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JANUARY/FEBRUARY 2022

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GETTING PAST COVID

- 2022 brings the same challenges that dominated 2021—managing education systems that are worn down by the effects of Covid-19. 14

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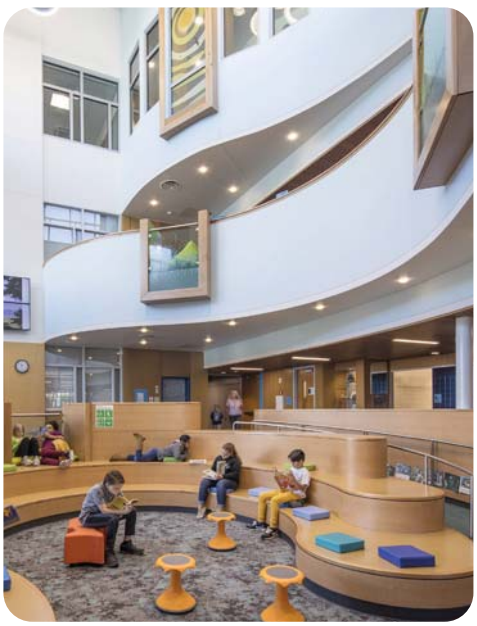
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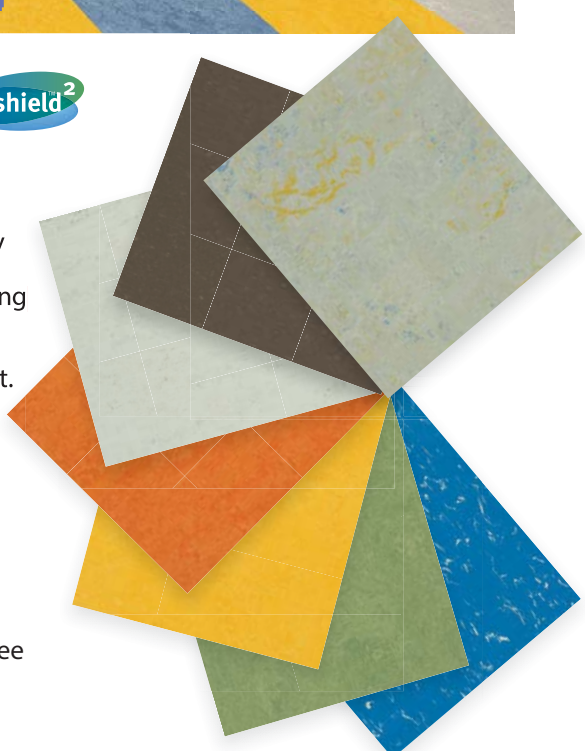
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Mask Madness

By Mike Kennedy



BIOGRAPHY

Mike Kennedy, *Senior Editor,* has written for *AS&U* on a wide range of educational issues. since 1999.

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As a reporter covering education for many years, I have seen plenty of heated exchanges at school board meetings. Issues that seem mundane to a neutral observer—say, redrawing a school's attendance boundaries—become charged with emotion when it involves your children.

And when it involves children and a pandemic that has disrupted millions of lives, those emotions may become even more heightened. So it's no surprise that the debates over Covid-19 and how to combat it—masks or no masks, in-person or remote instruction, vaccines or not—have caused some to lash out over the policies that have been adopted by or imposed on school districts.

But, to those people taking out their frustrations on teachers and school officials: Enough is enough.

In the most recent highly publicized example, a Virginia woman was charged with a crime—making an oral threat on school property—after she allegedly threatened school board members with violence during a meeting about mask requirements.

In a public comment section of a January meeting of the Page County school board, Angela King told board members: "My children will not come to school on Monday with a mask on. That's not happening, and I will bring every single gun loaded and ready."

Some might dismiss this as just a flippant remark that we shouldn't treat as a serious threat. But the scars left by fatal shootings at Columbine, Sandy Hook, Marjory Stoneman Douglas and other schools have taught most people, especially those working in schools, to take such comments seriously.

The November fatal shootings at an Oxford, Mich., high school show what can happen when threats of violence are ignored. James and Jennifer Crumbley allegedly disregarded signs that their son, Ethan, was exhibiting threatening behavior, and subsequently, four students were shot to death and seven other people injured i at Ethan's school. Ethan Crumbley has been charged with murder, and his parents have been charged with involuntary manslaughter.

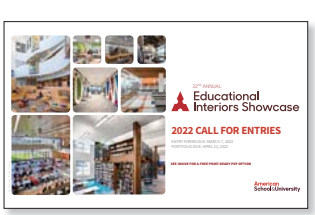
Even though most health professionals say masks help prevent the spread of Covid-19, I recognize that some people are opposed to mask mandates and view them as an infringement on their personal freedom. I also understand that school personnel have endured constant stress and hardship for the better part of two years to educate students safely and keep themselves safe.

So I hope the arrest of the woman in Virginia makes people pause and stop directing their anger at the wrong people.



SENIOR EDITOR
mkennedy@asumag.com

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CONTENT DIRECTOR/ ASSOCIATE PUBLISHER
Joe Agron
agron@endeavorb2b.com

SENIOR EDITOR
Mike Kennedy
mkennedy@asumag.com

ART DIRECTOR
Tim Driver
tdriver@endeavorb2b.com

ASSOCIATE EDITOR
Brooke Just
bjust@endeavorb2b.com

EDITORIAL CONTRIBUTORS
Stephen Ashkin;
Paul Erickson;
American Institute of Architects Committee on Architecture for Education

VICE PRESIDENT, BUILDINGS & CONSTRUCTION GROUP
Mike Hellmann
mhellmann@endeavorb2b.com

GROUP EDITORIAL DIRECTOR - BUILDINGS & CONSTRUCTION GROUP
Mike Eby
meby@endeavorb2b.com

SENIOR MARKETING MANAGER
Molly Roudebush
mroudebush@endeavorb2b.com

SENIOR PRODUCTION OPERATIONS MANAGER
Greg Araujo
garaujo@endeavorb2b.com

PRODUCTION MANAGER
Brenda Wiley
bwiley@endeavorb2b.com

ENDEAVOR BUSINESS MEDIA, LLC
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Teacher faces charges after teen is vaccinated without parents' consent

A biology teacher in the Herricks (N.Y.) district has been charged with unauthorized practice of a profession after allegedly giving a 17-year-old student the Covid-19 vaccine without his parent's consent.

Laura Parker Russo, 54, was arrested after the teen informed his mother that he had been given the vaccination, the Nassau County Police said.

Police say the student's mother had not given permission or authority to have her son injected with a Covid-19 vaccine and notified authorities.

CBS2 New York reports that the incident took place at Parker Russo's home in Sea Cliff, N.Y. She is a biology teacher at Herricks High School in New Hyde Park, N.Y.

Authorities had not determined how Parker Russo obtained the vaccine.

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Texas Tech University breaks ground on $100 million academic sciences building

Texas Tech University is constructing a $100 million Academic Sciences Building on its Lubbock campus.

The 125,000-square-foot facility, which will be adjacent to the existing Chemistry and Science buildings, will house teaching and laboratory space for five departments within the College of Arts & Sciences, the university says in a news release.

The building will have hands-on active learning classrooms, student collaboration spaces, teaching and computer laboratories, faculty offices and research facilities.

The project will address Texas Tech's need for more modern, functional laboratory teaching space, as well as space for research activities.

The areas the departments vacate will provide added space for the university's School of Music.

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Rhode Island district wants high school on the site of a former minor league baseball stadium

McCoy Stadium in Pawtucket, R.I., may be torn down to make way for a high school campus.

The Pawtucket district hopes to use the baseball stadium site as the location for a 2,500-student high school. The Boston Globe reports that the campus would consolidate two of the city's existing high schools, Shea and Tolman, and possibly a third, the Jacqueline Walsh School for the Arts.

The school would also house Career Technical Education spaces.

A subcommittee of school and city officials has recommended moving forward with construction plans.

The project would require tearing down the vacant 79-year-old city-owned stadium that the Pawtucket Red Sox called home for 50 years. The team left McCoy for a new stadium that opened in May in Worcester, Mass.

The high school project would cost about $302.5 million.

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Federal government waives some requirements for school bus drivers

The federal government says it is relaxing some requirements for school bus drivers to help ease a continuing shortage of drivers.

The U.S. departments of Transportation and Education say the Federal Motor Carrier Safety Administration is giving states the option of waiving a portion of the commercial driver's license (CDL) skills test for school bus drivers that requires applicants to identify "under the hood" engine components.

However, drivers will still need take all other components of the written and road tests, the U.S. Department of Education says.

"We've heard from educators and parents that labor shortages, particularly of bus drivers, are a roadblock to keeping kids in schools," says U.S. Secretary of Education Miguel Cardona. "Today's announcement will give states the flexibility they need to help increase the pool of drivers."

Schools are permitted to use federal Covid relief funds to hire drivers and offer them increased compensation or other incentives.

Drivers receiving a CDL under the temporary waiver are permitted to operate intrastate school buses only; they are not authorized to operate trucks, motorcoaches, or any other type of commercial motor vehicle requiring a CDL. ■

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In and Out Safely

By Mike Kennedy



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DOOR BARRICADES

Some parents say security devices installed at Oxford High School in Oxford, Mich., may have prevented a student from taking more lives in a November 2021 shooting, but school safety advocates say the barricade devices should not be used in classrooms.

WDIV-TV reports that the door barricades were put into place in many classrooms at Oxford High when word spread that a shooting incident was in progress. When the metal doorstops are put into place, they prevent a potential intruder from entering a classroom.

Such barricades have been controversial. The Door Security and Safety Foundation says using the barricades may lead to unintended consequences that endanger student safety.

"School districts looking to install classroom door barricades devices must also weigh the possibility of an exit being blocked during an emergency, the foundation says. "In the event of a fire, these devices could delay egress resulting in fatalities."

Oakland County, Mich., Sheriff Michael Bouchard says the barricades may have prevented the shooter from entering more classrooms and injuring more students.

Four students were killed and seven other people were injured in the Nov. 30 shooting at Oxford High.

Ethan Crumbley, 15, is facing four counts of first-degree murder in the shooting. His parents, James Crumbley and Jennifer Crumbley are facing involuntary manslaughter charges for allegedly failing to take steps to prevent their son from carrying out the attack.

LOCK DON'T BLOCK

The Door Security and Safety Foundation's "Opening the Door for School Safety" campaign has worked for several years to educate school officials about how to deal with classroom doors when a school lockdown is necessary.

The foundation says schools should follow these steps to meet the recommendations of the National Association of State Fire Marshals regarding what classroom door locking mechanisms can and should do.

- Doors open (even when locked) from the inside with one smooth, simple motion and no tight grasping, bending or reaching.'
- No special tool, training or knowledge is required to exit through the classroom door.
- Door can lock and unlock from the inside of the room, allowing students and staff to stay behind a closed door during an emergency.

The foundation says that although some classroom door barricade devices are perceived to be less expensive and provide additional security, they may cause problems when incidents of bullying, harassment or physical violence take place.

"Most barricade devices prevent access from the outside, so even a staff member or emergency responder with a key to the classroom door would not be able to enter," the foundation says.

The foundation say it is critical that barricade devices are vetted through the formal fire and building code process to ensure that the proper balance of life safety and security is met.

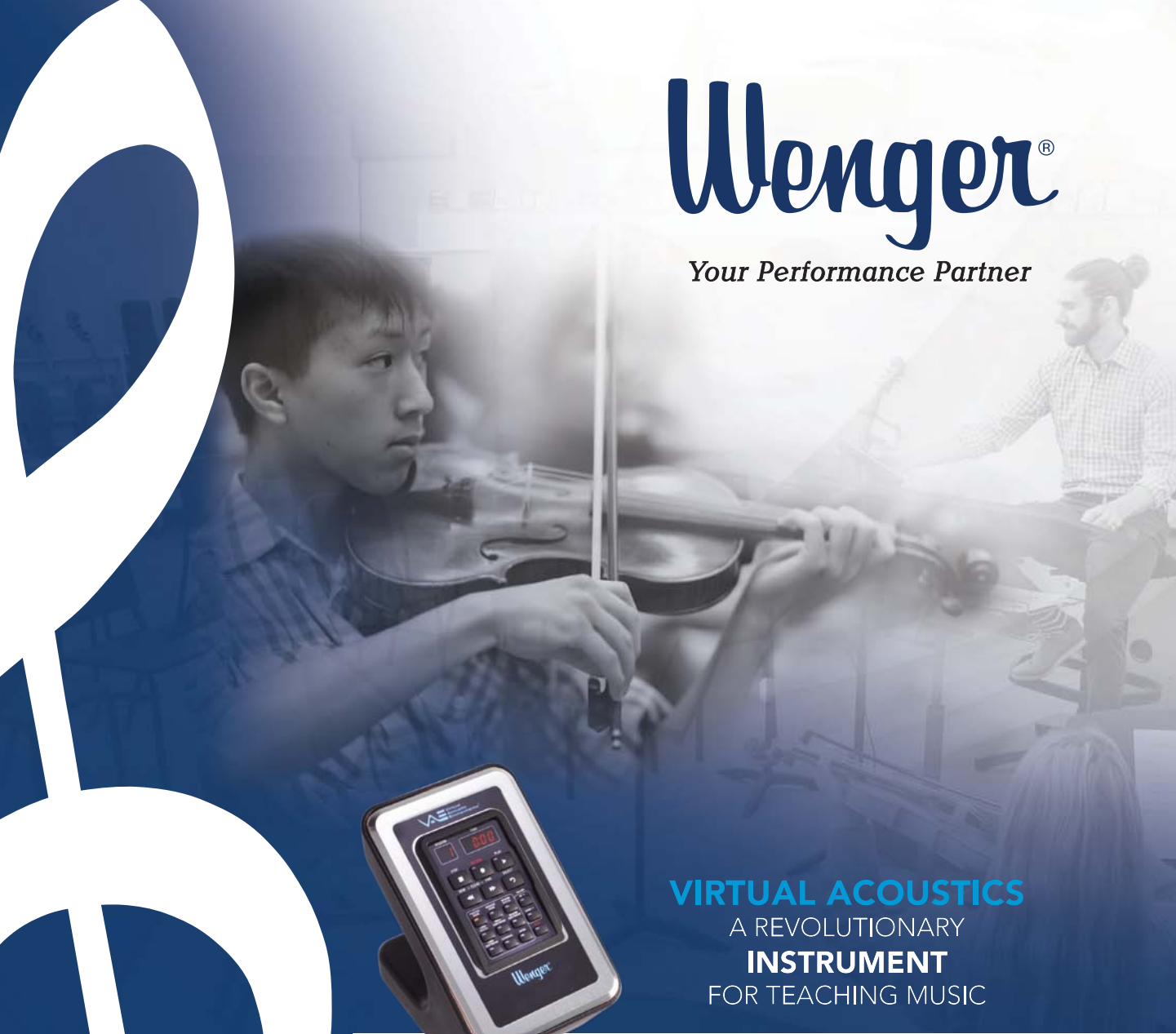
DOOR SECURITY

The National Association of State Fire Marshals has compiled a checklist for schools to follow as they determine what kinds of doors should be installed in classrooms.

- The door should be lockable from inside the classroom without requiring the door to be opened.
- Egress from the classroom through the classroom door should be without the use of a key, a tool, special knowledge, or effort.
- For egress, unlatching the classroom door from inside the classroom should be accomplished with one operation.
- The classroom door should be lockable and unlockable from outside the classroom.
- Door operating hardware should be operable without tight grasping, tight pinching, or twisting of the wrist.
- Door hardware operable parts should be located between 34 and 48 inches above the floor.
- The bottom 10 inches of the "push" side of the door surface should be smooth.
- If the school building does not have an automatic fire sprinkler system, the classroom door and door hardware may be required to be fire-rated and the door should be self-closing and self-latching.
- If the door is required to be fire-rated, the door should not be modified in any way that invalidates the required fire-rating of the door or the door hardware. ■

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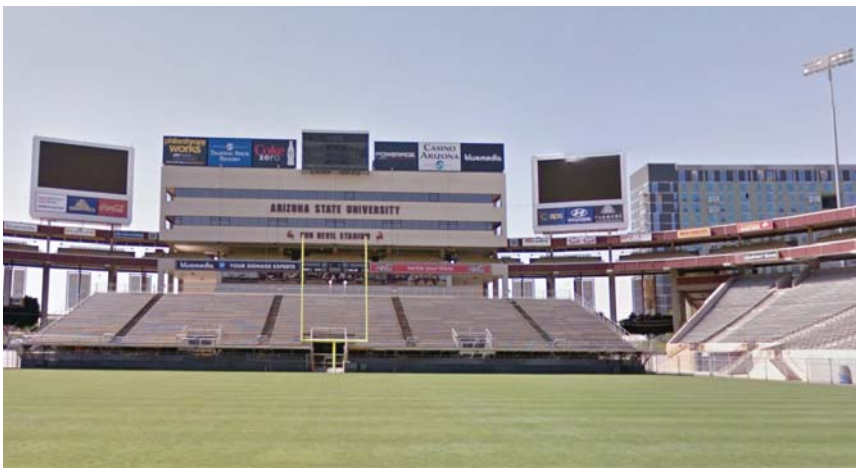
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Stadium overhaul receives LEED Gold certification



Credit: Arizona State University

The renovation of Sun Devil Stadium at Arizona State University in Tempe has received LEED Gold certification for its environmentally friendly renovation.

The five-year renovation project incorporated several sustainable design considerations that helped earn the 55,000-seat stadium a Gold rating. Stadium staircases follow the contours of the adjacent butte and blend with the landscape, and strategically placed trees provide shade. Native, low-water-use plants help filter water runoff during rain. Parts of the stadium near the adjoining buttes offer scenic views and enable prevailing winds to cool the stadium.

Contractors diverted 98% of all on-site construction waste from landfills, and more than 63% of the wood used is Forest Stewardship Council-certified. Roughly 25% of the materials used in the renovation were made with recycled content, and more than 14% of the building's materials were produced and extracted within 500 miles of the stadium. More than 250 compost and recycling bins have been placed throughout the stadium, and the facility has increased available bicycle parking. It remains easily accessible via buses, neighborhood circulator shuttles and light rail.

Arizona State says it now has 66 LEED-certified building projects: seven LEED Platinum, 34 LEED Gold, 24 LEED Silver and 1 LEED-certified. New ASU construction sets LEED Silver as a minimum rating, with LEED Platinum as the goal.

Wisconsin elementary achieves net zero energy milestone

An elementary school in Fitchburg, Wis., is the state's first Net Zero Energy school in the state and the largest net zero verified education project in the United States.

Forest Edge Elementary opened in 2020 in the Oregon (Wis.) district; it is a 126,580-square-foot facility designed and built to use no more energy than it produces.



Credit: Oregon (Wis.) school district

Among its sustainable features: 90 geothermal wells that extend more than 400 feet into the ground and feed electric water-source heat pumps that heat and cool the building; a solar array on the school roof with 1,704 panels that produce 646 kilowatts of energy; and electrochromic glass that tints exterior windows in response to conditions to control solar gains and improve students' comfort.

A 125-kilowatt battery has been installed to store some of the energy when the solar panels produce more energy than the school needs. If there is excess energy the school will not need, it can sell the energy back to the local utility.

The school has learning tools to help students learn about sustainability. Viewing areas showcase the green roof and solar arrays, educational environmental graphics describe elements of the school, and monitors display a real-time energy dashboard that display the school's ongoing energy performance.

"Our investments in energy efficiency, renewable energy and sustainability will save the district approximately $60,000 annually," says district business manager Andy Weiland.

According to data collected by the New Buildings Institute, as of Oct. 1, 2021, Forest Edge was the largest verified net zero education facility in the nation and one of only 74 net zero verified public projects in the United States.

Solar installation project to save millions at Indiana Wesleyan University

Indiana Wesleyan University (IWU) is planning to install solar energy systems on four of its campuses across the state.

The university says the installations on its main campus in Marion, Ind., as well as its locations in Indianapolis, Fort Wayne, and Merrillville, will result in the largest deployment of solar for one educational entity in the state of Indiana. "Renewable energy, specifically solar, is the best path forward for our university to contribute regionally and be a responsible community leader," said John Jones, vice president of operations for IWU-Marion. "It will also assist in controlling the cost of education so we can stay competitive for the students we serve." The university projects that it will save more than $30 million during its service agreement with Sun FundED, its partner in developing, financing and operating the solar installations.



Credit: Indiana Wesleyan University

"Solar is a powerful tool to mitigate the rising energy costs for our facilities," says Nancy Schoonmaker, executive vice president, and chief financial officer for Indiana Wesleyan University. "The timing couldn't be better for this partnership and for IWU to go solar."

Renovated Nashville high school gets LEED Gold

The $89 million renovation of Hillsboro High School in Nashville, Tenn., has received LEED Gold certification in recognition of its environmentally friendly and sustainable design.

The upgrade of the 28-acre campus, which is the longest continuously operating high school in the Metropolitan Nashville district, is expected to be completed this spring. The work encompassed a complete renovation of the main building, constructed in 1954, as well as construction of a three-story tower that houses the library, cafeteria, a small gym and classrooms.



Credit: Metropolitan Nashville Public Schools

The design includes sustainable elements such as water fixtures that reduce water usage by more than 30%; a neighborhood recycling center for the community; views to the outside in 90% of the classrooms; and a 32% more efficient mechanical system.

"It is very difficult to achieve any level of LEED certification, let alone LEED Gold, on a project that mixes renovation with new construction," said David Proffitt, executive director for facilities, maintenance and construction in the Metropolitan Nashville district.

Two "Tommies" recognized for sustainability

Two residence halls that opened in 2020 at the University of St. Thomas in St. Paul, Minn., have received LEED certification for their environmentally friendly design and construction.

Tommie East Residence Hall, a five-story, 260-bed facility received a LEED Platinum rating, and Tommie North, a five-story 480-student facility for first-year students, received a Silver rating.

"We are committed as a campus – whether it's in our educational programs, facilities, operations, policies, how we live and learn in and outside of the classroom – to sustainability," says St. Thomas President Julie Sullivan.

Among the sustainable elements at Tommie East: energy efficiency above industry standards; electric vehicle charging stations; collection of compostable waste; an irrigation metering system; high-efficiency appliances and low-flow water fixtures; access to bicycle and public transit; an underground rainwater infiltration system; more than 8,000 square feet of vegetated roof area; and carpet made from recycled content.

Tommie North also incorporated numerous sustainable design strategies: three electric vehicle charging stations; 179 secured bike rack locations for student and faculty use; 77% of all construction waste diverted to recycling facilities; 45% water use reduction in comparison to the baseline design model; 21% energy use reduction in comparison to the baseline design model; All building finishes meeting requirements for low volatile organic compounds; and use of local material providers for rebar and stone to reduce the project's carbon footprint.



Credit: University of St. Thomas

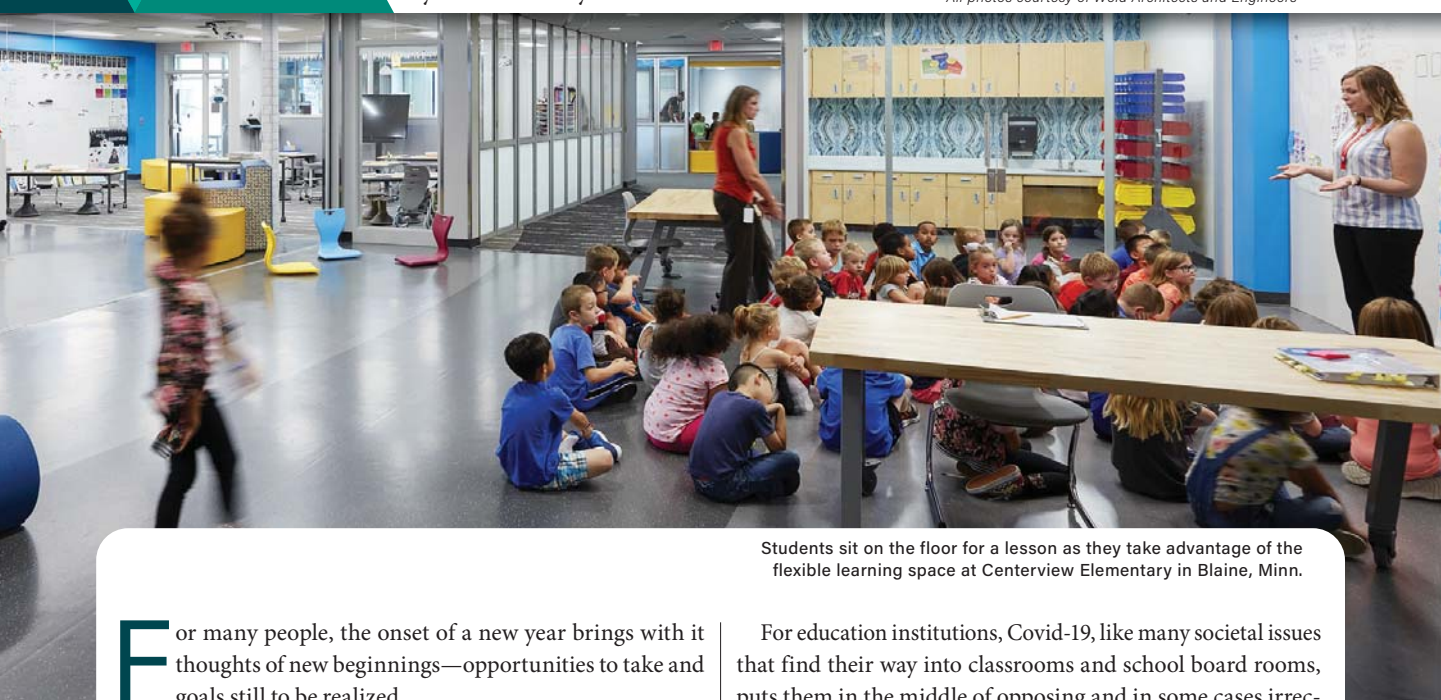
University Vice President of Facilities Management Jim Brummer says St. Thomas has more than 547,000 square feet of space that is LEED certified, accounting for 20% of the space on the St. Paul campus. ■

GETTING PAST COVID

Schools and universities have entered 2022 with the same overriding concern that dominated 2021—managing education systems that are worn out by the effects of Covid-19.

By Mike Kennedy

All photos courtesy of Wold Architects and Engineers



Students sit on the floor for a lesson as they take advantage of the flexible learning space at Centerview Elementary in Blaine, Minn.

For many people, the onset of a new year brings with it thoughts of new beginnings—opportunities to take and goals still to be realized.

At the beginning of 2022, most of those long-term plans have had to take a back seat to the inescapable presence that has dominated society and especially the nation's schools and universities for nearly two years—Covid-19.

Schools and universities are in the midst of a third school year disrupted if not derailed by the Covid-19 pandemic. With the continuing repercussions from the virus still looming over education institutions, the major challenge facing educators and administrators is the same as it has been since March 2020—figuring out how to continue to provide a high-quality education to students while keeping them, as well as teachers and other employees, safe and protected from the virus.

In the long run, educators and administrators may emerge from the Covid-19 era with new and better ideas about designing, building and operating school facilities, but for now, the focus is on surviving the pandemic with minimal damage.

NO ESCAPE

The Covid-19 pandemic has affected Americans differently. For hundreds of thousands of people, it has cost them their lives; for some workers, it has meant choosing between personal health and safety and continued employment; for those skeptical of the effectiveness of vaccines and masks in preventing the spread of the disease, it's treated as an inconvenience and an unwarranted encroachment on their personal freedom.

For education institutions, Covid-19, like many societal issues that find their way into classrooms and school board rooms, puts them in the middle of opposing and in some cases irreconcilable political factions.

School officials that mandate facemasks in their buildings or insist that students and employees be vaccinated are often assailed by opponents—patrons as well as some elected officials—who reject those steps as unnecessary or oppressive.

Schools who opt not to mandate masks and vaccinations attract the ire of many parents, teachers and other employees who believe the lack of safety protocols puts their health and that of their children at risk.

STATE OF EMERGENCY

In the meantime, students have seen their schedules fluctuate from online-only instruction to a mix of in-person and remote classes to full-time in-person classes. As they work to maintain their academic performance while coping with the chaos of the Covid-19 era, experts worry about the social and emotional fallout of the last two years.

In October 2021, the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry and the Children's Hospital Association issued a statement declaring a national state of emergency in children's mental health.

"We have witnessed soaring rates of mental health challenges among children, adolescents, and their families over the course of the Covid-19 pandemic, exacerbating the situation that existed prior to the pandemic," the groups said.

The crisis "is inextricably tied to the stress brought on by Covid-19 and the ongoing struggle for racial justice and represents an acceleration of trends observed prior to 2020.... We are caring for young people with soaring rates of depression, anxiety, trauma, loneliness, and suicidality that will have lasting impacts on them, their families, and their communities."

FACULTY FATIGUE

The fallout also affects the adults who supervise students on school campuses. A survey of K-12 school employees released in September 2021 by MissionSquare Research Institute found that 52% of them reported being burnt out or fatigued at school because of the Covid-19 pandemic.

"They have significant concerns about how the challenges of learning during the pandemic have impacted their students," the survey report said. "Many are working longer hours, having difficulty adjusting to changes in the nature of their jobs, and are worried about keeping their family safe from contracting Covid-19. They have faced negative financial impacts from the pandemic and are concerned about their retirement security."

The K-12 school employees surveyed also indicated that they believe the risks they are taking during the pandemic are not on par with their compensation.

"Nearly four in ten reported that working during the pandemic has made them consider changing jobs," the survey found.

In fact, school systems throughout the nation have reported shortages of teachers, bus drivers, and food service workers.

A survey released in January by the Illinois Association of Regional Superintendents of Schools concluded that teacher shortage has grown worse in the Covid era. The 2021 Illinois Educator Shortage Study found that 88% of school districts in the state say they are experiencing a teacher shortage, and 96% of the districts report a shortage of substitute teachers.

"A total of 412 courses in 19% of districts were canceled, and 385 courses in 15% of districts were converted to online instruction because of shortages," the survey said. "Most pronounced shortages were with special education and school psychologists."

About 93% of the superintendents who responded to the survey also believed the teacher shortages would remain a problem in 2022-23 and 2023-24.

PRINCIPAL PROBLEM

Covid also has taken a toll on administrators who have been responsible for overseeing teachers and other staff on school campuses. A survey of school principals by the National Association of Secondary School Principals found that if schools conditions do not improve, there will be a mass exodus of principals from K-12 schools in the United States.

Among the findings:

- Job satisfaction is at a significant low with almost 4 out of 10 principals (38%) expecting to leave the profession in the next three years.
- 79% of principals report they have been working harder, 73% report working longer hours and 62% report having a harder time doing their job than ever before.
- More than one-third of principals report being threatened in response to the steps they have taken to prevent the spread of Covid-19 in their school.
- More than one-quarter (26%) report that the pandemic had a "great deal" of impact on their inclination to consider leaving their role as principal.
- Principals report that their three biggest challenges



Clayton Elementary in Englewood, Colo., provides students with flexible space for one-on-one or small group work.

during the coronavirus outbreak have been carrying out blended and distance learning (60%), providing mental health support to students (59%) and providing guidance and mental health support to teachers and staff (58%).

- Nine out of 10 are concerned about student wellness this school year; 49% reporting they are "extremely concerned."
- Only 21% "strongly agree" that there are adequate student services personnel (such as nurses and counselors) to support students' well-being in their building.

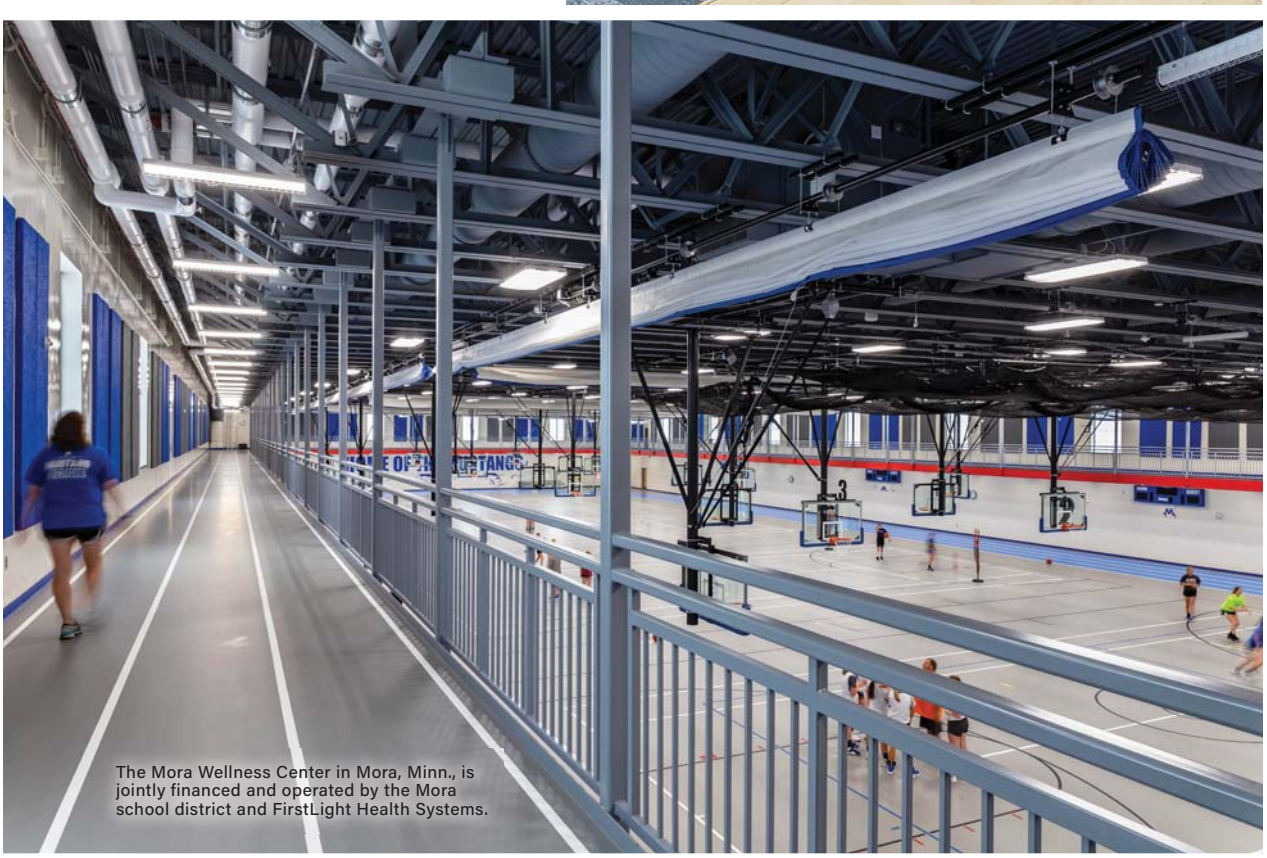
LESSONS TO LEARN

The changes forced upon many schools by the pandemic have created on opportunity to re-think the ways educational spaces are designed and built. The sudden need for flexible space, social distancing and remote or hybrid instruction methods caused some people to take a fresh look at how space is allocated in schools.

"This increase in awareness hopefully will be the best long-lasting impact of Covid in that it can provide some meaningful change in the way schools are designed," said Vaughn Dierks, partner at Wold Architects and Engineers in Minneapolis. "There is some significant change in terms of instruction that's often hard for people to understand if you don't have students in the system and your assumptions are based on 'this is what I did when I was in school.'"



Centerview Elementary in Blaine, Minn., has a learning stair and other flexible furnishings for student use.



The Mora Wellness Center in Mora, Minn., is jointly financed and operated by the Mora school district and FirstLight Health Systems.



Apple Valley High School in Apple Valley, Minn, was designed to provide students with plentiful flexible space.

Many of those changes are topics that educators and architects have discussed for years.

"We've always talked about collaborative learning environments, spaces beyond classrooms and how schools are organized—how we can design buildings to allow for a greater level of collaboration," Dierks said. "What people have found over the last 20 months is when you take students out of...that lecture-based environment, we're now going to have to approach things differently."

In the short term, the pandemic has caused people to be more cognizant of the existing deficiencies that have made it difficult for some schools to provide safe and healthful learning environments.

"There is a greater awareness among people who are saying 'What are you going to do to make the school safer?'" Dierks said. "We've been saying for a long time that we need to upgrade the infrastructure in buildings. People say, "What can you do about the HVAC system in schools? That base level of the physical conditions of a building has always been around, but now we have people talking about it."

The focus on upgrading HVAC systems has resulted in many schools allocating some of their federal Covid relief funds to upgrade their antiquated or inefficient heating and cooling systems.

The federal funds have given many school systems the wherewithal to address longstanding facility inadequacies, and architects like Dierks are in the position to persuade school officials to take into consideration different modes of learning and how modern school design accommodates those ideas.

"We can say, 'Are we really going to put it back together the way it was built 50 years ago or 60 years ago?'" Dierks said. "Let's talk about what's working well for students and what's not working well for students."

FLEXIBLE SPACES

In some cases, that may mean forgoing some traditional classrooms for space that gives students greater flexibility.

"You need a certain amount of square footage for the numbers of students you have in in any building so that they can move around that they can do different things and that they can socialize," Dierks said. "But maybe we don't need 50 classrooms in this high school. Maybe we need 30 classrooms and more space for students to do things independently or in small groups, or to work on one on one."

The intersection of schools with health agencies and other governmental entities as they all played their parts in the response to Covid-19 has made some of those institutions more amenable to cooperating in a more formal way.

"We're actually having more and more conversations these days about how do these entities overlap and where can we work together to provide the same types of services," Dierks said. "We did a high school in Minnesota where the activity center was funded in part by the hospital in town. They said we have a rehabilitation need for our patients. We need to have walking tracks. We need to have some of these types of rooms. Can we combine our facilities and have this happen?"

Bringing about such cooperative arrangements is more likely to be successful when the groundwork is laid well in advance.



South Conejos PreK-12 School in Antonito, Colo., incorporates an abundance of flexible spaces for students to gather.

"If you can find commonalities in long-range planning and say, this county, this city, and this school district are all looking at something similar, and you can bring them to the table two or three years before a vote to find where that overlap is, that's usually where we have found the most success as opposed to in the heat of the moment," Dierks said.

The attention schools have received in their responses to Covid may lead more people in the community to get more involved in the decisions school systems are making about improving their facilities.

"Maybe we don't need as many classrooms as we did," Dierks said. "What we need is a different way for students to be able to learn in addition to classrooms. How do you make meaningful change to move forward that has more voices in it than simply architects and administrators? It has to be hand in hand with the community that's going to use this space... Everybody wants a better environment. They want the right thing for their kids and their communities." ■

A Safe and Comfortable Environment for Sports

Schools and universities should pursue upgrades that will decrease the number of airborne pathogens in their indoor sports facilities.

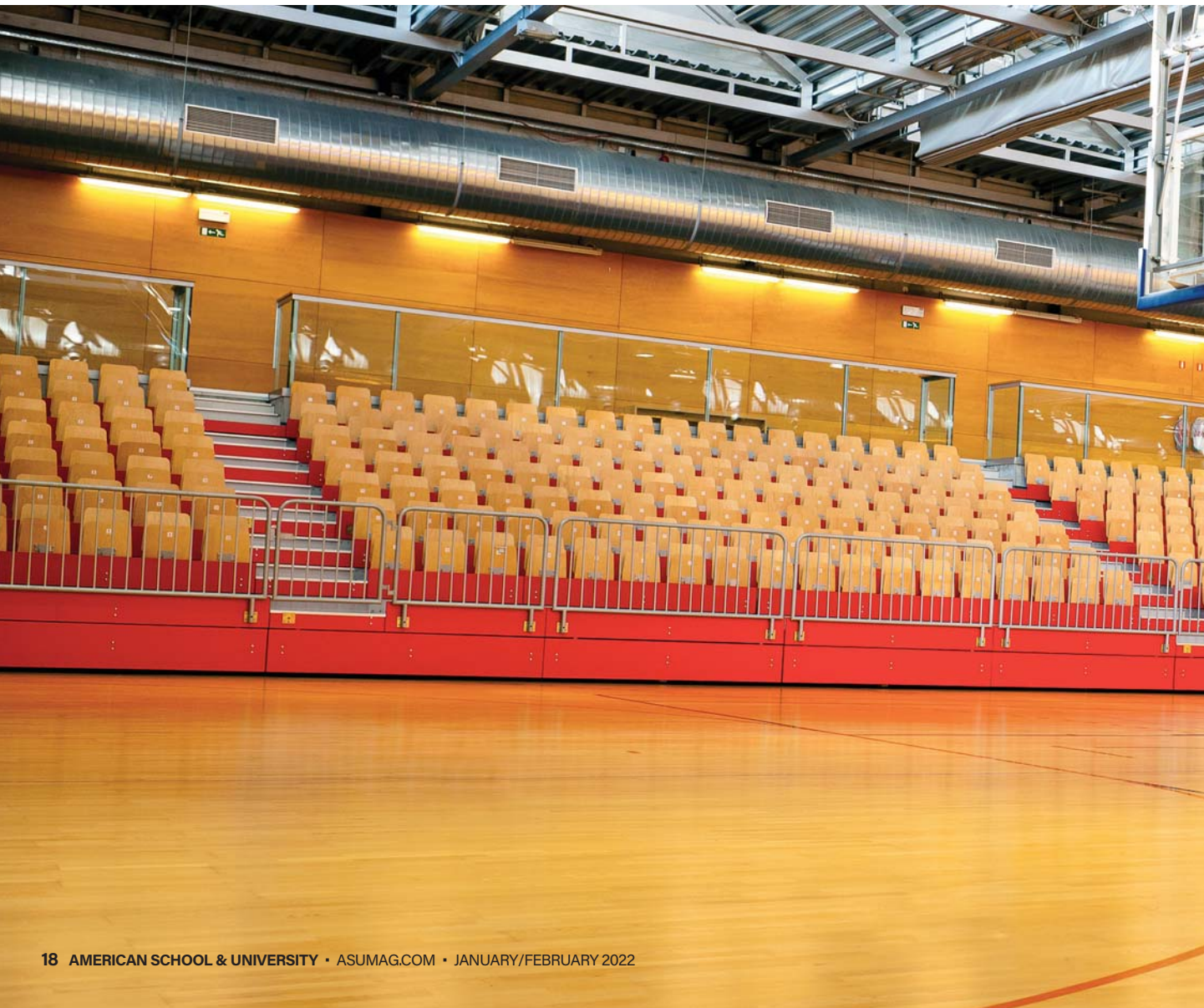
By Chris Marasco

For student-athletes and parents alike, winter sports are something to look forward to. As the nation copes with the continuing threat of Covid-19 and tries to emerge from the pandemic with a new sense of normalcy, airborne threats can still cause disruption for those planning to attend an indoor athletic event.

Whether attending a high school volleyball match or a college basketball game inside an arena, individuals in the stands will be crowded next to one another. In many areas, mask mandates have become lax and enforcement inconsistent, so the risk of being exposed to airborne pathogens is increased. In addition to concerns regarding Covid-19 variants, other illnesses like the flu can spread quickly among those attending an indoor sporting event.

For the education administrators and facility managers responsible for operating these facilities, indoor air quality should be a major topic of discussion as the winter sports season proceeds. Indoor air quality (IAQ) has been under a microscope for more than a year because of the pandemic, and now is an ideal opportunity for schools to carry out the necessary upgrades that will help decrease the number of airborne pathogens in their facilities.

Upgrading mechanical HVAC equipment is one of the top solutions for improving and enhancing IAQ within an interior



space. For the safety of athletes, parents, and others in attendance, great IAQ would be defined as air that contains no contaminants or harmful concentrations. Facility managers also should consider occupant comfort. If an occupant is dissatisfied with the air, there is likely an IAQ problem.

When it comes to improving IAQ, facility managers should focus on three main areas: controlled ventilation, dehumidification, and filtration. Schools can address these three areas through upgrades to existing HVAC systems.

CONTROLLING THE AIRFLOW

One of the most important steps for producing great IAQ is introducing clean, fresh air into an interior space. The World Health Organization states that adequate ventilation is an important tool in limiting the transmission of pathogens. Using controlled ventilation enables school facility managers to push fresh air from outside to an interior space. In most cases, the air one breathes outside is much cleaner than air in an enclosed space. That discrepancy becomes more pronounced during the winter because people tend to stay inside.

With doors to sports facilities kept closed during games and practices, it is vital that facility managers emphasize proper ventilation to guarantee an adequate amount of outside air is being delivered into the space. Dedicated Outdoor Air Systems (DOAS) have controls that give school administrators the ability to regulate the rate that outside air is being pushed indoors. In addition to bringing new air inside, the system also pushes old, contaminated air outside to help decrease the number of harmful pathogens.

PROPER RELATIVE HUMIDITY

During the winter, cold air can be dry and uncomfortable for building occupants. So adequate humidity is another key to improving IAQ during indoor events such as basketball games. Mechanical HVAC units installed at sports facilities are developed to handle latent loads associated with outdoor air. With the ability to control the humidity inside, facility managers can create an environment that keeps occupants inside a building breathing comfortably. Relative humidity levels should stay between 40% and 60% to help guarantee satisfaction.

In addition to creating comfortable air to breathe, controlling humidity levels can also reduce organic growth within a building or unit. For example, if humidity levels exceed 60%, mold, mildew and organic growth could start to develop because of the excess moisture in the air.



Upgrading HVAC equipment can help schools improve indoor air quality for sporting events.
Credit: Getty Images



Airborne threats can still cause disruption for those attending anindoor athletic event at a school or university.
© Eric Broder Van Dyke
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FILTERING AIRBORNE PATHOGENS

Controlling both airflow and humidity are pivotal steps in enhancing IAQ; a key proponent in delivering fresh, clean air is proper filtration. When fans pack gyms or arenas for basketball or volleyball games, it is necessary to filter the air to capture harmful particulates and prevent the spread of viruses and bacteria. In response to the Covid-19 pandemic, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) is now recommending the use of MERV 13 filtration for most applications.

Facility managers should check the filters now being used in their HVAC units to ensure that the more effective filtration is in place. Prior to the pandemic, ASHRAE recommended MERV 8 or MERV 10 filters. Increasing the filtration standards means more areas are filtering an increased number of pathogens from the air. HVAC units that support MERV 13 filters should be supplied with them.

For an added layer of defense against harmful pathogens, Needlepoint Bipolar Ionization is another tool that can improve IAQ. This form of technology enables positive and negative ions to be delivered to a space via the ventilation system to attach to airborne particulates, cluster, and get them filtered from the air. This is also done without producing ozone or other harmful by-products. Ultraviolet (UV) lights can be used to improve IAQ as well because germicidal energy has been shown to inactivate viruses, bacteria, and fungi.

MAINTENANCE

Upgrading a HVAC system by emphasizing controlled ventilation, dehumidification, and filtration will go a long way toward creating a comfortable, safe space for student-athletes and crowds during the winter sports season. With that said, regular maintenance remains critical as well. Yearly maintenance will help keep an HVAC system running at maximum efficiency and prolong its life.

Upgrades combined with proper maintenance will create the best opportunity for a school or university to minimize airborne pathogens and keep fans safe while they are cheering on their favorite teams. ■

AUTHOR BIOGRAPHY

Chris Marasco is the *Product Manager* at Modine Manufacturing Company ***(www.modinehvac.com)***, which specializes in thermal management systems and components.

HVAC upgrade will help clear the air in Alabama high school gym

Jacksonville High School in Jacksonville, Ala., is getting a new high-tech heating and cooling system in its gym that will kill germs in the air.

The Anniston Star reports that the new system will have a specialized filtration system that uses ultraviolet light to essentially "cook" COVID-19 germs, making the air safer to breathe.

It will cover not only the gym, but also the "mini-gym," locker rooms and weight rooms.

The Jacksonville city district is paying for the $880,000 project with Elementary and Secondary School Emergency Relief (ESSER) funds to aid Covid-19 recovery.



Credit: Getty *Images*

District spokesman Benjamin Nunnally says that the high school gym now lacks any ventilation system at all, and that has led to situations that create uncomfortable environments for the students.

"The new HVAC system isn't able or meant to be a total solution against Covid, but it will definitely improve student safety and health on campus," Nunnally says.

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When schools enhance their cleaning and disinfecting, they should make sure they don't increase exposure to hazardous chemicals.
Photo 185433060 © Lincoln Beddoe | Dreamstime.com

Keeping Covid in Check

School and university cleaning personnel have had to step up their cleaning and disinfecting efforts to ward off Covid-19 and maintain safe and healthful facilities.

By Mike Kennedy

The widespread availability of vaccines that ward off or lessen the effects of Covid-19 has opened a path for a return to classrooms and in-person instruction in most school facilities. But the lingering dangers of the virus—most recently in the form of the Omicron variant—serve as a reminder that schools and universities can't relax in in their efforts to protect students and staff from the illness.

That means that school custodians and maintenance workers must continue to clean and disinfect education facilities thoroughly to combat Covid-19 as well as other illnesses that can spread to school occupants.

Healthy Green Schools & Colleges, a partnership of the Healthy Schools Campaign and Green Seal, has developed guidelines to help those working in education institutions clean and disinfect facilities safely and effectively.

"A clear and thorough cleaning and disinfecting plan that prioritizes health and safety will help protect students, staff and custodial personnel while the pandemic persists," the guide states.

The guide identifies five best practices for cleaning and disinfecting facilities to help prevent the spread of Covid-19.

"These five best practices were developed in partnership with recognized leaders in green cleaning and facilities management at schools and universities, and are based on the latest scientific understanding of the particular characteristics of the Covid-19 virus," the guide says.

The recommended best practices:

CREATE A CLEANING AND DISINFECTING PLAN

Routinely disinfect high-touch surfaces such as doorknobs, elevator buttons and light switches, the guide says. Close for as long as possible all areas possibly touched by a person suspected of infection. Then disinfect the area.

- Consider removing hard-to-disinfect items such as area rugs, fabric-covered reception chairs, high-touch screens and remote controls.
- Determine the frequency of cleaning and disinfection. Scheduling around an average number of unique touches may be a better approach than scheduling based on time alone.
- Establish a policy to regularly verify cleaning and disinfecting efficacy, beyond a visual inspection.



In the Covid-19 era, classroom cleaning and disinfection have become even more important.
Photo 233507419 © Lacheev | Dreamstime.com

use of certified green cleaners, such as those certified by Green Seal, is more important than ever during this time of increased cleaning frequency," the guide asserts. "Conventional chemical cleaners can contain hazardous ingredients that are harmful to health, especially with repeated exposure."

Follow label instructions for application instructions. "Like the disinfectants themselves, some application methods are safer than others," the guide says. "Some technologies being mar-

ENSURE THAT CLEANING PERSONNEL ARE PROPERLY TRAINED.

All cleaning personnel should be trained on safe and effective handling and use of products; use and maintenance of cleaning equipment; preventing ergonomic injuries; proper cleaning procedures; use of personal protective equipment, including how to avoid cross-contamination; and recognizing Covid-19 symptoms.

Typical training should cover proper product selection, safe handling of all cleaning and disinfecting products, effective cleaning procedures, and the use and maintenance of cleaning equipment.

"Custodial personnel who know how to correctly use products and equipment are more efficient and effective at cleaning and disinfecting, and also reduce product waste and chemical exposure," the guide says.

Workers should be trained on when to wear personal protective equipment, what kind to wear, and how to put on and take off the equipment to avoid cross contamination.

"Training on safe and correct usage should be provided for any new devices or types of cleaning or disinfectant products," the guide says. "The science surrounding the novel coronavirus continues to advance with new research, so ongoing trainings to keep staff updated on the best practices are recommended."

MAINTAIN SUSTAINABILITY AND HEALTHY INDOOR AIR

Enhanced cleaning and disinfecting should not increase exposure to hazardous chemicals for custodians or building occupants. Choosing safer products, especially those that do not contain respiratory irritants, is critical for protecting those with asthma, the guide states.

"It may be tempting to choose conventional chemical cleaners, but the



keted for controlling Covid-19 unnecessarily increase hazardous exposures."

Wiping a surface with a cloth, mop, or sponge soaked in disinfectant leads to the lowest inhalation exposure, the guide says. Using a trigger sprayer to spraying coarse droplets of disinfectant directly on the surface is another option but may lead to increased risk of inhalation.

COMMUNICATE THE CLEANING AND DISINFECTING PLAN

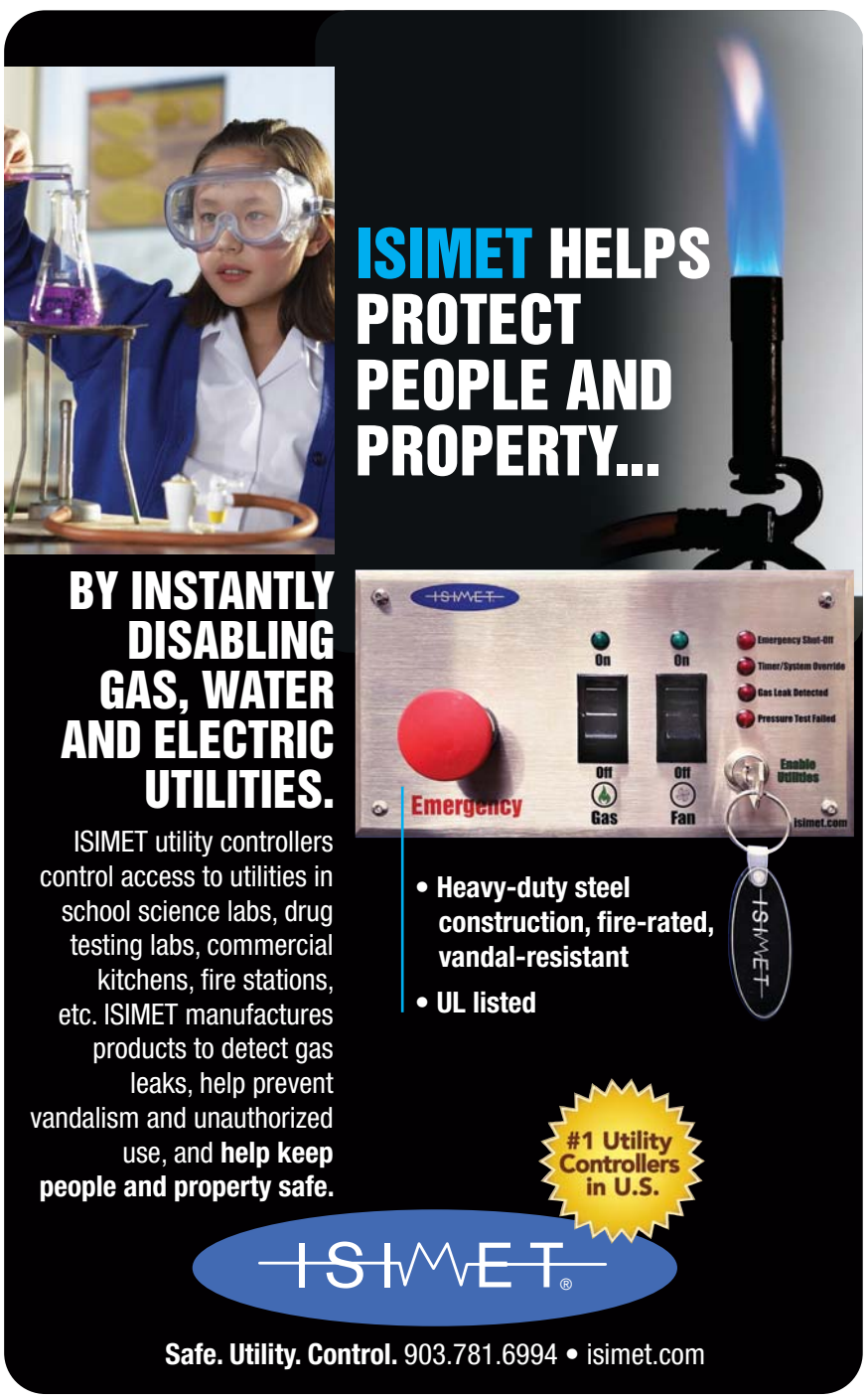
The guide recommends creating a communications plan that includes these elements: emergency communications procedures for suspected Covid-19 cases in a building; signs indicating whether spaces are closed for cleaning or safe to re-enter; informational materials for cleaning personnel to share with building occupants; and actions people can take, such as clearing workstations, to help cleaning personnel.

A school's administration should confirm when each space in a school will be unoccupied and available for cleaning staff; a protocol should be in place if the space is found occupied. Clear signage and emails identifying spaces closed for disinfecting and spaces safe to reenter will reduce confusion.

PROVIDE SAFER WORKING CONDITIONS

Schools can put additional precautions into place to create a safer work environment for students and teachers as well as cleaning personnel.

- Provide adequate ventilation to help reduce transmission of Covid-19 as well as reduce buildup of indoor air pollutants that are released during cleaning and disinfecting.
- Facilitate effective hand hygiene. Where water and soap are unavailable for handwashing, provide alcohol-based hand sanitizer (containing at least 60% ethanol or 70% isopropanol).
- Remind people to avoid touching their eyes, nose, or mouth with unwashed hands.
- Discuss the importance of paid sick leave with service provider partners. The Centers for Disease Control and Prevention has found that paid sick leave reduces viral transmission.
- Provide space for cleaning personnel to store a change of clothes and a place to change out of uniforms or designated work clothes at the end of their shift. Facilitating this step will help reduce the risk of spreading the virus outside the workplace.
- Encourage cleaning service providers to use tools, equipment, and procedures to reduce ergonomic injuries.
- Improve signage procedures in school facilities. Establish signage in common areas that detail cleaning practices or a "last cleaned" time. Post signage in high-traffic areas, such as lobbies and dining areas, that encourages ways to stop the spread of germs, including how to properly wear a face covering and wash hands. ■



Flexible Furniture

A study of classrooms outfitted with flexible furniture shows that students in those settings have more positive feelings about their environment.

By Mike Kennedy

As schools and universities continue to cope with the Covid-19 pandemic and work to provide safe and healthful learning spaces, the benefits of incorporating flexibility into classroom layout have been receiving more attention.

But even before the effects of Covid-19 disrupted educational facilities, many school planners have been advocating for more flexibility in how learning spaces are designed and how the furniture and equipment in them is chosen. Many classrooms have been outfitted with moveable tables and chairs and other seating options that accommodate the different learning styles and comfort levels of students.

Educators like to have research and data to back up the decisions they make. A recent study provides evidence to support the belief that flexible classroom furniture benefits students. The research found that students assigned to classrooms with flexible furniture displayed more positive feelings about the classroom and their schooling compared with those assigned to classrooms with more traditional furniture.

"The study provides supportive data that flexible furniture in the learning environment has the potential to create learning environments that can influence students' perception of their classroom and ultimately their feelings toward school," says the study, "Investigating the Impact of Flexible Furniture."

The study was conducted by Learning Experience Research, a partnership of Baylor University, Education Service Center 12 in central Texas, and the Huckabee architecture firm. The researchers said most of the studies on flexible furniture enhancing learning environments has been done at the university level, so they focused their study on elementary classrooms.

"With more schools beginning to redesign their learning environments through implementation of flexible furniture, it is important to focus on the influence this furniture has on the students within the learning environment," the study said.

The researchers looked at 10 third- and fourth-grade classrooms, some of which were outfitted with traditional furniture and some with flexible furniture. Traditional furniture was defined as stationary desks and chairs, and flexible furniture was defined as work surfaces and seating that "provide and support students' choice of seating, location, comfort and classroom peer interaction."



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Flexible furniture provided a variety of seat choices, including more seats open than being used, a variety of heights in seating options, and various types of seating (soft, active, standard). Work surfaces in flexible classrooms included a variety of height-adjustable tables, flip tables and writable tables or surfaces.

Students reported preferring the classrooms with flexible furniture.

"Students in classrooms equipped with flexible furniture perceived their classroom as more comfortable than did students in classes that maintained the traditional furniture provided by the school district," the study found.

Those students also reported a greater feeling of autonomy when they were provided flexible furniture.

"The results suggest that when classrooms are equipped with flexible furniture, teachers allow students to explicitly choose their work surface independently throughout the class day based on the activity they are participating in and comfort level."

The availability of flexible furniture can enhance the relationship between students and teachers, the study suggested.

"The present study's findings along with others suggest that having an architectural design that facilitates movement and choice through flexible furniture can begin to blur the line between instructor and students, creating an environment that creates authentic community among students and teachers," the study said.

The study also noted that to optimize the effect furniture has on the learning environment and student engagement, teachers should be given professional development.

The professional development offered to teachers in the study encouraged them "to examine and reevaluate classroom management techniques that would allow students the freedom to move and utilize the flexible furniture to build student autonomy and promote activity."

"Future research is needed to better understand the connection between teacher professional development and flexible learning environments," the study said.

The authors of the study say they hope their research will help persuade school districts to embrace flexible classroom furniture as an effective way of enhancing the learning environment for students.

"School administrators, who are responsible for allocating funds for new facilities and redesigning current facilities might use this data to advocate for modern learning environments equipped with flexible furniture," the study said. "Finally, this study provides information that can be utilized to guide policymakers' decisions regarding classroom design and equipment." ■

Learning Under Construction

By Paul Erickson



AUTHOR BIOGRAPHY

Paul W. Erickson, *AIA/NCARB/REFP, Executive Officer & Partner,* is past president of ATSR Planners/Architects/Engineers ***(www.atsr.com)*** in Minneapolis, Minn. Erickson has 40+ years of specializing in school planning, design, and construction. He can be reached via email at ***perickson@atsr.com.***

For many major additions and renovations of school facilities, students remain in the building attending classes while construction is carried out. It is vital that architect, engineers and construction firms carefully manage the design and construction to minimize any disruption of instruction and other school operations.



Credit: Getty Images

To assure a smooth-running project while a school remains in operation, begin with the planning and design stage. Once the scope of a school upgrade is determined, ascertain the building's student capacity so the project can take advantage of any "construction swing space" in the building that may become available as the work progresses. Student classes and activities could move to other areas in the building while certain areas are under construction. Also, be aware how mechanical system air handling units are zoned and ductwork routed, so workers can easily shut off building wings without affecting air distribution in occupied areas. Also, it's critical to verify the routing of existing main electrical feeders and switchgear to ensure occupied spaces have continuous power sourcing.

Transparency in communications with school administrators and user groups is essential for planning workable construction sequences. The building principal and head maintenance person must have direct influence in planning safe routes for students, controlling noise and odor, and ensuring building security.

Construction sequencing should be organized to take advantage of the 40-plus days during summer months. Schedule the most disruptive construction activities (e.g., roofing, demolition, special construction) then. Phasing, temporary circulation routes, and sequencing can extend over multiple years, so thorough planning is essential. Architects should consult with administrators, staff and students to understand daily operations, circulation routes, after-school activities, and bus and parent pickup and drop-off routes.

It is vital to see the big picture and zero in on the project details so that the construction minimizes disruption of daily school operations. The architects should collaborate with the school to develop plans for:

- Construction start, finish and final occupancy dates.
- Student access routes; zoning of building areas; temporary exits to eliminate dead-end corridors during construction.
- Ventilation, lighting, alarm and utility systems that are required to be operational during construction.
- Properly constructed temporary partitions to protect students.
- Construction fencing to separate areas from students, staff and visitors.
- After-school-hours system shutdowns and switchovers.
- Fire watch (at contractor's expense) as a last resort to maintain operational emergency systems.
- Designated staging areas protected from students and public.
- Temporary signage as required by code and for wayfinding.

An example of a project carried out in an occupied building is a 2,800-student high school where old building areas were surgically removed as new areas were built in their place. HVAC, life-safety, and power systems were kept operational and reworked in occupied spaces as each area was addressed. Architects studied how each air-handling unit, electrical switchgear, and hallway system would remain active until new-system switchover occurred. Sequencing was arranged by how existing and new systems were routed, distributed, and terminated. Contract documents detailed the phasing and sequencing decisions and guided the contractor in a step-by-step process. ■







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Many school meal programs say supply chain problems and worker shortages have made it difficult to provide meals to students.
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Coming Up Short

The continuing effect of the Covid-19 pandemic has resulted in many schools not getting enough food supplies for student meals and not having enough workers to cook and serve the meals.

By Mike Kennedy

The Covid-19 pandemic has disrupted not only classroom instruction for millions of students, but also other elements vital to effective school operations, like transportation and food services.

From coast to coast, school districts are reporting operational problems that go beyond protecting students from the dangerous coronavirus. Many schools say they don't have enough drivers to operate the buses that carry students to and from campuses, and when those students arrive, schools may not have enough workers to prepare and serve meals to students, or even have enough food to provide adequate meals.

"Supply chain disruptions are making it infinitely more difficult to plan and serve nutritious meals critical to student health and success," says School Nutrition Association President Beth Wallace. "School nutrition professionals continue to ensure healthy meals are available for students, but perpetually difficult conditions have forced many last-minute menu changes and limited the number of choices in school cafeterias."

A School Nutrition Association survey in December 2021 of 1,212 school meal program directors shines a light on the extent of the problem in school kitchens and cafeterias.

The survey found that supply chain problems are affecting meal programs in districts of every size and from every part of the nation. The most pressing challenges facing school food service operations are menu items that are not available in sufficient quantities; supplies and packaging not available in sufficient quantities; and menu items that have been discontinued by a manufacturer.

The association says that the supply chain disruptions have forced food service workers to scramble for substitute menu items, search for new vendors when orders are delayed or canceled, and in some cases go to local stores to buy needed food and supplies.

More than 96% of those responding to the survey say the supply chain problems have made it difficult for meal programs to meet federal nutrition standards. Many suppliers do not carry enough whole-grain, low-sodium and low-fat options that would enable schools to meet standards.

From coast to coast, school districts are reporting operational problems that go beyond protecting students from the dangerous coronavirus.

The U.S. Department of Agriculture (USDA) issued waivers for 2021-22 so that schools affected by the supply chain problems were not penalized for failing to meet standards. The nutrition association says that because of the continued supply shortages, the USDA should extend those waivers through 2022-23.

"Given widespread reports of discontinued K-12 menu items, consolidation in the school nutrition industry and concerns regarding the upcoming bid season, school meal programs will require regulatory relief moving forward," the association says.

HELP WANTED

In addition to the difficulties of having the right food options in the right quantities, school meal programs also are plagued with a shortage of workers to prepare and serve food.

Some 95% of survey respondents say staff shortages have been a headache as the pandemic drags on. The problem appears to be worse in large districts (those with more than 25,000 students); 90% of respondents from large districts say staff shortages have posed a "significant challenge."

"School nutrition staff [are] stretched thin as they struggle to manage orders and re-work menus, which require more staff time and resources," the association says. "Staff shortages also limit the opportunity to offer more labor-intensive menu options, such as customizable entrées and freshly cut and portioned produce."

The survey indicates that staff shortages have persisted even as school districts offer incentives to attract workers. About 42% of survey respondents says they have raised salaries for food service workers, and another 15% say they are considering that step. About 19% say they have offered bonuses to workers.

For meal programs that have not offered incentives, 58% of respondents say that administrators in their districts have declined to approve raises or bonuses.



The Covid-19 pandemic has made it more difficult for school meal programs to operate efficiently.
© Chernetskaya | Dreamstime.com

ROOM SERVICE

Because lunchtime in a school cafeteria often results in a crowded mass of hungry bodies gathering in a confined areas, these spaces do not provided the social distancing that is one of the key strategies for inhibiting the spread of Covid-19.

So, many schools are having their students forgo the cafeteria and remain in their classrooms to eat lunch.

The nutrition association has put together a "Meals in the Classroom" guide to help schools establish effective procedures for classroom dining.

Among the tips offered:

- Develop a clear, structured routine and reinforce it regularly.
- Have clear expectations for acceptable student behavior for meals in classrooms.
- Encourage students to take pride and ownership in keeping their space clean.
- Establish routines for students cleaning their space and washing their hands before and after meals.
- Prepare students to respond calmly to the occasional, and inevitable, spills.
- Have a clean-up caddy accessible and allow students to clean up their own messes.
- Provide students with cues to let them know how much time they have left to finish their meals.
- Include classroom activities and instructional time, when appropriate, as part of meals in classrooms.
- Help students learn the skills of positive mealtime conversations by reviewing appropriate topics, voice level, listening and not talking while chewing.
- Use music and lighting to set a calm and comfortable mood for meals in classrooms.

The Centers for Disease Control and Prevention also has guidance for setting up a classroom to accommodate meals while taking steps to slow the spread of Covid-19. Among the recommendations:

- Students should not eat meals in classrooms unless at least 6 feet of physical distance can be maintained, and ventilation can be improved.
- Open doors and windows as much as you can to bring in fresh outdoor air.
- Place a fan as close as possible to an open window blowing outside.
- Have cleaning products available for wiping food surfaces before and after mealtimes.
- Arrange and mark seats and tables so that students are at least 6 feet apart.
- Place a hand-sanitizing station near each door, and touch-free trash cans near exits. ■



Supply chain problems have made it difficult for schools to keep some lunch menu items in stock.
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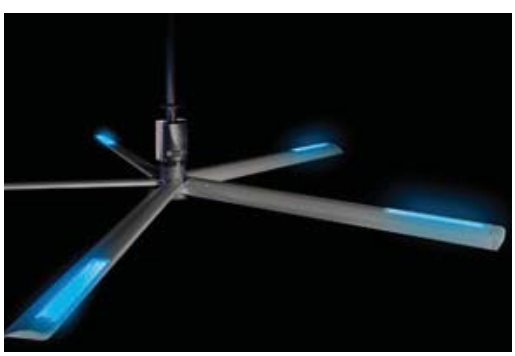
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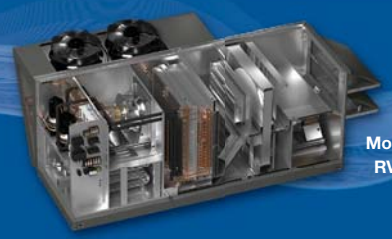
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Turnover at the Top

Newly hired administrators take over in some of the nation's largest districts.

The revolving door in the executive suites of the nation's largest school districts has been a problem for many years, and the changes appear to be coming more frequently for superintendents who have endured nearly two years of disruption and chaos caused by Covid-19.

At least four of the six largest public school systems in the United States will be getting new leaders in 2022.

Top executives have been appointed in the New York City and Los Angeles districts, and the Miami-Dade County and Broward County districts in Florida are conducting searches for new superintendents.

In addition, the superintendent of the Dallas school district, the 16th-largest system with more than 150,000 students, has announced his departure.

NEW YORK CITY. The election of a new mayor in the city means the appointment of a new schools chancellor to oversee the 1.1 million-student system. Mayor Eric Adams, sworn into office on Jan. 1., named David C. Banks to join his administration as head of the city's education department. He replaces Meisha Porter, who served as chancellor for less than a year.



David Banks is the new schools chancellor in New York City. Credit: New York City Department of Education

Banks is the former President and CEO of the Eagle Academy Foundation, and the founding principal of The Eagle Academy for Young Men, the first school in a network of all-boys public schools in New York City and Newark, N.J.

He is a lifelong New Yorker and a graduate of city public schools. His first teaching job was at P.S. 167 in Brooklyn, and he went on to become a founding principal at the Bronx School for Law, Government and Justice. He also is a co-founder of Black EdFluencers United, an organization dedicated to influencing and developing the capacity of Black educators and raising awareness about systemic challenges within education.

LOS ANGELES. Alberto Carvalho has decided to leave the nation's fourth-largest district and take the reins at the second-largest.

Carvalho, who has led Miami-Dade County Public Schools since 2008, has been named the next superintendent of the 600,000-student Los Angeles Unified School District. He was close to leaving Miami in 2018 when it appeared that he had agreed to take the top job in New York City Schools; but less than a day later, Carvalho changed his mind and remained in Miami.

In Miami, Carvalho received numerous honors as an administrator: 2014 National Superintendent of the Year; 2016 winner of the Harold W. McGraw Prize in Education; 2018 National Urban Superintendent of the Year; and 2019 National Association for Bilingual Education Superintendent of the Year Award.

The top job in Los Angeles became available last year when Austin Beutner stepped down after three years. Megan K. Reilly, a longtime administrator in the district, has served as interim superintendent for several months.

MIAMI. Carvalho's departure means the Miami district, the nation's fourth-largest with about 335,00 students, is searching for a new superintendent for the first time in 14 years. The school board announced in January that it had narrowed the search to three candidates: Jose Dotres, Rafaela Espinal and Jacob Oliva. It plans to conduct public interviews with the candidates in the coming weeks.

Dotres is a deputy superintendent in the Collier County (Fla.) district and before that, a longtime employee in the Miami-Dade district, including a stint as Carvalho's chief of staff; Espinal is a longtime administrator with New York City Schools, and has served as a regional superintendent in the Bronx; Oliva is senior chancellor for the Florida Department of Education and has served as superintendent in the Flagler County (Fla.) district.



Alberto Carvalho has resigned as superintendent in Miami to take the top job in the Los Angeles Unified District. Credit: Miami-Dade Public Schools

BROWARD COUNTY: The nation's sixth-largest school system based in Fort Lauderdale is conducting a search for an administrator to lead the 270,000-student district. A search firm assessing candidates has recommended that the school board consider eight applicants.

Broward County is looking to replace Robert Runcie, who stepped down in August following his indictment on perjury charges.

DALLAS: Michael Hinojosa has announced he is stepping down as superintendent of the Dallas Independent District by the end of 2022.



Dallas Superintendent Michael Hinojosa plans to leave the job at the end of 2022. Credit: Dallas Independent School District

Hinojosa, 65, has served two stints as superintendent in Dallas, the second-largest district in Texas. He led the district from 2005 through 2011, then departed to take the top post in the Cobb County (Ga.) school district in the suburbs of Atlanta. He returned to the Dallas superintendency in 2015.

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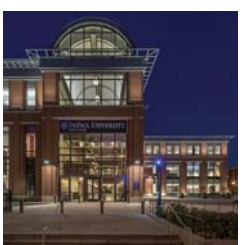
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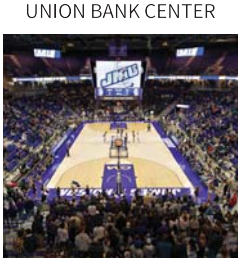
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