

DOS DE DISTRITO ESCOLAR
REGIONAL DE
WHITMAN-HANSON DE DE

PLANOS PARA 14 AGOSTO

REABERTURA DE 2020

Apresentado pelo Superintendente Jeffrey Szymaniak

ÍNDICE

A. SUMÁRIO EXECUTIVO 3

B. CARTA DO SUPERINTENDENTE 8

C.

MODELO APRENDIZAGEM 10 APRENDIZAGEM 10 APRENDIZAGEM 10

DE INTERNO E. MODELO DEE. MODELO DEE. APRENDIZAGEM REMOTA 12

F. PLANO DE TEMPO FORA DA ESCOLA 15

G. APOIO AO ESTUDANTE E APRENDIZAGEM PROFISSIONAL 16

H. OUTROS TÓPICOS 22

I. CERTIFICAÇÃO DE REQUISITOS DE SAÚDE E SEGURANÇA 25

A. SUMÁRIO EXECUTIVO O sumário executivo para a reabertura das escolas em O distrito escolar regional de Whitman-Hanson (WHRSD) fornecerá uma visão geral do trabalho e do planejamento para o reingresso no outono. O WHRSD focou nossa posição em instalações, ensino e aprendizagem, aprendizagem socioemocional, saúde e segurança e educação especial. O modelo escolhido pelo Comitê Escolar foi a recomendação desta força-tarefa e do conselho executivo da Whitman-Hanson Education Association.

É importante entender que, embora tenhamos um forte plano para o retorno de nossos alunos, a pandemia e a taxa de infecção em nossas comunidades locais irão direcionar as decisões para o aprendizado pessoal, já que a segurança e a saúde de nossa comunidade de aprendizado é nossa prioridade. .

Orientação do Departamento de Educação Elementar e Secundária (DESE) Em 25 de

junho, o Comissário de Educação Jeffrey Riley divulgou a Orientação Inicial de Reabertura da Escola de Outono do DESE. Este documento forneceu a base para a reabertura de escolas em Massachusetts para serem usadas como base para seu plano.[http://www.doe.mass.edu/covid19/return-to-school /](http://www.doe.mass.edu/covid19/return-to-school/)

Em julho, o distrito criou várias equipes para tratar de tantos problemas e áreas que precisavam ser resolvidos para reabrir a escola no outono. A equipe do COVID-19 do distrito consistia em:

***Equipe do COVID-19 do distrito
do WHRSD***

1. George Ferro, Superintendente Assistente e Pessoa de

Contato 2. Jeffrey Szymaniak,
Superintendente

3. Lauren Mathison, Diretor de Serviços ao
Estudante

4. Ernie Sandland , Diretora de Instalações

5. Lisa Tobin, Enfermeira Principal e
Saúde

6. Kevin Kavka, Sindicato de Professores
(WHEA)

7. Cindi McGann, Sindicato de Professores
(WHEA)

8. John Tuffy, Diretor de Negócios e Finanças

9. Karen Villanueva, Diretor de Transporte

10. Bob Rodgers, Diretor
AtléticoDiretora de

11. Jane Cox,Currículo / Ensino e Aprendizagem

12. Nadine Doucette, Diretora de Serviços de
Alimentos

13. Steve Burke, Consultor de Tecnologia

3

14. Kim Barnard, Administradora da Fundação Sistemas de Dados (SIMS)

15. Koren Myette, Comunicações / Pesquisas

16 Hillary Kniffen, Representante do Comitê Escolar

17. Michelle Lindberg, Recursos Humanos, Política

18. Chrissy Thorton, Ex-Membro

Socioemocional 19. Kerri Doherty, Ex membro sócio-emocional

20. Principal representante da Karen Downey Elementary

20. William Tranter, Representante Principal do Secundário

Cada prédio escolar também estabeleceu equipes locais compostas por professores, administradores, enfermeiras, pais, membros da comunidade e, em alguns casos, alunos, para garantir que qualquer plano escolhido por o distrito é implementado com sucesso ao nível do edifício.

Orientação estadual sobre devolução O WHRSD usou a orientação de agências estaduais e federais para ajudar a tomar decisões sobre como retornar à **escola**. Adicione [https://www.cdc.gov/coronavirus/2019-ncov/faq.html? CDC_AA_refVal = https://www.cdc.gov/coronavirus/2019-ncov/prepare/children-faq.html](https://www.cdc.gov/coronavirus/2019-ncov/faq.html?CDC_AA_refVal=https://www.cdc.gov/coronavirus/2019-ncov/prepare/children-faq.html)
<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-k-12-school-agers-item2.pdf>
<https://www.mass.gov/resource/information-on-the-outbreak-of-coronavirus-disease-2019-covid-19>
<https://www.mass.gov/resource/information-on-the-coronavirus-disease-outbreak-2019-covid-19>
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Calendário escolar O O calendário escolar é publicado no site do distrito. Ele foi ajustado para reconhecer um ano letivo reduzido de 170 dias que foi aprovado pelo DESE. Dez dias antes do início das aulas foi providenciado para que nossa equipe se preparasse para o ensino presencial e à distância. O Comitê Escolar aprovou 15 de setembro de 2020 como nosso primeiro dia completo de aula.

Modelos de aprendizagem O DESE exigiu que os distritos preparassem três modelos de aprendizagem para reabrir as escolas em setembro: aprendizagem remota, híbrida e totalmente presencial. Membros da equipe COVID realizaram "pressão

4

testes de" para avaliar todos os espaços do nosso edifício. As medidas foram realizadas e gráficos foram usados usando uma distância de 3 e 6 pés para mesas, carteiras e cadeiras. O distrito decidiu que buscaríamos uma distância de 6 pés em todos os espaços de aprendizagem e nos afastaríamos do padrão de 3 pés permitido pelo DESE. O teste de pressão produziu resultados de que nossa sala de aula média não podia manter mais de 15 carteiras de seis pés de distância, com algumas que não podiam conter mais de 12. Com base em nossas descobertas e usando uma distância de seis pés, nosso distrito não poderia você pode abrir a escola pessoalmente em tempo integral. Não temos espaço ou equipe para manter os membros de nossa comunidade seguros.

Pesquisa de Pesquisas sobre pais e funcionários aprendizado remoto e volta às aulas O WHRSD conduziu duas pesquisas diferentes com pais e funcionários durante o verão. A primeira pesquisa foi para examinar o aprendizado remoto na primavera e como o distrito pode melhorar em locais remotos. Os resultados indicaram que a maioria das famílias possui dispositivos tecnológicos e confiabilidade na Internet para aprendizagem remota. A maioria das famílias indicou que os pais estavam em casa com os filhos. O superintendente estava preocupado porque 17% dos pais não estavam disponíveis para ficar em casa com os filhos. Com relação ao número de horas que as crianças participam do aprendizado à distância, o Superintendente pretende trabalhar com a Whitman Hanson Education Association (WHEA) em uma base unilateral. Os resultados para a quantidade de tempo de reunião online indicaram que os pais gostariam de mais tempo de reunião online. A pesquisa de acompanhamento com os pais foi realizada para medir o número de famílias que pretendiam voltar à escola, seja em um local remoto ou pessoalmente, e se precisavam de transporte. muitos pais mandam seus filhos para a escola, vão para locais remotos e usam o transporte distrital. O distrito pretende oferecer aos alunos a melhor e mais segura educação possível. Uma segunda pesquisa com a equipe foi realizada para determinar a equipe que pode não conseguir voltar ao trabalho, mas pode estar disponível apenas para uso remoto. Uma cópia do resumo dos resultados da pesquisa aos pais pode ser encontrada abaixo.

Plano de outono reentrada no Comitê Escolar Regional de Whitman-Hanson votou unanimemente para apoiar a recomendação das equipes HYBRID COVID. Acreditamos que este plano proporcionará aos nossos alunos uma oportunidade de ter uma experiência cara a cara com professores com um elemento remoto mais forte do que tivemos na primavera.

Pivôs Continuaremos a monitorar pontos de dados e recomendações do DESE, CDC e MDPH para determinar se devemos mudar para o aprendizado totalmente remoto ou presencial sem restrições.

Aprendizagem remota por escolha dos pais Compreendemos que alguns alunos e funcionários não poderão retornar à escola em nosso modelo híbrido e precisarão de um plano remoto completo. O distrito oferecerá um Learning Management System (LMS) aprovado pelo DESE, bem como uma opção remota WH.

banheiros
banheiros
banheiros

Chegada / Partida

recesso

GMF 8.4.20 (Rev FRPS MM)

6

**plano operacional cotidiano escolar nível da reabertura do WHRSD
híbrido para array (PD)SITE**

14 de agosto
de 2020

Nã
o

-41
9-5
11

Sim

B. Carta do SUPERINTENDENTE

7

Caros pais e cuidadores de Whitman-Hanson (Panther Nation):

Espero que esta carta descubra que você está saudável e bem. Em 13 de março, nosso aprendizado pessoal no ambiente tradicional foi interrompido abruptamente devido a um novo vírus que resultou em uma pandemia. Isso levou nossa comunidade a pensar sobre como poderíamos educar nossos filhos a curto prazo e começar a planejar e repensar como as escolas poderiam abrir em setembro. Sou grato pela quantidade de colaboração e apoio demonstrado por professores, pais e especialmente alunos, enquanto avançamos por um fechamento histórico.

Durante o fechamento, nosso distrito se esforçou para atender "Sempre Ad Maiora", que se traduz como "Sempre em direção ao maior". Embora isso tenha sido um desafio, devido às circunstâncias sem precedentes em que nos encontramos, nossos alunos e funcionários continuaram a aprender e melhorar seu ofício de ensino e aprendizagem remotos. Quando começamos a pensar em setembro, abraçamos a orientação do Departamento de Educação Elementar e Secundária (DESE) e começamos a trabalhar com outros departamentos estaduais e locais para desenvolver um plano para o nosso distrito voltar às escolas com segurança. Durante o verão, nosso distrito Covid 19 se reuniu para discutir as opções que maximizariam o tempo presencial do aluno / professor com segurança para todos.

Nosso plano para abrir o ano letivo 2020/2021 foi criado por meio do trabalho árduo de pais, professores, alunos, líderes distritais e membros do Comitê Escolar. Juntos, pegamos as diretrizes DESE mais atuais, protocolos DPH e feedback de todas as partes interessadas para criar três planos para o Comitê Escolar revisar. Na quinta-feira, 6 de agosto, o Comitê Escolar votou pela aprovação do plano de opção híbrida para iniciar o ano letivo em setembro. O distrito apresentará uma explicação detalhada de nossos planos para educar os alunos com segurança para o DESE na sexta-feira, 14 de agosto. Embora estejamos enviando nosso plano, saiba que continuaremos recebendo feedback de famílias, professores e alunos para melhorar a qualidade da experiência de aprendizado.

Continuaremos a trabalhar arduamente em nome da Nação Panther. Podemos experimentar coisas que estão fora de nosso controle e nos direcionar para uma nova direção ao longo do ano, mas estamos confiantes em nossos planos que nos permitirão mudar, se necessário. Obrigado por todo o seu apoio e compreensão contínuos.

Atenciosamente,

Jeffrey Szymaniak
Superintendente de
Escolas

C. MODELO DE APRENDIZAGEM PESSOAL COMPLETO

*Plano presencial completo (com
modificações)*

Durante o mês passado, os funcionários das instalações do WHRSD avaliaram cada sala de aula usando uma distância de “3 pés” entre as cadeiras dos alunos, o que foi considerado adequado pelo Departamento de Educação Básica e Secundária (DESE). Foi calculada a metragem quadrada das salas de aula e gerados gráficos e tabelas mostrando quantas carteiras caberiam, com base estritamente no espaço de cada sala e área disponível. Este “teste de pressão” foi concluído em todo o Distrito. Usando o modelo DESE de “3 pés”, o número de carteiras de alunos variou muito quando as portas de saída e aberturas de armazenamento foram levadas em consideração. Embora o número fosse em média na casa dos vinte anos, não foi considerado viável em muitas áreas devido às projeções do tamanho das turmas para os alunos. Ao usar a distância de “6 pés” do CDC entre as cadeiras dos alunos, o tamanho médio da classe em todo o distrito permitiria pelo menos 15 carteiras por sala de aula com saída adequada calculada com base nisso. .

A gerência, em conjunto com a equipe Covid do distrito, WHEA e as equipes da Covid com base na escola, decidiu que, por uma infinidade de razões, o distrito deveria se mover para a distância de 6 pés da melhor maneira possível. configuração de salão. Embora muitas salas de aula sejam dispostas em 6 pés para começar, o objetivo é chegar o mais próximo possível de 6 pés e recuar 3 pés de distância.

A saúde e a segurança dos alunos e funcionários foram fundamentais na decisão. O modelo de 6 pés permite o movimento típico de sala de aula que ocorre diariamente em todas as salas de aula, mantendo pelo menos a folga de 3 pés recomendada pelo DESE durante tal movimento. Usando um modelo de 6 pés, o distrito não tem os recursos na forma de espaço e pessoal para atingir este objetivo diariamente para toda a população estudantil. Junto com

saúde e segurança e recursos limitados, o WHRSD tem implicações de transporte que impedem um retorno completo. O WHRSD é exigido pela legislação atual para transportar uma grande porcentagem de alunos para a escola. As recentes restrições da Covid ao transporte de ônibus não permitem que o distrito faça isso todos os dias. O distrito não tem os ônibus, os motoristas ou o tempo durante o dia para conduzir todas as excursões de ônibus adicionais que seriam necessárias para toda a população de estudantes do distrito diariamente. Com o limite de 24 ônibus para 72 passageiros, o transporte é um desafio constante.

Em conclusão, após uma consideração cuidadosa, um retorno total e pessoal à comunidade escolar não é nossa recomendação, nas condições atuais, ao WHRSD. O Distrito não tem recursos suficientes na forma de espaço físico, capital humano e recursos fiscais para realizar isso de maneira segura e eficiente.

9

D. MODELO DE HÍBRIDO

APRENDIZAGEM HRSD PLANO HÍBRIDO A

equipe trabalha 7 horas por dia por contrato (no prédio todos os dias)

Segunda a terça Coorte A Dia inteiro / Presencial / Metade do número de alunos
Quinta a sexta-feira Grupo B Dia inteiro / Pessoalmente / Metade do número de alunos

virtuais na quarta-feira * Responsabilidades da equipe, incluindo:

- Coorte Virtual de Aprendizagem (todas as sessões virtuais matinais para o ensino fundamental e médio de acordo com a

programação normal de meio período). Para o ensino fundamental, quarta-feira será um tempo regularmente programado com 3 sessões para alunos entre 8h30 e 3h30 para acomodar a sessão do professor da coorte, bem como uma aula de ciências e uma sessão de estudos sociais. Os alunos terão um cronograma definido para o aprendizado virtual durante este período.

- Conteúdo entregue por meio do Google Meet e do Classroom, tanto síncrono quanto assíncrono (varia de acordo com o nível)
- Preparação / nível da série / planejamento específico da disciplina
- Tempo adicional para CLP / Corpo Docente / Equipe, etc.

HYBRID Cohort Support (quinta / sexta-feira - Cohort A e segunda / terça-feira Cohort B)

- *Primário* (8h às 13h) Os dias do grupo doméstico dependerão da equipe e se concentrarão em uma aula virtual de estudos sociais e uma aula virtual de ciências por meio do Meet. Eles estarão em uma programação definida durante o período de tempo alocado para o dia. Os alunos também podem esperar não mais do que uma hora de ELA e matemática de seu professor registrado pessoalmente por meio do Google Sala de aula. A participação será mantida através do Classroom e importada para o Infinite Campus. O tempo da aula presencial será dedicado a matemática extensa e ELA com o especialista regular, almoço, etc. do dia primário.
- *Ensino Médio* Os Dias de Coorte de Casa no(9h-14h) consistirão em duas sessões de meia hora durante o bloco de Extensão Acadêmica do dia letivo normal (por exemplo, dia de Ciências e Estudos Sociais, próximo ELA e Matemática) pelo professor da classe. registro . Esta será uma revisão do trabalho atribuído e um momento para perguntas e perguntas tanto do aluno quanto do professor. A participação será atendida por quem estiver no Meet e também enviará os trabalhos pelo Sala de Aula. Em seguida, ele será importado para o Campus Infinito. Em dias presenciais, os alunos terão uma experiência tradicional de ensino médio que consiste em quatro aulas acadêmicas, uma arte relacionada e uma extensão acadêmica.
- *Ensino Médio* (7h05 13h40) Opção 1 - Aula de transmissão ao vivo baseada em programação presencial. (depende da aquisição de tecnologia) Opção 2 - Períodos de inscrição no seminário, com o docente de inscrição presencial em horário agendado. Os alunos receberão 2 check-ins, para cada aula realizada durante um

(sujeito à conclusão de um MOU com a WHEA)

período de duas semanas e o suporte SEL também será utilizado com o horário virtual de quarta-feira. (dependente da programação)

- A expectativa diária para os alunos não excederá 7 horas (por meio da interação do professor e trabalho de aula estendido)
- Todas as aulas são ministradas usando as estruturas curriculares MA DESE

**preK e K todas dias ao longo da semana (dia K - meia quarta-feira / sem meio dia K quarta-feira) * As populações especiais se reportarão diariamente, com meio dia na quarta-feira - Educação especial independente, ELL por nível de necessidade, etc.*

Quarta-feira virtual elementar Cronograma da Equipe

Série Coorte Tempo do Professor Estudos Sociais de Ciências 1 8: 30-10: 00 10: 10-10: 55 1: 30-2: 10 2 8: 30-10: 00 11: 10-11: 55 12: 10-12: 55 3 8: 30-10: 00 12: 10-12: 55 2: 20-3: 00 4 8: 30-10: 00 1: 30-2: 10 11: 10-11: 55 5 8: 30-10: 00 2: 20-3: 00 10: 10- 10:55

A equipe de Ciências Virtuais e Estudos Sociais terá tempo de preparação / administração das 8h às 10h. . E almoçaremos das 12h55 às 13h25 na quarta-feira isto é. Para garantir a consistência da equipe virtual, o horário deles será das 8h00 às 15h00, todos os dias, todos os dias. Segunda / terça / quinta / sexta-feira eles vão ensinar das 8h às 13h e almoçar das 13h às 13h30 com tempo de preparação / administração das 13h30 às 3h, conforme estabelecido pela administração do prédio.

Cronograma de Ciências Sociais Elementares e Ciências Virtuais para Equipe de Ciências Sociais

Almoço / Preparação / Administração

Segunda / Terça

/ Quinta / Sexta-feira Horário 1 8h00-8h45 12h00-12h45 13h00-3h00 2 9h00-9h45 10h00-10h45 13h00-3h00 3 10h00-10h45 11h00-11h45 1h00-3h45 4 11h00-11: 45 9h00-9h45 1h00-3h00 5 12h00-12h45 8h00-8h45 1h00-3h Segunda / terça / quinta / sexta-feira

Os alunos podem esperar um e Programa Apoio de coorte de estudos sociais com base nos tempos acima de acordo com o seu nível de escolaridade.

Às quartas-feiras, os alunos podem esperar uma programação que incluirá uma sessão a partir das 8h30. M. Às 10:00 a. M. Para reunião matinal e trabalho de matemática / ELA e, em seguida, 2 sessões, uma para ciências e estudos sociais em um horário definido em um dos horários listados. acima com base no grau em que estão.

O grupo de professores receberá um cronograma para preparação / administração / estatísticas / almoço, etc. pela administração do edifício.

(Sujeito à conclusão de um MOU bem-sucedido com a WHEA)

E. MODELO DE APRENDIZAGEM REMOTA

WHRSD Plano de aprendizagem remota

(em todo o distrito e diferente da opção de escolha dos pais remotos)

- ***Horas diárias para o ensino fundamental de aprendizagem remoto: 8 a. M. A 1 p. M. (8-12J / F)***

horas8h00-3pm quartas-feiras para acomodar todas as disciplinas9h00-14h009h00- 14h00

Médio -(Ensino 9-1) HS -(Ensino)

- 5 horas de responsabilidade por dia (35 horas por semana) - expectativas para o pessoal
 - 20/25 horas de ensino ativamente participativo com os alunos
 - 5 horas de preparação
 - 6 horas de reuniões PLC / Corpo Docente / Departamento / STAT (horário estabelecido)

- 2 horas de comunicações entre pais e cuidadores
- 2 horas para IEP / 504 ou reuniões de pais, conforme aplicável
- Google Classroom e Google Meet / Hangout para uso: necessário para interação diária
- Todas as aulas são ministradas usando estruturas curriculares MA DESE
- Secundário: ministra aulas agendadas / preparação (presencial) por meio do IC
- Primário: ministra 4/5 horas, incluindo reunião matinal (SEL) e tempo acadêmico / (pode dividir as aulas para pequenos grupos de trabalho / disciplina) - preparação (assistência obtida através de d e IC) (varia na quarta-feira)
- A escola primária seria uma combinação de iReady e Into Reading juntamente com o site de ensino à distância do WHRSD <https://sites.google.com/whrsd.org/distancelearning> e software educacional aplicável
- a expectativa diária dos alunos não deve ultrapassar 7 horas (por meio da interação do mestre e da aula estendida de trabalho)
- as avaliações foram feitas com base em diversos métodos de notificação; (por exemplo, mas não limitado a: participação, pesquisa objetiva; pesquisa subjetiva; reflexão pessoal e pesquisa autêntica, mandatos estaduais do MA, referências)
- Na medida do possível e permitido pelo governo, a equipe se reportará a seus prédios
- Os programas especializados continuarão a ser presenciais, a menos que o governador feche as escolas
- Atletismo - Uma porcentagem da remuneração do técnico principal será definida com base no tempo gasto se nenhum esporte for praticado, parcialmente praticado devido a vírus (quantidade TBD)

(sujeito à conclusão de um MOU bem-sucedido com a WHEA)

ESCOLHA DOS PAIS WHRSD Plano de aprendizado remoto p. M.

• Horário da equipe Diariamente para escolha dos pais Aprendizado Remoto

-Elementary - 8 a. M. - 1 pág. M. (contrato de pessoal de 7 horas) Intermediário - 9h00 M. - 2:00 (contrato de equipe de 7 horas) HS - aluno normal / tempo real (contrato de equipe de 7 horas)

Modelo elementar (5 professores / um para séries 1-5 / adicional para suporte conforme necessário)

- períodos de, 45 minutos no Google Meet no horário que começa às 8h. m.
- Assunto composição do e baseada nas do DESE MA Estruturas Curriculares
- Período de apoio ao aluno adicional para os alunos em um IEP com

outro membro da equipe programado O programa do aluno remoto será de quatro períodos de 45 minutos diários (Matemática, Ciências, Estudos Sociais e ELA) com a possível adição de mais um, se necessário para apoio Os funcionários trabalharão em sua programação remota por área de assunto, terão tempo para um almoço de meia hora, preparação agendada e reuniões distritais e comunicação semanal com pais Ressalta-se que este plano Remoto não terá artes relacionadas; fundamental em apenas acadêmicas principais

área
s

Modelo de ensino (4 professores acadêmicos / 1 suporte a mais, conforme necessário)

- Períodos do Google Meet de 45 minutos por hora começando às 8h. m.
- 1 professor de ELA que leciona para as 6^a, 7^a e 8^a diariamente

séries □ 1 professor de ciências que leciona para as 6ª, 7ª e 8ª todos os dias
séries □ 1 professor de estudos sociais que leciona para as 6ª, 7ª e 8ª séries dias
□ 1 professor de matemática ensinando 6ª, 7ª e 8ª todos os dias
séries □ A composição das disciplinas é baseada nas estruturas curriculares do DESE MA
□ Período de apoio adicional ao aluno para os alunos em um IEP com

outro membro do equipe □ A programação remota do aluno será de quatro períodos de 45 minutos por dia com a

possível adição de mais um, se necessário □ A equipe trabalhará sua programação remota por área temática, terá tempo para almoço de meia hora, preparação e reuniões agendadas por comunicação distrital e semanal com os pais

(sujeito à conclusão de um MOU com a WHEA)

13

□ A educação pode ser usada conforme necessário para aumentar a programação do aluno, se

necessário □ Observação: é seu plano remoto não terá artes relacionadas; apenas acadêmicas básicas

área
s

- Google Classroom e Google Meet / Hangout a serem usados - necessário para interação diária
- Infinite Campus a ser usado para atendimento diário
- Todas as aulas seguem as estruturas curriculares DESE MA
- Expectativa diária dos alunos não deve exceder 7 horas (através da interação do professor e trabalho de aula extensa)
- As avaliações serão feitas com base em uma variedade de métodos com aviso prévio; (tais como, mas não se limitando a: participação, pesquisa objetiva; pesquisa subjetiva; reflexão pessoal e pesquisa autêntica, mandatos estaduais de MA, referências)
- Na medida do possível e permitido pelo governo, a equipe se reportará a seus

edifícios high
school modelo

transmissão ao vivo da sala de aula de acordo com o ensino
médio do aluno

horário horário Edgenuity pode ser usado conforme necessário para aumentar a
agenda do aluno, se

necessário necessário horas de trabalho regular, bem Por favor nota observe que
este plano remoto não terá artes relacionadas; acadêmicas centrais

apen
as
área
s

*(sujeito à conclusão de um MOU bem-sucedido
com a WHEA)*

F. PLANOS DE TEMPO FORA DA ESCOLA

Atualmente, o WHRSD fornece um programa de apoio após a escola para nossos alunos do

ensino médio em risco. Este programa é baseado na Bolsa de Aprendizagem do Século 21.

O WHRSD continuará a oferecer o programa de diploma da Community Night School como uma alternativa ao programa de diploma tradicional.

Além disso, ofereceremos programas antes e depois da escola em cada uma de nossas escolas de ensino fundamental por meio de nossa parceria com a Old Colony YMCA. Continuaremos esse relacionamento e garantiremos que a equipe da YMCA cumpra os mesmos protocolos que teríamos para os alunos durante o dia escolar.

G. APOIO PARA ESTUDANTES E APRENDIZAGEM PROFISSIONALapoio

Serviços de educação especial

Esta seção tem como objetivo fornecer uma visão geral de nossos planos de educação especial. No entanto, informações mais detalhadas sobre os serviços de educação especial serão fornecidas às famílias dos alunos do IEP. Todas as famílias receberão um Plano de Serviços ao Aluno que definirá claramente como os serviços de educação especial e os apoios serão fornecidos.

O distrito escolar regional de Whitman-Hanson está comprometido em fornecer instrução e serviços de alta qualidade aos nossos alunos com deficiência. Todos os alunos receberão uma educação pública gratuita e apropriada no ambiente menos restritivo consistente com a necessidade de proteger a saúde e a segurança dos alunos com deficiência e seus prestadores de serviços. Estamos seguindo de perto o Guia de Reabertura Inicial do Outono DESE e o Guia de Educação Especial Abrangente DESE para o ano letivo de 2020-2021. Os alunos receberão todos os serviços documentados em seus IEPs por meio de instrução presencial, instrução remota ou um modelo híbrido que combina instrução presencial e remota.

Os requisitos de populações de “alta necessidade” (por exemplo, alunos com deficiência, alunos de inglês e alunos economicamente desfavorecidos) são considerados no planejamento de todos os três modelos de ensino. Esses alunos receberão instrução presencial na medida do possível, de acordo com os requisitos atuais de saúde e segurança.

Comunicação da família

É extremamente importante que as escolas, o distrito e o departamento de educação especial promovam uma comunicação bidirecional clara e concisa com as famílias. Os intercâmbios contínuos ajudarão educadores, provedores de serviços relacionados e pais a desenvolver um plano abrangente para instrução individualizada e serviços relacionados para nossos alunos. As famílias receberão várias comunicações do departamento de educação especial nas duas semanas anteriores ao primeiro dia de aula, que incluirão o seguinte; uma carta de notificação introdutória, um telefonema do gerente de caso para se apresentar, identificar o método preferido e a frequência de contato e discutir quaisquer considerações especiais necessárias para o planejamento, um Plano de Serviços ao Estudante (SSP) que incluirá acomodações específicas necessárias para você os alunos têm sucesso em cada modelo, como os serviços serão entregues e o cronograma de entrega dos serviços. O SSP não alterará o IEP existente do aluno. É um meio de comunicar aos pais e prestadores de serviços como a instrução e os serviços serão modificados, de acordo com os requisitos de segurança restritivos necessários

para o aprendizado presencial e o recurso exclusivo de instrução remota. A comunicação contínua também promoverá e manterá conexões importantes entre os alunos e seus professores e famílias.

Para los padres y tutores con dominio limitado del inglés, el distrito proporcionará intérpretes, traducirá las notificaciones enviadas a las familias, así como horarios, planes de aprendizaje, IEP e informes de progreso. El departamento de educación especial también, cuando lo considere necesario, utilizará intérpretes en las reuniones del equipo. Las familias pueden solicitar interpretación del administrador del caso de su hijo o directamente con el departamento de educación especial.

16

Instrucción y servicios de educación especial

Se propone el siguiente plan para proporcionar a todos los estudiantes una Educación Pública Apropriada y Gratuita (FAPE) durante este tiempo sin precedentes en la educación pública.

Para los estudiantes en ubicaciones fuera del distrito, la instrucción y los servicios se brindarán en persona o de forma remota o en un modelo híbrido según lo indiquen las escuelas individuales. El Distrito Escolar Regional de Whitman-Hanson continuará recibiendo informes de progreso y planes completos de aprendizaje en persona, híbridos y remotos de todos los estudiantes en colocaciones fuera del distrito.

Las escuelas y los distritos harán todo lo posible para tomar todas las medidas necesarias para garantizar que los estudiantes con discapacidades, en particular los estudiantes en edad preescolar y aquellos con necesidades complejas o importantes, reciban tantos servicios en persona como sea posible.

Estudiantes con necesidades elevadas

DESE ha definido a los estudiantes con necesidades importantes y complejas como:

- A través del proceso del IEP, los estudiantes que ya han sido identificados con necesidades altas
- Los estudiantes deben cumplir al menos dos de los siguientes

critérios:

- Servicios brindados fuera de la educación general medio ambiente
- Los proveedores de servicios son maestros de educación especial y proveedores de servicios relacionados
- Los servicios de educación especial constituyen el 75% del día del
 - estudiante Los estudiantes que utilizan principalmente la comunicación asistida y aumentada
 - Los estudiantes que no pueden participar en el aprendizaje remoto debido a sus necesidades relacionadas con la discapacidad
 - Los estudiantes que no tienen hogar
 - Estudiantes en cuidado de crianza temporal o cuidado
 - colectivo Estudiantes identificados doblemente como Estudiantes de inglés

Plan de servicio para estudiantes

Antes de regresar a la escuela, el enlace de educación especial del estudiante colaborará con todos los miembros del Equipo, incluidos los padres / tutores, para desarrollar un Estudiante actualizado Plan de servicio para cada estudiante en su número de casos. Este documento no modifica el IEP del niño, sino que es un medio para comunicar a los padres y proveedores de servicios cómo se proporcionarán la instrucción y los servicios documentados en el IEP mientras se implementan los protocolos de salud y seguridad para el aprendizaje en persona y / o el aprendizaje remoto. sitio. La información registrada en el documento incluye lo siguiente: un mensaje a las familias; adaptaciones específicas que el estudiante individual requerirá si la instrucción y los servicios se brindan "en persona" con los requisitos de seguridad o "de forma remota"; un cronograma específico para la prestación de servicios bajo cada modelo (A Grid, B Grid, C Grid); Información Adicional; e información de contacto de todos los proveedores de servicios.

Modelo de aprendizaje híbrido

En el modelo de aprendizaje híbrido, todos los estudiantes con un IEP recibirán 2 días de instrucción en persona dentro de una cohorte asignada y 3 días de instrucción remota como se describe en el Plan Híbrido del Distrito.

Sin embargo, el Distrito priorizará el aprendizaje en persona para los estudiantes de alta necesidad definidos por DESE, incluidas las poblaciones de preescolar y jardín de infantes, estudiantes con discapacidades significativas en programas sustancialmente sub-separados, estudiantes del idioma inglés y estudiantes económicamente desfavorecidos.

Los estudiantes de preescolar y kindergarten tendrán la oportunidad de asistir hasta 5 días completos en persona. Ambos programas ofrecerán programación de día completo para los padres que elijan esa opción. A través de una cuidadosa planificación y revisión de los IEP de los estudiantes, los estudiantes en edad preescolar no experimentarán cambios significativos o interrupciones en su aprendizaje. Todos los estudiantes de preescolar con discapacidades pueden acceder a su programación regular.

Los estudiantes con discapacidades en programas sustancialmente separados tendrán instrucción en persona 4 1/2 días por semana (lunes, martes, jueves, viernes y 1/2 día miércoles). Los estudiantes con discapacidades significativas y necesidades complejas que reciben un gran porcentaje de su educación en un entorno sustancialmente separado asistirán a la escuela todos los días y permanecerán con su grupo de aula. Las oportunidades de inclusión, según sea apropiado / factible, se ofrecerán en la cohorte A o en la cohorte B.

Los estudiantes con discapacidades en programas parcialmente separados recibirán instrucción en persona 4 1/2 días por semana (lunes, martes, jueves, viernes y viernes). 1/2 día miércoles). Los estudiantes dentro del Programa de aprendizaje basado en el idioma (LBLP) y el Programa del centro de aprendizaje terapéutico (TLC) generalmente se incluyen en la educación general con apoyo durante una parte del día y reciben servicios en un entorno sustancialmente separado durante una parte del día. These students will attend 4 1/2 days and will receive inclusion opportunities with one cohort (either A or B) two days per week. All students will be assigned the same cohort.

English Language Learners whose ACCESS scores place them at a Level 1 and 2 will have in-person instruction 4 1/2 days per week (M, Tu, Th, Fri and a 1/2 day Wed). These students will come to school on both cohort days and will be included in both cohorts, as they will benefit from the repeated instruction and exposure to the curriculum content. On the 1/2 day Wed, students will receive direct EL instruction and support from the EL teachers and tutors at the Conley School (all elementary students), the Whitman Middle School (all middle school students) and the High School (all high school students).

English Language Learners whose ACCESS scores place them at a Level 3 and 4 will have in-person instruction 2 full days (based on their assigned cohort) and a 1/2 day on Wednesdays. These students will attend school with one of the cohorts 2 days per week and will receive additional direct EL instruction and support from the EL teachers and tutors on the 1/2 day Wednesday at the Conley School (all elementary students), the Whitman Middle School (all middle school students) and the High School (all high school students).

Foster care, homeless and economically disadvantaged students will have in-person instruction 2 full days (based on their assigned cohort) and a 1/2 day on Wednesdays. These

students will come to school with one of the cohorts 2 days per week and will receive additional academic support from paraprofessionals on the 1/2 day Wednesday.

18

Remote Learning Model

The careful planning and development of the hybrid model will allow for the seamless transition to the remote learning model without disruption of instruction and services. This programmatic development includes proactive instruction of technology used within the remote setting to have students prepared to access the curriculum through the synchronous format (teletherapy, telephone, video conferencing) and asynchronous format (pre-recorded videos of lessons to follow at home). High needs student instruction and services are designed to provide as much structured learning time as possible.

Students with IEPs will still receive their special education services if they choose remote learning or homeschool options. These students will receive their instruction and services through synchronous and asynchronous learning. The students will be provided a Student Services Plan to include the service time and schedule similar to that of students in the hybrid model.

Should full school closure occur after the start of the school year, please be assured that remote learning and special education services in the school year 2020-2021 will be more comprehensive than the models of remote learning and IEP services implemented in the spring of 2020 when schools did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures. Curriculum, instruction, special education services and assessment expectations will be very different for student learning should a full school closure occur. We will use an Instruction and Services Model of delivery (eg, structured lessons, teletherapy, video based lessons etc.) instead of relying on a Resources and Supports Model (eg, packets and assignments) of delivery.

Related Services

Once students are placed in either cohort A or B, the special education professionals will schedule student groups based upon skill-level instruction and service delivery. Once the service schedule is determined, these service times will remain for the duration of the school year.

In order to minimize contact across classrooms and the amount of time the student is leaving the cohort, the district will provide related services in the inclusion setting, where possible.

In the hybrid model, students will participate in both in-person and virtual services. The amount of combined time each week will equate to each student's specified service delivery. The remote model for delivery of therapy services would involve the use of face to face zoom meetings to address the individual needs of the student.

Promoting Inclusive Services and the Least Restrictive Environment (LRE)

While planning for physical distancing requirements, safety protocols and student cohorts, we

will continue to provide meaningful inclusion opportunities in the least restrictive environment for students with disabilities.

Students are eligible for transportation based on their disability as identified by the Team. The district is working directly with families and the transportation companies to safely bring students to and from school. The Department of Elementary and Secondary Education (DESE) has released Transportation Guidance.

Evaluations and Team Meetings

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data collection on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression. We will also be assessing the need for any additional services that may be recommended by the team as a result of the school closures and will address this on a case by case basis.

Special Education evaluations will be conducted in-person whenever possible. Parents who bring their child in for an evaluation will be asked to wait outside of the building. To limit the number of people in a building, IEP meetings will be conducted remotely, as agreed upon with parents and guardians.

The District will continue to work with families to meet timelines or reach agreement to extend Initial Evaluations, Reevaluations and IEP Meetings.

Social-Emotional Learning

The District Wide Social Emotional Learning (SEL) Team, as well as, each building based SEL Team, will continue to prioritize creating safe, supportive and equitable learning environments that promote all students' social and emotional development. We will continue to build on the CASEL competencies that support a well-rounded education that teaches the whole child. We will focus on a new competency each month and incorporate lessons and activities that build each of these SEL competencies:

- **Relationship Skills** – The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help with needed.

- **Self-Awareness** – The ability to accurately recognize one's own emotions, thoughts and values, and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

20

- **Social-Awareness** - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports

- **Self-Management** – The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.

- **Responsible Decision Making**– The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Professional Learning

The WHRSD has offered multiple professional development opportunities in Google and Google Classroom. Over 48 sessions have been offered to staff thus far and another 48 will be offered before students arrive on September 15, 2020. In addition, the District is purchasing the online professional development package known as *SimpleK12*, which is a 24/7 resource for staff on not only all things Google, but focuses on in-person, remote and virtual teaching with a collection of live and pre-recorded webinars and resources that will be available to staff. These resources can be self-directed or assigned by an administrator. The goal is to equip staff with the best possible resources for learning in order to best serve our students in any environment.

At the Elementary level we are also in year two of our new math program *iReady* from Curriculum Associates. This program utilizes multiple platforms for learning including a robust online component. Furthermore, we are excited to adopt and begin to implement the *Into Reading* elementary program for English Language Arts. One of our reasons for adopting this program from Houghton Mifflin Harcourt was the voluminous resources for online, EL and special education.

From a District perspective the adoption and continued use of *Amplified*, *Moby Max*, *IXL* and *BrainPop* will add resources to staff to enhance the experience for students.

21

H. OTHER TOPICS

Chromebooks and Laptops The District has purchased and is awaiting the arrival of approximately 700 HP new ChromeBooks to be utilized by students and staff alike. While we are not yet at complete one to one, the goal is to have class sets available for in-school use and then continue with our loaner program for households that have a need. This worked well in the spring and we will continue this practice. Since we will be starting in a hybrid situation, Chromebooks will be offered to staff, if needed, so they can participate virtually when scheduled.

At the High School, we will be repurposing laptops to allow for the “live streaming” of classes according to the regular high school schedule.

Transportation We have developed transportation procedures in accordance with DESE. Guidance on Transportation:

- Masks - All staff and students on the bus regardless of age are required to wear masks
- Distance - Students will sit one person per bench, alternating sides per row; Children from the same household can sit together.
- Ventilation - Bus windows will remain open unless it is not possible due to weather.
- Assigned seats - Students will be assigned seats
- Bus monitors - The district will provide monitors at least on elementary school bus runs.

Food Services DESE has mandated that the distance between students during lunch is six feet. During lunch, masks may be removed as students will be a minimum of six feet apart. The food service

department will be utilizing a new aspect of the service Meal Pay that is used for families as their food account. This year there will be an app where parents/guardians can not only use it for adding and checking balances but it can also be used to place daily or weekly food orders for both breakfast and lunch. The safer, more efficient system will help food lines move faster and also help facilitate the lunch order within the elementary classroom where the teacher will still offer assistance. It is the hope of the district that older students will also be able to preorder their meals themselves according to the parameters set up in the account by the parent/guardian. This will also allow students and families who are in virtual and remote settings "grab and go" options that they can access.

Drinking Fountains Students will be asked to bring their own full water bottle to school. Drinking fountains that require contact will be closed. Students may use motion activated drinking fountains when filling bottles if a refill, if needed.

Visitors As we open our schools, we are looking to minimize the number of visitors to schools. Meetings will be held remotely when possible. If a visitor enters school, they must wear a mask and follow district visitor policy.

22

Fall sports, Clubs and After School Activities All of our extra-curricular activities may take place depending on the state of the pandemic. Details to follow.

Field Trips No physical or in-person field trips will be scheduled. Virtual field trips will be allowed when appropriate.

Guidance for Courses Requiring Additional Safety Considerations Fall 2020 (DESE) Music, Art and Physical Education The arts, physical education and enrichment activities are an integral part of our learning experience. Whitman-Hanson will make adaptations to these courses to support the safety of our students and staff. Chorus, brass, woodwind, physical education activities, dance, and theatre require enhanced health and safety measures. Whitman-Hanson will follow DESE recommendations to hold these courses fully or partially online, if possible. When in person, Whitman-Hanson will encourage and when necessary hold these classes outside.

Chorus, brass and woodwinds:

If outdoors, with masks encouraged when possible. We encourage ten feet of distance between individuals.

Physical Education (PE):

No PE classes can have activities with close physical contact. Whitman-Hanson will prioritize activities that do not share equipment and using the outdoors for activities.

Art:

Whitman-Hanson will prioritize activities that require minimal supplies. WH will create individual art kits when possible that one student will use for the class.

Guidance on Facilities (DESE) Whitman-Hanson has followed all DESE recommendations when preparing our facilities for the opening of schools.

Classrooms:

- Clear all non-essential items
- Use outdoor space for breaks, classroom activities, snacks, lunch when feasible
- Desks face forward and most desks are 6ft apart with no less than 4.5 feet
- Students will have assigned seats for classroom activities and when feasible for lunch and snack

Nurses office and Medical Waiting

Room:

The medical waiting room is separate from the regular nurse health office or space. This room will be used for students or staff with suspected COVID 19 symptoms.

Safety All faculty, staff, and students in grades K-12 will wear masks. We are recommending it for students in Pre-k as well. All students who are transported by the districts will wear masks on the bus/van. Each school will schedule mask breaks for students and when possible have classes outside. SJ services our cleaning contractor will adhere to all CDC guidelines as well as EPA regulations for cleaning and

23

sanitizing. Each school will have a medical recovery area separate from the nurse's office where students or staff show symptoms can wait to be picked up.

Entry and Exits:

- Arrival and dismissal times will be staggered to allow for social distancing
- Sanitizing stations are available at all entries
- To eliminate high touch areas, doors will be propped during arrival and dismissal

Recess and

Lunch:

- Whitman-Hanson will encourage proper hand hygiene practice when entering classrooms, lunchrooms and recess areas
- Whitman-Hanson will use outdoor areas as feasible
- Custodial services will clean high touch areas throughout the day

Hand Sanitizer and

Stations:

Hand sanitizer or stations will be located in each classroom and at building entrances

Lockers:

Lockers will not be used in both middle school and the high school

I. CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS

Health Protocols: A registered nurse will be staffed in each school building in the district.

Two additional registered nurses will be hired as float nurses and be available to cover a health clinic in the absence of the building nurse.

DESE protocols will be followed for staff/students that become sick at school and present with COVID 19 symptoms.

Families will be asked to provide accurate emergency contact information indicating who will be able to pick up the student if they become ill at school. Families will be asked to dismiss their student within 30

minutes of the call from the health office.

Medical waiting room: This is a separate space from the nurse's office or regular space for providing medical care. The medical waiting room will be used when a student presents with COVID-19 symptoms.

Masks will be required to be worn in this space and all students will be placed six feet apart.

There will be an alternate dismissal plan for students dismissed from the medical waiting room.

Sharing of Items:

- **Limit sharing:** Sharing materials is discouraged, but when shared, they must be cleaned before being used by other students.
 - To the extent possible, limit sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect. Limit the use of supplies and equipment to one group of children at a time, and clean and disinfect items between uses.
 - Library books may be checked out if students clean their hands before and after use and if students only select books from the shelves, instead of the return area. Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.
 - Identify and develop new classroom protocols that reduce passing supplies or items between students.

Hand hygiene: Frequent hand washing or sanitizing, including before and after using shared materials, is an important control strategy that should be reinforced when objects and materials will be shared.

Purchase additional items: Consider what supplies might need to be available on an individual basis, and purchase additional items to minimize sharing (eg, assigning each student their own art supplies), as feasible.

Storage: Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas. Similar to locker usage, make sure to stagger access to these areas to maintain physical

25

distancing if used. Additional guidance on sharing protocols is forthcoming

Additional staff: The lead nurse will now be full time. A part time nurse was added as well as an additional 20 hour float nurse. Each school will be covered by a DESE certified registered nurse at all

times.

OPERATIONAL PROTOCOLS

School Cleaning and Disinfecting: A detailed cleaning protocol has been developed and includes:

- Cleaning and disinfecting daily
- High touch surfaces will be cleaned and disinfected multiple times during the day
- Desks will be cleaned daily. When students move between classes, desks will be cleaned by staff or students

HVAC: All units in Whitman-Hanson will have an air purifier added to the room to combat airborne germs. The disinfectant cleaning product we are using is Bioesque Botanical Disinfectant Solution (EPA Approved Sanitizer/Disinfectant) to all surfaces in restrooms, clean door handles, stair railings, push plates, water fountains and other touch points also to wash hard floors in classrooms, offices and hallways.

A. Disinfecting daytime cleaners shall perform the following tasks on Mondays, Tuesdays, Thursdays, and Fridays. All High Touch Points shall be wiped clean with an EPA registered disinfectant at the appropriate dwell time. High Touch Points include:

1. Door handles and push plates
2. Tables
3. Sinks/Faucets
4. Restroom fixtures
5. Light switches
6. Water fountains
7. Chair arm rests
8. Meeting room and library furniture
9. Elevator interior surfaces
10. Stairs railings
11. Cafeteria table
12. Other areas requested by school staff

B. Disinfecting evening cleaners shall perform the following tasks on Mondays, Tuesdays, Thursdays, and Fridays.

In addition to the standard evening cleaning tasks of trash removal, vacuuming, restroom cleaning and sanitizing, floor washing, dusting, graffiti removal, interior glass cleaning, the cleaners shall do the

- following:
1. Student desk tops
 2. Student locker handles
 3. Stair railings

4. Restroom
fixtures

*Upon completion of the above tasks each area will be fogged with the EPA approved disinfectant sanitizer.

C. Wednesdays (Hybrid Model)

Deep cleaning and disinfection district wide

1. Restroom Fixtures including floors
2. Hard floors in classrooms, offices and hallways
3. Door handles and push plates
4. Tables
5. Sinks/Faucets
6. Light switches
7. Water fountains
8. Chair arm rests
9. Meeting room and library furniture
10. Stairs railings
11. Student desk tops
12. Student locker handles

*Upon completion of the above tasks each area will be fogged with the EPA approved disinfectant sanitizer.

Additional Employees

1. Five additional contract cleaning people (through SJ Services) to be hired 1.0 full time and 0.5 part-time at the Regional High School 1 full time at the Whitman Middle School 1 full time at the Hanson Middle School 1.0 full time and 0.5 part-time divided evenly between the elementary schools (FT employees will be at 8 hrs/day - PT (.5) employees will be 4 hrs per day)

2. Expectations

- a. Full day employee training:
 - i. High Touch Point Disinfecting
 - ii. Personal Protective Equipment (PPE)
 - iii. EPA approved disinfectant
 - iv. AHERA (Asbestos Hazard Emergency Response Act)
 - v. Right to Know
3. Roles
 - a. High Touch Point sanitizing/disinfecting

*** It is not one mitigation strategy but a *combination* of all these strategies taken together that will substantially reduce the risk of transmission. * Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell. * Masks are among the most important single measures to contain the spread of COVID-19. *We require students Kindergarten and above and all staff to wear masks that***

adequately cover both their nose and mouth. * Hand hygiene is critical. * Physical distance greatly reduces the risk of transmission. * Cohorts/assigned seating.

29

*** Be prepared to provide remote learning**

* When should who cannot students not stop. be in must It school is the stay school's for home any for extended duty quarantine to provide period or remote of isolation, time. learning teaching for and students learning * **Testing, tracing, and isolation**

* It helps positive Health health to They reach is While tracing contacts is aimed provide important will control out these or (DPH). the and to and also the to support stop student/family organizations negative, the notify Massachusetts the ask When to the individual's note spread for so the spread a help that person are that school of to reported will and these testing, COVID-19 of close identify Community has the provide staff individuals a contacts virus, combined positive to are close in the support, Massachusetts. asked

including Tracing Massachusetts contacts. to COVID-19 can provide with to to remain reach Collaborative how further contact These test, important to out All safely safely Department assist test it organizations to tracing is their in that the results, isolate/quarantine. with medical information local and personal will contact of isolation, both reach board isolation. will Public then that out of ³⁰

* Self-isolation

for COVID-19 positive cases is a minimum of 10 days

* Most isolation 10 days people and for once at who least they test 10

have:

positive days. People and have who a test relatively positive mild can illness resume will public need activities to stay in after self- * gone Tylenol); for 3 and days without a fever (and without taking fever-reducing medications like * experienced much better); improvement and in other symptoms (for example, their cough has gotten * received health or clearance Community from Tracing public Collaborative). health authority contact tracers (the local board of * **Close** guidance, **contacts** DPH

of defines **a positive close COVID-19 contact as: case should be tested.** For general * Being while 19 case caring within while for, less the living than case was 6 with, feet symptomatic visiting, of COVID-19 or sharing or case within for a healthcare at the least 48 hours 10-15 waiting minutes. before area symptom Close or room contact onset, with can a OR COVID- occur * Having while not direct wearing contact recommended with infectious personal secretions protective of a COVID-19 equipment. case (eg, being coughed on) ³¹

*** In school**

settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self- contained classrooms for an extended p eriod, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result.

Possible close contacts should not come back to school until they have been tested (or elected instead to self- quarantine for 14 days). If an individual tests positive for COVID-19, then self- isolation is for a minimum of 10 days **and** until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

32

* The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

*** Please STAY HOME if you have any of the symptoms listed.**

33

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

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

*** If COVID-19 staff or infection**

students prior have any to returning of these symptoms, to

school.

they must get a test for active ³⁴

If an individual is

Individual tests negative Return to school once

asymptomatic for 24 hours symptomatic at home, they should stay home and get tested.

If an individual student is symptomatic on the bus or at school, they should remain masked and adhere to strict physical

Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local distancing. Students will

board of health or MA then be met by the

Individual tests positive

Community Tracing nurse and stay in the

Collaborative. Most people medical waiting room

who have relatively mild until they can go home.

illness will need to stay in They should not be sent

self-isolation for at least 10 home on the bus.

days and until at least 3 days If an individual staff

have passed with no fever member is symptomatic

and improvement in other at school, they should

symptoms. find coverage for their duties and then go home and get tested.

Individual is not tested

³⁵ Remain home in self-isolation for 14 days from symptom onset

Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts,

Individual tests positive

assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

Individual is not tested

36

Remain home in self- quarantine for 14 days from exposure

* The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative.

For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. * The student's parent/caregiver or the staff member informs the proper school official (eg a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID- 19

school lead in turn notifies others as pre-determined by the school (eg, school leadership, school nurse or school medical point of contact, building management, maintenance).

37

* Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing

positive if not symptomatic) until the time of isolation.

* If so, promptly close off areas visited by the

COVID-19 positive individual until such areas can be

cleaned and disinfected, if they

have not been cleaned and disinfected already. *

Promptly clean and disinfect the student's or staff member's

classroom and any other facilities (eg, extracurricular

facilities) visited by the individual, if that has not been

done already. * Promptly clean and disinfect the

bus(es) the student or staff member was on, if any, and

if not already done.

Send (eg, the individual a cohort) communication that student there or to has staff the been other member a positive families who test tested in the without student's positive. naming class * Communications sent to families/staff should:

* Inform the self-contained them there classroom. was a positive test (not the specific individual) in * Explain within “close student cohort, will those had help close who 6 contact” that having may feet identify contact were since have of assigned the and sitting who with they been person therefore should were the next in seating close student.) with to within be should the contact and instructed a positive student, this keeping be cohort with tested. test, to plus up-to-date others

be and they (In tested: any may cases outside are others
have seating considered specifically, where who their been
charts the also a ³⁹

* Instruct test test occur words, 5 days and will no after if
those be while sooner an a exposure the few designated
waiting end than days of day lasted after for the 4 the as
exposure or the several close results. 5 exposure, after
contacts days, period.) the In general, last the ideally, to
exposure. best isolate as the time the prior test highest to
(In should test to other their is yield 4 or * Explain staff

member that if should close contacts remain home choose
in not self-quarantine to be tested, for the 14 student days.
or * Remind with underlying higher-risk families medical
individuals and/or conditions). staff (eg, of the
grandparents importance and of not those having with
contact * Remind which to families monitor. and/or staff of
the list of COVID-19 symptoms for 40

If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:

* Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands. * The school should quickly identify the individuals who may be “close contacts” of

the student and notify students and their families. * Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution. * Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days) and are asked to communicate their test results to the school.

41

* The school should identify the student's or staff member's possible "close contacts" based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students

and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities. * Follow the communication and other relevant Elementary School protocols above. * Close contacts should be tested for COVID-19 at one of Massachusetts's test sites. Los sitios pueden requerir una evaluación previa, una remisión y / o una cita. * Instruct the student or staff member to isolate while waiting for the results of their test. * An individual who does not wish to be tested should instead quarantine for 14 days and until asymptomatic.

42

*** IF OTHERS IN THE SCHOOL TEST POSITIVE:**

Perform all steps under this protocol for that person. **SIGA**

TAMBIÉN: “Protocolo: Presencia de múltiples casos en la escuela”. * **IF NO OTHERS IN THE SCHOOL TEST**

POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; sin embargo, se debe mantener en todo momento el uso estricto de una máscara que cubra la nariz y la boca. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school. *

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. El área se puede usar 12 horas después de que se haya realizado la limpieza / desinfección.

* Current who has Massachusetts tested positive DPH for COVID-19 guidance should be all close contacts of someone * The student and Sites positive until who may or asymptomatic. does staff for require COVID-19 member not pre-screening, wish should who to be was tested be a in tested referral, close should at contact one and/or instead of with Massachusetts's an quarantine appointment. someone for who 14 test An * Close test is in K-1 results. contacts and not Ability should masking to mask isolate they is at critical, should home not so prior if return the to close testing for 14 contact and days. while cannot awaiting mask or * In result be

early than order tested, 4 can and or to be 5 not quarantine
return days falsely be after showing to negative, school, the at
home last any close ideally contact COVID-19 for contacts 14
the days. with test symptoms, Because the need should
person to have tests be or who if performed they one
performed tested negative do not no positive. too wish sooner
test to 44

*** IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing

efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **SIGA LOS PASOS A CONTINUACIÓN:** “Protocolo: El estudiante / personal da positivo en las pruebas de COVID-19”

45

* Family common should symptoms monitor of students

COVID-19 at (see home list above).

each morning for the most * **IF NO SYMPTOMS:**

* Send student to school. * **IF ANY SYMPTOM:**

* Do not send the student to school. * Call due the to symptoms. school's COVID-19 point of contact and inform them student is staying home *

Current Massachusetts, does not Massachusetts wish to even be tested

those DPH should with guidance mild instead symptoms, is that isolate all symptomatic should for 14 days be tested. and individuals until An asymptomatic individual in who * The pre-screening, student should a referral, get tested and/or at an one appointment. of Massachusetts's test sites. Sites may require * Isolate at home until test results are returned. * Proceed as follows according to test results:

46

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

IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness

will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: Student / staff tests positive for COVID-19.

47

* Although symptoms, possible monitors, symptomatic families if bus applicable). drivers are the students. and most bus important monitors Note: This also first will play line require an of defense important training for for role monitoring bus in drivers flagging (and bus * If present, “Protocol: symptoms do Student not are allow noticed is symptomatic student as the to student board at home.” the is getting bus. Caregiver on the bus should and if then there **FOLLOW:** is a

caregiver * If other from student other students is students. already
keep on their the masks bus, ensure on. Ensure student student is
masked keeps and required keeps physical mask on. distance Ensure
* Bus dispatch district school symptomatic driver/monitor to personnel
should inform child. be the (nurse should equipped school or call other
nurse with ahead medical (or appropriate to school the personnel).
bus medical cell service phone point The dispatch. numbers dispatch
of contact) The for should bus of school a service contact possible and
the * School wearing nurse a mask. (or As school practical, medical
student po int with of contact) possible should symptoms meet should
the bus exit as it the arrives, bus first. * Bus should be cleaned /
disinfected.

* Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above:

“Most common symptoms of COVID-19”). * **IF ANY SYMPTOM:**

* Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet.

Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced.

Students can work on individual schoolwork or other activities while in the medical waiting room.

Contact caregiver for pick-up.

IF CAREGIVER CAN PICK UP DURING THE DAY:

Student waits to be picked up in the medical waiting room.

Los cuidadores deben usar una máscara / cubrimiento facial al recoger a su estudiante. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution. **IF CAREGIVER**

CANNOT PICK UP DURING THE DAY: The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.

Current Massachusetts, does not wish to even be tested
those DPH should with guidance mild instead symptoms, is that isolate all
symptomatic should for 14 days be tested. and individuals until An
asymptomatic. individual in who * Student screening, should a referral, get
tested and/or at an one appointment. of Massachusetts's test sites. Sites
may require pre- * Isolate at home until test results are returned. * Proceed
as follows according to test results:

* **IF** school another **NEGATIVE:** based diagnosis. upon If the Student
guidance student stays does from home not their have until clinician
COVID-19, asymptomatic and necessary the student for 24 management
may hours. return to of * **IF** monitor the health have **and** symptoms.
COVID-19.” **POSITIVE:** school until relatively or their at Massachusetts in

FOLLOW least Student contact symptoms, mild 3 days illness **STEPS**
should tracing have Community notify will **UNDER:** remain efforts, passed
need the school, to at “Protocol: with and Tracing stay home answer no in
notify fever Collaborative. (except self-isolation Student/staff the personal
and call to improvement get from for close Most medical tests local at
contacts, least people positive board care), in 10 other who days of assist

for * **IF NO SYMPTOMS:**

* If class.

the evaluation shows the student does not have symptoms, send the student to 51

* Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.) * Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times. * Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class. * Nurse (or school medical point of contact) should evaluate the student for

symptoms (see list above: “Most common symptoms of COVID-19”).

52

IF ANY SYMPTOM:

* Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room * Contact caregiver for pick-up. * **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon

arriving at home and change their clothes as a precaution.

*** IF CAREGIVER CANNOT PICK UP DURING THE DAY:**

The student should

wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.

53

* Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be

tested should instead isolate for 14 days and
until asymptomatic. * Student should get tested
at one of Massachusetts's test sites. Sites may
require pre-screening, a referral, and/or
appointment. * Isolate at home until test results
are returned

54

Proceed as follows according to test results:

* **IF** return management asymptomatic **NEGATIVE:** to school If of
for the another based 24 student hours. upon diagnosis. does
guidance not Student have from COVID-19, their stays clinician
home the until student and necessary may * **IF** monitor assist
board people at improvement Student **POSITIVE:** least the of who

10 or their health school days staff have Student symptoms, in
and or tests other in relatively Massachusetts contact until remain
positive symptoms. at notify least mild tracing at for home the
illness 3 COVID-19.” **FOLLOW** Community days efforts, school,
(except will have need and notify **STEPS** passed to Tracing
answer to get personal **UNDER:** stay with medical Collaborative.
the in no self-isolation “Protocol: call close fever care), from
contacts, and local Most for *** IF NO SYMPTOMS:**

* If student the evaluation back to class.
shows the student does not have symptoms, send the 55

* Staff should monitor themselves at home each morning for the
most common symptoms
of COVID-19 (see list above: “Most common symptoms of
COVID-19”). *** IF NO SYMPTOMS:**

* Come to work. *** IF ANY SYMPTOM:**

* Do not come to work. * Contact the COVID-19 point of contact

and/or other absence reporting mechanism established by the school. * Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic. * The staff member should get tested at one of Massachusetts' test sites. Sites may require pre-screening, a referral, and/or an appointment. * Isolate at home until test results are returned.

56

Proceed as follows according to test results: * **IF** may
necessary home **NEGATIVE:** return until management
asymptomatic to If school the staff based of member for

another upon 24 hours. guidance does diagnosis. not have
from Staff COVID-19, their member clinician they stays and *

IF medical personal efforts, Massachusetts who at and
“Protocol: **POSITIVE:** least improvement have 10 and care),
close relatively days Student/staff answer Staff monitor
contacts, Community **and** member in until mild the other their
call assist tests illness at symptoms. should least Tracing
from symptoms, positive the will 3 local days remain school
Collaborative. need **FOLLOW** board for have notify to in at
COVID-19”. stay contact home passed of the health **STEPS**
in Most school, self-isolation (except tracing with or **UNDER:**
people no notify to fever get for ⁵⁷

* As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19. * If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms. * **IF NO SYMPTOMS:** The staff member should follow the school's standard protocols for being excused due to illness. * **IF ANY SYMPTOM:**

* Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic. * The staff member should get tested at one of Massachusetts' s test sites. Sites may require pre-screening, a referral, and/or appointment. * Isolate at home until test results are returned.

Proceed as follows according to test results:

*** IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours. *** IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol:

Student/staff tests positive for COVID-19”.

59

* If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school. * *

For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student's close contacts will need to stay home and be tested, not the whole school. * *

When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (eg 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school

partially or fully for the longer duration of a 14-day quarantine period.

60

* Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (eg 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period. * **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

* If send the clear decision information is made to and close instructions for some to number families of and days, staff:

the school and/or district should * Informing district them that it is possible COVID-19 is being transmitted in the school and/or * Noting that there may be more potential cases that are not yet symptomatic * Recommending students quarantine and not have contact with others * Reminding (eg, grandparents) families of the importance of not having contact with higher-risk individuals * Reminding families of the list of COVID-19 symptoms for which to monitor * Ensuring that remote learning is immediately provided to all students * Before bringing students back to school:

* Check cleaning inventory products); levels re-order of needed replacement supplies inventory (eg, disposable masks, soap, hand sanitizer, * Consider procedures a school-wide (masks, physical refresher distance, training handwashing) on the importance of correct hygiene * Reiterate students return the critical to school

nature of masks, physical distancing, and hand hygiene when 62

* In the case of significant municipal outbreak, as determined by the local board of health or DPH, the superintendent and school leaders must consult with the local board of health to determine whether it is appropriate to close a specific school, schools, or an entire district. * **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

