



SOUTH HADLEY PUBLIC SCHOOLS  
OFFICE OF THE SUPERINTENDENT  
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Jahmal Mosley, Ed.D.  
Superintendent of Schools

September 21, 2021

Mr. Robert Curtin  
Associate Commissioner  
Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, Massachusetts 02148

Addendum to Request for Waiver to Allow Remote Learning at South Hadley High School due to Mold Throughout Facility

Dear Associate Commissioner,

Addendum to the Original Request of September 13, 2021

Thank you for having a conversation with my leadership team and me regarding the mold mediation matter at South Hadley High School. I am writing this letter to request remote learning to continue in South Hadley Public Schools for an additional two days (September 23 and September 24) as Service Master Restore and ATC (Environmental Hygienist company) continue to clean and test for mold. The five-days of remote learning the state provided us concludes Wednesday, September 22 and more areas in the building need to be cleaned and tested.

With the 5 day remote learning deadline approaching and more cleaning and testing needing to be done, the district finds itself in the worst-case scenario as outlined in page 12 in the original waiver request. The building is not currently suitable for staff and student occupancy.

Worst Case Scenario

Monday 20th-Friday 24<sup>th</sup> the building is not ready to be occupied (see above).

- I. Final Steps-All steps are dependent on available staff for cleaning and testing, final testing results and visual inspection.

Tuesday, September 21

- Final recleaning and testing of 400, 500, and 600 hallways. This includes a total of 42 classrooms
- Recleaning after visual inspection of 300 hallways, guidance suite, cafeteria I and II, culinary cafe, main offices and library. This includes 22 rooms.
- 300 hallways and classrooms need to be retested on Wednesday 9/22/21
- 9 rooms in 100 and 200 hallways were cleaned yesterday (9/20/21) and need to be visually inspected today.

Wednesday, September 22

- Significant mold found during visual inspection of 2 art rooms in the 300 hallway requiring these rooms to be completely recleaned
- Additional testing and cleaning continues throughout the building

Thursday, September 23

- Visual test and spore test of all above areas to be completed for final clearance of high school.
  - This is a rush order testing as we need to put in place a plan about the next steps in the process.

Friday, September 24

- Test results are received, and Service Master Restore and the district's leadership team will generate a robust/aggressive weekend cleaning plan based on test results to enable in-person learning on Tuesday, September 28, 2021

Saturday, September 25

- Final mold spot checks and cleaning will be conducted.

Sunday, September 26

- District administration and district custodians will ensure that classrooms are ready for teachers to return to school on Monday, September 27, 2021

Monday, September 27

- Teachers prepare their classrooms for resumption of in person learning on Tuesday, September 28, 2021 (using a previously scheduled professional development day to prepare classrooms)

Tuesday, September 28, 2021

- In person learning resumes at South Hadley High School

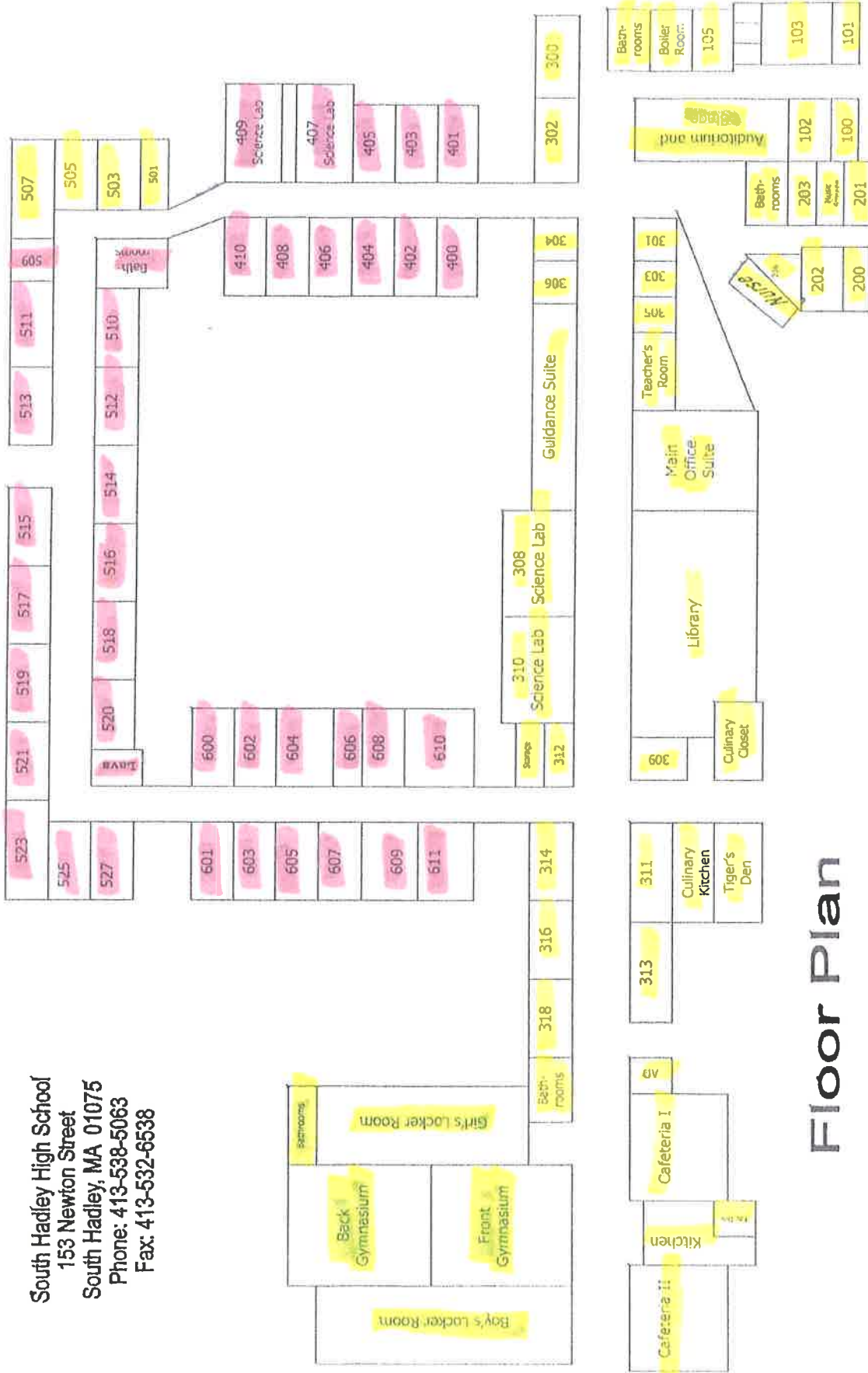
Thank you for considering our request for an extension of remote learning for an additional 2 days as it will allow us to provide students with consistent learning while the building is cleaned, tested and prepared for safe occupancy.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dr. Jahmal Mosley", with a large, stylized flourish underneath.

Dr. Jahmal Mosley

South Hadley High School  
 153 Newton Street  
 South Hadley, MA 01075  
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# Floor Plan



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Dr. Jahmal Mosley  
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September 13, 2021

Mr. Robert Curtin  
Associate Commissioner  
Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

**RE:** Request for Waiver to Allow Remote Learning at South Hadley High School due to Mold Throughout Facility

Dear Associate Commissioner,

Thank you for considering South Hadley for a temporary instructional waiver. The South Hadley community believes that this plan will allow students to connect with their teachers and peers to begin the school year with rigorous instruction, thus mitigating further learning loss.

The district is requesting that remote days during the regular school week (Monday through Friday) count toward time on learning and the district's 180 school day calendar. This request is temporary, and the need for remote regular school weekdays will end on or before September 27, 2021. The district is also requesting that the following weekend days count towards recovering the 8 days we have lost as a result of the mold remediation:

1. September 25th
2. October 2nd
3. October 16th
4. October 30th
5. November 6th
6. November 20th
7. December 4th
8. December 16<sup>th</sup>

The above days would also be remote days.

## **I. Introduction**

The request for a waiver is predicated on the following principles:

1. 603 CMR 27.06 states that “[t]he Board may, upon the written application of a school committee and the recommendation of the Commissioner of Education, grant a waiver of any requirements set forth in 603 CMR 27.00 for good cause”. South Hadley has good cause to seek a waiver of 603 CMR 27.00 due to the mold infestation at the high school. This infestation is widespread, unique, and unpredictable. When the mold was discovered, South Hadley engaged in prudent and pragmatic steps to rectify the mold problem at the high school. Administrators and teachers agreed that students should receive and conduct their learning remotely during the mold assessment and remediation process, subject to approval by the appropriate state authority, rather than continuing to delay high school students’ access to education.
2. The South Hadley School System has a Robust Learning Platform for all Learners as further detailed in this letter below.
3. There will be approximately 568 students and 89 staff members affected by this waiver. The projected timeline is contained in Section VII.

## **II. Rationale for Remote Learning**

- DESE is allowing for critically sick students to apply for waivers for remote learning. In this situation, the school building is critically sick and impacting the entire student body as well as faculty and staff.
- Without a waiver for remote learning students will be left in a community with a 54% vaccination rate and a COVID virus that is present and spreading
- Without a waiver for remote learning, students will be delayed in their access to social emotional learning and supports
- Without a waiver for remote learning, students will have no connection to the school community during a delayed start time leaving them out in the community with no access to education or supports
- The proposed remote plan allows equal access for all learners to their education. Remote learning offers virtual face to face education vs non remote and no access for our special education or traditional learners to the curriculum for an extended period of time

## **III. Learning Platform and Accessibility**

The learning platform proposed for use in the South Hadley Public Schools during the period of the requested waiver is Google Classroom. It provides for synchronous learning, allows for real time feedback and interactivity between teacher and student, and has the capability, which South Hadley Public Schools will fully utilize, to include English Language Learners, students with disabilities (IEPs and 504s). In addition, as a response to the challenges posed by the pandemic, the South Hadley Public Schools now provides every student (including School Choice students) with a Chromebook. Hot spots will be provided, once again, to every family requesting one to ensure connectivity to instruction throughout the period of remote learning. The district will continue to

outreach to families to ensure their access to a connected device and to the means of connecting that device to live, synchronous instruction via hotspot.

#### **IV. Capacity for Remote Learning**

The South Hadley Public Schools has the capacity to move to remote learning seamlessly. For instance:

- The District is a 1:1 Chromebook district with hot spots available to students who do not have WIFI access
- The District has the ability to produce synchronous learning, (utilizing the google classroom and meets) live streamed with our certified teaching staff attending to the SHPS curriculum that is aligned with Mass Common Core.
- The School has the ability to produce synchronous learning through posting work in Google Classroom
- The School has the ability to utilize Edgenuity, a state approved learning platform for synchronous learning.

#### **V. Guiding Principles for Remote Learning, Accessibility and High-Quality Instruction**

- Continuous, high-quality, teacher-led instruction aligned with state content standards
- Equal access to instruction and materials for all students
- Differentiated instruction and student-specific supports to meet the needs of a diverse community of learners
- Engagement of all students across the academic spectrum (including school choice students from surrounding communities)
- Ensuring staff and students remain connected and engaged in their school community

A well- developed remote learning program allows for:

- Synchronous teacher led instruction conducted in an interactive style conducive to student participation and real time teacher feedback
- Frequent interaction between teachers and students
  - checks for understanding
  - opportunities for questions, clarification
- Collaboration between students that supports peer to peer academic and social/emotional support
- Promotion of positive social interactions between and among students and between and among students and teachers
- Teachers to closely observe and monitor student attendance, meaningful participation in class activities, emerging behavioral challenges, and social emotional health

#### **VI. Teaching and Learning**

SHHS will grow from its past experiences with remote education, aiming for better consistency across all classrooms. We will continue to provide innovative collaborative academic experiences for all students, with continuous, high-quality teacher led instruction for all students, thus ensuring staff and students remain connected to their school community.

SHHS will utilize Google platform for online learning.

- All teachers will utilize Google classroom for instruction
- All students will utilize their SHHS Google accounts, Google platform and Google classroom
- Teachers will be available for synchronous learning
- Students will have direct instruction followed by guided practice and independent work during each scheduled academic block
- Curriculum benchmarks will be delivered in every content area to assess student regression
- New content will be delivered in accordance with the Massachusetts Department of Education Curriculum Frameworks
- Grading will be based on numerical grades, in accordance with our current grading policy.
- Frequent teacher feedback on assignments with grading done through the Power Teacher Gradebook
- Families can expect to see shared expectations and structures in terms of nature of assignments, length of assignments, feedback tools and executive functioning support for all students.
- Students will be responsible for successfully learning and integrating new material into their academic performance.
- Staff will work collaboratively with each other and with families and students to provide the solid social-emotional foundation and conditions for thriving during the coming school year, including attending to students' basic psychological needs prior to diving into more traditional academic content.
- Students who participate in CTEC will attend Vocational Education according to the CTEC guidelines
- SHHS Staff will continue to meet as a Student Assistance Team weekly, and take referrals to aid in student learning

## **VII. Stakeholder Responsibilities**

In order for this period of remote learning to be successful, all stakeholders must fulfill specific and individualized responsibilities. These include:

### **Responsibilities of Students**

- Active and consistent engagement in remote learning activities provided by their teachers or the school
- Completion of assignments within the specified time parameters
- Proper and secure use of their usernames and passwords
- Design and use a remote learning calendar to manage their time, with teacher support if needed
- Check school email daily and respond promptly to emails from teachers and staff members when needed or requested
- Contact teachers or staff members as soon as possible, unless extenuating circumstances exist, if the following issues arise:
  - Assistance is needed to complete an assignment or activity
  - If a link, application, website, video, etc. is not working properly
  - Additional time is needed to complete an assignment
  - If an outside situation is impacting their ability to complete remote learning tasks
- Exhibit appropriate classroom behavior during synchronous instructional lessons and activities



- Comply with the Acceptable Use Policy when using technology

### **Responsibilities of Parents/Guardians**

- Encourage their child to complete the assignments and activities completely and within the allotted time. 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 learning.
- Contact their child's teacher if there are concerns about their child's progress
- Monitor communications from their child's teachers
- Help their child set up a daily routine and develop a remote learning calendar
- Encourage and, wherever possible, provide a consistent working space for remote learning activities

### **Responsibilities of Teachers**

- Provide daily, synchronous instruction aligned with applicable state content standards
- Communicate frequently with students, and, as needed, their parents concerning
  - academic progress
  - behavioral concerns
- 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
- Differentiate instruction to meet the needs of each student

## **VIII. Defining Full Remote and Special Populations**

The following definitions should be used for reference in each category:

**Full Remote:** All staff and students utilize the Google Platform for remote synchronous learning

### **Special Populations**

- Students requesting additional support from SHHS.
- Students who have Individual Education Plans or Section 504 plans
- Vocational Education Students
- English Language Learners and those families who request additional support
- McKinney-Vento eligible students

SHHS works continuously to ensure that educational activities are appropriate (aligned to applicable content area state standards) and accessible whether they occur in-person or remotely. Special Populations will receive instruction and services remotely with accommodations made to virtual instruction as deemed appropriate. This will be in collaboration with classroom teachers and special educators using synchronous online learning.

All South Hadley Public Schools students with IEPs will receive their IEP services. All services will be coordinated by the student's special education liaison. If any learning, including related services, varies from the IEP grid parents will be notified according to DESE guidance.

- Instruction and Services must include a regular and consistent schedule of classes, interventions, services, and therapies per the IEP
- Frequent interactions with teachers and other staff must occur to ensure students' full participation in and access to their education
- A combination of Google Classroom, Google Meets, tele-therapy, and/or time spent interacting with students will be employed to ensure students' access to their education
- Related Service providers will deliver services according to a student's IEP service delivery grid in a tele-therapy/remote format.

## **Special Populations Procedures**

### Referrals

- Discussions with staff/parents about referrals will be via phone, email, or through remote meetings

### Evaluations

- Whenever possible, testing will be offered at an offsite location
  - Standardized assessments can be administered virtually
  - If virtual assessments are not possible, parents may choose to waive the assessment timeline until such time that face to face assessments can be completed.
- Meeting will be held remotely

### IEPs/Meetings

- Meetings will be held remotely
- IEP teams will adapt to student plans to meet emerging student needs.
- A change in the delivery of services due to a school's learning model (in-person, hybrid, remote) does not result in a change in placement. The services outlined in the IEP are considered "stay-put."

### Instruction--Special Education

- Teachers will participate in the virtual classroom environment and monitor their caseload of students with grid services on their IEPs.
- Teachers are responsible for supporting the scope and sequence of curriculum along with implementation of IEPs.
- Teachers will work with regular educators to consider whether a student has experienced a regression in skill and/or lack of progress. If regression and/or lack of progress is present, identify opportunities for recovery, including additional, new, or different services and accommodations.
- Teachers will work collaboratively with building principals, Director of Student Services and Special Ed Team Leaders to coordinate paraprofessional(s) and the services/support/ instruction to be implemented
- Teachers will communicate any changes to IEPs and services, as well as call for meetings when appropriate, to families and other staff members. Liaisons must reach out to parents as soon as possible to discuss how IEP services will be delivered if

different from the IEP.

- Written notification will be sent to parents within the first two weeks of school containing specific information on how IEP services will be provided

#### 504 Meetings

- Meetings will be held remotely
- Consult with 504 teams to adapt student plans to meet emerging student needs

#### McKinney Vento

- If any staff member learns of any information that may identify a student as a McKinney-Vento student, that staff member will contact the school secretary and/or administration who then will notify Student Services.
- Staff members will ensure students have proper access to food and resources during remote learning
- Students will have access to internet during remote learning
- Students will have access to mental health services during remote learning
- If any parent contacts the school regarding a McKinney-Vento situation, the secretary or administration will notify Student Services immediately

#### English Language Learners

- New students will be screened using the new WIDA screener.
- If screening is done remotely then provisional eligibility will be determined and a re-screening will be completed when in person instruction resumes. This applies to grades K-12 unless EDWIN has data from a previous district.
- ELL teachers will work together with the general education teachers to continue to monitor FELs (former English Language Learners)
- ELL teachers will meet virtually with general academic teachers with regular frequency to plan their lessons and provide modifications to their lessons to best support English Language Learner students
- At the Secondary level
  - ELL teachers will create virtual classrooms for each stand-alone ELL Class. The four domains of language will be represented within the activities:

#### School Choice Students

- During the period of remote learning and beyond, School Choice students (Chicopee, Holyoke, Springfield, Granby) will have full and complete access to all services provided by the South Hadley Public Schools equal to that of all other students

#### Food and Nutrition

- During the period of remote learning, all SHHS students will be provided with breakfast and lunch to address food insecurity issues and to provide students with opportunities to continue to be supported and connected to their school and district during the period of remote learning

### **IX. Projected Timeline for Instructional Classrooms, Library, and Cafeteria Occupancy Only**

- I. Best Case Scenario:

Monday September 20: Teachers report to school without students Tuesday, September 21:  
All students and staff return to in-person learning

II. Worst Case Scenario

Monday 20<sup>th</sup> - Friday 24 the building is not ready to be occupied for various reasons.

Thursday, September 23

Testing is scheduled to be done. This is a rush order testing as we need to put in place a plan on or before Friday about the next steps in the process.

Friday, September 24

Test results are received, and Service Master Restore and the district's leadership team will generate a robust/aggressive weekend cleaning and/or mold remediations plan to ensure students can be in-person learning by Monday, September 27<sup>th</sup>.

Saturday, September 25

Intense cleaning all day and into the night

Sunday, September 26<sup>th</sup>

Intense cleaning continues with the final testing occurring in the late afternoon with test results available that evening—if possible.

**Special note: The High School Gym and auditorium will be addressed after students are attending classes in-person.**

Sincerely,

A handwritten signature in black ink, appearing to read "Jahmal Mosley". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Dr. Jahmal Mosley