent's Report. She also mentioned that a vote on athletics on September 14th would be too late.

Member Silva commented she did not feel enough information had been provided to vote on athletics. She also had questions about the amount of screen time during remote and hybrid.

Member Williamson spoke about the many emails from WREA members and would like to see what is being done to address these specific concerns.

Member Woodland asked about facilities that might be used during fall sports and what cleaning will be required/done. She requested an update/additional information about the remote model for elementary students, because these students need more support from parents/caregivers.

Member Amos would appreciate seeing more information about other activities, other than sports.

Member Ayala worries about students and spectators congregating at and after sporting events.

Member Bennett voiced that the arts and other activities are important, as well as sports.

Member Brown stressed that strict guidelines will need to be put in place at sporting events.

Vice-chair Dennis commented that in the absence of information, people create their own narratives. There have been a number of requests made for administration to outline curricular impacts when remote as well as when in a hybrid model. If curricular impact will be none, which he feels is unlikely, he asked that the School Committee be told. When asked, Superintendent McCall reported that there has been no outreach from DESE about the reopening plan that has been submitted.

Member Gustafson listed information she would like to see about staffing, staff reductions, in addition to Food Service staff, building status, special education and compensatory services, HVAC evaluation, technology support plans for teachers and families, the budget. She had several additional questions about special education services and plans for these students.

Member Haber has issues with the lack of communication.

Student Representative Gomi asked why middle school sports will not be offered, to which Superintendent McCall responded athletics at the middle school level was not a part of that decision making. Student Representative Gomi asked when students would be receiving their schedules, and Deputy Superintendent Berlo responded schedules would be available soon.

Student Representative Mangus asked when the last day of school would be for seniors, which is never listed on the school calendar.

Vice-chair Dennis requested of the administration data about those students who have elected to school choice out, will be out-of-District, and will be homeschooled for the 2020-2021 school year and how this data compares to the last two years.

B. Recommendations Requiring Action by the School Committee

1. Motion: To approve the amended 2020-2021 School Calendar.

(S. Brown)

(J. Haynes)

Chair Weeks projected the draft amended school calendar, and Superintendent McCall spoke to the amended calendar (attachment 7). Chair Weeks opened the floor to questions about the calendar. Member Mills commented that the Wednesday schedule and explanation are confusing. He also noted that it is important to recognize this calendar might need to be fluid, considering how the year may play out. Member Bennett noticed that Wachusett is still celebrating Columbus Day, and asked if this could it be changed. Superintendent McCall said this could be considered. Member Gustafson asked if School Committee would need to vote on the renaming of Columbus Day and if that would hold up the vote on this calendar. Superintendent McCall explained that Columbus Day is the official title. Chair Weeks will reach out to Senator Gobi and Representative Ferguson about the title Columbus Day.

Motion: To include teacher start and end dates, and replace Columbus Day with “State Holiday” on the amended 2020-2021 school calendar.

(R. Imber)

(K. Bennett)

Discussion about the proposed edits to the draft amended school calendar ensued.

Roll call vote:

In favor:

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

Opposed:

None

The motion passed unanimously.

Motion: To approve the amended 2020-2021 School Calendar, as edited by vote of the School Committee on August 24, 2020.

(S. Brown)

(J. Haynes)

Discussion about the 2020-2021 school calendar continued.

Roll call vote:

In favor:

Megan Weeks

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

Opposed:
None

The motion passed unanimously.

Motion: To support the Wachusett Regional School District's athletic programs being offered and conducted during the 2020-2021 school year, following the schedule and guidelines outlined by MIAA and DESE.

(M. Dennis)

(K. Mills)

Student Representative Gomi again asked about sports for middle school students, to which Superintendent McCall reported there will be no middle school sports offered at this time. Member Gustafson had questions about meeting safety guidelines. Member Mills would vote on the motion at this meeting, but would want to have more details provided. Member Woodland reiterated question from earlier asking if students, coaches, spectators would be in facilities/schools, which Superintendent McCall explained that Jennifer Lynch is working on this because athletes will need to be in the buildings to change, and that social distancing/safety will need to be observed. Member Woodland noted that this conversation is about fall only, but the motion addresses the full school year. Chair Weeks explained that DESE requires the vote be for the year and the vote cannot be broken down into seasons. Discussion continued, with many members participating. At Member Silva's inquiry, Chair Weeks again explained the vote is on sports/athletics for the full school year, which cannot be edited.

Roll call vote:

In favor:

Michael Dennis
Nicole Amos
Melissa Ayala
Scott Brown
Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

Asima Silva
Christina Smith

Abstained:

Megan Weeks
Krista Bennett
Maleah Gustafson

The motion passed 17-2-3

V. Unfinished Business

There was no unfinished business brought before the School Committee.

VI. Secretary's Report

- A. Approval of #1349 Regular Meeting Minutes of the Wachusett Regional School District Committee held on August 10, 2020

(K. Mills)
(A. Young)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala

Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Asima Silva
Christina Smith
Deidre Shapiro
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Robert Imber

The minutes were approved 21-0-1.

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, K. Mills, C. Smith, A. Young)

Chair Weeks reported this subcommittee will meet on September 21, 2020.

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

Subcommittee Chair Smith reported this subcommittee has not met since the last School Committee meeting.

Motion: To approve the first reading of Amended Policy 3813 *Policy Relating to Education Audio, Video and/or Stenographic Recordings of Parent Teacher*

Conference and Team Meetings Audio, Video and/or Stenographic Recording of Meetings, waiving the reading.

(C. Smith)
(M. Lavoie)

Subcommittee Chair Smith spoke to the motion and the amendment to the policy.

Roll call vote:

In favor:

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

Opposed:

None

The motion was unanimously approved.

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

Subcommittee Chair Dennis reported this subcommittee has not met since the last School Committee meeting.

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

Subcommittee Chair Brown reported this subcommittee met on August 17, 2020 and the full Committee will be updated on negotiations with the bargaining units during executive session, at the conclusion of the regular School Committee meeting.

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

Subcommittee Chair Mills reported this subcommittee has not yet met.

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

Subcommittee Chair Young reported on the subcommittee meeting on August 18, 2020.

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

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

Roll call vote:

In favor:

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

Opposed:

Matthew Lavoie

The motion was approved 21-1.

Motion: To approve the first reading of Draft Policy 6612.3 **Policy Relating to Pupil Services Face Covering**, waiving the reading.

(A. Young)

(J. Haynes)

Subcommittee Chair Young spoke to the draft policy, explaining the draft policy has been reviewed by District Counsel. He reported the subcommittee voted unanimously to support this draft policy. Member Kirshenbaum noted a typographical error on the third bullet on the first bulleted list on page 1. She had questions about MIAA guidelines and DESE exemptions, to which Subcommittee Chair Young spoke. Member Gustafson had questions about what is considered an approved face covering i.e. masks/gators/other. Member Smith asked if the District would be providing face coverings, which Subcommittee Chair Young confirmed.

Roll call vote:

In favor:

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

Opposed:

None

The motion was unanimously approved.

- G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil)

Subcommittee Chair Silva reported this subcommittee has not met since the last School Committee meeting

H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)

AAB Chair Mitchel reported the AAB has not met since the last School Committee meeting and is waiting for feedback from administration before scheduling the next meeting

Chair Weeks reached out to Sterling for a member to sit on the Audit Advisory Board.

I. Ad Hoc Subcommittees

J. 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 (SEPAAC) (M. Gustafson)

No School Council reports were made.

IX. Public Hearing

Anonymous (attachment 9)

Michelle Lagana (attachment 10)

Shannon Simpson (attachment 11)

Jennifer Lefferts (attachment 12)

Kim Bembenek (attachment 13)

Catherine and Brian Kiernan, 11 Woodridge Drive, Sterling (attachment 14)

Aileen Thurber, WRSD SLP (attachment 15)

X. Open Meeting Law Complaint

Chair Weeks called members' attention to an Open Meeting Law Complaint that was filed by Member Lavoie on August 12, 2020. Chair Weeks walked through this process, especially for the new members. Chair Weeks projected the complaint and read aloud, for the record, the complaint filed by Member Lavoie (attachment 8). Chair Weeks explained that Attorney Stonberg had provided an opinion and direction to address this complaint. Member Lavoie addressed the Committee. Member Bennett addressed the Committee. Member Dennis addressed the Committee.

Motion: To accept the opinion of District Counsel Stonberg and that a letter of response be written to Matthew Lavoie, and a copy sent to the Office of the Attorney General.

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

(J. Haynes)
(L. Long-Bellil)

Roll call vote:

In favor:

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

Opposed:

Laura Kirshenbaum
Matthew Lavoie

The motion was approved 20-2.

Discussion on the motion on the floor continued. Member Lavoie removed himself from the conversation.

Roll call vote:

In favor:

Michael Dennis
Nicole Amos
Melissa Ayala
Scott Brown
Maleah Gustafson
Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Megan Weeks
Krista Bennett

The motion was approved 19-0-2.

XI. New Business

Member Mills asked about administration's plan to address requests for additional information.

Chair Weeks announced she would be in favor of calling a Special Meeting for August 31, 2020.

Vice-chair Dennis asked how Superintendent McCall can and/or will address questions asked in public comment.

Member Gustafson asked if the Superintendent will be able to provide the requested information for a special meeting on August 31, 2020.

XII. Executive Session to discuss strategy for contract negotiations with three bargaining units (SEIU Local 888 – ABA Program Assistants; Teamsters Union Local 170 (paraprofessionals); Wachusett Administrators' Association), and to report on progress of

negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

Motion: To enter executive session to discuss strategy for contract negotiations with three bargaining units (SEIU Local 888 – ABA Program Assistants; Teamsters Union Local 170 (paraprofessionals); Wachusett Administrators' Association), and to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

(K. Mills)

(S. Brown)

10:40 PM chair Weeks left the meeting.

10:40 PM Member Mitchel left the meeting.

Roll call vote:

In favor:

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

Opposed:

None

The motion passed unanimously.

XIII. Adjournment

The meeting adjourned to executive session at 10:42 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – email from Mary Shepherd
- Attachment 2 – email from Jim Brigham
- Attachment 3 – email from Benjamin Trudell
- Attachment 4 – email from Kim Bembenek
- Attachment 5 – email from Celia Barton
- Attachment 6 – email from Anonymous
- Attachment 7 – Draft Amended 2020-2021 School Calendar
- Attachment 8 – OML Complaint
- Attachment 9 – email form Anonymous
- Attachment 10 – email from Michelle Lagana
- Attachment 11 – email from Shannon Simpson
- Attachment 12 – email from Jennifer Lefferts
- Attachment 13 – email from Kim Bembenek
- Attachment 14 – email from Catherine and Brian Kiernan
- Attachment 15 – email from Aileen Thurber



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public Comment

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: **President WREA** <presidentwrea@gmail.com>

Date: Mon, Aug 24, 2020 at 6:54 PM

Subject: Public Comment

To: <questions@wrsd.net>

Good Evening, my name is Mary Shepherd, president of the Wachusett Regional Education Association, 1320 Wachusett Street, Jefferson. As a teacher we are on the frontlines daily with our students, exploring, thinking, responding, questioning, and creating. It is a very special place where we experience everything the universe has to offer; from challenges to successes, from sadness to joy, and from privilege to kindness. Many times in my classroom, I must stop this process. I must stop the process for the only thing that is more important than making art during art class. I must stop everything for the safety of everyone in the art room. There are risks in kids spinning rulers or mishandling scissors. Even unsafe voice volume stops my teaching and makes me take pause for something greater than the lesson itself. Ensuring we are all safe.

If you haven't heard, there is a MTA Campaign #OnlyWhenItsSafe. As teachers, we are thinking of the safety and well being of our students and ourselves as we move to return to our school buildings. I am an art teacher and not a biology

teacher. I do not have personal knowledge of exactly how to maintain a complex system. But, what I do know is how I feel when I enter the school building every year, whether it was in Elm Park Community School, Lake Street School, or Naquag Elementary School. Every year there is an adjustment period to the stale air and interacting with hundreds of students, it weakens my immune system for weeks and can return on occasion. Personally, I am blessed at Naquag where my windows can be opened. I have purchased fans and humidifiers for my room to improve air quality, but this is not the case for other rooms in Naquag and I am sure for many other classrooms in the district. Many windows do not open and the rooms can be in excess of 80 degrees on a warm fall or spring day. One of my classroom sinks is labeled "For Hand-washing Only," because the water is tested as unsafe to drink. Lastly, I have hornets in my classroom. My room is infested. Some days I am chasing after hornets more than I am teaching, and I know there are similar situations at Central Tree Middle School. I wonder if there is a huge nest or several nests between the buildings, that would be a great science project. We had a teachable moment and discovered hornets are a delicacy in Japan.

These are safety concerns I have personally dealt with for ten years. This year is different. The Coronavirus, a deadly airborne virus that has been proven to linger without proper ventilation, threatens the safety of our children and my fellow staff-members. This is not like teaching a student how to properly use a pair of scissors or wandering my classroom chasing a hornet. The quality of air in every classroom, hallway, and bathroom is of utmost importance to restrict the spread of the virus. This is why we must be cognizant as a community to improve the quality of the air we breathe everyday. If we do the work now to improve our systems, we will not only decrease the risk of Covid-19, but it will improve the health of all us as things return to normal. We may even see less sickness during the height of the flu season. With half a class out sick during last year's flu season, last year's flu season was the worst I have seen in my teaching career, I am concerned.

We take roughly twenty thousand breaths a day, we all deserve to breathe easy.

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Fall Athletics

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: **Jim Brigham** <jbrig03@gmail.com>

Date: Mon, Aug 24, 2020 at 6:50 PM

Subject: Fall Athletics

To: <questions@wrsd.net>

Dear School Committee Members,

I understand that the WRSD School Committee will be voting on whether or not WRHS will participate in fall sports while under remote learning status. I believe fall athletics should be offered to our students in conjunction with MIAA safety standards and guidelines. Local town and club athletic organizations have successfully held clinics, practices and games this summer while using safety standards similar to those adopted by the MIAA. These events have occurred without significant COVID 19 outbreaks and have provided a greatly needed outlet for many kids. Given the success at the town and club level and the framework provided by the MIAA, I believe we can safely offer athletics to our students this fall and provide them with a much needed move towards normalcy. I believe this is important to their mental and emotional health. Thank you for your time and consideration of this matter.

Best regards,

Jim

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: 2020 Schedule

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: **Benjamin Trudell** <BenjaminTrudell21@wrsdk12.net>

Date: Mon, Aug 24, 2020 at 6:25 PM

Subject: 2020 Schedule

To: <questions@wrsd.net>

From: Benjamin Trudell (Wachusett Senior).

Dear Ms. Weeks, Chair of WRSD School Committee

I wholeheartedly suggest that the 2020 timeframe be altered to allow seniors and freshmen to return to the building in the second semester instead of the first. The reopening proposal suggests that students will vacate online school by November, when most likely quarantine will be ramping up rapidly by then. With that being said, a quarantine in November equates to a full year of online school for seniors and freshmen who deserve to be in the school most. Freshmen need some sort of early in school connection or else their future high school career will become very uncertain. And while remote learning is inevitable at some time, if every staff member and student could get at least 1 month in the school it would benefit the district and the wellbeing of everyone. As someone who has done 30 days of Zoom meetings for the R.M.V, I know how soulless online learning can be and it should not be given for an entire year.

With great thanks to the board for their hard work during these unsure times, I once more ask that Seniors and freshmen may have the building during the second semester. This action would benefit the students who need the building most and aid the district as a whole.

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Comments for 8/24 meeting

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: **Kim Bembenek** <kimbembenek@gmail.com>

Date: Mon, Aug 24, 2020 at 6:16 PM

Subject: Comments for 8/24 meeting

To: <questions@wrsd.net>

I have already asked you to open the schools in September for our children so they can get back to living their life and learning. Tonight I'm writing on behalf of my 3 kids and all those who play sports or take part in any other extracurricular activities.

We all know academics is the most important part of school. What drives many of our students to do the best they can academically is having the opportunity to participate in extracurricular activities.

School is not a choice, extracurricular activities are. The committee will be taking away student choice if you do not allow the WRSD students to participate in sports this fall season and school year. If parents and students are uncomfortable with their child participating, they can opt out, let it be a family choice.

There have been many safety measures put in place, and the positive benefits of sports and other extra curricular activities outweigh the risks.

Please approve sports for our high school students tonight.

Kim Bembenek
Jefferson, MA

Sent from my iPhone

The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Fall sports/extra curricular activities

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: **celia barton** <bartonc12268@gmail.com>

Date: Mon, Aug 24, 2020 at 6:15 PM

Subject: Fall sports/extra curricular activities

To: <questions@wrsd.net>

I would like to know how the School Committee and WRSD are allowing practices for contact and non-contact sports to take place during the shut down, especially if the program has been canceled or postponed. Why are coaches allowed to call fall practices when school is forced to function remotely?

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Remote Start to the 2020-2021 Concerns

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:11 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: [REDACTED]
Date: Mon, Aug 24, 2020 at 3:19 PM
Subject: Remote Start to the 2020-2021 Concerns
To: questions@wrsd.net <questions@wrsd.net>

Dear Dr. McCall and School Committee Members,

I am a graduate of WRHS and am writing to thank you for voting to have a fully remote return to school this fall. Please do not change this.

My sister is a student in the district and my mother is a district educator with underlying health issues, so this decision is of great concern to me. Having watched many meetings on this topic of return to learning, I agree that a remote start is the only way to keep students, staff, and the community as a whole safe during this everchanging COVID-19 time.

Though Governor Baker and DESE are pushing for in-person starts in places where the incidence of the virus is "low," we have seen over and over again how rapidly the virus spreads when we put so many people together for extended periods. All it takes is one case, and the domino effect begins.

=====

On a separate note, regarding a time when all can return to school, I want to ask Dr. McCall why he changed his mind from his former stance of having staff and students 6 feet apart as the CDC advises for safety? Lives depend on this decision. The new Wachusett plan states 3 - 6 feet apart. Students and staff MUST be 6 feet apart for mask breaks, snack time, and lunch (the reasoning behind Dr. McCall's comments a few meetings back when he recommended 6 feet at all times). With the 6-foot rule applied to everyday life (grocery stores, restaurants, etc.), I wonder why can't we side with the CDC and why students and staff are an exception to this widely accepted, and state-enforced rule? Boston public schools have planned for 6 feet apart at all times. We all know that young children may remove masks on their own for any number of

reasons. They need to be at least 6 feet apart for when this removal happens. Since safety is our first priority, I'd like to request that we please revisit the 3 - 6-foot plan prior to a return to buildings.

Again, thank you to Dr. McCall and School Committee members for your time and dedication in making these monumental decisions and for having our district begin remotely for the sake of staff, student, and community health.

Sincerely,

A concerned sister, daughter, and alumna

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Wachusett Regional School District

School Calendar 2020-2021

First and Last Days of School

First Day of School	Sep 16
First Day of Kindergarten	Sep 16
Last Day of Kindergarten*	June 11
170th Day of school (Gr 1-12)**	June 17
175th Day of School (Gr 1-12)**	June 24

*Pending snow days

** The district is required to provide a school calendar with 175 days of school scheduled. The last day of school will be a half-day whenever it occurs.

Holidays and Vacations

Labor Day	Sep 7
Columbus Day	Oct 12
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 25 - 27
Winter Recess	Dec 24 - Jan 1
Martin Luther King, Jr. Day	Jan 18
February Recess	Feb 15 - 19
April Recess	Apr 19 - 23
Memorial Day	May 31

Staff Development Days / Meetings

Full Day	TBD
Full Day	Nov 3
Full Day	May 10
Half-Day	Every Wednesday*
Half-Day	Last Day of School

*See Wednesday Exceptions

Wednesday Exceptions

Due to scheduled holidays or Staff Development days in the same week, full school days will be held on:

Oct 14, Nov 4, Jan 20, May 12, June 2

DRAFT - Amended 8/18/2020

JULY					AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7		1	2	3	4				1	2
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21	14	15		17	18	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
27	28	29	30	31	31					28	29	30			26	27	28	29	30
NOVEMBER					DECEMBER					JANUARY					FEBRUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1	1	2	3	4	5
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
30					28	29	30	31		25	26	27	28	29					
MARCH					APRIL					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
29	30	31			26	27	28	29	30	31					28	29	30		



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Matthew Last Name: Lavoie

Address: 28 Grizzly Drive

City: Rutland State: MA Zip Code: 01543

Phone Number: 857.891.6164 Ext. _____

Email: matthew_lavoie@wrsd.net

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☐ City/Town ☐ County ☒ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Wachusett Regional School District School Committee

Specific person(s), if any, you allege committed the violation: Krista Bennett

Date of alleged violation: August 11, 2020

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

The Wachusett Regional School District School Committee (WRSDSC) met in Open Session on August 10, 2020. During deliberation, the Superintendent of WRSD was asked about feedback on a plan submitted to DESE.

The Superintendent indicated his conversation with DESE would not take place until the following day, and after that conversation, the Superintendent would email the full School Committee details of that conversation. The Superintendent sent an email to the School Committee on August 11, 2020.

DESE and Commissioner Jeff Riley indicated feedback was essential for School Committees to receive to eventually vote. Per the Worcester Telegram and Gazette: 'Speaking during a Greater Boston Chamber of Commerce panel on school reopenings, Riley said his department will return feedback to districts on their plans this week so school committees can vote on reopening plans.'

The information in the email from the Superintendent can be deliberated in a future scheduled open meeting of the WRSDSC.

The MGL Open Meeting Law Guide states: 'Note that the expression of an opinion on matters within the body's jurisdiction to a quorum of a public body is a deliberation, even if no other public body member responds. If a member of a public body sends an email to a quorum of a public body expressing their opinion on a matter that could come before that body, this communication violated the law, even if none of the recipients respond.'

Rather than wait for that meeting to share a deliberating opinion, a member of the deliberating body, Member Krista Bennett, replied to all members of the school committee with a deliberating opinion on the initial email. The email stated: 'This is great'.

While some members may have differing deliberating opinions, the action of replying all has violated Open Meeting Law by preventing the public body and deliberating body from hearing this during a scheduled legal open meeting.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

The Chair of WRSDSC has warned the deliberating body multiple times (both in writing and verbally in open meetings, including a warning on August 10, 2010 about violating the open meeting law. Member Bennett may benefit from undergoing in depth OML training and MASC training for newly elected School Committee members

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: Matthew Lavoie

Date: August 12, 2020

For Use By: Public Body	For Use By: AGO
Date Received by Public Body:	Date Received by AGO:



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: In person music

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: -
Date: Mon, Aug 24, 2020 at 7:33 PM
Subject: In person music
To: questions@wrsd.net <questions@wrsd.net>

Anonymous

If we can vote on sports

What about in-person band?

Just as kids need their sports

A lot of kids need their musical connection

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Survey

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: **S&M Lagana** <teamlagana@gmail.com>
Date: Mon, Aug 24, 2020 at 7:35 PM
Subject: Survey
To: <questions@wrsd.net>

Can you please ask the question in the survey in a way as to not promote bias.

How do you want you child to be educated in the fall?
In person, hybrid, remote learning.

Please list the hours children will have time on learning that is accurate.
In person 4-5 hours a day for 5 days
Hybrid 4-5 hours a day for 2 days and 3 hours a day for 3 days
Remote 3 hours a day only

Thank you,
Michelle

Sent from my iPhone

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Question

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: **S&M Lagana** <teamlagana@gmail.com>

Date: Mon, Aug 24, 2020 at 7:33 PM

Subject: Question

To: <questions@wrsd.net>

With the positive numbers being almost 0 in our district and the Governor putting us in the "White" category. What is the district waiting for? A vaccine? That could take years. Do the kids not attend in person learning for 2-3 years? What is the districts end goal? Is this all political?

Sent from my iPhone

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Comment

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: **Shannon Simpson** <shannonlorelisimpson@gmail.com>

Date: Mon, Aug 24, 2020 at 8:03 PM

Subject: Comment

To: <questions@wrsd.net>

Good evening,

I cannot tell you how furious I am about this seemingly self-serving school committee. How dare you sit there in your ZOOM MEETING and tell teachers and staff to accelerate hybrid? Your overreach is astounding. You go meet in person. Sit in a small room with sneezing and coughing kids and then decide if it's safe. Why are you causing all of this grief? It's all set! The families on the common, stomping their feet trying to get their way shouldn't change a five town community decision!! Leave it alone and stop thinking parents ever had a choice. The directive was that parents could choose remote if we went hybrid, not that they could pick and choose what they wanted. It's important that you can understand written documents. Leave it remote. Leave it alone and stop trying to get your way from the safety of your own home.

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Sports

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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 Lefferts** <jflefferts@yahoo.com>

Date: Mon, Aug 24, 2020 at 9:24 PM

Subject: Sports

To: <questions@wrsd.net>

Hello,

Does the sports plan call for freshmen and JV teams as well as varsity?

Thank you,
Jennifer Lefferts

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Question

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: **Kim Bembenek** <kimbembenek@gmail.com>

Date: Mon, Aug 24, 2020 at 9:33 PM

Subject: Question

To: <questions@wrsd.net>

Please consider allowing at least 2 parents(some children have more) attend games, especially the sports being held outdoors. Parents of seniors, like myself, would really love to see our seniors play their last year of sports. Thank you!

Sent from my iPhone

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Questions

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:10 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: **Catherine Kiernan** <conchteacher1@gmail.com>

Date: Mon, Aug 24, 2020 at 9:47 PM

Subject: Questions

To: <questions@wrsd.net>

Hello,

I have two questions. My daughter was taking strings at Chocksett Middle School. She enjoyed this very much, and was doing well. I understand that strings and band have been cut. Is there a reason for this? Does the district continue to operate on a 1/12th budget? It's my understanding that chapter 70 funding has come through and is more than last year. If so, why have these programs been cut and why haven't the teachers in tier 2 cuts been called back?

Thank you,

Catherine and Brian Kiernan
11 Ridgewood Drive Sterling

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Question/comment for school committee mtg - 8/24

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Aug 25, 2020 at 8:09 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: **Aileen Thurber** <aileenw@gmail.com>

Date: Mon, Aug 24, 2020 at 9:51 PM

Subject: Fwd: Question/comment for school committee mtg - 8/24

To: <questions@wrsd.net>

Good evening, my name is Aileen Thurber, and I'm a speech-language pathologist in the district. I will be entering my 14th year working at the Early Childhood Center in Jefferson.

Year after year, the ECC continuously gets omitted from any public discussions that the staff who work there and the families of children who attend there would find pertinent. For example, just this year, when the district presented their re-opening plan a few weeks ago, the ECC was not once mentioned, nor was one sentence on a slide dedicated to us. Even tonight, when administration was discussing working on developing the PD for the first 10 days, the high school, middle schools, and elementary schools were briefly named. The ECC again was not mentioned. On the school calendar presented tonight, it lists the first and last days for kindergarten and grades 1-12. But nothing for preschool.

The ECC has 16 WREA members, roughly 35 paraprofessionals and staff members and, by the end of a typical year, 170 children that participate in our program. Not only does omitting us from public discussions make us feel unimportant, but disrespected, especially if you hope and expect us to be the first staff to re-enter your schools and work in-person with children.

Please, I respectfully request you to think about all children and staff who attend and/or work in the district. Thank you.

Aileen Thurber
22 Glen Gery Road
Shrewsbury

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WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Special Meeting #324

Monday, August 31, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

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

Committee Members Absent:

Benjamin Mitchel	Kelly Williamson
Asima Silva	

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
Barry Sclar, Supervisor of Information Technology
Christine Smith, Administrator of Special Education
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi	Kathryn Mangus
--------------	----------------

I. Call to Order

Chair Weeks called the meeting to order at 7:00 PM. She announced the meeting was being broadcast live on HCTV Channel 194 and was also available for viewing on YouTube. Chair Weeks gave an overview of how the special meeting would proceed, assuring members they would have the opportunity to address the Committee, ask questions, and share comments and concerns at the conclusion of Superintendent McCall's presentation.

She also announced there would be one Public Hearing after the presentation, and asked that members of the public who submit questions and/or comments to include their address in their emails to questions@wrsd.net.

Chair Weeks asked members to observe a moment of silence in honor of former WRHS Principal Hal Lane.

II. Presentation on 2020-2021 School Year

Chair Weeks turned the meeting over to Superintendent McCall. Superintendent McCall projected the presentation *COVID 2019 Pandemic: The Reopening of Schools for the 2020-2021 School Year* (attachment 1). Superintendent McCall, Deputy Superintendent Berlo, Supervisor of Information Technology Sclar, Administrator of Special Education Smith, Supervisor of School Nutrition Barton, Director of Business and Finance Deedy, Director of Human Resources Carlson spoke to the information in the presentation, speaking to and expanding on information on each slide.

At the conclusion of the presentation, Chair Weeks opened the floor to discussion, beginning with Member Shapiro.

At Member Shapiro's inquiry, it was confirmed that the current plan is that all students will transition to hybrid on November 18th. Member Shapiro also asked about classrooms at the high school that do not have windows.

Member Smith asked if the DESE health and safety guidelines can be put in an easier to read format for staff, students, and parents.

Member Woodland asked about air quality and how it is determined what is safe and adequate. She also asked about PPE (i.e. wipes) which are on school classroom supply lists. Superintendent McCall assured all that there will be sufficient PPE available in the schools.

Member Young asked if when the final HVAC evaluation is done will it be available, which Superintendent McCall confirmed it will be.

Member Amos asked about afternoon schedules and when will parents be able to see what is scheduled for the afternoons in more detail. Deputy Superintendent Berlo reported that information will be available for the high school on September 3rd and for the other grades on September 9th.

Member Ayala asked about carpeting and what will be removed and what will be cleaned using a carpet extractor. She then asked about requests made by the WREA, and what will happen on November 18th if those requests are not met. Superintendent McCall explained the District is currently in negotiations with the WREA.

Member Bennett passed.

Member Brown asked about the schedule for special education students in Phase 1 and Phase 2, which Administrator Smith spoke to.

Vice-chair Dennis asked about “no sooner than” language and if that is still how the District is planning. Superintendent McCall spoke about the plans to transition to hybrid as well as Phase 1 and Phase 2, and he also spoke about metrics that will be looked at when planning to transition to hybrid and to implementing Phase 1 and Phase 2. Vice-chair Dennis also spoke about no curricular impacts, as noted in the presentation, and he requested an explanation. Deputy Superintendent Berlo explained priority standards, and holding students accountable to master certain priority standards.

Vice-chair Dennis asked how the District will address students who do not have devices in hand to access remote teaching. At Superintendent McCall’s request, Supervisor Sclar spoke about the ChromeBook loan program and that students in need will be provided with a ChromeBook to use.

Vice-chair Dennis also asked about the homeschooling, school choice (out), and out-of-District numbers, which Director of SEL Keenan explained the date should have read 8/28/2020, and not 7/28/2020, which is on the slide. Vice-chair Dennis asked that these numbers be updated on a regular basis and the Committee be kept apprised of these updated numbers.

Member Gustafson also spoke about the numbers provided about homeschool, out-of-District, etc. She also asked for an explanation why the highest needs special education students cannot begin in-person sooner than October 5th, if there are schools/spaces that are ready/will be ready for students and staff. She also had a question about tracking attendance if students access asynchronous lessons “off hours.” Other questions she has gotten from the public have to do with teachers being in classrooms during the professional development days and if textbooks will be used this year.

Member Haber expressed her appreciation that transitioning to the hybrid model being moved to November 18th. She asked if teachers will be in their classrooms, which Superintendent explained is their option. She asked about Food Service staff and why costs associated with these employees are included in the grant. Superintendent McCall explained that Food Service costs are not in the general budget. At Member Haber’s inquiry, Administrator Smith spoke about how Circuit Breaker funds may be used.

Member Haynes appreciated the information and follow-up about HVAC, and he asked about windows in classrooms.

Member Imber commended the I.T. Department and asked if this department’s staff might be increased during these times. He also asked about the cost of the HVAC independent evaluation.

Member Kirshenbaum expressed her thanks for the presentation, and she followed up on Member Imber’s comments about technology. She asked if laptops for teachers might be more applicable v ChromeBooks for teachers. Member Kirshenbaum had questions about class size, staff that was reduced and has not been recalled, and students who will not be returning to a Wachusett school for the coming school year. Member Kirshenbaum

specifically spoke about Grade 5 at Dawson and the large class size due to fifth grade teachers being reduced by one for the coming school year.

Member Lavoie asked what is the current FTE per student for the Foundation budget, which Director Deedy will provide. Member Lavoie spoke about the 249 students who have already unenrolled from the District for the 2020-2021 school year, and how this will impact the FY22 budget and Chapter 70 funding from the state. Member Lavoie also spoke about technology and support for parents and students. Member Lavoie commended the two Student Representatives for the information they have shared with students and the public.

Member Long-Bellil thanked the administration for the presentation and the plans to transition to hybrid sooner than January. She asked the Superintendent's rationale for not offering hybrid for at least some grade levels to be implemented sooner than November 18th. She also asked about what grade levels for student who are homeschool, out-of-District, school choice, private, etc.

Member Mills asked about the number of incoming kindergarten students. He also asked if District administration would let teachers know about plans for their professional development and he suggested getting meaningful assessments about this professional development. He asked for an update about transportation money and would appreciate an update at the Business/Finance Subcommittee meeting on September 8, 2020. Member Mills asked when parents and students would likely learn what hybrid will look like, so that parents/students can make an informed decision to transition to hybrid or staying remote. Lastly, Member Mills asked the status of music education at the middle schools and at the high school.

Member Ottmar thanked administration for the information and presentation. He about how the transition to hybrid will look, and he also asked about professional development for teachers/staff when making this transition.

Several members had follow-up questions.

Student Representative Mangus asked about the high school schedule once students are back in-person/hybrid, which Deputy Superintendent Berlo explained will change when transitioned to hybrid. She also asked about technology contact for students, which Supervisor Sclar advised students should continue to reach out to technology staff at the high school. Superintendent McCall spoke about attendance at the high school, at Student Representative Mangus' inquiry.

Student Representative Gomi asked what will be done if hotspots, provided to families, do not work. Supervisor Sclar spoke about hotspots and also low cost internet options. Student Representative Gomi asked about the costs associated with transportation and cleaning expenses. Superintendent McCall explained there is a meeting with the transportation provider(s) in the coming week. Superintendent McCall was asked to keep the Committee apprised after the meeting with the transportation providers.

Additional follow-up questions were asked.

Chair Weeks asked members to email her any additional requests for information they would like to make of the administration.

III. Public Hearing

Stacia Smith (attachment 2)

Michelle Lagana, Joel Scott Drive, Jefferson (attachment 3)

Nicole Scesny, 7 Karen Drive, Sterling (attachment 4).

Cathy Knowlton, 235 Mirick Road, Princeton (attachment 5)

Kristina Naiman, elementary school teacher (attachment 6)

Michelle Lagana, Joel Scott Drive, Jefferson (attachment 7)

Kerriann Kulesza (attachment 8)

IV. Adjournment

Motion: To adjourn.

(L. Long-Bellil)
(L. Kirshenbaum)

Roll call vote:

In favor:

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

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 9:33 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – *COVID 2019 Pandemic: The Reopening of Schools for the 2020-2021 School Year*
- Attachment 2 – email from Stacia Smith
- Attachment 3 – email from Michelle Lagana
- Attachment 4 – email from Nicole Scesny
- Attachment 5 – email from Cathy Knowlton
- Attachment 6 – email from Kristina Naiman
- Attachment 7 – email from Michelle Lagana
- Attachment 8 – email from Kerriann Kulesza



WRSDC Special Meeting

COVID-19 Pandemic: The reopening of schools for the
2020-2021 school year
August 31, 2020

1

We hope to be able to answer many of the questions through this presentation this evening. We will continue to work on providing information to our families and community as frequently as possible.



2

Attachment 1

Remote to Hybrid

Remote Learning begins September 16th, 2020

Updated Plan timeline:

Phase 1 - October 5th - no change

Phase 2 - October 26th - no change

Phase 3 - November 18th - NEW - All students move from remote to hybrid model in all schools

3

Professional Development - 9/1 - 9/15

	Monday	Tuesday	Wednesday	Thursday	Friday
	Aug. 31	Sept. 1	Sept. 2	Sept. 3	Sept. 4
Morning Session		<ul style="list-style-type: none"> Dr. McCall's Opening Remarks 	<ul style="list-style-type: none"> School and District Meetings 	<ul style="list-style-type: none"> Software Training 	<ul style="list-style-type: none"> Software Training
Mid-morning Session		<ul style="list-style-type: none"> Reopening Plans and Safety Protocols 	<ul style="list-style-type: none"> Charlie Appelstein Keynote 	<ul style="list-style-type: none"> Curriculum Planning Staff Meetings 	<ul style="list-style-type: none"> Curriculum Planning
Afternoon Session		<ul style="list-style-type: none"> Learning Platform PD Choice 	<ul style="list-style-type: none"> School Directed and Teacher Choice 	<ul style="list-style-type: none"> Teacher Directed Time 	<ul style="list-style-type: none"> Teacher Directed Time

4

Professional Development - 9/1 - 9/15

	Sept. 7	Sept. 8	Sept. 9	Sept. 10	Sept. 11
Morning Session	Labor Day	<ul style="list-style-type: none"> School Meeting 	<ul style="list-style-type: none"> School Directed 	<ul style="list-style-type: none"> Parent and Student Outreach 	<ul style="list-style-type: none"> Parent and Student Outreach
Mid-morning Session		<ul style="list-style-type: none"> Mandated Trainings Evaluation Training 	<ul style="list-style-type: none"> School Directed 	<ul style="list-style-type: none"> Priority Standards and Lesson Planning Evaluation Meetings and Goal Setting 	<ul style="list-style-type: none"> Priority Standards and Lesson Planning Evaluation Meetings and Goal Setting
Afternoon Session		<ul style="list-style-type: none"> Teacher Directed 	<ul style="list-style-type: none"> School Directed 		

5

Professional Development - 9/1 - 9/15

	Sept. 14	Sept. 15
Morning Session	<ul style="list-style-type: none"> Mandated Trainings 	<ul style="list-style-type: none"> School Meeting
Mid-morning Session	<ul style="list-style-type: none"> Teacher Meetings 	<ul style="list-style-type: none"> Teacher Directed
Afternoon Session	<ul style="list-style-type: none"> Teacher Directed 	

6

Day one Agenda for PD

September 1 Agenda:

Morning Session: 8:30-9:00 AM Dr. McCall's Opening Remarks

Mid-Morning Session: 9:00-11:00 AM A review of the reopening plans and safety guidelines by building principals

- District Reopening Plans: [K-12 Reopening Plan](#), [PreK Reopening Plan](#) and [Safety Guidelines](#)

Lunch and Self-care: 11:00 AM-12:00 Time to eat and take care of yourself. Activities might include taking a brief walk break, enjoy some meditation, do some virtual group yoga, or enjoy a short read, for example. Link: [Adult SEL Strategy #1: Self-Care Practices for Educators](#)

Thought for the Day: "Teachers are stressed. Students are stressed. Parents are stressed. Take time out each day and definitely on the weekend to recharge and practice self care in whatever way is meaningful to you, whether that is watching Netflix, bike riding, meditation, seeing friends, watching the sun rise or anything else that brings you joy." - [Jessica Hunter, Teacher, Northport, New York](#)

Afternoon Session: 12:00-3:00 PM Learning Platform Training-Staff Choice

- Tutorials and Self-paced Training: [MPSD Training Guide for Online Learning](#), [Google Classroom Teacher Center](#), [Seesaw Training for Teachers](#), [Google Tools and Tutorials for Educators](#), [Google Tools for Parents and Students](#)
- [Eduzzle \(1:00 - 2:00 PM\)](#)

7

Time-on-Learning and School Schedules

The Department of Elementary and Secondary Education time-on-learning expectations and requirements are being met at all levels.

School Schedules - PowerSchool Parent Portal will open:

- High School - September 3rd
- Pre-k through 8 - September 9th

8

Curriculum Impacts

- For the 2020-21 school year, we will use the same curriculum as in past years. To make this work under the challenging situation we now face, we will utilize priority standards to identify what we will hold students for mastery of.
 - The core content K-8 priority standards can be found at <http://www.wrsdonline.net/documents/WRSDPriorityStandards.pdf>
 - The 9-12 priority standards are contained within each course

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Technology Update

Status of Chromebook Orders

The District has ordered a total of 2,400 Chromebooks in anticipation of overall remote learning demands. One order for 1,200 was submitted on June 10th and the second order for an additional 1,200 was submitted on July 27th - the day the Technology Essentials Grant purchasing window opened. Due to the chronic Chromebook supply shortages impacting all school districts, we still do not have an estimated ship date for either order. Needless to say, this has had a substantial impact on hardware planning for the start of school. The technology team is proceeding under the assumption that no new Chromebooks will be received prior to the start of school.

1:1 Program Impacts of Shipment Delays

Existing 1-year-old Chromebooks will be used to supply the incoming Freshmen with 1:1 devices before school begins. Those Chromebooks have been tested, cleaned, and prepared for distribution, which will be organized by WRHS administration.

The 1:1 expansion into grades 6-8 is on hold until the new devices are received.

10

Technology Update

Chromebook Loan Program

To date, we have received over 1,000 requests to borrow Chromebooks and the number continues to grow. This far exceeds our projections based on earlier survey results and has caused the technology staff to prioritize collection efforts in all schools. This heavy demand, combined with the delay of new Chromebook deliveries has put a tremendous strain on the district-wide supply. Chromebooks are being removed from carts in all K-8 schools in order to facilitate the loan requests. This will significantly impact classroom technology access when schools transition to hybrid learning.

11

Technology Update

Internet Access Assistance

Approximately 20 families have requested help with internet access. District technology staff are working with those families to determine the best solution for each case. Mobile hotspots will be issued to families for which a more robust solution is not available. However, mobile hotspot performance can vary greatly depending on cellular signal strength in the home. In some cases, a hotspot may not provide adequate speed and reliability. For this reason, it's important to explore all possible options for connectivity.

Tech Support Website for Families

The development of this website is ongoing and will include options for parents to submit questions or request additional support. The site is planned to launch on September 8th.

12

Special Education

A more detailed Slideshow was presented to SEPAC on August 13th and is posted on the WRSD website. Another public meeting with SEPAC and the Administrator of Special Education will be held sometime during the week of September 7th.

- [Special Education Slideshow August 2020](#)

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Special Education

Parent Engagement Document and Remote Learning Plans

DESE has released specific directives to Special Education Directors. We are to intentionally engage parents and document this "conversation" (phone or email) and the content of the conversation regarding how specialized services and accommodations will be implemented during remote and hybrid plans. DESE provided a guiding document. The team chairs are reviewing the guidance and working with their school-based staff to develop a template that meets the needs of the individual buildings. When teachers return to school on Sept. 1-Sept. 15, they will be working on engaging with families to talk about any changes to **how** special education services will be delivered in the remote and hybrid settings.

14

Special Education

Remote to Hybrid

Students that are on Individualized Education Plans that require intensive and direct instruction throughout the entire school day will begin returning to school on Oct. 5th. The week of Oct. 5 will be 4-5 half-days. These are considered Phase one students. Their time in school will be increased during the weeks of Oct 13 and 19th so that they are then attending school in person for four full-days and one half-day on Wednesday.

Phase two students are students that attend most classes in Special Education (Grid C) but may have some classes in the inclusion setting too. These students will be transitioning into in-person learning during the weeks of October 19 and 26th. Individual schedules will be created to support the children when they are attending virtual inclusion classes and when they are engaged in direct in person special education services.

15

Special Education Related Services

Related Services in OT, PT, Speech and Counseling

Students that require these services may get these services virtually or in-person. This will be defined on the individual child's Remote Learning Plan through the Parent Engagement Document. The modality of the service may change over time, but these changes will be communicated to the family and documented on the Family Engagement/Remote Learning Plan.

16

Special Education Testing

Professionals evaluate our students in formal and informal ways daily, annually and, in special education, tri-annually. These evaluations include standardized measures like the WISC or the WIAT, curriculum based assessments like the Benchmark Reading Assessment (BAS) and chapter reviews, and informally through observations and classroom work.

All of this information is used to determine how the student's area of disability is impacting their access to learning and what changes to instruction they require in order to allow the student full access to learning.

We should always use multiple sources of information and the info we gather should reflect the students' best abilities. We should never gather conclusive information from a child in distress, in crisis, or in other stressful conditions.

17

Special Education Evaluations and Meetings

Standardized evaluations should only be conducted if test validity can be maintained. Students must be able to be 100% compliant with PPE, including face masks, during evaluations. Curriculum based assessments, observations, file reviews and outside evaluations can be used to determine some aspects of the IEP development.

Team Meetings will begin on September 16th, 2020. Individual teams will determine if they will gather in-person or remotely. Some participants may be remote and others in-person

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Special Education COVID Compensatory Services

As directed by DESE, Special Education teams must determine if a student with special needs has made the expected progress on their goals and objectives during the COVID closure and remote learning time. The team must determine what changes to instruction or services needs to be put in place so that the student can make the expected progress outlined in the student's individualized education plan. This is called COVID Compensatory Service (CCS).

In order to make these determinations teachers must have time with students to determine the student's current level on each goal or objective. It is expected that these determinations should be made during the months of September and October and finalization of the CCS plan in place no later than November. These dates are generalized as some students will require these determinations to be made more quickly or to take more time.

19

Homeschooling, Private School, School Choice (out), and Out-of-District Placements

	Homeschool	Private School	School Choice out	Out-of-District
2018-2019	124	386	381	75
2019-2020	115	385	360	67
2020-2021 (as of 7/28/20)	201	542	366	65

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COVID Related Grant support

Elementary and Secondary School Relief Fund - \$176,898
\$87,658 - Partial for PPE
\$89,240 - Lexia

Remote Learning Technology Essentials Grant - \$146,004
Partial reimbursement for chromebooks and hotspots

School Reopening Grant - \$1,572,300
Awaiting award

21

COVID Related Grant support

School Reopening Grant - \$1,572,300

- Labor for work on dividers, etc.
- Food Service/cafeteria workers once opened during remote
- Cost of packaging and what we are not being reimbursed for for food
- PD - professional and support
- Instructional Technology (Chromebooks and hotspots)
- Testing and assessment (STAR reading and math)
- Online licensing for online textbooks and related software media
- PPE - \$574,000
- Anticipated unemployment for first half of year - Through December
- Acrylic/dividers materials

22

Food Service and Meal Distribution

As we 'Return to Remote' on September 16th, meals will again be served curbside at 5 district sites, with a few modifications from the previous curbside model. Meals will again be served using a drive-thru model, allowing for parent pick up. However, our required transition back to the National School Lunch Program will result in the following process impacts:

Curbside meal pick up will be available beginning Thursday, September 17th at the following locations:

- Wachusett Regional High School
- Glenwood Elementary
- Paxton Center School
- Thomas Prince School
- Chocksett/Houghton Schools

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Food Service and Meal Distribution

Curbside meal pickups will be from 4:30-5:30pm, on Tuesdays and Thursdays
Three meals distributed on Tuesdays; two meals on Thursdays

- Confirmation of participation will be required! A survey for participation will be emailed shortly.
- Meals will be provided to WRSD enrolled students only and we will be required to obtain the students' and ID numbers. Students must be enrolled in a physical WRSD school during remote learning. Students' 20-21 class schedule or 20-21 F&R confirmation letter are also acceptable forms of ID.
- Students or parents must pick up meals in the town where they live.
- Meals to students approved for free meals are no cost. Reduced price meals will be charged to their students' account.
- Meals for students in a paid meal status will be charged at the regular meal price.

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High School Athletics

If the Mid-Wach approves sub-varsity play (JV and Freshman), we will be utilizing all of our outdoor facilities (turf, upper field 1, field inside the track, grass field hockey field and baseball outfield). All benches and/or chairs, scorer's table (game days), bleachers (game days), outdoor bathroom and equipment will have to be sanitized. No locker rooms will be used at this time.

The Mid-Wach ADs have been assigned to sub-committees to make recommendations that will be approved at the next league meeting on Wednesday, September 2, to address concerns regarding schedules and protocols along with regulations regarding transportation and spectators.

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DESE Attendance Requirements/Guidelines

According to the Department of Elementary and Secondary Education's (DESE) preexisting attendance policy, a student must be at school, at a school related activity, or receiving academic instruction for at least half the school day to be counted as present. Students who are not physically present at school but who are receiving academic instruction from the district for at least half the school day should be counted as present. Examples of academic instruction include tutoring, online learning, or distance learning.

While this policy is not changing for the 2020-21 school year, this document provides guidance for taking and reporting attendance in hybrid and remote learning models.

Daily Attendance

When taking attendance, schools should confirm that students participated in at least half of each day's scheduled structured learning time activities, defined as "time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the 'core subjects' and 'other subjects.' In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments."

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DESE Attendance Requirements/Guidelines

Daily Attendance

Periods of time when students are working remotely will look different across schools and districts, so the process for taking attendance and confirming student participation will also look different.

Below are some examples districts may consider when adopting or adapting an attendance policy for remote learning. These are applicable for students who are learning remotely full-time, as well as for students who are learning remotely as part of a hybrid model.

Primarily Synchronous Schedule

If a student's remote schedule is mostly comprised of live, synchronous instruction, such as for schools and districts that are operating fully remote, teachers should take attendance for each instructional period and report it as they would in-person. An educator or other school staff member should be assigned to reach out to students who are absent for one or multiple classes to identify the reason for absence and provide support accordingly.

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DESE Attendance Requirements/Guidelines

Primarily Asynchronous Schedule

If a student's remote schedule has a larger proportion of asynchronous, independent work, we strongly recommend schools assign educators or other school staff members to conduct a minimum of one check-in with each student every day to ensure the student is capable of participating that day. An educator or other school staff member should also have a way to monitor student engagement throughout the day, to confirm that he or she participated in at least half of the scheduled structured learning time activities.

This could include check-ins during each scheduled asynchronous block, completion of lessons or activities assigned through an LMS, submission of assignments, completion of activity logs, written reflections of work accomplished during the day, parent/caregiver attestations of work accomplished, etc. Every school/district should ensure the method of collecting and reporting attendance is consistent across classrooms and clearly communicated to students and families.

Students who cannot be reached, who convey they are unable to participate that day, or who demonstrate less than half of the day's scheduled structured learning time activities should be marked as absent.

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DESE Attendance Requirements/Guidelines

SIMS reporting change for 2020-2021

This school year, in-person attendance and remote attendance will be collected separately in SIMS.

The existing Days in Attendance data element (DOE017) will be specific to in-person attendance. To collect data on remote attendance, two new fields have been added to the SIMS data collection: DOE054 (Days of Attendance Remote) and DOE055 (Days Absent Remote).

Districts will need to record daily student attendance and absences in the local SIS as either in-person or remote, to ensure that these distinct categories are transmitted to DESE in SIMS reporting in the appropriate data elements. If any portion of the school day is in-person, then the day of attendance should be categorized as in-person.

Update on Air Circulation Systems

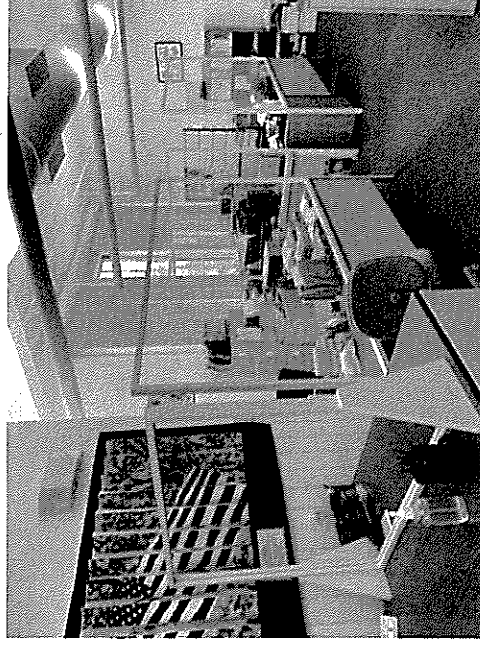
- Central Tree: Updating roof units
- Chocksett/Houghton: Some hallways and classrooms
- Davis Hill: Hallways/Cafeteria
- Dawson: Bathrooms only
- ECC: All classrooms-Thermostat Calibration
- Glenwood: Complete
- Mayo: Tech room
- Mountview: Replace heating wheel
- Naquag: 2-3 units
- Paxton: Running pneumatic lines that impact all rooms
- Thomas Prince: 3-4 units
- WRHS: 1 unit

Schools - Updates Towards Opening

- All area rugs in schools have been removed or will be removed
- Carpet extractors will be purchased out of the School Reopening grant for areas where there is a great deal of carpeting such as at Houghton and Chocksett
- 20 HEPA Room Air Purifiers
- 13 Digital Carbon Dioxide Temperature and Humidity Handheld Monitors
- 13 Digital Air Flow Meters
- Cleaning protocols and procedures - including training for all custodians

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Office Protective Shielding



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PPE Supplies

- N95 - masks: 5,100 in stock
- Disposable masks: 110,000 in stock
- Student masks: 500 in stock
- Gowns: 1,750 in stock
- Desktop sanitizer: 720 in stock and 1,200 more on order
- Bulk sanitizer: 750 gallons in stock
- All staff will have access to masks, wipes, sanitizer and gloves
- \$574,000 dedicated to PPE from the School Reopening grant that we are awaiting approval of

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District Protocols

WRSD Reopening Guidelines and Protocols Fall 2020

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COVID-19 testing

Currently, there are no plans, by DESE to mandate medical COVID testing of students or staff. There has been discussion about this at the state level but no decision has been officially made.

35

Reductions - Tier 1

Reductions	Savings
FY21 Textbook Reduction	\$400,000
FY21 Operations & Maintenance	\$60,000
FY 21 Pupil Services	\$1,517
FY21 New Positions and Benefits	\$650,000
School Choice Carry Forward to Supplement FY21	\$370,000
Tier 1 Circuit Breaker Carry Forward to Supplement FY21	\$700,000
Contracted Services	\$100,000
Transportation Stabilization	\$150,000
Summer School Running Remotely	\$75,000
Copier Lease	\$16,700
Tier 1 Budget Reduction Total	\$2,543,217

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Reductions - Tier 2

	Pre-K-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
	11.4 Teachers	\$766,781	4.0 Teachers	\$239,871	1.5 Admin	\$155,994
	17.0 Paraprof.	\$480,000	2.0 Paraprof.	\$60,000	1.0 Clerical	\$48,000
	0.5 Custodian	\$22,500	1.0 Custodian	\$55,631		
	0.5 Clerical	\$15,000	1.0 Clerical	\$45,710		
	MS Athletics	\$62,874				
	MS Asst. Princ.	\$64,003				
	0.9 SLPA	\$33,754				
	PK-8 Total	\$1,444,912	HS Total	\$402,212	CO Total	\$203,994
	PK-8 Budget Reduction*	\$1,122,195	HS Budget Reduction*	\$386,975	CO Budget Reduction*	\$151,996
	Total FY21 Budget Reduction Grand Total					\$1,841,166
	*Taking unemployment costs into account					

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In this time of uncertainty, we appreciate the opportunity to work together to ensure that our faculty, staff, families, and students receive what they need to be successful in these unprecedented times.

Thank you!

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Elementary Students

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:36 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **Stacia Smith** <staciasmith98@yahoo.com>

Date: Mon, Aug 31, 2020 at 3:45 PM

Subject: Elementary Students

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

I was wondering if the elementary age student would be given their math book to use at home? Will teachers be printing/providing work pages? Will student be lent books from teachers libraries? Don't want my 1st grader on a screen for 6 hours a day.

First example day sent from Houghton had the students engaged/working online all day with age appropriate breaks. Start at 8:55 am and end of day meeting at 2:45 to 3. First that it to much screen time for kids and would mean I have to be home from 8:55 to 3 everyday but Wednesday. I would prefer a similar day/structure as my middle school ages aged children. Instructions in AM and independent work in afternoon. Gives my family more flexibility.

Thanks for answering my questions

Stacia

Sent from Yahoo Mail on Android

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.

Are we doing what is best for children?

Last March, teachers changed their entire way of teaching in a weekend, and they were working within never before seen situations. School Districts have had to develop extensive plans to accommodate what if's. There has been an enormous toll on all of us, and now that the numbers are decreasing, teachers and administrators will go back to work as usual. But when children go back to school, how will they cope being in a grade they are not prepared for?

Education is a fundamental right that our children need and deserve. Every child deserves a Free and Appropriate Public Education. The question now is, How do we educate our children in a Pandemic? The three models we have to choose from are in-person learning, hybrid-learning, and remote learning. Governor Baker reported that 70% of school districts either are doing a full return to in-person learning or a hybrid of remote and in-person learning. He also stated that 30% were pursuing a fully remote model. How much education is our children missing with these learning models?

Before the Pandemic, children received a full day of education for five days a week, totaling 180 days, proving the most effective learning environment. Children receiving an in-person education at the start of the 2020-2021 school year will be missing ten days of learning due to the mandated professional development (PD) for teachers. Children receiving a hybrid learning education will be missing three full days of education a week in addition to the ten days of PD. And remote learning will be missing five full days a week plus the ten days of PD.

Any way you look at it, children will be receiving less of education then they have received in the years past. Depending on where you live, the lack of education can be extensive. Districts choosing the remote learning plan are providing children with the least amount of education. Most of the district's remote-learning plan calls for three hours a day of instruction via Zoom or Google Meet and an option to email teachers in the afternoon with questions. However, instruction includes videos as an option or in addition to direct instruction during Zoom or Google Meet classes. Even with all the extensive work that teachers and districts have made to prepare for remote learning, it cannot substitute for in-person learning and, consequently, fail to educate children at the pace required to graduate to the next grade.

Where does that leave children receiving a remote-learning education? A year behind their peers who are receiving an in-person education? Possibly. While all children have to start the 2020-2021 School Year playing catch up from the 3.5 months of schooling they missed in the Spring, educators have a better chance of doing that with in-person

learning as they are instructing students for a full day or even a hybrid model as they are educating students for two full days as oppose to remote-learning providing five half-days of instruction. Children receiving remote learning will not only be able to learn the material they missed in the Spring, but they will also be unable to learn the material required for the Fall. Missing this much of education will negatively affect the projection of their education. Children on IEP's are the students who are hit the hardest with the remote-learning model. Districts cannot provide all of the services children need to access the curriculum, leaving children on IEP's without any education. How does this affect families? Families who are paying taxes for the schools operating budget for a full in-person learning model are only receiving services for a half learning model. Leaving families to spend additional money on hiring tutors or paying for private schools.

It is safe to say that a student's emotional well being will negatively be impacted through remote learning and other changes we can't yet understand by staying home all day on devices and not being in school. The long term effects of students being isolated will be enormous. With remote learning, children miss out on socialization, a structured school day, and human contact that is so important for their overall development. Not to mention how the stress of trying to catch up on their learning will affect children when they do eventually attend in-person learning.

With all of that being said, the question remains, How do we educate our children during a Pandemic? Do we wait until there is a vaccine or when there are zero cases reported to send children back to in-person learning? Also, how do we weigh the risks of in-person learning versus the dangers of missing education? We look at scientific data and listen to experts in the field and listen to their recommendations. Experts such as Pediatricians and the CDC, who, after analyzing the data, are currently stating that it is safe for in-person learning with the necessary safety precautions in place. We look to other professions who have already opened their doors and have had successes. Taking all of this under consideration, administrators of schools, principals, and teachers who are experts in the field of education, need to ethically determine what is in the best interest of children. 70% of districts are honestly looking at the long term effects for children and starting either in-person or hybrid learning for the start of the school year. Sadly for the other 30% of districts, by choosing the remote learning model, districts are not looking at the long term affects this will cause, and unfortunately, will never be able to replace the learning that was missed for their students.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Meeting Tonight

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:36 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **Michelle Lagana** <michelle@michellelaganaadvocates.com>

Date: Mon, Aug 31, 2020 at 4:17 PM

Subject: Meeting Tonight

To: Megan Weeks <megan_weeks@wrsd.net>

Hello Megan,
I hope you can read my attachment tonight at the school committee meeting.

Thank you,
Michelle



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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: questions?

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:36 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **Nicole Scesny** <nicole.scesny@gmail.com>

Date: Mon, Aug 31, 2020 at 7:14 PM

Subject: questions?

To: <questions@wrsd.net>

To whom it may concern,

It is alarming to find out that the PTO of Houghton Elementary will have to use the majority of their funds towards website subscriptions of iXL, Lexi Core 5 and more because the district is not including all grades in these subscriptions. Why is the district creating such hardship on the schools PTOs to support these subscriptions?

Second it was noted that the example schedule for the elementary school students was a draft that was sent to DESE for approval, well Why is the Principal now telling us that it is the schedule and that everyone will be starting at 8:55 and the district determined this?

For Sterling that brings a concern of inconsistency in scheduling as a normal day starts at 9:15, this schedule that we received had a 20 minute differential in starting times and appears to be the same one sent to DESE. I would like to have confirmation that the district is NOT going to be changing school start times, and the remote portion of the school year and the hybride portion of the school year will all have the same consistent scheduled starting times with ending times adjusted to meet DESE requirements.

In conclusion, I would like to thank the school committee members for all the hard work and extra meetings you have had to hold this summer, it is not easy and I am thankful for you all.

Sincerely,
Mrs. Scesny
7 Karen Drive
Sterling Ma

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Clarification on DESI Guidance - COVID Metrics & Shared Districts

1 message

Megan Weeks <megan_weeks@wrsd.net>
To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Mon, Aug 31, 2020 at 9:35 PM

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

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

From: **Cathy Kellogg** <cathy.kellogg@gmail.com>
Date: Mon, Aug 31, 2020 at 8:25 PM
Subject: Clarification on DESI Guidance - COVID Metrics & Shared Districts
To: <Questions@wrsd.net>

Hi,

Could you please clarify on the reference to DESI & using the rates of COVID infection for Holden to determine safety for all schools in the district. Is this a recommendation or a requirement?

If this is a recommendation is the district considering evaluating individual schools for varied re-opening plans based on individual town COVID metrics?

Regards,
Cathy Knowlton
235 Mirick Rd
Princeton, MA

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public comment

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:35 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **Kristina Naiman** <kristina.naiman@gmail.com>

Date: Mon, Aug 31, 2020 at 9:15 PM

Subject: Public comment

To: <questions@wrsd.net>

Cc: Ryan Hinson <rhinson@worchester.edu>, Jenn Halloran <jmdhalloran@gmail.com>

Hi there,

It appears elementary parents will not find out teachers' names for their children until 9/9. Outreach to families from teachers is scheduled to take place beginning the next day on 9/10 and 9/11.

This leaves less than 24 hours for teachers to connect with parents to schedule potential times for virtual outreach (if parents are even available with 24 hours notice).

I urge the district to consider releasing teacher names to elementary parents by Monday 9/7. This would allow two days for teachers to connect with parents to schedule potential virtual outreach. Parents may be able to open their schedules if they have more than 24 hrs notice.

Thank you,
Kristina Naiman
Elementary Teacher

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Special education

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:35 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **S&M Lagana** <teamlagana@gmail.com>

Date: Mon, Aug 31, 2020 at 7:52 PM

Subject: Special education

To: <questions@wrsd.net>

My question is how can the Special Education Director incorrectly state the DESE guidelines for Special Education and consequently violate children's IEPs?

Families can request a TEAM meeting to discuss their child's remote learning plan. AN Amendment can be made to the IEP FOR NEW BENCHMARKS FOR SKILLS THAT Students lost due to covid and remote learning.

If a child has a PT, OT, SPL, or BCBA for direct services on their IEP those professional NEED TO PROVIDE THE REMOTE LEARNING instruction TO YOUR STUDENT AND NOT AN AIDE!

DESE also STATES that

Also DESE STATES THAT IF A CHILD CANNOT ACCESS REMOTE LEARNING

How will the district correctly educate our children on IEPs with a remote learning model that follows DESE GUIDELINES?

Michelle Lagana
Joel Scott Drive

Sent from my iPhone

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2 attachments

Schools and districts must not communicate or implement any blanket policies that preclude team meetings or evaluations from occurring or altering the team process described in federal and state statutes and regulations, e.g. the district cannot have a policy or practice that suspends all annual review team meetings or evaluations until students return to school.

image2.jpeg
97K

As a condition of employment, all employees shall agree to the following: The employee shall not use any confidential information for any purpose other than the performance of their duties. The employee shall not disclose any confidential information to any third party. The employee shall not use any confidential information for any purpose other than the performance of their duties. The employee shall not disclose any confidential information to any third party. The employee shall not use any confidential information for any purpose other than the performance of their duties. The employee shall not disclose any confidential information to any third party.

image3.jpeg
159K



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: To be read at SC meeting tonight. Thank you

1 message

Megan Weeks <megan_weeks@wrsd.net>

Mon, Aug 31, 2020 at 9:36 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

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

From: **Kerriann Kulesza** <kakirish@yahoo.com>

Date: Mon, Aug 31, 2020 at 2:47 PM

Subject: To be read at SC meeting tonight. Thank you

To: Megan Weeks <megan_weeks@wrsd.net>

Good evening,

I'm writing to express my concerns during the last SC meeting. I was taken back by the statement made by member Krista Bennett when she called member Matt Lavoie racist and sexist. Her alleging that Mr. Lavoie would file an Open meeting law complaint because she is a "person of color" and "female" is an outright attack on his character and integrity. I have had the pleasure of knowing Mr. Lavoie from Rutland and have always found him to be outspoken, passionate, honest, and committed to our children and the community that he serves. For her to make these statements about a man, whom I can only assume she hardly knows, as she is a new SC member is disgraceful, out of line, and wildly inappropriate. As a new SC member, I would have hoped that member Bennett would have taken the constructive criticism, learned from her mistake, and moved forward. Instead she chose to make a character attack on Mr Lavoie for voicing his concerns over a possible violation. Furthermore, statements made by member Jeffrey Haynes were equally out of line and personal in nature toward Mr Lavoie. I'm disappointed that it took member Michael Dennis having to step into stop the attack, as it should have never happened in the first place. I'd like to remind everyone on the SC that parents, teachers, and children are watching these meeting. I personally would like to request that all of you treat each other respectfully, professionally, and with kindness and

remember we need all of you, especially during these unprecedented times, to remain a united front. We are looking at our SC for solutions, now more than ever. We are not looking to see you attack each other, and take away precious time from figuring out how to safely and swiftly get our children back into school.

Respectfully,
KerriAnn Kulesza
Rutland

Sent from Yahoo Mail for iPhone

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POLICY RELATING TO EDUCATION**AUDIO, VIDEO, AND/OR STENOGRAPHIC RECORDINGS OF PARENT TEACHER
CONFERENCES AND TEAM MEETINGS****~~AUDIO, VIDEO AND/OR STENOGRAPHIC RECORDING OF MEETINGS~~**

The Wachusett Regional School Committee prohibits the audio, video and/or stenographic recording of parent/teacher conferences and/or Team meetings conducted in Wachusett Regional School District facilities. Exceptions to this policy will be made only where a parent/guardian or student is able to demonstrate that either the audio, video and/or stenographic recording of the meeting or conference is necessary to ensure the parent's/guardian's or student's full understanding of the proceedings or to otherwise accommodate a parent's/guardian's or student's documented disability.

Requests by a parent/guardian or student for authorization to audio, video and/or stenographic record a meeting or conference shall be submitted in writing to the Superintendent of the Wachusett Regional School District no less than three (3) business days prior to said meeting/conference. The Superintendent's decision on any such request shall be final.

First Reading: 11/08/04

Second Reading: 11/22/04

Amendment First Reading: 8/24/20

Amendment Second Reading:

WRSDC Amended Policy 3813

POLICY RELATING TO PUPIL SERVICES

FACE COVERINGS

The Wachusett Regional School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until the Superintendent has determined the policy is no longer required. The Superintendent will consult with the guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH) when making this determination. The Superintendent may also decide to reengage this policy based on guidance from the aforementioned entities.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds, and on school transportation, even when social distancing is observed. Exempted from this policy are students in Grade 1 and below. Nonetheless, the District encourages students in Grade 1 and below to wear masks, if possible.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

Additionally, face masks or face coverings will not be required when DESE guidelines for social distancing for the specific scenario is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for donning their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

POLICY RELATING TO PUPIL SERVICES

FACE COVERINGS (continued)

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Visitors in violation of this policy will be denied entry to the school/district facility.

Exceptions to this policy for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Exceptions to this policy for staff with medical issues, who are unable to wear masks, must be approved by the Director of Human Resources for the district in consultation with building administration and/or nursing staff. In cases where exceptions are granted, alternative measures or protocols may be required and agreed upon by relevant stakeholders.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines -
<http://www.doe.mass.edu/covid19/>
Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

First Reading: 8/24/20
Second Reading:

WRSDC Draft Policy 6612.3

Facilities and Security SubcommitteeMonday, September 14, 2020
6:00 p.m.*Meeting to be conducted remotely, using Google Meet***AGENDA:**

- I Call to Order
- II Approval of Minutes
- III Facility and Infrastructure Requirements for Reopening
Review of HVAC - review/repair status by building
- IV Use of fields and outdoor facilities by the public during closure
- V Prioritization of Subcommittee Policy Review
- VI Next Meeting
- VII New Business
- VIII 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

Education Subcommittee

Monday, September 14, 2020
6:00 p.m.*Meeting to be conducted remotely, using Google Meet***AGENDA:**

- I Call to Order
- II Approval of Minutes
- III Policies to Review Related to the COVID-19 Closure and District Reopening Plans
- IV Old Business
- V New Business
- VI Next Meeting
- VII Resources
- VIII 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, September 14, 2020
7:00 p.m.*Meeting to be conducted remotely, using Google Meet***AGENDA:**

- Public Hearing
- Chair's Opening Remarks
- Student Representatives' Reports
- Superintendent's Report
 - Discussion of Report
 - Recommendations Requiring Action by the School Committee
 - Motion: 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%.
 - Motion: 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%.
 - Motion: To extend the contract with Melanson CPAs to continue to serve as the District's auditing firm for the 2020-2021 (FY21) school year and in doing so, exercise the first of two (2) option years of said contract.
- Unfinished Business
- Secretary's Report
 - Approval of the #1350th Regular Meeting Minutes of the WRSDC held on 8/24/2020
 - Approval of the Executive Session Minutes of the WRSDC held on 8/24/2020
 - Approval of the #324 Special Meeting Minutes of the WRSDC held on 8/31/2020
- Treasurer's Report/Financial Statements

Committee Reports

- Management Subcommittee
- Education Subcommittee
 1. Amended Policy 3813 *Policy Relating to Education Audio, Video and/or Stenographic Recordings of Parent Teacher Conference and Team Meetings Audio, Video and/or Stenographic Recording of Meetings* –second reading
- Business/Finance Subcommittee
- Legal Affairs Subcommittee
- Superintendent Goals and Evaluation Subcommittee
- Facilities and Security Subcommittee
 1. Draft Policy 6612.3 *Policy Relating to Pupil Services Face Covering* – second reading
- Diversity, Equity, and Anti-Racism Subcommittee
- Audit Advisory Board
- Ad-Hoc Subcommittee
- Building Committees

School Council Reports

Public Hearing

New Business

Executive Session to discuss strategy for contract negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

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

Superintendent Goals and Evaluation Subcommittee

Monday, September 21, 2020
6:00 p.m.

Meeting to be conducted remotely, using Google Meet

AGENDA:

- I Call to Order
- II Election of Vice-chair
- III Approval of Minutes
- IV Review of Materials
 - August 2019 DESE *The Massachusetts Model System for Educator Evaluation/Evaluating Superintendents and District-Level Administrators*
 - Superintendent Darryll McCall's 2019-2020 Annual Evaluations
 - Job Description (amended 7/27/2020) – Superintendent of Schools
- V Preliminary Goals Discussion
- VI Timeline
- VII Next Meeting
- VIII 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

Management Subcommittee

Monday, September 21, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Subcommittee Reports
- IV COVID-19/School Closures – next steps and plans for 2020-2021 school year
- V Policy Review – 1000 Series
- VI Student Opportunity Act (SOA)
- VII Advocacy Update
- VIII Old Business
 - District Indicators
 - Celebrating Academic Excellence (in addition to recognition of athletic achievements)
 - Holden Pupil Population Task Force
 - Draft Policy 5263.2 *Policy Relating to Personnel Management Stipend Positions*
- IX Next Meeting
- X Adjournment

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

Diversity, Equity, and Anti-Racism Subcommittee

Tuesday, September 22, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Facilities and Security Subcommittee

Wednesday, September 23, 2020
6:00 p.m.

Meeting to be conducted remotely, using Google Meet

Education Subcommittee

Tuesday, September 29, 2020
6:00 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

Education Subcommittee

Tuesday, October 13, 2020
6:00 p.m.

Meeting location and format TBD

Education Subcommittee

Monday, November 9, 2020
6:00 p.m.

Meeting location and format TBD

Education Subcommittee

Monday, December 7, 2020
6:00 p.m.

Meeting location and format TBD



Wachusett Regional School District

School Calendar 2020-2021

Attachment 2
September 10, 2020

First and Last Days of School

First Day of School for Teachers	Sep 1
First Day of School	Sep 16
First Day of Kindergarten	Sep 16
Last Day of Kindergarten*	June 11
170th Day of School (Gr 1-12)**	June 17
175th Day of School (Gr 1-12)**	June 24
183rd Day for Teachers	June 17

*Pending snow days

** The district is required to provide a school calendar with 175 days of school scheduled. The last day of school will be a half-day whenever it occurs.

Staff Development Days / Meetings

Full Day	TBD
Full Day	Nov 3
Full Day	May 10
Half-Day	Every Wednesday*
Half-Day	Last Day of School

*See Wednesday Exceptions

Holidays and Vacations

Labor Day	Sep 7
State Holiday	Oct 12
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 25 - 27
Winter Recess	Dec 24 - Jan 1
Martin Luther King, Jr. Day	Jan 18
February Recess	Feb 15 - 19
April Recess	Apr 19 - 23
Memorial Day	May 31

Wednesday Exceptions

Due to scheduled holidays or staff development days in the same week, full school days will be held on:

Oct 14, Nov 4, Jan 20, May 12, June 2

Approved by WRSDC – 1/27/2020

Approved as Amended by WRSDC - 8/24/2020

JULY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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MAY				
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17	18	19	20	21
24	25	26	27	28
31				

JUNE				
M	T	W	T	F
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7	8	9	10	11
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28	29	30		

Recommendations to Teachers From Students

To the teachers of the Wachusett Regional School District,

As you prepare for the new school year we have created a document of students' requests, ideas and concerns entering this unprecedented year. These are concerns students would like you to be mindful of in your classrooms. We collected these through surveys on our instagram (@wrsdc.student.reports) along with conversations we have had with students throughout the summer. We received almost 200 responses; so we combined similar responses and rephrased them to be presentable. To highlight, the most common theme we saw was to ask for teachers to be patient and understanding. In addition we would hope you realize that synchronous learning can be very intimidating at first and we need your help to make a safe and welcoming learning space. We hope you read our thoughts and gain insight to what is going on in student minds entering this 2020-2021 school year. We understand you have probably thought of most of these; we also know that you are struggling just as much as students. We also asked students for words of encouragement to show that you are all making a difference and those can be read below the concerns. We are ready and willing to help you make this year successful for every student in this district and we would be happy to continue providing input from students. If you found this beneficial let us know and we will continue to do things similar to this. If you need any help this year please don't hesitate to reach out.

Sincerely,

Kathryn Mangus and Kenichi Gomi
2020-2021 WRSDC Student Representatives
kathrynmangus21@wrsdk12.net
kenichigomi22@wrsdk12.net

Student's Thoughts:

- Please be mindful of the need for clear, consistent communication between students and teachers.
- Please engage with us - lectures are boring and we need to be doing something to stay occupied.
- We will make mistakes. Please be lenient, and instead of scolding, please teach us how not to make that mistake again.
- Stress is going to build up for some of us. Please help us if we seem to be struggling.
- Please give us homework that we can complete in a timely fashion.
- Please keep reminding us and offering tips about keeping our desks and surroundings organized. This way can simulate a school-like environment and not get distracted.
- Please give us time to learn more about you(teachers) and also our classmates. Usually we have time to talk to each other before and after classes, in the hallway, and more. This year, it is very limited.
- Please be clear of when due dates are, and please keep it strict. However, please be flexible with us for the first few weeks as we get used to the new system.
- Please make sure we understand every little bit of the assignment we have to complete. Also, we apologize beforehand about flooding your inboxes with questions.
- Look out for shy students and keep them engaged as well. Some of us are not brave enough to speak out for ourselves.
- If we have connection issues to classes, please go easy on us. The Internet is a force that we cannot control.
- Please be especially patient with the Freshmen, who are brand new to high school and instantly being thrown into an online environment. Although they may have experienced online learning in middle school, high school is different. The seniors will also be facing stress with college looming ahead.

- Please provide a clear outline of work and expectations- we like quick easy information.
- We may get distracted during classes. Please check in with us(Ex. making us type a keyword in chat every 15 minutes) so that we make sure to pay attention to you.
- Please make sure we are not on the screen for an extended time, and give us breaks.
- Some of us don't like using Google Meet, or Zoom please make the learning environment safe and comfortable for all.
- Please keep in mind we may be lacking motivation or struggle learning remotely. Some of us may be very good at learning online - others are not. It may be a new struggle for some students who usually excel in an in-person setting.
- Some of us find ice-breakers to be stressful. If possible, please find alternative methods to get to learn about you and our classmates.
- Please give us the option to print out work at home.
- Please understand that some of us are not good at using technology. In cases where we do not know how to operate a website or resource, please help us.
- Some of us would like the opportunity to work with you individually. We attend school to learn, and we crave knowledge.
- We do not want to teach ourselves like sometimes happened in March~. Please make sure that we understand everything before assessing us.
- Please give us the opportunity for our knowledge to be assessed with something other than tests and quizzes sometimes.
- Please teach us with your usual kindness and love; we rather learn from you than the textbook, and want to learn more than what the textbook has to offer.
- Be enthusiastic and we will share the love you show for us and what you teach.

Words of Encouragement

- My favorite quote is “if you stumble make it part of the dance!” Just remember we don’t know what the plan was or that something didn’t go perfect!
- We are all new at this, we will be understanding too!
- You got this!
- Trust your instincts and your student feedback!
- Teaching is hard enough without the pandemic but you will thrive.
- Thank you for never giving up on us and believing in our future.
- Cut yourself some slack this is hard!
- We have faith in you.
- Thank you for your continued effort to help our education despite the circumstances.
- You are essential to us, and we appreciate all that you do.
- We love you all and if you need help just ask!
- You are all creative, amazing people.
- Classes won’t exist without you.
- We want to learn and be engaged, don't stress!
- Everything can’t always be perfect.
- We will do this together!
- Remember why you're here.. To make a difference in the lives of young people your work is not done yet!
- Online learning will get easier over time.
- The parents stand behind you too, please don’t give up on our kids.
- We understand that you all are trying to navigate a new normal, you are doing fantastic.
- Don’t stress! Students are willing to provide input to make classes better.
- I know this year has been extremely tiring for you all. Thank you for sticking by us.
- All those sleepless nights are paying off. We have learned a lot from you all.
- Get ready to meet some of the best students you’ve ever had- even if it’s only virtual.
- It’s been a hard one for the teachers and we thank you for your constant love and support. We would not be the people we are without you.
- You’ve done your best and we appreciate you.
- We don’t need classrooms, we don’t need to be in school. As long as we can learn from you, we are happy.
- We know you're trying your best, that's all we can ask for!
- No test can measure the impact you have on us, what you do is beyond measure.
- Your influence will never be erased.
- This is your weekly reminder you can handle whatever us students throw at you this week.
- It's the teachers who are tired, worn out and exhausted who are likely making the biggest impact!
- You're making a difference in our lives every day even if you can’t see it yet- we can feel it!
- We don’t always remember the building, we remember what we learned from you all!
- YOU MAKE A DIFFERENCE.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - August 19, 2020

Joint Memo Clarifying Key Health and Safety Requirements for Schools

Dear Superintendents, Charter School Leaders, Assistant Superintendents, Collaborative Leaders, and Leaders of Approved Special Education Schools,

We are issuing the attached joint memo with the Department of Public Health (DPH) to provide refinements and updates to previously released DESE guidance, with a particular focus on protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings. These refinements and updates are a result of questions that have come from the practical implementation of both DESE and DPH guidance, as well as from evolving medical and scientific findings related to COVID-19. We have also included highlights in the attached PowerPoint document. Please note that DESE and DPH intend to collaborate throughout the school year to conduct periodic reviews of guidance for schools and issue additional updates as necessary.

Also attached to this email is guidance on selected school health regulations from the Executive Office of Health and Human Services. The guidance includes information on physical examinations, school-based screenings, and immunization, including the new requirement for flu vaccination.

Sincerely,

Jeffrey C. Riley
Commissioner



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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

MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Collaborative Leaders, Leaders of Approved Special Education Schools, School Nurses, and Local Public Health Colleagues

From: Jeffrey C. Riley, Commissioner of Elementary and Secondary Education
Dr. Monica Bharel, Commissioner, Department of Public Health

Date: August 18, 2020

Subject: Joint Memo Clarifying Key Health and Safety Requirements for Schools

We are issuing this joint memo to provide refinements and updates to previously released Department of Elementary and Secondary Education (DESE) guidance, with a particular focus on protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings. These refinements and updates are a result of questions that have come from the practical implementation of both DESE and Department of Public Health (DPH) guidance, as well as from evolving medical and scientific findings related to COVID-19. Please note that DESE and DPH intend to collaborate throughout the school year to conduct periodic reviews of guidance for schools and issue additional updates as necessary. DESE will also update its relevant guidance documents so that they include the clarified guidelines described below.

Definition of a close contact

- If a student or staff member tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least fifteen minutes, while the person was infectious. The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test. While previous guidance stated that all students in an elementary classroom would be defined as close contacts, this new guidance provides a narrower definition of a close contact which mirrors DPH guidance.

Policy of when a close contact may return to school

- All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result. After further consultation with the medical community, we are updating this guidance as the virus can cause illness from 2-14 days after exposure and even asymptomatic individuals can transmit the virus. Going forward, even if an individual identified as a close contact

receives a negative test result, they must continue to self-quarantine for the full 14 days as the virus may take up to 14 days to cause illness.

Policy of when a student/staff person may return to school after COVID-19 symptoms

- If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).
- If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.

Definition of COVID-19 related fever

- Over the summer, the threshold for a COVID-19 related fever by the Centers for Disease Control and Prevention (CDC) has been updated from greater than 100.4°F to greater than 100.0°F. As a result, going forward, a fever as a COVID-19 symptom will be defined as 100.0°F or higher.

Students wearing masks

- Masks or face coverings are among the most critical components to reduce the transmission of COVID-19. Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth at all times, with the exception of meals and mask breaks. Whenever possible, students in pre-kindergarten through grade 1 who can safely and appropriately wear, remove, and handle masks should do so. Even if students are spaced six feet apart in classrooms, the use of masks is still required unless students are eating lunch or taking a mask break.

Physical distancing guidelines

- Physical distancing is a critical tool in preventing the spread of COVID-19. The CDC¹ and DPH² recommend 6 feet of distance between individuals. The World Health Organization³ and the American Academy of Pediatrics⁴ recommend a minimum of 3 feet of distance. DESE recommends that districts aim for 6 feet of distance where feasible. When 6 feet is not feasible, 3 feet is an acceptable minimum as long as staff and students wear masks covering the nose and mouth at all times. If the 3 feet minimum is applied on the bus, all staff and students regardless of age must wear masks at all times. Please note that decisions to apply a 3-feet minimum will likely increase the number of close contacts associated with the occurrence of a case.

Immunizations required in all models of learning

- Previously released guidance emphasized the importance of maintaining school immunization requirements and obtaining the flu vaccine as students return to in-person

school. This is equally important for students who are enrolled in remote or hybrid schooling models. Immunization requirements must be met in all models of learning.

Medical waiting room

- As noted in previous DESE guidance, schools must establish a separate room for students exhibiting COVID-19 symptoms or who may have learned about a positive test result while at school, while waiting to be picked up by a family member. This space must be supervised. If feasible given space and staffing constraints, schools are encouraged to provide individual students with their own waiting room. If more than one student is in the same waiting room at a time, each student must be at least 6 feet apart (and should be spaced as far apart as possible) and wearing a surgical mask (non-N95 and non-cloth) while in the medical waiting room.⁵ If a student does not already have a surgical mask, the school should provide one. Schools must also be equipped with the PPE for the staff involved with supervision of the waiting room.

Supporting the safe application of hand sanitizer

- Handwashing with soap and water for at least 20 seconds is the best practice. However, hand sanitizer containing at least 60% alcohol should be substituted when handwashing is not available. Hand sanitizer stations should be set up where school staff are typically present, such as common areas, hallways, and classrooms. While the application of hand sanitizer may be necessary throughout the school day (especially if hand washing is less accessible) and does not require specialized instructions for use, districts and schools should avoid placing sanitizer stations in areas that are not typically supervised through the regular presence of staff.

Supporting the safety of our students, teachers, staff, and community is our most important mutual priority. We will continue to work in collaboration to update and refine our guidance for schools as the science evolves. Thank you for your efforts on behalf of our students and to provide a safe environment for everyone in our schools.

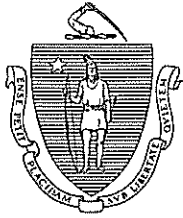
¹ CDC, Social Distancing, Quarantine, and Isolation. (2020, May 6). Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

² DPH, COVID-19 Prevention and Treatment (2020). Retrieved from <https://www.mass.gov/info-details/covid-19-prevention-and-treatment#social-distancing->

³ 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>

⁴ American Academy of Pediatrics (2020). COVID-19 Planning Considerations: Guidance for School Re-entry Retrieved from <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

⁵ FDA, N95 Respirators, Surgical Masks, and Face Masks (2020, July 6). Retrieved from: <https://www.fda.gov/medical-devices/personal-protective-equipment-infection-control/n95-respirators-surgical-masks-and-face-masks#s2>



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

CHARLES D. BAKER
Governor

KARYN E. POLITO
Lieutenant Governor

MARYLOU SUDDERS
Secretary

MONICA BHAREL, MD, MPH
Commissioner

Tel: 617-624-6000
www.mass.gov/dph

To: Massachusetts School Districts
Massachusetts Educational Collaboratives
Massachusetts Local Boards of Health
Massachusetts School Nurses
Massachusetts Non-Public Schools

From: Karen Robitaille, MBA, MSN, RN, NCSN, Director of School Health Services

Date: August 19, 2020

Re: Guidance on selected school health regulations during the COVID-19 Public Health
Emergency

The purpose of this memo is to provide guidance to all elementary and secondary schools in Massachusetts on school health regulations pertaining to physical examinations, school-based screenings, and immunization.

This guidance will be updated as needed and as additional information is available. Please regularly check mass.gov/covid19 for updated guidance.

105 CMR 200.100: Physical Examinations Required by Primary Care Provider or School Physician

The requirements for physical examination of students pursuant to 105 CMR 200.100 (B) should continue to be followed. An in-person physical exam is required for the following groups of students:

- For students entering school for the first time (typically pre-kindergarten or kindergarten), an in-person physical exam should be conducted one year before or within 90 days of school start. Excluding students from school for lack of documentation of an in-person physical exam during the 90-day grace period is discouraged.
- A student transferring from another school system shall be examined following the school entry recommendation for students entering school for the first time, listed above.
- For students seeking to participate in athletics, an in-person physical exam should be conducted annually prior to a student's participation in competitive athletics. Students who have not had this in-person exam should not be excluded from school, but may not participate in competitive athletics.

The Department encourages in-person physical examination of all students, when possible, to help detect physical and developmental abnormalities. However, given that the current public health emergency has created delays at many medical offices and increased the use of telemedicine, the Department recommends the following flexibility in timing and modality of physical examinations for all other students during the public health emergency:

- A telemedicine well-child visit may be substituted for an in-person physical exam for the purposes of school attendance (with exceptions noted above). Video telemedicine visits are preferred over phone-only visits. However, a telemedicine well-child visit may not substitute for an in-person physical exam if the physical exam on file is older than four years.
- For students submitting documentation of a recent in-person physical exam:
 - For elementary and high school students (typically, 4th and 10th grade), the exam may be conducted up to two years before or within 120 days of school start.
 - For middle school students (typically, 7th grade), the exam should be conducted one year before or within 120 days of school start.
- For all students, exclusion from school for lack of documentation of a well-child visit during the 120-day grace period is discouraged.

105 CMR 200.400: Vision and Hearing Screenings and 105 CMR 200.500: Height and Weight Measurements

At this time, requirements for health screenings pursuant to 105 CMR 200.400 and 105 CMR 200.500 remain suspended, per the Order of The Commissioner of Public Health Exempting School Committees or Boards of Health from Conducting Health Screenings issued on April 28, 2020. The Commissioner reserves the right to rescind this suspension of screening requirements during the 2020-2021 school year; once the waiver is lifted, screening should resume as soon as possible. The Department will provide guidance for resuming screenings.

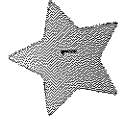
105 CMR 220.500: Immunization Requirements for Preschool, Elementary, and Secondary School Students

Immunization requirements should continue to be followed, including the new requirement for flu vaccination for all K-12 students starting with the 2020-2021 school year. Documentation of immunization status should be submitted to schools within 60 days of school start; however, excluding students from school based on immunization status during the 60-day grace period is discouraged except in the case of a documented school-based outbreak of a vaccine-preventable disease.

Clarifying key health and safety requirements for schools

Attachment 7
September 10, 2020

- Issuing joint memo between DESE and DPH.
- Updates and refinements are a result of questions that have come up from the practical implementation of both DESE and DPH guidance, as well as evolving medical and scientific findings related to COVID-19.
- DESE and DPH intend to collaborate throughout the school year to conduct periodic reviews of guidance.



Definition of a close contact

Previous guidance

- All students in an elementary classroom would be defined as close contacts.

Updated guidance

- A close contact will be defined as only those who have been within 6 feet of distance of the COVID-19 positive individual for at least fifteen minutes, while the person was infectious.



Policy of when a close contact may return to school

Previous guidance

- A close contact may return to school if they test negative for COVID-19, are asymptomatic and are wearing a mask.

Updated guidance

- All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result.



Policy of when a student/staff person may return to school after COVID-19 symptoms

Previous guidance

- A symptomatic individual should self-isolate for 14 days and until asymptomatic.

Updated guidance

- A symptomatic individual may return to school 10 days from the start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school.



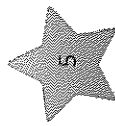
Medical waiting room

Previous guidance

- There is no specific capacity limit for medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet.

Updated guidance

- If feasible, schools are encouraged to provide individual students with their own waiting room. If more than one student is in the same waiting room at a time, each student must be 6 feet apart and wearing a surgical mask.



Additional updates found in joint DESE/DPH memo

- Definition of a COVID-19 related fever
- Immunizations required in all models of learning
- Students wearing masks
- Physical distancing guidelines
- Supporting the safe application of hand sanitizer





AA Transportation Co., Inc.

PO Box 639MO Shrewsbury, MA 01545
508-791-9100 Fax 508-845-7215

August 13, 2020

To: Daniel Deedy
Director of Business and Finance
Wachusett Regional School District
1745 Main Street
Jefferson, MA 01522

Re: FY 2020 contract settlement and memorandum of agreement

Mr. Deedy:

Thank you again for your continued efforts to reach an agreement that will be mutually beneficial.

Per our previous correspondence and discussions, we agree that the financial ramifications of the COVID-19 pandemic have been financially devastating to our business, even with considerations to the PPP loan program.

Our company has incurred many hardships related to the pandemic:

- Our gross sales (including partial payments from contract settlements) from March through August will be approximately 40% of projections.
- Approximately 30% of our revenue is from sources other than "home to school" services, and that revenue stream ended in March and will not likely return before next year.
- Our entire summer revenue has been reduced to near zero.
- We have incurred additional expenses for supplies and equipment due to COVID-19.
- Our overhead and costs incurred for the closure days continued at approximately 80% of anticipated revenues.

We have identified that there is only obstacle in reaching an agreement, which is some wording in the proposed settlement relative to our PPP loan and potential loan forgiveness. It is my intension through this agreement to refund to the district 100% of the PPP loan forgiveness relative to our WRDS's portion of our payroll for the time period in question, if full forgiveness is granted based on the calculations outlined below.

To help illustrate the exact amount that could be allocated to WRSD's portion of our business I have employed the president of our payroll company to extract the employee's payroll expensive whom were payed for providing services to WRSD during the loan qualification period.

Please see the attached letter form Payright Payroll Services. This letter explains that the amount of our PPP loan derived from employees serving WRSD is \$253,121.00 which is to be used over 24 weeks. Based on this report the per week calculation of the loan is \$10,546.70, this would allow for \$94,920.30 (\$10,546.70 x 9 weeks 4/16-6/22) to be used to support our WRSD operations during the subject time period.

This amount is much less than the difference between the contract and proposed payments. In fact, any calculation method used would prove that we comply with H4752, which requires my sworn statement assuring such.

Daniel Deedy
August 13, 2020
Page 2

As I continue to negotiate in good faith, I propose amending the MOA with the following;

1. Replace #10 with the following;

10. By making this agreement and as a condition of its receipt of the payments outlined herein at Paragraph 5 above, AA Transportation Co., Inc. does not give up its right to apply for COVID-19 federal stimulus relief funds for which it might be eligible. Both parties acknowledge and understand that under no circumstance is it intended that AA Transportation Co., Inc. receive total payments from WRSD, other school districts and customers and federal stimulus funds covering the applicable time period that would exceed the total revenue that AA Transportation Co., Inc. would otherwise receive under normal operations during the applicable time period had the Governor's Mandatory Closure not occurred. As such, AA Transportation Co., Inc. hereby notifies the district that the company has applied for and received an SBA loan under the CARES act. AA Transportation Co., Inc. will notify the district upon receipt of notification of forgiveness of any portion of said CARES act loan or receipt of any other similar stimulus grant for the applicable time period. Further, if the federal stimulus forgiveness or such other grant and or forgiveness received by AA Transportation in combination with the payments agreed upon in Paragraph 5 above received from WRSD, other school districts and other customers exceed what would have totaled expected revenue during the applicable time period had the Governor's Mandatory Closure not occurred, AAT agrees it will return such overpayments to WRSD as either a cash payment or credit towards future services as agreed upon by WRSD and AA Transportation based on a pro rata percentage basis. Notwithstanding this provision, If AAT receives full loan forgiveness for its PPP loan which was funded on April 16, 2020, an immediate credit in the amount of \$94,920.30 will be issued to the account of WRSD. In the event any additional credits are due as provided in this paragraph, the \$94,920.30 credit would count toward any such additional credit due.

2. Amend #11 to provide that the agreement is null and void only in the event of a binding court decision after all appeals have been exhausted, and that in such event AA's rights and claims as they existed as of the date of execution of this agreement under the school transportation contracts shall be fully restored, with the lapse of time not acting as a bar to any such rights and claims.

I look forward to hearing your thoughts on this matter, thank you in advance for your continued support and consideration.

Sincerely,


Ron Ernenwein
President



468 Great Road
Acton, MA 01720
(978)263-5004 (P)
(978)263-4994 (F)

July 29, 2020

To whom it may concern,

We are the payroll company for AA Transportation. During the PPP loan application process, we provided all the reports and data required for their application.

Per the request of the company president I am proving a break out of the home to school labor costs associated with the WRSD's portion of the company's payroll for the period of April 1, 2019 through March 31, 2020 which is the same period used for the application of their PPP loan.

The total labor cost for WRSD's portion of payroll during the period is \$1,214,982. By using the same formula for the loan application (one year's average payroll X 10) we can determine the portion of the loan that could be allocated to WRSD's portion of their business would be \$253,121. As you are aware the PPP loan guidance allows for loan proceed to support the company over a 24-week period after funding, which occurred on April 24th, 2020.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen McMahon". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Stephen McMahon

Payright

04-1271041

[illegible]

Effect of Loan Availability

94-333542	AA Transportation- Wichewater Only	Total	Averaging Monthly
Maximum loan available			
Payroll credit:			
Employee compensation, as delayed			
Group health insurance premiums payments	2,111,912	1,154,910	94,576
Accrued benefit (all interest)			
Statistical loss on employee compensation (i.e., state unemployment tax)	1,311	1,319	109
Self-employed income (and independent contractors) not in receipt of SBA loan per year	78,759	78,759	6,543
per self-employed included for the 12 months preceding the application date			
	2,113,982		101,749
Over 100% Eligible Payroll credit			
Monthly average	2,114,982		251,121
Total Loan - Monthly Averaging Times 12	181,249		
	251,121		181,121

¹⁰ Of seasonal businesses, one firm exits initiated during the 1.1 week period beginning February 15, 2019 or, at the direction of regional, March 1 to June 30, 2019.

Editor Note: It is advisable that all applicants review the estimated figures with their accountants, tax advisors, or bank lawyers to ensure accuracy and compliance.

[illegible]

AA Transportation Proposed Contract Changes
August 2020

Original Language in Revised Contract, June 2020

10. It is expressly agreed and acknowledged that WRSD's payment of the above referenced sums, are intended to help AA defray some of its employee payroll overhead costs associated with its paying all of the AA employees who would have been providing student transportation services for WRSD for the sixty-two (62) days of the Governor's Mandatory Closure. AA has applied for and has received federal stimulus relief funds pursuant to the Paycheck Protection Plan (PPP) under the federal CARES Act. Pursuant to the terms of the PPP, AA has received ten (10) weeks' worth of its entire employee payroll (including employees who provide services to WRSD). Under the express terms of the PPP, some or all of the PPP money AA received may be forgiven if AA timely applies for said forgiveness and it is approved, in total or in part. AA agrees it will apply to have the PPP monies it received forgiven. AA also agrees to notify WRSD upon receipt of notification of forgiveness of any portion of said PPP loan or receipt of any other similar stimulus grant and the amount of any said forgiveness, regardless of when that forgiveness occurs. If any portion of the PPP loan is forgiven, WRSD will timely receive from AA a payment, or a credit, at WRSD's choosing, which represents the amount of forgiven PPP monies that was tied to the payroll of AA employees who provide services to WRSD. By way of illustration, if AA has one hundred employees and twenty-five of them provide services to WRSD, then WRSD shall be entitled to receive payment of twenty-five percent (25%) of the PPP grant money forgiven.

Revised Language Suggested by AA Transportation, August 2020

10. By making this agreement and as a condition of its receipt of the payments outlined herein at Paragraph 5 above, AA Transportation Co., Inc. does not give up its right to apply for COVID-19 federal stimulus relief funds for which it might be eligible. Both parties acknowledge and understand that under no circumstance is it intended that AA Transportation Co., Inc. receive total payments from WRSD, other school districts and customers and federal stimulus funds covering the applicable time period that would exceed the total revenue that AA Transportation Co. Inc. would otherwise receive under normal operations during the applicable time period had the Governor's Mandatory Closure not occurred. As such, AA Transportation Co., Inc. hereby notifies the district that the company has applied for an SBA loan under the CARES act. AA Transportation Co., Inc. will notify the district upon receipt of notification of forgiveness of any portion of said CARES act loan or receipt of any other similar stimulus grant for the applicable time period. Further, if the federal stimulus forgiveness or such other grant and or forgiveness received by AA Transportation in combination with the payments agreed upon in Paragraph 5 above received from the WRSD, other school districts and other customers

exceed what would have totaled expected revenue during the applicable period had the Governor's Mandatory Closure not occurred, AAT agrees it will return such overpayments to WRSD as either a cash payment or credit towards future services as agreed upon by the WRSD and AA Transportation on a pro rata percentage basis. Notwithstanding this provision, if AAT receives full loan forgiveness for its PPP loan which was funded on April 16, 2020, an immediate credit in the amount of \$94,920.30 will be issued to the account of WRSD. In the event any additional credits are due as provided in this paragraph, the \$94,920.30 credit would count toward any such additional credit due.

Original Language in Revised Contract, June 2020

11. AA acknowledges that this agreement is contingent on authority being granted to the WRSD to make the payments outlined herein in Paragraphs 5, 6 and 7 above. In the event that a determination is made, or opinion rendered, that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, the obligation to make such payments shall cease and this Amendment shall become null and void without further recourse by AA. In addition, in the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, any payments made hereunder shall be credited back to the WRSD for purposes of satisfying charges associated with any future services provided by the WRSD under the Agreement. In the event this Amendment shall become null and void as provided in this Paragraph, then and all claims that AA may have under the Transportation Contracts between the Parties shall be fully restored.

Revised Language Suggested by AA Transportation, August 2020

11. Amend #11 to provide that the agreement is null and void only in the event of a binding court decision after all appeals have been exhausted, and that in such event AA's rights and claims as they existed as of the date of execution of this agreement under the school transportation contracts shall be fully restored, with the lapse of time not acting as a bar to any such rights and claims.

Created 7.8.20
Revised 8.13.20

DRAFT Revised Contract Amendment with AA Transportation DRAFT

AMENDMENT
Between the
WACHUSETT REGIONAL SCHOOL DISTRICT
and
AA Transportation Inc. of Shrewsbury, MA

This document is merely a working draft of a potential proposal. It does not represent an officially conveyed proposal and is subject to change. The final draft, if any, will be subject to ratification by the entire WRSD School Committee.

This Amendment is entered into between the Wachusett Regional School District, acting through its Superintendent and the Chair of its School Committee, (hereinafter, "WRSD" or the "District") on the one hand, and AA Transportation Co., Inc., (hereinafter "AA") on the other hand, (collectively referred to as the "Parties") on this ____ day of June, 2020 to amend the Contract for School Transportation dated June 19, 2018 (hereinafter "Home to School Transportation Agreement") and the In-District and Selected Out-of-District SPED Van Transportation Agreements, dated July 1, 2017, and the Out of District SPED Agreement dated _____ (hereinafter the two SPED contracts are collectively "SPED Van Transportation Agreements") (the three above referenced contracts are collectively referred to as "the Transportation Contracts.")

WHEREAS, on March 10, 2020, Massachusetts Governor, Charles D. Baker, acting pursuant to the powers provided by Chapter 639 of the Acts of 1950 and Section 2A of Chapter 17 of the General Laws, declared a state of emergency due to the outbreak of the 2019 novel Coronavirus ("COVID19"); and,

WHEREAS, Governor Baker ordered that all public and private elementary and secondary (K-12) schools in the Commonwealth, excluding residential and day schools for special needs students, shall suspend all normal, in-person instruction and other educational operations at the end of the school day on Monday, March 16, 2020 and shall not re-open for normal operations before Monday, June 29, 2020 (hereinafter the "Governor's Mandatory Closure"); and

WHEREAS, the Wachusett Regional School District recognizes that these unprecedented times involving COVID-19 and the attendant Governor's Mandatory Closure will impact certain uniquely positioned vendors that primarily are in operation to support the Wachusett Regional School District; and

WHEREAS the Wachusett Regional School District is party to the above-referenced contracts with AA Transportation Co., Inc. to provide transportation to certain of the District's students. Although the bus drivers and other support personnel associated with the Agreement are employees of AA Transportation Co., Inc., such employees play an integral role in the transportation of District students and are instrumental in the orderly operation of the District on a daily basis when school is in session; and

WHEREAS, AA contends that it is entitled to be paid the daily rate for all of its student transportation service for WRSD for being ready and willing to transport students had school resumed any time between the date of the original shutdown order and the end of the 2019-2020 school year; and

WHEREAS, WRSD contends that it is not obligated to pay AA for services that became impossible to deliver due to the Covid-19 Pandemic and the Governor's school shut down orders; and

WHEREAS it is recognized that Massachusetts General Laws, Chapter 41, Section 56 only allows for the payment of services actually rendered to the District; and,

WHEREAS, the Parties desire to avoid litigation regarding the enforceability of the Transportation Contracts between them for the 2019-2020 school year and to reach a global resolution.

NOW, THEREFORE, in consideration of the mutual promises and undertakings contained herein, and for good and other valuable consideration recited herein, the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

1. This Amendment modifies the above-referenced Transportation Contracts as they pertain to student transportation services that would have otherwise been delivered for the sixty-two (62) school days that occurred between the date of the Governor's above referenced closure order and the scheduled June 2020 last day of the 2019-2020 WRSD school year. All other provisions of the Transportation Contracts that are not modified by this Agreement remain in effect.
2. AA confirms it gave notice to and re-employed all drivers and support personnel and made buses, bus drivers and all other support personnel available to WRSD to provide transportation services as may have been needed during the Governor's Mandatory Closure. It was further expected that AA Transportation Co., Inc. will adhere to recommendations around issues of social-distancing and maximum assembly of persons issued by the Governor in connection with the transportation pursuant to this paragraph.
3. AA affirms it has already "made whole" from a wage and benefit standpoint (the "Make Whole Wages and Benefits") all bus drivers and support personnel in support of this contract retroactively to the first official school closure date of March 17, 2020 and forward through the end of the 2019-2020 regular school year as defined by the WRSD school calendar. For purposes of this Agreement, Make Whole Wages and Benefits was based on average weekly regular route wages and charter wages paid during the month of February 2020, and benefits provided and subject to such terms and conditions hereof as of February 2020.
4. AA agrees to indemnify and hold the WRSD harmless in connection with its transportation pursuant to Paragraph 2 above and any litigation or damages arising therefrom. AA Transportation Co, Inc. also agrees to maintain liability insurance, in at least the same

coverage amount and under the same terms that it maintains pursuant to the Agreement, on all buses to be utilized in connection with the transportation of individuals as outlined in Paragraph 2 above.

5. The WRSD will pay AA \$ [REDACTED] as full settlement for Home to School transportation services for the sixty-two (62) school day that WRSD schools were closed during the 2019-2020 school year due to the Governor's Mandatory Closure of schools. This amount represents seventy-five percent (75%) of the total contractual cost for Home-to-School regular education student transportation that would have otherwise been paid had WRSD's schools been open during these sixty-two (62) days. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period. Because WRSD has already paid AA \$ [REDACTED] of the above amount in previously received invoices, WRSD shall only pay AA the remaining balance of \$ [REDACTED]. Payment will be made in the usual course of business.
6. The WRSD will pay AA \$ [REDACTED] as full settlement for all In-District Special Education (SPED) transportation services for the sixty-two (62) school day that WRSD schools were closed during the 2019-2020 school year due to the Governor's Mandatory Closure of schools. This amount represents seventy-five percent (75%) of the total contractual cost for SPED transportation that would have otherwise been paid had WRSD's schools been open for said sixty-two (62) days. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period. Payment will be made in the usual course of business.
7. The WRSD will also pay AA \$ [REDACTED] as full settlement for all Out of District Special Education (SPED) transportation services for the sixty-two (62) school day that WRSD schools were closed during the 2019-2020 school year due to the Governor's Mandatory Closure of schools. This amount represents seventy-five percent (75%) of the total contractual cost for SPED transportation that would have otherwise been paid had WRSD's schools been open for said sixty-two (62) days. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period. Payment will be made in the usual course of business.
8. AA agrees, notwithstanding the provisions of any of its Transportation Contracts with the WRSD for transportation services for the 2020-2021 school year, that it will freeze the rates paid by WRSD for the 2020-2021 school year so that they are the same as the rates that were paid under the Transportation Contracts for the 2019-2020 school year. This includes, but is not limited to, all Home to School, all In-District SPED transportation, and all Out-Of-District SPED transportation.
9. AA agrees that as a precondition of its receipt of the payments outlined herein in Paragraphs 5, 6 and 7 above, that it has paid all employees assigned to transport students covered by the WRSD Transportation Agreements their average weekly regular route wages and charter wages, based on each of their earnings during the month of February 2020, for all sixty-two (62) days during which school was closed. AA will furnish evidence

of these payments, by individual, to WRSD before WRSD will make any of the payments referenced in Paragraph 5, 6 or 7.

10. It is expressly agreed and acknowledged that WRSD's payment of the above referenced sums, are intended to help AA defray some of its employee payroll overhead costs associated with its paying all of the AA employees who would have been providing student transportation services for WRSD for the sixty-two (62) days of the Governor's Mandatory Closure. AA has applied for and has received federal stimulus relief funds pursuant to the Paycheck Protection Plan (PPP) under the federal CARES Act. Pursuant to the terms of the PPP, AA has received ten (10) weeks' worth of its entire employee payroll (including employees who provide services to WRSD). Under the express terms of the PPP, some or all of the PPP money AA received may be forgiven if AA timely applies for said forgiveness and it is approved, in total or in part. AA agrees it will apply to have the PPP monies it received forgiven. AA also agrees to notify WRSD upon receipt of notification of forgiveness of any portion of said PPP loan or receipt of any other similar stimulus grant and the amount of any said forgiveness, regardless of when that forgiveness occurs. If any portion of the PPP loan is forgiven, WRSD will timely receive from AA a payment, or a credit, at WRSD's choosing, which represents the amount of forgiven PPP monies that was tied to the payroll of AA employees who provide services to WRSD. By way of illustration, if AA has one hundred employees and twenty-five of them provide services to WRSD, then WRSD shall be entitled to receive payment of twenty-five percent (25%) of of the PPP grant money forgiven.
11. AA acknowledges that this agreement is contingent on authority being granted to the WRSD to make the payments outlined herein in Paragraphs 5, 6 and 7 above. In the event that a determination is made, or opinion rendered, that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, the obligation to make such payments shall cease and this Amendment shall become null and void without further recourse by AA. In addition, in the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, any payments made hereunder shall be credited back to the WRSD for purposes of satisfying charges associated with any future services provided by the WRSD under the Agreement. In the event this Amendment shall become null and void as provided in this Paragraph, then and all claims that AA may have under the Transportation Contracts between the Parties shall be fully restored.
12. AA Transportation Co., Inc. shall submit to WRSD three invoices pursuant to this Agreement in the amounts referenced in Paragraphs 5, 6, and 7. Such invoices shall include language such as; *"Maintaining bus fleet equipment, staff, facilities, and all related operations in a readiness status at the disposal of the District during Covid-19 School Closure"* so as accurately capture the rationale for such payment.

13. This Amendment does not establish any precedent or practice regarding how any future cessation or stoppage of student transportation services under the Transportation Contacts will be addressed by the Parties.

This agreement is made on this ____ day of June 2020.

For the Wachusett Regional School District

Print Name _____ Signature _____

For AA Transportation Inc.

Print Name _____ Signature _____

Attachment 11
September 10, 2020



FM: Kevin Hinkamper
Chief Executive Officer
Van Pool Transportation

TO: Mr. Dan Deedy
Director of Business and Finance
Wachusett Regional School District

Dear Dan,

July 9, 2020

Thank you for sharing the draft contract and allowing me to provide a few minor suggestions to make the final agreement applicable to Van Pool. The changes I've suggested do not change the overall nature of the agreement. The reasons for my suggestions are as follows:

Section 2: We did not give notice to our employees and then re-employ them.

Section 3: As we did not give notice to our employees and then re-employ them, Section 3 does not apply.

Section 5: Section 5 pertains to Home to School Transportation. We provide services as described in Section 7.

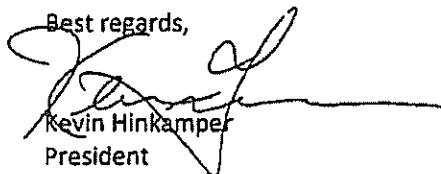
Section 6: Section 6 pertains to In-District Special Education Transportation. We provide services as described in Section 7.

Section 10: Our company was not eligible for the Paycheck Protection Program (We have greater than 500 employees).

I understand this has been a lengthy and challenging process for all of us. Please accept my appreciation for your efforts, and to all those who have been involved in leading through the COVID-19 pandemic.

We look forward to the coming school year, and remain committed to our students, our schools, and our communities.

Best regards,



Kevin Hinkamper
President

Van Pool Proposed Contract Changes
July 2020

Original Language in Revised Contract, June 2020

2. VAN POOL confirms it gave notice to and re-employed all drivers and support personnel and made buses, bus drivers and all other support personnel available to WRSD to provide transportation services as may have been needed during the Governor's Mandatory Closure. It was further expected that VAN POOL Transportation Co., Inc. will adhere to recommendations around issues of social-distancing and maximum assembly of persons issued by the Governor in connection with the transportation pursuant to this paragraph.

Revised Language Added by Van Pool, July 2020

2. VAN POOL confirms it retained all drivers and support personnel and made vans, van drivers and all other support personnel available to WRSD to provide transportation services as may have been needed during the Governor's Mandatory Closure. It was further expected that VAN POOL Transportation Co., Inc. will adhere to recommendations around issues of social-distancing and maximum assembly of persons issued by the Governor in connection with the transportation pursuant to this paragraph.

Original Language in Revised Contract, June 2020

3. VAN POOL affirms it has already "made whole" from a wage and benefit standpoint (the "Make Whole Wages and Benefits") all bus drivers and support personnel in support of this contract retroactively to the first official school closure date of March 17, 2020 and forward through the end of the 2019-2020 regular school year as defined by the WRSD school calendar. For purposes of this Agreement, Make Whole Wages and Benefits was based on average weekly regular route wages and charter wages paid during the month of February 2020, and benefits provided and subject to such terms and conditions hereof as of February 2020.

Revised Language Added by Van Pool, July 2020

3. Entire section deleted; not applicable.

Original Language in Revised Contract, June 2020

5. The WRSD will pay VAN POOL \$ [REDACTED] as full settlement for Home to School transportation services for the sixty-two (62) school day that WRSD schools were closed during the 2019-2020 school year due to the Governor's Mandatory Closure of schools. This amount represents seventy-five percent (75%) of the total contractual cost for Home-to-School regular education student transportation that would have otherwise been paid had WRSD's schools been open during these sixty-two (62) days. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period. Because WRSD has already paid VAN POOL \$ [REDACTED] of the above amount in previously received invoices, WRSD shall only pay VAN POOL the remaining balance of \$ [REDACTED]. Payment will be made in the usual course of business.

Revised Language Added by Van Pool, July 2020

5. Entire section deleted. Article 7 only.

Original Language in Revised Contract, June 2020

6. The WRSD will pay VAN POOL \$ [REDACTED] as full settlement for all In-District Special Education (SPED) transportation services for the sixty-two (62) school day that WRSD schools were closed during the 2019-2020 school year due to the Governor's Mandatory Closure of schools. This amount represents seventy-five percent (75%) of the total contractual cost for SPED transportation that would have otherwise been paid had WRSD's schools been open for said sixty-two (62) days. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period. Payment will be made in the usual course of business.

Revised Language Added by Van Pool, July 2020

6. Entire section deleted. Article 7 only.

Original Language in Revised Contract, June 2020

10. It is expressly agreed and acknowledged that WRSD's payment of the above referenced sums, are intended to help VAN POOL defray some of its employee payroll overhead costs associated with its paying all of the VAN POOL employees who would have been providing student transportation services for WRSD for the sixty-two (62) days of the Governor's Mandatory Closure. VAN POOL has applied for and has received federal stimulus relief funds pursuant to the Paycheck Protection Plan (PPP) under the federal CARES Act. Pursuant to the terms of the PPP, VAN POOL has received ten (10) weeks' worth of its entire employee payroll (including employees who provide services to WRSD). Under the express terms of the PPP, some or all of the PPP money VAN POOL received may be forgiven if VAN POOL timely applies for said forgiveness and it is approved, in total or in part. VAN POOL agrees it will apply to have the PPP monies it received forgiven. VAN POOL also agrees to notify WRSD upon receipt of notification of forgiveness of any portion of said PPP loan or receipt of any other similar stimulus grant and the amount of any said forgiveness, regardless of when that forgiveness occurs. If any portion of the PPP loan is forgiven, WRSD will timely receive from VAN POOL a payment, or a credit, at WRSD's choosing, which represents the amount of forgiven PPP monies that was tied to the payroll of VAN POOL employees who provide services to WRSD. By way of illustration, if VAN POOL has one hundred employees and twenty-five of them provide services to WRSD, then WRSD shall be entitled to receive payment of twenty-five percent (25%) of the PPP grant money forgiven.

Revised Language Added by Van Pool, July 2020

10. Entire section deleted; not applicable.

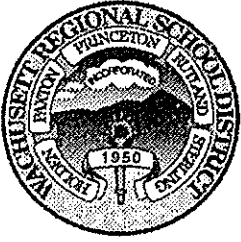
April 30, 2018 Regular School Committee Meeting:

Motion: To award a contract to Melanson Heath of Andover, Massachusetts to perform all required or advisable audit services to include Annual Final Statements, Federal Awards Programs, End of Year Report, and Student Activities, for three (3) fiscal years covering FY18 in the total amount of \$32,000, FY19 in the total amount of \$32,900, and FY20 in the total amount of \$34,700, with an option to renew for two (2) additional fiscal years at the District's discretion for FY21 in the total amount of \$35,500 and for FY22 in the total amount of \$36,300.

(M. Dennis)

(J. E. Novak)

The motion passed unanimously.



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

August 25, 2020

Mr Peter Bogren, Jr., Chair
Paxton Selectboard
697 Pleasant Street
Paxton, MA 01612

Dear Pete:

On behalf of the District and the School Committee, thank you very much for agreeing to serve as the Municipal Representative for Negotiations during FY21. As explained at our meeting on August 24th, contract negotiations with three of the District's bargaining units are underway. The School Committee is updated on contract negotiations during executive sessions, which are generally scheduled at the conclusion of a regular School Committee meeting. When an executive session is posted to provide negotiation updates, you will be notified of the executive session and asked to attend if you are able.

Your willingness to serve in this capacity 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

Attachment 15
September 10, 2020

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

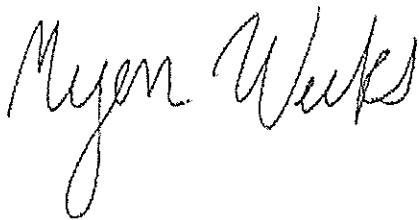
August 25, 2020

Mr. Mathew Lavoie
28 Grizzly Drive
Rutland, MA 01543

Dear Mr. Lavoie:

The Wachusett Regional School District Committee met on August 24, 2020 to discuss the Open Meeting Law complaint that you filed on August 12, 2020. In your complaint, you allege that member Krista Bennett violated the Open Meeting Law because she stated in response to a communication sent by Superintendent McCall "that is great." You have alleged that the statement constituted deliberation among Committee members and, therefore, Ms. Bennett violated the Open Meeting Law. Ms. Bennett is a newly elected member of the School Committee and will have training on the Open Meeting Law. Ms. Bennett's statement is at most deminimis and did not violate the spirit and intent of the Open Meeting Law. The School Committee, therefore, has found that there has been no violation of the Open Meeting Law.

Sincerely,

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: Massachusetts Attorney General, Division of Open Government
Wachusett Regional School District Committee

MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
DIVERSITY, EQUITY, AND ANTI-RACISM SUBCOMMITTEE

Monday, August 3, 2020
7:00 PM

Minutes

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

In Attendance: A. Silva, Chair, L. Woodland, Vice-chair, M. Ayala, K. Bennett, S. Brown
M. Gustafson, J. Haynes, L. Long-Bellil

Absent: N. Amos, L. Kirshenbaum

Administration: Brendan Keenan, Director of Social Emotional Learning

Others: Kathryn Mangus, Student Representative (8:15 PM)
Mary Shepherd, WREA

I. Call to Order

Subcommittee Chair Silva called the meeting to order at 7:08 PM.

II. Election of Vice-chair

Motion: To nominate Scott Brown to serve as Vice-chair of the Diversity, Equity, and Anti-Racism Subcommittee.

(K. Bennett)
(L. Long-Bellil)

Motion: To nominate Linda Woodland to serve as Vice-chair of the Diversity, Equity, and Anti-Racism Subcommittee.

(L. Woodland)
(L. Long-Bellil)

Asima Silva -	Abstained
Melissa Ayala -	Member Woodland
Krista Bennett -	Member Woodland
Scott Brown -	Member Woodland
Maleah Gustafson -	Member Woodland
Jeffrey Haynes -	Member Woodland
Linda Long-Bellil -	Member Woodland
Linda Woodland -	Member Woodland

By roll call vote, Linda Woodland was elected Vice-chair of the Diversity, Equity, Anti-Racism Subcommittee.

III. Review of Charge

The original charge to the newly formed subcommittee was reviewed, discussed, and edited.

Charge (as of 7/13/2020):

- 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.

Charge (as edited 8/3/2020):

- 1) To review K-12 curriculum and make recommendations to ensuring that black and multicultural voices are represented in all areas.
- 2) To look at the school calendar in terms of religious holidays.
- 3) To work with administration to craft a Racism Intervention and Prevention plan.
- 4) 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.

Discussion ensued, including the process to follow-up on issues and complaints, including complaints of bullying (student to student), at the Central Office level, the value of hearing from students and other stakeholders, the suggestion that approved/researched-based curriculum be looked into and considered, Facing History & Ourselves might be an avenue to consider, working with an outside partner to address diversity and equity needs, increasing family involvement with promoting diversity at home. Director Keenan make a short presentation on bias and discrimination, and he discussed a Stakeholder Group that will be started in the next school year. Member Woodland spoke about training for the School Committee, which Subcommittee Chair Silva and Director Keenan will work together on. Religious holidays/observances were discussed, with the need to be cognizant of such.

Members of the student body had submitted statements and comments, which Student Representative Kathryn Mangus shared with Subcommittee Chair Silva (attachment 1). These comments will be sent to all subcommittee members.

Member Bennett referenced several documents, which will be shared with all subcommittee members for their information and review.

8:15 PM Student Representative Kathryn Mangus joined the meeting.

IV. Next Steps and Plans Moving Forward

The comments submitted by students will be on the agenda for the next subcommittee meeting.

V. Next Meeting:

Tuesday, September 8, 2020, 7:00 PM, via Google Meet.

VI. Adjournment

Motion: To adjourn.

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

Roll call vote:

In favor:

Asima Silva
Linda Woodland
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 8:18 PM.

Respectfully submitted,

Brendan Keenan
Director of Social Emotional Learning

BK:rlp

Student Rep intro

Kathryn Mangus Senior

Hello everyone, I want to begin by thanking you all for taking on this task as racism is a large issue. As Robert F Kennedy said "Each time a man stands up for an ideal or acts to improve the lot of others, or strikes out against injustice, he sounds out a tiny ripple of hope." I would like to say this subcommittee is that ripple of hope for our students present and future. Over the past week I have been talking with students about racism in the Wachusett District. I created an anonymous response form that allowed students to share their thoughts with me and ultimately you all. Many students also emailed or direct messaged me to have conversations. Below are the students' responses ranging in ages from 7th grade to Post Grad students who wanted to share their thoughts. I will let the students' responses speak for themselves; however, I would like to intro with a few remarks. The "Hate has no home stickers," in our classrooms are no longer doing justice to our district's students of color or other minority students. We live in a predominantly white area which leaves students of color to be overlooked and forced to assimilate into what I call the "Wachusett bubble" which is full of a lack of awareness of different communities and cultures. We cannot let the lack of diversity within our district create a safe space for racism and prejudice, if anything we need to provide our students with more education to make up for the lack of cultural learning most students get from just being around their peers. Microaggressions and acts of racism or bigotry against other minorities are common as you will hear from the student statements below but I would like to bring light to a major issue. Many of these students chose to remain anonymous. Although, usually I wouldn't see an issue with this while reading these submissions and talking to many students I realized many of our students feel uncomfortable talking about racism. This comes from a lack of education and how normalized it is in our culture. I had students share disgusting stories about teachers and students. Those who reported these stories who were afraid to speak up because they "didn't want to get someone in trouble," or believed people displaying racist behavior "weren't trying to be hurtful." But the question then becomes "Does not trying to be hurtful excuse racist, bigotted behavior?" The answer is no, students should not be afraid to point out blatant racism because they don't want to get anyone in trouble. We need to normalize anti-racism conversations in classrooms if we want to ever have an anti-racist community. So again I thank you for starting the Anti-racism conversation and hope we can make Wachusett a better community for our students of color. Thank you so much and please email me with comments and concerns at kathrynmangus21@wrsdk12.net.

Hannah Palmi

8th Grade Chocksett

I attend Chocksett Middle School. I am white, however I noticed instances of racism and it hurts me to see that and has motivated me to try to make a difference. At Chocksett there are "core values" and these are constantly talked about in school and pushed on students. I feel as though none of these core values talk about equality. It may help if they did or if equality was a core value in itself so that more awareness about anti-racism is spread. Even if equality isn't made a

core value at Chocksett, I still feel that anti-racism needs to be talked about more. It also should be taught and practiced in classrooms. Equality is a belief that doesn't just affect school, it affects the rest of students lives and should be taught at a young age

Anonymous

Freshman Wachusett

An issue that comes up a lot at Wachusett are people using the n word, a racial slur, not knowing its history and why it's wrong. I genuinely think it's out of lack of knowing its meaning or it's part in oppressing black people in history. There was this book we read and it had a lot to do with racial injustice and the n word was used a lot in the book. This slur was used to dehumanize the black community. Black people reclaimed it's meaning. White people cannot use it for they have not been oppressed by this word. The things trending nowadays are brought about by black culture whether it be music style trends etc. The n word is in the mix with it and many people don't understand why it isn't ok to use it. But with education on the topic, it will bring more awareness to it. Plus really bringing action to when racial events happen.

Anonymous

Senior Wachusett

My sister's ex-boyfriend was black and one time we were at lunch talking to one of our friends, a FRIEND mind you, when she pointed to someone who looked nothing like her boyfriend and said 'wow they look EXACTLY like your boyfriend!' The kid was probably a foot shorter, heavier set, had a different haircut, AND wore glasses. There was absolutely ZERO resemblance and the fact that she said that showed me how little diversity there is at Wachusett. Honestly she was our FRIEND and we both thought what she said was offensive. I feel like a lot of students at Wachusett are completely disconnected from different cultures and ethnicities and their struggles and it honestly gives me anxiety thinking about it sometimes. In my time at Wachusett, I have heard more overtly racist and prejudiced things than I have EVER heard in the outside world and it both worries and infuriates me. Oh and also, the amount of Christmas decorations in comparison to those for other holidays has always seemed offensive to me. I've heard so many students making a joke out of the administration's lack of representation for holidays like Hanukkah and Kwanzaa, but I feel like most of us do it purely to pull focus away from how horrible it really is.

Elise

Senior Wachusett

Each year in English class, I have read a book that includes racial slurs (examples include "Of Mice and Men" and Huckleberry Finn). When we read this book aloud, I have seen students say the slurs out loud. I have also seen teachers brush this off and not talk about the history of this word. I think it's important that teachers talk about the history of racial slurs and how saying

them is harmful to black students. I think that if students learn this in class, they also understand how it is wrong to use racial slurs in and outside of school. I believe teachers need to also be aware by only including readings by white males the message they are subconsciously sending to students. The message is that females of POC cannot make great works of literature. I also think this limits the perspective students receive and therefor, limits student education

Kellen Fredricksen

Junior, Wachusett

I haven't seen any real hate driven racism at Wachusett myself, but I have seen people being inconsiderate and feeling free to say certain offensive words, choosing not to care about their history and real meaning.

Anonymous

Senior, Wachusett

I think that as a whole Wachusett genuinely has no experience with handling or even discussing racial injustices both present and past. The school doesn't handle students who are racist or systematically degrade others by the use of slurs or verbal harassment or even through social media regarding one's race culture or even religion. The school needs an overall stronger grasp on how students truly should not only learn to respect each other beyond external factors but the punishment of those who cannot adhere to the principal or equality. The issue is people cannot look beyond what they see anymore and the school needs to teach that.

Carolyn

8th grade

I think racism has never really been an issue in my school, at least. But with all of the things happening in the world, students of color may feel differently about returning to school than they were a few months ago. I think that there should be support groups for these people and for anyone who feels impacted by racial injustice.

Anonymous

Senior Wachusett

When thinking about racism at Wachusett, I realized that I haven't witnessed much because my classes are almost entirely white. I believe that the school district needs to do a better job at encouraging people of color to take higher level classes, and making them feel welcomed and respected while in higher level classes. This could be achieved in a number of ways, and there are many programs and movements in other areas. Some ideas include promoting diversity, equity, and inclusion in elementary school, having clubs for people of color, etc. Secondly, while the national focus is on black lives matter right now (as it should be), I think that we as a community should use this opportunity to advocate for and include all people of color as we work towards being antiracist. Wachusett has a relatively large Asian population (compared to the population of other minorities in the district). However, I have heard a countless number of

racist comments against Asians that go unpunished and unacknowledged. These range from so-called 'jokes' about Asian's intelligence, to the use of racial slurs and comparing Asians to different animals. This is completely unacceptable. I have watched as my Asian friends became desensitized to this over their years at Wachusett. Nobody should have to deal with this. I believe that this is mainly due to a lack of education. While most people are mildly aware of racism against Black people, many others do not realize or do not care about the impact of racist statements to Asians. Perhaps some don't even know the impact of their comments. As we work to educate our community, establish programs and committees to fight racism, and change our school environment, please do not forget about our Asian students. Finally, we must change the social structure of our school. All of the people of color at Wachusett are expected to let racist comments roll off their back, and be 'fun' and 'cool.' If they don't adhere to the unspoken rules laid out for them, they are socially alienated and bullied. People of color cannot be held to a strict standard simply because of their race. They must be socially allowed to make mistakes, be themselves, express themselves the way they choose to, and speak out when something hurts them. This social structure affects the entire system of racism at Wachusett. Many people of color are expected to laugh off any racist comment, and by doing so, white people view that as permission to continue being racist. Excuses like, "my boyfriend said I could use that word!" "I have the Asian card," or "but my black friend doesn't mind" run rampant. This is at no fault of the people of color. The white people at Wachusett need to learn what is racist and what is not, so that people of color are not forced to either police racism or accept racism, and so that racist behavior does not continue.

I would like to thank the school committee, Wachusett administrators, and student advocates for trying to make our school safe and welcoming to all. I am optimistic that Wachusett can become antiracist through proper education and community building.

Jack Borges

Senior, Wachusett

While I haven't experienced racism myself, I know many POC that have, with no repercussions for anyone being racist for the most part. I think the admin should promote inclusiveness as there are so few POC at our school and act against racism and create a welcoming environment for all students, regardless of color

Anonymous

Senior Wachusett

I am a white student, but I have seen common occurrences and themes that should be addressed. Especially since the student body/teachers/admin is mostly white, these issues have been ignored for too long. I have heard white students say the n-word a few times (which is more than I should.). Black students have shared their experiences in people making racist/threatening comments toward them. One instance of racism that has been sitting with me was in the 2018-2019 school year I believe when a student had been making racist comments on social

media to another girl - which the administration knew about because there was some sort of confrontation in the cafeteria - and the girl who had been making the racist comments was still allowed to do things such as walk at graduation. Events like this - or any racist event - should lead to disciplinary action! In addition to addressing these issues, I think that we should have an anti-racism curriculum at Wachusett!!

Anonymous

Senior, Wachusett

Racism and racist language is far too common at Wachusett. As a white student, I have been told to "put some pants on the n-word" by a group of laughing boys when I quietly walked on the school sidewalk wearing shorts. I've heard my classmates scream the n-word in the cafeteria and receive no discipline, despite the multiple adults within earshot. One of my friends immigrated to America when she was in Elementary school. Within her first week at Wachusett, she heard the boy next to her joking suggest that they should line up all of the immigrants - legal or illegal - and shoot them in the head. Imagine a person you just met, suggesting that you and your family should be murdered. This conversation happened directly in front of the teacher. No one said anything. There needs to be an emphasis on teaching the origin of certain racial slurs and their place in dehumanizing others. Teach why they are wrong. Teach students the hard and horrifying truth of these words - history can not be ignored or else it will be repeated. We need to eliminate the ignorance and disregard for others that's so common in this sheltered school. There needs to be a stated emphasis on reporting these incidents and a verbal outline of what happens if these incidents occur. Have students hold each other accountable. Speak on the importance of coming to administration and normalize it, many students never report things for fear of retaliation. Others don't believe the system works or cares. I'm glad the school has formed an anti-racism committee and hope it brings real change.

Anonymous

Freshman, Wachusett

I am going to be a freshman this year and I feel that everyone should be taught that using the N word is not ok. Many people's excuses are "well i have a black friend so it's ok for me to use it" that is absolutely not true and they need to be taught why this isn't ok. my school has only one person of color in my grade and she happens to be my best friend of 7 years. everyday i see the racism she has to deal with and she is usually quiet about it or says something directly to the person. Hopefully something can be done for her and other people of color so they aren't bullied because of their race day after day because it's terrible to see.

Anonymous

Senior, Wachusett

As a white student at Wachusett, I might see racism less than a student who isn't white. The main thing that I have seen at the high school is the use of the N-word by primarily white students. I

think that this is highly inappropriate, especially hearing it being screamed across a room or out loud for "fun" when no administration does anything to stop the use of this language. Other racial slurs aren't uncommon at the school. These mainly come from the same students who like to use the N-word, thinking that it makes them cool or funny. At WRHS and maybe even starting before, we should be taught about the divides that have been caused by race and learn to be sensitive to others and not use language or actions that specifically targets one student or group of students. Many white students are allies who stand with their non-white peers in reprimanding this behavior, but it does scare me the amount of hatred that some other students possess (towards a certain race, gender, sexual orientation, religion, etc). We should be taught against hate and to work together as one species rather than many different races and other subcategories, along with learning of the oppression that minority races and other groups have faced throughout history (and, of course, why these actions are wrong). Personally, I only know of one black teacher at the high school. I know that the school has to hire whoever they can find to teach the positions needed, but many underclassmen of color that I have talked to wish that they had more teachers like them that they can go to for support in a high school where the majority of students are white. I think that WRHS wanting to form a club or committee of students of color to check in and make sure that they are taking better actions at the school against racism is a wonderful idea. I will stand up to hate and bigotry at the high school whenever I see it and try my best to actively stop these incidents from happening with the knowledge that I currently have (most of it from social media and reading outside of school, which I think says a lot in itself).

Anonymous
Senior Wachusett

I've heard multiple people say that they wouldn't date someone based off of skin color or using the one BIPOC person they know to excuse their racism and bigotry. That's not ok.

Anonymous
Senior, Wachusett

- community is predominantly white; minorities like African, Asian, and native Americans seem to make up no more than 20% of the school population
- overt racism is very rare, in my experience - covert racism (ex playing on stereotypes, mocking accents of other ethnicities, etc) is usually not punished
- perhaps make resources/lists of different examples of covert racism so that students know what is/is not acceptable
- expand curriculum of humanities classes to focus on minorities more, and not from a European point of view (for example, we only learned about the scramble for Africa because it was relevant to European history)
- should learn about African, Asian, etc history

Anonymous

Senior, Wachusett

Racism is deeply embedded in the culture and administration of Wachusett. The administration has done little to mitigate the continued harassment and trauma that students of color receive. Wachusett also has done little to diversify its curriculum and to teach beyond a white perspective. Slurs, racist mockery, and various microaggressions are common throughout the entire district. It is obvious how ill-informed many students are and how there has been nothing to combat this dangerous ignorance. Wachusett has a lot to do.

Anonymous

Senior, Wachusett

Acknowledgement there's an ignorance on that fact that we have like 1% ppl of color, the curriculum itself because for the most part most of the time a black person is mentioned in history or English class it's as a slave when black history is more than just being a slave, we have one black teacher at the school and that's it not even a black counselor. There aren't any other minority teachers besides like spanish and French teachers. Personally this has never happened to me but from what I have heard black students also feel targeted whenever they walk in the bathroom and a teacher is around because the teacher thinks they have drugs on them. Also another big thing is the teachers most of the teachers have been great but throughout my 12 years in the district I have had plenty of teachers with racist tendencies and that have made racist comments without even knowing it. Part of it is probably because of where we live because they have little experiences with people of color but that's why it's important to have more minority teachers and counselors or maybe even give the teachers a program I don't know what the answer is.

Anonymous

Senior Wachusett

I think that teachers should be more aware of what they're saying to students. They're teachers who are supposed to teach students how to be good people so it's especially harmful when they say ignorant things. There's one thing especially that sticks out in my mind. I clearly remember because it was so blatantly ignorant even though it happened over a year ago. Last year there was a student in one of my classes who had Hispanic heritage. This teacher was especially problematic, she even slut shamed celebrities in front of the class so honestly i'm not surprised, she would also get extremely irritated and be rude to students over the smallest things. Once in class she gave really confusing instructions so we kept asking her to repeat it. When this student asked her to repeat instructions that were unclear still and she said something along the lines of "How many times do I have to say it for you to understand? Do you need me to say it in Spanish for you??" It was honestly shocking and the whole class was literally silent. The student was obviously uncomfortable. I'm not sure if it was her intention to be racist but as I said, teachers should hold themselves to a greater level of responsibility. Their position is teaching the future of

America. I literally couldn't believe a teacher would say that to a student and humiliate them in front of the whole class. Anyways my point is like after that experience teachers need to understand the consequences of things they say.

I have faced so many microaggressions and witnessed other poc experience them as well. If necessary teachers should be educated on what microaggressions are because it is hard to understand them sometimes if you have never experienced them yourself! Not only teachers but also students. Once in my homeroom I was asking another student in my class questions about the different Chinese empires. Another girl overheard and said, "Shouldn't you know that??? You're chinese." Which again to her maybe it didn't seem offensive but microaggressions are not always obviously racist. Not all Asians are Chinese, and just because I have heritage from another country doesn't mean I know the entire history of that country. I was literally born in America and have gone to that country twice in my whole life. But just because I don't look "white" the student just assumed I knew everything about my "other country" which really threw me off guard and I really didn't know how to respond.

Maleia Mosley

Senior Wachusett

Wachusett and it's towns obviously aren't very diverse as is but that doesn't mean there should be a lack of sensitivity to things regarding POC. Such as kids sitting at my lunch table, saying the n word then looking at me and saying a fake "sorry" or waiting for me to "freak out" and cause a scene. Intentionally gaslighting me. Another thing is stereotyping us as these aggressive- loud people : "hot cheeto girl" "ohhh you're from Worcester watch out" And certain students have actually said the N word with the hard R to me, to my face whether they claim it to be an completely unfunny "joke."

Seamus Quercio

7th Grade

It's everywhere kids all the time say the n word as well as racial and homophobic slurs all the time. If you comment on them saying these things they bully you and it goes right under the noses of the staff and they don't do anything.

Anonymous

Senior Wachusett

I think that as a whole Wachusett genuinely has no experience with handling or even discussing racial injustices both present and past. The school doesn't handle students who are racist or systematically degrade others by the use of slurs or verbal harassment or even through social media regarding one's race culture or even religion. The school needs an overall stronger grasp on how students truly should not only learn to respect each other beyond external factors but the punishment of those who cannot adhere to the principal or equality. The issue is people cannot look beyond what they see anymore and the school needs to teach that.

Anonymous

Junior Wachusett

There are many incidents at Wachusett where students say racial slurs or attack a group of students based on race and punishment is not adequate and seems as though it is brushed off. For example, In the past it seems as though students that have been racist are almost protected, but when a student says negative commentary about police, they have more severe consequences than the racist students. In this case the punishments should have been equal because both students did something wrong. I also believe it is important to discuss racism in America in the classroom.

Lucus Laing

Senior Wachusett

Will students be forced into learning about the colored community in school?

Mary

Junior Wachusett

Although I am not a student of color I truly believe that Wachusett could add more learning of some of the remarkable people in black history. I propose an idea that during black history month we dedicate time in class to learning about important people of color that have helped our country grow. It would be amazing to learn more about it for everyone.

Anonymous

Sophomore Wachusett

Sometimes it's not just the white students who are being 'racist'. Racism also comes from all shades of students. But most times if a student of color says something racist it is overlooked because of victimisation.

Anonymous

Senior Wachusett

I have noticed that the n word flies out of students mouths like nothing, it doesn't even faze them. I guess it makes them think they are cool, which they are not. I think that we should be teaching students the origin of the word and how it affects the black community. There is no reason that a white student should be using the word to address their friends, they're also white friends.

Post Grad

There is an entire 3 month period for educating the school community on black history, saying that it is not included in the curriculum is false, I personally had to read Raisin In the sun, fences, and a reflection on emmitt til. This was paired with numerous documentaries and excerpts and even poetry. Saying that it was an underdone unit is to me blatantly incorrect.

Anonymous

Junior Wachusett

As a person with "color", I've witnessed racism, and experienced racism throughout WRHS. Although the school has a problem with racism, that is not the only problem. kids with different ethnicities are treated very differently, in a way where its difficult to be accepted as a person and a student at WRHS. The reason why is not only because of our "color", but because our community is different in ways most students never experienced or witnessed. because of this, we experience situations like, "Why do you act ghetto" , "What gangs are you associated with". It is extremely difficult getting through the day with students or people constantly doing such actions as mentioned before. For some people, this can be very offensive or traumatic. Furthermore, racism is a problem at WRHS, along with encounters with situations as mentioned before.

Anonymous

Senior Wachusett

Holden is 97% white. There is maybe two non-white kids in each of my classes. When I walk in the hallways or are on the bus, I hear the n word said by an immature white kid. That makes me sick. When this occurs the person may get a stern talking too and that's the end of it. There is no excuse good or bad that should justify this word being said at all. This needs to stop.

Anonymous

Senior Wachusett

I think that much of the racism that occurs at Wachusett is overlooked because the majority of the school is white. Word gets around some of the time but it's overall not handled in the way that racism should be. People think that ignoring it will make it go away but the impact that it has on Black students or any POC should not be so easily forgotten. I will never have to face discrimination because of the color of my skin, and I cannot even imagine how painful it must feel to face it in your own school. I think that students who commit racist acts of any form should face consequences for their actions, regardless of whether it "ruins their future." I think that if the school openly acknowledged racism rather than push it under the rug, minority students may feel that they're being heard and supported in the community at Wachusett. Amplifying their voices in any way possible would hopefully make an impact on our community.

Anonymous

Junior Wachusett

At WRHS, racism and homophobia are things I see regularly through use of slurs as well as making fun of people in these groups. I see this a lot in sports teams and other groups at school, such as Lacrosse, Football, and Hockey, or individual friend groups. For sports teams, it is anywhere from toxic locker room talk to talking in the hallways, but at the end of the day these teammates accept and ignore the prevalence of bigotry and prejudice on their teams. It is a

widespread issue that has to be addressed if we want our classmates of color and LGBT classmates to be safe and welcome.

Ana Bomfim

Junior Wachusett

I'm a white student at Wachusett so I will never feel what many other people of color have felt but one thing I've noticed is the amount of white people saying the n word casually in the halls and it might not be important to others but I think it's very important to educate people on how you can't say words like that. I think as a school with more than half of the students being white we should be learning even more about what people of color have faced and help those who are not being represented at school.

Anonymous

Post Grad

Hello, I am an alumna of Wachusett Regional High School and want to share my experiences and observations with the many different social issues here at the high school. First and foremost: racism. Wachusett is 92% white and therefore, even if people don't realize, caters to this white majority. As a white woman myself, I had the privilege of not being directly affected by this, but I know plenty of people who have and would like to speak on behalf of them so that their stories can be heard. As I moved up through the high school, I noticed these microaggressions more and more: students would drive in with Confederate flags tied to their trucks and face no consequences, everyone would turn and glance at the one or two black people in the room whenever we talked about slavery and civil rights during history class, posters hung up on the wall that say "Shoot 'em up Wachusett," and black people would get stopped in the hallway way more than white people. Furthermore, there is only one black teacher in the entire school, and people always tell her she looks like Michelle Obama simply because she is black and shares her name, which perpetuates the stereotype that "all black people look the same." During my senior year, one issue in particular took place that I'm sure everyone has heard about because of how bad it was and how bad the administration handled it, but a girl in my graduating class sent some very racist comments to another girl in my class, saying she looked like a "proboscis monkey," with a "nose being the shape of a legit penis and having eyes that don't open," and adding that she'll "drop my cat off later as a peace offering and so you don't starve tonight." She also posted a photo on social media of a cat in a paper bag with the caption "chinese take out?" which she and her friends proceeded to kick. This year, with everything going on with the Black Lives Matter Movement, the racism at this school has become even more clear. A student, in answering a question about how we can solve police brutality, said "Well having a black male dead is a[s] normal as most black people are the ones to commit the crime. They have given themselves that and that is their fault. They can change their ways of being who they are." Administration has proven to be horrible in dealing with these issues as well. In the whole situation my senior year, administration did barely anything to punish the girl who said all the racist comments and they also still punished the girl who received the comments

who was trying to stand up for herself since she knew administration wouldn't help at all. A student who is a couple years older than me also remembers that she and her friends, while just sitting at a table in the cafeteria, would often get passed by the police officer on duty, who would stare at them, grab her taser, then let go once she walked by. One of her friends would also get stopped repeatedly in the hallway when he was doing nothing wrong, just because he was black and "looked suspicious." In fact, administration has been so bad about choosing who they stop in the hallway based on looks that I learned throughout my four years that, had I wanted to, I could have easily left the building at any time in broad daylight and nobody would stop or question me simply because of the way that I looked and carried myself. Finally, I myself felt very uncomfortable having police officers at the school in the first place, especially now that they carry guns, and I know I'm not the only one. The Holden Police Station is right across the street, if there is an actual problem that needs police they can get there pretty fast, so students should not have to feel threatened by a man walking around with a gun at all times, judging them based on the color of their skin, how they dress, etc.

Beyond racism, Wachusett has many other social justice issues. For instance, sexism is also a huge problem at the school. I have experienced it by Wachusett students twice this summer alone, and I have graduated and therefore don't spend much time with a lot of Wachusett students anymore, and I know that many other girls, past and present, at Wachusett faced similar problems and have constantly been objectified by men. In my class, I heard about a "nude collection" that some of the boys had in which they shared girls' nudes with each other and ranked them from "common" to "rare." I don't know if the administration knew about it, but if they did they didn't do anything. Other than the way students treat each other, however, the way administration deals with it and talks about it isn't great either. While some points of the dress code do make sense such as wearing pants, shirts, shoes, etc and not hiding your face, some parts are very pointed towards girls such as "tops without straps or that reveal midriffs" and "backless shirts." These rules imply that it is okay to objectify women based on the way that they dress. I have seen boys show up to school events not wearing a shirt and not facing any consequences for it, so why should girls be prohibited from wearing a crop top, a strapless shirt, or a backless shirt on a hot day if they feel like it? Furthermore, while I certainly agree that the Self Defense for Women class is needed and I appreciate it being offered by the school, the school shouldn't just be teaching girls how to defend ourselves; they should also be teaching boys how to respect women. It's not enough to just treat the symptom of the problem, it will only be solved once we get to the root.

Although there are many more problems than just these three, I want to keep this semi-short so I am going to stop at the problem the school has with special-needs students. Despite a lot of students treating them well, these students also received a lot of hate and bullying. People made fun of them for the way they spoke, looked, and acted and treated them like they were less than human. Teachers were not much better either. Many teachers spoke to them rudely or said little comments about them once they left, which only made students more inclined to bully them if they saw the teachers were doing it as well.

While all this is important to share, it is equally as important, if not more so, to figure out how to actually solve these issues. While I know it is ultimately up to administration to come up with a plan, I want to share some of my ideas. First, I think using the freshman seminar class which already exists would be an excellent place to talk about issues such as racism, sexism, homophobia, etc. Since the class already talks about bullying, these issues would fit with that unit perfectly. If the school is able to, I think creating elective classes about Black history, Native American history, etc would also help to teach about other cultures seeing as the history classes currently offered at Wachusett only cover U.S. (after colonization) and European history. Lastly, I watched a video recently in which the three women who started Black Lives Matter were being interviewed. The interviewer asked the women if they could only recommend one thing for supporters to do, what it would be. The first woman said "join a group." Wachusett already has a couple clubs that are centered around social justice issues such as the Gay-Straight Alliance club and TGAL, but if they created more clubs for more of these issues, this can help spread awareness as well as information. There are also groups outside of Wachusett that students can join. For instance, I am part of Sunrise Movement, a nationwide movement of young people (middle school to 35) fighting climate change, in Worcester as well as being the hub coordinator of the chapter at my school. Sunrise also acknowledges that climate change cannot truly be fixed until these social justice issues are fixed as well and Sunrise Worcester is currently looking for more members if any students are interested, all are welcome!

Jackie Brewer

Senior Wachusett

This is all opinion based with stories from people from different ages who attended Wachusett

In Wachusett racism is not something that is talked about, it's also often left ignored. I will be talking about some of the experiences that happened to the people of color at our school, both positive and negative. Also my perspective of the situation at our school. I believe there needs to be change and a step up from everyone at our school in general about the racial problems and lack of acknowledgment, and speaking up about the situation. I believe there needs to be a change in awareness of the black lives matter movement at our school to first start my argument. Starting with administration speaking out about it and making kids more aware of the current situation we are in this day in age, With the protesting and rioting happening. We were made aware when the scandals with president Trump were occurring but not when POC are being once again discriminated against, hurt, and killed for the color of their skin. I have witnessed and heard the POC at our school being discriminated against, being called racial slurs, and also being categorized by the ways they look or where they came from. I asked three questions to some of the people of color at our school, including mixed, African Americans, and Hispanic. I also included a person like me with white privilege, for a white perspective on the situation for more diverse input on the situation. It's important for us as a community to recognize we have white privilege and to know what it means, and also have an insight into the racial problems occurring.

To start the interviews I did with people who have either graduated from Wachusett or are currently enrolled. I will start with Debbie Miller, a white female who's a junior at Wachusett.

She believes that when you're born white you're born with a privileged, a privilege that you can not get rid of, a privilege that you can use for the greater good instead of the bad. The definition of white privilege is "inherent advantages possessed by a white person based on their race in a society characterized by racial inequality and injustice." (Oxford Dictionary). When you are born with white privilege you have power, people can use this power in a good or bad way. Both Debbie and I as the people with this power believe that we need to use this power for good, to help people like I interviewed to speak about this problem.

To start with one of the more positive interviews I did, we'll start with Damien Benson, a black male and a junior at Wachusett. Damien has never experienced any racism but sees small counts of it, with looks and stares. This goes with Alex Mwangi black male who graduated in 2019 he experienced a small amount of racism. Mainly jokes and odd stares, jokes including his time on the basketball team where the white players said before a game "n-words in the front". He said he learned to deal with this and people didn't understand this is offensive. This goes along with my positives yes these people either did not experience racism or experienced some racism.

What I believe is that they did not understand that these jokes being made are offensive.

Growing up in a white community and having white privilege you don't understand where the origin of these racial slurs come from. This is using white privilege in the wrong ways and not educating yourself on why this is wrong, why we can not say these things, or act upon these things. It's a form of ignorance almost because we as white people need to "adapt" to the culture of all people of culture as they do us.

This will start my second argument within the Wachusett community. We do not focus on the black lives matter movement and also what is and is not correct to say. You may think it's common sense but it is not, which brings me to the next few people interviewed which made me realize how prevalent this still is in our society today. Maleia Mosley black female who is a junior at Wachusett, she has encountered multiple accounts of racism. People would call Maleia the hard r and say the n-word on purpose or on accident and do not apologize or feel remorse. People got mad at her for being offended about a song a few white males wrote. This song repetitively saying racial slurs, these people got slim to no disciplinary action held against them for writing and singing this song when brought to the attention of the principals at Wachusett. Next, I will talk about Maty Diavite, a black female who graduated in 2015 who experienced being called an "obnoxious hard r" and peacefully confronting the person asking why would you say that. One of the staff at Wachusett got involved and said she took Maty away because she thought she was going to hit her. The person who said this had no discipline. People would also grab and feel Maty's hair without asking which was a violation of personal space, this is another reason why we need to talk about right and wrongs at Wachusett because people don't know where to stop. Which next brings me to Maya Mosley a black female who graduated in 2016, while on the bus was called the hard r there were no repercussions on the side of the person who said it either. She also had an encounter with a white male who was trying to debate with her that the n-word is not offensive. The next person I interviewed was Camilo Almarales, a Columbian male who graduated in 2016 who had the most to say about his racial accounts. Camilo says he

was seen as a threat to some of the students, called names including a dirty Mexican, coffee bean picker, brown boy, and spick by fellow students. He was told to go back to his country and that they wish he would be deported. People assumed him to be a drug dealer and thought he used hardcore drugs because of his race. People thought he was intimidating and dangerous because he came from a dangerous country. These are just some of the accounts he stated with racism from students, with no repercussions or discipline on any of the students who participated in these actions. The last person I will interview was Nick Mimms a graduate of 2016 also, Nick a black male states he was not allowed on school property after the time of 210 not even for sporting events or school teams he has been on, not even to work with teachers for extra help. You can see by just talking to these few people there is a problem in our school. People are breaking our school values not just students either, for me hearing these stories makes me infuriated. Why should a white female experience nothing and be able to receive the best education I can with no interruptions? While these African American, Mixed Race, and Hispanic students have to worry about the looks, and comments received by kids who have no say. Now, these kids dread going to school, and less motivation to get the education they need to succeed. Some of the students within Wachusett do not get the culture and background and what these people had to do to get in that school in the first place in the 1900s. Why should a white female let my white privilege sit and do nothing in silence, instead of speaking up and standing these stories that have already been told but not listened to?

This will now bring me to how the people I interviewed believe why there is a need for a change in the school and how we can do that, and also my beliefs on how to execute the change. The reason I am writing this is not that I was to make a problem in the Wachusett community it is to create a change. The reason we need a change is because all these people I interviewed have a story. They have a story of discrimination and a story of racism. If I were in charge of how to make a change I would start with staff and their ability to be able to talk about race comfortably, so no matter what your race is you have an outlet. I would also change the fact we avoid the talk about race in our school I can not think about one conversation about race in any of my classes other than slavery but I can not even recall that. I think there should be new rules on unbiased punishment or equal punishment in our school. In school, we should have someone who is a person of color for the students who experience these issues. Who they can talk to, and feel comfortable doing so. Some issues that the white faculty can not help with as much, such as racial problems.

Now to what the people I interviewed think starting with Maty. Maty says she would change everything because there was no equal punishment. She believes there should be a safe space for students of color considering the demographics of the school. Along with more classed addressing the issues of race in our country and more diverse textbooks that aren't "whitewashed". Next is Maya, she believes there should be a culture change in Wachusett because kids are too comfortable with saying offensive comments or educate them more on what is and is not okay to say. She says it's not just black kids who have this problem, it's minorities in general, they need to stand up and speak up so they get their voices heard.

The last person I will be speaking about is Camilo, who says he would change the disciplinary actions so they are not as harsh for such small things and everyone should receive the same punishment for the same things. He also says he wishes there was more diversity in the school both staff and students. He says there was no one to turn to as a Hispanic student and it would have been helpful if there was someone there who understood everything that he was going through.

After talking to these people it made me realize how much bigger of a problem this is and that we as a community and school should be looking out for ALL of our students, not just the white kids. We should be sticking up for everyone and making sure everyone is comfortable. We need to make sure that everyone is getting equal treatment and also an equal education with exceptions of special ed and people who have learning disabilities. I believe that if we make simple changes in our school this will be a reality and it should start soon. With more education of black culture, Hispanic culture, all cultures. What is right and wrong to say to someone and people who are there to talk to these kids in a time of need and desperation who understand the struggles we as white people do not understand. The school would be amazing, in peace, and genuinely a comfortable spot for everyone.

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
FACILITIES AND SECURITY SUBCOMMITTEE

Tuesday, August 18, 2020
6:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Minutes

In Attendance: Adam Young, Chair, Jeffrey Haynes, Vice-chair, Linda Woodland

Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

Others: Megan Weeks, WRSDC
Carolyn Beaumier, WREA

I. Call to Order

Chair Young called the meeting to order at 6:01 PM.

II. Approval of Minutes

Motion: To approve the minutes of the August 5, 2020 meeting of the Facilities and Security Subcommittee.

(J. Haynes)
(L. Woodland)

Roll call vote:

In favor:

Adam Young
Jeffrey Haynes
Linda Woodland

Opposed:

None

The minutes were unanimously approved.

III. Draft Policy – Face Coverings

In advance of the meeting, members were provided with the draft policy, which is based on a face covering policy developed by MASC (attachment 1). Superintendent McCall reported this draft policy has been reviewed by District Counsel Bartulis.

Member Woodland asked how the mask policy would fit with the dress code for schools. She noted the dress code bans face coverings and bandanas. Superintendent McCall said District policy would supersede school handbooks. School Committee Chair Weeks noted that discrepancies between the policy and handbooks would have to be addressed. Subcommittee Chair Young asked how the mask policy would be enforced on the busses. Director Deedy said guidance recommends a bus monitor on the home-to-school busses. The monitor would check for face masks, as well as make sure students were sitting in the assigned seats. Without a monitor, he added, the driver would likely have to check for masks as students board. Member Woodland asked about the specific guidelines for mask use during physical education. Superintendent McCall outlined the state's criteria for social distancing measures in PE. Subcommittee Chair Young modified the policy to refer to DESE guidelines on social distancing for PE. Subcommittee Chair Young asked about the process for obtaining an exemption. Discussion followed regarding whether such an exemption required both a doctor's approval and approval from the building administration. WREA Representative Beaumier asked if teachers would be required to supply their own masks. Superintendent McCall responded the District was responsible to provide a mask per day for the teachers. Member Woodland asked about teachers who need a mask exemption. Discussion continued around involving principals and school nurses for student exemptions, and the Director of Human Resources for staff exemptions.

8:05 PM Superintendent McCall left the meeting.

Subcommittee Chair Young suggested enabling administration to rescind and re-implement the mask policy as is recommended by guidance from state health officials.

8:20 PM School Committee Chair Weeks left the meeting.

Motion: To bring forward Draft Policy *Face Coverings* Policy Relating to Pupil Services to the full School Committee for the first reading.

(J. Haynes)

(L. Woodland)

Roll call vote:

In favor:

Jeffrey Haynes

Linda Woodland

Adam Young

Opposed:

None

The motion passed unanimously.

IV. Prioritization of Subcommittee Policy Review

Deferred

V. Facility and Infrastructure Requirements for Reopening and Security Impacts
(physical and virtual)

Director Deedy reported that the biggest challenges in reopening the schools, across all the buildings, are the HVAC systems. He noted there is some federal grant money, which comes with restrictions, which might be able to help with the costs. Another possibility could be reimbursement money from FEMA, though there are no guarantees. The work will require first engaging an engineering firm to assess the problems, and then finding a firm to do the work. Director Deedy said that as all schools are facing the same issues, the engineers and workers for these projects are in high demand. Other work in the school buildings includes signage on doorways requiring masks and marking off proper spacing in the hallways, rooms, and bathrooms with tape.

Member Woodland asked if the buildings can be ready for the phased reopening in October.

WREA Representative Beaumier presented a list of specific questions relating to health and safety preparations in the buildings (attachment 2). The list was forwarded to administration for answers and feedback.

Member Woodland and Vice-chair Haynes inquired about data security and privacy protocols related to remote learning. That question was added to the list for administration's feedback. An article with safety and privacy recommendations was forwarded to administration.

VI. Next Meeting

The subcommittee will meet during the week of August 31, 2020.

VII. New Business

There was no new business brought before the subcommittee.

VIII. Adjournment

Motion: To adjourn.

(L. Woodland)
(J. Haynes)

Roll call vote:

In favor:

Adam Young
Jeffrey Haynes
Linda Woodland

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 9:10 PM.

Respectfully submitted,

Jeffrey Haynes, Vice-chair
Facilities and Security Subcommittee
JH:rlp

Attachments:

- Attachment 1 – Draft Face Coverings Policy
- Attachment 2 – Questions raised during meeting

POLICY RELATING TO PUPIL SERVICES**FACE COVERINGS**

The Wachusett Regional School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until the Superintendent has determined the policy is no longer required. The Superintendent will consult with the guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH) when making this determination. The Superintendent may also decide to reengage this policy based on guidance from the aforementioned entities.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds, and on school transportation, even when social distancing is observed. Exempted from this policy are students in Grade 1 and below. Nonetheless, the District encourages students in Grade 1 and below to wear masks, if possible.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

Additionally, face masks or face coverings will not be required when DESE guidelines for social distancing for the specific scenario is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for donning their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

POLICY RELATING TO PUPIL SERVICES

FACE COVERINGS (continued)

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Visitors in violation of this policy will be denied entry to the school/district facility.

Exceptions to this policy for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Exceptions to this policy for staff with medical issues, who are unable to wear masks, must be approved by the Director of Human Resources for the district in consultation with building administration and/or nursing staff. In cases where exceptions are granted, alternative measures or protocols may be required and agreed upon by relevant stakeholders.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines -
<http://www.doe.mass.edu/covid19/>
Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

First Reading:
Second Reading:

WRSDC Draft Policy 6612.3

Questions brought up at meeting: (Facilities and Security meeting)

Public:

1. With ECC likely being the first to return in session, can we see a completed MTA checklist of building safety before we are expected to go back in-person?
2. ECC hasn't had its basic cleaning done this summer? Will that happen prior to staff/student return?
3. Can the District share day-to-day protocols that they will be employing? What would happen if they aren't followed?
4. Where will hand sanitizers be located throughout buildings?
5. Are room ACs allowed? Have they been cleaned?
6. Will windows be able to be opened in school classrooms? ECC, for example, have several windows that don't open/close properly.
7. Are interior rooms (without windows) being removed from use this year?
8. Classrooms without sinks. Will they be getting them installed prior to school return (Oct 5 or after?)
9. Will rugs be removed or sanitized? Some buildings are having area rugs removed while other buildings have 20year old rugs that weren't cleaned this summer. What is the process for sanitizing these "soft" surfaces on which the virus may linger.
10. For staff that return earlier to work with high-needs students, will there be guidelines on how they can take their lunch breaks (removal of mask, inside school, etc.).

Sub-Committee Questions:

11. How is the district accounting for student data privacy and protections, given the increased need for remote/third party programs? Specifically, how will teachers ask students to access materials, given the hidden tracking and data collection that some apps use? Have the programs been vetted to be sure students' data is protected/not sold? (Zoom vs Google meet, for instance?)
12. How about the recorded lessons for asynchronous learning, specifically in hybrid when students may appear (or be heard) in the recordings?
13. Will we be holding any additional health info on our students and staff, with contact tracing/quarantine/deep cleaning protocols?

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

Business/Finance Subcommittee

Tuesday, September 8, 2020
7:00 PM

Meeting to be conducted remotely, using Google Meet

Overview

- I. Call to Order
- II. FY19 Audit Update

ATTACHMENT A is a detailed copy of the packet that was shared with the Audit Advisory Board for its meeting on July 28, 2020. This review included discussion on the FY19 Financial Statements, a review of the FY19 Audit of Student Activity Accounts, a review of the FY19 EOYR Report, and a review of the FY19 Single Audit of Federal Grants. Also included is a copy of the Management Letter and the District's Response to the Management Letter. Below are summary points from each review. For the purpose of this review, Administration re-paginated the document, with changes in the lower, right hand side.

- FY19 Audited Financial Statements, **ATTACHMENT A**, beginning on page 3.
 - ✓ On **ATTACHMENT A**, page 16, the bottom line Fund Balance is a large negative number \$ (125,787,151) due in large part to OPEB and pension liabilities. This is not a sinking ship though to use the words of the lead auditor from Melanson.
 - ✓ The large negative number is pretty normal. These numbers are driven by pension and OPEB liabilities.
 - ✓ On **ATTACHMENT A**, page 18 of Financial Balance Sheet, the Fund Balance for the General Fund is \$1,301,051. This is a healthy figure per the lead auditor of Melanson.
 - ✓ On **ATTACHMENT A**, page 22 – FY19 budget vs actual, revenues vs expenditures are highlighted. The General Fund balance at the end of the year in FY19 was \$134,436.

- ✓ Other Post Employment Liability (OPEB) \$173,218,164 up from the previous year of \$135,496,105 -- See **ATTACHMENT A, page 47**
- ✓ Management Letter – See **ATTACHMENT A, page 55**
- ✓ District's Response to Management Letter – See **ATTACHMENT A, page 61**. As you see, there were three (3) Findings. Administration has begun to address each Finding as noted in our response stated in **ATTACHMENT A, page 61**.
- FY19 Audit of Student Activity Accounts, **ATTACHMENT A**, beginning on **page 63**.
 - ✓ There were eight (8) Findings noted with this audit beginning on **page 66** of **ATTACHMENT A**. Administration has begun to address this issue by developing a manual that incorporates the DESE guidelines as recommended by Melanson. Upon completion of the manual, Administration will implement training for all stakeholders such as principals and secretaries on the management of Student Activity Accounts.
- Audit of FY19 EOYR Report, **ATTACHMENT A**, beginning on **page 72**.
 - ✓ The District had no findings. The auditor noted in his presentation that it is rare for a District not to have any findings with their EOYR.
- FY19 Single Audit, **ATTACHMENT A** beginning on **page 76**.
There were no Findings in the FY19 audit. The auditors noted that Findings from the FY18 audit were satisfactorily resolved. Please see **ATTACHMENT A, page 86**.

III. FY20 Update

- **ATTACHMENT B** is an FY20 budget report. As you can see, approximately \$1,602,128 was rolled forward into FY21. Of this figure, \$1,445,122 pertains to transportation, both home to school and Special Education. The final balance in the General Fund for FY20 is \$105,400. This assumes that the carry forward balance of \$1,602,128 is fully expended within the next several weeks.
- **ATTACHMENT C** are final expense figures for FY20.
- **ATTACHMENT D** are final revenue figures for FY20.
- Several Revolving accounts such as Athletics which had deficits were made whole in the year end close process.

- By making accounts whole, there should not be any hits when Excess and Deficiency is prepared later this fall.
- There is a \$1,050,000 carry forward in Circuit Breaker. These funds must be expended by the end of FY21.
- Approximately \$372, 046 was carried forward in School Choice. School Choice is being used as the funding source for a number of PPE and related purchases and once grants are approved, adjustments will be made between both Fund codes.
- A transfer of \$150,000 was made into the Transportation Stabilization Account.
- **ATTACHMENT E** is a summary of projected end balances (pending audit) of Revolving Funds.
- **ATTACHMENT F** is a summary of the District's grants for FY20.

IV. FY21 Update

ATTACHMENT G is an FY21 budget report by Appropriation.

- ✓ **Salaries and Stipends:** Human Resources continues to backfill vacancies from staff due to resignation or retirement. Administration will not have a good picture of hiring until the end of September.
- ✓ **Benefits and Insurance:** Blue Cross/Blue Shield will be administering a credit dating back to May 2020. That credit will be issued in October 2020. The District is awaiting confirmation of the figure from its health advisor. Also, the expenditures to date do not reflect the use of Revolving Funds such as School Choice.
- ✓ **Instructional Support:** As noted in the Financial Update of August 25, 2020, principals and directors have been limited to 50% purchasing for the FY21. See **ATTACHMENT H** for a budget report that reflects the DESE Function Code 2415 to 2720.
- ✓ **Operations and Maintenance:** A great deal of work is being done to address the PPE needs of all buildings as well as the HVAC needs across the district. Some of these costs will be reimbursed through the FEMA grant (see below) or via a Federal grant once grants are approved.
- ✓ **Pupil Services:** Accounts in this Appropriation are not fully encumbered.

- ✓ **Special Education Tuitions:** Adjustments will be made between the General Fund and FY21 IDEA grant (240 grant) and FY20 Circuit Breaker and FY21 Circuit Breaker to negate this shortfall.
 - ✓ **Other Operating Costs:** This Appropriation reflects Assessments for School Choice Out and Charter Schools. Charges are not fully encumbered here yet due to the fact the FY21 State Budget has not been finalized.
 - ✓ **Transportation:** Administration will be meeting with both AA Transportation and Van Pool on Thursday, September 10, to discuss transportation for the new school year.
 - ✓ **Debt Service:** Debt service payments have not been fully encumbered. Also factored into this line is the unknown savings to be realized when three bonds are re-financed this fall. That information will not be available until later in the fall.
- *Estimated* Medicaid receipts for September 2020 are \$74,204.02.
 - *Estimated* Medicaid receipts for December 2020 are \$92,455.55.
 - Administration submitted a reimbursement to FEMA for its initial project under this grant. Please see **ATTACHMENT I** for a copy of the recently submitted application and a listing of items in which the District seeks reimbursement. If approved, FEMA will reimburse the District at 75% of the submitted costs or \$96,891.54 (assuming all items are accepted for reimbursement).
 - Jay Sullivan, Associate Commissioner of School Finance for the DESE recently directed all school business officials of regional school districts to amend their FY19 EOYR's and list ACTUALS for FY20 for home to school transportation so that he could re-calculate regional transportation reimbursement. Director Deedy submitted this amendment on Friday, August 21, 2020. Mr. Sullivan requested this information so that he could re-calculate Regional School Transportation reimbursements. In reporting ACTUALS, Mr. Deedy did not list the value of the payment due AA Transportation. This will impact what he reports on Schedule 7 of the FY20 EOYR. This will also impact WRSD's reimbursement for FY21.
 - Central Office Administration will meet with High School Administration next week to discuss the High School Athletic budget. Gate receipts and registration fees are estimated to be down significantly. Central Office Administration will have better information after next week's meeting on the High School's plan to address this estimated revenue shortfall.
 - **ATTACHMENT J** is a Revenue budget report. Activity for July 2020 has not been posted because the month has not been closed. **ATTACHMENT K** is a copy of the Vendor Web payments which includes July and August Chapter 70

payments (along with other State Aid payments). Unknowns for the FY21 State budget are final numbers for Chapter 70, Circuit Breaker, Regional Transportation Reimbursement, School Choice, Charter School Reimbursements and Medicaid. Mr. Deedy will speak more to the Revenue Budget Tuesday evening.

- As reported in a recent Superintendent's Report and stated above, Director Deedy, Chair Weeks, Treasurer Dunbar and Financial Advisor Carney presented before the Municipal Finance Oversight Board in July, 2020. The request to refinance several bonds was unanimously approved. This activity – to be completed later this fall – will have an impact on the FY21 and FY22 budgets with reduced debt. The value of that change will not be known until later this fall.
- Several grants have been submitted to the DESE to support the response to the COVID pandemic. They are the Elementary and Secondary School Relief Fund with a value of \$176,898, the Remote Learning Technology Essentials Grant valued at \$146,004 and the School Reopening Grant with a value of \$1,572,300.
- Mr. Deedy will speak to revenue vs expenses further on Tuesday evening.

V. Transportation Settlement Update

Mr. Ron Ernenwein, president of AA Transportation, has submitted a counter proposal to Administration dated August 13, 2020 (see **ATTACHMENT L**). In this most recent proposal, he discusses in depth his costs associated with the PPP loan. As part of this discussion, he has included a letter from Payright, his payroll company dated July 29, 2020 (see **ATTACHMENT M**). **ATTACHMENT N** is a copy of the revised contract Attorney Bartulis drafted in June 2020. **ATTACHMENT O** are the proposed changes to this contract as presented by AA Transportation on August 13, 2020. As previously stated, Mr. Ernenwein is willing to freeze the FY21 daily rate for the Home to School bus contract in exchange for the payment of 75% of the daily rate for FY20 from March 16, 2020, to June 12, 2020 as previously negotiated. He is also willing to freeze the SPED, In District rates for FY21 as well as credit the district the value of the PPP loan up to 9 weeks.

✓ FY21 home to school contract savings	\$116,000
✓ FY21 SPED in district savings	\$43,389
✓ Potential credit after loan forgiveness	\$94,920

This is exclusive of the savings generated in FY20. Mr. Deedy will speak about this request Tuesday evening.

As previously discussed, the contract for Van Pool, the District's transportation vendor for Out of District placements, would be the same as the contract for AA Transportation aside from the figures. This contract has a one year option year for

FY21. The District froze rates for FY21. Van Pool, as of this writing, has not signed the option year contract. **ATTACHMENT P** is a copy of the letter from Van Pool dated July 9, 2020. **ATTACHMENT Q** is a summary of their proposed changes.

VI. FY21 Enrollment Trends and Impact to Budget

The FY21 Chapter 70 figure is the end result of the October 1 count of October 1, 2019. Any reductions in enrollment will impact the FY22 budget. For example, using the reduction of 249 students recently discussed at School Committee will impact the FY22 Chapter 70 assuming that figure holds for October 1 reporting. Using the FY21 per pupil Foundation Budget figure of \$10,619, this reduction could be approximately \$2.6 million. Other factors should be considered though when reviewing State Aid including the Student Opportunity Act (SOA) which has been delayed for FY21.

VII. Policy Review

- **Policy Review, Policy 4323.2, Bidding Requirements**

Administration would like to amend this policy to align it with contract thresholds of Chapter 30B. **ATTACHMENT R** is a copy of the District's current policy. **ATTACHMENT S** is a copy of the proposed changes and **ATTACHMENT T** is a copy of the procurement thresholds per the Office of the Inspector General, July 2018.

VIII. Director of Business and Finance Contract

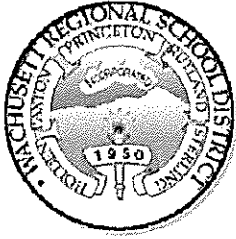
Mr. Deedy's contract expires on June 30, 2021.

IX. Approval of Minutes

Minutes of the June 17, 2020, July 22, 2020 and August 5, 2020 meeting will be reviewed.

X. Next Meeting

XI. Adjournment



Wachusett Regional School

district

Holden, Paxton, Princeton, Rutland, Sterling

To: Darryll McCall
Superintendent of Schools

From: Jeff Carlson
Director of Human Resources

Re: August, 2020 Activity Report

Date: Thursday, September 10, 2020

1. Personnel

- Vacant Teaching positions are actively being filled. Vacant positions are created by resignations, retirements and leaves of absences.
- HR is completing the process of Paraprofessional hiring for District schools. This involves an evaluation of student special education needs and staffing these appropriately.
- Fall Coaching and Stipend positions are being processed.
- The ReadySub online substitute management system is being temporarily shut down during our remote only learning model but will be reactivated once we move to hybrid/ in-person.
- Human Resources is working individually with staff that have requested workplace accommodations and other arrangements that are the result of the COVID-19 pandemic crisis.

2. Collective Bargaining

- The Legal Affairs subcommittee met recently to discuss the status of our three (3) expired collective bargaining agreements. (Wachusett Administrators Association, ABA/PAs, and the Paraprofessionals)

- *Negotiations with the WREA Unit B group have concluded in a tentative agreement. This tentative agreement will need to be ratified by the Union first and then will come to the School Committee for a vote.*

3. Health Insurance

- *Blue Cross and Blue Shield will not be doing Flu Clinics this year. As an alternative, we are having CVS Pharmacy do two District Wide Clinics for staff on September 16th and September 23rd.*
- *Blue Cross and Blue Shield will be issuing a 15% rebate to the District on an upcoming invoice in recognition of a reduction in services due to COVID-19.*

4. Fingerprinting update

- *Morpho Trust, the state finger printing vendor continues to fingerprint all new hires and existing staff.*

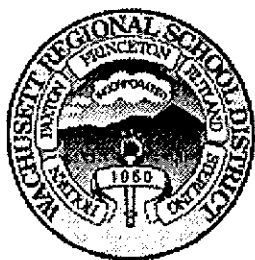
5. Teacher/ Administrator Licensure

- *The Director continues to work with any new hires on licensing issues but the focus has now turned to existing staff as the school year will soon be starting. Existing staff need assistance with advancing and renewal of licenses.*

6. Human Resources / Business Office Meetings

- *The Director is working with the Director of Business and Finance on issues impacting our two departments. This involves working collaboratively on the implementation of the FY21 budget and the closeout of FY20.*

Should you have any questions regarding this report, do not hesitate to contact me.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

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

From: Brendan Keenan, Ed.D., MSW, Director of Social-Emotional Learning

Date: September 11, 2020

Re: Director of Social-Emotional Learning's Report

Charlie Appelstein Keynote Address to all Faculty & Staff:

On Wednesday, September 2nd, district faculty and staff participated in a virtual keynote address by Charlie Appelstein (<https://charliea.com/>). Charlie is an author and renowned trainer and speaker. Charlie has devoted his entire adult career to helping children and youth struggling with emotional and behavioral challenges and the adults who guide them. Charlie is an engaging, informative, and humorous speaker, and we were fortunate to have the opportunity for him to speak to everyone last week.

The highlights of Charlie's keynote included practical strategies for building authentic, trusting relationships between adults and students, and maintaining hope during difficult times. Charlie's mantra is "Hope is humanity's fuel." The focus on instilling hope and resilience in the children we work with and in ourselves is so important during this time of pandemic.

The District recognizes the importance of providing an uplifting and hopeful message to all district faculty and staff during the very stressful time of the COVID-19 pandemic. These past months have been very stressful on all of us. Many faculty and staff wrote to me to say they appreciated the sentiment of the keynote address, and that the practical strategies provided will help them to build even stronger relationships with the students and families with whom they work.

Webinar: "Caring for Your Child during COVID: Approaching Parenting Paradoxes with a Pair-a-Docs"

On Thursday, September 10th, we were pleased to offer a webinar for Wachusett families to help support our students as they return to school. The title of the webinar was "Caring for Your Child During COVID: Approaching Parenting Paradoxes with a Pair-a-Docs." While the target audience for the webinar was parents & guardians, the content was relevant to anyone who works with children.

This webinar was presented by two national experts in childhood trauma and resilience: Heather Forkey, MD and Jessica Griffin, Psy.D., of the University of Massachusetts' Medical School and UMass Memorial. Dr. Forkey and Dr. Griffin also happen to be parents living in the Wachusett district. Shortly after I began working in the district in October of 2019, I began a partnership with

the UMass Medical School Child Trauma Training Center, of which Dr. Griffin is the Executive Director (<https://www.umassmed.edu/cttc/>). This webinar is an extension of this important strategic partnership, which has also included training for WRSD school psychologists, counselors, and school nurses.

We were fortunate enough to have over 450 people who viewed the webinar on YouTube, and there were many questions submitted by parents, guardians, and local community members, many of which were responded to by the presenters during the webinar. Initial feedback received from people who participated indicated that the content was timely and relevant, and that they feel better able to respond to their child(ren)'s needs following the webinar. We are fortunate to have the UMass Medical School Child Trauma Training Center as a partner with the Wachusett Regional School District.

The webinar is archived on the District's YouTube channel, and is currently available for viewing.

Enrollment Update:

Below you will find the updated homeschooling enrollments for the 2020-2021 school year. The complete 2020-2021 enrollment data will be provided in the month of October after the submission of the October 1 DESE enrollment report.

	Homeschool	Private School	School Choice out	Out-of-District
2018- 2019	124	386	381	75
2019- 2020	115	385	360	67
2020- 2021	248 (as of 9/10/20)	542 (as of 8/28/20)	366 (as of 8/28/20)	65 (as of 8/28/20)