

Accessibility to Forum Meeting to be held on Wednesday, July 22, 2020 at 5:30 p.m.

You are invited to a Zoom webinar.

Topic: Reopening Worcester Public Schools

Please click the link below to join the webinar:

<https://zoom.us/j/94616555160?pwd=THRhTFFzSnBPeFZCNGRoV2oxNnJHUT09>

Password: 502468

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Webinar ID: 946 1655 5160

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Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (EMEA)

103.122.166.55 (Australia)

209.9.211.110 (Hong Kong SAR)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

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Password: 502468

SIP: 94616555160@zoomcrc.com

Password: 502468

CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MASSACHUSETTS 01609

AGENDA #24

The School Committee will hold a virtual special meeting:

on: Wednesday, July 22, 2020
at: 5:30 p.m. – Regular Session
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

ACTION

- | | | |
|-------|---|--|
| I. | <u>CALL TO ORDER – REGULAR MEETING</u> | |
| | <u>INVOCATION</u> | |
| | <u>PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM</u> | |
| II. | <u>ROLL CALL</u> | |
| III. | <u>APPROVAL OF RECORDS</u> - NONE | |
| IV. | <u>MOTION FOR RECONSIDERATION</u> - NONE | |
| V. | <u>IMMEDIATE ACTION</u> - NONE | |
| VI. | <u>REPORT OF THE SUPERINTENDENT</u> - NONE | |
| V. | <u>COMMUNICATION AND PETITION</u> - NONE | |
| VIII. | <u>REPORTS OF THE STANDING COMMITTEES</u> - NONE | |
| IX. | <u>PERSONNEL</u> - NONE | |
| X. | <u>GENERAL BUSINESS</u> | |
| | <u>gb #0-236.1</u> -Administration/Administration | |
| | (July 17, 2020) | |
| | To consider an update on school reopening. | |

X. GENERAL BUSINESS
Administration/Administration
(July 17, 2020)

CURRENT ITEM - gb #0-236.1
S.C. MEETING - 7-22-20

1ST ITEM	gb #0-236.1	S.C.MTG. 7-20-20
2ND ITEM	gb #0-236.1	S.C.MTG. 7-22-20

ITEM:

To consider an update on school reopening.

ORIGINAL ITEM: Administration (July 15, 2020)

To consider an update on school reopening.

PRIOR ACTION:

BACKUP:


Annex A (56 pages) contains a copy of the School Re-Opening Plans.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

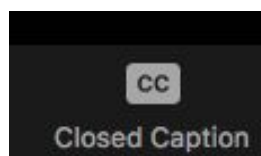
Discuss.

Language Instructions

To hear this meeting in another language,
click on  at the bottom of the screen.

Për të dëgjuar këtë webinar në gjuhën **shqipe**, zgjidhni German.
यो वेबिनार नेपालीमा सुन्नको लागि चाइनीज (Chinese) छान्नु होला ।
Russian للاستماع الى هذه الندوة عبر الإنترنت باللغة العربية، اختر
Para ouvir este webinar em **português**, selecione Portuguese.
Para escuchar este webinar en **español**, seleccione Spanish.

Closed Caption:



Webinar Directions

At the end of the presentation, there will be a time period for questions.

- Use the hand raise feature and you will be called on, you will be unmuted and will speak.
- For those asking questions in another language, the interpreters will type your question into English and the English will be read aloud, the question will then be answered and interpreted.

School Re-Opening Plans: July 2020 Update



School Committee Members

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- Mayor Joseph M. Petty
- Dianna L. Biancheria
- Laura Clancey
- John L. Foley
- Molly O. McCullough
- John F. Monfredo
- Tracy O'Connell Novick

Dr. Helen A. Friel

Assistant to the Superintendent/Clerk of the School Committee

School Re-Opening Plans

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Welcome

Mayor Joseph Petty

Superintendent Maureen Binienda

Facility Capacity Analysis

Transportation Capacity Analysis

Brian Allen, Chief Financial & Operations Officer

Back to School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager

Dr. Marie Morse, Elementary Schools Manager

Technology Support

Sarah Kyriazis, Instructional Technology & Digital Learning Manager

School Safety

Rob Pezzella, School Safety Director



School Re-Opening Plans: Building Capacity Analysis

Brian Allen, Chief Financial & Operations Officer

Building Capacity Analysis

- Parameters used in the assumptions by the Worcester Public Schools:
 - Personal space defined at 3 feet per person
 - Social distance uses 3, 4, 5, and 6 feet models
 - Recapture space (use of non-traditional space in buildings as classroom space) in the CannonDesign modeling tool is not school specific but is a districtwide entry and assumes each school has cafeteria, library, and auditorium space. **No assumption is made that the district would have available resources to provide staffing for added classrooms in the recapture space.**



Building Capacity Analysis

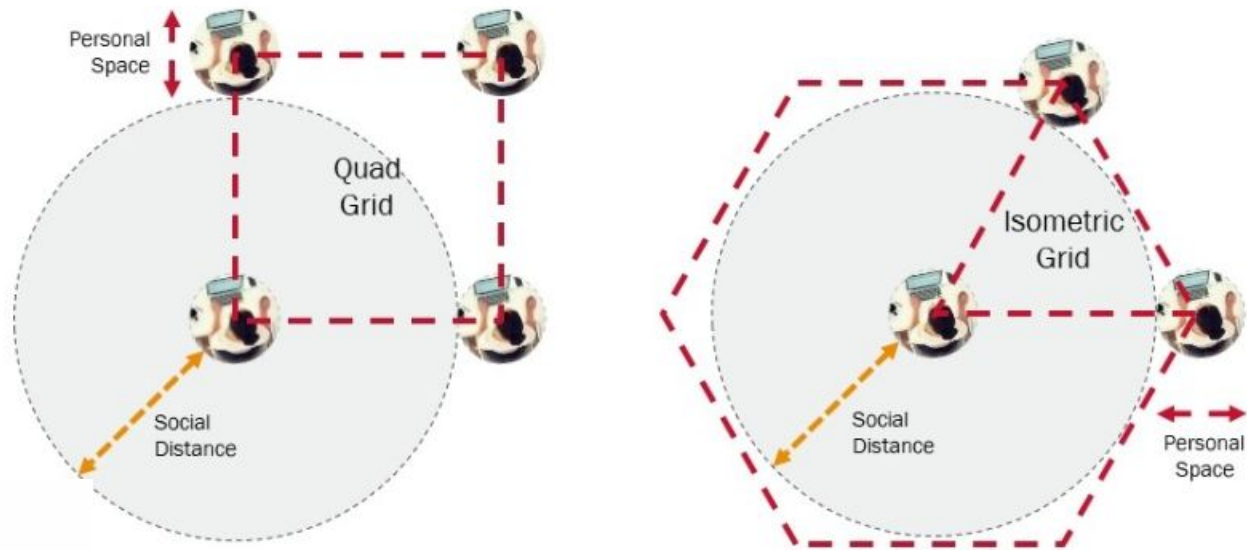
Parametric Dashboard Overview

- Massachusetts School Building Authority (MSBA), with the support of CannonDesign architects, developed a parametric dashboard that enables administrators to study the effect of social distancing on school capacities.
- The tool allows schools to enter spacing and facility use assumptions and calculate the effects on capacity and utilization based on data collected for the MSBA's 2016 School Survey and 2019-2020 official enrollment counts.



Building Capacity Analysis

Six Feet Apart

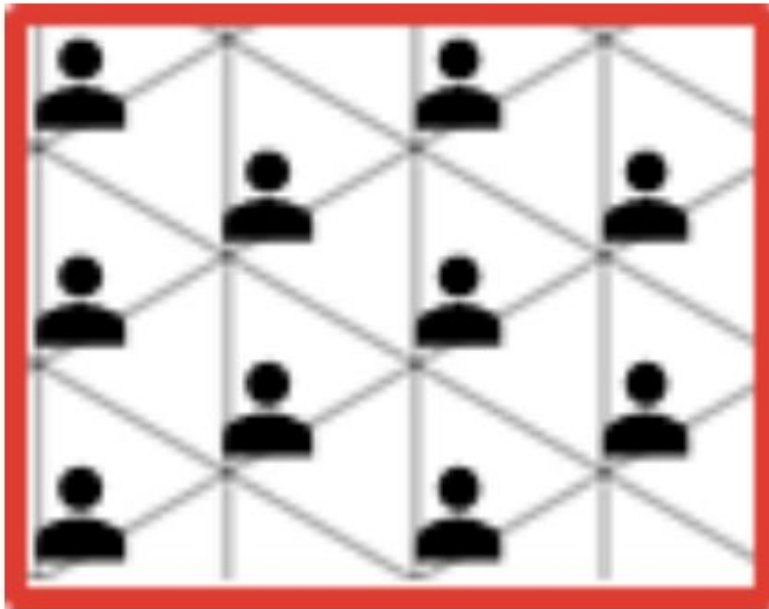


Worcester has combinations of tablet armchairs, box desks and chairs, and table configurations.

Building Capacity Analysis

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6 Foot Social Distancing (and 3 feet personal space)



30' less 1.5'

4x3/2 isometric grid (@ 9')

10 seats

- 3 teacher space/s

= 7 student capacity

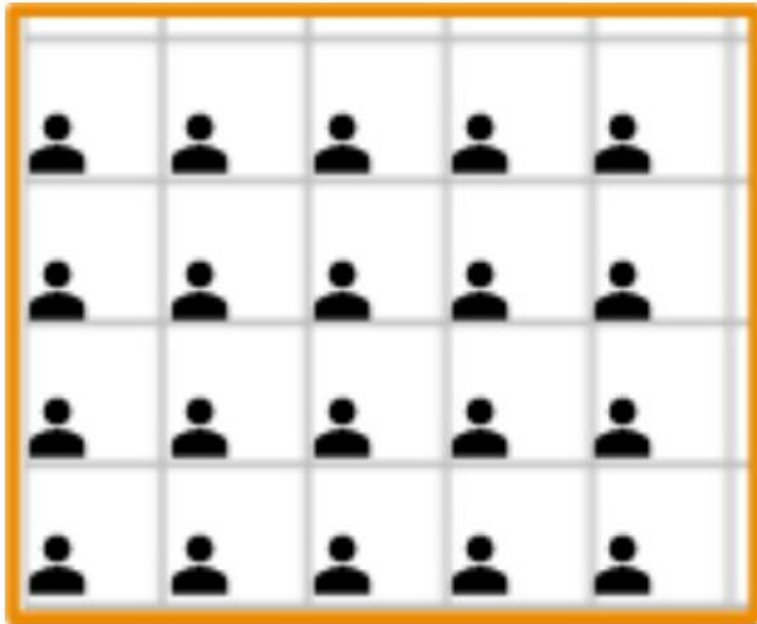
25' less 1.5'



Building Capacity Analysis

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3 Foot Social Distancing (and 3 feet personal space)



30' less 1.5'

4x5 quad grid (@ 6')

20 seats

- 3 teacher space/s

= 17 student capacity

25' less 1.5'



Building Capacity Analysis

Six-Foot Social Distance Capacity

School Capacity	Learning Model
● 0 Schools would be at or less than 100% Capacity	NO school could accommodate all students in-person at the same time
● 11 Schools would be at 100-200% capacity	At this ratio, students at the 11 schools would be able to attend no more than school 50% of the time and participate in remote learning 50% of the time.
● 28 Schools would be greater than 200% capacity	At this ratio, students at the 28 schools would be able to attend school <u>no more than</u> 33% of the time and participate in remote learning 67% of the time.

Building Capacity Analysis

Three-Foot Social Distance Capacity

School Capacity	Learning Model
<ul style="list-style-type: none">● 25 Schools would be at or less than 100% Capacity	At this ratio, 25 schools could accommodate all students in-person at the same time
<ul style="list-style-type: none">● 16 Schools would be at 100-200% capacity	At this ratio, students at the 16 schools would be able to attend no more than school 50% of the time and participate in remote learning 50% of the time.

Building Capacity Analysis

Four-Foot Social Distance Capacity

All of the schools could accommodate 50% of the time and participate in remote learning 50% of the time.

Five-Foot Social Distance Capacity

- **13 Schools would be greater than 200% capacity**

At this ratio, students at these schools would be able to attend school no more than 33% of the time and participate in remote learning 67% of the time.

Building Capacity Analysis

Schools not included in MSBA Analysis*

- Alternative School (at St. Casmir's)
- Caradonio New Citizen Center
- Challenge and Reach Academies
- Fanning Building
- Gerald Creamer Center
- Nelson Place
- North High
- Worcester Technical High School
- Head Start Locations
- Central Massachusetts Special Education Collaborative locations

*District Administration is completing analysis of these facilities



School Re-Opening Plans: Transportation Capacity Analysis

Brian Allen, Chief Financial & Operations Officer

Transportation Capacity Analysis

!! DESE Guidance not yet available

Transportation Parameters:

- 11,500 students take WPS transportation daily (45% of WPS students)
- 101 Large Buses each day (87/contracted, 14/WPS)
- 74 Mid-Size Buses each day (33/contracted, 41/WPS)
- 21 Wheelchair Buses each day

Transportation Capacity Analysis

Normal Bus Configuration:

Bus Type	Number of Bench Seats	Elementary	Secondary
Large Buses	24	71	47
Mid-Size Buses	9	16	16
Wheelchair	4 bench seats	7	7

71 students

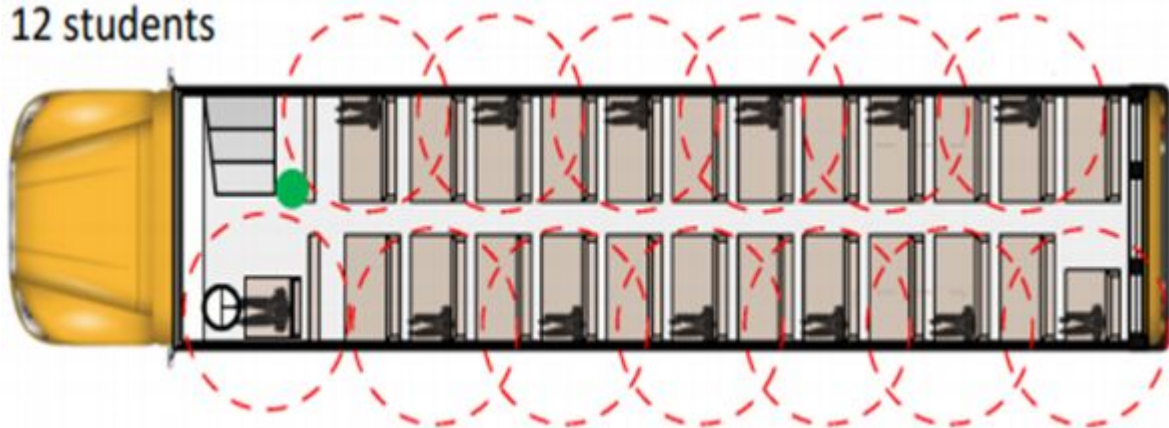


Transportation Capacity Analysis

Social Distancing Capacity:

Bus Type	Typical Capacity	at 6 Feet	at 3 Feet
Large Buses	71 / 47	12	24
Mid-Size Buses	16	4	8
Wheelchair	7	1	3

12 students

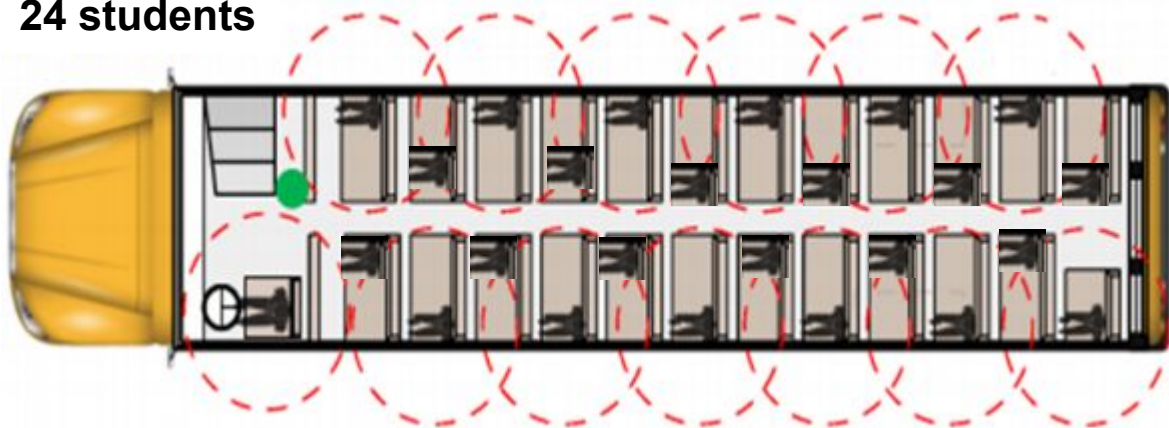


Transportation Capacity Analysis

Social Distancing Capacity:

Bus Type	Typical Capacity	at 6 Feet	at 3 Feet
Large Buses	71 / 47	12	24
Mid-Size Buses	16	4	8
Wheelchair	7	1	3

24 students





School Re-Opening Plans: Back to School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager
Dr. Marie Morse, Elementary Schools Manager

Back to School Models

Background

Due to the uncertainty of the status of the COVID 19 virus, the State Department of Education has asked districts to develop three reopening plans for schools: Full re-entry, Hybrid: part in-school and part remote, and 100% remote.

On July 2nd, the WPS School Committee requested that School Administration focus on the development of a hybrid model. Emphasis was placed in developing a model that would:

- Meet social distancing of at least 3 – 6 feet for all school buildings
- Provide students the most days of direct instruction with teachers as possible
- Meet the learning needs of the variety of learners in our schools
- Address feedback from the spring remote learning experience



Back to School Models

Feedback on Spring Remote Learning

Students	Families	Teachers
Some students did not like the packets. They felt it was busy work, and that they were not learning anything new.	Some students received very little feedback from their teachers on the work they completed.	Students struggled with unstructured time.
Some students found it difficult to complete weekly assignments because they did not have regular access to a computer or good internet.	Difficult for some students to manage the assignments on their own while their parents were working.	It was difficult to create routines according to all the students' family schedules.
Students missed the regular contact with their teachers and time with their friends.	The structure of the Spring Remote Plans were challenging and there were no help sessions for students or scheduled times parents could call to get questions answered	There was a need for virtual social time for students. Missed seeing students.
Students wanted instruction and assignments from their own teachers instead of school-wide remote learning units.	Inconsistency of teacher contact. Some teachers connected all the time, other teachers not at all.	Lack of student accountability in student grading policy resulted in low participation.
Students wanted their assignments to be graded	Too many changes in the learning plans and requirements which made it hard to follow.	Teachers need more time to prepare lessons and collaborate with other teachers.

Two Models

One Week Rotation 50% Model

This model is based on approximately 50% of the students occupying a school building at a time.

Students would engage in:

- Two days each week in in-person learning at their schools either Mondays & Tuesdays or Wednesdays & Thursdays
- Remote Learning the other three days each week either Wednesdays, Thursdays, and Fridays or Mondays, Tuesdays, and Fridays

One Week Rotation 1/3 Model

This model is based on approximately $\frac{1}{3}$ of the students occupying a school building at a time.

Students would engage in:

- Learning on Mondays with their teacher/s while at home
- One day per week in-person learning at their schools either Tuesdays, Wednesdays or Thursdays
- Remote Learning the other days each week when they are not in school

Student Groups

Students are classified into three groups based on their level of need for in-person instruction.

Group A - Students who are in general education classrooms who do not have any specially designed instruction

Group B - Students who are in general education classrooms and receive specially designed instruction

- Examples of students who would be in Group B include:
 - students who receive specially designed instruction in an inclusion setting or pull out manner
 - Students who are English Learners, except students in the New Citizen' Center (NCC) programs and English Learners in sub-separate settings

Group C - Students who require the most in-person instructional support to access learning.

- Examples of students who would be in Group C include:
 - Students who participate in substantially separate programs - Students With Disabilities with significant developmental, emotional, and cognitive needs whose instructional setting includes supplemental and/or modified instructional services
 - English Learner students in the NCC programs and English Learners in sub-separate settings
 - Students in alternative programming such as Challenge & Reach Academy, Gerald Creamer Center, and the Alternative Program @ St. Casimir's

Student Cohorts

To reduce the number of students on campus at any given time students will be divided into two or three cohorts, depending on the model.

Student cohorts will be chosen based on the following criteria:

- Sibling Consistency
- Bus Ridership
- Bus Routing
- High School Routine/IPP, TECH
- Hardship Considerations



Back to School Models

One Week Rotation 50% Model: Group A Students 2 days in-person/3 days remote learning

Students	Structure	
Group A	2 Days In Person Learning M,T or W,Th	3 Days Remote Learning W,Th,F or M,T,F
Classes	Elementary ELA, Math, Science Social Studies Middle School/High School Seven Period Day	Elementary Art, Music, PE, Tech/Health Core Instruction Through Google Classroom Middle School/High School Instruction through Google Class

Back to School Models

One Week Rotation 50% Model: Group B & C Students

Students	Structure	
Group B	2 Days In Person Learning M,T or W,Th	3 Days Remote Learning W,Th,F or M,T,F
Classes	Elementary ELA, Math, Science, ESL, Social Studies and SPED Support Middle School/High School Seven Period Day and SPED Support	Elementary Art, Music, PE, Tech/Health ESL and Core Instruction Through Google Classroom and SPED Support Middle School/High School Instruction through Google Class
Group C	In-Person Instruction 4 days	Remote Learning 1 day
Classes	Core, ESL, Elective/Specials, SPED Support	SPED Support during remote

Back to School Models

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Sample Elementary Schedule One Week Rotation 50% Model



TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Arrival Breakfast in Classroom	Arrival Breakfast in Classrooms	REMOTE LEARNING DAY	REMOTE LEARNING DAY	REMOTE LEARNING DAY
8:20-8:40	Morning Meeting: Building Relationships	Morning Meeting: Building Relationships			
8:40-10:30	Reading	Reading			
10:30-11:30	Lang. Arts	Lang. Arts			
11:30-12:30	Lunch in class Structured Recess	Lunch in class Structured Recess			
12:30-1:45	Math	Math			
1:45-2:15	Science/SS	Science/SS			
2:15-2:30	Dismissal	Dismissal			

Back to School Models

Sample Elementary Remote Learning Day

Time	Activity
8:00	Sign on to Google Classroom Watch video from Teacher
8:15 - 10:00	Begin Academic Work
10:00 - 10:40	Enrichment Class: (Art, Gym, Music, Tech)
10:40 - 11:40	Lunch & Break
11:40 - 12:10	LEXIA
12:10 - 1:00	Finish Up Academic Work
1:00 - 1:15	Break
1:15 - 2:00	ST MATH
2:00	Post all assignments to Google Classroom



Back to School Models

Sample Secondary Schedule One Week Rotation 50% Model

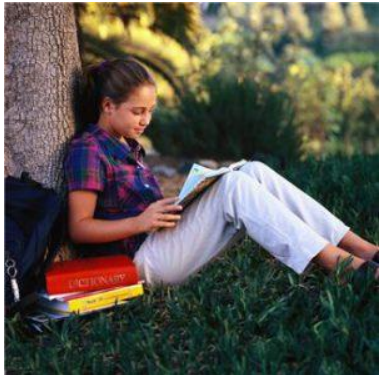
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	REMOTE LEARNING DAY	REMOTE LEARNING DAY	ELA	ELA	REMOTE LEARNING DAY
2			History	History	
3			Elective	Elective	
4			Math	Math	
Lunch			Lunch		
5			Spanish	Spanish	
6			Elective	Elective	
7			Science	Science	



Back to School Models

Sample Secondary Remote Learning Schedule

Periods	Monday	Tuesday	Friday
Instructions	For all classes each day: Sign on to Google Classroom Watch Mini Lesson video Review & complete posted assignments and tasks		
Time	Day One	Day Two	Day Three (Friday)
9:00 - 10:20	Period 1	Period 4	Period 6
10:30 - 11:50	Period 2	Period 5	Period 7
11:50 - 12:20	LUNCH		
12:30 - 1:50	Period 3	Complete any unfinished assignments	Complete any unfinished assignments
2:00 - 3:20	Complete any unfinished assignments		



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One-Week Rotation 50% Model Calendar

Cohort	In Person Days	Remote Days	Total School Days
1	73	107	180
2	73	107	180



Cohort 1 In-Person Days 37 (fall) + 36 (spring) = 73 days						Cohort 2 In-Person Days 36 (fall) + 37 (spring) = 73 days				
M	Tu	W	Th	F		M	Tu	W	Th	F
Aug 31	Sep 1	2	3	4		Feb 1	2	3	4	5
7	8	9	10	11		8	9	10	11	12
14	15	16	17	18		15	16	17	18	19
21	22	23	24	25		22	23	24	25	26
28	29	30	Oct 1	2		Mar 1	2	3	4	5
5	6	7	8	9		8	9	10	11	12
12	13	14	15	16		15	16	17	18	19
19	20	21	22	23		22	23	24	25	26
26	27	28	29	30		29	30	31	Apr 1	2
Nov 2	3	4	5	6		5	6	7	8	9
9	10	11	12	13		12	13	14	15	16
16	17	18	19	20		19	20	21	22	23
23	24	25	26	27		26	27	28	29	30
30	Dec 1	2	3	4		May 3	4	5	6	7
7	8	9	10	11		10	11	12	13	14
14	15	16	17	18		17	18	19	20	21
21	22	23	24	25		24	25	26	27	28
28	29	30	31	Jan 1		31	Jun 1	2	3	4
4	5	6	7	8		7	8	9	10	11
11	12	13	14	15		14	15	16	17	18
18	19	20	21	22		21	22	23	24	25
25	26	27	28	29		28	29	30		

Back to School Models

One Week Rotation 1/3 Model

Students	Structure	
Group A	1 day In-Person Learning (Tuesday, Wednesday or Thursday) 1 day Direct Remote Learning (Monday) 3 days Asynchronous Remote Learning (WThF, ThFM, or TWF)	
Classes	<u>In-person and Synchronous Learning</u> <u>Elementary</u> ELA, Math, Science, and Social Studies Classes <u>Middle School</u> Seven Period Day <u>High School</u> Seven Period day	<u>Remote Learning</u> <u>Elementary</u> Art, Music, P.E., Technology/Health & Core Instruction through Google Classroom <u>Middle School</u> Instruction through Google Classroom <u>High School</u> Instruction provided through Google classroom

Back to School Models

One Week Rotation 1/3 Model

Students	Structure	
Group B	1 day Synchronous Remote Learning (Monday) 1 day In-Person Learning (Tuesday, Wednesday or Thursday) 3 days Asynchronous Remote Learning (WThF, ThFM, or TWF)	
Classes	<p><u>Elementary</u> ELA, Math, Science, ESL, Social Studies Classes, and SPED Support</p> <p><u>Middle School</u> Seven Period Day</p> <p><u>High School</u> Seven Period Day</p>	<p><u>Elementary</u> Art, Music, P.E., Technology/Health, ESL & Core Instruction through Google Classroom and SPED Support</p> <p><u>Middle School</u> Instruction through Google Classroom, ESL Instruction and SPED Support</p> <p><u>High School</u> Instruction provided through Google classroom, ESL Instruction and SPED Support</p>
Group C	In-Person Instruction for 4 days & 1 days Remote (Weekly)	
Classes	Core, ESL, Elective/Specials, and SPED Support	

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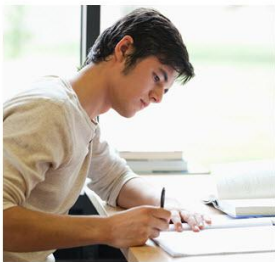
Sample Elementary Schedule One Week Rotation 1/3 Model



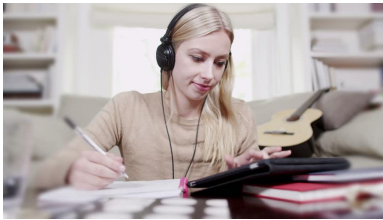
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	REMOTE LEARNING DAY (Direct Instruction with Teacher)	Arrival Breakfast in Classrooms	REMOTE LEARNING DAY	REMOTE LEARNING DAY	REMOTE LEARNING DAY
8:20-8:40		Morning Meeting: Building Relationshi ps			
8:40-10:30		Reading			
10:30-11:30		Lang. Arts			
11:30-12:30		Lunch in class Structured Recess			
12:30-1:45		Math			
1:45-2:15		Science/SS			
2:15-2:30		Dismissal			

Back to School Models

Sample Secondary Schedule One Week Rotation 1/3 Model



Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	REMOTE LEARNING DAY (Direct Instruction with Teacher)	REMOTE LEARNING DAY	ELA	REMOTE LEARNING DAY	REMOTE LEARNING DAY
2			History		
3			Elective		
4			Math		
Lunch			Lunch		
5			Spanish		
6			Elective		
7			Science		



Back to School Models

One-Week Rotation 1/3 Model Calendar

Cohort	In Person Days	Direct Instruction Remote Learning Days	Remote Learning Days	Total School Days
1	37	35	108	180
2	37	35	108	180
3	37	35	108	180



Cohort 1 (Most Tuesdays): 18 (fall) + 19 (spring) = 37 days in person					Cohort 2 (Most Wednesdays): 19 (fall) + 18 (spring) = 37 days in person					Cohort 3 (Most Thursdays): 19 (fall) + 18 (spring) = 37 days in person				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Aug 31	Sep 1	2	3	4	Feb 1	2	3	4	5	Feb 1	2	3	4	5
7	8	9	10	11	8	9	10	11	12	8	9	10	11	12
14	15	16	17	18	15	16	17	18	19	15	16	17	18	19
21	22	23	24	25	22	23	24	25	26	22	23	24	25	26
28	29	30	Oct 1	2	Mar 1	2	3	4	5	Mar 1	2	3	4	5
5	6	7	8	9	8	9	10	11	12	8	9	10	11	12
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19	20	21	22	23	22	23	24	25	26	22	23	24	25	26
26	27	28	29	30	29	30	31	Apr 1	2	29	30	31	Apr 1	2
Nov 2	3	4	5	6	5	6	7	8	9	5	6	7	8	9
9	10	11	12	13	12	13	14	15	16	12	13	14	15	16
16	17	18	19	20	19	20	21	22	23	19	20	21	22	23
23	24	25	26	27	26	27	28	29	30	26	27	28	29	30
30	Dec 1	2	3	4	May 3	4	5	6	7	May 3	4	5	6	7
7	8	9	10	11	10	11	12	13	14	10	11	12	13	14
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28	29	30	31	Jan 1	31	Jun 1	2	3	4	31	Jun 1	2	3	4
4	5	6	7	8	7	8	9	10	11	7	8	9	10	11
11	12	13	14	15	14	15	16	17	18	14	15	16	17	18
18	19	20	21	22	21	22	23	24	25	21	22	23	24	25
25	26	27	28	29	28	29	30			28	29	30		

Back to School Models

Both hybrid models can be easily converted to a 100% Remote Learning Model if the need arises.

The 100% Remote learning model would include both direct instruction time with teachers and time for students to work independently.

The model will also include:

- **Daily help sessions with teachers**
- **Teachers regularly checking in on student progress**
- **Office hours for families**
- **Grading of student work**





School Re-Opening Plans: Technology Support

Sarah Kyriazis, Instructional Technology & Digital Learning Manager

Technology - Devices/Wifi

Every student will be issued a district issued device that they will need to bring back and forth to school/home. WPS will support these district issued devices.

All students - PreSchool, Head Start, and Kindergarten

- iPad for each student
- Internet hotspot as needed

All students - Grades 1-12

- Chromebook
- Internet hotspot as needed

**Purchase of chromebooks for instructional assistants, guidance counselors, and assistant principals*

Technology - Tools

Learning Management Tools

- SeeSaw (PreK, Head Start, Kindergarten, and 1st Grade)
- Google Classroom (Grades 2-12)

Paid Tools for Teachers*

- Google Meet
- Screencastify + Screencastify Submit
- Google Voice

**several others pending*

Technology - Family Support

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Family Support

- Webinars including multi-lingual
- Self-Paced Tutorials
- Clever Parent Portal
- Short videos/social media
- YouTube Channel
- Community Organization Partnerships
- Drop in Hours
- IT Tech Support
- Central location on WPS website for technology

Technology - Educator Support

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Support

Professional learning will focus on the variety of technology integration strategies for hybrid and remote models

- Webinars
- Self-Paced Tutorials/Micro-courses
- Blended Courses
- Drop in Hours
- IT Tech Support
- 1:1 coaching
- Support to school leaders
- Assistive Technology for Students with Disabilities



School Re-Opening Plans: School Safety Plans

Rob Pezzella, School Safety Director

Organization

Superintendent Binienda has designated Robert Pezzella (Safety Director) and Jim Bedard (Facilities Director) as Covid-19 Response Leaders for the District.



First Steps

- District email address for parents and community members:
Covid19@worcesterschools.net.
- All returning employees view the school “School Reopening Training Video” on personal and work safety conditions.
- Each school is required to designate a COVID-19 Response Leader. The designee will have on-going communication with Mr. Pezzella and Mr. Bedard on safety and security.

Supplies

Every school will be supplied ongoing Personal Protective Equipment (PPE):

- Masks
- Gloves
- Hand Sanitizer
- Screen Guard Stations
- Cleaning and Disinfectant (custodian as primary handler and job)



Supplies

12-Week Supply Ordered*:

- 5,740 gallons of hand sanitizer
- 425,000 nitrile gloves
- 400,000 face masks
- 144,000 face shields



* Delivery expected before August 21

Caring for Possible Symptomatic Students

- Caregivers will be nurses and School -Based Health Centers
- There will be a nurse at every school
- Every school will have an isolation room in order to separate affected student/s from the general population

Prior to Building Entry

- COVID-19 or antibody testing is not required.
- Temperature checks will not be conducted.
- If the school district is notified that a staff member or student has become COVID-19 positive, then the Department of Public Health will follow a notification process along with possible “contact tracing”.
- HIPAA laws will be adhered to.

Tips to Families and Staff on Daily Health Checks

Partnership between the School District and Families/Staff:

- Social Media Updates will be posted by the Superintendent on COVID-19
- Parents are asked to do daily health checks with their children prior to sending them to school
- Staff members are asked to be vigilant of their health condition before coming to work
- If a student or staff member feels sick, then they should stay home!!!

Families First Coronavirus Act


- Paid Leave for Employees related to Covid-19 is available
- Email Human Resources – HR@worcesterschools.net



Questions

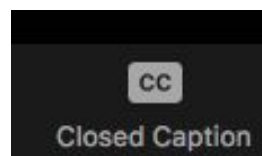


Language Instructions

To hear this meeting in another language,
click on  at the bottom of the screen.

Për të dëgjuar këtë webinar në gjuhën **shqipe**, zgjidhni German.
यो वेबिनार नेपालीमा सुन्नको लागि चाइनीज (Chinese) छान्नु होला ।
Russian للاستماع الى هذه الندوة عبر الإنترنت باللغة العربية، اختر
Para ouvir este webinar em **português**, selecione Portuguese.
Para escuchar este webinar en **español**, seleccione Spanish.

Closed Caption:



Webinar Directions

At the end of the presentation, there will be a time period for questions.

- Use the hand raise feature and you will be called on, you will be unmuted and will speak.
- For those asking questions in another language, the interpreters will type your question into English and the English will be read aloud, the question will then be answered and interpreted.