



## THE WOODSTOCK ACADEMY BOARD OF TRUSTEES NOTICE OF MEETING

### AGENDA

**Date:** Tuesday, June 16, 2020  
**Time:** 7:00 p.m.  
**Location:** Zoom and the Fireside Room on South Campus

**Option #1: Join Zoom Meeting (use the link to the conference):**

<https://us02web.zoom.us/j/2360687302?pwd=SWJLaic2MVpmdWcyR2NYZzhCN3E3QT09>

**Meeting ID:** 236 068 7302

**Password:** WA1801

—OR—

**Option #2: Join Zoom Meeting by Phone**

**Dial:** (646) 558 8656

**Meeting ID:** 236 068 7302

**Password:** 862710

1. **Call to Order**
2. **Community Participation**—please email your comments before 7:00 p.m. to [jwoodland@woodstockacademy.org](mailto:jwoodland@woodstockacademy.org)
3. **Secretary's Report**—Minutes of March 17, 2020 (Attachment 1)
4. **Board Reports**
  - a. **President's Report**
    - i. Correspondence (Attachment 2)
    - ii. Consider Candidates for Staff Emeritus (Attachment 3)
  - b. **Committee Reports** - questions/discussion on reports provided in packet (Attachment 4)
5. **Woodstock Academy Administration Reports**
  - a. **Associate Head of School for Finance and Operations Report**
    - i. 2019-2020—Budget Update (Attachment 5)
    - ii. Facility Projects Update
    - iii. Other
    - iv. Board questions/discussion
  - b. **Associate Head of School Report**
    - i. June Update
    - ii. Other
    - iii. Board questions/discussion
  - c. **Associate Head of School for Advancement**
    - i. Giving Update
    - ii. Other
    - iii. Board questions/discussion
  - d. **Assistant Head of School for Advancement**
    - i. Enrollment Update
    - ii. Other
    - iii. Board questions/discussion
  - e. **Head of School Report**

- |      |                                       |                |
|------|---------------------------------------|----------------|
| i.   | Reopening Task Force Whitepaper       | (Attachment 6) |
| ii.  | Residential Life Reopening Whitepaper | (Attachment 7) |
| iii. | College Acceptance Report             | (Attachment 8) |
| iv.  | Diversity /Inclusion/Equity Plan      |                |
| v.   | 2020-2021 Budget Update               |                |
| vi.  | Other                                 |                |
| vii. | Board questions/discussion            |                |

**6. Other Items**

**7. Executive Session—Head of School’s Review and Compensation**

**8. Possible Action Based on Executive Session**

**9. Adjournment**

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

Meeting date: Tuesday, June 16, 2020  
Time: 7:00 PM  
Location: Zoom and the Fireside Room (South Campus)

### ATTACHMENT 1

#### 3. Secretary's Report—Minutes of March 17, 2020

#### Suggested Motion:

*I move to accept the Minutes of March 17, 2020 as presented.*

**MINUTES OF THE MEETING**  
**THE WOODSTOCK ACADEMY**  
**BOARD OF TRUSTEES**  
**March 17, 2020**



These minutes are for  
informational purposes only.

**PRESENT (By Teleconference):** Atchinson, Keith (B); Beckwith, Martha; Bellerose, James; Child, Barbara; Frankhouser, Hans (W); Higgins, Edwin; Kelly, Paul; McGinn, Walter; Morse, David; Paquette, Philippa; Rhynhart, Hans; Swenson, Christine; Teed, David; Tuttle, Brent (P); Young, Scott; Angell, Jeremy  
**PRESENT (In the Fireside Room):** Chalupka, Eric; Favreau, Amy; Sandford, Chris; Singleton, Holly; Sturdevant, Jon; Woodland, Julie

**ABSENT WITH NOTIFICATION:** Asikainen, Samantha; Bentley, Cary; Blackmer, Robert; Carabeau, Garry; Duvall, Nancy (C); Johnston, Kevin; Larrow, Jeff; Livernois, Jay (Ex-Officio); Samborowski, Len; Trivella, Joan; Guillot, William

**1. Call to order**

The meeting was called to order by President Swenson at 7:01 p.m.

Attendance was taken by J. Woodland.

**2. Secretary's Report—Minutes of February 18, 2020**

**MOTION:** (Beckwith/Child) To approve the minutes of February 18, 2020 as presented. All voted Yes except Paquette, who abstained. Motion Passes.

**3. Executive Session**

- a. School Safety
- b. Personnel

**MOTION:** (Beckwith/Morse) To enter into Executive Session at 7:04 p.m., inviting all present in the Fireside Room to attend.

Unanimous

**MOTION:** (Beckwith/Child) To exit Executive Session at 7:46 p.m.

Unanimous

**4. Possible Action Based on Executive Session**

**MOTION:** (Child/Paquette) During COVID-19 crisis and through a final declaration from the governor of the State of CT, and in accordance with Policy 8131, I move to authorize the Executive Committee to make any and all decisions related to The Academy and to report those decisions to the full Board.

Unanimous

**MOTION:** (Morse/Beckwith) During COVID-19 crisis and through a final declaration from the governor of the State of CT, I move to grant the Head of School the authority to lay off any and all employees as needed and to report those decisions to the Executive Committee.

Unanimous

**5. Adjournment**

**MOTION:** (Beckwith/Child) To adjourn the meeting at 7:48 p.m.



Unanimous

Respectfully submitted,

*Julie Woodland*

Julie Woodland

Board Clerk

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

## ATTACHMENT 2

- 4. Board Reports**
  - a. President's Report**
    - i. Correspondence**



June 15, 2020

Ms. Julia Budd  
15 Camp Yankee Road  
Eastford, CT 06242

Dear Ms. Budd:

On behalf of the entire Woodstock Academy community, I want to thank you for your dedication and commitment to our students and mission over this extraordinary and unique year. Your communication plan and its execution during the pandemic was superb and we received many compliments about the volume of pertinent information you provided our community.

We could not have accomplished what we did without unsung heroes like you.

Watching the smiles on the faces of the students and seeing the tears in the eyes of some of their parents as they drove by to the sounds of cheering from the staff was an inspiration to us all. It really demonstrated the true "Academy difference." Your work on all of the virtual events truly provided our students with a very memorable experience. We received several emails about how professional and special the week was.

I know sometimes what we do is thankless; and just when you think you've reached the end, there is more to do or one more question to answer. But you truly stepped up this year and The Academy, the class of 2020 and the larger Academy community owes you a debt of gratitude.

Please have a restful and enjoyable summer.

Thank you,

Christopher J. Sandford  
Head of School

Cc: Board of Trustees  
Employee File



June 15, 2020

Mr. Joel Tretheway  
P.O. Box 622  
North Grosvenordale, CT 06255

Dear Mr. Tretheway:

On behalf of the entire Woodstock Academy community, I want to thank you for your dedication and commitment to our students and mission over this extraordinary and unique week of graduation activities. We could not have accomplished what we did without unsung heroes like you. Through your efforts, our graduating students were able to have an experience that was second to none.

Watching the smiles on the faces of the students and seeing the tears in the eyes of some of their parents as they drove by to the sounds of cheering from the staff was an inspiration to us all. It really demonstrated the true "Academy difference." This Saturday's virtual commencement was outstanding, and I received several emails about how professional and special the video was.

I know sometimes what we do is thankless; and just when you think you've reached the end, there is more to do or one more question to answer. But you truly stepped up this year and The Academy, the class of 2020 and the larger Academy community owes you a debt of gratitude.

Please have a restful and enjoyable summer.

Thank you,

Christopher J. Sanford  
Head of School

Cc: Board of Trustees  
Employee File





June 15, 2020

Mrs. Amy Favreau  
19 Barlow Cemetery Road  
Woodstock Valley, CT 06282

Dear Mrs. Favreau:

On behalf of the entire Woodstock Academy community, I want to thank you for your dedication and commitment to our students and mission over this extraordinary and unique year. Your planning, organization and creativity for our end-of-year activities allowed us to provide our graduating students with an experience that was second to none.

Watching the smiles on the faces of the students and seeing the tears in the eyes of some of their parents as they drove by to the sounds of cheering from the staff was an inspiration to us all. It really demonstrated the true "Academy difference." Through your student-centered leadership, you were able to turn what could have been a horrible experience into a memorable celebration.

I know sometimes what we do is thankless; and just when you think you've reached the end, there is more to do or one more question to answer. But you truly stepped up this year and The Academy, the class of 2020 and the larger Academy community owes you a debt of gratitude.

Please have a restful and enjoyable summer.

Thank you,

Christopher J. Sanford  
Head of School

Cc: Board of Trustees  
Employee File



June 15, 2020

Mr. Eric Chalupka  
57 Academy Road, South Campus  
Woodstock, CT 06281

Dear Mr. Chalupka

On behalf of the entire Woodstock Academy community, I want to thank you for your dedication and commitment to our students and mission over this extraordinary and unique week of senior activities. Through your help with almost every event last week, we were able to provide our students with a memorable celebration.

We could not have accomplished what we did without unsung heroes like you.

Watching the smiles on the faces of the students and seeing the tears in the eyes of some of their parents as they drove by to the sounds of cheering from the staff was an inspiration to us all. It really demonstrated the true "Academy difference." Your work on all of the virtual events and arranging nine hours of "Pomp and Circumstance" music truly provided our students (and staff!) with a very memorable experience. We received several emails about how professional and special the week was.

I know sometimes what we do is thankless; and just when you think you've reached the end, there is more to do or one more question to answer. But you truly stepped up this year and The Academy, the class of 2020 and the larger Academy community owes you a debt of gratitude.

Please have a restful and enjoyable summer.

Thank you,

Christopher J. Sanford  
Head of School

Cc: Board of Trustees  
Employee File



June 11, 2020

Emma Rhynhart  
P.O. Box 84  
Woodstock, CT 06281

Dear Ms. Rhynhart:

It is with great pleasure that I inform you that you have been chosen to receive the Head of School's Award for 2019-2020. This award is based on commitment to The Woodstock Academy and our community, trustworthiness and respect for peers and staff, as well as leadership and dedication. A student must also be in good standing and maintain good or improving grades by passing all classes and be in good disciplinary standing.

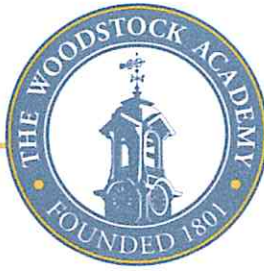
The class of 2020 is very fortunate to have you as a member, and we are extremely proud of all your accomplishments. Thank you for all you have done to make our Academy community a better place.

Congratulations!

Sincerely,

Christopher Sandford  
Head of School

Cc. Viktor Toth, Superintendent of Woodstock Public Schools  
The Woodstock Academy Board of Trustees  
Counseling Department



June 11, 2020

Adam Shinkiewicz  
115 Wauregan Road  
Brooklyn, CT 06234

Dear Mr. Shinkiewicz:

It is with great pleasure that I inform you that you have been chosen to receive the Head of School's Award for 2019-2020. This award is based on commitment to The Woodstock Academy and our community, trustworthiness and respect for peers and staff, as well as leadership and dedication. A student must also be in good standing and maintain good or improving grades by passing all classes and be in good disciplinary standing.

The class of 2020 is very fortunate to have you as a member, and we are extremely proud of all your accomplishments. Thank you for all you have done to make our Academy community a better place.

Congratulations!

Sincerely,

Christopher Sandford  
Head of School

Cc. Patricia Buell, Superintendent of Brooklyn Public Schools  
The Woodstock Academy Board of Trustees  
Counseling Department





June 13, 2020

Nathan Craig  
195 County Road  
Woodstock, CT 06281

Dear Mr. Craig:

On behalf of our entire Woodstock Academy Community, I offer congratulations on your selection for the Donald B. and Hope K. Williams Scholarship for Outstanding Academic Achievement.

This award is presented to four students who have exhibited outstanding academic performance as students of The Woodstock Academy. The individuals selected have demonstrated their commitment to excellence and their willingness to accept the challenges presented to them during their tenure at The Academy. These young men and women have excelled as students, as active participants in The Academy community through service to others, and as leaders.

The Academy is proud of you. We are indeed fortunate to have you as part of our community.

Congratulations!

Sincerely,

Christopher J. Sandford  
Head of School

Cc. Viktor Toth, Superintendent of Woodstock Public Schools  
Counseling Department



June 13, 2020

Alyssa Arends  
533 Allen Hill Road  
Brooklyn, CT 06234

Dear Ms. Arends:

On behalf of our entire Woodstock Academy Community, I offer congratulations on your selection for the Donald B. and Hope K. Williams Scholarship for Outstanding Academic Achievement.

This award is presented to four students who have exhibited outstanding academic performance as students of The Woodstock Academy. The individuals selected have demonstrated their commitment to excellence and their willingness to accept the challenges presented to them during their tenure at The Academy. These young men and women have excelled as students, as active participants in The Academy community through service to others, and as leaders.

The Academy is proud of you. We are indeed fortunate to have you as part of our community.

Congratulations!

Sincerely,

Christopher J. Sandford  
Head of School

Cc. Patricia Buell, Superintendent of Brooklyn Public Schools  
Counseling Department



June 13, 2020

Rachel Lambert  
55 Loyola Road  
Woodstock, CT 06281

Dear Ms. Lambert:

On behalf of our entire Woodstock Academy Community, I offer congratulations on your selection for the Donald B. and Hope K. Williams Scholarship for Outstanding Academic Achievement.

This award is presented to four students who have exhibited outstanding academic performance as students of The Woodstock Academy. The individuals selected have demonstrated their commitment to excellence and their willingness to accept the challenges presented to them during their tenure at The Academy. These young men and women have excelled as students, as active participants in The Academy community through service to others, and as leaders.

The Academy is proud of you. We are indeed fortunate to have you as part of our community.

Congratulations!

Sincerely,

Christopher J. Sandford  
Head of School

Cc. Viktor Toth, Superintendent of Woodstock Public Schools  
Counseling Department



June 13, 2020

Caitlyn Sroczenski  
524 English Neighborhood Road  
Woodstock, CT 06281

Dear Ms. Sroczenski:

On behalf of our entire Woodstock Academy Community, I offer congratulations on your selection for the Donald B. and Hope K. Williams Scholarship for Outstanding Academic Achievement.

This award is presented to four students who have exhibited outstanding academic performance as students of The Woodstock Academy. The individuals selected have demonstrated their commitment to excellence and their willingness to accept the challenges presented to them during their tenure at The Academy. These young men and women have excelled as students, as active participants in The Academy community through service to others, and as leaders.

The Academy is proud of you. We are indeed fortunate to have you as part of our community.

Congratulations!

Sincerely,

Christopher J. Sanford  
Head of School

Cc. Viktor Toth, Superintendent of Woodstock Public Schools  
Counseling Department





June 3, 2020

Mr. James Cournoyer  
73 Quinebaug Road  
North Grosvenordale, CT 06255

Dear Mr. Cournoyer:

I am in receipt of your resignation letter from your position as a member of the maintenance department dated June 1, 2020. As discussed, your last day will be June 26, 2020. This is to notify you that I accept your resignation on behalf of The Woodstock Academy Board of Trustees.

The Board of Trustees, administration, faculty, staff, and community thank you for your dedication to our students. Your contributions keeping the Academy safe and inviting have enriched the lives of many Academy students, and we wish you many relaxing days in your retirement.

Sincerely,

Christopher Sandford  
Head of School

Cc: Board of Trustees  
Holly Singleton, Associate Head of School  
William Guillot, Associate Head of School for Finance and Operations  
Lori Wajer, Director of Human Resources  
Employee File



June 3, 2020

Mr. Jeremy Useted  
46 Ashford Lake Drive  
Ashford, CT 06278

Dear Mr. Useted:

I have been informed you have moved out of your apartment on South Campus. This is to notify you that I accept your resignation as a residential life staff member on behalf of The Woodstock Academy Board of Trustees.

The Board of Trustees, administration, faculty, staff, and community thank you for your dedication to our students. Your contributions as a residential life staff member have positively impacted Academy students, and we thank you. Best of luck in all your future endeavors.

Sincerely,

Christopher Sandford  
Head of School

Cc: Board of Trustees  
Holly Singleton, Associate Head of School  
John Rigney, Assistant Head of School for South Campus  
Lori Wajer, Director of Human Resources  
Employee File



May 26, 2020

Mr. Frank Bood  
Chairman, Sterling Board of Education  
230 Harris Road  
Sterling, CT 06377

Dear Mr. Bood:

I hope this letter finds you and the entire Sterling community safe and healthy. This is a strange and difficult time for all of us.

Over the last few months we have been providing information to the High School Options Ad Hoc Committee. The questions asked and the information requested has been thoughtful and thorough, and we have been very impressed with the process being followed in Sterling.

I am writing to let you know that we, at The Woodstock Academy, will continue to provide any and all information requested by the Committee or the full Board of Education. If invited, we would welcome the opportunity to make a presentation about our overall program and what we can offer Sterling's students.

While there are many outstanding high school programs in our region, as an independent school we have the ability to offer a very unique educational opportunity and partnership. Please know, as we have shared with the Committee, The Academy would cover the cost of transportation for at least two years. In addition, as a community partner as defined in our bylaws, Sterling would receive a voting member seat on The Woodstock Academy Board of Trustees.

I know this process is not an easy one and the current public health situation only makes it more difficult, but we are available to you and/or the Ad Hoc Committee at any time and in any format.

Thank you for your dedication to the community of Sterling.

Sincerely,

Christopher Sandford  
Head of School

Cc: The Woodstock Academy Board of Trustees  
Board of Education, Sterling Public Schools  
Dr. Gail Lanza, Superintendent of Sterling Public Schools



May 22, 2019

Mr. Sam Resnick  
56 Ojala Road  
Woodstock, CT 06281

Dear Mr. Resnick:

On behalf of The Woodstock Academy Board of Trustees and the Administration, I want to express our deepest condolences on the passing of your father, Albert Resnick.

To honor his memory, we have made a donation to The Woodstock Academy Foundation and have designated it be utilized for students attending The Academy who intend to serve their country through military service.

We will continue to keep your family in our thoughts and prayers.

Sincerely,

Christopher Sandford  
Head of School

Cc: Board of Trustees





May 21, 2020

Mr. and Mrs. Bob and Lisa Derrico  
P.O. Box 637  
Woodstock, CT 06281

Dear Mr. and Mrs. Derrico:

I am in receipt of your resignation letter from your positions dated May 18, 2020. You have stated you intend to move on Friday, May 29, 2020. This is to notify you that I accept your resignation on behalf of The Woodstock Academy Board of Trustees.

The Board of Trustees, administration, faculty, staff, and community thank you for your dedication to our students. Your recent contributions as a landscaping team have created a beautiful campus for current and future Academy students to enjoy for many years to come. We wish you the best of luck in your new home and will miss seeing you both at The Academy.

Sincerely,

Christopher J. Sandford  
Head of School

Cc: Board of Trustees  
Holly Singleton, Associate Head of School  
Bill Guillot, Interim Associate Head of School for Finance and Operations  
Lori Wajer, Director of Human Resources  
Employee File



June 1, 2020

Katelin Briere  
76 Gorman Road, Apt. 7  
Brooklyn, CT 06234

Dear Katelin:

It is with great pleasure that I inform you that you have been chosen to receive the June Head of School's Award. This award is based on commitment to The Woodstock Academy and our community, trustworthiness and respect for peers and staff, as well as leadership and dedication. A student must also be in good standing and maintain good or improving grades by passing all classes and be in good disciplinary standing.

Typically, we would present you with your award at the next meeting of the Board of Trustees, and we would invite you and your family to attend. However, since the campus is closed for face-to-face meetings, we hope to publically honor you at a future Board of Trustees meeting as yet to be scheduled. We will notify you as soon as a date is set.

The Academy is very fortunate to have you as a member of its community, and we are extremely proud of your accomplishments. Congratulations!

Sincerely,

Christopher Sandford  
Head of School

Cc. Patricia Buell, Superintendent of Brooklyn Public Schools  
The Woodstock Academy Board of Trustees  
Counseling Department



June 1, 2020

Matthew Myslenski  
385 Stetson Road  
Brooklyn, CT 06234

Dear Matthew:

It is with great pleasure that I inform you that you have been chosen to receive the June Head of School's Award. This award is based on commitment to The Woodstock Academy and our community, trustworthiness and respect for peers and staff, as well as leadership and dedication. A student must also be in good standing and maintain good or improving grades by passing all classes and be in good disciplinary standing.

Typically, we would present you with your award at the next meeting of the Board of Trustees, and we would invite you and your family to attend. However, since the campus is closed for face-to-face meetings, we hope to publically honor you at a future Board of Trustees meeting as yet to be scheduled. We will notify you as soon as a date is set.

The Academy is very fortunate to have you as a member of its community, and we are extremely proud of your accomplishments. Congratulations!

Sincerely,

Christopher Sandford  
Head of School

Cc. Patricia Buell, Superintendent of Brooklyn Public Schools  
The Woodstock Academy Board of Trustees  
Counseling Department



May 14, 2020

Mr. John Rigney  
57 Academy Road, South Campus  
Woodstock, CT 06281

Dear Mr. Rigney:

On behalf of the Board of Trustees and The Woodstock Academy community, I want to thank you for your email on May 8, 2020 requesting your hours and salary temporarily be reduced to 50% from May 15, 2020 through August 1, 2020. Following this period, you would return to your current salary and time commitment.

Your leadership and dedication to The Academy is deeply appreciated, particularly in this time of fiscal uncertainty. The Board, staff and students are very grateful for your commitment to the mission of our school. I wish you a wonderful summer spending time with your family.

On behalf of the entire Academy community I want to thank you for your efforts and tell you how proud I am to call you my colleague.

Sincerely,

Christopher Sandford  
Head of School

CJS/jw

Cc: Board of Trustees  
Employee File





FOR YOUTH DEVELOPMENT™  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

April 20, 2020

Woodstock Academy  
Mr. Christopher Sandford  
57 Academy Road  
Woodstock, CT 06281

*Chris*  
Dear Mr. Sandford,

Thank you for your generous support and gift of **\$1000** to the **Hale YMCA's Youth and Family Center 2020 Annual Campaign** for youth summer camp scholarships. We are pleased to recognize you as a significant member of our philanthropic family. Your support makes it possible for us to have a meaningful impact locally by serving countless children and families in our very own community.



## IT'S AMAZING WHAT ONE GIFT WILL DO!

- Allows a child to build confidence, learn skills and make new friends when participating in Camp Cutler, Y sports, preschool enrichment, or youth leadership programs that they would not have been able to attend.
- Provides for a dynamic, life changing experience where positive role models and new adventures can solidify a young person's future success in life.
- Helps keep the Y open to all and gives entire families access to the Y to participate in healthy activities and create lasting memories together.

**Your gift will help the YMCA to provide a place for youth development, healthy living and to teach social responsibility. Additionally, it will provide financial assistance to children and families who otherwise might not have been able to participate in YMCA family-centered programs.**

**For all the people you will help, but never meet, we say Thank You!**

Thank you so much for your generous, life-changing gift.  
With great appreciation,

*Amanda Kelly*

Amanda Kelly  
Executive Director

*My thanks to you and  
the Fresh Club for your  
support of camp!*

**Hale YMCA Youth and Family Center**  
A Branch of the YMCA of Greater Hartford  
9 Technology Park Drive, Putnam CT 0660  
P 860-315-9622  
[www.HaleYMCA.org](http://www.HaleYMCA.org)

*Note: This acknowledgment should be retained for your records to substantiate a Charitable Contribution Deduction, should you choose to claim one on your Income Tax Return. No goods or services were provided in connection with this contribution. This statement meets the requirements of the Internal Revenue Code.*

*The YMCA of Greater Hartford is a 501(c)(3) charitable non-profit organization.*

thank you

your kind expression of sympathy is sincerely  
appreciated and will always be  
remembered by the family of

**Glenn J. Ranta**

---

Dear Chris,

Thank you for helping Amy with her family  
leave. She's been vital support for my mom.

Thank you also for your donation to the  
Woodstock Academy Foundation in honor of my  
Dad. We appreciate your generosity so much.

Fondly,

Pam Ranta Doran

+  
Ranta family

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

Meeting date: Tuesday, June 16, 2020  
Time: 7:00 PM  
Location: Zoom and the Fireside Room (South Campus)

### ATTACHMENT 3

- 4. Board Reports
  - a. President's Report
    - ii. Consider Candidates for Staff Emeritus

#### Suggested Motion:

*I move to confer the honorary title of Staff Emeritus/a to Jamie Shaw and James Cournoyer.*



## **Governance of The Board**

### **Emeritus/a Status**

The award of emeritus status is intended as a special honor for The Woodstock Academy Board of Trustee members and employees who served with great distinction. This is an honorific title given to individuals for their long and exemplary service to The Academy in recognition of their extraordinary and significant contributions to The Academy community.

#### Employee Emeritus/a

The title of Employee Emeritus/a, may be conferred by the Board of Trustees upon retiring members of the staff and administration who meet the following criteria:

1. Completion of 25 years of service to The Woodstock Academy;
2. Retirement from The Woodstock Academy and education in general, was evidenced by application and receipt of benefits from the Connecticut State Teacher's Retirement System, or applicable retirement system;
3. Retirement in good standing;
4. Selected by the President of the Board of Trustees.

Employee Emeritus/a will be recommended by the Head of School to the President of the Board of Trustees.

#### President Emeritus/a of the Board of Trustees

The title of President Emeritus/a of the Board of Trustee, may be conferred by the Board of Trustees upon any board member who has served as trustee president, and whose years as president have been marked by their individual initiatives which have resulted in extraordinary achievement in the growth and development of The Woodstock Academy.

Any current member of the Board of Trustees may submit a nomination for President Emeritus/a of the Board of Trustees. The honor shall be conferred by a vote of the entire Board. The nomination can only be made after the nominated Trustee has left the Board of Trustees.

When selected, the Employee or Trustee Emeritus/a will:

1. Be bestowed a certificate of conferred title by the Board of Trustees.
2. Have lifetime inclusion of name on The Woodstock Academy website and on campus under the respective designation.
3. Have a standing invitation to all future faculty and school events at The Woodstock Academy.

### **President Emeritus/a of the Board of Trustees and Year Honor Conferred**

Clarence Bowen (1928)  
 George McClellan (1937)  
 Dr. Ernst Pike (1944)  
 Henry Chandler Holt (1952)  
 Elizabeth Hyde (1993)  
 John McClellan (2019)  
 Abel Child II (2019)  
 Arthur Sherbourne Hardy (2019)  
 Marvin Barrett (2019)  
 William Bentley (2019)

### **Staff Emeritus/a**

Kenneth Beatson (1951-1989)  
 Jennifer Peck (1969-1997)



Luana Becker (1970-1997)  
Marshall Tourtellotte (1967-2001)  
Robert Smith (1997-2001)  
Robert Thompson (1971-2004)  
Kent Weaver (1969-2004)  
Dr. Robert Kirk (1980-2007)  
William Taylor (1969-2007)  
Walter Izbicki (1976-2009)  
Ann Mitra (1984-2009)  
William Emerson (1980-2010)  
Ellen Poirier (1981-2010)  
Glen Anderson (1976-2012)  
Dr. Elizabeth Worsham (1980-2014)  
Patricia Harrington (1978-2015)  
Peter Green (1981-2018)  
Robert Derrico (1986 – 2018)  
Gloria Hanczar (1990 – 2018)  
Janet Turini (1998 – 2019)  
Jayne Collins (1983 – 1990 & 2004 – 2019)  
Susan Powers (1990 – 2019)  
Sharon Walsh (1998 – 2019)  
Jamie Shaw (1988 – 2020)  
James Cournoyer (1993-2020)

Policy Adopted: March 21, 2017  
Policy Updated: February 26, 2019  
Policy Updated: May 21, 2019  
Policy Updated: \_\_\_\_\_, 2020

The Woodstock Academy  
Woodstock, Connecticut

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

## ATTACHMENT 4

- 4. Board Reports**
  - b. Committee Reports**

**MINUTES OF THE MEETING**  
**THE WOODSTOCK ACADEMY**  
**BOARD OF TRUSTEES**  
**EXECUTIVE COMMITTEE**  
**May 28, 2020**



These minutes are for  
informational purposes only.

**PRESENT:** Beckwith, Martha; Bentley, Cary; Blackmer, Robert; Duvall, Nancy (C ) (6:10 p.m.); Higgins, Edwin; Paquette, Philippa; Swenson, Christine; Trivella, Joan; Tuttle, Brent (P ); Favreau, Amy; Rigney, John (7:02); Sandford, Chris; Singleton, Holly (6:12 p.m.); Sturdevant, Jon; Woodland, Julie  
**ABSENT WITH NOTIFICATION:** Atchinson, Keith; Frankhouser, Hans (W ); Kelly, Paul; Teed, David  
**GUESTS:** Michael Susi

**1. Call to Order**

The meeting was called to order by Chairman Swenson at 6:04 p.m.

**2. Community Participation**

No comments were received.

**3. Executive Session—Personnel**

**MOTION:** (Trivella/Beckwith) To enter into Executive Session to discuss Personnel, inviting Beckwith, Bentley, Favreau, Rigney, Sandford, Singleton, Sturdevant, Susi and Woodland to attend, at 6:05 p.m.

Unanimous

The meeting returned to regular session at 7:33 p.m.

**4. Possible Action**

No action was taken.

**5. Adjournment**

**MOTION:** (Paquette/Beckwith) To adjourn the meeting at 7:34 p.m.

Unanimous

Respectfully submitted,

*Julie Woodland*

Julie Woodland  
Board Clerk

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

**MINUTES OF THE MEETING**  
**THE WOODSTOCK ACADEMY**  
**BOARD OF TRUSTEES**  
**EXECUTIVE COMMITTEE**  
**June 3, 2020**



These minutes are for  
informational purposes only.

**PRESENT:** Blackmer, Robert (7:15 p.m.); Paquette, Philippa; Swenson, Christine; Teed, David; Trivella, Joan; Tuttle, Brent (P); Woodland, Julie

**ABSENT WITH NOTIFICATION:** Atchinson, Keith; Duvall, Nancy (C); Higgins, Edwin; Frankhouser, Hans (W); Kelly, Paul

**1. Call to Order**

The meeting was called to order by Chairman Swenson at 7:03 p.m.

**2. Community Participation**

No comments were received.

**3. Executive Session—Head of School Evaluation and Compensation**

**MOTION:** (Paquette/Trivella) To enter into Executive Session to discuss Head of School Evaluation and Compensation, inviting Julie Woodland to attend, at 7:03 p.m.

Unanimous

The meeting returned to regular session at 9:43 p.m.

**4. Possible Action**

No action was taken.

**5. Adjournment**

**MOTION:** (Teed/Tuttle) To adjourn the meeting at 9:43 p.m.

Unanimous

Respectfully submitted,

*Julie Woodland*

Julie Woodland  
Board Clerk

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*



**MINUTES OF THE MEETING**  
**THE WOODSTOCK ACADEMY**  
**BOARD OF TRUSTEES**  
**FINANCE COMMITTEE**  
**May 11, 2020**



These minutes are for  
informational purposes only.

**PRESENT:** Beckwith, Martha; Bentley, Cary; Duvall, Nancy; Frankhouser, Hans; Kelly, Paul; Teed, David; Guillot, Bill; Sandford, Chris; Singleton, Holly; Sturdevant, Jon; Woodland, Julie

**ABSENT WITH NOTIFICATION:** Atchinson, Keith; Swenson, Christine; Tuttle, Brent

**1. Call to Order**

The meeting was called to order by Chairman Kelly at 7:03 p.m.

**2. Community Participation – None.**

**3. Secretary's Report—Minutes of March 9, 2020**

**MOTION:** (Beckwith/Bentley) To approve the minutes of March 9, 2020.

Unanimous

**4. Approve Committee Charter**

Edits to the committee charter were reviewed.

**MOTION:** (Bentley/ Beckwith) To approve the committee charter as presented.

Unanimous

**5. Approve Auditor**

Interim Associate Head of School for Finance and Operations Guillot stated Maletta & Company's proposal to conduct the 2019-2020 audit for The Academy and the Foundation was the same as was charged for the 2018-2019 audit.

**MOTION:** (Beckwith/Bentley) To authorize Maletta & Company to conduct the 2019-2020 audit for The Academy and the Foundation.

Unanimous

**6. 2019-2020 Budget Status Update**

Head of School Sandford discussed the recent award of a PPP (Paycheck Protection Plan) loan/grant to The Academy, remarking how this has positively affected any previous cash flow issues. Budgetary savings has been seen in the USDA loan deferrals, food service account, and in athletics. Committee Chair Kelly commended the administration for acquiring the PPP loan and suggested the administration ask the auditor to review the agreement to make sure The Academy maximizes the grant vs. loan potential.

**7. 2020-2021 Budget**

Head of School Sandford said while the number of sending town students seems to be as expected, we are planning for a 2.8-million-dollar shortfall in private tuition revenue. In an effort to level income and expenditures, adjustments have been made to staffing through early retirement/reductions and by reducing some course/program offerings. Depending on a wide-array of variables with COVID-19 safety requirements/mandates along with significant uncertainty about when the fall classes will be allowed and when international students will be able to return to campus, we expect other fluctuations within the food service, athletics, and transportation line items. With this uncertainty, pending and possible future real estate sales have not been included in this budget.

## **8. Real Estate Update**

Which Academy owned properties and possible timetables for listing those properties were discussed.

## **9. Executive Session—Legal**

### **10. Possible Action Based on Executive Session**

It was determined an executive session was no longer needed.

## **11. Other**

Despite the “Corona effect” on the stock market, The Academy’s accounts with Merrill Lynch only decreased by 1.84%. Committee Chair Kelly congratulated the group on making the transition Merrill Lynch and safeguarding Academy funds effectively.

## **12. Community Participation – None.**

## **13. Adjournment**

**MOTION:** (Beckwith/Frankhouser) To adjourn the meeting at 7:27 p.m.

Unanimous

Respectfully submitted,

*Julie Woodland*

Julie Woodland  
Board Clerk

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

### ATTACHMENT 5

- 5. Woodstock Academy Administration Reports**
  - a. Associate Head of School for Finance and Operations Report**
    - i. 2019-2020—Budget Update**

**SUMMARY REVENUE REPORT**  
**The Woodstock Academy**  
Fiscal Year Through: 6/04/2020



Report Department: All Departments

	<u>Y-T-D</u> <u>Actual</u>	<u>FY Budgeted</u> <u>Amount</u>	<u>Percent</u> <u>of Budget</u>
<b>Revenues</b>			
Tuition and Assessments	19,537,131.89	19,312,545.00	(101.16)
Other Miscellaneous Fees	311,520.69	238,500.00	(130.62)
Sales	(44,461.22)	5,000.00	889.22
Facilities Income	74,711.50	75,600.00	(98.82)
Investment Income	27,788.44	25,000.00	(111.15)
Other Income	188,954.21	20,000.00	(944.77)
<b>Total Revenues</b>	<b>20,095,645.51</b>	<b>19,676,645.00</b>	<b>(102.13)</b>

**SUMMARY EXPENSE REPORT**  
**The Woodstock Academy**  
Fiscal Year Through 6/04/2020



Report Department: All Departments

	<u>Y-T-D</u> <u>Actual</u>	<u>FY Budgeted</u> <u>Amount</u>	<u>Percent</u> <u>Expended</u>
<b>Expenses</b>			
<b>Payroll</b>			
Salaries	9,320,451.00	11,810,004.00	78.92
Benefits	2,173,219.79	3,138,650.00	69.24
<b>Total Payroll</b>	<b>11,493,670.79</b>	<b>14,948,654.00</b>	<b>76.89</b>
<b>Other Expenses</b>			
Professional Services	408,320.00	939,025.00	43.48
Transportation	195,038.49	243,475.00	80.11
Insurances/Legal	494,575.89	503,464.00	98.23
School-Wide Admissions/Recruitment	123,708.15	182,950.00	67.62
Professional Development	52,330.16	83,855.00	62.41
Instructional	565,383.06	747,948.00	75.59
Equipment	118,761.87	240,500.00	49.38
Debt Service	681,636.80	785,000.00	86.83
Facility Maintenance	745,458.46	846,700.00	88.04
Utilities	788,300.37	949,900.00	82.99
Food Service	666,227.73	778,000.00	85.63
Agent Fees	447,781.00	400,000.00	111.95
<b>Total Other Expenses</b>	<b>5,287,521.98</b>	<b>6,700,817.00</b>	<b>78.91</b>
<b>Total Expenses</b>	<b>16,781,192.77</b>	<b>21,649,471.00</b>	<b>77.51</b>



# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES

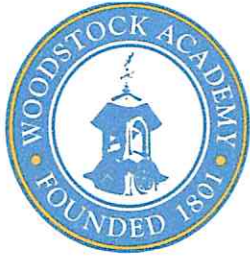


## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

### ATTACHMENT 5a.

- 5. Woodstock Academy Administration Reports
  - b. Associate Head of School Report
    - i. June Update



## End of Year Updates from the Associate Head of School

### What is Happening...

#### School Programs:

- 2020 Graduation Statistics: 285 graduated, 2 delayed graduation, 1 non-graduate. (99%; 99.7%). The Class of 2019 4-year Cohort Graduation rate was 99.1%.
- The Academy has received a grant in the amount of \$62,206 for public access TV from PEGPITA (Public Educational and Governmental Programming and Educational Technology Investment Account program).

#### Student Achievements

- In only its second year, the Science National Honor Society had a SNHS Scholarship winner - Rebecca Jarvis (W)
- Clayton Singleton (E) received a Silver Award in the *Connecticut Student Writers Magazine* Contest.

#### Staff and Faculty:

- The Woodstock Academy Teacher of the Year and The Woodstock Academy Staff Person of the Year were awarded to all WA employees this year for their extraordinary work during eLearning.
- Kelly Danielson was a featured teacher in the NEATE Winter 2020 Newsletter (New England Association of Teachers of English). Here is the link to the article:  
[https://bbcd05fb-4341-4850-81a9-22d17e7816db.filesusr.com/ugd/402516\\_c04d260fa7e142fbb10cb46e18761358.pdf](https://bbcd05fb-4341-4850-81a9-22d17e7816db.filesusr.com/ugd/402516_c04d260fa7e142fbb10cb46e18761358.pdf)
- Holly Singleton was a finalist in the 2020 CAS High School Principal of the Year Award.
- Val May published an article she wrote for the HHMI BioInteractive website about how she is using their resources during COVID distance learning. Here is the link: <https://www.biointeractive.org/professional-learning/educator-voices/formative-assessments-online-courses>

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

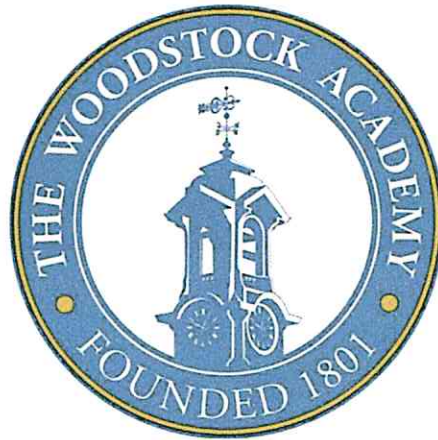
**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

## ATTACHMENT 6

- 5. Woodstock Academy Administration Reports**
  - e. Associate Head of School Report**
    - i. Reopening Task Force Whitepaper**

# **The Woodstock Academy's Reopening Task Force Whitepaper:**

School Reopening during the COVID-19 Pandemic



**June 16, 2020**

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

In light of our school's mission, the Reopening Task Force is looking to create the best instructional practice within the state guidelines in order to create optimal opportunities for learning as well as a safe community that includes provisions for the well-being of students and employees. The specific charge of the School Reopening Task Force is:

To make recommendations to the BOT and Head of School Sanford for the opening of school in Fall 2020, which include:

- social distancing and safety protocols for students on The Academy campus;
- a schedule for daily of instruction with opportunities for personalized interventions;
- a reduction of the on-campus student population to less than 300;



- assurances that students have the opportunity for face-to-face interaction at least once a week;
- a review of and suggestions to improve upon the eTeaching practices used in spring 2020;
- a plan to support the social & emotional needs of The Academy students; and
- any other ideas that would create a productive and positive experience for all Academy students, staff, and faculty.

### **Task Force Members**

The membership of the Task Force includes 23 volunteers from a variety of constituent groups: Holly Singleton, Associate Head of School, parent; Mike Harten, Dean of Academics; Karin Hughes, Dean of Students & parent; Joan Trivella, Board of Trustees; Meghan Mizak, English Teacher; Adam Bottone, PE Teacher & Coach; Lauren Churchill, Music Teacher; Eric Collelo, Technology Teacher; Rich Telford, English Teacher & WAEA Vice President; Beth Coleman, School Psychologist; Joe Musumeci, Special Education Teacher & parent; Amy Couture, Math Teacher & parent; Mel Gronski, Science Teacher & parent; Chris Jolliff, Social Studies Teacher & WAEA President; Julie Woodland, Executive Assistant to the Head of School; Dave Walley, Director of Guidance & parent; Bobbie-Jo Saucier, Director of Health Services & parent; Mike DiMascio, Campus Director of Dining Services for Flik; Craig Rich, Director of Campus Safety; Clayton Singleton, President of the Class of 2021; and Zoe Botta, President of the Class of 2022.

### **Recommendations**

The Reopening Task Force recommends a blended reopening of The Academy in the fall if key safety conditions are met. Students will participate in both eLearning with a scheduled opportunity for face-to-face instruction each week. One of The Academy's greatest strengths is the positive and productive relationships cultivated between students and adults. Research from the Gates Foundation reminds educators of high school students that positive relationships between teachers and students are one of the highest influencers in both academic success and completion of high school. As such, the Task Force advocates for a system of instruction that creates, at a minimum, a weekly opportunity to provide in-person instruction.

It is understood that plans must remain flexible as schooling may need to return to a full eLearning platform at any point in time if there are threats to the community's safety or executive orders and rules require such a change.

### **Conditions for a Reopening**

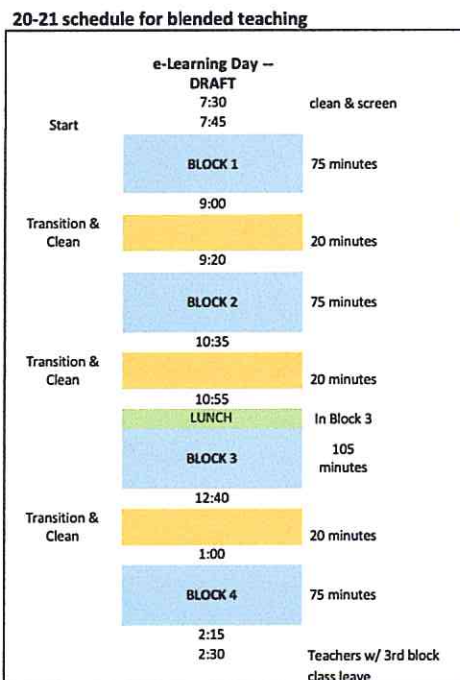
Prior to reopening The Woodstock Academy to any degree, several gating conditions must be met. These conditions are outlined in the Governor's *Report of the Higher Education Subcommittee of Reopen Connecticut* (May 6, 2020). First, the prevalence of the disease must be low with a non-increasing level of hospitalizations across the state and The Academy's local region. Second, protocols must be in place regarding safe densities in residence halls, dining halls, and classrooms, and governing appropriate social distancing and the wearing of masks and other protective

equipment. Third, adequate supplies of diagnostic tests must be available to test residential students upon arrival and periodically thereafter. Fourth, The Academy will need to have staff trained and available to engage in contact tracing if members of the community test positive. Finally, adequate supplies of facemasks and other needed protective equipment must be available for use according to the protocols in place in the fall. In addition to those gating conditions, a plan for accommodations will need to be in place to protect staff, faculty, and students at higher risk of complications.

If these conditions are met, the committee believes that The Academy can safely reopen to a limited degree for the fall semester. In order to be successful in a reopening, the following changes must take place.

### Changes in Practice

1. **Schedule.** In order to create an appropriate socially-distanced and clean environment, the Reopening Task Force recommends the following schedules. The daily schedule includes a 7:30 to 2:15 PM timeframe to accommodate sending-town bus schedules, time dedicated to a morning screening of student health and cleaning protocols before entering the school, 80 minutes of classroom and eLearning, and increased time between classes to allow for both safe exiting and entering of classrooms, travel on the shuttles with reduced capacity, an opportunity for time outside in the fresh air, and time for the students to clean down work spaces before starting their next lessons.



The weekly rotation schedule below identifies the system used to reduce the number of students on campus each day. The order of days will be rotated each week (AA BB week 1 and BB AA week 2) to ensure all students in every-other-day classes will all have an

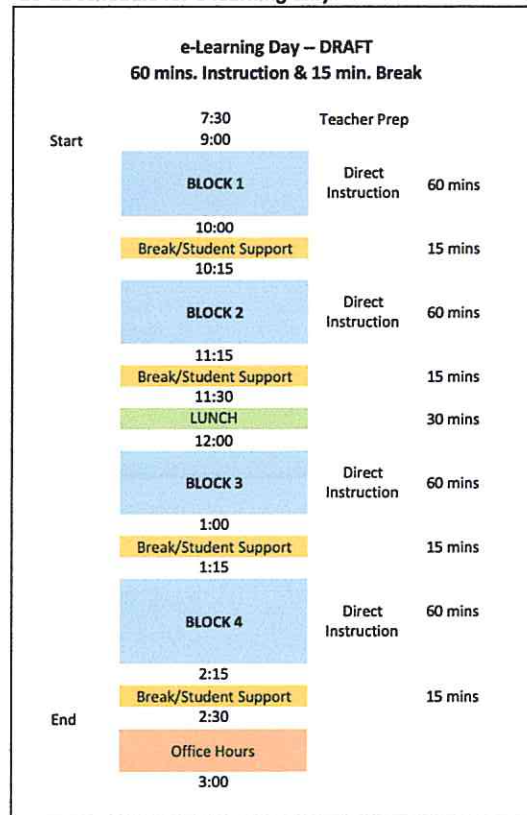


opportunity to regularly meet with their teachers. Wednesdays will be dedicated to deep cleaning by the custodians, office hours for teachers, and individualize learning support appointments for students.

MONDAY Day A Blue	TUESDAY Day A Gold	WEDNESDAY	THURSDAY Day B Blue	FRIDAY Day B Gold
BLOCK 1	BLOCK 1	Office Hours & Deep Cleaning	BLOCK 1	BLOCK 1
BLOCK 2	BLOCK 2		BLOCK 2	BLOCK 2
LUNCH	LUNCH		LUNCH	LUNCH
BLOCK 3	BLOCK 3		BLOCK 3	BLOCK 3
BLOCK 4	BLOCK 4		BLOCK 4	BLOCK 4
240 kids	240 kids		270 kids	270 kids
90	90	Grade 9	0	0
150	150	Grade 10	0	0
0	0	Grade 11	130	130
0	0	Grade 12	140	140

Should community safety or executive orders dictate the need to return to full eLearning, The Task Force endorses the following schedule, an update of the one used Spring 2020. This schedule includes a reduction teacher preparation time from 2 ½ hours to 1 ½ hours. One hour of daily direct instruction is dedicated to each class. A 15-minute break time has been added in between blocks to provide students and faculty with digital minimalizing and opportunities for self-care. In conversations with teachers who are home with their own kids, this time allowed for some flexibility on the demands of being both a WA teacher and the parent-teacher simultaneously.

20-21 schedule for e-learning only



**Challenges** to the schedule changes include: the need for a side agreement with the WAEA regarding lunch duty, a reliance on sending-town transportation to facilitate student attendance, and a plan for appropriate supervision of students during the non-class time.

2. **Delivery of instruction and assessment.** The Task Force wishes to recognize the tremendous work done by The Academy faculty and staff to immediately provide high quality eLearning experiences and a system of whole-student support during extremely challenging and anxiety-filled times during spring 2020. With on-going reflection and a growth mindset, the Task Force recommends the following enhancements in practice to synchronous eLearning.
  - Classes that are less than optimally taught during eLearning, such as Introduction to Foods and Nutrition and Ceramics as examples, will be not offered in semester one. PE classes, excluding yoga and weightlifting, will all be modified to a fitness-on-the-go curriculum. Music curriculums will de-emphasize the performance standard. All courses will be “trimmed” to focus on prioritized essential questions and understandings, standards, and skills.
  - The guide for effective eTeaching, blended teaching, grading and assessment practices, developed by the Dean of Academics, will be updated to include sample assignment models (goals, rubrics, skill- and standards-focused), effective strategies for the integration of a variety of eClassroom dynamics and learning styles. The guide will also include strategies for including more opportunities for cameras-on and



recommendations for how to best leverage in-person days. (See Appendix A for blended learning ideas.)

The Task Force also recommends increasing the utilization of Peer Tutors to support student learning, a flexible enrollment of students into The Cutler House program, increased access to printed materials for students, and the adoption of a buddy-learning-system for students.

Professional development time will be dedicated to the enhancement of eTeaching skills and pedagogy and to the modification of curriculum and instruction.

**Challenges** in the area of instructional delivery and assessment include the need to provide on-going professional development opportunities to faculty and staff. This need could result in the need for additional funding and possible release time for roundtable discussions among teachers at the school and department level. The additional **challenge** of creating a balanced schedule that factors in sending towns, bus runs, and maintaining a 10-1 student-teacher ration will be difficult, but feasible. Classroom utilization practices will need to be redesigned to optimize large classrooms with access to windows and limit, to the extent possible, a student's potential contact with multiple individuals. A teacher's classroom location will need to include one location for in-person and a different location for eLearning and office hours. Classes like computer science, guitar, and piano require students to have specific equipment at home, i.e. a computer and musical instruments; the school should be prepared to supply this equipment to families who do not have access to it.

3. **Technology.** Effective and essential technology is the cornerstone of effective eLearning. The Task Force recommends simplicity in a systematic integration. In collaboration with the Technology Committee, the Task Force recommends the use of the SAMR Model for educational technology integration as the basis for a 2020-2021 school-wide goal (this model and approach was utilized when iPads were first introduced). Professional development and time must be dedicated to assisting teachers to move from the Substitution and Augmentation levels of incorporation to the Modification and Redefinition levels. (See Appendix B for the SAMR Model.)

The Task Force endorses the continuation of the use of the following technologies: PowerSchool, Microsoft, Adobe, Canvas, Turnitin, and Nearpod and free programs like FlipGrid. We also recommend the investment in the additional technology investments: Gizmo for virtual labs, Edpuzzle for video lessons, and Classkick for interactive student work and feedback. This list would constitute the "shelf" of technology options for teaching and instruction; additions to this list will be overseen by the Dean of Academics, in further coordination with the Technology and Teaching & Learning Committees, and will require a commitment on the part of the teacher to provide instruction to students and families on how to use the technology.

To ensure a learning partnership with families, the Task Force recommends the addition of technology training sessions for parents and guardians so that they may be familiar with the

various platforms. Throughout the semester, it is requested that teacher's set aside office hours for families so that the learning partnership persists. The Task Force also recommends a collection of how-to technology videos be added to the eLearning hub.

**Challenges** in the area of technology include funding for the additional programs, for devices that will allow teachers to teach students at home and in class at the same time, and a potential need for more keyboards.

4. **Social Distancing, Hygiene, Cleaning and Disinfecting, and Safety Protocols** continue to be guided by guidance from federal, state, and local officials. Based on this guidance, the Task Force recommends the purchase of PPE and the installation of hand sanitizer stations for each entrance of a building, classrooms currently without them, bathrooms, and shared facilities like the copy machine areas, and push button and vending/snack machines.

A daily morning screening for all employees and students should be set up on both campuses. Temperature and symptom checks will be required, and an investment thermal imaging cameras and no-touch thermometers will ensure the efficiency of this precaution. Face masks will be required for all employees and students on arrival; individuals will be encouraged their own, but one mask should be distributed to each person at the start of the year. The school will maintain an additional supply when the face masks are forgotten.

In order to limit student interactions, only the large rooms with windows will be used for classes; each of these classrooms will be equipped with a COVID-19 kit (sanitizer, wipes, tissues, extra face masks, and CDC COVID resource information packets). Hallways and doorways will be designated as one-way with a specific flow of traffic with 6<sup>th</sup> foot markers to reduce face-to-face encounters. Student dismissal from classrooms will be staggered to reduce crowding and inappropriate distancing.

Bathroom facilities create additional difficulties around distancing and hygiene. A procedure must be created to monitor bathroom use, and clean frequently and routinely.

Communication will be the essential to creating a team approach to ensuring these protocols are adhered to. Videos should be made for students and employees prior to the start of the school year which demonstrate entry into buildings, flow, 6 ft. guidelines for social distancing. Additional videos on proper hand hygiene face mask dos and don'ts, and how to monitor for COVID-19 symptoms. To reduce anxiety, it is recommended that students are featured in these videos.

The Task Force recommends several changes to the health office on both campuses. A second space on North campus for suspected COVID-19 cases until parents arrive for pick-up; South campus is already equipped with such a designated space. Each nurse's office will create a two-entrance system. Students needing Band-Aids, medication, etc. will utilize one nursing space. Any student or employee with fever or COVID symptoms will report to the second designated nursing space. Any student suspected of being COVID positive at school



will remain in the isolation room until parent pick-up. Employees will be sent home immediately. Students and employees will be required to be tested and submit clean test results prior to their return to school; if positive, they must remain out for a minimum of 14 days and be symptom free for 48 hours. During the time of quarantine, students will be able to access online classes. The NDDH will be notified of any positive cases in school and the WA administration will work with NDDH to determine when a school closure is needed.

The Task Force recommends that preventative resources for adults and employees be created. Additionally, wellness and initiative for wellness for employees should be developed.

Lastly, the student handbook must be updated to include social distancing expectations and disciplinary consequences if these expectations are not being met.

**Challenges** in this area arise from significant expenditures necessary to ensure student safety and compliance with specific protocols. Items such as PPE, hand sanitizer stations, thermal imaging camera, plexiglass dividers in bathrooms and reception desks, proper signage for directional flow and mask-on zones throughout the buildings, 6 ft. distance markers, and sufficient cleaning materials must be purchased for a reopening to be considered.

5. **Lunch Service and Non-classroom Spaces** must be managed in a way to support appropriate social distancing protocols. With the blended-learning schedule, students are required to eat lunch in their third-period classroom. Planning sessions with FLIK resulted in a safe strategy for food distribution. A pre-ordering system will be put in place, and food will be delivered to classrooms on both campuses. In good weather, teachers will be encouraged to utilize outdoor eating locations. Science classrooms will not be used for mealtime; instead these students and teachers will use the cafeteria space (set up to accommodate appropriate social distancing). A lunchtime protocol for simple sanitation will be distributed and faculty and staff will receive additional training. FLIK will also offer the ability to order take-home meals and whole-sale purchases to families. The Library will be open to a limited number of students at a time and students must clean their chosen study areas before working.

**Challenges** around food insecurity for families in The Academy community will undoubtedly result in an increase of funds needed to feed students. The Task Force recommends a review of the procedure for qualifying students for reduced lunch prices, and a plan for increased funding. Additional picnic tables are needed on South Campus and will also require additional funding. A side letter with the WAEA will need to be drafted to address the incongruity of the assignment of lunch duty to some members of the teaching staff and current contract language regarding duties.

Non-classroom spaces also need some reconfiguring. A new safety and cleaning protocol must be developed for the use of the library. In an effort to reduce the number of students in study halls, school policies will be amended to encourage students to arrive late and leave early if their studies occur during the first and last blocks. An increased number of parking passes

will be issued to junior and seniors to facilitate this increased time off campus. Students with “privs” will be issued fobs so that the process of checking in and out do not create an unnecessary gathering of individuals.

**Challenges** exist in the school’s ability to monitor and supervise students before school and during the 20-minute breaks between classes. There is also a cost to the cleaning supplies needed in the library for example, additional fobs, signage, and social distancing devices like plexiglass in the cafeteria and office reception areas.

6. **Work Expectations for Employees.** On-going conversations with the WAEA have been positive and collaborative. The Task Force has identified several contract areas that must be addressed before the 2020-2021 school year. WAEA leadership on the Task Force has been optimistic that resolutions can be reached without a financial impact. In addition to the previously mentioned areas of contract impact, WAEA and The Administration will need to address the **challenge** of family and staff personally impacted by COVID-19, childcare needs, and safety needs for those with immune-compromised and high-risk conditions.
7. **Student Supports** are important to addressing the needs of the whole student. The changes to at-home learning, the need to do more self-teaching, family lay-offs, and the overall fear of COVID-19 have created tremendous anxiety in the lives of students. As such, it becomes even more important to form and cultivate positive relationships, create connections, identify and address inequities, and establish fluid systems to monitor and address students’ needs. Meeting the needs is further complicated by the diverse needs of students with exceptionalities, students living in alternate geographical locations, and students with varying degrees of infrastructure for technology at home.

The Task Force recommends the following practices and system changes to fully support all the needs of The Academy students:

- Provide ongoing professional development to faculty and staff on social and emotional health;
- Continue the work of the At-Risk Committee to monitor student disengagement, enhance partnerships with families, problem-solve to create individualized success plans and boost communications with faculty and staff;
- Continue SCM (Service Coordination Meeting) to oversee student needs and management of services provided.
- Continue to offer appropriate versions of extra-curricular offerings, including athletics, to increase student socialization;
- Use the first few days of the semester to cultivate quality and positive student-teacher rapport, provide instruction on technology, assess the impact COVID-19 life has had on students’ lives before the start of curriculum instruction, and to practice social distancing protocols;
- Continue on-going relationship-building in the classroom;



- Create a series of student-led videos (“Hey Centaurs”) before the start of school that provide lessons on how-to report an absence, find out about club and co-curricular opportunities, go through the lunch line, take the shuttle, as examples;
- Provide campus tours to families using appropriate social distancing protocols;
- Optimize the Cutler House Program to include flexibilities for student to access additional help on a short-term basis;
- Distribute IEP/504 plans earlier to teachers so they may be best prepared for specialized needs;
- Examine the possibility for at-risk and special education student to attend in-person instruction for more than one day;
- Create a buddy program for new students using upperclassmen;
- Increase staff presence in the morning to have a welcoming committee at the bus and parent drop-off areas to help students to feel safe and reduce their anxieties; and
- Explore strategies for instructional flexibility to students residing in different time zones and those unable to access synchronous eLearning.

Significant attention needs to be given to the social and emotional learning of the students. The Task Force recommends the development of social and emotional classroom interventions and a system for universally and regularly screening students’ wellness. Current mental health resources may not be sufficient to handle the increased anxiety of students returning to school. The Harrington Hospital collaboration may need to be revisited to ensure students’ access to these services; tele-health options for counseling, clinical support and other related services may need to be added. Social workers should create a plan to offer virtual drop-in appointments, groups, and lunch bunches in addition to their individualized planned support.

The advisory program should also be optimized for student support. The Advisory Committee should design its 2020-2021 curriculum to include opportunities to connect and reengage kids and to provide additional monitoring of student struggles. The committee should develop some intentionality regarding which lessons are best delivered in person and which could be done virtually.

**Challenges** in the area of student support come with the funds needed to procure more educational materials and resources. Time is needed to create the various systems listed above but should easily be completed by the administrative team.

The plan to re-open The Academy must also address the diverse and specific needs of a boarding community. This plan is delineated in a separate document.

## APPENDIX

### A. Ideas for Blended Learning

Because of the likely necessity for social distancing, The Academy is developing a blended learning plan that would allow all students to come to school one day per week. Under the current proposal, 50% of grade 9 and 10 students would come on Monday, and the other 50% would come on Tuesday; 50% of the grade 11, 12, and 13 students would come on Thursday, and the other 50% would come on Friday. Wednesday would be Office Hours (no students or teachers on campus).

Ideally, each teacher's class would have 50% of students there on one day, and 50% of the students there on another day, with two days of 100% of students learning from home.

The following are some ideas for learning on the in-person days:

#### Approach 1: Everyone doing the same lesson at the same time

- Teach a lesson to the students in front of you, while students at home follow along with the same lesson on a camera. The lesson is recorded so students can watch it later.
- Consider a leadership opportunity for students to serve as the cameraman (time setting up, adjusting, while still able to complete his or her own work).
- Consider a buddy/partner system—each student at home is connected with a student in the classroom. Questions/ideas can be exchanged between the students and involve the teacher as necessary.

#### Approach 2: Separate lessons for at home and in person

- Consider separating lessons for the students at home and the students in the classroom. For example, half of the students complete a lab, demonstration, discussion, simulation, assessment, peer exchange, etc. on the first day, and the other students complete it the next day.
- The students at home have a separate lesson/activity to do at home.
- Consider starting all students together for attendance and relationship building, then direct home students to their asynchronous lesson and focus on the in-person lesson.

#### Things to consider in all cases:

- Reevaluate your curriculum carefully. Identify what skills and activities are most effective in person, and which can be better accomplished through distance learning.
- Communicate clearly with other teachers and department chairs to ensure students are getting similar experiences during the in-person days in different sections of a class.
- Think about what materials students will need until you next see them. Leverage in-person days to provide all books, handouts, materials, and supplies students may need for the upcoming week.
- Although classrooms should be a masks-on environment, you must account for social distancing at all times, including for collaborative activities



- Be sensitive to technology use on in-person days. Try to maximize human connections, interactions, discussion, and even movement.

B. Dr. Ruben Puentedura's SAMR Model for technology integration

	Definition	Example
Enhancement	<b>Substitution</b> Substitution is the first step in redefining your classroom. During this phase, classroom technology acts as a direct tool substitute, but there is no functional change to the lesson.	A teacher directs students to use Google Earth to locate a place, instead of using an atlas.
	<b>Augmentation</b> Augmentation is the second step in digitally enhancing your classroom. In this phase, classroom technology acts as a direct tool substitute, and there is some functional improvement to the lesson.	The teacher instructs students to use Google Earth to measure the distance between two places on a map, instead of using calipers or simply estimating using the scale.
Transformation	<b>Modification</b> The modification step begins to transform your lesson. Modification occurs when classroom technology allows for significant redesign of the project or task in the lesson.	The class would be instructed to use Google Earth layers to research locations on a map.
	<b>Redefinition</b> During the redefinition phase, the ultimate goal, classroom technology allows for the creation of new tasks and projects that were previously inconceivable within a traditional lesson.	A teacher has students use Google Earth to create narrated guided tours of a location, which they can share online with other students.

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# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



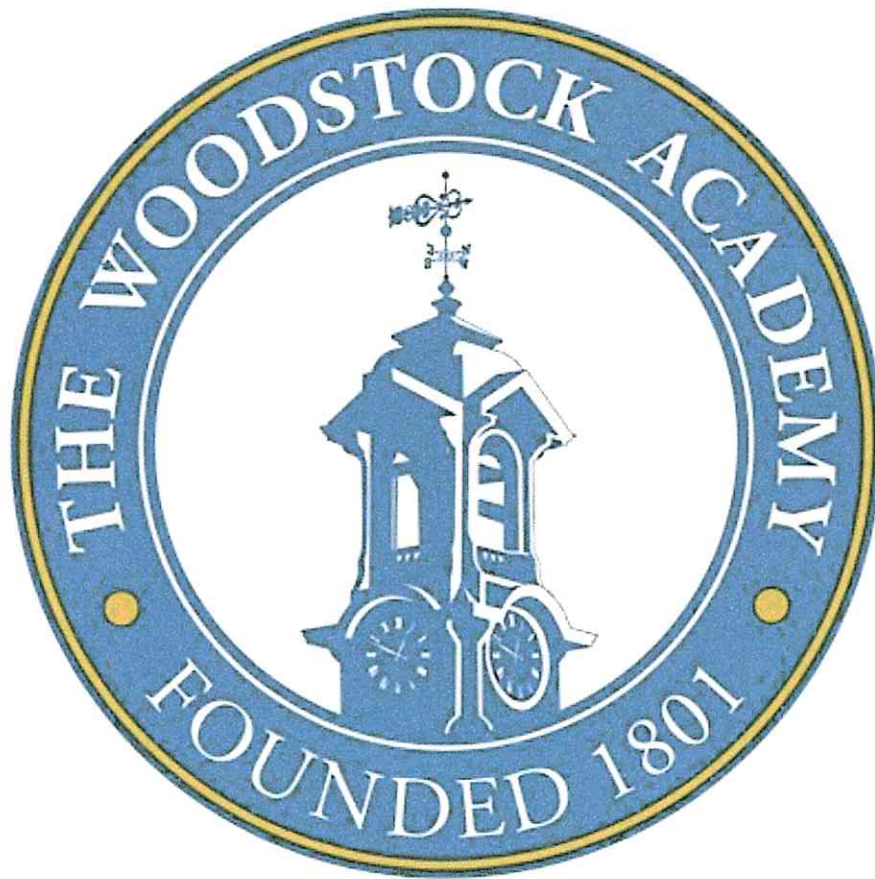
## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

## ATTACHMENT 7

- 5. Woodstock Academy Administration Reports
  - e. Associate Head of School Report
    - ii. Residential Life Reopening Whitepaper

# Residential Life Reopening White Paper



June 16, 2020



*The Woodstock Academy's Task Force White Paper*  
Residential Program Re-Opening during the COVID-19 Pandemic

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*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

## Introduction

The spring of 2020 and the coronavirus pandemic changed life at The Academy as we know it. On March 13<sup>th</sup>, administration decided to transition all students to e-learning. Shortly thereafter, out of an abundance of caution, the decision was made for residential students to vacate South Campus. The staff worked diligently to return all students to their families or guide them towards safe alternatives. In the weeks and months that followed, these residential students continued their education through e-learning despite time zone differences of six to 12 hours.

The Residential Life Reopening Task Force was created to review current guidance and best practices for allowing students to return to The Academy's South Campus. Guided by initial internal directives, the task force worked to address two tiers (Appendix A). The top tier addressed the safety of community members and infrastructure needs to meet daily living with social distancing, as well as steps for containment and shut down should the need to arise. The second tier reviewed more focused details of student engagement before and during student occupation of campus (orientation, weekly and weekend activities, schedules, etc.).

This whitepaper is designed to frame the recommendations and challenges associated with reopening the campus while meeting safety expectations in the time of Covid-19. This document was finalized in mid-June but in all likelihood will need to be adjusted as information about the virus changes.

## Guiding Framework

The committee framed a series of recommendations and challenges which were raised when considering the needs of residential living amid Covid-19 concerns. Four areas of focus for this portion are: Health Services, Residential Halls, Dining Services & Food Service, and Student Activities. These recommendations are designed to guide all planning in these areas and will inform changes to handbooks, trainings, and all daily procedures.

The recommendations within this report will guide the creation of a reopening plan which aligns with guidelines provided by The State of Connecticut and refined in the Reopening Plan required by the Connecticut Association of Independent Schools'. Each organization has provided guidance which requires residential institutions (boarding high schools, colleges, and universities) to create an overall plan with four subplans:

- A plan for **repopulation** of the campus;
- A plan for **monitoring** health conditions to detect infection;
- A plan for **containment** to prevent spread of the disease if detected;
- A plan for **shutdown** in the event it becomes necessary;

In preparing this document, the Task Force reviewed additional guidance provided by the state and federal government as well as various education associations, participated in numerous calls, webinars, and zoom meetings with other school leaders, and met regularly to deliberate, draft, and revise. Many resources have been brought together to create this document.

### Residential Life Reopening Task Force Members

The Residential Reopening Task included the following individuals:

Caitlin Alger - Art Teacher, Residential Life Staff;  
Emily Belanger - Head of Warren Hall; Residential Life Activities Coordinator  
Todd Blodgett - Residential Life Staff  
Samantha Boshoff - Technology Specialist; Residential Life Staff  
Amanda Bottone - Residential Life Staff  
Katie Burns - English Teacher, Residential Life Staff  
Mike DiMascio – FLIK Director of Dining Services  
Stella Du – Residential Student  
Jen Green - Residential Life Staff  
Ryker Pawloski - Campus Safety;  
Brenden Ostaszewski – Director of Strength & Conditioning  
Nicole Ostaszewski - Asst. Dir. of Residential Life; Head of Westhaver Hall  
John Rigney - Asst. Head of School  
Bobbie-Jo Saucier - Director of Health Services  
Denzel Washington - Residential Life Staff

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## Recommendations & Challenges

### I. Health Services

Guidance from the Health Office provides the foundation on which all aspects of life on campus can move forward. Recommendations in this section are based on the Connecticut Department of Public Health, CDC guidelines, and numerous other agencies.

#### ***Repopulation of Campus & Screening of Students***

The repopulation of South Campus will require the implementation of new training and practices for staff and students. All students must complete a 'pre-arrival questionnaire' designed to collect essential health information before arriving to campus. Arrivals should be staggered over a series of weeks to allow for easier management of testing, screening, and quarantining as needed. Upon arrival all students will be tested for Covid-19 and quarantined until results are known. It will be necessary to have rapid testing to better expedite this process. Repeat testing will be required at appropriate intervals following their initial return to campus, as a follow-up to any positive Covid-19 test results, any time a student exhibits signs / symptoms of Covid-19, or randomly throughout the school year to minimize risk for an outbreak to occur. The Woodstock Academy will also require testing of all symptomatic faculty and staff who interact with students or their living spaces, as well as close contacts. Out of an abundance of caution and in addition to testing, all residential boarding students will begin a 14-day monitoring in the health office and will be assessed twice a day for temperature and symptoms screening given the reliability found with Covid-19 testing.

Following initial testing and monitoring procedures, South Campus students will participate in an orientation to include instruction on social distancing, hygiene, and other health issues. Efforts will be made to maintain six-foot physical distancing during orientation and may consist of in person meetings or videos pre-recorded with the help of Residential Life Staff.

The residential program should be reconfigured to create and allow for smaller "family/pod" units segregated to include student groups by dorm, floor, and wing. Staff in residence and on campus should be assigned to these family/pod groups and have specified oversight through duty teams and activities.

#### **Challenges:**

There are a number of challenges related to safely resuming campus operations due to the fluid nature of the virus on a local, state, and national level. The prevalence of Covid-19 must be low enough in the State of Connecticut. There must also be adequate surge capacity available in nearby health care facilities and hospitals such as Day Kimball Hospital (DKH). It will be important to have an established partnership with DKH, local providers, and laboratories to assure availability of resources. An adequate supply of viral tests for Covid-19 need to be available in order to meet applicable public health guidelines. Rapid testing is preferred in order to not have to quarantine students for extended periods of time, but rapid testing is currently not available. While we have been able to secure enough testing for our boarding population, we have not been able to secure enough testing for our day student population. State and local public health officials have also not yet released specific information or



guidance for schools to conduct contact tracing. All of these tests and preparations require additional funding as yet to be determined.

The creations of family/pods on campus will minimize potential exposure but flies in the face of traditional boarding programming and its effort to build community and create one large family. There are significant challenges associated with isolating small groups of students within the larger community. Efforts must be made throughout the year to bring family groups into appropriate contact with other family groups in the South Campus community.

### ***Health Recommendations to Reduce Risk of Infection***

In order to reduce the risk of infection a number of recommendations are made beginning with use of appropriate PPE. Use of masks and facial coverings will be required throughout campus. Students will only be allowed to remove masks when they are in their own personal rooms. The only exception from this requirement would be for medical reasons identified to the Director of Health Services prior to arrival. In addition to PPE, a supply of hand sanitizer and disinfecting wipes will be necessary on campus. The health office recommends that students bring their own supply of appropriate face coverings, hand sanitizer, and disinfecting wipes to campus as part of their own personal supply. Prior to student arrival, proper signage will be needed throughout the South campus community to educate and remind residents of health guidelines.

Prior to the start of year, the Director of Health Services will review health forms and take into consideration any student who falls with a vulnerable population. Individual health plans will be created for those students who need such supports. The same consideration should be given to residential life staff that live on South Campus. Residential life staff will be given the opportunity to discuss any medical history or health concerns they have with the Director of Health Services or Assistant Head of School for South Campus prior to the arrival of any students on South Campus and assigning of any duties specific to residential life.

### **Challenges**

The availability and easy access to PPE supplies is an important component to all school planning in order to meet public health guidelines. There continues to be a supply and demand issue with PPE equipment. These supplies must include: a minimum of one mask for every student/employee of Woodstock Academy, surgical face masks and N95 face masks for those health care staff that may be directly providing care for Covid positive students; face shields, gloves, and gowns for health office staff while providing care that cannot be completed while maintaining the 6 ft. social distancing guidelines, and for those school employees that care for students with disabilities that may have additional daily needs/care that also cannot be given within recommended guidelines. An adequate supply of cleaning and hygiene products is needed such as hand sanitizer, wipes, and cleaning supplies. Purchasing of supplies has never been done on a large scale such as this therefore, it is unclear as to how much product will be needed for the South Campus community during this pandemic or what the cost of needed supplies might be.



### ***Monitoring and Quarantine***

Residential students and staff will all be required to report any signs/symptoms or close contact with a positive Covid-19 patient to the Director of Health Services immediately. Residential students will be required to quarantine until Covid-19 can be confirmed or not with testing. If a student does test positive for Covid-19, the student will be required to quarantine for a minimum of 14 days and/or until symptom free for 48 hours. Clearance of any positive Covid-19 student will have to go through the Director of Health Services and/or School Medical Director.

All students suspected of having Covid-19 or confirmed will be isolated in Annhurst Hall. Boarding students that have had close contact with any person that has tested positive for Covid-19 will also be asked to self-isolate for a period of 14 days to continue to monitor for signs and symptoms and will only be allowed to return to in person classes and regular activity after cleared by the Director of Health Services and/or School Medical Advisor. Students with close contact will self-isolate on their wings by pod or established wing family-units. While in quarantine, all students will have access to and be able to participate in e-learning.

Additional space in Warren Hall second floor will be required to isolate those students who are Covid-19 negative, but positive for Influenza in an effort to also reduce spread of illness once flu season arrives. Students in quarantine for Covid-19 or influenza will require specialized support ranging from on call health office staff to meals delivered to their room.

Any domestic boarding student who tests positive for Covid-19 may be allowed to travel home with a parent by car and continue care and quarantine at home. In order to return to campus, the family must provide medical documentation which states they have been evaluated for Covid-19, have tested negative, have been symptom free for 48 hours, and are cleared to return to campus.

In the event of Covid-positive results of student or staff, it is recommended that The Academy follow the State of CT Summer School Guidelines currently suggesting the initiation of a 2-5 day closure. This closure will provide sufficient time to coordinate testing and contact tracing. Should such a closure be determined, quarantine protocol would be put in place for all students which would require them to remain on dorm for e-learning and all meals.

It is our recommendation that the Woodstock Academy Health Services team develop their own contact tracing plan along with the Assistant Head of School for South campus. All contact tracing will be done while working in consultation with public health officials, specifically the Northeast District Department of Health. Currently, Johns Hopkins University is offering a free five-hour online contact tracing class that all health office staff will be required to take prior to the arrival of boarding students.

The Northeast District Department of Public Health will be notified about any known Covid positive cases. All reporting protocols will be followed under the guidance of NDDH and the school Medical Director. The Woodstock Academy will also look to NDDH for any further guidance or recommendations on school closures. Communication to students, parents, and school employees will



be a priority when a Covid positive case is identified and we will work to have these notification letters translated in different languages specific to our boarding population.

### **Challenges**

There are a great many concerns and unknowns when it comes to students testing positive for Covid-19. While some students might be asymptomatic, others may have serious medical responses if they contract the virus. These unknowns give the Task Force great pause as they deliberate how best to address such unknowns and care for students in the residential setting.

If a Covid outbreak were to occur within the South Campus boarding community, staffing the health office may be a challenge. With recent budget cuts, elimination of two employees from the health office and a reduction of hours with other nursing staff, the South Campus health office will be stretched. Covid-19 positive cases or an increase in flu related illnesses may require additional nursing coverage and compensation for staff nurses.

Lastly, given that a second wave of Covid-19 may be likely in the Fall/Winter in conjunction with influenza season, The Woodstock Academy should be prepared for potential shut down with a return to e-learning for a long duration. Contingency plans should include the need to evacuate campus and have students either return home or be dispersed to local families.

### ***Additional Recommendations for Reduction of Risk***

It is clear that as a residential boarding school campus, The Woodstock Academy can take additional steps to minimize risk of infection, but that complete elimination of risk is not possible. In an effort to further reduce risk, additional recommendations are as follows. First, students, staff and faculty avoid any nonessential travel throughout the year. Additionally, visitors to South Campus should be limited. Any necessary visitors should be approved by the Director of Health Services or Assistant Head of School. It is recommended that residential students be allowed to leave campus for Thanksgiving Break and remain home until after the Christmas vacation. Students would be required to complete e-learning during the time when school is in session. Extending the vacation period for boarding students reduces the possible spread of infection of both Covid-19 and the flu.

Professional development for all residential staff should occur before student arrival and include proper use of PPE, updated health policies and procedures, social distancing and face mask guidelines, how to speak with students about Covid-19 concerns, and how to teach expectations and routines when managing physical distancing requirements. A resource guide will also be put together for all residential life staff to include Covid-19 health guidelines and recommendations put forth by the CDC and Department of Public Health to help enforce expectations, maintain consistent standards, and answer frequently asked questions.

Upon arrival all students should be trained on appropriate protocol for living on campus within Covid-19 expectations. They should also be expected to participate in an overall health and wellness extracurricular curriculum designed by the Health Services Task Force sub-group. This wellness program will aim to provide students with an introduction to different health topics monthly with the goal of self-care becoming a part of the South Campus culture. Similarly, mental health questions and



concerns should continue to be monitored through the school's Health Office and school mental health team. While the mental health of all students is a priority, the added concern and recognition that stigma and racism could occur as a result of Covid-19 should be noted. In addition, for those new boarding students to The Woodstock Academy and those returning who experienced a quick shut down of the South campus community due to Covid, it will be important to establish and show clear understanding of safety measures being taken to reinforce psychological safety.

### **Challenges**

These additional efforts to reduce risk of Covid-19 provide overarching plans to support a healthy residential community. Moving forward with these efforts will be the bulk of the residential team's efforts this summer. The task of editing handbooks and health resources, creating trainings and programming will consume a great deal of staff's time. Unfortunately, the expectations for reopening are a moving target. These recommendations are the best ideas as of mid-June 2020 but may be irrelevant in four or eight weeks.

### **Conclusion:**

In conclusion, the Woodstock Academy Health Services Department understands that the recommendations being made regarding re-opening schools while Covid-19 remains a concern may continue to change based on local, state, or national recommendations. We are committed to maintaining and developing plans according to CDC and Department of Public Health guidelines. We continue to be committed to the physical, social, and emotional health of our students and will continue to follow health and safety standards in all school re-opening plans.

## **II. Residential Halls**

The residential halls provide the 'home' from which all students and staff build the South Campus community. The Academy is fortunate in that the campus has always held extra capacity and will allow for social distancing through limiting occupancy and thoughtful placement of students. Students will be tested when they move in and quarantined in their rooms until results are known. Infected students will be placed on a quarantine wing in an isolated dormitory until cleared to return to dorm building. Tests of random samples of students in the residence halls will be conducted throughout the semester to minimize the chances of a significant outbreak on campus. Multiple students can be housed as "family units" or "pods" on each dorm wing. Masks should be worn by students in common areas and when moving to and from their pods. Students may need to be asked to limit any non-essential travel home. All students and staff should be trained to assume that all surfaces are NOT clean and do pre-cleaning before using.

### **Living Arrangements**

The committee recommends that each student lives in a single room with assigned bathroom space to limit exposure to other students in the dorm. Furthermore, students should live in a family or pod, with a limited number of students having regular interaction.

Beyond limiting numbers of students per room, bathroom, etc. wings should be limited in overall size. This is most relevant in Westhaver Hall. Central fire doors should be closed to limit North and South



exposure and to create smaller wing units. These units would enable mitigation of exposure and enhance social distancing. Hand sanitizer should be provided on each wing.

Bathrooms on each wing should have assigned stalls/sinks/toilets to limit cross-contamination. All toilet seats should have lids to allow seats to be closed. Recommendations for residential living spaces includes use of paper towels (not air dryers). Lastly, it will be important to ensure hand soap is always full.

**Challenges:** Socially distanced living has various levels of success depending on whether we are e-learning or live in-school learning as students face potential exposure in numerous other places. As the South Campus boarding population returns to its hoped-for capacity, the ability to house students in singles and have assigned bathroom areas will become more difficult. These increases will make it difficult to limit wing sizes and create family / pods. Lastly, growing to capacity will mean that multiple students use the same bathroom spaces (stalls/sinks/toilets).

### ***Wing and Dormitory Lounges***

Small shared lounges like those in Warren and Westhaver Hall will need to be closed, allocated to one wing only, or rearranged to allow for socially distanced use. Additionally, individual wings in Westhaver and Warren should have a room allocated as a student lounge. Those students and staff will need to wear masks and use hand sanitizer when entering any lounge or common space. Everyone will need to stay six feet apart but can sit with their family pod.

It is recommended that some furniture be changed, rearranged, or removed to ensure six feet social distancing. For example, seating at long tables should be marked to provide clear directions. All items frequently touched/used in lounges be cleaned after each individual use. E.g.: video controllers, remotes for the tv, microwave, pool sticks, etc.

**Challenges:** Large public lounge spaces will require greater adult supervision and monitoring when open. Duty teams and dorm parents will have greater supervisory responsibilities in public spaces that are used frequently (e.g.: Centaur Lounge). Additional cleaning supplies and hand sanitizer station will be required in all lounges to make sure surfaces, devices are wiped down. Creating protocol for the safe use of these spaces is essential to help minimize isolation of students and to continue to build a community. The Task Force recognizes the reality that the staff residential experience this year will require more time, investment, and at time a much more direct presentation.

### ***Dormitory Cleaning Policies***

Student rooms must be kept clean at all times to limit the spread of germs. Student clutter and cleanliness will require greater oversight. Housekeeping will fog and deep clean dorm hallways, lounges, bathrooms, etc. regularly. Dorm parents will require mid-week cleaning check-ins per CDC recommendations. If students test positive for Covid-19, additional Health Office protocol will be enacted, and students will be placed in the quarantine dorm.

**Challenges:** Staff oversight of these enhanced practices will need to be tracked and assessed to make sure there is full compliance by all community members. Additional cleaning staff may be required to meet the need for an extended cleaning program. As previously mentioned, supplies must be provided throughout the dorms, lounges, and public places on South Campus.

### III. Dining Hall & Food Service Needs

Food sustains and builds community. Just like a home, the kitchen and dining area is where families build relationships and create memories. The South Campus dining hall is no different. Other locations on campus have also served as nexus for eating and spending time together. How these spaces are arranged and prepared for Covid-focused campus experience can help reduce exposure and maintain a community feel. The following recommendations were created to outline suggested practices for communal use of the dining hall, address issues of ill or quarantined students, outline additional training and orientation, as well as frame the options around alternative schedules.

#### *Dining hall spacing, tables, and expanded schedule*

Social distancing guidelines indicate that the number of seats per tables used in the dining should be limited. All community members eating in

- Students and staff can eat by family unit / pods to limit exposure;
- It is suggested that pods / families eat in waves to allow for sections to be sanitized and to lay dormant while they sanitize;
- If necessary, the meal time should be extended to allow for student waves to be accommodated.
- Drop down clear curtains or barriers could be utilized to separate seating and reduce exposure.

Depending on whether or not WA moves forward with e-learning will determine potential schedules. Given the current likelihood of either a hybrid model or full-time e-learning model, breakfast will need to be offered on South Campus.

- Whether live-learning or following an e-learning schedule, breakfast should be offered and required as a mandatory check-in for all students on campus.
- The location for where breakfast is offered should be considered. Whether it is communally located in the Dining Hall or offered in two separate locations (Centaur Lounge and Warren 1<sup>st</sup> Floor) may be determined by whether or not the school is live learning.

Quarantined students will require meal delivery. These students will require FLIK and residential staff to deliver three meals a day for the duration of their illness and quarantine.

#### **Challenge**

It will be challenging to create a schedule which allows for a communal and family feel while cordoning off sections and limiting time in the dining hall. Extending the meal time is likely to increase FLIK staff costs. Additionally, building or providing barriers between seating areas will require addition funding.

How meals are served has changed and will continue to change. Traditional meal delivery at a boarding school was changed from buffet style to single serving, grab-n-go style meals. This reduces



exposure of shared utensils. There will be additional costs to purchase single serving dishes and utensils. Additionally, such disposable items have environmental repercussions far into the future.

Having meals outside of the dining hall will change cleaning protocol and create more food waste issues in the dorms. Additionally, multiple locations will incur greater fees for FLIK.

A meal delivery plan for quarantined students will tax both residential and FLIK staff. There will be additional expenses associated with this meal service.

### ***Hygiene & Sanitizing Surfaces***

Dining surfaces must be appropriately sanitized by trained staff to allow for multiple uses during any meal time.

- Tables and chairs (all surfaces) once sanitized must remain dormant to allow for the disinfectant to work effectively (minimum of 5-10 minutes)
- Multiple use signs will need to be created indicate tables that are in a waiting pattern and must be maintained;

Similarly, students should have easy access to hand sanitizer at all entry points and even at tables.

### **Challenge**

It will be necessary to create a schedule which rotates families / pods through the dining hall which will extend the meal time. There will be additional costs associated with having additional support staff and using additional cleaning supplies.

## **IV. Student Activities**

Living on campus and being part of the community is an experience which enriches the academic and personal growth of each person involved. Life on campus must be more than studying and living in a dormitory, however. Bringing students back to campus involves engaging them in purposeful but safe activities. Pre-Covid activities include social events and gatherings on campus as well as regular trips off-campus to stores, movies, cities, etc. Activities moving forward must be changed to provide safe alternatives focused on building community and limiting the possibility of exposure.

### ***Orientation & Student Activities***

Arrival to campus should be staggered to limit exposure and overload to the arrival process. The focus for welcoming students to campus during the opening days should be on testing and providing a healthy introduction to residential life. This will include limiting guests to the dorms, providing essential training for updated procedures, and building a new residential community.

All community meetings, from orientation to regular residential life meetings should utilize the largest indoor or outdoor spaces on campus to allow for appropriate distancing. Smaller breakout groups should be used for small groups including wing pods and families. Additional programming should be created to enhance potential non-academic time that students may have now that external options are not available.



Afternoon and weekend activities should continue to include enrichment experiences on and off campus while also limiting potential for internal or external exposure. Any off-campus travel must be pre-approved by the Director of Health Services and Assistant Head of School and follow social distancing guidelines.

### **Challenges**

The safety challenges inherent in reopening social activities within the small community are significant as students and staff live around and on top of each other. Revisions to the student activities must focus on health and safety while also providing community building opportunities to assuage the very real challenges of isolation and loneliness. All activities must include the opportunity to socially distance from each other, as well as sanitize areas, surfaces, and objects (e.g.: microphones for karaoke). Some of these changes will create increased financial issues for programming. For example, in the past, 28 students could have taken two small buses driven by staff. Under social distancing guidelines, only a portion of this same group of students will be able to travel in a large bus at a significant financial increase.

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### **References**

*Boarding School outline. Conversation: Overview and Discussion of Classrooms and Teaching.* Shared by Linda Lorimer. May 11, 2020.

CDC Cleaning and Disinfecting Schools <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

CDC Interim Guidance for Schools <https://www.documentcloud.org/documents/6883734-CDC-Business-Plans.html>

CDC Resources <https://www.cdc.gov/coronavirus/2019-ncov/index.html>;

*Connecticut – Report of the Higher Education Reopen Connecticut – May 8, 2020*  
<https://www.nbcconnecticut.com/news/local/officials-to-address-phased-reopening-of-colleges-universities-at-covid-19-briefing/2266877/>

*Independent School Reopen Plan – Education Subcommittee Report*, issued by Connecticut Association of Independent Schools on May 29, 2020.

*Report to the CT State University/Charter Oak State College Fall Planning Teams*, Eastern Connecticut State University, May 15, 2020.

*Rules for operating Summer School during COVID-19* issued by the Office of Governor Lamont on June 1, 2020.

*Update #3 to the Higher Education Report - Recommendations for Reopening Undergraduate Colleges and Universities Connecticut: Recommendations for Dormitory Bathrooms* issued by Mark Ojakian, State Lead for Reopening Higher Education on May 26, 2020.

*Update #4 to the Higher Education Report - Phase 3 Planning Framework for Reopening Undergraduate Residential Colleges and Universities* issued by Mark Ojakian, State Lead for Reopening Higher Education on May 26, 2020.

## Appendix

### **A. Re-Opening Committee Directives**

Purpose: Our purpose is two-fold:

- To make recommendations to the BOT and Head of School regarding the re-opening of the residential program;
  - protocol for socially distanced life on campus;
  - a daily and weekly schedule aligned with overall academic program of the school;
  - appropriate spacing of students within the dormitories;
  - a plan to support the social-emotional needs of residential students given the heightened nature of socially distanced living in a small community;
  - any other ideas that would help create a safe, positive, community experience for students and staff.
- To create a plan that meets the required four points of the state guidelines for re-opening.
  - A plan for **repopulation** of the campus;
  - A plan for **monitoring** health conditions to detect infection;
  - A plan for **containment** to prevent spread of the disease if detected;
  - A plan for **shutdown** in the event it becomes necessary;

Focus Areas:

#### **Top Tier:**

- Safety of Community Members
  - Creation, education, and understanding the guidelines and best practices for safe return;
  - Social distancing protocol and practices for all members of the residential community;
  - Monitoring and containment planning and preparation;
  - Shutdown protocol for students and staff on campus should the disease be detected;
- Infrastructure needs to meet containment, shutdown, and daily living with social distancing
  - Bathrooms and lounges to dining hall and WiFi;
  - Sanitizing practices, equipment, and stations;

#### **Secondary Tier**

- Engagement of all students through a variety of activities to include:
  - Academic (study time, tutoring, etc.)

- Weekend activities
  - Ordering out, etc.
- Orientation programs, community building, house events, etc.;

## **B. Returning to Residential Living Basics**

April 20, 2020

Looking ahead to the residential opening of Fall 2020, The Woodstock Academy will institute the following steps to ensure community safety while following social distancing guidelines. These steps will be evaluated regularly and adjusted as recommended by the school's health office and local, state, and federal guidelines.

- Health office will regularly monitor student health;
- Housekeeping will conduct regular sanitizing of common spaces and dorm rooms;
- Students will live in single rooms;
- Students will be assigned a shower stall, toilet, and sink in a group bathroom;
- Students will limit interactions with students and staff on campus;
- Student lounges will be limited to those students living in the immediate vicinity;
- Dining hall etiquette will follow social distancing expectations in preparation, seating, etc.
- Afterschool, evening, and weekend activities will be limited in nature with a focus on staying safe on campus;
- On campus activities will be framed around appropriate social distancing guidelines. For example, movie night for our residential students will be held in our 1000 person theater with ample room to be spread out; interactive games will be held in the gym with ample room to remain distanced.

# THE WOODSTOCK ACADEMY BOARD OF TRUSTEES



## BOARD MEETING

**Meeting date:** Tuesday, June 16, 2020  
**Time:** 7:00 PM  
**Location:** Zoom and the Fireside Room (South Campus)

## ATTACHMENT 8

- 5. Woodstock Academy Administration Reports**
  - e. Associate Head of School Report**
    - iii. College Acceptance Report**



# Class of 2020 College Acceptances

Student	College	Attending
Student 1	American University	Attending
	University of Connecticut	
	Hamilton College	
	Johnson & Wales University, Providence	
	Quinnipiac University	
	Trinity College	
Student 2	University of Connecticut	Attending
	University of Massachusetts Dartmouth	
	University of Massachusetts-Amherst	
	University of Pittsburgh-Pittsburgh Campus	
	The University of Tampa	
	Temple University	
	West Chester University of Pennsylvania	
Student 3	Bay Path University	Attending
	The College of Saint Rose	
	Johnson & Wales University, Providence	
	Keene State College	
	Meredith College	
	University of North Carolina at Greensboro	
	Quinnipiac University	
Student 4	University at Albany, SUNY	Attending
	University of Connecticut	
	Eastern Connecticut State University	
	Husson University	
	University of New England	
	Quinnipiac University	
	Sacred Heart University	
Student 5	Springfield College	Attending
	Clarkson University	
	University of Connecticut	
Student 6	Rochester Institute of Technology	Attending
	Florida Atlantic University	
	University of Hartford	
	High Point University	
	University of Maryland-Baltimore County	
	University of North Carolina at Charlotte	
Student 7	University of North Florida	Attending
	Dean College	
	Eastern Connecticut State University	
	Emmanuel College - Boston	
Student 8	Anna Maria College	Attending
	Assumption College	
	College of Charleston	
	Eastern Connecticut State University	
	Emmanuel College - Boston	
Student 9	Boston University	

### Class of 2020 College Acceptances

	Clemson University	
	High Point University	
	University of Massachusetts-Amherst	
	University of New Hampshire-Main Campus	
	Pennsylvania State University	
	Quinnipiac University	Attending
	Suffolk University	
	Syracuse University	
	The University of Tampa	
	Trinity College	
Student 10	University of Connecticut	Attending
	University of Massachusetts-Amherst	
	University of New Hampshire-Main Campus	
	University of New Haven	
	Salve Regina University	
	University of Vermont	
Student 11	Assumption College	
	Bay Path University	
	Colby-Sawyer College	
	Massachusetts College of Pharmacy and Health Sciences	
	University of New England	
	University of New Hampshire-Main Campus	
	University of Rhode Island	
	Saint Joseph's College of Maine	
	Worcester State University	Attending
Student 12	University of Hartford	Attending
	Lesley University	
	Massachusetts College of Art and Design	
	Pratt Institute-Main	
	Rhode Island School of Design	
Student 13	Appalachian State University	Attending
	East Carolina University	
	University of North Carolina at Asheville	
	University of North Carolina at Charlotte	
	University of North Carolina at Greensboro	
	University of North Carolina Wilmington	
	North Carolina State University at Raleigh	
	Appalachian State University	
	East Carolina University	
	University of North Carolina at Asheville	
	The University of North Carolina at Chapel Hill	
	University of North Carolina at Charlotte	
	University of North Carolina at Greensboro	
	University of North Carolina Wilmington	
	North Carolina State University at Raleigh	
Student 14	Boston University	
	University of California-Davis	
	University of California-Irvine	



### Class of 2020 College Acceptances

	University of California, San Diego	
	University of California-Santa Barbara	
	University of Illinois at Chicago	
	University of Illinois at Urbana-Champaign	
	Indiana University-Bloomington	
	Michigan State University	
	Northeastern University	
	Pennsylvania State University	Attending
	The University of Texas at Austin	
	The Ohio State University	
	Tufts University	
	University of Washington, Seattle	
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Student 15	Bucknell University	
	University of Connecticut	
	Lafayette College	Attending
	University of Massachusetts-Amherst	
	Rochester Institute of Technology	
	Trinity College	
	Tufts University	
	Worcester Polytechnic Institute	
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Student 16	Boston College	
	Boston University	
	University of Connecticut	
	Fordham University	
	George Washington University	Attending
	University of Maryland-College Park	
	University of Massachusetts-Amherst	
	New York University	
	The University of North Carolina at Chapel Hill	
	Northeastern University	
	University of Rhode Island	
	William and Mary	
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Student 17	Bryant University	
	Clark University	
	University of Connecticut	Attending
	Michigan State University	
	University of New Hampshire-Main Campus	
	Nichols College	
	University of Rhode Island	
	Syracuse University	
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Student 18	Central Connecticut State University	
	University of Connecticut	Attending
	Rensselaer Polytechnic Institute	
	Rochester Institute of Technology	
	Worcester Polytechnic Institute	
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Student 19	Anna Maria College	
	Bay Path University	
	Emmanuel College - Boston	



### Class of 2020 College Acceptances

Student 20	University of Saint Joseph	Attending
	Simmons University	
	Southern Connecticut State University	
Student 21	University of Connecticut	Attending
	University of Massachusetts-Amherst	
	University of Rhode Island	
Student 22	Brown University	Attending
	University of Connecticut	
	Cornell University	
Student 23	Worcester Polytechnic Institute	Attending
	Becker College	
	Curry College	
	Merrimack College	
	Minot State University	
	Quinebaug Valley Community College	
	Worcester State University	
Student 24	Adelphi University	Attending
	Arizona State University-Tempe	
	Baruch College of the CUNY	
	Bentley University	
	Bryant University	
	Florida International University	
	Lynn University	
	University of Massachusetts-Lowell	
	Pace University-New York	
	University of South Florida	
Student 25	Champlain College	Attending
	Emerson College	
	Manhattanville College	
	New York University	
	Pace University-New York	
	The New School - All Divisions	
Student 26	Central Connecticut State University	Attending
	Fairfield University	
	Florida Southern College	
	Northeastern University	
	Sacred Heart University	
	Salve Regina University	
	The University of Tampa	
Student 27	University of Massachusetts-Amherst	Attending
	University of Massachusetts-Lowell	
	University of New Hampshire-Main Campus	
	Northeastern University	
	Union College - Schenectady	
	Worcester Polytechnic Institute	Attending
	Boston College	
	Boston University	

### Class of 2020 College Acceptances

	University of Connecticut	Attending
	University of Massachusetts-Amherst	
	University of New England	
	University of New Hampshire-Main Campus	
	Northeastern University	
	University of Rhode Island	
	Roger Williams University	
Student 28	Assumption College	Attending
	Central Connecticut State University	
	Champlain College	
	Eastern Connecticut State University	
	Endicott College	
	Framingham State University	
	Salve Regina University	
	Stonehill College	
	Western New England University	
	Wheaton College - Massachusetts	
Student 29	University of Connecticut	Attending
	Emmanuel College - Boston	
	College of the Holy Cross	
	University of Rhode Island	
	Roger Williams University	
	Salve Regina University	
	Wentworth Institute of Technology	
Student 30	Boston College	Attending
	Brown University	
	University of Connecticut	
	University of Maryland-Baltimore County	
	University of Maryland-College Park	
	The University of North Carolina at Chapel Hill	
	Northeastern University	
	Quinnipiac University	
	Tulane University of Louisiana	
Student 31	Vanderbilt University	Attending
	Eastern Connecticut State University	
	Merrimack College	
	University of New Hampshire-Main Campus	
	University of Rhode Island	
Student 32	Sacred Heart University	Attending
	Assumption College	
	Clark University	
	University of Connecticut	
	Eastern Connecticut State University	
	Gordon College	
Student 33	College of the Holy Cross	
	Stonehill College	
	University of California-Davis	



### Class of 2020 College Acceptances

	University of California, San Diego	
	University of California-Santa Barbara	Attending
	Duke University	
	McGill University	
	University of Michigan-Ann Arbor	
	Purdue University	
	Rice University	
	Stanford University	
	Texas A&M University	
	The University of Texas at Austin	
	University of Wisconsin-Madison	
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Student 34	University of California-Irvine	
	University of California, San Diego	
	University of California-Santa Barbara	
	University of Florida	
	Georgia Institute of Technology	
	Purdue University	
	The University of Texas at Austin	
	University of Virginia	Attending
	University of Washington, Seattle	
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Student 35	Boston University	
	Case Western Reserve University	
	Clark University	
	University of Connecticut	
	Cornell University	
	DePaul University	
	George Washington University	
	University of Massachusetts Boston	
	University of Miami	
	Michigan State University	
	Northeastern University	
	Pepperdine University	
	Purdue University	Attending
	The Ohio State University	
	Virginia Tech	
	University of Washington, Seattle	
	University of Wisconsin-Madison	
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Student 36	Albertus Magnus College	
	Assumption College	
	Knox College	
	Lasell University	
	University of Maine	
	West Virginia University	Attending
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Student 37	Capital Community College	
	Eastern Connecticut State University	
	University of Hartford	Attending
	Manchester Community College	
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Student 38	University of Connecticut	Attending



### Class of 2020 College Acceptances

	University of Mississippi	
	University of New Hampshire-Main Campus	
	University of North Carolina at Greensboro	
	University of Rhode Island	
Student 39	Central Connecticut State University	
	University of Connecticut	
	Eastern Connecticut State University	
	Husson University	Attending
	Southern Connecticut State University	
Student 40	Boston College	
	University of Connecticut	Attending
	Cornell University	
	Duke University	
	Northeastern University	
	Providence College	
Student 41	University of Connecticut	
	Fairfield University	
	University of New Hampshire-Main Campus	
	University of Rhode Island	
	Sacred Heart University	Attending
	Saint Anselm College	
	Salve Regina University	
Student 42	Brown University	
	California College of the Arts	
	Massachusetts College of Art and Design	
	Ohio University-Main Campus	
	Pratt Institute-Main	
	Rhode Island School of Design	
	Savannah College of Art and Design	
	Syracuse University	Attending
Student 43	The University of Alabama	
	Arizona State University-Tempe	
	Clemson University	
	Elon University	
	High Point University	
	Louisiana State University	
	University of Maine	
	University of Massachusetts-Amherst	
	Michigan State University	
	University of New Hampshire-Main Campus	Attending
	Quinnipiac University	
	University of Rhode Island	
	Wofford College	
Student 44	Bridgewater State University	
	Endicott College	
	Lesley University	Attending
	Salve Regina University	

### Class of 2020 College Acceptances

Student 45	Boston University	Attending
	University of California-Santa Barbara	
	Cornell University	
	Georgia Institute of Technology-Main Campus	
	University of Illinois at Urbana-Champaign	
	Northeastern University	
	Purdue University-Main Campus	
	University of Southern California	
	The University of Texas at Austin	
Student 46	Messiah College	Attending
	Mitchell College	
	Nazareth College	
	Nichols College	
Student 47	Cleveland Institute of Art	Attending
	Columbus College of Art and Design	
	Indiana University - Purdue University Indianapolis	
	Massachusetts College of Art and Design	
	Minneapolis College of Art and Design	
	Pratt Institute-Main	
	Rochester Institute of Technology	
	Savannah College of Art and Design	
	School of Visual Arts	
Student 48	The University of the Arts	Attending
	University of Connecticut	
	University of Massachusetts-Amherst	
	Northeastern University	
	University of Rhode Island	
	Roger Williams University	
Student 49	Worcester Polytechnic Institute	Attending
	Columbia University in the City of New York	
	University of Connecticut	
	Cornell University	
	Northeastern University	
Student 50	Worcester Polytechnic Institute	Attending
	Assumption College	
	Becker College	
	Eastern Connecticut State University	
	Emmanuel College - Boston	
Student 51	Massachusetts College of Pharmacy and Health Sciences (MCPHS)	Attending
	University of Massachusetts-Amherst	
Student 52	Boston College	Attending
	Carleton College	
	Colby College	
	University of Connecticut	
	University of Massachusetts-Amherst	
	University of Michigan-Ann Arbor	
	Worcester Polytechnic Institute	



### Class of 2020 College Acceptances

Student 53	American University	Attending
	Arizona State University-Tempe	
	Champlain College	
	College of Charleston	
	University of Connecticut	
	East Carolina University	
	Emmanuel College - Boston	
	George Washington University	
	Hofstra University	
	University of Massachusetts-Amherst	
	University of New Hampshire-Main Campus	
	University of North Carolina at Greensboro	
	Pace University-New York	
	Providence College	
	Sarah Lawrence College	
	University of Vermont	
	University of Wisconsin-Madison	
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Student 54	Eastern Connecticut State University	Attending
	Keene State College	
Student 55	University of Connecticut	Attending
	Northeastern University	
	Rensselaer Polytechnic Institute	
	Wentworth Institute of Technology	
	Worcester Polytechnic Institute	
Student 56	Becker College	Attending
	Colby-Sawyer College	
	Keene State College	
	Lake Erie College	
	University of Maine	
	University of New Hampshire-Main Campus	
	Rhode Island College	
	University of Rhode Island	
	Roger Williams University	
	St Andrews University	
Sweet Briar College		
Student 57	University of Connecticut	Attending
	University of Maine at Augusta	
	Massachusetts College of Pharmacy and Health Sciences	
	University of New Hampshire-Main Campus	
	The University of North Carolina at Chapel Hill	
	Rhode Island College	
University of Vermont		
Student 58	Eastern Connecticut State University	Attending
	Johnson & Wales University, Providence	
	University of New Haven	
Student 59	Connecticut College	
	University of Connecticut	



### Class of 2020 College Acceptances

	Merrimack College	Attending
	University of New Hampshire-Main Campus	
	University of Rhode Island	
Student 60	Boston University	Attending
	DePaul University	
	Fordham University	
	George Washington University	
	Manhattan College	
	New York University	
	Suffolk University	
	University of Vermont	
Student 61	Eastern Connecticut State University	Attending
	Lasell University	
	University of New Haven	
	Western New England University	
Student 62	Adelphi University	Attending
	University of Connecticut	
	Endicott College	
	University of Hartford	
	Hofstra University	
	Ithaca College	
	Marist College	
	Pace University-New York	
Student 63	Syracuse University	Attending
	University of Connecticut	
	Eastern Connecticut State University	
	University of New Hampshire-Main Campus	
	Quinnipiac University	
	University of Rhode Island	
	Salve Regina University	
	Suffolk University	
Student 64	Western New England University	Attending
	Anna Maria College	
	Assumption College	
	Central Connecticut State University	
	University of Connecticut	
	Eastern Connecticut State University	
	University of Massachusetts-Lowell	
	Southern Connecticut State University	
Student 65	Worcester State University	Attending
	Lesley University	
	Maine College of Art	
	Massachusetts College of Art and Design	
	Montserrat College of Art	
	Moore College of Art and Design	
	Salve Regina University	