

DEL DISTRITO ESCOLAR  
REGIONAL DE  
WHITMAN-HANSON

**PLANESREAPERTU  
RA14 DEDE**

DEAGOSTO2020

Presentado por el Superintendente Jeffrey  
Szymaniak

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**A. RESUMEN EJECUTIVO** El resumen ejecutivo para la reapertura de escuelas en la Escuela Regional Whitman-Hanson El Distrito (WHRSD) proporcionará una descripción general del trabajo y la planificación para el reingreso en el otoño. WHRSD enfocó nuestro cargo en las instalaciones, la enseñanza y el aprendizaje, el aprendizaje socioemocional, la salud y la seguridad y la educación especial. El modelo elegido por el Comité Escolar fue la recomendación de este grupo de trabajo y la junta ejecutiva de la Asociación de Educación Whitman-Hanson.

Es importante entender que aunque tenemos un plan sólido para que nuestros estudiantes regresen, la pandemia y la tasa de infección en nuestras comunidades locales impulsarán las decisiones para el aprendizaje en persona, ya que la seguridad y la salud de nuestra comunidad de aprendizaje es nuestra prioridad.

**Orientación del Departamento de Educación Primaria y Secundaria (DESE)** El 25 de junio, el Comisionado de Educación, Jeffrey Riley, dio a conocer la Orientación inicial de reapertura de escuelas de otoño del DESE. Este documento proporcionó la base para la reapertura de escuelas en Massachusetts para usar como base para su plan.[http://www.doe.mass.edu/covid19/return-to-school /](http://www.doe.mass.edu/covid19/return-to-school/)

En julio, el distrito creó varios equipos para abordar tantos problemas y áreas que debían abordarse para reabrir la escuela en el otoño. El equipo del distrito de COVID-19 consistió en:

***WHRSD Equipo del distrito de COVID-19***

1. George Ferro, asistente del superintendente y persona de contacto
2. Jeffrey Szymaniak, superintendente
3. Lauren Mathison, directora de servicios estudiantiles
4. Ernie Sandland, director de instalaciones
5. Lisa Tobin, Enfermera líder y salud
6. Kevin Kavka, Sindicato de maestros (WHEA)
7. Cindi McGann, Sindicato de maestros (WHEA)
8. John Tuffy, Director de negocios y finanzas
9. Karen Villanueva, Director de transporte
10. Bob Rodgers, Directora Atlética
11. Jane Cox, Directora de Currículo / Enseñanza y Aprendizaje
12. Nadine Doucette, Directora de Servicios de Alimentos

13. Steve Burke, Consultor de Tecnología

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14. Kim Barnard, Administrador de Base de Datos de Sistemas (SIMS)

15. Koren Myette, Comunicaciones / Encuestas

16 Hillary Kniffen, Representante del Comité Escolar

17. Michelle Lindberg, Recursos Humanos, Política

18. Chrissy Thorton, Ex miembro socioemocional

19. Kerri Doherty, Ex miembro socioemocional

20. Representante principal de Karen Downey Elementary

20 . William Tranter, Representante del Director de Secundaria

Cada edificio escolar también estableció equipos basados en el sitio que consisten en maestros, administradores, enfermeras, padres, miembros de la comunidad y, en algunos casos, estudiantes, para garantizar que cualquier plan elegido por el distrito se implemente con éxito en el nivel del edificio.

**Orientación estatal sobre el regreso** La WHRSD utilizó la orientación de las agencias estatales y federales para ayudar a tomar decisiones sobre cómo regresar a la escuela. Agregue [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-managers-item2.pdf>  
<https://www.mass.gov/resource/information-on-the-outbreak-of-coronavirus-disease-2019-covid-19>  
<https://www.mass.gov/resource/information-on-el-brote-de-enfermedad-del-coronavirus-2019-covid-19>  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

**Calendario** escolar El calendario escolar está publicado en el sitio web del distrito. Se ha ajustado para reconocer un año escolar acortado de 170 días que fue aprobado por DESE. Se han proporcionado diez días antes del comienzo de clases para que nuestro personal se prepare para el aprendizaje en persona y el aprendizaje a distancia. El Comité Escolar aprobó el 15 de septiembre de 2020 como nuestro primer día completo de clases.

**Modelos de aprendizaje** DESE requirió que los distritos prepararan tres modelos de aprendizaje para reabrir escuelas en septiembre: aprendizaje remoto, híbrido y completo en persona. Los miembros del equipo de COVID realizaron “presión

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pruebas de” para evaluar todos los espacios de nuestro edificio. Se tomaron medidas y se utilizaron gráficos utilizando una distancia de 3 y 6 pies para mesas, escritorios y sillas. El distrito decidió que nos esforzaríamos por una distancia de 6 pies en todos los espacios de aprendizaje y nos alejaríamos del estándar de 3 pies permitido por DESE. La prueba de presión arrojó resultados de que nuestro salón de clases promedio no podía contener más de 15 pupitres a seis pies de distancia con unos pocos que no podían contener más de 12. Según nuestros hallazgos y utilizando una distancia de seis pies, nuestro distrito no puede abrir la escuela en persona a tiempo completo. No tenemos el espacio ni el personal para mantener seguros a los miembros de nuestra comunidad.

**Encuesta Encuestas desobre** Padres y Personal Aprendizaje Remoto y Regreso a la Escuela WHRSD realizó dos encuestas diferentes a padres y personal durante el verano. La primera encuesta fue para analizar el aprendizaje remoto en la primavera y cómo el distrito puede mejorar en entornos remotos. Los resultados indicaron que la mayoría de las familias tienen dispositivos tecnológicos y confiabilidad de Internet para el aprendizaje remoto. La mayoría de las familias indicaron que los padres estaban en casa con los niños. Al superintendente le preocupaba que el 17% de los padres no estuvieran disponibles para estar en casa con sus hijos. Con respecto a la cantidad de horas que los niños participan en el aprendizaje remoto, el Superintendente tiene la intención de trabajar con la Asociación de Educación de Whitman Hanson (WHEA) en consistencia unilateral. Los resultados de la cantidad de tiempo de reunión en línea indicaron que a los padres les gustaría más tiempo de reunión en línea. La encuesta de seguimiento a los padres se llevó a cabo para medir la cantidad de familias que tenían la intención de regresar a la escuela, ya sea en un lugar remoto o en persona, y si necesitaban transporte. muchos padres enviarían a sus hijos a la escuela, irían a lugares remotos y usarían el transporte del distrito. El distrito tiene la intención de brindarles a los estudiantes la mejor y más segura educación posible. Se realizó una segunda encuesta al personal para determinar el personal que puede no poder regresar al trabajo pero que puede estar disponible solo para uso remoto. A continuación, se puede encontrar una copia del resumen de resultados de la

encuesta para padres.

**Plan de reingreso de otoño** El Comité Escolar Regional de Whitman-Hanson votó unánimemente para apoyar la recomendación de los equipos de COVID del HÍBRIDO. Creemos que este plan brindará una oportunidad para que nuestros estudiantes tengan una experiencia cara a cara con los maestros con un elemento remoto más sólido que el que teníamos en la primavera.

**Pivotes** Continuaremos monitoreando los puntos de datos y las recomendaciones de DESE, los CDC y MDPH para determinar si debemos pasar al aprendizaje completamente remoto o en persona sin restricciones.

**Aprendizaje remoto de elección de los padres** Entendemos que algunos estudiantes y el personal no podrán regresar a la escuela en nuestro modelo híbrido y necesitarán un plan remoto completo. El distrito ofrecerá un Sistema de Gestión de Aprendizaje (LMS) que está aprobado por DESE, así como una opción remota WH.

de Llegada / Salida

Receso

PLAN REMOTO Específicos

**GMF 8.4.20 (Rev FRPS MM)**

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**PLAN OPERATIVO DE LA ESCUELA DIARIA A NIVEL DEL SITIO DE  
WHRSD PARA LA REAPERTURA HÍBRIDA (Matriz de PD)**

14 de agosto  
de 2020



No  
-  
419

Sí -  
511

## **B. CARTA DEL SUPERINTENDENTE**

Estimados padres y cuidadores de Whitman-Hanson (Panther Nation):

Espero que esta carta encuentre estés sano y bien. El 13 de marzo, nuestro aprendizaje en persona en el entorno tradicional se detuvo abruptamente debido a un nuevo virus que resultó en una pandemia. Esto impulsó a nuestra comunidad a pensar en cómo podríamos educar a nuestros hijos a corto plazo y comenzar a planificar y repensar cómo las escuelas podrían abrir en septiembre. Estoy agradecido por la cantidad de colaboración y apoyo mostrado por los maestros, padres y especialmente los estudiantes a medida que avanzamos a través de un cierre histórico.

Durante el cierre, nuestro distrito se esforzó por cumplir con "Semper Ad Maiora" como se traduce "Siempre hacia lo Mayor". Si bien esto ha sido un desafío, debido a las circunstancias sin precedentes en las que nos encontramos, nuestros estudiantes y el personal continuaron aprendiendo y mejorando su oficio como enseñar y aprender de forma remota. Cuando comenzamos a mirar hacia septiembre, adoptamos la orientación del Departamento de Educación Primaria y Secundaria (DESE) y comenzamos a trabajar con otros departamentos estatales y locales para desarrollar un plan para que nuestro distrito regrese a la escuela de manera segura. A lo largo del verano, nuestro Distrito Covid 19 se reunió para discutir las opciones que maximizarían el tiempo presencial de los estudiantes / maestros de manera segura para todos.

Nuestro plan para abrir el año escolar 2020/2021 se ha creado gracias al arduo trabajo de los

padres, maestros, estudiantes, líderes del distrito y miembros del Comité Escolar. Juntos tomamos las pautas más actuales del DESE, los protocolos del DPH y los comentarios de todas las partes interesadas para crear tres planes para que los revise el Comité Escolar. El jueves 6 de agosto, el Comité Escolar votó para aprobar el plan de opción híbrida para comenzar el año escolar en septiembre. El distrito presentará una explicación detallada de nuestros planes, para educar a los estudiantes de manera segura, a DESE el viernes 14 de agosto. Aunque estamos enviando nuestro plan, sepa que seguiremos recibiendo comentarios de las familias, los maestros y los estudiantes para mejorar la calidad de la experiencia de aprendizaje.

Continuaremos trabajando duro en nombre de Panther Nation. Es posible que experimentemos cosas que están fuera de nuestro control y que nos hagan girar en una nueva dirección durante el año, pero confiamos en nuestros planes que nos permitirán cambiar, si es necesario. Gracias por todo su continuo apoyo y comprensión.

Atentame  
nte,

Jeffrey Szymaniak  
Superintendente de  
escuelas

### **C. MODELO DE APRENDIZAJE EN PERSONA COMPLETO**

*Plan completo en persona (con  
modificaciones)*

Durante el último mes, los miembros del personal de las instalaciones del WHRSD evaluaron cada salón de clases usando una distancia de “3 pies” entre el estudiante sillas, lo cual fue considerado apropiado por el Departamento de Educación Primaria y Secundaria (DESE). Se calcularon los pies cuadrados de las aulas y se generaron gráficos y tablas que mostraban

cuántos escritorios cabían, basándose estrictamente en el espacio en cada aula y área disponible. Esta "prueba de presión" se completó en todo el Distrito. Usando el modelo DESE de "3 pies", la cantidad de escritorios para estudiantes varió mucho cuando se tomaron en cuenta las salidas de las puertas y las aberturas de almacenamiento. Aunque el número estaba en promedio en los veinte, se consideró que no era factible en muchas áreas debido a las proyecciones del tamaño de las clases para los estudiantes. Cuando se usa la distancia de "6 pies" del Centro para el Control de Enfermedades (CDC) entre sillas de estudiantes, el tamaño promedio de las clases en todo el Distrito permitiría por lo menos 15 escritorios por salón con la salida adecuada calculada en eso.

La administración, en concierto con el Equipo Covid del Distrito, la WHEA y los Equipos Covid basados en la escuela, decidió que por una gran cantidad de razones, el Distrito debería moverse hacia la distancia de 6 pies lo mejor que lo permita la configuración del salón. Si bien, para empezar, muchas aulas estarán dispuestas a 6 pies, el objetivo es acercarse lo más posible a 6 pies y alejarse de 3 pies.

La salud y seguridad de los estudiantes y el personal fue primordial en la decisión. El modelo de 6 pies permite el movimiento típico del salón de clases que ocurre a diario en todos los salones mientras mantiene al menos el espacio de 3 pies recomendado por DESE durante dicho movimiento. Usando un modelo de 6 pies, el Distrito no tiene los recursos en forma de espacio y personal para lograr esta meta diariamente para toda la población estudiantil. Junto con la salud y la seguridad y la escasez de recursos, la WHRSD tiene implicaciones de transporte que obstaculizan un retorno total. La WHRSD está obligada, por la legislación vigente, a transportar un gran porcentaje de alumnos a la escuela. Las recientes restricciones de Covid para el transporte en autobús no le permiten al Distrito lograr esto todos los días. El Distrito no tiene los autobuses, los conductores o el tiempo durante el día para realizar todos los recorridos de autobuses adicionales que se necesitarían para toda la población estudiantil del Distrito diariamente. Con el límite en los autobuses de 24 para un autobús de 72 pasajeros, el transporte presenta un desafío continuo.

En conclusión, después de una cuidadosa consideración, una devolución completa en persona para la comunidad escolar no es nuestra recomendación, bajo las condiciones actuales, para la WHRSD. El Distrito no tiene suficientes recursos en forma de espacio físico, capital humano y recursos fiscales para lograr esto de una manera segura y eficiente.

**D.**  
**MODELO APRENDIZAJE**

***DEHÍBRIDO PLAN  
HÍBRIDO WHRSD  
EI***

personal trabaja 7 horas diarias por contrato (en el edificio todos los días)

Lunes-martes Cohorte A Día completo / En persona / Medio número de estudiantes  
Jueves-viernes Grupo B Día completo / En persona / Medio número de estudiantes

Miércoles virtual \* Responsabilidades del personal que incluyen:

- Aprendizaje virtual con cohortes (todas las sesiones virtuales en las mañanas para la escuela intermedia y secundaria de acuerdo con el horario regular de medio día) Para la primaria, el miércoles será un tiempo programado regularmente con 3 sesiones para los estudiantes entre 8:30 y 3:30 para acomodar la sesión del maestro de cohorte, así como una lección de ciencia y una sesión de estudios sociales. Los estudiantes tendrán un horario establecido para el aprendizaje virtual durante este tiempo.
- Contenido entregado a través de Google Meet y Classroom, tanto sincrónico como asincrónico (varía según el nivel)
- Preparación / Nivel de grado / Planificación específica de la asignatura
- Tiempo adicional para PLC / Facultad /

Equipo, etc.

**Soporte de cohorte HÍBRIDO (jueves / viernes - Cohorte A y lunes /  
Martes Cohorte B)**

- *Primaria* (8 a. M. A 1 p. M.) Los días de grupo en el hogar dependerán del personal y se centrarán en una lección virtual de estudios sociales y una lección virtual de ciencia a través de Meet. Estos estarán en un horario establecido durante el período de tiempo asignado para el día. Los estudiantes también pueden esperar no más de una hora de ELA y Matemáticas de su maestro registrado en persona a través de Google Classroom. La asistencia se mantendrá a través de Classroom y se importará a Infinite Campus. El tiempo de clase presencial se dedicará a matemáticas extendidas y ELA con el especialista normal, almuerzo, etc. del día de primaria.
- *Middle School* (9 AM-2PM) Home Cohort Days consistirá en dos sesiones de media hora durante el bloque de Extensión Académica del día escolar normal (por ejemplo, un día de Ciencias y Estudios Sociales, siguiente ELA y Matemáticas) por el maestro de registro . Esta será una revisión del trabajo asignado y un tiempo para preguntas y consultas tanto por parte del estudiante como del maestro. La asistencia la tomará quien esté en Meet y también entregará el trabajo a través de Classroom. Luego se importará a Infinite Campus. En días presenciales, los estudiantes tendrán una experiencia tradicional de escuela intermedia que consta de cuatro clases académicas, un arte relacionado y una extensión académica.
- *Escuela secundaria* (7:05 a. M. 1: 40 p. M.) Opción 1 - Clase de transmisión en vivo según el horario presencial. (depende de la adquisición de tecnología) Opción 2 - Períodos de registro del seminario, con el maestro de registro durante el tiempo programado en persona. Los estudiantes recibirán 2 chequeos, por cada clase tomada durante un

*(sujeto a la finalización de un memorando de  
entendimiento exitoso con WHEA)*

período de dos semanas y también se utilizará el apoyo de SEL con el tiempo de los miércoles virtuales. (depende del horario)

- La expectativa diaria para los estudiantes no excederá las 7 horas (a través de la interacción del maestro y el trabajo de lección extendido
- Todas las lecciones se imparten utilizando los marcos curriculares de MA DESE

*\*preK y K todos los días durante toda la semana (día completo K - mitad el miércoles / No medio día K*

miércoles) \* Las poblaciones especiales se reportarán diariamente, con medio día el miércoles - Educación especial autónoma, ELL por nivel de necesidad, etc.

### **Miércoles de primaria virtual Horario para el personal**

Cohorte de grado Tiempo del maestro Ciencias Estudios sociales 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

El personal virtual de ciencias y estudios sociales tendrá tiempo de preparación / tiempo de administración de 8: 00-10: 00 a. M. Y almorzará de 12:55 a 1:25 el miércoles. Por el bien de la consistencia del personal virtual, sus horas serán 8 : 00 AM-3: 00PM todos los días todos los días. Los lunes / martes / jueves / viernes enseñarán de 8 AM a 1:00 PM y almorzarán de 1: 00-1: 30 con tiempo de preparación / administración desde 1: 30-3: 00 según lo establecido por la administración del edificio.

### **Cronograma de Ciencias Sociales y Ciencias Virtuales de Primaria para el personal el**

Ciencias Sociales Almuerzo / Preparación /administración

lunes / martes /  
jueves / viernes Hora de 1 8: 00-8: 45 12: 00-12: 45 1: 00-3: 00 2 9: 00-9: 45  
10: 00-10: 45 1: 00-3: 00 3 10: 00-10: 45 11: 00-11: 45 1: 00-3: 00 4 11:  
00-11: 45 9: 00-9: 45 1: 00-3: 00 5 12: 00-12: 45 8: 00-8: 45 1: 00-3: 00lunes /  
martes / jueves / viernes los

Los estudiantes pueden esperar una y Programa de apoyo de cohorte de estudios sociales basado en los tiempos anteriores de acuerdo con su nivel de grado.

Los miércoles, los estudiantes pueden esperar un horario que incluirá una sesión de 8:30 a. M. A 10:00 a. M. Para la reunión matutina y el trabajo de matemáticas / ELA y luego 2 sesiones, una para ciencias y estudios sociales en un horario establecido en uno de los horarios enumerados. arriba basado en el grado en el que se encuentran. Los

maestros de grupo recibirán un horario para preparación / administración / estadísticas / almuerzo, etc. por parte de la administración del edificio.

*(Sujeto a la finalización de un memorando de entendimiento exitoso con WHEA)*

## **E. MODELO DE APRENDIZAJE REMOTO**

### **Plan WHRSD de aprendizaje remoto**

(todo el distrito y diferente de la opción remota de elección de los padres)

- **Horas diarias para la escuela primaria de aprendizaje remoto: 8 a. M. A 1 p. M. (8-12 m. J / V)**

**8: 00-3PM Miércoles para acomodar todas las materias**

**Medio - 9 AM-2PM  
(Enseñanza 9-1) HS - 9  
AM-2PM (Enseñanza)**

- 5 horas de responsabilidad al día (35 horas a la semana) - expectativas para el personal
  - 20 / 25 horas de enseñanza participativa activamente con los estudiantes
  - 5 horas de preparación
  - 6 horas de reuniones escolares PLC / Facultad / Departamento / STAT (horario establecido)
  - 2 horas de comunicaciones entre padres y cuidadores
  - 2 horas para IEP / 504 o reuniones de padres según corresponda
- Google Classroom y Google Meet / Hangout para su uso: requerido para la interacción diaria
- Todas las lecciones se imparten utilizando los marcos curriculares de MA DESE
- Secundaria: imparte clases programadas / preparación (asistencia tomada) a través de IC
- Primaria: imparte 4/5 horas, incluida la reunión matutina ( SEL) y tiempo



académico / (puede dividir las clases para pequeños g trabajo en grupo / asignatura) - preparación (asistencia tomada a través de IC) (varía el miércoles)

- La escuela primaria sería una combinación de iReady e Into Reading junto con el sitio de aprendizaje a distancia de WHRSD <https://sites.google.com/whrsd.org/distancelearning> y software educativo aplicable
- La expectativa diaria de los estudiantes no debe exceder las 7 horas (a través de la interacción del maestro y el trabajo de lección extendido)
- Las evaluaciones se darán en base a una variedad de métodos con previo aviso; (por ejemplo, pero no limitado a: participación, investigación objetiva; investigación subjetiva; reflexión personal e investigación auténtica, mandatos estatales de MA, pruebas de referencia)
- En la medida en que sea factible y lo permita el gobierno, el personal informará a sus edificios
- Los programas especializados seguirán estar en persona a menos que el gobernador cierre las escuelas
- Atletismo: un porcentaje del estipendio de entrenador en jefe se configurará en función del tiempo invertido si no se practica deporte, se juega parcialmente debido a virus (cantidad por determinar)

*(sujeto a la finalización de un memorando de entendimiento exitoso con WHEA)*

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## **OPCIÓN DE LOS PADRES Plan WHRSD de aprendizaje remotop. M.**

- ***Horas del personal Diariamente para la elección de los padres Aprendizaje remoto***

***Primaria - 8 a. M. - 1 p. M. (Contrato de 7 horas para el personal) Intermedia - 9:00 a. M. - 2:00(Contrato de 7 horas***

***para el personal) HS - horario normal del estudiante / en vivo (Contrato de 7 horas para el personal)***

Modelo de primaria (5 maestros / uno por grados 1-5 / adicional para apoyo según sea necesario)

- Períodos de Google Meet de 45 minutos en la hora que comienza a las 8 a. m.
- La materia de composición de base en los Marcos curriculares de DESE MA
- Período de apoyo adicional al estudiante para aquellos estudiantes en un IEP con

otro miembro del personal  El horario remoto del estudiante será de cuatro períodos de 45 minutos diarios (Matemáticas, Ciencias, Estudios Sociales y ELA) con la posible adición de uno más si necesario para el apoyo  El personal trabajará en su horario remoto por área temática, tendrá tiempo para un almuerzo de media hora, reuniones programadas de preparación y del distrito y comunicación semanal con los padres  Cabe destacar que este plan Remoto no tendrá artes relacionadas; Solo académicas básicas

área  
s

Modelo de escuela intermedia (4 maestros académicos / 1 apoyo más según sea necesario)

- Períodos de Google Meet de 45 minutos en la hora a partir de las 8 a. m.
- 1 maestro de ELA que enseña los grados 6, 7 y 8 diariamente
- 1 maestro de ciencias que enseña a los grados 6, 7 y 8 todos los días
- 1 maestro de estudios sociales que enseña los grados 6, 7 y 8 todos los días
- 1 maestro de matemáticas que enseña los grados 6, 7 y 8 todos los días
- La composición de las asignaturas se basa en los marcos curriculares de DESE MA
- Período de apoyo adicional al estudiante para aquellos estudiantes en un IEP con

otro miembro del personal  El horario remoto del estudiante será de cuatro períodos de 45 minutos diarios con la

posible adición de uno más si es necesario  El personal trabajará su horario remoto por área temática, tendrá tiempo para un almuerzo de media hora, preparación y reuniones programadas por el distrito y comunicación semanal con los padres

*(sujeto a la finalización de un memorando de entendimiento exitoso con WHEA)*

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Edgenuity puede usarse según sea necesario para aumentar el horario de un estudiante si es necesario  Nota: este plan remoto no tendrá artes relacionadas; solo académicas básicas

área  
s

- Google Classroom y Google Meet / Hangout para ser usados - requerido para la interacción diaria
- Infinite Campus para ser usado para la asistencia diaria
- Todas las lecciones siguen los marcos curriculares de DESE MA
- La expectativa diaria de los estudiantes no debe exceder las 7 horas (a través de interacción del maestro y trabajo de lección extendido)
- Las evaluaciones se darán en base a una variedad de métodos con aviso anticipado; (tales como, pero no limitado a: participación, investigación objetiva; investigación subjetiva; reflexión personal e investigación auténtica, mandatos estatales de MA, pruebas de referencia)
- En la medida en que sea posible y permitido por el gobierno, el personal informará a sus edificios

Modelo de  
escuela  
secundaria

En vivo Transmitir desde el aula de acuerdo con el horario de la escuela secundaria del estudiante  Edgenuity puede usarse según sea necesario para aumentar el horario de un estudiante si es necesario  El horario normal del personal también  Tenga en cuenta que este

plan remoto no tendrá artes relacionadas; sólo académicas básicas  
área  
s

*(sujeto a la finalización de un memorando de entendimiento exitoso con WHEA)*

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## **F. PLANES DE TIEMPO FUERA DE LA ESCUELA**

Actualmente, el WHRSD proporciona un programa de apoyo después de la escuela para nuestros estudiantes de secundaria en riesgo. Este programa se basa en la Beca de Aprendizaje del Siglo XXI.

WHRSD continuará ofreciendo el programa de diploma de Escuela Comunitaria Nocturna como una alternativa al programa de diploma tradicional.

Además, ofreceremos programas antes y después de la escuela en cada una de nuestras escuelas primarias a través de nuestra asociación con Old Colony YMCA. Continuaremos con esa relación y nos aseguraremos de que el personal de YMCA se adhiera a los mismos protocolos que tendríamos para los estudiantes durante el día escolar.

## **G. APOYO PARA ESTUDIANTES Y APRENDIZAJE PROFESIONAL**

### **Servicios de apoyo y educación especial**

Esta sección tiene como objetivo proporcionar una descripción general de nuestros planes de educación especial. Sin embargo, se proporcionará información más detallada sobre los

servicios de educación especial a las familias de los estudiantes en IEP. Todas las familias recibirán un Plan de Servicios Estudiantiles que definirá claramente cómo se brindarán los servicios y apoyos de educación especial.

El Distrito Escolar Regional de Whitman-Hanson está comprometido a brindar instrucción y servicios de alta calidad a nuestros estudiantes con discapacidades. Todos los estudiantes recibirán una educación pública gratuita y apropiada en el ambiente menos restrictivo de acuerdo con la necesidad de proteger la salud y seguridad de los estudiantes con discapacidades y sus proveedores de servicios. Estamos siguiendo de cerca la Guía de reapertura inicial de otoño de DESE y la Guía de educación especial integral de DESE para el año escolar 2020-2021. Los estudiantes recibirán todos los servicios documentados en sus IEP a través de instrucción en persona, instrucción remota o un modelo híbrido que combina instrucción en persona y remota.

Los requisitos de las poblaciones con “necesidades elevadas” (por ejemplo, estudiantes con discapacidades, estudiantes que aprenden inglés y estudiantes en desventaja económica) se tienen en cuenta en la planificación de los tres modelos de instrucción. A estos estudiantes se les ofrecerá instrucción en persona en la mayor medida posible, cumpliendo con los requisitos actuales de salud y seguridad necesarios.

### **Comunicación familiar**

Es extremadamente importante que las escuelas, el distrito y el departamento de educación especial promuevan una comunicación bidireccional clara y concisa con las familias. Los intercambios continuos ayudarán a los educadores, proveedores de servicios relacionados y padres a desarrollar un plan integral para la instrucción individualizada y los servicios relacionados para nuestros estudiantes. Las familias recibirán múltiples comunicaciones del departamento de educación especial en las dos semanas previas al primer día de clases, que incluirán lo siguiente; una carta de notificación introductoria, una llamada telefónica del administrador de casos para presentarse, identificar el método preferido y la frecuencia de contacto y discutir cualquier consideración especial requerida para la planificación, un Plan de Servicios Estudiantiles (SSP) que incluirá adaptaciones específicas necesarias para que los estudiantes sean éxito en cada modelo, cómo se prestarán los servicios y el cronograma de prestación de servicios. El SSP no enmendará el IEP existente del estudiante. Es un medio para comunicar a los padres y proveedores de servicios cómo se modificarán la instrucción y los servicios dados los requisitos de seguridad restrictivos necesarios para el aprendizaje en persona y la característica única de la instrucción remota. La comunicación continua también promoverá y mantendrá conexiones importantes entre los estudiantes y sus maestros y familias.

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.

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### **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

criterios:

- 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

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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.

### **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.

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## **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.”

- **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.

## 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.

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**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

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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

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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

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\*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.

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**\* 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 <sup>30</sup>

### \* 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) <sup>31</sup>

### **\* 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** <sup>34</sup>

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

<sup>35</sup> 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 <sup>39</sup>

\* 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 <sup>57</sup>

\* 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.**







