

SOUTH HADLEY PUBLIC SCHOOLS

**COVID-19 RETURN-TO-
SCHOOL PLAN
2020-2021**



FINAL SUBMISSION 8.14.20.

SUPERINTENDENT'S MESSAGE:

Dear South Hadley School Community:

This document is a dynamic and adaptable operational plan focused on reducing the risk of exposure to COVID-19 while providing for the eventual return to SHPS school facilities for students and staff members.

In the "Initial Fall Guidance" the State released on June 25, 2020, DESE requires students and staff to maintain social distancings of three to six feet, to wear face masks (grades 2-12 and all adults), and to organize students at the middle and high school level by cohorts to minimize interaction. The guidance, endorsed by medical professionals, sets the expectation that children need to be back in school this Fall, while minimizing risk. Based mainly on studies from outside the U.S., DESE relaxes safety protocols for schools, which is concerning for some. We have all done our part over the past several months to reduce the spread of the virus, from following stay-at-home orders, wearing face masks in public, to honoring the social distancing guidelines of six feet. We believe it would be most unfortunate to implement less restrictive safety measures now, and therefore, we plan to impose stricter guidelines than those required by the State. Whenever possible, we will maintain social distances of six feet (not three feet) and require face masks for all students and staff in grades PreK-12.

While the State's guidance seems straightforward, the complexities of schools are endless. Thankfully, our administrative team began the return to school planning process in May 2020. Members of the South Hadley community continue to express their strong desire to return to school in person this Fall yet have serious reservations about personal safety. This SHPS Return-To-School Plan takes many variables into account and provides the framework for what a safe return will look like for us.

We have learned a great deal since March and recognize that we may be engaged in this new way of learning for the next few years or until a vaccine is found and manufactured. Now that we have increased our capacity to address our students' needs in a remote learning environment by implementing a 1:1 chromebook initiative, you can expect changes in the Fall. The teaching and learning experiences in September will be different from the remote learning you experienced during the emergency closure that began in March. School most certainly won't be the same as before but we are all united in our desire to provide our students with the best quality education and support we can.

As Interim Superintendent, I certify that all health and safety requirements issued by DESE have been met.

Respectfully,
Diana Bonneville, Ph.D.
Interim Superintendent of Schools

ACKNOWLEDGEMENTS

The only way to tackle the complex challenge of re-opening schools during a pandemic is to problem solve issues together. I am grateful for the tireless work of so many during the past few months and throughout the planning process. The strong leadership and support of our Town officials, Board of Health, School Committee and administrative team has been unwavering during these turbulent times. I'd like to commend our School Committee for their willingness to make difficult decisions in the best interest of our school community: Kyle Belanger, Allison Schlachter, Allison Garcia, Charles Miles, and Christine Phillips.

Thank you to all of the administrators and staff on the building re-entry teams who worked tirelessly to develop this plan: Brittany Arbour, Pat Cerveny, Beth Cooke, Joseph Morrison, Janice Piszcz, Jennifer Quinn, Jillian Sullivan-Dunton, Pam Soderbaum, Stephanie Viens, Karen Eempio, Teri Sarrazin, Alexandra Mazzulli, Liz Wood, Dianne Young, Joe Dragon, Deb Pronovost, Sarah Smith, Dan Szafranowicz, Sara Gardner, Melissa Lake, Pat Lemieux, Lisa Manzi, Leslie Cirone, Stefani Holmes, Scott Beaulieu, David Gallagher, Beth Winfield, Bruce Hastings, Jessica Law, Karen Rippa, Mike Gauthier, Kathy Watkins, Betsy McNamara, David Cirone, Hank Skala, Darlene Sullivan, Jennifer Voyik, Steve Ziobrowski, Kyle Sodano, Regina Moulton, Ashley Macey, Megan Juchno, Anna Naiman, Nancy Jessup and Eileen Garvey. It truly does take a village.

Last but not least, I'd like to sincerely thank our students, staff, parents and caregivers for your partnership, support and patience in responding to our surveys and emails, watching School Committee meetings, and sharing your suggestions and concerns with us. We have accomplished a great deal in a short period of time, and we have the SHPS community to thank for it!

In Gratitude-
Dr. Diana Bonneville

EXECUTIVE SUMMARY

For those who prefer an abbreviated version of our SHS Return-To-School Plan, this section is for you! In South Hadley, our school community's desire for information is as varied as the unique learners we serve. We develop lengthy plans to satisfy those who are interested in the planning process and want access to detailed data and information. We also know that it can be overwhelming for some members of our school community and not everyone is interested in that much information. Here's what students, staff, and families need to know about the upcoming 2020-2021 school year!

1. We hoped our return-to-school date for students would begin on September 1, 2020; however, we will be modifying the 2020-2021 school calendar since the State has reduced the school day requirement from 180 to 170 days to allow Massachusetts educators to participate in additional back-to-school planning and preparations. **Students' first day will be Monday, September 14th.** Teachers will return on August 27th and spend ten days participating in professional development opportunities geared to improve online instruction, strengthen social-emotional learning and increase cultural proficiency.
2. The health, safety, and well-being of our students and staff is our top priority. The State recently issued health guidelines indicating that all students will be expected to: requires students and staff to maintain social distances of three to six feet, to wear face-masks (grades 2-12), and to organize students at the middle and high school levels by cohorts to minimize interaction. **In South Hadley, after consulting with the local Board of Health, we are exceeding the State's public health and safety expectations. Whenever possible, all students and staff will practice six (6) feet of social distancing and wear face-masks in grades PreK-12.** Since classroom enrollments are large, we cannot safely accommodate students six feet away.
3. Our SHPS faculty and staff have learned a great deal in the past four months. We recognize that we may be engaged in this new way of learning for the next few years or until a vaccine is found and manufactured. The School Committee quickly adopted SHPS as a 1:1 Chromebook district to increase our capacity to address our students' needs in a remote learning environment. The teaching and learning experience in September will be different from the remote learning you experienced during the emergency closure that began in March. You can expect significant changes in our remote platform.
4. Some epidemiological studies suggest we could experience a "second wave" of the pandemic. Everyone should prepare for a return to full remote learning if the health indicators dictate the need to do so.
5. We plan to start the 2020-2021 school year remotely and phase in students gradually, starting with our priority population, which DESE refers to as the *Special Population*. While we are planning on a November 4th return date, we are working diligently to get our most High Needs students back sooner.
6. We have partnered with Greater Holyoke YMCA to offer childcare at Plains, Mosier and MESMS for working families of children ages 5-13 for a fee.

INTRODUCTION

The SHPS COVID-19 response and planning team has created this initial plan to aid employees, students and families in the navigation and reestablishment of our school where everyone feels safe returning to school amidst COVID-19 conditions. Our goal is to get as many students back as possible for in-person learning with safety precautions in place. This plan will involve three distinct scenarios: remote model, hybrid model, and return in person with new safety procedures. The guidelines referenced in this plan are based on guidance from the Massachusetts Department of Elementary and Secondary Education (DESE) and the Centers for Disease Control and Prevention (CDC). Regular updates will be made to this plan based on information provided by DESE and the CDC, as well as applicable federal, state and local agencies. **In South Hadley, after consulting with the local Board of Health, we are exceeding the State's public health and safety expectations.**

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District has engaged in evolving and adapting teaching and learning throughout the spring, continuing this work over the summer months. This evolution necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our instructional staff and to deliver remote instruction. In doing so, we also had to take into account that as a community, South Hadley residents and our staff were experiencing significant and traumatic disruptions to their own lives. While planning for the 2020-2021 school year, SHPS will seek to grow from our past experiences with education, aiming for better consistency across all classrooms. We will continue to provide innovative, collaborative academic experiences for all students.

OUR GUIDING PRINCIPLES IN DEVELOPING A RE-ENTRY PLAN

- Our top priority is the health, safety and emotional well-being of ALL students at all grade levels, as well as ALL staff;
- Provide continuous, high-quality, differentiated, teacher-led instruction in a flexible and fluid manner to address the academic needs of all students;
- Ensure equal access to instruction and materials for all students;
- Strive for a continuum of student- specific support services that best meet each family's needs;
- Address learning gaps while moving forward;
- Provide appropriate professional development and training (hygiene, technology, safety, cleaning); and
- Ensure staff and students remain connected to their school community

A well- developed remote/hybrid learning program has the following components:

- Teacher led instruction, synchronous AND asynchronous
- Frequent, specific teacher feedback
- Frequent interaction between teachers and students
- Collaboration between students
- Promotion of positive social interactions

EQUITY AND STUDENT ENGAGEMENT

During the current pandemic, some students and families have been more vulnerable than others. The upcoming school year will push us to expand our understanding of success beyond traditional notions of student achievement. Special Populations, according to DESE, is defined as “students requesting additional support from school.” Students who have Individual Education Plans, Section 504 Plans, Vocational Education students, McKinney Vento students, and English Language Learners fall into this category. We also understand and support our families that are essential workers, have child care concerns and Internet connectivity issues. Therefore we can include them in the priority population, as well. SHPS is working diligently to ensure that educational activities are appropriate and accessible whether they occur in-person or remotely. **STUDENTS WHO FALL INTO THE POPULATION WILL BE GIVEN FIRST PREFERENCE FOR IN- PERSON LEARNING, WHICH IS SCHEDULED TO BEGIN NOVEMBER 4th. WE ARE WORKING DILIGENTLY TO GET OUR MOST HIGH NEEDS SPECIAL POPULATION STUDENTS (IDENTIFIED BY DESE) IN SOONER- HOPEFULLY BY OCTOBER 1.**

HIGH SCHOOL VOCATIONAL STUDENTS WILL START IN PERSON LEARNING ON SEPT. 14TH.

TIMELINE

Date	Activity
May- July	District administrative team meets weekly to develop Fall re-entry plans
End of May/ beginning of June	Parents and staff complete Remote Learning and Possible Fall Scenarios Survey
June-July	Develop Draft Learning Plans for Fall
July 6 and July 20, 2020	Present draft plans to School Committee for discussion
Beginning of July	Building re-entry teams develop and start to meet weekly to plan for Fall
Mid-July	Parents complete SHPS Preferred Learning for First 45 Days of School Form
Late July	Staff complete Fall Intent Survey
July 31, 2020	Submit draft plan to DESE
August 3, 2020	School Committee approves final plan; revisions based on parent, staff and School Committee input
August 10, 2020	Submit final plan to DESE
PHASE 1: August 27- September 11, 2020	Staff professional development days (10)
PHASE 2: September 14, 2020	FIRST DAY OF SCHOOL FOR STUDENTS: ALL REMOTE EXCEPT CTEC STUDENTS. Books and Chromebooks distributed this week.
October 26- 30, 2020	Assessment of the first 45 days. Meet with parents and students, as needed, of the student population that will attend during Phase 3.
PHASE 3: November 4, 2020	Return of the student population that will attend daily (Special Ed., EL, at risk, those whose parents are essential workers, those in need of child care). ALL TEACHERS RETURN. ALL OTHER STUDENTS REMAIN REMOTE.
November 7-11, 2020	Teachers complete assessments of in person students
PHASE 4: January 4, 2021	Hybrid model begins: Week A/ Week B
March 8, 2021	Reassess to determine if ALL students can return for Phase 5
PHASE 5: April 5, 2021	ALL STUDENTS RETURN

WHAT DOES OUR COMMUNITY THINK?

Potential School Restart Options Survey was distributed to all families in late May- early June. Of respondents, 97% have access to a laptop, desktop or Chromebook (24% must share). Of respondents, 87% have access to high speed Internet. Of respondents, 80% participated in

most or all remote learning experiences; 25% of parents favorably rated 4-5 for remote learning experiences, 39% were at 3 (right in the middle). 71% of families preferred asynchronous learning; 29% synchronous. At that time, 24% of families did not feel comfortable sending their students back even if all guidelines were to be followed. At that time, 15% believed that students should be taught remotely until a vaccine became accessible. When scheduling options were listed, the following outcomes were evident: 40% want siblings to attend together; 41% support every other day option; 31% support am/ pm; 30% support alternate weeks; and 25% support every day preK-6 and remote for 7-12. 87% would assist with transportation.

A survey, SHPS Preferred Learning for First 45 Days of School, was sent to all families in the beginning of July. Of 1,900 potential responses, 1,726 responded (90.8%). The first question asked participants to rank, in order, their preference of learning for their student during the first 45 days of school. 921 (53.3%) respondents ranked joining a regular rotation of in person learning (Week A/ Week B) as their first choice; 471 (27.3%) preferred remote; and 334 (19.4%) preferred to attend daily as a Special Population. Rationale for those that preferred daily attendance include needing in-person support for Special Education and English Language Learners, child care issues, internet connectivity issues, home situations such as foster care or homelessness and the need for social interaction. Families expressed support for the hybrid model as long as families were kept together to assist with child care issues. Only 33.1% of respondents requested transportation (69.5% both; 28.3% pm only; 2.2% am only). The results from SHEA's (union) were overwhelmingly- over 90%- in support of remote learning. Administrators performed pressure tests in each school building to determine the number of students we could accommodate with three feet and six feet of social distancing. Unfortunately, we could not accommodate all of our students at either three feet or six feet of social distancing due to increased class enrollment and an elementary school (Mosier) in desperate need of repair. While our Special Population of students could return at three feet, there was strong resistance conveyed by the school community about using the three foot distancing model.

ROLES AND RESPONSIBILITIES

Students:

- Participate in remote learning activities provided by their teachers or the school;
- Complete assignments within the specified time parameters;
- Ensure they know their usernames and passwords;
- Set up a remote learning calendar to manage their time, with teacher support if needed;
- Check their school email daily and respond promptly to emails from teachers and staff;
- Contact their teachers or a staff member as soon as possible if the following issues arise:
 - Assistance is needed to complete an assignment or activity, before the due date, unless there are extenuating circumstances
 - If a link, application, website, video, etc. is not working properly
 - Additional time is needed to complete an assignment, before the due date, unless there are extenuating circumstances
 - If an outside situation is impacting their ability to complete remote learning tasks
- Exhibit appropriate behavior during synchronous instructional opportunities; and
- Comply with the Acceptable Use Policy when using technology.

Parents:

- Encourage their child to complete the assignments and activities. If possible, create a parent PowerSchool account to monitor their child's progress;
- If there is difficulty accessing a working device or the Internet, contact school personnel;
- Assist their child in keeping track of their usernames and passwords for remote/hybrid learning;

- Contact their child’s teacher if there are concerns about their child’s progress;
- Monitor communications from their child’s teachers; and
- Help their child set up a daily routine and develop a remote learning calendar.

Teachers:

- Communicate frequently with students, and, as needed, their parents;
- Connect daily with their students via email and remote learning platforms;
- Provide specific and timely feedback to support student learning;
- Update grades on a weekly basis;
- Ensure online learning platforms are updated within specified timelines;
- Hold weekly office hours for students who need support;
- If a student is struggling emotionally, provide support and refer them to a member of the counseling team;
- Ensure IEP, 504, and ELL accommodations are fully implemented; and
- Differentiate instruction to meet the needs of their students.

ORGANIZATION OF SHPS COVID-19 RETURN-TO-SCHOOL PLAN

We have organized our plan into the following sections:

School Plans: this section includes links to individual school plans for Plains, Mosier, Middle and High School

Preparation and Program Planning for In-Person Services: this section includes information on COVID-19 response leaders, the academic calendar for the upcoming school year, hours of instruction, required medical documentation for students, and various protocols for cleaning and disinfecting, parent communication, collaboration with our local Board of Health, etc.

Health, Safety and Well-Being for In-Person Learning: this section includes information on what we know about COVID-19, distancing requirements, personal protective equipment (PPE), masks/face coverings, hand hygiene and student groups.

Response Protocols COVID-19 Exposure and Infection: this section provides a quick reference sheet of DPH recommendations on how to respond to a COVID-19 event and response protocols for COVID-19 exposure and infection.

Facilities Management/ Classroom Considerations for In-Person Learning: this section includes information on shared workspace/ classroom space, signage, visitor restrictions, facilities cleaning. P.E. and Arts will be addressed in each school’s plan.

School Protocols for In-Person Learning: this section includes information on attendance guidelines, arrival/ dismissal guidelines, hallway passing, food/ lunch, restroom usage during the day. Recess and physical mask breaks throughout the day will be addressed in each school’s plan.

Technology: this section includes information pertaining to our 1:1 chromebook initiative, Zoom and Google videoconferencing and privacy considerations.

Transportation: this section includes information on physical distancing, masks, cleaning and disinfecting of school buses, bus schedules, bus capacity, alternative modes of transportation, and operational considerations.

Special Populations: this section contains information on supports for special populations (e.g., students with disabilities, English Language Learners, high needs students) in each model (in-person, hybrid, and remote).

Family Partnerships and Supports Including Out Of School Time: this section provides information and resources on COVID-19 facts, food insecurity, emotional support, financial support, healthy children and self-care, as well as explains our partnership with Greater Holyoke YMCA.

Staffing: Leaves and Professional Development: this section outlines the steps educators and staff should take in the event that a return to in-person school settings would be medically inadvisable, as well as outlines professional development opportunities to assist teachers in remote instruction, social-emotional learning and social justice issues.

Fall Reopening Plans: this section includes information on procedures for identifying learning gaps, differentiating instruction, feedback, grading and assessments, SHPS Community Agreement and School Re-Opening Frequently Asked Questions.

SPECIFIC SCHOOL PLANS

PLAINS: This is the entire draft plan for Plains Elementary School. Sections of this plan will be referred to throughout this larger document, as well.

MOSIER: This is the entire draft plan for Mosier Elementary School. Sections of this plan will be referred to throughout this larger document, as well.

MICHAEL E. SMITH: This is the entire draft document for MESMS. Sections of this plan will be referred to throughout this larger document, as well.

HIGH SCHOOL: This is the entire draft document for SHHS. Sections of this plan will be referred to throughout this larger document, as well.

PREPARATION AND PROGRAM PLANNING FOR IN-PERSON SERVICES

COVID-19 RESPONSE LEADERS

We have designated COVID-19 Response Leaders at the building and district level. The COVID-19 Response Leaders for the district are Interim Superintendent Diana Bonneville and Business Manager Jennifer Voyik. Each building principal is the Covid-19 Response Leader for their building: High School Interim Principal Liz Wood (ewood@shschools.com), Middle School Principal David Gallagher (dgallagher@shschools.com), Mosier Interim Principal Patrick Lemieux (plemieux@shschools.com), and Plains Principal Hank Skala (hskala@shschools.com). The Covid-19 Response Leader for Special Populations is Director of Student Services, Beth Cooke (ecooke@shschools.com). COVID-19 Response Leaders are responsible for coordinating with key district, school, and program personnel on plan development and implementation.

ACADEMIC CALENDAR

The SHPS 2020-2021 calendar can be found on the district website. Faculty and staff return to school Thursday, August 27th. On August 3, 2020 the School Committee agreed to change the date that students return from August 31st to September 14th. **All students start remotely on September 14th. The start date for teachers will remain Thursday, August 27th.** We will

update the district calendar as needed and in accordance with DESE requirements. Changes to the calendar are subject to School Committee approval. The Superintendent of Schools will email parents and families any information regarding changes to the academic calendar.

REQUIRED DOCUMENTATION

Before students may receive in-person services, families must provide relevant medical documentation and comprehensive contact information. Families can find the student health information form, [immunization guidelines](#), and other relevant forms and information pertaining to health services on the [health services section](#) of the district website. The district has four full-time certified school nurses: Plains: Eileen Garvey (egarvey@shschools.com), Mosier: Kathryn Watkins (kwatkins@shschools.com), Middle: Elizabeth Winfield (ewinfield@shschools.com) and High School: Sarah Smith (sfsmith@shschools.com).

PROTOCOLS

Cleaning and Disinfecting:

Cleaning and disinfecting protocols are based on [CDC recommendations](#). Hard and non-porous materials and surfaces that are indoors, used regularly, and frequently touched will be disinfected daily using [EPA approved disinfectants](#). Student desks and common areas will be sprayed with disinfectant daily ([EPA Registration Number 10324-93](#)). This is the same product used by public safety to disinfect ambulances. Visibly dirty surfaces will be cleaned with soap and water prior to disinfecting. Students will not have access to soft and porous seating and learning surfaces unless items are designated for a specific student and not shared. Disinfectants will not be used on items that children may put in their mouths. These items will be cleaned with soap and water. [CDC recommendations](#) for outdoor areas state outdoor areas generally require normal routine cleaning and do not require disinfecting. The district will apply the targeted use of disinfectants on hard surfaces frequently touched by many people outdoors.

DESE recommends students 6 and older who are able to do so should clean their desks independently.

Collaboration with Health Authorities:

The District COVID-19 Response Leader is in regular contact with the South Hadley Board of Health to discuss statewide and local guidance, health and safety updates, COVID-19 testing and availability, and responding to suspected and confirmed cases. The South Hadley Board of Health reviews all district reopening plans and provides recommendations as needed. School nurses are in frequent contact with the South Hadley Board of Health regarding matters of public health. Prior to exiting a Phase for in-person learning, the School Committee, Interim Superintendent of Schools, and members of the Reopening Team will review gate metrics (community transmission and school transmission data) at a public meeting of the School Committee. These meetings will be separate from regular meetings of the School Committee. The Board of Health will be invited to these meetings.

Medication Administration:

The school nurses will review all student medications with families prior to the start of in-person services. In accordance with district policy, and Massachusetts State Law 105 CMR 210.000, medication must be kept in the nurse's office.

Parent/Caregiver Communication:

SHPS is committed to proactive, two-way communication with parents and families. Building principals will provide frequent email updates regarding program information. The Interim Superintendent of Schools will provide frequent updates to parents/caregivers (via email) during the school year. Communication will be provided in the parent/caregiver's primary language.

HEALTH, SAFETY AND WELL-BEING

WHAT DO WE KNOW ABOUT COVID-19?

The COVID-19 pandemic is a serious and deadly illness. Michael T. Osterholm, PhD, MPH, Head of the Center for Infectious Disease Research and Policy, University of Minnesota indicates that we are still in the "first wave", and the pandemic shows no signs of weakening in the United States. Recent health metrics in Massachusetts seem to hold promise. However, it will be necessary to continue to monitor the viral trends in our state.

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person, as well as the smaller particles from exhaled air, known as aerosols (<https://www.mass.gov/info-details/about-covid-19>). Because of this, it is necessary to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know that it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated if we practice our core value of "caring for ourselves and others" by engaging in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020-2021 school year.

DISTANCING REQUIREMENTS

Physical distancing is an important practice that helps mitigate transmission of the virus. As advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed per DESE guidance. **In South Hadley, after consulting with the local Board of Health, we are exceeding the State's public health and safety expectations.** Everyone is expected to practice social distancing of six feet. In between class periods, students are expected to walk in one direction and maintain social distancing to the greatest extent possible. Staggered dismissals will be encouraged to further promote social distancing.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Per the initial supply guidance issued by DESE, SHPS placed substantial orders for supplies that will keep us safe and healthy when we do return for in person learning, including hand sanitizer, hand wipes, cleaning supplies, masks, gloves, plexiglass barriers, N95 masks and gowns for nurses, infrared thermometers, etc. Use of additional supplies may be optional based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities). The district can receive reimbursement for supplies through funding made available through the CARES Act. As we track the pandemic, we will plan to place

additional orders, and we will continue to closely observe the lead times of consumables to ensure that the supplies will be available as needed.

MASKS/ FACE COVERINGS MUST BE WORN BY:

- **All students riding district transportation at all times.**
- **Students in grades PreK-12 are required to wear a mask/face covering that covers their nose and mouth.** Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and some students at Plains and Mosier, as well as for deaf and hard of hearing students.
- **All adults, including educators and staff**
- **Exceptions** will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- **Mask breaks** will occur throughout the day when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks. Hands must be washed prior to removing the mask and once again after removing the mask.
- **Each family is responsible for providing masks/face coverings** for their students. Extra disposable face masks will be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily.

GLOVES:

- Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection.
- Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the number-one defense against any virus.
- Additionally, the proper removal of gloves reduces the risk of being exposed to contamination. Hands should be washed anytime you remove gloves.

Please note that social distancing should still be practiced even with the use of gloves and masks.

HAND WASHING AND HAND SANITIZING:

- Hand sanitizer will be available at the entrance of each building, as well as throughout the halls, and on each staff member's desk/designated area.
- Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when hand washing is not available.
- As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom. Individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- How to wash your hands? Follow these five steps every time:
 1. Wet your hands with clean, running water (warm or cold), and apply soap.
 2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, under your nails and tips of fingers.
 3. Scrub your hands for at least 20 seconds

4. Rinse your hands well under running water
 5. Dry your hands using a clean towel (air dry if necessary)
- Handwashing should be done often, but always:
 1. Upon arrival and before dismissal
 2. After blowing your nose, coughing, or sneezing
 3. After being in a public place
 4. Before and after eating and/or preparing food
 5. Before touching your eyes or putting in contact lenses
 6. After using the toilet
 7. After playing on the playground
 8. Before and after treating a cut or wound
 9. After touching an animal, animal feed, or animal waste
 - If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms). Alcohol based hand sanitizer will require a standing order from the school physician.
 - Guidance will be provided to staff regarding the specific PPE that is expected for them based on their role and responsibilities.

STUDENT GROUPS

To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day, and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. Our initial requirements and related guidance are as follows:

- **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

RESPONSE PROTOCOLS COVID-19 EXPOSURE AND INFECTION

COVID-19 RELATED ISOLATION SPACE

In order to minimize transmission of COVID-19, schools must ensure they have an isolated space available for students displaying COVID-19 symptoms. This space must be separate from the nurse's office or other space where routine medical care is provided. If more than one student is in the isolation room at the same time, each student must be six feet apart and wear a surgical mask. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member. More information about steps to safely discharge students will be provided in future guidance.

COVID-19 SYMPTOMATIC STUDENT OR STAFF AT SCHOOL

If an employee or student becomes ill on-campus/district, he/she will immediately report to the school nurse who will determine the next steps. Students/staff who are determined by the nurse to have COVID-like symptoms will be placed in the **dedicated medical isolation room**.

The school nurses will be following the DESE protocols for assessing COVID-19 symptoms. These symptoms include:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

Once the employee or student arrives at the medical isolation room, he/she/they will be checked to ensure the individual is wearing a face mask. The school nurse or COVID-19 Response Leader will communicate with the local Board of Health for further instructions or guidance if necessary.

- Place the student in the designated medical isolation room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork while in the medical waiting room.
- The nurse and others attending the suspected infected person should wear full nursing PPE (N95 mask, isolation gown, face shield or protective eyewear and gloves) while working with the suspected infected person.
- The nurse will direct the ill employee to leave work or call the parent of the student to be picked up and go home. **Per DESE protocols if a student or staff member presents with COVID-19 symptoms, they must get a test for active COVID-19 infection prior to returning to school.** Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- The nurse and COVID-19 Response Leader must identify persons who may have come in contact with the suspected infected person. *Unless required by the local health authority, the name of the employee should not be provided.*
- Advise employees that they may have been in contact with a suspected employee and to carry out self-screening every morning, and based on the results, contact the building principal and nurse.
- The medical isolation room and suspected employee's or student's work area/classroom must be thoroughly cleaned and disinfected, in addition to all other common surfaces recently touched by the employee or student.

DIAGNOSED WITH COVID-19

Immediately notify the South Hadley Board of Health: 413-538-5017. It is most likely that the South Hadley Board of Health will be contacting the school nurse or the COVID-19 Response Leader to report a positive test result. These officials will help administrators determine a course of action for our schools, including a short- or long-term dismissal duration to deep clean schools and slow the spread of COVID-19. An initial short-term dismissal of 2-5 days allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facilities.

IF TEST IS POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

GUIDANCE IF EXPOSED

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic <u>at home</u>, they should stay home and get tested.</p> <p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

WHAT HAPPENS WHEN A STUDENT OR STAFF MEMBER BECOMES ILL?

- SHPS will ensure that students and staff who arrive or become sick at school are sent home as soon as possible. These individuals will be isolated from well students and staff until the sick person can be sent home.

- Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families will be asked to report any illness symptoms that precludes them from attending school, to be able to identify symptom surveillance.
- Staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be separated from well students/staff. Individuals who are sick will be triaged by the school nurse and asked to either go home immediately or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.
- Each school will have a designated “sick area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff who are well.
- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.
- Families need to provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- Clean and Disinfect: Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Clean and Sanitize Restrooms: We continue to follow the guidance below from the Centers for Disease Control (CDC), which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies. We will continue to take the following precautions:
 - Ensure that we operate with functional toilets.
 - [Clean and disinfect](#) regularly using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
 - Clean, and disinfect restrooms daily or more often if possible.
 - Instructions for proper hand washing will be posted in restrooms.
 - Follow the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.

- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.
- Notify Health Officials and Close Contacts: In accordance with state and local laws and regulations, school nurses/administrators should notify the South Hadley Board of Health immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- The SHPS Nursing Team will work collaboratively with the South Hadley Board of Health to identify individuals who have tested positive and/or who had close contact with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

PROTOCOL: STUDENTS OR STAFF TEST POSITIVE FOR COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or [Massachusetts Community Tracing Collaborative](#). For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

2. The student's parent/caregiver or the staff member informs the building principal/COVID-19 school lead that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies the superintendent, school nurse, the director of facilities, and the building custodians. The nurse notifies the local board of health.

3. The designated COVID-19 Response Leader determines whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.

- a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
- b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
- c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.

4. If the student has self-contained classroom throughout the day:

- a. The designated COVID-19 Response Leader will send a communication (insert hyperlink with text for communication) to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
- b. If the school is made aware of the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class, communication should be sent to families and staff and should:
 - i. The COVID-19 Response Leader will inform the teacher and nurse. The classroom teacher will make sure all students are wearing masks, including in kindergarten and first grade. The principal will provide extra masks as needed. Staff will enforce strict physical distancing and require students to wash their hands.
 - ii. The COVID-19 Response Leader will immediately identify the individuals who may be "close contacts" of the student and notify students and their families.

Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a “close contact” and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)

iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms will not be allowed to ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)

iv. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days and are asked to communicate their test results to the school.

v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).

vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.

vii. As feasible, to assist with contact tracing, the COVID-19 Response Leader with the assistance of the school nurse, will make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until individual was isolated. The COVID-19 Response Leader will instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.

5. If a student does not have a self-contained classroom:

a. The COVID-19 Response Leader with the assistance of the school nurse, will identify the student’s or staff member’s possible “close contacts” based on assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Close contacts should include students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

b. The COVID-19 Response Leader will inform parents of close contacts.

c. Close contacts should be tested for COVID-19 at one of Massachusetts’s test sites.

d. Close contacts should isolate while waiting for the results of their test.

e. An individual who does not wish to be tested must quarantine for 14 days and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. ALSO FOLLOW: “Protocol: Presence of multiple cases in the school.” (see page 24)

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

PROTOCOL: CLOSE CONTACT OF STUDENT OR STAFF TESTS POSITIVE FOR COVID-19 -UPDATED 8/20/20 PER DPH AND DESE-

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested. Close contact is defined as those who have been within six feet of distance of the Covid-19 positive individual for at least 15 minutes while the person was infected.

2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites.

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

4. IF POSITIVE TEST: The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: "Protocol: Student / staff tests positive for COVID-19."

PROTOCOL: STUDENT IS SYMPTOMATIC AT HOME

1. Families should monitor students at home each morning for the most common [symptoms](#) of COVID-19.

a. IF NO SYMPTOMS:

i. Send students to school.

b. IF ANY SYMPTOM:

i. **Do not send the student to school.**

ii. Call the school nurse and inform him/her student is staying home due to symptoms.

iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.

iv. The student should get tested at one of Massachusetts' test sites. Sites may require pre-screening, a referral, and/or an appointment.

v. Isolate at home until test results are returned.

vi. Proceed as follows according to test results:

1. IF NEGATIVE: Student stays home until asymptomatic for 24 hours.

2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of

health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: “Protocol: Student / staff tests positive for COVID-19.”

PROTOCOL: STUDENT IS SYMPTOMATIC ON THE BUS

Bus Protocol

During these unusual times and until further notice, SHPS strongly advise that parents/caregivers accompany their child to their morning bus-stop.

1. **Prior to boarding the bus:** In accordance with DESE guidelines, in the event that there appears to be an onset of symptoms (as outlined by DESE, see below) upon morning pick-up, SHPS bus-drivers have been instructed to have the parent/caregiver keep the child home rather than board the bus. The parent/caregiver should then follow the “Protocol: Student is symptomatic at home.” They may contact the School Nurse with questions or concerns.

Although families are the most important first line of defense for monitoring symptoms, bus drivers play an important role in flagging possible symptomatic students. Training for bus drivers will be provided for observation of the signs and symptoms listed but they will not be interviewing children or checking temperatures: coughing, difficulty breathing, shortness of breath, vomiting, significant nasal drainage. Viral symptoms, including COVID-19 symptoms, can sometimes come on suddenly (including between leaving the house and bus pick-up time), and we are grateful for your understanding of the need to be diligent in our surveillance procedures for the health and safety of the entire SHPS community.

2. **If a student is already on the bus and/or the bus is in transit,** (parent/caregiver is not present), ensure the student is masked and keeps the mask on. Ensure other students keep their masks on. Ensure students keep required physical distance from other students.
 - A. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
 - B. School nurses (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, students with possible symptoms should exit the bus first.
 - C. Bus should be cleaned/disinfected.
 - D. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).

IF ANY SYMPTOM:

- i. Place the student in the designated medical isolation room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
- ii. Contact parent/caregiver for immediate pick-up. The student should not go home on the school bus with other students.

PROTOCOL: STUDENT IS SYMPTOMATIC AT SCHOOL

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse. Teachers and staff will receive training on referring possible symptomatic students to the school nurse.
2. Teachers will direct the student to wear a mask that fully covers nose and mouth at all times.
3. A teacher who believes a student has symptoms of COVID-19 will call the nurse to inform them that they have a possible case. The nurse or school medical point of contact will come to get the student from class.
4. The nurse will evaluate the student for symptoms.
 - a. IF ANY SYMPTOM:
 - i. The nurse will place the student in the designated medical isolation room. Students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room will be enforced. Students can work on individual schoolwork while in the medical isolation room.
 - ii. The nurse will contact the parent/caregiver for pick-up.

The student will wait to be picked up in the medical isolation room, and may use the designated bathroom as needed, but not allowed to travel elsewhere in the building. Parents/Caregivers must wear a mask/face covering when picking up their student. Students may not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
 - iv. Students should get tested at one of Massachusetts's test sites.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Students stay home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Students should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: "Protocol: Student or staff tests positive for COVID-19."
 - b. IF NO SYMPTOMS:
 - i. If the evaluation shows the student does not have symptoms, send the student back to class.

PROTOCOL: STAFF IS SYMPTOMATIC AT HOME

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19.

- a. IF NO SYMPTOMS:
 - i. Come to work.
- b. IF ANY SYMPTOM:
 - i. Do not come to work.
 - ii. Contact the substitute caller and the building principal.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
 - iv. The staff member should get tested at one of Massachusetts' test sites.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 - 1. IF NEGATIVE: If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff members stay home until asymptomatic for 24 hours.
 - 2. IF POSITIVE: Staff members should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19".

PROTOCOL: STAFF IS SYMPTOMATIC AT SCHOOL

1. Staff should not come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should contact the principal's office and request coverage and see the school nurse to be evaluated for symptoms.
 - a. IF ANY SYMPTOM:
 - i. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
 - ii. The staff member should get tested at one of Massachusetts's test sites.
 - iii. Isolate at home until test results are returned.
 - iv. Proceed as follows according to test results:
 - 1. IF NEGATIVE: Staff member stays home until asymptomatic for 24 hours.
 - 2. IF POSITIVE: Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: "Protocol: Student/staff tests positive for COVID-19".

PROTOCOL: PRESENCE OF MULTIPLE CASES IN THE SCHOOL OR DISTRICT

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, FOLLOW STEPS UNDER: "Protocol: Student or staff tests positive for COVID-19." Note that when there is one isolated case, the student's close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission beyond one cohort or a small number of cohorts, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, for example, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, for example, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.

WHEN CAN I RETURN TO SCHOOL?

If you have tested positive with COVID19, you may return to work when BOTH of the following criteria are met:

1. At least three days (72 hours) since recovery, defined as resolution of fever without the use of fever-reducing medications and resolution of respiratory symptoms (e.g., cough, shortness of breath)
2. At least 10 days have passed since symptoms first appeared, and they are resolving.

FACILITIES MANAGEMENT/ CLASSROOM CONSIDERATIONS FOR IN-PERSON LEARNING

Teachers should remove large furniture (e.g., refrigerator, couches) from classrooms to maximize space available for student desks. Student desks should be spaced 6 feet and face the same direction to reduce the transmission of droplets. Where physical distancing is difficult to implement (e.g., office space, reception desks), SHPS will install barriers or change the configuration to support student/staff health and safety. Communal spaces (e.g., cafeteria, library) will be refigured to provide additional classroom spaces. If feasible, hallways will be redesigned to be one-way to avoid crowding. Usage may be restricted where distancing is not possible. Tape will be placed in six foot increments to provide visual cues. Posters and infographics will be displayed in classrooms and hallways to assist students in understanding the need for social distancing.

When in classrooms, all students should have assigned seating to assist with contact tracing, if necessary. At the elementary school level, students should be restricted to their grade level class to the greatest extent possible. At the middle school level, students should remain with their cohort throughout the day to the extent feasible.

Playgrounds will operate at a reduced capacity. Students will be required to wear masks or face coverings for grades K and up and will wash their hands at the end of the play period. Playground structures will be disinfected daily.

SHARED WORKSPACE/CLASSROOM SPACE

Employees are encouraged to disinfect their workspace multiple times with acceptable disinfectant throughout the day, giving special attention to commonly touched surfaces. Each school has alcohol-based hand sanitizers throughout the workplace and in common areas. Cleaning sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The Custodial Team will clean all workspaces at their designated cleaning time.

- Discourage the sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

Capacity– Each school will be monitoring the number of employees in the offices while the risk of infection exists and begins to diminish.

Conference Rooms– Certain conference rooms will be closed until further notice. All meetings will be held virtually until further notice.

Breakrooms or Teacher Lounge/Multipurpose Room–These spaces will be closed for use until further notice. This includes the use of shared appliances such as coffee machines, refrigerators, and microwaves.

SIGNAGE

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering). Regular announcements will be broadcasted on behaviors that prevent the spread of COVID-19 on PA systems. This will also be communicated to staff and families through websites, in emails and on social media accounts (#DianaBonneville and SHPS Facebook page).

VISITOR RESTRICTIONS

SHPS will not allow visitation to our campuses until further notice. Only SHPS staff are permitted on campus. Parents/Guardians will not be permitted to enter school past the main office vestibule until further notice. Service providers must wear a mask if entrance is needed.

FACILITIES CLEANING

Assessing Air Quality Risk

Some members of our school community have expressed concerns about classroom air quality, particularly in aging or overcrowded school buildings. A recent NPR [article](#), "Amid Confusion about Reopening, an Expert Explains how to Assess COVID-19 Risk," Terry Gross characterizes the problem this way:

There's an old phrase in the environmental movement, "The solution to pollution is dilution." And actually in infectious diseases, the same thing is true. ... When you and I talk, we fill a room full of aerosols. If you actually had a special camera (that does exist and you can do this), you can actually see aerosols fill the room and these little particles after just 20 or 30 minutes of talking. So anything that moves air and moves that out more quickly is surely helpful...

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and we want to ensure that all buildings are effective and efficient, circulating the appropriate levels of fresh air to keep the inhabitants of the SHPS school buildings, including Mosier, which is an aging facility, safe. We are partnering with MTA to audit our HVAC systems and assess the air quality in each building. Once we receive the detailed information and reports, we will share that information and the raw data with South Hadley's Director of Public Health, to validate the data on our Heating Ventilation and Air Conditioning (HVAC) systems.

CLEANING:

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant. Cleaning with soap and water reduces the number of germs, dirt, and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
- High touch surfaces include tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

DISINFECTING:

- Recommend use of EPA-registered disinfectant. Follow the instructions on the label to ensure the safe and effective use of the product. Use no more than the amount recommended on the label.
- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
- Store and use chemicals out of the reach of children and pets
- Diluted household bleach solutions may also be used if appropriate for the surface.
- Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
- Unexpired household bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser. Leave the solution on the surface for at least 1 minute.

SOFT SURFACES (ex. carpeted floor, rugs, and curtains):

- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Disinfect with an EPA-registered household disinfectant that meets EPA's criteria for use against COVID-19. Vacuum as usual.

ELECTRONICS (ex. tablets, touch screens, keyboards, remote controls):

- Consider putting a wipeable cover on electronics.
- Follow the manufacturer's instructions for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

DEEP CLEANING AND DISINFECTION PROTOCOL

Deep cleaning is triggered when an active employee or student is identified as positive for COVID 19 based on testing. All areas visited by the ill person will be closed off. Outside doors and windows will be opened and ventilating fans will be used to increase air circulation in the area. Custodians will wait 24 hours or as long as practical before beginning cleaning and disinfection of all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, and remote controls) used by the ill persons, focusing especially on frequently touched surfaces. Once the area has been appropriately disinfected, it can be opened for use. Staff without close contact with the person who is sick can return to work immediately after disinfection.

SCHOOL PROTOCOLS**Attendance Guidelines:**

Students and staff must stay home if they do not feel well, which is very important in preventing the spread of COVID-19. We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick. When students are learning remotely, they are expected to attend daily and follow the school's remote schedule. If they are unable to do so, parents are expected to call the schools directly and report their child absence AND email the teachers directly. Attendance will be taken daily and reported to DESE.

Risk Assessment:

Once students return to school, SHPS Nursing Staff will monitor the attendance rates and nurses' visits as part of the illness surveillance rates. SHPS Nurses and the Superintendent will continue to work closely with the South Hadley Board of Health to mitigate the risk of COVID-19 spread. To maintain the safety of all students and staff, it is very important that families and staff follow this guidance:

- Stay home if you are ill.
- Families please be specific on the absence call-in line with the reason your child is out of school in order for us to identify illness trends.
- If your child becomes sick during the school day, you will be called and asked to come pick up your child within 30 minutes. Your child will need to be isolated until you are able to come to the school and pick up your child.
- Please provide 4 contacts that the nurse can call if you are unavailable and your child is ill.
- Please keep your contact information current in PowerSchool.

The dismissal rates, including the time the student came into the nurse's office until the time of dismissal will be monitored. Any student or staff member that requires transport to the hospital will be monitored. Communication will be shared with the school community via email and district website (COVID-19 tab).

Arrival/ Dismissal Guidelines:

There will be NO screening upon entry. Staff, however, will be required to electronically sign daily attestation forms to verify that they are COVID symptom free. Caregivers MUST check for symptoms daily. Any student or staff that exhibits any of the following symptoms must stay home: chills, vigorous/ prolonged coughing, difficulty breathing, shortness of breath, vomiting, significant nasal drainage. Multiple doors will be used for entry and dismissal to allow for physical distancing. Masks or face coverings are required. Students are expected to go straight to their classrooms or if getting breakfast, to the cafeteria. Only those students that are eating will be permitted to go to the cafeteria for breakfast. Staff will be stationed in the halls to direct students.

Walkers/ Drivers:

Students are encouraged to enter the building through multiple doors and stagger their arrival time. Families and visitors will NOT be allowed into the school, so please plan accordingly.

Hallway Passing:

When feasible, hallways and stairways will be designated as “one way”. However, in emergency situations or evacuations, the quickest evacuation route will be used and social distancing will not be enforced. Students will be encouraged to adhere to social distancing guidelines when walking in the hallways. Visual cues that are six feet apart will be marked in every building.

Restroom Usage During the School Day:

Each building will have established maximum capacity (and monitor) student's restrooms that allow for social distancing. The maximum capacity will be posted on the door. Students are expected to wear face coverings. Handwashing will occur in each restroom, with appropriate signage and instructions.

TECHNOLOGY

The SHPS Technology department played a significant role supporting remote teaching, learning, and working during the spring school closure period. The department provided over 150 devices to students who did not have access to technology at home. The department also provided devices for teachers and support staff, which allowed them to support students in the classroom and also helped the district to continue to operate smoothly during the closure. Students, families and staff were able to safely get support through the remote technology office throughout the school closure period. We recognized that teachers needed additional support to teach students remotely. Each building designated a Technology Instructional Support Staff to assist teachers with instruction, students with passwords, and parents with access. One positive result from the school closure was the increased learning that took place with many teachers and other staff related to technology tools and using those in teaching.

Equity amongst our students is a core value of SHPS. Recognizing that not all students had devices or access to internet connectivity in the Spring, SHPS School Committee adopted the 1:1 chromebook initiative over the summer. Every student in the district will receive a school-issued device. We are working closely with the town to address connectivity issues and buy hotspots and distribute internet provider vouchers.

In looking ahead and reflecting upon our remote schooling experience this spring, the Technology Department, along with other staff across the district, are looking at the tools that we used and how we can best improve our delivery of instruction in the event of remote and hybrid learning. Teachers will continue to have access to Google's suite of collaboration and communication tools which greatly support teaching and learning in a remote environment. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment. Additionally, based on student and teacher feedback, the District and Technology Department are looking to provide increased student access to additional tools which will support further

collaboration for students related to group projects, help support peer relationships and continue to provide a sense of community.

After successfully using Zoom among staff and for public meetings throughout the spring and consultation with other districts, educators will be able to use Zoom with students. Staff and student feedback suggests in some cases Zoom has features and functionality that could enhance the remote learning experience not currently available in Google Meet. Staff will receive guidance and training on how to securely use Zoom and control access to meeting rooms in order to minimize known challenges, learning from other districts who have been able to successfully and safely use this tool with students. For more about Zoom security features, see [here](#). At the same time, Google Meet has (e.g. see [here](#) for recent enhancements), and continues to rapidly evolve and improve its features (e.g. potential new features that would allow users to more easily set up breakout rooms). Although the exact timeline on these planned improvements is unknown, the district will continue to monitor development of this tool and continue to provide support staff in how they can effectively use new Google Meet features for remote learning and work.

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. Educators will continue to work with Technology Instructional Support Staff to investigate tools that most appropriately support the curriculum and are safe for students to use. We understand that students need tools that promote engagement and learning while at the same time, ensure a level of safety while working online. Our district continues to maintain and refine processes for using software and apps and how to request the use of those software/apps, as we work to protect student data. Digital literacy content will be part of the first week of school activities—before academic and specialist classes begin—to help make students safe users and consumers of digital tools and resources. In addition, we are planning continued professional learning opportunities for parents and families around technology and curriculum and instruction.

TRANSPORTATION

The health and safety of the students and passengers we transport, as well as that of our employees, is our primary concern. To this end, we have implemented safety measures to minimize the risk of exposure while students and passengers are being transported to and from their schools or programs following guidelines provided by the Occupational Health and Safety Administration (OSHA), the Centers for Disease Control and Prevention (CDC), state and local regulations and guidelines, including the EEC and DESE (Memorandum, June 7, 2020), and local public health officials to ensure that our employees work in a safe environment.

DESE guidelines have been issued, and busses will have a capacity of 24. Masks or face coverings are required for every student. Students will have assigned seats and should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench). Windows should be open at all times during operation, unless not possible due to extreme weather conditions. Busses will disembark in a staggered manner, dismissal by row. Students are expected to go directly to their classrooms or the cafeteria for breakfast. Monitors will be on busses to ensure students are following safety protocols.

The District will be working with FiveStar and VanPool Transportation to implement proper safety protocols and capacity limits on the busses and/or vans we contract for our students who attend both in-district and out-of-district programs in accordance with State and Federal Guidelines. Coordinating student schedules across the District, along with the number of

programs students attend, will be a complex endeavor. In addition to reviewing routing options and van capacities, we also are actively examining cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and ventilation protocols.

Per the Memorandum: Guidance on Summer 2020 Special Education Services (DESE, June 7, 2020), *schools and districts must provide appropriate protective equipment to all direct service providers*. Direct service providers include *transportation personnel/monitors who must come in direct physical contact with passengers*. Districts must provide the

Company with an emergency supply of PPE for students and passengers being transported, in the event a parent, guardian or caregiver does not provide the student or passenger with a mask or face covering. Districts must provide the Company with a list of students who are not required to wear masks or face coverings for whom it is not safe to do so due to medical condition or other health or safety considerations.

Parents, guardians, or caregivers must screen their children or youth prior to boarding a vehicle, including checking symptoms and temperature. A temperature less than 100.4°F is necessary to board the bus, van, or vehicle. All students in PreK-12 are required to wear masks while being transported. When waiting for a school bus at a pick-up location, parents, guardians, or caregivers should maintain at least 6 feet of distance between others waiting for the bus. When 6 feet is not possible, individuals must wear masks or cloth face coverings.

Prior to sending children or youth by bus, staff must perform at a minimum a visual wellness check and symptom screen. Staff should assist children with washing or sanitizing hands upon arrival after exiting the bus, van, or vehicle and prior to departure before boarding the bus, van, or vehicle.

To ensure that children with special needs and vulnerable children who rely on transportation will be able to access program services, the following transportation protocols will be followed: 1. Screenings must be conducted before children, vehicle drivers, and vehicle staff board the bus. 2. Transportation practices must adhere to social distancing guidelines. 3. Vehicle drop off must be adjusted to meet social distancing guidelines. Vehicles must off load and load one vehicle at a time, unless the location allows for enough distance between vehicles.

FOOD SERVICES

Bringing or sharing refreshments is prohibited to limit the risk of contamination. Snack items, candy, and drinks will not be provided until further notice (vending machines). We ask that there be no food delivered and that food be kept at your assigned workspace. Personal deliveries, such as packages, should not be delivered to your school's office.

In order to provide teachers with a duty free lunch, each school will shorten their lunches and/or increase the number of lunches. Lunches will be staggered. Students will social distance by six feet. Cafeteria lines will have visual cues to encourage six feet of social distancing. Students will not wear masks or face covering, once they are seated, during lunchtime.

Breakfasts will be held in the cafeteria maintaining social distancing of six feet. Students will be allowed to eat in the cafeteria during all phases, maintaining the appropriate social distancing.

For students continuing with remote learning who receive free or reduced lunch, school meals will be provided as needed for days they are not in the school building.

SPECIAL POPULATIONS

During this period of school closure, some students and families have been more vulnerable than others. COVID-19 has exacerbated systemic inequities that have existed for decades and has created new gaps, as well. The development of our plan for the coming school year maintains our focus on the historically marginalized and the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups.

It is our collective responsibility to ensure that all students get what they need to learn and thrive. The coming school year will push us to expand our understanding of success beyond traditional notions of student achievement.

English Language Learner (ELL) Supports

South Hadley's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families. These home-school relationships were an important factor in enabling the families in our program to make the transition to remote learning.

As we begin the 2020-2021 school year, the ELL Department will continue to assist our English learners in their language acquisition and support students in developing the linguistic skills to succeed in their content classrooms through the provision of language instruction via a variety of methods, whether in-person or remotely, depending on student and family needs and circumstances. New students may need to have their English skills assessed. You will be contacted by the ELL department to set up a time for testing if needed.

Special Education Supports

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. The recent guidance provided by the Department of Elementary and Secondary Education, advises districts to provide services as identified in the student's IEP to the greatest extent possible and, despite the plan for in person, hybrid, or remote learning, we are asked to provide high-needs students and early childhood students with in-person opportunities to the greatest extent possible. To that end, the District's plan is to bring identified students who meet the criteria set forth by DESE into school for in-person instruction whenever possible.

- Students already identified as "high needs" through the IEP process on the IEP form entitled "[Primary Disability/Level of Need-PL3](#)." **Such students must meet at least two of these criteria:**
 - *Services provided outside of the general education classroom;*
 - *Service providers are special education teachers and related service providers;*
 - *Special education services constitute more than 75% of the student's school day;*
- Students who primarily use aided and augmentative communication;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students who are dually identified as English Learners.

A copy of the complete draft plan for special populations can be found [here](#)

FAMILY PARTNERSHIPS AND SUPPORTS, INCLUDING OUT-OF-SCHOOL TIME PLAN

Throughout this unprecedented shift to a new way of teaching and learning, our dedicated faculty and staff will continue to serve our community, connecting students and families with the varied resources necessary to engage in learning amidst this pandemic. Food insecurities, loss of wages, isolation and struggling mental health are hardships that as adults we struggle to understand, which is magnified for our students. Please know that as a community we stand together during these difficult times, and if you are in need of resources and support, please reach out to building counselors and administrators.

Recognizing that working parents may struggle with daycare, especially while students ages 5-13 are learning remotely, we have partnered with the Greater Holyoke YMCA (171 Pine Street in Holyoke; 413-534-5631. Families will be able to drop their students off at Plains, Mosier and MESMS for a fee. More information to follow.

This section provides a list of resources which may assist you during COVID-19. The following websites provide information and resources on COVID-19 updates, food insecurity, emotional support, financial support, healthy children, free learning resources and self-care.

Federal and state COVID-19 updates: [cdc.gov](https://www.cdc.gov); [Information on the Outbreak of Coronavirus Disease 2019 \(COVID-19\)](#)

Food Assistance: [Apply for SNAP benefits \(food stamps\)](#): Do you need help buying fresh, nutritious food? You may be eligible for the Supplemental Nutrition Assistance Program (SNAP), also known as food stamps.

The Department of Transitional Assistance (DTA): assists and empowers low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long term economic self-sufficiency.

Pandemic EBT (P-EBT) : P-EBT provides financial assistance to help families with children who were receiving free and reduced-price school meals pay for meals.

Women, Infants, & Children Nutrition Program (WIC): a nutrition program that provides healthy foods, nutrition education, breastfeeding support, and referrals to healthcare and other services to all kinds of families: married and single parents or legal guardians of a child under 5, working or not working.

Immigrants and Refugees:

<https://www.mass.gov/service-details/covid-19-resources-available-to-immigrants-and-refugees>

Resilient Educator [For Teachers, Building Resilience Starts with Self-Care](#)

We Are Teachers [Taking Care of Teacher Mental Health During COVID-19](#)

Chalkbeat [5 Ideas for Helping Students Catch Up When They Return to School](#)

District Administration [Expect Heightened Anxiety and Behavioral Issues in Returning Students](#)

American School Counselor Association [School Reentry Considerations](#)

NY Times [Making Meaning Out of Grief](#)

Psychology Today [What is Trauma](#)

Children's Trust: [Online Resources For Family Support Professionals](#)

HuffPost: [Guide To Financial Resources And Relief For Those Affected By COVID-19](#). Here's where to go for help if you've lost income due to the coronavirus pandemic.

WGBH: [Mass. Rolls Out New Unemployment System For The Self-Employed In Response To COVID-19](#)

WIC: [Discounted internet for low-income families](#) needing internet service for distance learning or working from home.

NCTSN: [Psychological First Aid \(PFA\) for Families Experiencing Homelessness](#)

NCTSN: [Coping in Hard Times: Fact Sheet for Community Organizations and Leaders](#)

Center on the Developing Child: The Brain Architects Podcast: [COVID-19 Special Edition: A Different World](#)

HuffPost: [Our Kids Are Feeling Lonely In Lockdown. Here Are 10 Ways to Help](#)

Washington State University: [Everything is not fine: Kids can tell when parents suppress their stress](#)

The Conversation: [Teens are wired to resent being stuck with parents and cut off from friends during coronavirus lockdown](#)

The Conversation: [4 good practices for anyone caring for quarantined kids](#)

The Conversation: [How to help young children regulate their emotions and behaviors during the pandemic](#)

GGSC: [How to Reduce the Stress of Homeschooling on Everyone](#)

Vroom: [Tips to Calm and Connect](#); new collection of Vroom Tips for parents on reducing stress and building strong bonds with their children. Printable, with brain-building activities for children ages 0-5, in English and Spanish.

HuffPost: [4 Life Skills Parents Can Teach Kids Amid The Coronavirus Pandemic](#). Yes, kids are missing out on so much right now. But they're also learning some pretty big life lessons during lockdown.

Motherly: [7 smart strategies for defusing sibling tensions during social distancing](#)

VPR: [But Why: A Podcast For Curious Kids](#)

VPR: [Explaining Coronavirus To Kids, And The Science Of Soap](#)

PopSugar: [A Mom Created a COVID-19 Time Capsule, So Her Kids Could Work Through Their Feelings](#)

Nurture and Thrive: [The Scientific Benefits of Being a 'Nature Kid'](#) (and how to get your child to enjoy nature walks!)

Nurture and Thrive: [The Scientific Benefits of Daily Quiet Time for Kids](#)

Nurture and Thrive: [10 Emotion-Coaching Phrases to Use When Your Child is Upset](#)

Autism Little Learners, [Resources and Ideas for Families and Educators](#): COVID-19 Story for Children; multiple languages; and other related pictorial resources for children with autism for these times.

Oxford Owl: [Free eBook library – practice reading with phonics eBooks](#)

Open Library is an initiative of the [Internet Archive](#): [Student Library, Pre-K through Grade 12](#)

Nicole Rim, local author: [King Covid and the Kids Who Cared](#), comforting and empowering book for kids; free, downloadable; a coloring book as well as a story book.

For Self-care:

HuffPost: [The Psychology Behind Why We Lose Track Of Time In Quarantine](#). Being stuck at home during the coronavirus pandemic has distorted our sense of time. Here's how to make life feel a little more normal.

INC: [5 Questions Productive People Ask Themselves to Stay Focused](#). You have a project deadline, so why are you watching cat videos on Facebook?

BBC: [Video chat is helping us stay employed and connected. But what makes it so tiring - and how can we reduce 'Zoom fatigue'?](#)

BBC: [Video chat is helping us stay employed and connected. But what makes it so tiring - and how can we reduce 'Zoom fatigue'?](#)

Forbes: [Learning To Work In New Ways Amidst The COVID-19 Pandemic](#)

Wirecutter: [8 Tips for How to Use Zoom Like a Pro](#)

Motherly: [It's science: Getting dressed for the day can make you feel happier \(even if you're WFH\)](#)

HuffPost: [You Are Not Alone If You Don't Care About Work During The Coronavirus Pandemic](#). Doing only what you need to do to stay employed is a totally reasonable response to quarantine.

WBUR: ['A Ruffled Mind Makes A Restless Pillow'](#): Bad Dreams, Disturbed Sleep And The Coronavirus, 7 minute podcast

Vital Voices Global Partnership: [VOICES OF RESILIENCE](#) features leaders across industries and cultures, each sharing unique insights into how they deal with crisis, how they motivate themselves and their teams to stay focused on the larger goal, and where they find the strength and courage to persevere.

The Conversation: [How to listen to your loved ones with empathy when you yourself are feeling the strain of social distancing](#)

Peter Pan Center: [Foundations of Friendship for Kids](#), Navigating Virtual Friendships.

Washington Post: [The ultimate parents' guide to education and activity resources](#). Resources in 10 categories: education, travel, reading, mental wellness, music, art, physical activity, theater and dance, languages and entertainment; most are free. **And, not just for kids.**

HuffPost: [The Best Type Of Stretching To Relieve Stress And Anxiety](#). Exercise has tons of mental health benefits, but sometimes it's hard to do during this coronavirus pandemic.

JF&CS: [Groups for Parents & Babies](#) FREE support groups provide safe and nurturing spaces for mothers and/or fathers with their babies (birth to one year) to give and receive support, ask questions, and begin building a parent community.

MDPH: [Live Virtual Youth Town Hall](#), an opportunity for youth and those serving youth to address some of the fears, stigma and misinformation related to COVID-19, April 30, 2-3pm. [Register](#) and send your questions in advance to emelie@adcare-educational.org

NAEYC: [Families & Educators Supporting Learning at Home](#), April 30

SAMSHA: [Training and Technical Assistance Related to COVID-19](#), April 30

Boston Globe: [Taking Care With Meredith Goldstein](#), how music heals, what kind of music helps us during anxious times, and recommendations for essential workers. April 30.

Community Health Training Institute, [Health Equity and Community Development](#), April 30

Georgetown University Center of Excellence for Infant & Early Childhood Mental Health Consultation (IECMHC): [How did we get here?: An overview of the root causes of Disparities in Child Outcomes, and the Role of Child Serving Systems](#), April 30

HRiA: [Secondary Trauma](#), April 30.

Office of Head Start: [Examining the Effects of Toxic Stress and Trauma on the Mental Health of Young Children](#) April 30

NIHCM: [The Science of Happiness, Health & Well-being during COVID-19](#), May 1

Greater Good Science Center UC Berkley [Greater Good Institute for Health Professionals](#), May 2 & 3, 2 half days (free)

Office of Head Start: [Building Resilience in the Face of Trauma and Adversity](#), May 4

STAFFING: LEAVES AND PROFESSIONAL DEVELOPMENT

OVERVIEW OF STATUTORY LEAVE OPTIONS IN THE TIME OF COVID-1 (to be used as a general reference only)

- Emergency Paid Sick Leave Act/ Families First Coronavirus Response Act (EPSLA/ FFCRA):** Employee is unable to work or telework because employee: (1) is subject to quarantine or isolation order related to COVID-19; (2) has been advised by a health care provider to self-quarantine related to COVID-19; (3) is experiencing COVID-19 symptoms and is seeking a medical diagnosis; (4) is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); (5) is caring for a child whose school or child care provider is unavailable for reasons related to COVID-19; or (6) is experiencing any other substantially similar condition specified by the federal government.
- Emergency Family and Medical Leave Act/ Families First Coronavirus Response Act (EFMLEA/ FFCRA):** To care for the employee's "son or daughter" in the event the child's school is closed or child care provider is unavailable due to COVID-19 related reasons. Employee had to have worked for the employer for at least 30 calendar days to be eligible for this leave.
- Families and Medical Act Leave (FMLA):** For employee's or close family member's (i.e., spouse, child, or parent) "serious medical condition". Employee must have worked for the employer for at least 12 months and for at least 1250 hours in the prior 12 months.
- Americans Disabilities Act (ADA):** Qualified individual with disability who requires reasonable accommodations to perform the essential job functions, as long as such accommodations would not pose an undue hardship to the employer's business operations. Eligibility for leave as a reasonable accommodation may be determined through interactive processes.

Professional Development:

This is a broad overview of SHPS Fall 2020 professional development. Educators will receive building specific schedules in late August.

Convocation - 8.27 ~ Convocation and staff meeting and department meetings; **ALL STAFF**

Day 1 - 8.28 ~ School health and safety Re-entry Protocols (2-3 hrs); Staff access to the building; Staff pictures and book organization

Day 2 - 8.31

	Plains	Mosier	MESMS	SHHS
8:30 -	Navigating ClassDojo for Classroom (90 min.)	Navigating Google Classroom	Navigating Google Classroom	Navigating Google Classroom
12:30	Video Workshop Choice: Teaching with Bitmoji, Creating Choice Boards, Flipgrid, Helping Families Connect	<ul style="list-style-type: none"> - Setting up, Organizing ((30 minutes) - Google Classroom Hacks (30 minutes) - Exploring the student view of 	<ul style="list-style-type: none"> - Setting up, Organizing, Archiving (30 minutes) - Google Classroom Hacks (30 minutes) - Exploring the 	<ul style="list-style-type: none"> - Setting up, Organizing, Archiving (30 minutes) - Google Classroom Hacks (30 minutes) - Exploring the student view of

	Video Workshop Choice: Google Extras, Clever badges, How To Zoom Navigating ClassDojo for Specialists	Google Classroom (30 minutes) Using Google Meet and Jamboard to facilitate instruction How to use extensions to build discourse etc (30 min presentation) Creating Choice Boards with Google Slides (30 min workshop)	student view of Google Classroom (30 minutes) Methods of Communication	Google Classroom (30 minutes) How to use Google Slides with Nearpod Game- based Learning platforms through Google
1:00 - 2:00	Loom and Strategies for using screencasts to facilitate remote learning (HoverCam)	Loom and Strategies for using screencasts to facilitate remote learning - Loom - 30 minutes - Screencasting - 30 minutes	Loom and Strategies for using screencasts to facilitate remote learning - Loom - 30 minutes - Screencasting - 30 minutes	Loom and Strategies for using screencasts to facilitate remote learning - Loom - 30 minutes - Screencasting - 30 minutes
2:00 - 3:00	<i>Have a go!!</i> Work on your own ClassDojo classroom and explore apps to enrich your instruction or small group support with Megan	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Jessica	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Lisa	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Tara Lisa

Day 3 - 9.1 Distribution of textbooks and chromebooks begins

8:30 - 12:30	Best Practices for Online Learning - Best practices for teaching virtually (30 minutes) - Strategies to support parents (30 minutes) Exploring pieces of ClassDojo (portfolios, assignments, worksheets, Messenger, class story, adding a specialist)	Using HoverCams and Elmo's to enhance online instruction with Google Meet (30 min presentation) Awareness Professional Development (90 min presentation) E.Green & J. Law -teaching with Bitmoji, Flipgrid additional game-based apps (ed puzzle, kahoot), Clever, Padlet, Peardeck <i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Jess	Best Practices for Online Learning - Best practices for teaching virtually (30 minutes) - Strategies to support parents (30 minutes) Using either Google Meet/Groups or Zoom to facilitate instruction - How to create breakout rooms, communicate, etc Maybe Lila	Best Practices for Online Learning - Best practices for teaching virtually (30 minutes) - Strategies to support parents (30 minutes) Using either Google Meet/Groups or Zoom to facilitate instruction - How to create breakout rooms, communicate, etc Utilizing Flubaroo - 30 minutes How to Teach with Bitmoji - 30 minutes
--------------	--	--	---	--

1:00-3:00	<i>Have a go!!</i> Work on your own ClassDojo classroom and explore apps to enrich your instruction or small group support with Megan	Grade Level Meetings and Collaboration to plan lessons and units	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Lisa	Using Google forms and spreadsheets to simplify grading <ul style="list-style-type: none"> - Form builder, limiter and notifications - Self-checking quizzes with google forms and spreadsheets Using Peardeck to enhance instruction <i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Tara
-----------	--	--	--	---

**Apps not explored/explicitly covered: Jamboard, Magic Rainbow, Giphy for Google

Day 4 - 9.2

8:30-12:30	MassCue: Pick 2 of the following 4 workshops: <ol style="list-style-type: none"> 1. Google Tools To Assess Learning and Provide Feedback 2. Engaging Students in a Remote Learning Environment 3. How to Teach Online 4. Google Docs for Differentiated Instruction
1:30-3:00	Department Collaboration

Day 5 - 9.3

8:30-10:30	MassCue- Pick 1 of the following 4 workshops: <ol style="list-style-type: none"> 5. Google Tools To Assess Learning and Provide Feedback 6. Engaging Students in a Remote Learning Environment 7. How to Teach Online 8. Google Docs for Differentiated Instruction
10:30-1:00	James Levine Associates Professional Development SEL Choose 2 videos
1:00-1:30	Lunch
1:30-3:00	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support

Day 6 - 9.4

8:30-11:30	Culturally Responsive Pedagogy - utilizing the 4 tiers from Zaretta Hammond <ul style="list-style-type: none"> - Building Humanizing Relationships - Balancing Cultural Expectations - Improving Information Processing - Cultivating Academic Mindset
11:30-12:30	Lunch
12:30-1:15	Using the Elmo as a webcam for synchronous learning
1:15 -3:00	<i>Have a go:</i> setup grade book, work with apps Office Hours: Instructional Tech

Day 7 - 9.8

8:30-10:30	Remediation and Benchmark Meeting by Department
10:30-12:30	James Levine Associates Professional Development SEL Pick 2 videos
12:30-1:30	Lunch
1:30-3:00	Collaboration ~ Within department and breakout room by course.

Day 8 - 9.9 ALL STAFF- FULL DAY TECH AND MANDATED REPORTER TRAINING FOR PARAS

8:30-10:30	Social Justice and Cultural Proficiency (L.E.A.D.s course)
10:30-12:30	James Levine Associates Professional Development SEL Pick 2 videos
12:30-1:30	Lunch
1:30-3:00	<i>Have a go!!</i> Work on your own Google classroom and explore apps to enrich your instruction or small group support with Megan, Jessica, Lisa or Tara

Day 9 - 9.10 ~ Department meetings (review of regression benchmarks) and staff room/space setup.

ALL STAFF (paras 4 hrs Levine SEL and 2 hrs L.E.A.D.s course)

- Special Ed teachers will call every parent on their caseload to fill out NEW Documentation of Modified In-Person, Remote, or Hybrid Services Form that DESE is creating. The form has to be completed in collaboration with parents and details how and where special ed services will be provided. Has to be done before 9/14. Non Special Ed teachers, see schedule below:

8:30-10:30	Social Justice and Cultural Proficiency (L.E.A.D.s course)
10:30-12:30	James Levine SEL
12:30-1:30	Lunch
1:30-3:00	Team Time, Department Meetings, Planning

Day 10 - 9.11 ~ TBD (Possible use: Advisory SEL curriculum overview with teachers; Adjustment counselors discussing diversity within education both for students and staff).

ALL STAFF (paras 4 hrs Levine SEL and 2 hrs L.E.A.D.s course)

- Special Ed teachers will call every parent on their caseload to fill out NEW Documentation of Modified In-Person, Remote, or Hybrid Services Form that DESE is creating. The form has to be completed in collaboration with parents and details how and where special ed services will be provided. Has to be done before 9/14. Non Special Ed teachers, see schedule below:

8:30-10:30	Social Justice and Cultural Proficiency (L.E.A.D.s course)
10:30-12:30	James Levine SEL
12:30-1:30	Lunch
1:30-3:00	Team Time, Department Meetings, Planning

FALL REOPENING PLANS

DESE has requested each district and school to plan for three possibilities on the continuum of reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. In addition, all districts/schools need a focused plan for serving special student populations across each of these models. These plans will be submitted to DESE by August 10th. Although DESE's expectation is that districts and schools should plan for an in-person return to school five days per week, SHPS does not plan to enter this phase before January, 2021.

1. **Remote learning:** All districts and schools are required to have a plan for operating a remote learning program. This model must be available for individual students who cannot yet return in-person, and for all students in the event of future classroom or school closures due to COVID-19. For this reason, we have initiated a 1:1 Chromebook initiative with optional insurance coverage, as well as webcams in all classes. Remote learning would include live or scheduled class activities, as well as recorded or self-paced activities utilizing resources including but not limited to Zoom, Google Classroom and Class Dojo.

[PLAINS](#): This is the entire draft plan for Plains Elementary School.

[MOSIER](#): This is the entire draft plan for Mosier Elementary School.

[MICHAEL E. SMITH](#): This is the entire draft document for MESMS.

[HIGH SCHOOL](#): This is the entire draft document for SHHS.

2. **Hybrid learning:** While we are starting with a remote model, we will phase into a hybrid model, hopefully by January. A hybrid model means that students would alternate between in-person and remote learning. DESE suggests districts use an A/B cohort model when planning for a hybrid learning model that isolates two distinct cohorts of students who attend school in-person on either different weeks, different days of the week, or half days each day. SHPS WILL ROTATE COHORTS WEEKLY. Families will be kept together, and those with last names **A-K** will be in Cohort A, and students with last names **L- Z** will be in Cohort B. If there is any confusion, please call Central Office at 538-5060. While we most certainly recognize the tremendous burden a hybrid model places on families, please do not request to switch cohorts due to childcare or transportation issues. Special population students will be prioritized for full-time in-person learning when feasible.

[PLAINS](#): This is the entire draft plan for Plains Elementary School.

[MOSIER](#): This is the entire draft plan for Mosier Elementary School.

[MICHAEL E. SMITH](#): This is the entire draft document for MESMS.

[HIGH SCHOOL](#): This is the entire draft document for SHHS.

3. **In-person learning with new safety requirements:** While we will start to bring back students in November, all students returning together at once will not occur before April. Our goal is to safely get as many students as possible back into schools for in-person learning. In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements outlined

above. Examples of modifications could include altered classroom configurations, setting up additional learning spaces, and schedule changes.

[PLAINS](#): This is the entire draft plan for Plains Elementary School.

[MOSIER](#): This is the entire draft plan for Mosier Elementary School.

[MICHAEL E. SMITH](#): This is the entire draft document for MESMS.

[HIGH SCHOOL](#): This is the entire draft document for SHHS.

A PROCESS FOR IDENTIFYING LEARNING GAPS

During the period of emergency closure, families and staff expressed concern that their students are “falling behind,” as were families across the Commonwealth and nationwide. We are in the midst of a pandemic, we share these concerns, and we are working proactively to address them.

In the spring, all educators PK-12, worked to identify “bridge standards”—those standards that they felt were essential for students to focus on at the end of the year, helping to smooth their entry to the next grade this fall. In June, curriculum leaders and staff have been taking the next step in that process of curriculum realignment, and determining the essential standards of focus for the coming year given that 1) the overall time for learning will not be as great as it would be under pre-COVID-19 conditions; and 2) that some learning can happen more effectively in a remote setting than others. Educators also have been analyzing data gathered from their departments, as well as district-wide data to identify students who struggled in the spring, or were disengaged or disenfranchised. The needs of these students will be a primary focus area for educators in the fall.

During July and August, curriculum leaders and educators will begin to modify their lessons and activities to account for these significant variables. They will be engaged in professional learning to support their choices in instructional methods that are best-suited to remote learning and flipped learning methodologies. This process will continue throughout the year, with the expectation that regular educators work collaboratively with their special education and English Language Learner (ELL) counterparts to co-plan lessons that support learning for all students.

The goal in all of this is to develop a curriculum that is flexible and sustainable under learning conditions that are unusual and challenging for all involved. One significant difference from the learning that happened in the spring is that expectations will be very different for student learning. Assignments will not be optional, and the focus will be on both social-emotional well being of the students (a major focus of our work in the spring) and their traditional academic growth. To the extent possible, we will be returning to the norms we all recognize—teachers teaching students directly, students working on assignments and passing them in for grades, and students engaged in a wider range of classes and activities. Additionally, the various screening tools and diagnostic assessments typically used will continue to be used to identify areas of need for all students.

DIFFERENTIATED LEARNING

Both prior to and during closure, students and families expressed a need for more differentiated learning opportunities. Differentiation benefits all learners. It provides for different paces of learning, varied resources to match learning styles and interests, and varied products to demonstrate learning. It allows for students who want to stretch to try new things in new ways, and it provides options for students who want or need to take more time on a topic or skill. In the words of one of our educators, when given the opportunity to be challenged, students often surprise us. One middle school educator built in ‘mild, medium, and spicy options’ open to any student, and this teacher found that students who were not typically engaged in more advanced

coursework often opted for the most challenging learning tasks. As we work to eliminate systemic barriers in our schools, we believe this approach holds promise. What may appear to be a small change in our instructional practices can have a big impact when it comes to student equity and access. Practices like these that are taken to scale have the potential to provide more equitable learning opportunities and close achievement gaps that have persisted for years.

Differentiation also requires that our teachers work together to co-plan and organize instruction that meets the needs of all students. Special educators and teachers of English Language Learners (ELL) bring a wealth of knowledge and skill to designing effective learning for their students and regular education teachers, and all students benefit from co-constructing lessons rather than adapting them after the fact.

We also know that students' equity and access needs are varied in a remote learning environment. Technology-based instruction offers new ways to enhance student access, but we must be intentional when designing instruction to fully achieve this benefit. To this end, a variety of professional learning opportunities will be provided this summer and throughout the year to support educators in the differentiated lessons at all grade levels, as well as the effective and purposeful use of technology to enhance accessibility for a wide range of students. Additionally, staff will have time on "Half-Day Wednesdays" to work collaboratively and plan for instruction. General educators will have an opportunity to work with and learn from special education staff and teachers of English language learners. They will offer expertise on how to design instruction that is accessible for students with special needs.

FEEDBACK, GRADING, AND ASSESSMENT

A new and significant challenge noted by families was related to the optional nature of learning activities offered during the closure. Accountability for learning is important and the optional nature of work during the spring was a challenge for many students, staff, and families. It is important to remember that the focus of much of the work in the spring was to facilitate student engagement, support them emotionally, and to provide maximum flexibility for families and staff during a stressful and uncertain time.

We also know that meaningful educator feedback is critical to learning. Data collected throughout the spring indicates our families and students are looking for more frequent and detailed feedback from educators and our educators are craving this as well.

Feedback to students comes in a variety of forms (both formal and informal) and has a variety of purposes. The most useful for teachers and students is feedback that helps inform instruction and meet learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments.

In terms of more formal reporting of grades, as curriculum and instruction is modified for the upcoming school year, SHPS is considering the skills and content to be assessed. Those standards are being identified now by teams of curriculum leaders and educators and will drive what we report out on and inform any adjustments we need to make to report cards. At this point, we are planning to resume use of our elementary standards based report card for next year, with the likelihood of minor adjustments based on the actual content on which we are able to teach and fairly assess students. Discussions for a new standards based report card at the middle school level are underway. It is a massive undertaking with a very tight timeline, but it matches the way we want students to be able to learn at these grades and supports the philosophy of learning SHPS holds.

A key element in the process will be more consistency and continuity across grade spans and across schools at the same level. Families can expect to see common expectations and structures in terms of nature of assignments, length of assignments, feedback tools and executive functioning support for all students.

South Hadley Public Schools Community Agreement

Together, we strive to help the local community stop the spread of SARS-CoV-2, the virus that causes COVID-19. In accordance with guidance from the Centers for Disease Control, the Massachusetts Department of Public Health, and state and local health and medical professionals, SHPS has created a plan for reopening and returning to school. In many cases, we exceed the recommended guidelines from these entities and professionals in order to do everything possible to protect those who are most vulnerable to the serious consequences of the virus. One element of the return to school plan is for each member of the school community to agree to a set of behaviors that will support keeping themselves, their peers, faculty and staff members, as well as the community beyond our schools safe. Thank you for your commitment to protecting yourself as well as our local communities.

Protect Myself/Protect Others As a member of the South Hadley Schools community:

I AGREE to take active steps to protect the health and safety of every member of our school and local communities in the midst of this global pandemic. I recognize my efforts keep me and those I live with safer and healthier. My success (personal, academic, and/or professional) is dependent on staying healthy and agreeing to shared behavioral changes that will keep me and other members of the local community protected from illness, by doing the following:

1. Protect Myself I will:

- Monitor myself for symptoms of COVID-19 daily and report to my Guardian or the School Nurse if I experience any COVID-19 symptoms. I will not be penalized for missing classes if I take this responsible action.
- Remain home if I am experiencing any COVID-19 symptoms, or if I have been contacted and notified I was in close contact with someone who has tested positive.
- Practice responsible hygiene by washing my hands frequently, especially after being in a public place, before touching food, and after using the bathroom. Use hand sanitizer at times when soap and water are not available. Wear a face mask or covering.
- Avoid touching my face, mouth, eyes, or nose.
- Avoid sharing food, drink, utensils, or similar items.
- Minimize touching surfaces in shared areas.
- Carry hand sanitizer, an extra face covering, and cleaning wipes in my bag/backpack. Make sure I have back-up supplies of these items..

- Keep track of my activities and limit my social contacts to a core group of friends to help protect me and assist with exposure (contact) tracing. Medical professionals and those
- Check email daily, and read all emails to stay informed about health and safety updates or responses to COVID-19.
- Wear a face covering at all times when in public.
- Maintain appropriate social distancing (i.e., remain at least six feet from other people) at all times, especially in classrooms, labs, or in any shared indoor spaces.
- Respect and adhere to each individual's request for personal space and virtual, rather than in-person, meetings.
- Observe the posted public health modified occupancy limits of shared indoor spaces and follow any signage directing traffic patterns or other social distancing precautions.
- Respect social distancing signs, face covering requirements, barriers, and protocols intended to assure social distancing.
- Adhere to isolation and quarantine instructions if I test positive for COVID-19 or if I am exposed to someone who has tested positive.
- Carefully observe instructional signs and follow directions
- Serve as an active bystander for the well-being of myself and others by promoting social distancing and other health guidelines outlined by the School.

I understand SARS-Cov-2 (the virus that causes COVID-19) is a highly contagious virus and it is possible to develop and contract the virus even if I follow all of the safety precautions above and those recommended by the CDC, local, state and federal health and medical professionals. I understand that although South Hadley Public Schools is following the coronavirus guidelines issued by the CDC, Massachusetts Department of Public Health and other experts to reduce the spread of infection, I can never be completely shielded from all risk of illness caused by SARS-CoV-2 or other infections. I have read, understand, and agree to comply with this South Hadley Agreement above. I further understand that I am subject to the policies in the Student Handbook.

SCHOOL RE-ENTRY FREQUENTLY ASKED QUESTIONS

What are the expectations for learning in a *remote setting*?

It is expected that students will complete all assignments and attend any synchronous lessons during their remote learning time, as well as complete all asynchronous learning activities assigned by teachers. All teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

How often can I expect my child to participate in synchronous (live) sessions during remote weeks in the Hybrid Learning model?

Students will be participating in synchronous (live) sessions throughout the day in a remote setting, but not constantly throughout the day. The synchronous sessions will also be led by a variety of educators and for a variety of purposes. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators (e.g. special educators, ELL educators, Librarians, specialists, counselors, math coaches, literacy specialists...) as appropriate. Our goal is to provide the support students need and make connections with the entire class of students while maintaining enough flexibility to make it work for families at home.

What are the expectations for learning in an in-person setting?

It is expected that students will complete all in-class and homework assignments. As with learning in a remote setting, all teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

How is the day structured in a remote setting?

Each school has developed their own remote learning schedule, which is developmentally appropriate for their age group. A combination of asynchronous (not live) and synchronous (live) lessons, activities, and support will be provided for students. Teachers will be logged in during the entire school day for easy access. Families will have some flexibility to pace their child's day to fit their schedule with the exception of common Daily Morning and Daily Closing Activities. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators.

How is the day structured in an in-person setting?

Students at the school will follow their assigned class schedule for academic classes, specials, as well as lunch. Counseling needs will be determined based on individual and group needs across both remote and in person learning environments.

Who is my child working with in a remote setting?

While remote work is designed to allow students to work independently, our plan is to provide ample face time with classmates and teachers in different structured learning groups. Students will be challenged but not frustrated. Students may also be supported and taught by a variety of educators (e.g. special educators, ELL educators, Librarians, specialists, math coaches, literacy specialists...) as appropriate. Counseling needs will be determined based on individual and group needs across both remote and in person learning environments.

Who is my child working with in an in-person setting?

Classroom teachers are working with these students in person in the classroom along with other educators as appropriate. Instruction will be more traditional since student interactions will be limited.

What does learning look like in an in-person setting, and what is the purpose?

Students attend their regular academic subject areas and specialist subjects. Hands-on learning and application of skills are a primary focus of the instructional activities, and projects, workshop

model learning are often used as well. Assessments (formal and informal) will be given during in-person learning.

When we return to school in the fall, will students earn Pass/Fail or traditional grades?

Students at all grade levels will receive traditional grades beginning in September 2020. The grading systems used in June 2020 were temporary in nature. SHHS will have running grades.

Families need time to plan. When can I expect to receive instructional materials for my child?

Each building principal will designate if teachers will share lessons and activities weekly or daily. Half-Day Wednesdays will have synchronous learning in the morning and asynchronous learning in the afternoon. The purpose of these days is for teachers to plan for the remainder of the week and conduct parent/family outreach and student support. No other staff meetings should be scheduled on Half-Day Wednesdays.

What type of feedback can I expect my child's teacher to provide on both remote and in-person assignments?

Feedback during Spring 2020 was primarily designed to provide contact and communication, communication, communication with students and to support them from a social-emotional standpoint during a very trying time for all members of the SHPS Community. Beginning this fall, while supporting students will still be an important part of the process, feedback will also include a focus on academics.

In terms of the format of feedback, it will vary. You can expect to see everything from traditional written comments to emails to video messages and everything in between. Regardless of the format of the feedback, you can expect to see specific, meaningful and timely feedback that let's students know where they did well and why, as well as what they need to focus on to grow.

Lastly, some teachers will be working in coordinated teams to plan and deliver content and instruction, so your child may find that they are getting feedback from a variety of teachers for the same content area. If this is the case, please know that every teacher involved in those teams will be on the same page. It is also a wonderful way for teachers to get to know all of the students on a team

What is 'flipped learning'? Why have you decided to use this model?

"Flipped Learning" is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter¹.

"[Flipped Learning](#)" is particularly well-suited to a remote learning environment. The form of interaction between students and teachers is designed to be technology based - video lessons, on-line readings and resources, interactive and engaging software to name a few - as the students preview information, make conjectures, and learn the basics they need to know so that when they are in the classroom they are ready to engage in higher order thinking about concepts.

Will my child be sharing materials and instructional resources with other students?

We will limit sharing and assign each student materials that they alone will use. We may need to rely on parents helping to supply some of these materials. Library materials, textbooks and the like and other items must be wiped down or left dormant for about 3 days before they can be safely

¹ (Retrieved from https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf)

handled. Depending on the surface material it appears the virus only survives for a relatively short time. This is primarily a respiratory virus, so that is the major concern for transmission.

One of the many advantages of the Hybrid model is that it keeps the same group of students together for a week, with a break between for cleaning and sanitizing. Our educators PK-12 are working on ways to create 'kits' for students where possible for students to use individually - both for the Hybrid model and the RLA model. In many cases we utilize e-textbooks, so the need to handle actual textbooks is reduced to some extent.

How will classrooms be set up to maximize safety for students and staff?

Classrooms will be set up according to the guidance established by CDC and our local health authority. Using these guidelines we will establish adequate space for both staff and students to occupy classrooms and other instructional space to maximize safety, which will include, setting desks up in rows, limiting the number of staff and students in each space, maximizing the distances between student desks and between staff members in each classroom, and equipping each space with the proper PPE to safely allow student-teacher engagement.

How will my child be assessed?

Traditional assessments will continue to be given as they were under pre-COVID-19 conditions. Students will be in familiar classroom settings under normal circumstances. Screening assessments will also be administered in person. For students participating in the Hybrid model, all assessments will take place during the in-person weeks. For students following the remote plan, assessments will include traditional as well as alternative assessments.

Will my child have homework?

Yes, students will be assigned homework that may be graded or ungraded, per individual teacher policy.

What about conferences? Back-to-School nights?

These will be held virtually. More information will be shared as it becomes available.

What are the start and end times for students participating in the Hybrid Learning Model? Do students on the Remote Week of the Hybrid Learning Model go to school for the same time as those students on the In-person Week?

Elementary full day schedule: 9:00 - 3:30 with a "Half-Day Wednesday" dismissal at 12:30 p.m. Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

Middle School full day schedule: 8:00 - 2:30 p.m. with a "Half-Day Wednesday" dismissal at 11:30 a.m. Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

SHHS full day schedule: 7:23-2:01 p.m. with a "Half-Day Wednesday" dismissal at 11:00am. Students who are on the Remote Learning Week are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

Is the curriculum the same in the Remote Plan and the Hybrid-Learning Model?

The learning standards will be the same in each model.

What if my child is in the Hybrid Learning Model but SHPS needs to close schools and switch to a fully remote setting? How will the transition be made to fully remote learning?

Educators are developing contingency plans for this eventuality, should the need arise to close schools and have students in the Hybrid Learning Model switch to fully remote.

What is the plan for fall sports?

While the State is currently working on this with the Massachusetts Interscholastic Athletic Association (MIAA), we will not be participating in sports until further notice. While this is difficult to hear, we believe it is in the best interest of all of our student-athletes and coaches.

Why did we fill out plans for the first 45 days if the decision has been made to go remote?

There is always the slim possibility that we will be back in school full-time in the fall, and we are fully prepared to do so. The health metrics could dramatically improve, or Governor Baker could issue an Order for a full return to school. We continue to approach the situation with the flexibility noted in Commissioner Riley's guidance: "As we all know, the COVID-19 context in MA is not static, and we will continue to monitor the situation closely...To have a successful school year, we will all have to be problem-solvers, flexible and responsive to data and willing to course-correct as necessary."

*Health data and COVID updates change weekly and we are prepared to be flexible. At this time, the School Committee has decided to adapt a phased in approach. On June 25, 2020, Commissioner Jeffrey C. Riley released the "Initial Fall Reopening **Guidance**." Guidance is not a mandate—it is advice or information designed to help districts problem-solve issues related to the reopening of schools. There are only weeks to go before school starts, and we need a plan for a safe return to school that is actionable **now**. This re-entry plan provides us with a safe and practical way to return to school.*

The American Academy of Pediatrics issued a [statement](#) on June 25, 2020, about an in-person return to school; has the District taken this guidance into consideration?

Yes, the District has reviewed the AAP's guidance, and we feel confident that our draft re-entry plan is well-aligned. The American Academy of Pediatrics (AAP) strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school—and we wholeheartedly agree. Our students need to get back to school as safely as possible, and the SHPS Return-To-School Plan achieves this goal through a phased in approach. and also provides a safe option for students and staff who cannot be in school due to public health mandates or unique medical needs. According to the AAP, "Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits." The SHPS Return-To-School Plan explicitly addresses the key principles outlined in the AAP statement, along with those additional aspects of schools that are fundamental to child and adolescent development.