

# Stoneham High School

## Return to School

Addendum to the

### Student Handbook

2020-2021

**WE ARE...**

**SPARTAN SAFE**

**SPARTAN STRONG**

**STONEHAM SPARTANS**

**Disclaimer:** We recognize that some of this information may change over time. Always defer to the most recent directives from the school nurse, principal, and/or district.

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## Letter from Principal Lombardi

Dear Students,

It is with great excitement and anticipation for the upcoming 2020-2021 school year that we present the Student Return to School Addendum to the Student - Parent Handbook. This addendum is a cumulation of hours of work by a team of Stoneham High School teachers and administrators. This document provides information about COVID health and safety policies, learning model options, student support and services, and building and facilities preparation. The first goal of this Addendum is to assure you that our school is a safe and supportive learning environment and to help you transition back to learning.

The second goal is that you fully understand what is expected of you as a student with specific regard to safety, school culture and academics - Ownership. We expect that you will take ownership of your education and academics, ownership of our safety requirements, and ownership of our school culture.

You will demonstrate ownership participating in class discussions and meetings, by completing work both in-person and remote, by consistent daily attendance, by logging into Google Classrooms, and by communicating and engaging with your teacher for support and extra help as needed. Remember, the work you do and the grades you earn matter.. own them!

As we all know, safety expectations of wearing a face mask, social distancing, and frequently washing and sanitizing hands make a positive difference in battling this pandemic and helping to create a safe environment. Strictly adhering to the stated safety requirements will help us return to normal. We are all in this together and we all need to be responsible by owning our own part. You show ownership by wearing a mask, social distancing, frequently washing and sanitizing hands and following any other posted safety signage.

Our school culture is what drives Stoneham High School. We are a school that values acceptance, respect, tolerance, and kindness. We understand that all of us are unique and special in our own ways and are entitled to a positive and safe learning environment. We create our learning environment by embracing these values. You demonstrate ownership by displaying these values.

We all wish you a positive start to the school year. We are confident that with adherence to safety requirements combined with student ownership of their academics and our school culture, we will all have a positive, fun and successful year.

Best,  
Mr. Lombardi

## Health and Safety

A thorough analysis of the school building and facility took place over the summer. Consistent with DESE (Department of Elementary and Secondary Education) guidelines and working with the local Department of Health, rooms have been reorganized and arranged to meet the state guidelines of six feet physical distancing with extra furniture placed in storage so that desks are spaced six feet apart. Other aspects of the high school have been updated to follow safety procedures mandated by DESE and the local Department of Public Health, including the addition of signage to direct transitions and to limit occupancy in some spaces, and the purchase of supplies such as hand sanitizing stations, cleaning supplies, and PPE (Personal Protective Equipment). [SPS Health Policy](#).

### Student & Teacher Requirements

- Wear an approved mask at all times
- Wash your hands and sanitize frequently
- Maintain social distancing guidelines
- Inform the nurse if you are ill or if anyone in your household has been diagnosed with COVID
- Follow all signage

Photo below shows a classroom with desks spaced 6 feet apart.



## Learning Model Options

For the 2020-2021 school year, three learning model options are available.

**Table #1: Learning Model Options**

<b>Hybrid Learning Model Cohort 1</b>	Students attend a combination of in person and remote learning. Students will attend class in person at the high school every other day. On alternate days, they will learn remotely at home. This may move to Full Remote by Closure if determined by the district or state. Students will be assigned to Group A or B.
<b>Full Remote by Choice Cohort 2</b>	Students and families may elect for remote only instruction for the entire school year. Students do not physically attend school. Students will be able to access SHS guidance service and extracurricular activities. If students want to return to the hybrid model, the process may require 3-4 weeks to meet safety measures. In addition, the schedule may not allow for student preferences on some electives and/or course levels. <b>Specific details to be provided by the School Committee and Superintendent.</b>
<b>Full In-School Cohort 3</b>	Students identified by the district as high priority as defined by DESE guidance may receive in-person instruction each school day. Criteria for identifying high priority students is based on DESE guidelines, maintaining building capacity and six feet of physical distancing, and staffing considerations. These students will be assigned to Group C.

## Hybrid Learning Model (Cohort 1)

### Hybrid Overview

- Students will be assigned to Group A or Group B.
- This year, a five-day schedule that is similar to last year's 8-day schedule has been adopted.
- Students in Groups A and B will attend **in-school instruction** on **alternating** days. The five day schedule is spread out over 10 days so that there is an equal number of in-class opportunities for each Group.
- Both Groups will cover the same curriculum over the 10-day cycle.
- Groups will be first determined by an alphabetical split. Further determinations will be based on regulations and guidelines from IEPs, 504s and ELLs' (English Language Learners) needs, siblings at SHS.
- When students are in school, teaching and learning occurs simultaneously.
- For the days a Group is not in-school, students will also follow their schedule - check in with Google Classroom for directions and assignments, and receive support when applicable. In this model the learning will be asynchronous with follow up and direct connection to the in school class work and discussions. Attendance will be taken.
- PowerSchool will continue to be the online grading platform. Students and parents are encouraged to check this frequently.

**Table #2 Hybrid Learning Sample Schedule for student in Group A  
(Group B is in class when Group A is remote)**

5-Day Hybrid Sample WK 1	Monday Day 1 IN SCHOOL	Tuesday Day 1 REMOTE	Wed Day 2 IN SCHOOL	Thursday Day 2 REMOTE	Friday Day 3 IN SCHOOL
8:15- 9:24	A	Student follows their Day 1 schedule - check in with Google Classroom for directions and assignments, and support when applicable.	B	Student follows their Day 2 schedule - check in with Google Classroom for directions and assignments, and support when applicable.	C
9:28 - 10:37	F		C		A
10:41- 12:24*	D		F		D
<b>LUNCH*</b> 10:41 - 12:24	L1: 10:41 - 11:11 L2: 11:16 - 11:46 L3: 11:54 - 11:24		L1: 10:41 - 11:11 L2: 11:16 - 11:46 L3: 11:54 - 11:24		L1: 10:41 - 11:11 L2: 11:16 - 11:46 L3: 11:54 - 11:24
12:28 - 1:37	E		G		G
1:41 - 2:50	FLEX		FLEX		E

5-Day Hybrid Sample Wk 2	Monday Day 3 REMOTE	Tuesday Day 4 IN SCHOOL	Wed Day 4 REMOTE	Thursday Day 5 IN SCHOOL	Friday Day 5 REMOTE
8:15- 9:24	Student follows their Day 3 schedule - check in with Google Classroom for directions and	A	Student follows their Day 4 schedule - check in with Google Classroom for directions and	C	Student follows their Day 5 schedule - check in with Google Classroom for directions and
9:28 - 10:37		B		B	
10:41- 11:50		F		D	

<b>LUNCH*</b>	assignments, and support when applicable.	L1: 10:41 - 11:11 L2: 11:16 - 11:46 L3: 11:54 - 11:24	assignments, and support when applicable.	L1: 10:41 - 11:11 L2: 11:16 - 11:46 L3: 11:54 - 11:24	assignments, and support when applicable.
<b>12:28 - 1:37</b>		E		G	
<b>1:41 - 2:50</b>		FLEX		FLEX	

\*There are three 30 minute lunches during this block.

### Hybrid Protocols

- School will begin at 8:15 a.m.
- Students will be dismissed during FLEX unless they have made prior arrangements to receive extra help from a teacher.
- Students who want a school breakfast may enter the building at 7:45 a.m. and proceed directly to the cafeteria until 8:00 a.m. Other students may enter at 8:00 a.m. and proceed directly to their first period class.
- At the end of the day, students will be dismissed at staggered times with a two-minute delay for the second floor. Students are expected to maintain social distancing.
- **All students, faculty, and staff will be required to wear masks they bring to school.** Masks, as with any school attire, must adhere to the SHS Dress policy as detailed in the SHS Handbook. Masks will be available for students who may have forgotten one or need one for the day. Masks must fit securely around the nose and the mouth; neck gaiters, open chin triangle bandanas, external filters, and masks with any types of holes are not acceptable. See specific [mask policy](#).
- Students, faculty, staff and visitors to the school and/or school grounds will be required to adhere to social distancing of six feet whenever possible and to follow signage, room limits, and other safety guidelines.
- The school will be cleaned throughout the school day and at the end of each school day and will receive a deep cleaning at the end of each week. Custodial schedules have been reconfigured to increase coverage during the day for continuous cleaning.
- The school will comply with all health and safety procedures per the state DESE guidance and work closely with the Stoneham Health Department.
- Procedure and protocols based on DESE guidance will address the necessary actions to be taken when a student or adult has COVID-19 symptoms or tests positive.
- Faculty and staff will be provided with technology and training needed to support in-person and remote learning.
- All students will be provided with a Chromebook; hotspot connectivity will be provided as necessary.
- Mask breaks will be planned for when students are at school. Mask breaks will occur twice per day, one in the morning and one in the afternoon. Mask breaks will occur ideally outside or in the gym with social distancing. Mask breaks will be less than 15 minutes. If a class is being held outside, students may remove masks, but must be seated 10 feet away from each other.
- Lunch will be held in the cafeteria. Students will sit in desks spaced six feet apart all facing in the same direction. Masks are not required while students are eating. Students must remain seated during lunch. Outside eating will be available depending on weather.

### Remote Expectations during Hybrid Learning

- Students follow their academic schedule and check into Google Classroom to follow the directions for the assignments.

- Students must turn in electronic work, if required, by 10:00 p.m. that night. Due dates may be flexible based on assignment and class.
- Students are expected to be present for all classes whether remote or in-person.
- If students are working remotely in a group with other students, students must:
  - Be dressed appropriately for learning
  - Respect our classmates
  - Not take screenshots or make recordings
  - Keep online chat focused on the learning; ensure chat is respectful of all participants
  - Contribute to online discussions
  - Offer support and assistance to your peers

### If Hybrid Becomes Fully Remote (Cohort 1)

At some point, the high school may transition from a Hybrid to a Full Remote by Closure as mandated by DESE, the state, and/or the school committee. In this model, both synchronous and asynchronous learning opportunities will be provided for students. All students will follow a five day schedule with synchronous learning scheduled for the early part of the day and asynchronous learning in the later part of the day. This schedule also includes opportunities to access guidance services, technical help, and other school community resources.

#### Sample Student Schedule for Remote Learning (Group A and B are together)

Table #3

5 Day Remote Sample	Monday Day 1	Tuesday Day 2	Wed Day 3	Thursday Day 4	Friday Day 5
8:30-8:40	Tech Help (Library Media Specialist/Technology)				
8:40 - 8:50	Community Connections (Principal, Guidance Counselors, Social Worker, Psychologist rotations, LMS)				
8:50 - 9:50	A	B	C	A	C
9:50 - 10:00	Screen Break				
10:00 - 11:00	F	C	A	B	B
11:00 - 11:10	Screen Break				
11:10 - 12:10	D	F	D	F	D
12:10 - 12:40	LUNCH				



<b>12:40 - 1:40</b>	E	G	G	E	G
	Afternoon (below) Extended Blocks (20 minutes each)				
<b>1:40 - 2:00</b>	A Extended	Student FLEX	Student FLEX	A Extended	Student FLEX
<b>2:00- 2:20</b>	F Extended	B Extended	E 2:00 - 3:00	B Extended	C Extended
<b>2:20 - 2:40</b>	D Extended	C Extended		F Extended	D Extended
<b>2:40 - 3:00</b>	E Extended	G Extended		E Extended	G Extended

## Remote Protocols (all students learning remotely)

The schedule during remote learning for the school day will include the following principles:

- Attendance will be taken at the beginning of each class period.
- Students will receive virtual instruction for a portion of each class that meets that day. This may be in the form of short chunked mini-lessons with time provided for independent and collaborative work. Students will also be engaged through small group instruction, discussion groups, collaborative work remotely with peers, as well as independent learning.
- Students will receive frequent feedback, assessments and quarter grades. PowerSchool will continue to be the online grading platform. Students and parents are encouraged to check this frequently.
- ELL and Special Education services may continue to be scheduled in person and/or remotely throughout the day to provide instruction as required to meet state guidance.

## Remote Learning Expectations for Students (all students learning remotely)

- Before class...
  - Check your Google Classroom at the beginning of each class.
  - Check your school Gmail account at least daily.
  - Be dressed appropriately for learning.
  - Be online and on time for Google Meet sessions with chromebook fully charged, microphone working and webcam enabled.
  - Have pens, paper, books and other materials ready if required .
- During class...
  - Keep your focus on one task during online lessons:
    - Don't game or use social media
    - Close all other windows on your chromebook so you are not distracted
    - Respect the platform, your teacher, and classmates. Do not take screenshots or make recordings.
  - Only turn your microphone on when asked to speak or when responding to questions.
  - Keep your online chat focused on the learning; ensure chat is respectful of all participants.
  - Contribute to online discussions.
  - Offer support and assistance to your peers.
- After class...
  - Submit all online and offline work by the due date and time.
  - Submit original work; avoid plagiarism.
  - Request extra help/clarification from the teacher via emails or through Google Meets.
  - Advise your teacher if you are finding the work challenging or if you are requiring further support.
  - Advise your teacher if you are overwhelmed and are falling behind.
  - Be patient with your teachers as online teaching is new to them as well.
  - Alert the teacher to ways things may be improved.
  - For technical issues email the teacher or [helpdesk@stonehamschools.org](mailto:helpdesk@stonehamschools.org) immediately. Don't delay!

## Student Supports and Services

### Equity and Access

This past spring ushered in a challenging time for many of our students. We faced a frightening global pandemic, the worst economic crisis since the Great Depression, and an important national conversation about issues of race and social justice. We know that these challenges impact our students differently and as we return to school, we pledge to keep their social and emotional needs at the front of our work. The principles of accessibility, transparency, attentiveness, and flexibility will continue to be essential in our planning. In addition to our work at the high school, the School Committee recently created a subcommittee to examine structural or systemic racism in the district and an advisory group to this subcommittee that is open to all members of the community.

### Guidance and Counseling

School counselors, adjustment counselors, and the school psychologist are dedicated to fostering the growth of students as individuals in a safe and caring environment. These priorities will continue regardless of the educational setting (in-person, hybrid, or remote). The Guidance staff will continue to provide:

- short-term situational individual and group counseling as needed
- monitoring of student progress
- scheduling assistance
- mediation in areas of conflict resolution between peers
- referrals to appropriate outside agencies
- overseeing the development and implementation of students' 504 plans
- college and career exploration and guidance
- support in positive parent-teacher-student communication; and
- individual/family check-ins

### English Language Learners (ELLs)

The ELL teacher will continue to assist our English Learners in language acquisition and will support students in developing the linguistic skills needed to succeed in content classrooms. The ELL teacher will provide direct, small group synchronous and/or asynchronous instruction in reading, writing, speaking and listening to support students' language acquisition needs. ELL instruction will be provided through a specific scheduled class as in the past.

### Special Education

Stoneham Public Schools will meet and exceed the standards outlined by the Massachusetts Department of Elementary and Secondary Education's July 9, 2020 [Comprehensive Special Education Guidance for the 2020-21 School Year](#). All Special Education students will receive ALL the services on their IEP in either the Hybrid or the Remote Model. We will prioritize Special Education services to take place in-person or synchronously (live) depending on individual circumstances. For students receiving Special Education, the district will discuss IEP services with parents and document any differences in how services will be delivered including how, where and when the services are being provided.

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Special Education students with significant and complex needs, as defined by DESE, including preschool-age students, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These prioritized students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. We plan to provide this group of students with in-person instruction 5 days a week, every week. All other students with disabilities will be participating in the same learning model and schedule as their peers.

## **Food Service Operations**

Breakfast and lunch will be provided each day, whether students are learning remotely or in-person. The food service team will implement a combination of grab and go, or onsite food delivery systems.

## **Facility and Operations**

To minimize risk to all our school community members and to ensure a safe return to school, the following steps were taken.

- A feasibility study to determine a return to school.
- An analysis of air handling and filtration system capacity to ensure proper, safe, and high-quality ventilation in teaching spaces.
- Walk-throughs to identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff when they become ill during the day.
- Measuring and ordering of plexiglass screening for high traffic areas and administrative offices, providing enhanced safety for staff and students.
- Signage for transitions through hallways and stairwells will be posted to ensure social distancing.

## **Building Sanitation**

Consistent with DESE [Facilities and Operations Guidance](#), the custodial and maintenance teams will clean facilities daily.

- Disinfecting will occur multiple times a day on high-use surfaces.
- The school will receive a deep sanitization throughout the school year every Saturday.
- All handwashing stations will have soap, disposable paper towels.
- Motion sensor hand sanitizing stations will be installed in various locations.
- Physical cleaning logs will be posted on restroom walls with specific times for cleaning/disinfecting.