Shrewsbury Public Schools

Reopening Plan for Our Schools

2020-2021 School Year

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II. Message from the Superintendent of Schools

August 6, 2020

Dear Shrewsbury Families, Colleagues, & Community Members,

This is a unique and extraordinary time in the history of the world and our nation. The COVID-19 pandemic has been a tragedy for hundreds of thousands around the globe, while all of humanity has been negatively affected in some way due to all of the impacts either directly related to health and well-being or because of the economic fallout. Every institution and organization has had to respond to the challenges posed by the pandemic, and public school districts have had to adapt in myriad ways. The realities of how central public schools are to the well-being of the students they serve and to the ability of parents and caretakers to work while their children are safe and engaged in school became crystal clear when schools had to suddenly close last March. Since that time, it has also been well documented that there is risk to our children not only from the virus, but also from being unable to access school as they normally would. This plan seeks to address both of those risks in a responsible way.

The importance of re-engaging students in school in this new school year in a manner that is safe for students, staff, and families has energized our school district over the past months as we planned options for reopening school for the 2020-2021 school year, and I am proud of the plan presented in this document. This plan represents the best thinking of the highly committed, hardworking, thoughtful, and innovative staff members of our school district, whom I am proud to call my colleagues. This plan also was shaped by the feedback, questions, and suggestions made by the parents of our school community, who continue to be extremely supportive and engaged.

Our planning for the new school year was informed by the following:

1) The health & well-being of students, families, & staff is priority #1.

2) Our focus for the coming year is to develop a safe school environment for our students and staff that prioritizes everyone's well-being and enables high levels of learning for all.

3) We are planning based on guidance from the MA Department of Elementary & Secondary Education while closely monitoring the latest information from medical

experts and the evolving data regarding the pandemic both in Massachusetts and in Shrewsbury.

With these things in mind, the following plan for returning to school was developed thoughtfully and with great care. While there is still much detailed work to be completed to prepare for the new school year, I believe that this plan lays out a pathway for our students and staff to return to learning and teaching in a manner that mitigates risk from the coronavirus while providing the best possible educational experience for our students' academic, social, emotional, and physical development under the circumstances.

This is the most complex work that we have ever done as a school district, and we will need to continue to be flexible and adapt as the circumstances related to the pandemic are surely going to continue to change. Thank you to everyone who contributed to this endeavor. Thanks to all of your contributions, I am proud to present this plan to the Shrewsbury School Committee for its approval.

Respectfully,

Joseph M. Sawyer, Ed.D.

Superintendent of Schools

III. Mission, Core Values, & Guiding Principles

The development of this reopening plan was guided by the mission and core values of the Shrewsbury Public Schools and was focused on guiding principles:

Mission
The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Core Values

Respect & Responsibility

Collaboration & Communication

Commitment to High Standards & Expectations

Equity

Guiding Principles

1. The health & well-being of students, families, & staff is priority #1.

2. Our focus for the coming year is to develop a safe school environment for our students and staff that prioritizes everyone's well-being and enables high levels of learning for all.

3. We are planning based on guidance from the MA Department of Elementary & Secondary Education while closely monitoring the latest information from medical experts and the evolving data regarding the pandemic both in Massachusetts and in Shrewsbury.

IV. Reopening Task Force

Our school district convened a Reopening Task Force with four subcommittees consisting of 142 members of our organization in order to generate ideas, solicit feedback regarding possible plan elements, and ensure that staff voices were part of the planning process. We are extremely grateful for the time and effort they put into this important work. The members are listed below by subcommittee.

	Human Resources & Staff Well-Being	
Name	**Position**	**School**
Aulenbach, Margaret	Teacher	Beal Early Childhood Center
Blasioli, Lori	Teacher	Shrewsbury High School
Bosnakis, Joy	Paraprofessional	Shrewsbury High School
Crossen, Leah	Paraprofessional	Parker Road Preschool
Egan, Anne	Teacher	Sherwood Middle School
Finneran, Kelly	Teacher, SEA Representative	Coolidge School
Flemming, Jen	Teacher	Coolidge School
Gutekanst, Karen	Assistant Principal	Sherwood Middle School
Koertge, Anne	Assistant Principal	Oak Middle school
Lane, Jeff	Director of PE, Health, and Family Consumer Science	District, K-12
Lizotte, Jane	Assistant Superintendent	Walter J Paton School, District
Malone, Barb	Executive Director of Human Resources	District

McCubrey, Lisa	Principal	Floral Street School
Mercadante, Kate	Teacher	Shrewsbury High School
Militello, Stacy	Teacher	Oak Middle School
O'Connell, PJ	Assistant Principal	Shrewsbury High School
Porter, Amy	Teacher	Spring Street School
Walker, Emily	Teacher	Paton Street School
Wallace, Amy	Teacher	Sherwood Middle School

	Operations and Technology	
Name	**Title**	**School**
Andreola, Jason	Teacher	Shrewsbury High School
Baldinger, Keith	Public Buildings Division Mgr.	Town of Shrewsbury
Bredberg, Emily	Teacher	Shrewsbury High School
Burnap, Lesley	Teacher	Calvin Coolidge School
Chalmers, Gary	Teacher, SEA Representative	Sherwood Middle School
Collins, Patrick	Assistant Superintendent	District
Cook, Erin	Teacher	Calvin Coolidge School
Cushing, Dan	Teacher	Sherwood
Girardi, Christian	Principal	Beal Early Childhood Center
Isaacson, Karen	Director, Extended Learning	District
L'Heureux, Brian	Director, Information Technology	District
Liporto, Brian	Teacher	Shrewsbury High School

Mabie, Bryan	Principal	Spring Street School
Nevader, Gregory	Assistant Principal	Shrewsbury High School
Nichols, Beth	Director, Food Service	District
Powers, Shawna	Director, Instructional Technology	District
Robinson, Lisa	Principal	Parker Road Preschool
Sharry, Joe	IT Specialist	District
Snell, Angela	Superintendent, Public Facilities	Town of Shrewsbury
Spangenberg, Laura	Teacher	Floral Street School
Umile, Jen	Secretary	Floral Street School
Yonker, Scott	Assistant Principal	Oak Middle School

	Curriculum, Instruction & Assessment	
Name	**Title**	**School**
Almeida, Ken	7-12 Director of Foreign Language	Oak MIddle School Shrewsbury High School
Bazydlo, Todd	Principal	Shrewsbury High School
Berthiaume, Kim	Teacher	Calvin Coolidge School
Breslin, Tracy	ABA Tech	Beal Early Childhood Center
Burt, Kristen	Teacher- Sped	Floral Street School
Callahan, Colleen	ELC Coordinator	Beal Early Childhood Center

Carter, Jill	Teacher	Shrewsbury High School
Chaves, Emily	Teacher	Beal Early Childhood Center
Clouter, Amy	Assistant Superintendent	District
Cristy, Moira	Teacher	Sherwood Middle School
Cushman, Debra	School Psychologist	Parker Road Preschool
Daly, Lisa	Curriculum Coordinator	Sherwood & Oak Middle Schools
de Leon, Meghan	Director of High School Special Education	Shrewsbury High School
DiFrancesca, Jenn	Director of Social Sciences	Shrewsbury High School
Doherty, Lynne	Teacher	Spring Street School
Dufault, Jennifer	Teacher	Oak Middle School
Dumphy, Rebecca	Instructional Coach / Coordinator	Parker Road Preschool Beal Early Childhood Center
Dunn, Rob	Curriculum Coordinator	Sherwood & Oak Middle Schools
Falvo, Jillian	Teacher	Calvin Coolidge School
Gablaski, Heather	Assistant Principal	Sherwood Middle School
Hanna, Rima	ESL Teacher	Beal Early Childhood Center
Henry, Maureen	Director, Title 1 Programming	District
Hoey, Shelley	Instructional Coach / Coordinator	Floral Street School
Hopkins, Hannah	Teacher	Sherwood Middle School
Hruskoci, Dave	Director of Science & Engineering	Shrewsbury High School
Hruskoci, Erin	Teacher	Sherwood Middle School
Jones, Ann	Principal	Oak Middle School

Johnson, Jean-Marie	Director of Mathematics	Shrewsbury High School
Johnson, Janet	Paraprofessional	Floral Street School
Kelly, Gina	Assistant Principal	Floral Street School
Kendrick, Erin	Instructional Coach / Coordinator	Calvin Coolidge School
Kilgore, Kristin	Teacher	Beal Early Childhood Center
Knapp, Emily	Teacher	Floral Street School
Lane, Jeff	Director, Physical Education, Health & Family Consumer Science	District
Lange-Madden, Kathy	Director, English Language Education	District
LeBlanc, Pamela	Director, Visual Arts	District
Lizotte, Jeff	Assistant Principal	Shrewsbury High School
Marcello, Jacqueline	Director of Preschool & Elementary Special Education	Parker Road Preschool
Marciello, Elizabeth	Teacher	Floral Street School
McCann, Melissa	Curriculum Coordinator	Sherwood & Oak Middle Schools
McCarthy, Victoria	Teacher, SEA Representative	Sherwood Middle School
Miller, Jody	Teacher	Oak Middle School
Monopoli, Maureen	Assistant Principal	Shrewsbury High School
Morse, Lindsay	Instructional Coach / Coordinator	Floral Street School
Nevader, Greg	Assistant Principal	Shrewsbury High School
Ostrander, Tiffany	Principal	Calvin Coolidge School

O'Toole, Tom	Director, Performing Arts	District
Papazian, Lisa	Instructional Coach / Coordinator	Walter J Paton School
Penfield, Heather	Teacher	Shrewsbury High School
Plerce, Susana	Teacher	Oak Middle School
Poitras, Pam	Curriculum Coordinator	Sherwood & Oak Middle Schools
Powers, Shawna	Director, Instructional Technology	District
Rice, Donna	Instructional Coach / Coordinator	Spring Street School
Robbins, Nicole	Special Educator	Floral Street School
Robinson, Lisa	Principal	Parker Road Preschool
Rooney, Hannah	Teacher	Sherwood Middle School
Suri, Simer	Teacher	Oak Middle School
Trippi, Patricia	ABA Tech	Beal Early Childhood Center
Trombley, Liza	Director of English	Shrewsbury High School
Violette, Jenna	Teacher	Walter J Paton School
Waterhouse, Patty	Director of Special Education	Middle School Level
Yonker, Scott	Assistant Principal	Oak Middle School

	Student Services (Health & Safety, Nursing, Student Well-Being, Special Education)	
Name	**Position**	**School**

Adams, Angelina	School Psychologist	Walter J Paton School
Bartlett, Meghan	Assistant Director of Special Education	District
Belsito, Meg	Assistant Superintendent of Student Services	District
Bruchmann, Pat	Public Health Nurse	Central MA Regional Public Health Alliance
Clifford, Kristen	Special Education Team Chair	Oak Middle School
Crowley, Donna	Paraprofessional	Parker Road Preschool
de Leon, Meghan	Special Education Team Chair	Shrewsbury High School
Donofrio, Sue	School Adjustment Counselor	Shrewsbury High School
Franger, Kristin	School Nurse	Sherwood Middle School
Freeman, Noelle	Director of School Nursing	District
Gibson, Dr. Timothy	School District Physician	UMass Memorial Hospital & Medical School
Golden, Darlene	Paraprofessional	Sherwood Middle School
Grimshaw, Maria	Speech and Language Pathologist	Parker Road Preschool
Gritter, Aaron	School Psychologist	Sherwood Middle School
Harrington, Alicia	Special Education Team Chair	Shrewsbury High School
Herrick, Kristin	Director of Specialized Programs	District
Huynh, Nga	Director of School Counseling	Shrewsbury High School
Kelly, Gina	Assistant Principal	Floral Street School
Kelly, Jon	Principal	Sherwood Middle School
Kennedy, Erin	Special Education Team Chair	Sherwood Middle School
Lambert, Ann	School Nurse	Beal Early Childhood Center

Lencioni, Jenni	School Adjustment Counselor	Oak Middle School
Lizotte, Jeff	Assistant Principal	Shrewsbury High School
Loconsolo, Amy	Teacher	Calvin Coolidge School
Marcello, Jackie	Director of Elementary Special Education	Elementary Level
McCarthy, D'Arcy	Teacher	Oak Middle School
Messineo, Darcy	Speech and Language Pathologist	Beal Early Childhood Center
Orlando, Talene	Teacher	Oak Middle School
Parry-Cruwys, Rob	Clinical Coordinator	District
Pierce, Jacklyn	Teacher	Floral Street School
Pupecki, Kristin	Teacher	Beal Early Childhood Center
Robinson, Lisa	Principal	Parker Road Preschool
Rogers, Michele	School Nurse	Shrewsbury High School
Rynning, Daryl	Clinical Coordinator	District
Sherman, Carolyn	Teacher	Shrewsbury High School
Theroux, Katrice	School Adjustment Counselor	Calvin Coolidge School
Toti, Paula	Teacher, SEA Representative	Shrewsbury High School
Wallace, Meghan	Teacher	Shrewsbury High School
Waterhouse, Patty	Director of Special Education	Middle School Level

V. Executive Summary

This Reopening Plan for 2020-2021 for the Shrewsbury Public Schools (SPS) contains a great many details based on what is known and what can be determined at this time, while other details must await further information and developments before further planning can be accomplished. Our school district has been reviewing and considering each new set of guidance from the Massachusetts Department of Elementary & Secondary Education (DESE) in order to ensure that SPS will be operating according to any of the state's mandates while considering their recommendations and resources. This has been a constantly evolving situation, and we must remain flexible and adapt as the circumstances change so that we can best meet the needs of our students, their families, and our staff.

The SPS leadership team, along with representatives from the School Committee, have been working with our collective bargaining units both regarding the budget crisis our district is managing and the development of this plan. The school district is committed to meeting our responsibilities to negotiate the elements of the reopening of school that are subject to bargaining due to its impact on the working conditions of our employees. This is an ongoing process, and we appreciate the collaborative nature of this work.

This executive summary will outline the key elements of our reopening plan to help strengthen understanding of the different ways in which our school district must operate in the coming school year due to the coronavirus pandemic. For details of the plan, please see the sections that follow.

Health & Safety

- SPS continues to consult with medical experts and public health officials (including the Massachusetts Department of Public Health and the Central Massachusetts Health Alliance, to which the Town of Shrewsbury belongs) and to review updated public health data and medical information regarding COVID-19 in order to monitor the situation as it pertains to Shrewsbury and our area. Some of these resources include: Mass General Hospital's COVID-19 School and Community Resource Library, the Mass.gov daily dashboard, the Dartmouth Atlas Project's COVID-19 page, and the Boston Globe's daily update and its Massachusetts town-by-town comparison. This reopening plan is based on the current public health

data and trends; if these conditions change, the district may need to shift to full remote learning.

- While the guidance from DESE, based on consultation with medical experts, indicates that a three-foot physical distancing standard in schools is appropriate when combined with other mitigation measures such as mask wearing, based on the space available in our schools (some of which are beyond design capacity with their enrollment), **SPS is choosing to reduce the number of students in school at one time by having students attend on a part-time, alternating schedule and will use a six-foot physical distancing standard with masks required for all students and staff.** Please note that this standard is for seating and spacing in general; it does not mean that students or staff won't come within six feet of one another when passing by each other or for other brief periods. The medical definition of a "close contact" is when individuals are closer than six feet for 10-15 minutes or more.

- Protocols regarding the home screening of symptoms prior to coming to school and how we will respond if a student or staff member exhibits symptoms at school or tests positive for COVID-19 have been developed and are detailed in the Health & Safety section of the plan. Universal temperature screenings will not be completed at school, as state medical guidance indicates that they are unreliable due to the number of false readings.

School Calendar & School Hours

- Based on action at the state level, the mandated 180 instructional days of school has been changed to 170 for this school year in order to enable 10 days of training, planning, and orientation prior to the start of the school year. **The first day of work for SPS staff will remain Monday, August 31, and the first day of school for students will be Tuesday, September 15.**

- The professional development day originally scheduled for September 1 will now take place on Friday, January 15.

- The last day of school in June is scheduled for Wednesday, June 16 (subject to change).

- School hours will remain the same as pre-COVID for in-person learning days as listed below. Hourly schedules at home for remote learning days for students in the

hybrid program of in person and remote, as well as those students in the stand-alone full remote program, will largely mirror in-school schedules, with some possible differences still to be determined as these programs are further developed.

School Hours:

Shrewsbury High School	7:35am – 2:00pm
Oak Middle School	8:00am – 2:35pm
Sherwood Middle School	8:00am – 2:35pm
Elementary Schools	9:00am – 3:15pm
Beal Early Childhood Ctr.	9:15am – 3:30pm
Parker Road Preschool	8:30am – 11:00am/12:00pm – 2:30pm

- The **Extended School Care program will <u>not</u> be available for at least the first three weeks of the beginning of the school year**, as the district focuses on the safe reopening of in-person academic instruction. The district hopes to open Extended School Care on October 5.

District-Wide Daily Schedule by Cohort

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Cohort A High Needs Students	In-Person	In-Person	AM: In-Person ½ Day Early Release PM: Asynchronous Remote Learning	In-Person	In-Person
Cohort B	In-Person	In-Person	AM: "Live" Remote Learning PM: Asynchronous Remote Learning	Remote	Remote
Cohort C	Remote	Remote	AM: "Live" Remote Learning PM: Asynchronous Remote Learning	In-Person	In-Person
Cohort D Fully Remote Students	Remote	Remote	Remote	Remote	Remote

The gold blocks above denote days when students would experience in-person instruction at school during typical hours. For example, a second grader in Cohort B would attend school in person from 9:00-3:15 on Mondays and Tuesdays.

Return to School Learning Program Options for Students

- Per DESE requirements, families may choose to have their child participate in either the SPS hybrid program for in-person learning and remote learning on an alternating schedule, OR a stand-alone, full remote learning program.

Hybrid Program

- The hybrid program will divide students into cohorts; each alternating cohort will attend two consecutive days of the week in person and learn remotely on the other three days.

- Students who participate in the hybrid program will be assigned to one of three cohorts:

  - Cohort A: A small cohort of students with high needs who will attend school in person each day (with an early release day most Wednesdays with remote learning on Wednesday afternoons).

  - Cohorts B & C: The remaining students choosing the hybrid model will be divided by last name into two equivalent sized groups to limit the number of students in school at one time. Cohort B will attend in person on Mondays and Tuesdays and Cohort C will attend in person on Thursdays and Fridays; both cohorts will learn remotely on Wednesdays.

  - Last name assignment is roughly expected to be A through K for Cohort B and L through Z for Cohort C; however, it is important to note that we will not be able to make an initial assignment of students to Cohort B or C until families have made a selection regarding the hybrid option vs. the stand-along full remote option, as this may require adjusting the numbers.

- Remote learning on the days that students in the hybrid program are at home will be a mix of synchronous ("live") learning experiences with various educators and asynchronous learning using assignments provided by their teachers, according to a schedule. Based on a review of research on effective practices, students will not be "attending" the in-person classes happening at school through a live video link. The in-person instructional strategies teachers use in their classes vary widely, including individualized work, and do not typically translate well for a student audience at home. Trying to attend to both groups simultaneously can compromise the effectiveness of the experience for both the in-person and at-home students.

- Students in the hybrid program will be accountable for attendance on each school day whether in-person or remotely, and they will receive grades.

- Some in-person educational programming will need to be adapted due to public health considerations and DESE requirements, such as physical education, chorus, and band classes. See this link and navigate to "Guidance for Courses Requiring Additional Safety Consideration for Fall 2020 to see the DESE guidance.

- Full-Day Kindergarten tuition will not be assessed when in a hybrid or full remote model of learning. The tuition may begin upon the return of full in-person learning and be prorated at the daily rate of the $2,205 program fee. The school district will enroll as many kindergarteners as possible within the hybrid schedule illustrated above; the ability to provide this schedule to kindergarten students who are enrolled in Half-Day Kindergarten will be determined once the district has information regarding how many families choose the "full remote" option (Cohort D) for their children.

Stand-Alone Full Remote Learning Program

- Students whose families choose not to participate in the in-person/remote hybrid program will be enrolled in the district's stand-alone, all remote learning program. This group of students will be known as Cohort D.

- Because it is not feasible to have educators who are responsible for Cohorts A, B, and C to also plan instruction for a fully remote learning program and monitor and support those additional students, students in Cohort D will be supported by different educators than those primarily responsible for the other student cohorts in the hybrid program.

- Until we know how many families choose the stand-alone, full remote learning program, we will not be able to make determinations for staffing the full remote program. We expect that some SPS educators will be assigned to teach and support Cohort D, but it will also likely be necessary to utilize some third-party education organizations who provide online learning in order to provide Cohort D students with the appropriate amount and type of instruction. DESE did not provide information on state-contracted third-party learning options until August 5, and the district is reviewing these possibilities and will provide additional information as soon as possible.

- Students will be accountable for attendance and will be graded. Successful completion of full remote coursework will provide full credit for completion of a Shrewsbury Public Schools course of study, including high school courses. Not all Shrewsbury High School courses may be available to students in the Cohort D full remote program.

- If families choose the full remote program and later change their mind and wish to have their child participate in the hybrid program, this will be permitted (and vice-versa). However, there will need to be a waiting period prior to switching programs, which will likely be based on completing a grading period or a certain unit of instruction before making the change. This will also allow the district to plan for the appropriate entry of the student into the other program. The waiting period could be as long as several weeks.

- If the school district is required to move *all* students to full remote learning due to the conditions of the pandemic, it is possible that the student will remain in Cohort D with the same learning program; however, the district reserves the right to reassign students in Cohort D to another SPS full remote learning program in order to best manage a full remote situation for all students.

- In order to experience the benefits of participation and to maintain connections with other peers in Cohort D will be eligible to participate in SPS co-curricular activities such as clubs, academic teams, and athletics to the extent possible as allowed by DESE or other state regulations. Many of these opportunities may be offered remotely.

- It is very important to note children in the stand-alone, full remote program will remain enrolled as active SPS students. *This is different from homeschooling.* A family who chooses to homeschool their child is un-enrolling their child from the Shrewsbury Public Schools, and the student will <u>not</u> be eligible for participation in any Shrewsbury Public Schools programs or activities per School Committee policy. Families who wish to homeschool their child must submit a homeschooling educational plan to the school district's approval per Massachusetts law.

Student Services and Special Education

- The school district will provide Individualized Education Program (IEP) services per students' IEP plans through in-person instruction, remote instruction, or a combination of both, while abiding by necessary health and safety requirements.

- SPS will work with families collaboratively both formally through the Team Meeting process and informally in order to provide support for students' needs.

- Section 504 Accommodation Plans will continue to be individualized based upon each student's needs and profile and will be in effect for in-school learning while potentially being adapted for remote learning.

Student and Staff Well-Being

- We recognize that the circumstances of the pandemic have created many challenges for children and adults alike. SPS is committed to providing supports for our students and our staff in order to promote the well-being of all, with some supports offered to all and more intensive, specialized supports provided to those who need additional help.

School Operations

- Bus transportation will be provided to all students who qualify by law, with the hope that all students whose families wish for them to ride the bus will be able to be accommodated despite limited bus capacity due to physical distancing. Go to the transportation web page for details.

- Lunches will be served at school, with cafeterias and gym spaces used to enable physical distancing.

- The Town of Shrewsbury Public Buildings Division is taking specific actions to ensure that air circulation and ventilation meet ASHRAE standards across our school buildings.

- The Public Buildings Division is implementing protocols outlined by DESE, the CDC, and ASHRAE for the cleaning and disinfecting of buildings.

Technology

- By extending the use of iPads returned by last year's 8th and 12th graders, using other iPads we already have in the elementary schools, and purchasing more through federal CARES Act funds for COVID-related expenses, all students from Kindergarten through Grade 12 will have their own school-issued iPad to utilize for learning, both in school and at home.

Human Resources

- Our Human Resources team is doing detailed workforce planning in order to work with staff on providing information regarding what leaves they might qualify for, as well as seeking additional long term substitutes in order to provide flexibility for administering the hybrid educational model.

VI: Health and Safety in Our Schools

Please note: Health and Safety Protocols will be revised and updated as new guidance is issued by the Central Massachusetts Regional Public Health Alliance, Massachusetts Department of Public Health, the State of Massachusetts, Department of Elementary and Secondary Education, and the Centers for Disease Control.

The health and well-being of students, families, and staff is priority #1. Our focus for the coming year is to develop a safe school environment for our students and staff that prioritizes everyone's well-being and enables high levels of learning for all. Our planning is based on guidance from the Massachusetts Department of Elementary and Secondary Education while closely monitoring the latest information from medical experts and the evolving data regarding the pandemic both in Massachusetts and in Shrewsbury. With these principles in mind, a combination of mitigation strategies will be implemented in order to limit the spread of COVID-19 related illness. The strategies detailed below have been developed as part of our reopening plan. It is essential that all members of the school community, including students, staff, and families, take seriously the need to adhere to these strategies. We must work together to create as safe as possible an in-person environment and to reduce the risk of COVID-19 in our community.

A: Mitigation strategies to reduce the risk of spreading COVID-19

1. Face masks

Shrewsbury Public Schools will require **all staff and all students grade preK through grade 12 to wear face masks** while in school and on the bus in order to maximize safety for everyone in our school community. Masks have been shown to be one of the most effective ways to limit the spread of COVID-19. Younger children and students

with disabilities may need more support and encouragement to wear masks consistently, and we ask that families partner with schools by working with their children at home on increased tolerance and awareness of wearing face masks in the weeks leading up to our return to in-person learning. Some tips for helping young children to wear face masks can be found here.

Various types of face coverings are available for purchase, or can be made at home. Masks should fit snugly on the sides of the face and the chin, and must cover both the mouth and the nose. Cloth face masks made of multiple layers of fabric are acceptable for use in school; **however neck gaiters, buffs, or bandanas are not acceptable due to their more limited ability to trap the droplets that contain the COVID-19 virus.** While it is our expectation that staff and students will arrive at school wearing a mask from home, the district will provide a face covering to individuals who do not have a mask. N-95 masks are **not** required or recommended, and should be reserved for use by health care workers whose work requires them to be in close contact with symptomatic individuals. Clear masks will be made available to staff and students who require them, such as those who are deaf or hard of hearing, or those whose work requires clear visualization of the mouth and lips (phonics, visual cues, etc). Medical exemptions for face masks will require documentation from a health care provider, noting the specific medical condition that prevents mask wearing. Wearing a face shield in lieu of a mask will be an option for students whom it is deemed necessary by the school district due to medical or other reason a student cannot wear a mask.

Students and staff will benefit from mask breaks at designated times during the day. Students will remove their masks while eating snack and/or lunch, and during recess. Physical distancing of 6 feet or more must be maintained during mask breaks. Accommodations will be made if a child requires additional breaks due to medical or behavioral needs.

2. Physical distancing

In combination with wearing face masks, **physical distancing** is believed to be essential in limiting the spread of COVID-19. Shrewsbury Public Schools will use a distance of 6 feet as our standard for physical distancing in school. Classroom capacity will be determined based on the need to provide 6 feet distance between student work areas. As noted above, 6 feet distancing must be maintained during lunch and recess when students' masks are removed.

For COVID-19 purposes, "close contact" is defined as being within 6 feet for 10-15 minutes or more. The goal of physical distancing should be to avoid close contact. Therefore, momentary or brief (less than 10-15 minute) contact such as passing in the hallway or moving about a classroom to check student work, gather supplies, etc. while wearing a mask is permitted and considered safe.

3. De-densification by limiting the number of students at schools

The findings of our feasibility study indicated that a hybrid, alternating days schedule model is required in order to achieve the 6 feet physical distancing necessary to **de-densify** our classrooms and buildings. The alternating days schedule will allow for a smaller number of the students to be in the building at any given time, and will make 6 feet distancing in classrooms possible. Classrooms will be set up with student desks or tables arranged to accommodate 6 feet between student chairs, which will be positioned to face the same direction.

To facilitate contact tracing, desks will be assigned and students will be placed in cohorts whenever possible.

4. Additional mitigation strategies

In addition to face masks and physical distancing, the following mitigation strategies will be in place:

a. Families and staff will be required to do a **daily at-home screening** of possible COVID-19 symptoms; close contact with individuals who are positive for COVID-19; any travel outside of Massachusetts; or a recent history of fever-reducing medication. Answering "yes" to any of the screening questions will require the individual to remain at home until further evaluation occurs and next steps are determined. **Staying home if ill** will be a critical strategy in mitigating the risk and spread of COVID-19.

b. **Hand washing** is an essential part of infection control for COVID-19 and many other illnesses. Students and staff will be encouraged to wash their hands on arrival to school, before and after eating, bathroom use, and when leaving school for the day. Hand washing with soap and water is preferred, however because access to soap and water is not always possible, alcohol-based **hand sanitizer** will be available in all classrooms, at entrance and exit locations, and at other key locations such as office areas and cafeterias.

c. **Use of shared materials will be limited** as much as possible. When learning aids such as manipulatives are shared, they must be cleaned between users. Hand should be washed before and after use of any shared materials. Books and other paper-based materials are not considered high risk for transmission and do not need special cleaning procedures.

d. In order to limit contacts as much as possible, **visitors will not be allowed** in school buildings. If a family member has a need to access a building, contact should first be made with main office staff to discuss the need and determine next steps.

B: Protocol if a student or staff member becomes ill during the school day

As previously noted, **daily at-home screenings** and **staying home if ill** are important parts of our mitigation plan. If a student or staff member develops symptoms of illness while at school, the individual should report to the school nurse immediately for evaluation and determination of next steps. If symptoms are found to be consistent with possible COVID-19, the individual will be sent home with instructions for follow up with a health care provider. Students waiting to be picked up will be placed in a medical waiting area that is separate from the health office and be supervised by a designated staff member. In order to facilitate dismissal for students who are ill, families are asked to provide in PowerSchool three or more emergency contacts who are available to pick up the student within **30 minutes** of receiving a call to dismiss. Details of next steps for various scenarios can be found in the SPS Protocols for COVID-19 Scenarios in School document here.

C: Protocol if a student or staff member tests positive for COVID-19

If a positive case of COVID-19 is identified in a student or staff member, the Director of School Nursing and school nurses in each building will work with Central Massachusetts Public Health Alliance staff to begin contact tracing and determine the need to quarantine individual student(s) or staff member(s), classroom(s), or building(s). Determination of next steps will be made on a case-by-case basis using established public health criteria. Any notification of positive cases will be made while maintaining the confidentiality of the individual(s) who have tested positive. The superintendent will provide district-wide notifications of de-identified COVID-19 data as needed, in addition to regular updates regarding the overall picture regarding COVID-19 public health data related to the school district.

Any student or staff member who is identified as a close contact of someone who tests positive for COVID-19 will be required to quarantine for 14 days. During these days, the students will access their education through remote services.

D: Ventilation & air circulation

An evaluation of the ventilation and air circulation in our buildings is being included in our health and safety considerations. Please see the School Operations section of this report for more information.

E: Protocol for cleaning and disinfecting

Frequent cleaning and disinfecting of commonly touched surfaces is an important part of our COVID-19 mitigation plan. Our cleaning services are provided through the Town of Shrewsbury Public Buildings Division, and details regarding their building maintenance plan can be found in the School Operations section of this report.

VII. School Calendar

Massachusetts Commissioner of Elementary & Secondary Education, Jeffrey Riley, reached an agreement with the state-level teacher unions regarding a delayed start to the 2020-2021 school year in order to provide 10 days of training, orientation, and planning so that schools are better prepared to reopen under the unique and complex circumstances presented by the ongoing pandemic. This agreement may be found here (see document "Additional Staff Training Days this Fall - July 27, 2020").

In order to provide these training days within school districts' contractual work year for staff, the Commissioner is waiving 10 of the compulsory 180 instructional school days mandated by the state, so that public school districts need only schedule 170 days of instruction.

Under our original calendar, staff are scheduled to return on Monday, August 31 for an opening day of meetings, followed by a professional development day on Tuesday, September 1, and then the first day of school for students occurring on Wednesday, September 2. Given the Commissioner's agreement and waiver, our reopening plan would make the following changes to the 2020-2021 school calendar for the Shrewsbury Public Schools:

1) **Staff will begin their work year on Monday, August 31** and participate in training, orientation, and planning for ten consecutive work days beginning then. Due to the Labor Day holiday, these ten days will be: August 31 and September 1, 2, 3, 4, 8, 9, 10, 11, and 14. These ten days are the days allotted through the Commissioner's agreement and waiver.

2) **The first day of school for students will be Tuesday, September 15.** Students in Cohort A will begin attending in person on this date, and will attend on each of the four days that week (September 15-18). For students attending school in the hybrid model as part of the cohorts with an alternating schedule, students in Cohort B will attend school in person on September 15 and 16 and students in Cohort C will attend in person on September 17 and 18. The following week (September 21-25), which will be a full five-day week, will have Cohort B attending in-person on Monday and Tuesday, all Cohort B and C students attending remotely on Wednesday,

and Cohort C students attending in person on Thursday and Friday. Cohort A will attend on Monday, Tuesday, Thursday, and Friday, with some members of Cohort A also attending on Wednesday morning for a half day (this will depend on those students' support services).

3) **The professional development day that was originally scheduled for September 1 is moved to Friday, January 15**, which is the Friday prior to Martin Luther King, Jr. Day. Previous calendar committees have recommended connecting professional development days to holiday weekends per family preference. The original opening day staff meeting day is removed from the calendar, as at the time of this writing it is possible that a cost mitigation agreement with the teachers' association may remove one work day from the contractual year. Depending on the outcome of those negotiations, as well as regarding changing conditions related to the pandemic that could require a quick shift in our approach, that staff work day may be inserted elsewhere in the calendar, and this January 15 professional development day might also be shifted elsewhere.

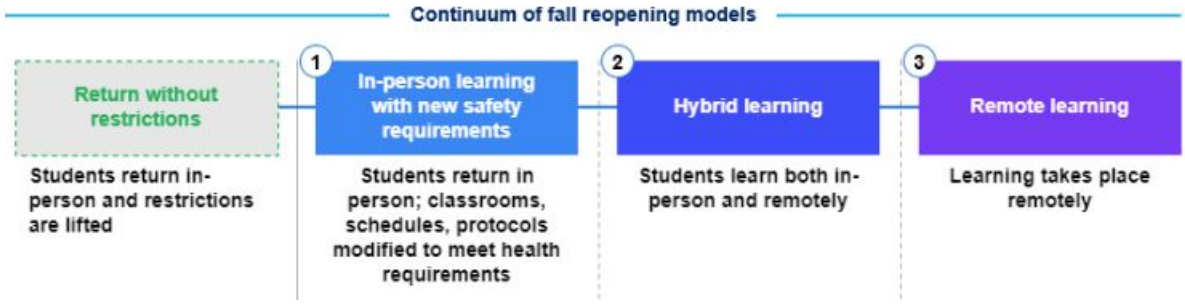
4) Because of the hybrid schedule where students will learn remotely through asynchronous instruction on Wednesday afternoons, all Tuesday "early release days" for professional development in the original calendar have been removed.

5) **Based on the changes above, the last day of school (170th instructional day) would be Wednesday, June 16.** This could change if there are "snow days" – however, it is important to note that with remote learning, it is *possible* that snow days may not be necessary. The last day could also be extended by one additional day if a teacher work day is reinserted into the calendar as referenced in #3 above.

VIII. Summary of Return to School Options for Students

As you know, initial guidance from the Department of Elementary and Secondary Education (DESE) prompted districts to think of options for reopening school on a continuum:

Exhibit 1



The most recent guidelines from DESE (released on July 24) require districts to submit one plan with three learning models in mind:

- a full return to school
- a continuation of remote learning and
- an alternating in-person and remote learning model.

Most importantly, DESE guidance emphasizes that districts must consider a safe return to school as a preferred option for fall. This directive is based on advice from pediatricians and expert advisors in Massachusetts increasingly concerned about the consequences for the children of the Commonwealth of a continuation of remote learning. In Shrewsbury, our Reopening Task Force approached planning with the same regard for health and safety. In order to discern the model that would serve our community best, the district conducted a detailed feasibility study.

DESE guidance, the capacity of our school facilities, our staffing plan, related budget considerations and most importantly, feedback from our staff and families were all considered as part of the self evaluation. It should be noted however, that ultimately our preferred plan was shaped by our core values, taken together with a collective vision for an engaging instructional model for students in Shrewsbury.

Health experts assert that health and safety can be maintained with universal mask wearing while allowing for physical distancing of 3 feet in schools, with a stated preference for six feet wherever possible. For this reason, district leaders across levels were initially encouraged by the notion that a safe return to in person teaching and learning was possible. After a prolonged analysis of our schools buildings, however, including hallways, cafeteria spaces and the outdoor areas that are necessary for facilitating arrival and dismissal times as well as mask breaks, it became clear that managing passing times, safety routines and other considerations (like arrival, dismissal and food service) is best done by widening physical distance. Rather than planning with the three feet of physical distancing, educators in Shrewsbury recommend maintaining a six foot distance. This allows for classrooms that can accommodate large and small group learning as well as movement and mask breaks. In other words, having more space in each classroom will enable our educators to preserve the very best aspects of in-person instruction.

Of course, increasing social distancing also means that the district would have to reduce the student population in each school by half. For this reason, we are unable to entertain a model that would allow all students and staff to return to in-person instruction simultaneously, even with three-foot distancing. That said, when conditions improve sufficiently in Massachusetts such that physical distancing is no longer required, we would certainly plan to resume school “as it was” to the greatest extent possible. Because in-person instruction in this model is so familiar, we will spend the least amount of time describing it. Suffice to say that our “old” policies, procedures, processes and practices would apply, including provisions for supporting the full range of diverse student needs that exist in Shrewsbury, while benefiting from the increased use of technology and more robust collaboration that has happened as a result of our district’s experiences last spring with the closure.

Given space and capacity restraints required by social distancing, at this time the recommendation of our Reopening Task Force is to reopen school with a balanced approach. Dividing students whose families elect to return into two cohorts and implementing a model of alternating remote learning and in-person instruction will allow us to preserve the best of what school has to offer for those most children possible. The DESE calls this a “hybrid” model.

A. Hybrid of In-Person & Remote Learning on an Alternating Schedule

A hybrid learning model addresses the diverse needs of our students by providing both in-person instruction and remote learning on a rotating schedule. To do this well, the district must plan to provide instruction to four distinct groups of students.

- Cohort A: This cohort will include students who are considered "high needs" who would attend school full time, in person each day of the week (with Wednesday being a half day) in order to benefit from additional instructional opportunities, support services, therapies, etc. Initially, the students who will qualify to be in Cohort A will be students with Individualized Educational Programs (IEPs) who meet specific criteria. Once the number of students who will be participating in the hybrid model is determined and the number of students who initially qualify for Cohort A are identified, the district will determine how much more capacity it will have to potentially add *additional* high needs students. According to guidance from the Department of Elementary & Secondary Education, we would consider factors such as disability, English language acquisition, economic status, homeless/foster care status, and/or lack of academic progress in remote learning last spring; students for whom more than one of these factors apply would be prioritized.

- Cohorts B and C represent the remaining students, (split approximately in half into two cohorts alphabetically by last name) in order to have fewer students present in school buildings at one time to enable six-foot physical distancing. Children in these two cohorts will rotate in-person instruction with remote learning, with an alternating schedule providing at least two in-person learning days per week for each cohort.

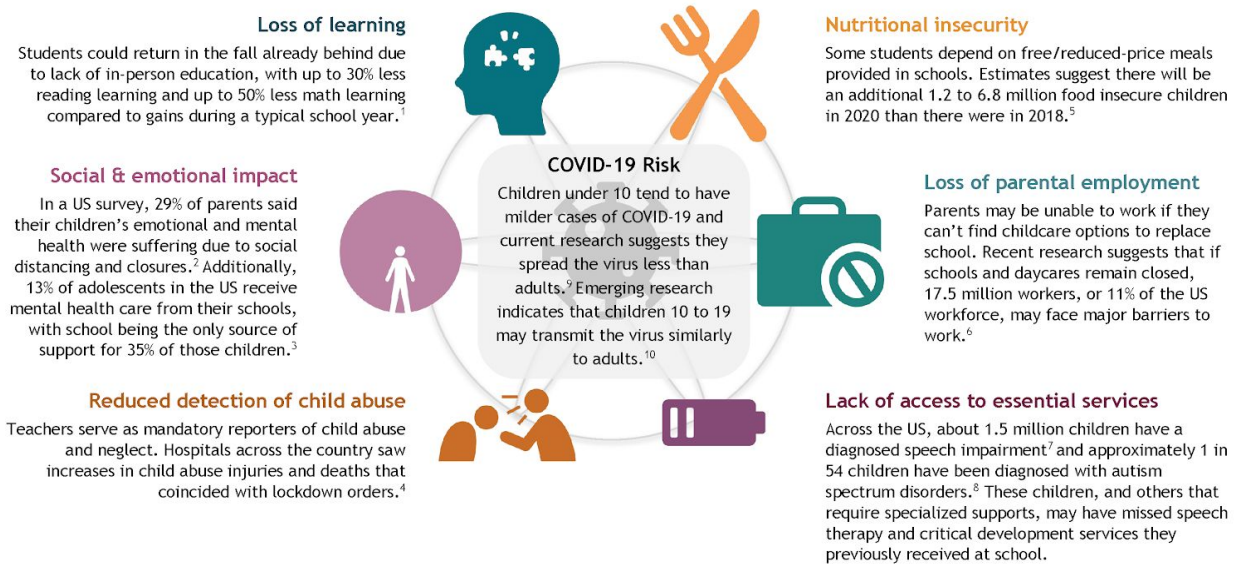
After reviewing questions and feedback from families, the district has determined that assigning the cohorts by last name is the option that enables two key goals: 1) reducing the number of students in school in order to enable physical distancing, and 2) ensuring that children in the same family are on the same alternating schedule, regardless of which schools they attend. While some suggested that the cohorts be selected according to geography in order to keep students in the same neighborhood together and to facilitate carpooling to school, it would not be possible to achieve the goal of balancing the numbers of students at different grade level spans or schools without choosing different combinations of neighborhoods for different age groups, since students are not distributed across grade levels evenly across all neighborhoods.

Overall, our student population breaks down with about a 50/50 split according to last names ending with A through K and L through Z. However, it is important to note that we will not be able to make an initial assignment of students to Cohort B or C until families have made a selection regarding the hybrid option vs. the stand-along full remote option, as this may skew the numbers.

- Cohort D describes students whose families elect to continue with full remote learning. Recent survey results suggest that about 17% of families may opt for this model, with 16% undecided. Although we have some options in mind, we are waiting for the results of DESE's statewide learning platform vendor process, and we anticipate needing more specific numbers regarding students as well as additional staffing information in order to finalize the instructional plan for students in this group.

Our goal is to implement the same hybrid model across levels in order to keep routines simple for working parents and predictable for families with students at more than one level. Having considered a range of models, in order to reduce the number of students in a school building and maintain six-foot physical distancing for classroom seating, we will be recommending an alternating in-person and remote hybrid model. Specifically, 1) students in Cohort B would attend school on Mondays and Tuesdays while Cohort C learns remotely; 2) all students in Cohorts B & C would engage in full remote learning on Wednesdays, with a half day of "live" learning in the morning and asynchronous learning in the afternoon to enable staff collaboration and coordination; and 3) students in Cohort C would attend school on Thursday and Friday while Cohort B learns remotely. In this way all students would attend school each week, enabling educators to "chunk" instruction across settings with the goal of fostering connections, establishing expectations and building routines effectively.

It should be noted that the medical community continues to assert that there is some risk inherent in any model, and that districts must evaluate and balance the risk of continued remote learning alongside reopening. The information graphic below, taken from the Parabola Project, a joint effort on the part of educators and the medical community to advise schools, depicts the factors to consider in their School Reopening Readiness Guide:



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2. Calderon. (2020). "U.S. Parents Say COVID-19 Harming Child's Mental Health" Gallup.
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As conditions change, so too should our evaluation of the fitness of various instructional models for the district. Our plans are based on current assessments of risk in Shrewsbury. Fortunately, the extensive consideration of each model and the detailed plans we have created will enable our school communities to pivot quickly should that become necessary.

No matter the model, students, staff and families should anticipate changes. This is because inherent in the new guidance are several new state mandates. In other words, even a continuation of remote learning would require adjusting expectations. Specifically, going forward the Department of Elementary and Secondary Education

(DESE) has made it clear that districts must significantly increase time on learning, align instruction to state standards, track attendance, issue grades, and ensure that the diverse needs of all students are met regardless of learning model.

B. Stand-Alone Full Remote Learning

For a variety of reasons, some families may not be comfortable sending their children back to school. Under our current plan for reopening, parents that opt for their child to continue remote learning would essentially be choosing a stand-alone fully remote option. In other words, students learning in a fully remote learning model would not connect with students learning remotely in either Cohort B or C. Rather, students whose parents elect this scenario would be considered a separate group. For clarity we have named the children in this group Cohort D to distinguish between the experiences of students in an alternating in-person and remote (hybrid) model and a fully remote learning model.

To recap, this means that our reopening plans will need to account for the learning experiences of students in four groups or cohorts:

- Cohort A (always attending)
- Cohort B (hybrid)
- Cohort C (hybrid)
- Cohort D (fully remote)

As we outline the descriptions of the four groups, inevitably parents seeking more in-person learning opportunities for their child(ren) will wonder how we determine eligibility for Cohort A. It's important to note that both students with disabilities and high needs students without disabilities comprise this cohort. However, "high needs" is a term coined by the DESE. For that reason, students must meet criteria to be considered for inclusion in this cohort. While families may opt into Cohort D, determining which students will be considered for Cohort A is strictly a district decision. In Shrewsbury, at least initially students in Preschool, "high needs" students with disabilities and beginner English learners with high needs will be considered Cohort A. As we administer assessments, learn more about our students and get a better sense of capacity we may extend eligibility to other learners at high risk for regression.

As mentioned previously, since the spring guidance from the Department of Elementary and Secondary Education (DESE) has changed and so too have our expectations for how often students will be expected to engage with their teachers and other educators in a remote model. For this reason, should SPS schools have to close, the educators facilitating a hybrid learning model would not also be able to deliver the content Cohort D students would need to receive. It's not clear at this point whether we would have sufficient numbers of educators from the Shrewsbury Public Schools to address the needs of Cohort D students. Presently we estimate that approximately 20% of students may opt for a fully remote model. It's unclear how many staff will seek the opportunity to teach in a fully remote model, or how well the needs of teachers and students would align even if numbers were roughly equal.

Finally, it should be understood that the numbers of students in any one cohort will be impacted by the numbers of students in the other groups. For example, for now we plan on dividing Cohorts B and C alphabetically with the goal of keeping siblings together. However, if the groups don't balance we may need to adjust.

IX. Details of Hybrid In-Person & Remote Learning Option

Having determined that a hybrid model is our preferred learning plan for reopening, our next task was to review various hybrid schedule configurations. Again, our evaluation of which option would serve the district best was shaped by core beliefs, chief among them being that bringing some students back was better than a continuation of remote learning. Furthermore, given that one of the challenges of remote learning was maintaining consistent connections between home and school, models that prioritized in-person opportunities for learning for every student every week were preferred. Finally, in order for educators to meaningfully engage students in different cohorts, it was important to structure a schedule that included collaboration time for educators as well as opportunities for individualized support for students and families.

In the hybrid model, the recommended district-wide daily schedule for students in each cohort is as follows:

A. District-wide Daily Schedule by Cohort

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Cohort A High Needs Students	In-Person	In-Person	AM: In-Person ½ Day Early Release PM: Asynchronous Remote Learning	In-Person	In-Person
Cohort B	In-Person	In-Person	AM: “Live” Remote Learning PM: Asynchronous Remote Learning	Remote	Remote

Cohort C	Remote	Remote	AM: "Live" Remote Learning PM: Asynchronous Remote Learning	In-Person	In-Person
Cohort D Fully Remote Students	Remote	Remote	Remote	Remote	Remote

The gold blocks above denote days when students would experience in-person instruction at school during typical hours. For example, a second grader in Cohort B would attend school in person from 9:00-3:15 on Mondays and Tuesdays.

On remote learning days students across levels will be expected to work independently on activities planned for them by their assigned teachers, including specific assignments as well as asynchronous lessons. We are working on plans to also provide "live" connections for students through Zoom on these remote days, which could involve special subjects instruction. Again, going forward assignments and workload will more closely resemble a full schedule on both in-person and remote learning days.

In the event there is no school on a day during a given week due a holiday, the schedule would be adjusted to remove the all-remote day in favor of replacing any lost in-person day. For example, if Monday were a holiday, the Wednesday schedule for that week would become an in-person day for Cohort B.

For the remote portions of the program, we will need to determine the best schedule for weekly communications to families to allow sufficient time for families to plan and/or to provide additional support to the students who need it the most. Having determined that an alternating in-person model is the best match for the district at this time, we considered various iterations of this model. For example, it may be helpful to consider how a hybrid schedule might look at each level. The following examples were developed with the goal of preserving established start times for various grade spans.

B. Elementary Schedule

At this level, students remain with one classroom teacher throughout the day. In a hybrid model, specialists would visit the classroom rather than students leaving the classroom to visit different areas of the building. It's difficult to accurately detail the schedule for a full academic day without more certainty about transportation, student enrollment, staffing needs and other considerations. That said, at the Elementary level, the team feels that there would be ample time for 30 minute special subjects (including Art, Music, Media and Physical Education) with the potential to extend to 40 minutes based on start time of school. Each classroom would see each specialist one time each week as follows:

- In alternating in-person model students who are remote log into Zoom to access specialist instruction

- Specials would alternate weekly so all students will receive an equal amount of in-person and remote specials each month.

A daily schedule for students in Grades K-4 could look like the example shown below.

8:30-9:15	Arrival (Allows for additional safety precautions)
9:15-9:45	Morning Meeting
9:45 - 10:30	Math (whole group)
10:30 - 10:45	Mask break /recess and/or snack (wash hands before and after)*
10:45 - 11:30	Math (small group)
11:30 - 12:10	Allied Arts block (Art, Music, Physical Education, Media
12:10 - 12:35	Lunch (wash hands before and after)*
12:35 - 12:50	Read Aloud

12:50 - 2:05	Reading (whole group and small group)
2:05 - 2:35	Writing
2:35 - 3:05	Science or Social Studies
3:10	Dismissal

*Please note: This is a sample schedule intended to help families envision an in-person schedule for Elementary students. Content blocks and mask breaks can flex based on student needs and educator discretion.

Important Note on Kindergarten
Full-Day Kindergarten tuition will not be assessed when in a hybrid or full remote model of learning. The tuition may begin upon the return of full in-person learning and be prorated at the daily rate of the $2,205 program fee. The school district will enroll as many kindergarteners as possible within the hybrid schedule illustrated above; the ability to provide this schedule to kindergarten students who are enrolled in Half-Day Kindergarten will be determined once the district has information regarding how many families choose the “full remote” option (Cohort D) for their children.

Preschool
Because the preschool model already has limited students on alternating days, it will run on its own separate schedule. Some specifics of preschool scheduling for this coming year are still under development and will be communicated as soon as determined. The number of students whose families choose stand-along full remote needs to be known prior to finalizing in the schedule.

C. Middle Level Schedule Examples

Sherwood Middle School

The schedule below depicts one possible iteration of an instructional day for a team slated for an 11 am lunch. Please note that teacher preps periods will be scheduled but

are not included here, and that the intervention block may be scheduled at different times.

		Team 1A	Team 1B	Team 2A	Team 2B
HR	8:00 - 8:30	E/SS 1A Teacher	M/S 1B Teacher	E/SS 2A Teacher	M/S 2B Teacher
Period 1	8:35 - 9:25	ELA (1A)	Sci (1B)	ELA (2A)	Sci (2B)
Period 2	9:30 - 10:20	Allied Arts	Math (1B)	SS (2A)	Math (2B)
Period 3A	10:25 - 10:55	SS (1A)	Allied Arts	Sci (2B)	Allied Arts
	11:00 - 11:30			**LUNCH**	
Period 3B	11:35 - 11:55	SS (1A)	Allied Arts	Sci (2B)	Allied Arts
Period 4	12:00 - 12:50	Sci (1B)	SS (1A)	Allied Arts	ELA (2A)
Period 5	12:55 - 1:45	Math (1B)	ELA (1A)	Math (2B)	Allied Arts
Period 6	1:50 -2:30	Intervention (1B)	Intervention (1A)	Intervention (2B)	Intervention (2A/Allied Arts)

Oak Middle School Schedule

The table below illustrated a possible example of a daily schedule for students at Oak.

Full Day In Person 6 Period Schedule:

	Period	Time	
	Homeroom/Advisory	8:00 - 8:30	SEL / Community Building
	1	8:35 – 9:25	Math
	2	9:30 – 10:20	ELA
	3	10:25 – 11:15	Science
	LUNCHES		
	4	11:20 – 12:10	World Language
	5	12:15 – 1:05	Allied Arts
	6	1:10– 2:00	Social Studies
	AFT/Interventions/extended dismissal	2:05 – 2:35	
		50 minutes per class	

One of the aspirations of the scheduling subcommittees on the Curriculum, Instruction and Assessment Committees was to simplify school routines to the greatest extent possible. To that end, we planned for the instructional day in a hybrid model to look similar whether students were learning in person (at school) or remotely (at home).

Please below; this is an example of what a remote (home learning) day routine might look like. As you can see, educators will be planning for a five hour instructional day. It's important to understand however that educators may adjust these times to meet the needs of their students.

	Key: a "class period" will be 40 minutes, with transition time included
8:00 - 8:15	Class meeting / Advisory block
Period 1	8:15-8:55

Period 2	9-9:40 am
BREAK	9:40-10 am
Period 3	10-10:40 am
Period 4	10:45-11:25
Lunch break	11:30-12
Period 5	12:10-12:50 pm
Break	12:50-1:10
Period 6	1:10-1:50
Closing Meeting / Check out	1:50-2 pm

D. High School Schedule

The following schedule was developed for students at Shrewsbury High School for students in the alternating cohorts (Cohorts B & C). Students in Cohort A will attend in person every day, including Wednesday mornings:

	Cohort B			**Cohort C**	
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:35am - 8:20am	Period 1	Period 1	-Students in both Cohorts B & C will not attend class in person but will experience 'live' remote learning on Wednesday mornings and asynchronous remote learning on Wednesday afternoons.	Period 1	Period 1
8:25am - 9:10am	Period 2	Period 2		Period 2	Period 2
9:15am - 10am	Period 3	Period 3		Period 3	Period 3
10:05am - 10:50am	Period 4	Period 4		Period 4	Period 4
10:55am - 11:40am	Period 5	Period 5		Period 5	Period 5
11:45am - 1:10pm	Period 6	Period 6		Period 6	Period 6
1:15pm - 2pm	Period 7	Period 7		Period 7	Period 7

This schedule distributes course schedules equally across all in-person days. On Wednesdays all SHS students will learn remotely, meaning that educators will direct remote instruction. In addition to asynchronous lessons, activities on Wednesdays may include meetings with school counselors, Advisory, class meetings, assemblies, and small group support as needed.

E. Determination of Membership in Cohorts

As mentioned previously, at every level, students in Cohort A would attend in-person instruction more than any other cohort by design. This is because students in this cohort comprise their own accountability subgroup. This excerpt from recent DESE guidance depicts the criteria for the "high needs" cohort well:

Prioritizing Students for In-Person Learning

In cases where districts cannot bring all students back in-person and are implementing either a predominantly hybrid or remote model, they may choose to identify groups of students to attend school in-person full-time – so long as the district is able to effectively follow health and safety requirements. Some students have a particularly high need for in-person instruction in order to progress adequately in their learning. For this reason, we encourage districts to prioritize the following student groups for full-time in-person instruction:

1. Students with disabilities and English learners, particularly those with more intensive needs;

2. Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);

3. Students who are significantly behind academically;

4. Students who were disengaged and/or who struggled significantly during previous remote learning periods; and

5. Early learners (grades PK-5).

Most importantly, the guidance emphasizes that, "In cases where the student populations listed above comprise too large a group to safely return all of the prioritized students in person, we strongly encourage districts to prioritize students in the first two groups for in-person instruction." Accordingly, in Shrewsbury we have prioritized beginner English learners with disabilities and students whose individualized education plans (IEPs) detail complex needs for inclusion in Cohort A.

In order to comply with the guidance the district will need to consider both criteria and capacity. Specifically, since students in Cohort A will join Cohorts B and C, the total number must fit within social distancing guidelines.

Per DESE guidance, preschoolers fall into Cohort A (always attending) and therefore children at this level will always attend school in person. Most preschool students are already in small classes on an alternating schedule, with high needs special education preschool students attending all or most days of the week.

When students in Cohort B attend school in-person, students in Cohort C would learn remotely through synchronous and asynchronous experiences. One option being explored is that on one day each week all students will participate in synchronous remote learning for a half day and asynchronous learning for the other half of the day in order to enable teacher training, planning, collaborative meetings and professional development as needed during that other half of the day. Currently the thinking is that Wednesday would be this all-remote day.

Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The curriculum content and pacing and the corresponding instructional experiences will be the same for both cohorts.

F. Curriculum, Instruction, & Assessment

Regardless of the educational model students experience, in Shrewsbury learning outcomes would remain the same. Across grade spans, the student workload would mirror the content typically covered pre-closure. As before, grade level standards will drive instruction. Given that school closure impacted instruction in significant ways, at each level curriculum teams have prioritized standards for the first part of the year with the goal of focusing on essential skills.

Guidance on curriculum content was included in revised remote learning guidance (April, 2020) as well as initial reopening guidance (June, 2020) from the DESE. Simply stated, all students – whether learning in-person or remotely – must have access to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks. Fortunately in Shrewsbury our instructional plans were based on the curriculum standards from the start.

DESE guidance goes on to state that it's expected that all students will be required to take the MCAS tests in the coming year. Accordingly, in Shrewsbury, curriculum teams

at each level developed more specific plans for teacher teams, with the understanding that at all levels the first part of this school year will necessarily include a review of standards taught in the previous grade. Here's an example of this kind of planning in a Grade 5 Math class, for example:

Unit(s) / Topics	Volume, Whole Number Place Value, Whole Number Multiplication and Division (Start with volume because G4 left off with 2-D geometry)
Report Card Standards	Represents volume concepts and solves problems involving volume of right rectangular prisms. (Vol) Reads, writes, rounds, and compares whole numbers in various forms. (U1) Solves problems using place value patterns, models, and multiplication with whole numbers. (U2) Solves problems using place value patterns, models, and division with whole numbers. (U2)
Frameworks	Measurement and Data- C. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition. Number & Operations in Base Ten- A. Understand the place value system. B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

With these detailed standards documents as reference points, curriculum coaches, coordinators and directors worked together with educators to create pacing guides. In this way teachers will begin the year with a consistent approach to curriculum content at every grade span.

How will we assess students' understanding of the curriculum? One of the advantages of a hybrid model is that it affords the in-person opportunity for educators to engage in informal, formative interviews as well as summative baseline assessments. Educators are eager to engage with students in order to match instruction to student need. However, teachers across levels are also mindful of the importance of facilitating a good transition back from what may have been a traumatic experience for some children. For that reason, the curriculum teams caution that it will be important for educators to focus on building relationships and establishing routines before conducting formal assessments. Other suggestions include:

- Looking to student use of summer software tools as initial indicators
- Using Zoom sessions to enable individual interviews and/or small group assessments
- Engaging families to elicit questions and concerns and

- Prioritizing assessment on in-person (as opposed to remote learning) days

Software tools like Lexia and STAR Renaissance will enable teachers of students in Grades K-8 to assess Reading and Math skills in both a hybrid and fully remote model. However educators will need time and training to familiarize themselves with these newly acquired technology tools. In other areas (like Writing) educators are creating homegrown baseline assessments in an effort to gain a more comprehensive understanding of what students know and can do.

X. Revised Guidelines for Remote Learning

This section of the report depicts our plans to improve the conditions for teaching and learning should conditions necessitate a return to remote learning. As mentioned previously, the changes outlined in this section were informed by feedback collected by families and staff.

A summary of feedback about remote learning at the Elementary level can be found here.
A summary of feedback about remote learning at the Middle level can be found here.
A summary of feedback about remote learning at the High School level can be found here.

To make the most of past successes and in an effort to address emerging needs, educators on the Curriculum, Instruction and Assessment team at all levels thoughtfully reviewed research on best practice for engaging young learners in a remote learning environment. Recommendations from the field are reflected in the sections that follow. Importantly, these principles will also inform teaching and learning plans during the 'remote learning' periods of an alternating in person/remote (DESE "hybrid") model.

What can we expect from our child's teacher if Shrewsbury must return to a full remote model? Moving forward our plan will include more weekly "live" interactive experiences with our educators for students and families. Simply stated, the format will look familiar in some ways to last spring, but your child's schedule will change.

Briefly:

- Students will experience "live" online multiple times each week during Zoom sessions, including whole group class meetings, small group lessons, and perhaps even individual support.

- Educators will address student needs in whole group and small group settings. These interactions will vary in nature by level due to the different needs of students at the preschool/elementary, middle, and high school grade spans, and will also vary by educator role. In addition educators may facilitate discussion board posts, provide

feedback, organize exchanges of student work, assess student progress and prepare asynchronous lessons and other "offline" learning experiences.

What could "live" Interactions look like?

"Live" interactions may include a combination of video or audio conference meetings with students, Zoom discussions, "break out" groups or meetings, synchronous interactive lessons, or the provision of various student services like teletherapy, etc., and they will differ by role and grade level. Educators may utilize different platforms, but our shared goal remains the same: keeping our students engaged and connected as learners in their community.

A. Shared Responsibilities

Facilitating robust learning experiences for our students is a shared responsibility. Guidance from the Department of Elementary and Secondary Education (DESE) has changed and so too have our expectations for how often students will be expected to engage with their teachers and other educators in a remote model. In general, should SPS schools have to close, our educators will aspire to deliver approximately the same content students would experience in a typical in-person school day.

We do expect our students to complete ALL assignments, and we encourage full and active participation in "live" sessions at all levels. For their part, our educators will assign more independent classwork, provide students regular feedback on the work they submit, take attendance and continue to reach out to engage students that are not participating. Homework will be assigned to provide practice of established skills and should be considered additional practice time outside the instructional day. Finally there was consensus across levels that more emphasis on establishing clear expectations for student behavior and participation during "live" interactions and on remote learning days will be critical to successfully engaging all learners. Companion documents are being developed to make new expectations clear. One example of this at the middle level can be found in a document entitled HOWLs at Home, which is a rubric to help students and families understand what core values look like in a remote setting.

B. Expectations for Student Engagement

As stated previously, educators are expected to assign and provide feedback on student work completed during school closure. At the elementary level this will be managed using SeeSaw and other technology tools. At the middle and high school level, this exchange will be managed via Schoology and will resemble established assessment practices, including rubrics and letter grades. If your child is experiencing difficulty completing or submitting work, please contact the teacher.

C. Learning Time By Level

For planning purposes, it may be helpful to know how much work students should do each day. Any "instruction" teachers do should fit within the proposed time limits below. Please note that this table significantly increases student learning time at every level.

Level	Total Student Learning Time Targets per Day (all subjects/courses)
Preschool	2 hour + 15 minutes of physical activity*
Grades K-2	3 hours, including academics, PE, Art, Music, Health*
Grades 3-4	4 hours, including academics, PE, Art, Music, Health*
Grades 5-8	4-6 hours, including academics, PE, Art, Music, Health*
Grades 9-12	4-8 hours, per course per **week**, depending on course selection

Note: For students in Grades PreK-8 these times do not include homework.

As you know remote learning guidance was developed last year in order to respond to the sudden closure of our schools. In the time since, and with feedback from students, families and staff at each level, we have revised our remote learning models to reflect more time on learning by design.

Given that we may need to pivot quickly from one model to another, we have also organized student groupings, routines and materials accordingly. For example, the purchase of iPads for all students, along with learning software, will facilitate learning at school and ensure a smooth transition to a fully remote model should school(s) have to close. Again, it's important to note that should the district have transition to remote

learning for everyone, schedules will adjust to reflect more rigorous expectations for time on learning.

D. Sample Remote Learning Schedules

- If the district had to return to a remote learning model, Elementary (PK-4) students would begin their day with a synchronous learning experience that starts at 9:15 a.m. The curriculum would align to same grade level content standards.

- In the revised remote model, Middle School students in Grades 5-8 would begin their day with a synchronous learning experience that starts at 8 a.m. Remote days would be structured to mirror as closely as possible the schedules used in the hybrid model.

- If the district had to return to a remote learning model, High School (9-12) students begin their day with their first period class. Again, the goal is to maintain routines so that, should it become necessary, students could adjust to a different model while maintaining the same schedule.

Regardless of learning model, on remote learning days students will be expected to attend a “live” class meetings on Zoom, demonstrate what they know and can do by submitting regular assignments and/or participating in small group instruction with a paraprofessional or specialist teacher, submit examples of work, and complete assessments. However, aside from potential morning meeting or advisory group times, in general students learning remotely will not be participating in live streaming and/or “Zooming” into the classroom where in-person instruction is happening via video link. At this time, and guided by research about effective instruction, the district is not planning to promote live "attendance" to in-person classes via video link. This is because the in-person instructional strategies teachers use in their classes vary widely, including individualized work, and do not typically translate well for a student audience at home. Trying to attend to both groups simultaneously can compromise the effectiveness of the experience for both the in-person and at-home students.

E. Expectations for Staff Availability

Going forward, educators will manage their schedules to provide students and families in Shrewsbury with whole group lessons, small group supports and individualized extra help, or times when students and parents can receive timely replies from educators through email, discussion boards/chats, virtual meetings, etc. in order to answer

questions, provide clarity, offer feedback, and redirect or adjust learning assignments as needed.

Starting this fall, the district will use CARES Act funding to purchase iPads for all students in Grades K-12. This should resolve the conflicts we experienced across our nine schools last year and provide our educators more flexibility to meet student needs. The “master schedule” approach may be needed at the Elementary level, however, because families with young children may need to assist them in accessing learning in a remote model.

F. Expectations for Communication with Educators

Maintaining open lines of communication in a remote learning model is critically important. To the greatest extent possible, our educators will be available to support students, staff, and families. This includes, but is not limited to, teachers, school counselors, nurses, media specialists, adjustment counselors, psychologists, and related service providers.

In a climate of social distancing, educators must use technology tools to bridge the gap between home and school. “Office hours” will continue as times when staff will be available for parents with questions. However, educators no longer plan to use this time for students, opting instead to set expectations for small group support in the hopes of normalizing expectations for regular check ins between teachers and students.

It’s important to note that a variety of formats can facilitate good communication, including Zoom conferences, telephone calls, emails, etc. It’s expected that educators, families and students will adhere to the guidelines established by the district, which can be found here.
Finally, the long established guidelines for communication in SPS still apply. For example, it’s reasonable to expect that during the work week, educators will reply to parent emails within one business day whenever possible.

For the purpose of simplifying expectations for students, families and educators should the district have to transition from a hybrid to a full remote schedule, we’ve developed

plans in such a way that students and families can maintain consistent routines. In other words, if a student typically attends school starting at 8 am, on a remote learning day children should keep to that routine. For example, in both a hybrid or full remote model, specialist scheduling blocks will be 40 minutes, enabling these educators to teach five classes a day on most days. For some subjects, students learning remotely may be able to watch recorded lessons with peers from other cohorts, for example.

Should the district be directed to transition to full remote learning, Shrewsbury families will receive specific guidelines describing more detailed expectations for teaching and learning in a full remote learning model for each level.

G. Potential Learning Platforms

One of the lessons learned during school closure was the importance of having a reliable and efficient means of exchanging student work. For students in grades five and above, Schoology was a familiar tool that bridged the gap. Moreover, the distribution of iPads in upper grades facilitated the exchange of school assignments. At the Elementary level, however, students and families struggled to complete and/or upload homework, particularly if they did not have easy access to a printer. In the time since, the adoption of SeeSaw as a technology tool has made it possible to better connect school to home. Going forward, the expansion of the 1:1 iPad model and the use of SeeSaw and other software tools will allow teachers to push out practice tasks in Reading and Math and enable families to complete work without printing out and exchanging worksheets. Most importantly, adaptive software tools such as ST Math and Freckle empower teachers to differentiate assignments, matching specific tasks to student need.

H. Connections to other SPS students & staff

One aspect of school that students and staff alike really missed during the initial stages of the pandemic were the opportunities for socialization afforded by in-person instruction. Should the district revert to a remote learning model, it's our hope that we could use technology tools like Zoom to maintain and foster a sense of community. More to the point, the expansion of the 1:1 iPad model means that educators may structure the instructional day to include more "live" interactions and to facilitate the involvement of tutors, specialists and paraprofessionals in the schedule more meaningfully.

XI: Details of Stand-Alone Full Remote Learning Option

What if I would like my child to learn in a fully remote model?

If Shrewsbury Public Schools implements an alternating in person/remote (hybrid) model, the district must still accommodate students whose families elect to continue learning in a fully remote way. Students in this group (called "Cohort D") would be considered to be learning in a stand-alone full remote model.

The Reopening Task Force is in the beginning stages of planning to respond to the needs of students in this group. Since we do not know as yet how many students may comprise this cohort in Shrewsbury, for example, determinations about staffing have not yet been made. With the understanding that more information is needed about the numbers of students and staff for whom a safe return to school is not possible, we have considered several potential options. At this point, we anticipate that:

- Remote class sizes (or "caseloads") may be larger than typical class sizes
- The time allotments listed in the revised remote learning model per subject area would remain consistent for students in a stand-alone fully remote learning model.
- 5 hours of learning (both synchronously and asynchronously) will be provided per day by a classroom teacher- but not necessarily by an educator in Shrewsbury.

Because it is not feasible to have educators who are responsible for Cohorts A, B, and C to also plan instruction for a fully remote learning program and monitor and support those additional students, students in Cohort D will be supported by different educators than those primarily responsible for the other student cohorts in the hybrid program. In order to formulate a plan we have outlined two possible options for consideration, or a combination of the two:

OPTION 1: Shrewsbury Virtual Academy

If we opt for this approach, Shrewsbury educators seeking the opportunity to teach fully remotely would be assigned classes or course sections of students whose parents choose a fully remote instructional model for their children. Please note that in the absence of staffing data, this model is still under consideration. At this time we can only say that there may be licensed Shrewsbury Public Schools educators educators

already employed by our district who might be assigned specifically to teaching the remote program. Whether we will be able to staff an in-district remote academy depends in part of the number of staff interested in teaching remotely, their respective roles and the match between staff licensure and the needs of the students in Cohort D.

OPTION 2: Outsourced Virtual Academy

If we elect for this option, we would use the forthcoming DESE remote learning vendors (still unknown at this time) or contract with an outside provider (like Edgenuity or Apex Learning) to provide the educational plans and/or specialized content to students whose families opt into a fully remote model. Having access to specialized courses would be especially important for students in Grades 9-12 seeking remote options for courses like Latin, Mandarin Chinese, and some Science electives, for example. In this model there would also be the potential for Shrewsbury educators that are interested and able to teach remotely to serve as district liaisons to students and families as needed. We are currently awaiting an update from the DESE (information anticipated on August 6) about state-supported options that will be available to districts.

A. Curriculum, Instruction, & Assessment in the Stand-Alone Remote Option

As is the case with students in cohorts A,B, and C, students learning in a stand-alone remote model (Cohort D) will have a daily schedule of remote classes, participation will be monitored, and attendance will be taken. Successful completion of full remote coursework will provide full credit for completion of a Shrewsbury Public Schools course of study, including high school courses. Not all Shrewsbury High School courses may be available to students in the Cohort D full remote program, however.

It's clear that our students value the opportunities to connect with peers that in-person schooling affords. In order to experience the benefits of participation and to maintain connections with other peers, students in Cohort D will be eligible to participate in SPS co-curricular activities such as clubs, academic teams, and athletics to the extent possible as allowed by DESE or other state regulations. Many of these opportunities may be offered remotely.

Parents, families, and district leaders are all navigating through new territory, and it's understood that everyone is making the best decisions they can. At the same time, as conditions change, parents may want to switch learning models. Some families have

asked whether they will be able to switch learning models. If families choose the full remote program and later change their mind and wish to have their child participate in the hybrid program, this will be permitted (and vice-versa). However, there will need to be a waiting period prior to switching programs, which will likely be based on completing a grading period or a certain unit of instruction before making the change. This will also allow the district to plan for the appropriate entry of the student into the other program. The waiting period could be as long as several weeks.

Families may wonder what will happen if the entire district transitions to a full remote learning model. Although this is not anticipated, if the school district is required to move *all* students to full remote learning due to the conditions of the pandemic, it is possible that the student will remain in Cohort D with the same learning program; however, the district reserves the right to reassign students in Cohort D to another SPS full remote learning program in order to best manage a full remote situation for all students.

Finally, it's important to clarify between choosing to enroll your child in Cohort D and electing to homeschool your child. Children in the stand-alone, full remote program will remain enrolled as active SPS students. *This is different from homeschooling.* On the other hand, a family who chooses to homeschool their child is un-enrolling their child from the Shrewsbury Public Schools, and the student will not be eligible for participation in any Shrewsbury Public Schools programs or activities per School Committee policy. Families who wish to homeschool their child must submit a homeschooling educational plan to the school district's approval per Massachusetts law. Families interested in homeschooling should contact Mrs. Amy Clouter, Assistant Superintendent for Curriculum, Instruction and Assessment at aclouter@shrewsburyy.k12.ma.us for more information.

Last words

"Do the best you can until you know better. Then when you know better, do better."
~ Maya Angelou

In closing I want to acknowledge the efforts of all the educator representatives that helped to craft the structures, model and guidance related to the various learning models described here. Just as importantly, I want to signal that our work is not done. Although the broad strokes of

our preferred plan for the district are outlined here, we have left room for innovation and collaboration. The twin strengths of rethinking “best practice” and working together to bring improvement ideas through to implementation have served our teams well in the past. There is no doubt that our educators, students and families will improve upon this work when we reconnect as school communities.

XII: Student Services and Special Education

A: Determination of Hybrid Cohort Assignment

Shrewsbury Public Schools has prioritized in-person instruction for students who are classified as "high needs," and is prepared to meet the needs of these students should the district shift to remote and/or hybrid learning. Students with disabilities will be provided with a free and appropriate public education (FAPE) consistent with their education, specialized instruction and/or related services. Liaisons will consult with each student's family to discuss the individual student's ability to access remote learning, as well as how and where specially designed instruction will occur.

To the extent possible, in-person services will be provided by the designated licensed practitioner with health and safety protocols in place. The specially designed instruction may occur through video conferencing or teletherapy in a small group or individually. The licensed practitioner will design and deliver this instruction.

Each student's instruction should be a unique reflection of the child's individual needs and abilities to access learning. Students' instruction may change based on their performance levels and their abilities to access services in their current model. Regression in a service model may lead to changing to a different model of services. Student progress will be monitored by the liaison and classroom teacher.

Students with complex and significant needs who meet the following criteria must be prioritized for in-person to the greatest extent possible based on Department of Elementary and Secondary Education (DESE) Special Education Guidance, as is feasible within the health and safety parameters:

- "High needs" through the IEP process on the IEP form entitled "Primary Disability/Level of Need-PL3." Students already identified as ***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 cannot engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication

- Students dually identified as English Learners

Even in a hybrid model, Shrewsbury is dedicated to providing in-person instruction for those students classified as “high needs” through the Instruction and Services model of delivery as outlined by DESE. Students will be on campus to receive education from the general educator, as well as specially designed instruction in small groups or individually, according to the frequency outlined within the child’s individualized plan. The specially designed instruction may include structured lessons, teletherapy, video-based lessons, etc.

If Shrewsbury needs to shift to all remote learning, students will be given a specific schedule to follow outlining synchronous and asynchronous learning. Structured learning time will be designated to target the child’s individual goals and services. Students will spend time working directly with teachers and related service providers through video conferencing and/or teletherapies. Asynchronous lessons will also be provided, as well as supplemental work for independence, maintenance and generalization of skills.

Special educators and related service providers will manage and engage in ongoing data collection using curriculum based measures, informal classroom assessments, observations of student academic performance and behavior, and discussions with key stakeholders to adjust, design and implement instructional practices.

B: Provision of Individualized Education Program (IEP) Services

Specially designed instruction will continue to be individualized based upon each student's need and profile. To that end, our staff will engage in communication with families on how the district will continue to provide a FAPE through Instruction and Services model of delivery (e.g. structured lessons, teletherapy, video-based lessons, etc.) if the services are unable to be delivered live on campus. Shrewsbury Public Schools confirms that students will receive services documented in a student’s IEP through in-person instruction, remote instruction, or a combination of both, while abiding by the current necessary health and safety requirements.

As is true across the state, Shrewsbury acknowledges a backlog of early intervention transitions, school based assessments, and team meetings due to the unexpected suspension of in person education in March 2020. IEP Teams must continue to conduct annual team meetings as they are due, in accordance with 603 CMR. 28.04

(3). IEPs will be written as though school is full in-person sessions. As stated by DESE: *It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19* ***does not result in a change in placement****. The services outlined in the IEP remain and are considered "stay put." Schools and districts must maintain open communication and collaboration with families as they respond to the trajectory of the virus and make decisions about the opening and/or closing of school buildings and settings and the learning models to utilized.*

C: Provision of Section 504 Accommodation Plans

Section 504 Accommodation Plans will continue to be individualized based upon each student's need and profile. 504 Coordinators will ensure plans are shared with staff whether the student is in person, hybrid, remote or any combination of the models of instruction. 504 Accommodation Plans will be implemented to give students' access to the same education as their peers. 504 accommodations will remain in place for students while they are physically in school and as they apply for remote learning. For example, a student who has a 504 plan for medical purposes, some accommodations related to safety would only apply to the school environment versus the home setting. Questions regarding 504 Accommodation Plans should be directed to the building 504 Coordinator. All 504 Accommodation Plans that will be developed during the 2020-2021 school year will be written as though school is full in-person sessions.

D: Individualized Education Program (IEP) and 504 Accommodation Plan Team Meetings

To start the 2020-2021 school year, all IEP and 504 Team Meetings will be held virtually through an online platform, such as Zoom. If guidance shifts to allow for in person meetings, the district will begin to schedule those meetings on school campuses. With that being said, the district will honor requests from families to hold meetings remotely, even if in-person meetings are feasible. Shrewsbury will continue to partner with families in order to meet all student needs. If you have any questions about your procedural rights, please contact your building Team Chair for Special Education and your 504 Coordinator for Accommodation Plans.

E: Early Childhood Special Education and Preschool Children

Prioritization has also been indicated for preschool children with and without disabilities who are particularly in need of in-person services so that they can develop the socialization, motor and communication skills that are vitally important at this age. Shrewsbury Public Schools will follow DESE guidance and will consult the guidance provided by the Department of Early Education and Care (EEC) for additional information. Parker Road Preschool will work with families to ensure family engagement strategies are in place, especially for families and children who are new to schools. For example, teams are developing protocols and social stories that help children learn physical distance guidelines.

Below are additional recommendations to consider when addressing the unique needs of preschool children with disabilities:

1. Transition from Early Intervention

An extension of Early Intervention (EI) services is available for children who turned 3 between March 15, 2020 and August 31, 2020. For those students, EI services can continue until special education eligibility determination can be completed and the child has transitioned to special education, or until October 15, 2020. As a result of the pandemic, our district may have been unable to conduct evaluations, convene IEP meetings, and initiate services by the child's third birthday. Therefore, Shrewsbury can expect an increased number of children needing to complete the eligibility determination process for special education and an increased number of children needing special education services. Shrewsbury will be prepared to complete the transition process, have completed assessments, and an IEP signed for this group of students by October 15, 2020.

Special education staff at Parker Rd Preschool have been closely communicating with our EI providers and families around the transition process including completion of assessments and eligibility for special education services and the provision of FAPE.

2. Natural Environments and Least Restrictive Environment (LRE) for Preschool Children

In addition to public preschool programs, the LRE for preschool children includes natural environments which consist of childcare centers, community centers and the home. Consultation between our district and childcare center staff and families for recommendations of carryover activities related to IEP goals can be addressed in a variety of environments.

Parker Road Preschool staff and childcare staff should collaborate to ensure that special education services are being provided within current EEC guidelines. In addition to providing in person services when health and safety standards are being met, additional specially designed instruction may also include structured lessons, teletherapy, video-based lessons, etc. In addition, staff may use pre-recorded enrichment activities aimed at providing practice and/or generalization opportunities can be provided outside of live learning time.

3. Kindergarten Screening

Shrewsbury Public Schools will also be conducting Kindergarten screening, as set forth in 603 CMR 28.03(1)(d), to screen three- and four-year old children for the Child Find process and for all children who are of age to enter kindergarten. At this time, Kindergarten screening will occur in the first month of school in the classroom environment. However, the exception to screening students in the fall would be if a student has a suspected disability and/or already has been referred for a special education evaluation. If this is the case, then the school team will adhere to the guidelines.

4. In-person Instructional Environments and Physical Distancing for Preschool Children

Given the specific health and safety requirements, efforts have been made to reconfigure instructional space to encourage activities that allow for children to spread out across the classroom. Bookcases, toy storage areas, and imaginative play toys, will be used as natural dividers to separate the group into smaller classroom clusters for play and instruction. The district is working with local health officials to determine what strategies will be used to increase group play while maintaining social distancing.

The district has developed social stories for our students to share with families closer to the start of school in order to prepare the students for what the physical environment and staff in the classroom will look like. Also, child friendly visual supports and strategies will be in the hallways and classroom to encourage children to maintain the physical distance between themselves, staff, and peers.

The district acknowledges and prioritizes the emotional well-being of all students and that this needs to be balanced with the health and safety requirements with child development needs is something that will continue to evolve during this time of significant transition. The district will rely on the expertise of educators to ensure daily schedules and activities are designed to foster physical distancing in the most effective way to stop the virus spread while continuing to do what they do best: bringing joy to children, fostering a love for learning, and monitoring the emotional well being of our students.

5. Hybrid/Remote Learning Considerations for Preschool Children

Even in a hybrid model, Shrewsbury is dedicated to providing in-person instruction for preschool children with and without disabilities. If Shrewsbury needs to shift to all remote learning, students will be given a specific schedule to follow outlining synchronous and asynchronous learning. Particular consideration for our youngest students will be to find a balance between screen time and non-screen time. If a student has an IEP, structured learning time will be designated to target the child's individual goals and services. Suggestions on how to deliver hybrid or remote instruction for preschool children may include: pre-recorded enrichment activities aimed at providing practice and/or generalization opportunities can be provided outside of live learning time; interactive and routine based learning activities; recommendation for play based learning.

F: Developing Behavior Supports and Safe Learning Environments

Shrewsbury Public Schools will continue to create safe and supportive learning environments that proactively support student behavior in each of the three learning models. Efforts will be made for direct whole-school and class-wide instruction to establish routines, social skills, individualized social stories, etc., particularly following the disruption to typical school routines and with new health and safety requirements.

Students will reacclimate to learning and school routines at different rates. Classroom and support staff will monitor the mental and behavioral health needs of all students. Under the multi tiered system of support, additional considerations may be given regarding anxiety and/or trauma from the impact of reintegration into typical school life begins.

Adhering to health and safety guidelines may be challenging or frightening to students with disabilities. This can include the wearing of masks, maintaining social distancing, adapting to new routines and protocols. The retraining and development of strategies that address the pandemic itself and the return to school will be integrated into school and classroom lessons and routines.

G: Student Well-Being

(See Section VI as well)

The district continues to prioritize student well-being as we return from remote learning during this pandemic. School psychologists and adjustment counselors will continue to collaborate with building administrators and educators to monitor student engagement. Family and student outreach is critical in student learning. Students who did not engage in remote learning due to their disability-related needs during the spring school closure, on campus support will be made available with carryover activities provided by a paraprofessional. Mental health interventions will also be monitored for efficacy of student stabilization using Tier 1, Tier 2 and Tier 3 supports. Staff will also monitor students' basic needs (food, water, heat, etc.) and will make coordinated efforts to meet the student and family needs.

The district is looking to promote the well-being and health of our students. We are promoting that our students and/or families complete surveys, questionnaires, and screeners that address issues of mental health and resiliency. The information and data gained from participation will enable the district to respond in a timely manner if a student requires assistance, support or interventions.

Finally, the district is planning on providing additional tools and resources to staff to respond to student mental and behavioral health needs. This includes training topics such as: trauma informed care, verbal de-escalation strategies, tiered systems of support, cultural competency and equity, and building new routines and rituals.

XIII: Staff Well-Being & Human Resources

The Staff Well-Being sub-committee is focusing its work on creating Multi-Tiered Systems of Support (MTSS) for all staff, using resources including BRYT (Bridge for Resilient Youth in Transition), CASEL (The Collaborative for Academic, Social, and Emotional Learning), and Character Strong Training Curricula, to more purposefully create and maintain support for the social, emotional, and mental health well-being of all staff. The MTSS Framework aligns available resources to ensure that all students, families, and staff are provided with the supplemental and intensive support they need during life challenges. Our sub-committee is in the process of identifying space, time and opportunities during and after the school day in which all staff can access, as we endeavor to promote collective care. MTSS identifies three tiers (non academic) that will guide this work, as we develop systems and structures that support this work. Noelle Freeman, Director of Nursing, oversees questions and concerns relative to the physical health of all staff, and leads the work of the SPS Health subcommittee.

The following outlines the MTSS Framework for all staff:

Tier I-Universal: Core

Tier I ensures consistent, caring two-way communication with/among **all** staff (town hall style sessions, regular team meetings, leader check-ins). Other staff supports may include:

- Wellness and other opportunities to de-stress offered outside of school (i.e. For Staff, By Staff)
- Quiet walks around the school grounds
- Staff buddy teams (optional) for those seeking to connect with other staff
- Quiet spaces for staff to regroup/pause
- Mindful moments integrated in meetings and over the course of the week, where facilitators model mindfulness and compassion
- Building liaisons who serve as point people for those who seek guidance and support
- Engaging with the Mindfulness Director Initiative (MDI)

Tier II-Supplemental: Core + More

- Care Groups (counselors, psychologists, administrators). Flexibly designed groups that accommodate ever changing needs. Staff are offered opportunities to check in with school/district care leaders; attend staff support groups; and/or engage with telehealth-style therapeutic supports as warranted.

Tier III- Intensive: Core + More + More

- Comprehensive Care Coordination with the district supports, in addition to the Employee Assistance Program, Shrewsbury Youth and Family Services, etc...
- Staff are strongly encouraged to check in with school/district care leaders; attend staff support groups; and/or engage with telehealth-style therapeutic supports as warranted.

Research informs us that it is essential to practice and model self-care and assume responsibility for our own well-being, while also taking care of each other, as we are called upon to practice compassion and show kindness to all members of our school communities. This is best accomplished by cultivating a sense of common purpose, and providing time and opportunity for all staff to engage in learning, as we seek to build trusting relationships, while strengthening our social and emotional skills.

The following are suggested action steps for the 2020-2021 school year:

- Provide training and professional development in the areas of Adult Social Emotional Learning, Trauma Informed Practice, and Equity Related Planning
- Establish Safety Care Groups for all SPS staff
- Identify building-based well-being liaisons who will serve as point people for staff seeking assistance

Recent guidance released from DESE stresses the importance of staying connected to all staff, while helping to manage uncertainty. Shrewsbury Public Schools strive to help educators manage the current uncertainty and emotional turbulence by providing regular updates about planning activities and optional check-in/stakeholder input meetings, despite not having all of the answers yet. Surveys and staff forms have proven helpful when gathering information related to reopening planning and what

supports adults need (i.e., questions that are most on staff members' minds, professional development that staff feel is essential, general concerns among staff members, etc...). District leaders and educators in Shrewsbury are subsequently working on universal strategies, including Multi-Tiered Systems of Support for Staff and Adult Social Emotional Learning to promote collective care (space, time, and opportunity for all staff to support each other, while stressing the importance of educator self-care).

A. Leaves and Accommodations

In a hybrid model it is assumed that employees will be able to report to their assigned school in order to teach and provide services for students. However, for a variety of reasons, some staff may not be able to meet that assumption. We have created a list of Frequently Asked Questions regarding leaves and accommodations with accompanying answers for internal use. The FAQ has been provided to all employees in advance of the start of the school year. In writing these FAQ's the following elements were considered and included: current leave environment and guidance of legal counsel, employee questions, questions of equity of access to varying leave scenarios, and differing contractual obligations for various employee groups.

The FAQ's also discuss various pay options and remote work accommodations that may be available, including newly created leave options at the federal level, including those created by the Family First Coronavirus Relief Act. Staff fear of either themselves, family members, or their students contracting COVID-19, and staff concerns regarding child care are the most important considerations on employees' minds at this time. While not all requests will fit into one of the categories available, the FAQ creates clarity and next steps for employees to consider if they are encountering a particular challenge to returning to the classroom. Some questions have recently arisen regarding staff travel. If an employee plans to leave Massachusetts beyond the states listed here they must quarantine for 14 days or receive a negative COVID-19 test within three days of their return date.

While the Human Resources team looked at all three models of education delivery through the lens of staffing, it is the preferred hybrid learning model which creates a lower level of risk for both employees and students than full in-person learning, and incorporates a 6 foot distance between any people (students, administrators, faculty, staff) in the school building. While some employees who have younger children in their household or other family considerations will face challenges in this model, they will have an option to elect a continuous twelve-week leave for child care purposes at two-thirds of their salary up to a maximum of $200 per day. This benefit was created at the federal level, and expires on December 31, 2020, unless there is further legislation to extend this benefit. It is of note that in a *robust* fully remote model staffed by our own teachers and other employees, child care would also be a significant challenge.

B. Workforce Planning

The purpose of workforce planning is to match human resources to the model of business operation and to anticipate needs in various scenarios. After reviewing staffing needs for an in-person, hybrid, or fully remote learning model the following questions are the top considerations for the hybrid and fully remote learning models:

1. How will we ensure that we have enough resources to meet learning and health needs? This includes quickly replacing faculty and staff who are on leave or who may suddenly be placed on leave, an increased need for school nurses when employees and students are physically present in buildings, and handling incidental day-to-day substitution needs when some portion of day-to-day substitutes will not be able to return to a physical location to work.

2. How will we ensure that staffing systems and individual staff members can flex enough to move through various learning models as circumstances dictate, including incorporation of state flexibility in licensure options to allow for better flexibility in teacher assignments?

3. What resources will we need operationally/in the Human Resources department to manage the unpredictable nature of staffing during the upcoming school year?

4. How can we be appropriately positioned at the end of the 2020-2021 school year to staff the opening of the new Beal elementary school?

The workforce plan includes the following elements to answer these questions and meet these needs.

- In July, we released general long-term substitute postings in order to create a pool of candidates for consideration at the elementary, middle, and high school levels. It is an ongoing process to review application packets and assess the quality of candidates for upcoming needs, even when we don't know exactly which needs will prove to be most important.
- In July and early August, we also released special education postings for professional educators, as well as for ABA Technicians and Child Specific Aides (who support Individualized Education Plans for students).
- We created an inventory of day-to-day substitute teachers and whether or not they would be able to commit to in-person substitution for the upcoming school year. We released a posting for day-to-day substitute teachers in July to fill any anticipated gaps.

- An employee list of those faculty and staff members who have requested by necessity or preference to teach in a fully remote environment is being compiled. This list will be used to see if there are matches in licensure and expertise between teachers requesting remote teaching and families who are requesting this experience for their students, including students who may be in the hybrid model but need to quarantine for 14 days following a possible exposure to COVID-19. Remote learning for these students will most likely be taught in some cases by educators from Shrewsbury Public Schools, while in other cases students may be required to participate in learning through a third party "virtual school" vendor. The Department of Elementary and Secondary Education has requested proposals from vendors whom districts could access, but this information was not made available until August 5 (the day prior to this report), so additional planning will be required to determine how our district might engage with this option. In a hybrid model, some of our employees will likely need to access a leave of absence under one of the acceptable leaves available, rather than be granted an accommodation to teach remotely.
- Wherever possible we will include identified long-term substitute teachers in our back to school learning for faculty and staff, including safety and health protocols. Any person hired after this period of training will need to be trained separately at their assigned school on this critical information.

XIV: School Operations

A. Transportation to and from school

The District has coordinated with its transportation provider, AA Transportation, to provide a safe environment for students who need or opt for home-to-school transportation. The District will adhere to MA DESE guidelines for school transportation to include limiting ridership to one student per bench seat. The District believes it will generally have sufficient carrying capacity to transport all students opting for service under the MA DESE guidelines, provided we are in a hybrid/alternating schedule mode with approximately 40%-50% of our total student population attending in-person school each day. In order to assure compliance with MA DESE capacity guidelines, the District has opened up an electronic bus registration/request process and will "ration" seats based upon the following priority groups:

Group 1: Students who must be offered bus transportation by law as well as Oak Middle School and Shrewsbury High School students who live two or more miles from their assigned school

We are required by law to transport students at no charge who:

A) are in Grades K-6 and live two or more miles for their assigned school (both public and private schools within Shrewsbury)
B) have *specialized transportation* as a service their Individualized Education Program [IEP]
C) attend Assabet Valley Regional Technical High School

Group 1 priority will also be given to students who attend Oak Middle School or Shrewsbury High School who live two or more miles from those schools. While the bus fee is waived for these students through December, it is *possible* that a fee might be instituted for them beginning in January.

Group 2: Students currently eligible for free or reduced price lunch and who do not fall into Group 1

Group 3: All other students

In the event that demand exceeds capacity, then bus seats will be allocated to Group 3 students based on the following criteria:

A) Distance from home to school with preference to those living further away from their school
B) Verifiable hardships preventing school attendance
C) Date of bus registration

The District plans to hire bus monitors on a temporary basis for the first several weeks of school to organize student seating, monitor students for facemask wearing, and assist in social distancing for embarkation and debarkation.

Windows will be opened on buses as weather permits.

Each school bus will be sanitized at least nightly by our vendor.

B. Eating at school

1. School breakfast: Based on student socio-economic census data the District is only required to provide a school breakfast program at Coolidge Elementary School and we will continue to do so upon school reopening. In the past the District has offered an a la carte breakfast at Sherwood and Oak Middle Schools and Shrewsbury High School. Breakfast at these schools will not be offered upon reopening but we will endeavor to do so as conditions/scheduling allows.

2. School lunch: The District will offer primarily pre-packaged lunches upon school reopening to eliminate possibilities of cross-contamination. Salad and condiment bars will be eliminated.

3. Snacks: The consumption of snacks during the daytime will be regulated based upon individual school and classroom schedules.

4. General food service considerations: The District will likely re-purpose school gymnasiums as secondary cafeteria seating areas and in all locations adhere to six foot social distancing guidelines for students eating meals. Cafeteria tables and desks will be cleaned after each breakfast and lunch seating.

When school is in session for half days, all students will be offered a bag lunch prior to dismissal and the District will discreetly target and encourage students eligible for free or reduced price lunch to take these meals.

If the District is operating in a remote manner due to Covid-related closure, breakfast and lunch meals will be provided from a single distribution point at Shrewsbury High School.

Families with children who are eligible for a free or reduced price lunch and have opted for remote learning will be afforded the opportunity to pick-up pre-packaged meals for their students.

The use of cash is highly discouraged as the District has in place a declining balance student account for each student and parents have an online payment/replenishment option.

Use of the pin-pad for the point-of-sale system will be replaced by student's providing their name to the cashier at the time of purchase and/or use of a student-owned stylus.

C. Before and After School Programming

1. Extended School Care Program

The Extended School Care will remain closed at least through October 2, 2020. We are eager to resume providing this much-needed service to our parents and students and will do so after all logistical and space arrangements can be coordinated in a manner that ensures a safe environment for staff and students and does not compromise our ability to provide our daytime educational programs.

2. Co-curricular activities

a) Activities & clubs

After school clubs and activities will be phased in as possible based on health and safety considerations. Some may be offered remotely. Students in all cohorts [A,B,C, and D] will be eligible to participate. However, parents/students who choose to unenroll their student from the District and homeschool their child, then that student will not be eligible to participate.

b) Athletics

The District will adapt its high school interscholastic program in accordance with regulations and guidance promulgated by both the Massachusetts Interscholastic Athletic Association [MIAA] and the Massachusetts Department of Elementary and Secondary Education and the rules established by the Mid-Wachusett League. The District will allow high school students who opt for remote learning the opportunity to participate in the high school interscholastic program, provided that they are permitted to do so by the aforementioned regulatory agencies and within the rules established by the Mid-Wachusett League.

The District is putting its Middle School intramural sports and interscholastic program on hiatus until conditions allow us to safely offer this program.

Again, students in all cohorts [A,B,C, and D] will be eligible to participate in school-sponsored athletics unless parents/students choose to unenroll their student from the District and homeschool their child. Homeschooled students will not be eligible to participate as they are not enrolled in the District.

D. Ventilation and air circulation

Prior to School Reopening

All building HVAC system filters will be changed prior to occupancy. This includes all roof top units and room units, which include wall and ceiling mounted units. The units will be cleaned prior to installing new filters. Filter MERV [Minimum Efficiency Reporting Value] ratings will meet the engineered design rating for each unit. Typically these units use MERV 8 to MERV 13 rated filters. These filters are changed on a 3 month cycle.

Systems will be put into an occupied schedule one week prior to staff reporting to the buildings to completely flush air in the buildings. DESE recommends this process when staff arrives and prior to students returning. Public Buildings will begin this earlier than recommended. All building systems will be put into occupied mode 2 hours prior to

normal staff arrival time, and left on two hours after school dismissal time on school days. Buildings will also be put into occupied mode for a minimum of 4 hours on Saturday, Sundays and holidays to keep fresh air circulating when the buildings are not in use.

Building HVAC systems are designed and engineered to change air in spaces per ASHRAE standards which is a minimum of 6 air changes per hour in classrooms. These systems also introduce fresh air at a minimum rate of 10% during occupied modes. This is adjusted and controlled by the building management systems based on many factors including indoor and outdoor temperature, humidity and C02 levels created by building occupancy. DESE guidelines recommend opening windows to allow fresh air into spaces when applicable. Please note that opening windows may affect the indoor temperature and comfort level of the occupants in the spaces.The Public Buildings Division is utilizing third party vendors to ensure that building HVAC systems are working properly and supplying fresh air to occupied spaces.

The Public Buildings Division is in the process of seeking proposals for a third-party, independent review of all school HVAC systems to identify any unknown deficiencies and make recommendations for implementable changes to enhance air quality prior to school reopening.

Building Occupancy Information

This occupancy schedule is based on a Monday-Friday school schedule. Buildings will stay on an occupied schedule on holidays and vacations, with a minimum of 4 hours of occupied time on Saturdays and Sundays. This is subject to change if building use or guidelines change.

Shrewsbury High School
Fully heated, and partially air conditioned - Full air changeover capable with fresh air introduction. Window opening not needed for fresh air, but acceptable. Will affect comfort.
Occupied mode 4:30AM - 5:00PM

Oak Middle School
Fully heated, and partially air conditioned - Full air changeover capable with fresh air introduction.Window opening not needed for fresh air, but acceptable.Will affect comfort.
Occupied mode 5:30AM - 5:30PM

Sherwood Middle School
Fully heated, and 80% air conditioned with dehumidification system - Full air changeover capable with fresh air introduction. Window opening not needed for fresh air, but acceptable.
Occupied mode 5:30AM - 5:30PM

Floral Street School
Fully heated, and partially air conditioned - Full air changeover capable with fresh air introduction. Window opening not needed for fresh air, but acceptable.Will affect comfort.
Occupied mode 6:30AM - 6:00PM

Coolidge School
Fully heated, and partially air conditioned - Air changeover capable with fresh air introduction. Window opening is encouraged in the older section of the building.Will affect comfort.
Occupied mode 6:30AM - 6:00PM

Spring Street School, Paton School
Fully Heated and Air conditioned - Air changeover capable with fresh air introduction Window opening not needed for fresh air, but acceptable.Will affect comfort.
Occupied mode 6:30AM - 6:00PM

Parker Road Preschool (Includes Student Services Office)
Fully Heated and Air conditioned - Air changeover capable with fresh air introduction Window opening not needed for fresh air, but acceptable.Will affect comfort.
Occupied mode 6:30AM - 6:00PM

Beal School
Fully Heated with no air conditioning. Some air changeover in areas, but window opening is encouraged for fresh air.

Occupied mode 6:30AM - 6:00PM

E. Cleaning and disinfecting

Overview

The Shrewsbury Public Buildings Division will implement protocols outlined by DESE using CDC and ASHRAE guidelines for cleaning, disinfecting and HVAC operations to keep building users safe and healthy during the COVID-19 pandemic in all of its Public Buildings which include schools, municipal buildings, public library and public safety buildings.

Included here is an outline of cleaning and disinfecting operations that will be implemented for school operations to resume. This plan is for regular school days, Monday through Friday, for any level of student and staff return. Staffing to accomplish these tasks will be based on each particular school building size and occupancy levels. All cleaners and disinfectants used will be EPA-approved for COVID -19.

Prior to Student/Staff Return

All buildings will be thoroughly cleaned and disinfected.
Including, but not limited to:
Clean and disinfect walls, doors, floors, horizontal surfaces, handrails, stairs and elevator cars. Dust all lighting fixtures including exposed bulbs.

Clean and sanitize all furniture.
Shampoo all carpeted surfaces and mats using an extraction method.
Strip, seal and wax all resilient flooring in storage areas, supply rooms and closets. Clean disinfect all ceramic wall tile and rubber cove baseboard throughout the building. Clean all entrance doors, door frames and partition glass.
Clean and polish all doors and kick plates.
Clean and disinfect all cabinetry.
Clean and disinfect all locker rooms and bathroom floors, walls, partitions and fixtures.
Clean and disinfect all unit ventilators and VAV units in all rooms.

During School operational hours (Monday-Friday)

Clean and disinfect high contact surfaces that are touched by many different people, included but not limited to light switches, handrails, door knobs/handles, counters, elevator cars/controls, sanitizer/soap/ towel dispensers, sinks and faucets 3-4 times, daily.
Monitor, clean and disinfect all bathroom fixtures at least twice daily or as needed.
Bathrooms should be designated to specific cohorts whenever possible.
Clean and disinfect lunch tables regularly at least once daily or between cohorts.
If lunch is served in classrooms staff and students would be expected to clean desks, and custodians will support them as needed.
Vacuuming, mopping floors in high traffic areas as needed.
Spot cleaning walls, flooring and other areas as needed.
Spill response, cleanup and disinfection as needed.
Removing trash and recycling as needed throughout the day.

Nightly Cleaning after School operations end by Contractor (Monday-Friday)
All cleaners and disinfectants used will be EPA-approved for COVID -19.

GENERAL/ADMINISTRATIVE OFFICES
Empty all wastebaskets, damp wipe exterior surfaces of containers, replace liners.
Dust and clean all horizontal surfaces of countertops, tables, office equipment, window ledges, heating units, partitions, doors, door frames and light switches.
Vacuum clean all traffic areas and soiled carpeted surfaces. Inspect carpet for spots and remove stains.
Clean all doors and partition glass.
Vacuum clean all exposed carpeted surfaces including edges, corners and under easily moved furniture.
Completely clean all door and partition glass.

CORRIDORS & ELEVATOR CAR
Vacuum all carpets. Inspect carpet for spots and remove stains
Clean and sanitize drinking fountain/bottle fillers.
Clean all exterior door glass and showcase glass.
Dry mop with treated oil mop all floors.
Wet mop or autoscrub floors, remove gum, adhesives or other debris.
Vacuum all entrance mats, remove stains, gum and adhesives
Remove smudges from walls, glass, doors frames, handles, switch plates, kick plates, control panels and push plates and lockers

Vacuum all exposed areas including edges and corners
Dust all ledges, moldings, wall hangings, sidelight frames and sills and shelving units weekly.

STAIRWELLS
Sweep or dry mop all stairs and landings, spot clean spills and remove black marks, gum and adhesives.
Clean door glass.
Clean all tile/block walls and remove tape and adhesives
Clean all handrails removing smudges, oils, gum and adhesives
Wet mop all stairs and landings.
Dust all framework, risers, window ledges, door frames and wall tiles and ledges weekly

CLASSROOMS
Empty all wastebaskets, damp wipe exterior surfaces of containers, replace liners and remove trash to the dumpster.
Clean door and door glass in and out.
Sweep or dry mop all floor surfaces and spot clean, remove gum and adhesives.
Vacuum all traffic areas and soiled carpet surfaces and under easily moved furniture.
Inspect carpet for spots and remove stains.
Clean window ledges.
Clean sinks, counters and backsplashes, fill towel and soap dispensers.
Wet mop floor paying particular attention to edges and corners.
Vacuum all carpet including edges and corners.
Clean louver vents.

KITCHEN
Kitchen staff cleans all work surfaces and appliances
Sweep and wet mop all floor surfaces.

CAFETERIA AND STAFF DINING ROOM
Dry mop floor paying particular attention to edges and corners, remove gum, spot wash soiled areas.
Vacuum clean all traffic areas and soiled carpeted surfaces. Inspect carpet for spots and remove stains.
Clean both sides of all doors and partition glass.

Thoroughly wash the entire floor with wet mop or autoscrubber.

GYMNASIUM
Dry mop floor paying particular attention to edges and corners, remove gum, spot wash soiled areas.
Clean both sides of all doors and partition glass.
Thoroughly wash the entire floor with wet mop or autoscrubber.

RESTROOMS
Clean and refill all dispensers, hand towels, toilet paper, soap and sanitary dispensers.
Clean walls, ceilings, partitions, louvers and vents.
Clean mirrors, doors & frames, powder shelves,etc.
Clean and sanitize all fixtures, wash basins, urinals, toilet bowls including underneath and plumbing fixtures using disinfectant cleaner.
Polish all bright work.
Sweep and damp mop with a disinfectant cleaner all floors-paying particular attention to edges, corners and lower wall base
Empty all wastebaskets, replace trash can liner, spot clean exterior of containers.
Wash and disinfect all partitions and walls.

NURSES OFFICES
Empty all waste receptacles, replace can liner, clean exterior of receptacles with disinfectant cleaner.
Dust and spot clean all horizontal surfaces of counter tops, desks, files, chairs, tables, office equipment, window ledges, partitions, doors and frames, walls and switch plates.
Clean and sanitize restroom, sinks, mirrors, fixtures and floors
Sweep or dry mop all floor surfaces and mop with a disinfectant cleaner paying particular attention to edges, corners and lower walls
Fill and clean all dispensers (ie.-soap, paper towels and toilet paper).

FRONT ENTRANCE AND OFFICE WAITING AREA
Vacuum carpet and entrance mat, remove any tape or adhesives and spot clean stains
Spot clean all entrance glass.
Sweep or dry mop floor.
Spot clean all walls.
Wash all entrance glass.

Disinfection Between Cohorts

Electrostatic spray disinfectant will be used in all buildings between cohorts based on the schedule.

For example if cohort one attends school on Monday and Tuesday, and cohort two attends on Wednesday and Thursday this will be done Tuesday and Thursday evening. All cleaners and disinfectants used will be EPA-approved for Covid -19.

Potable Water Systems

All potable water systems will be thoroughly flushed in all buildings prior to staff returning to the buildings. This will ensure that water quality will be acceptable, as many buildings have sat empty with very little water use. This replaces any stagnant water that has been sitting in pipes with fresh water. This is normally not an issue with occupied buildings, and is done as a precautionary measure. This work began in early Early July and is ongoing throughout the summer.

XV: Technology

Technology will serve a pivotal role in supporting hybrid and remote learning. The District had a strong technology foundation prior to the start of the pandemic, and has advanced a number of initiatives to improve its capabilities to support efforts to return to learning.

A. Student devices (school-assigned iPads)

Prior to the start of the pandemic, the District issued school-owned iPads to all students in Grades 5 through 12. In order to allow all students to participate more equitably in hybrid and remote learning opportunities, the district is expanding the issuance of iPads to students in kindergarten through Grade 4 (and we are looking at possibilities for preschool students to receive iPads as well). Each student will be provided a school owned and managed iPad, protective case, charger, and charging cable to use for educational purposes.

Students in Grades 3 and 4 are receiving new iPads (the 7th generation model) purchased with CARES Act funding. iPad Air 2s collected from the graduated Class of 2020 and incoming Grade 9 students (who are receiving a new iPad to be used for their four years in high school) are being issued to students in Grades 1 and 2. iPads from elementary classrooms and shared carts (5th and 6th generation models) are being issued to kindergarten students. All repurposed devices, chargers, and cables are being cleaned with disinfecting wipes before reissuance.

Students entering Grade 5 and 9 are receiving new iPads (7th generation) purchased with annually budgeted funds, which they will use for all four years of middle school or high school, respectively. Returning students entering Grades 6, 7, 8, 10, 11, and 12 will continue using the iPads they were issued previously.

Similar to how families are responsible for any damage to textbooks, families are financially responsible for any damage to or loss of iPads. For this reason, the District is making optional third-party insurance available to all families for purchase for $33 for a one-year policy.

iPads will be distributed during distribution windows through the remainder of the summer and at the start of the school year. Families will be contacted by email to sign up for a distribution appointment when available.

Additional information on the District's 1:1 technology program can be found on the SPS 1:1 Technology Program web page.

B. Home Internet access

At the start of the initial closure, the District surveyed families to determine any technology needs, including whether any families lacked Internet access. Based on the results of that survey, the District purchased a number of cellular-capable iPads for families without home Internet access or access to a smartphone hotspot. The District will continue to provide cellular-enabled iPads to these families, and will issue additional devices when made aware of any families with no home Internet access nor access to a smartphone hotspot.

C. Learning platforms

The District has purchased a number of technology platforms to enhance learning through technology, including Seesaw, Schoology, and Zoom.

1. Seesaw (Preschool-Grade 4)

The Seesaw platform, purchased for use by all preschool through Grade 4 students, serves as a method for teachers to push learning activities and materials to students electronically. Students can use the Seesaw Class app to complete assigned activities, view announcements, and communicate with their teachers.

2. Schoology (Grades 5-12)

Schoology has been the District's standard learning management system (LMS) for middle and high school students since 2015, and will continue to serve in this role as we reopen. Schoology offers a "one stop shop" for students to view and submit assignments, view class materials, receive class updates, and collaborate with classmates and extracurricular groups.

Parents may access their child's Schoology information using the Schoology access code found in the PowerSchool Parent Portal.

3. Zoom (All grades)

To support synchronous learning and live remote connections between students and teachers, the District has purchased the educational version of Zoom. Zoom allows for

live videoconferencing to support remote classroom instruction, including the use of breakout rooms for small-group collaboration and polls to check for understanding in real time. The educational version of Zoom that the District has purchased offers a number of safety features. These features include preventing unwanted participants by allowing staff to require that all participants in a meeting sign in using their SPS Google account, allowing the District to mandate use of the Waiting Room function, and an enhanced privacy policy for educational users.

XVI: Certification of Health & Safety Requirements

This plan conforms to the health and safety requirements promulgated by the Massachusetts Department of Elementary & Secondary Education as of August 6, 2020.