

*Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo*



*Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell*

Mayor Kimberley Driscoll, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and
City Ordinance Sections 2-2028 through 2-2033”

August 6, 2020 (Date Posted)

REGULAR SCHOOL COMMITTEE MEETING ON AUGUST 10, 2020

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday August 10, 2020 at 7:00 p.m.** This is an on-line meeting.

Zoom Link

<https://us02web.zoom.us/j/81287227230?pwd=b1A4SW41VHhHVdloNG5NZDIhTIQ3UT09>

Password: 384565

PARTICIPATING IN PUBLIC COMMENT

ATTENTION: Please note that there will be two public comment periods during this meeting. 1) Special Public Comment period on the topic of the 2020-21 School Reopening Plan Only; and 2) Regular Public Comment.

- 1. Participating in the Special Public Comment Period on the 2020-21 School Reopening Plan at the 8/10/20 SC Meeting.** Please click on this link to submit your comment electronically:
<https://forms.gle/WiDdU8KsqJp6d6vG9>
- 2. Participating in Regular Public Comment at the 8/10/20 SC Meeting.** Should any member of the Salem community wish to submit regular public comment to this meeting (on any topic), please click on this link to submit your comment electronically:
<https://forms.gle/cYKsp1nTseKkSRak9>

A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Jill Conrad at jconrad@salemk12.org or 978-998-0481 with any questions or to report any technical difficulties you experience.

- I. Call of Meeting to Order
- II. Consent Agenda
 - a. Minutes of the Regular School Committee meeting July 13, 2020
 - b. Minutes of the COW Committee of the Whole Meeting July 29, 2020
 - c. Approval of Warrants: 7/23/2020 in the amount of \$147,308.91; 7/30/2020 in the amount of \$94,639.46; and 8/6/20 in the amount of \$275,322.22
- III. Approval of the Agenda
- IV. Student School Committee Representative Report -- Duncan Meyer
- V. Superintendent's Report – Dr. Stephen Zrike

***Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo***



***Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell***

Mayor Kimberley Driscoll, Chair

- a. 2020-21 Salem Public Schools Reopening Plan
 - b. 2020-21 School Calendars
- VI. Special Public Comment Period #1 on the 2020-21 School Reopening Plan
- VII. Action Items: Old Business -- None
- VIII. Action Items: New Business
- a. Deliberate and vote on the 2020-21 Salem Public Schools Reopening Plan
 - b. Deliberate and vote on the 2020-21 Salem Public Schools Calendar
 - c. Deliberate and vote on the 2020-21 Salem High School Calendar
 - d. Deliberate and vote on the 2020-21 Carlton Innovation School Calendar
 - e. Deliberate and vote on the 2020-21 New Liberty Innovation School Calendar
 - f. Deliberate and vote on the appointment of Nancy A. Weiss as the Executive Assisant to the School Committee
- IX. Finance Report
- a. Budget Transfers
- X. Subcommittee Reports
- a. Policy Subcommittee
 - i. Policies for Third Reading
6409 Public Participation at School Committee Meetings
 - ii. Policies for Second Reading
5416 Use of Physical Restraint
4105 Staff Conduct with Students
 - iii. Policies for First Reading
5221 Co-Curricular and Extra Curricular Activities
- XI. Regular Public Comment Period #2
- XII. School Committee Concerns and Resolution
- XIII. Adjournment

Respectfully submitted by,
Jennifer A. Gariépy
Executive Assistant to the School Committee
& the Superintendent

“Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable motidfication in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”

Salem Public Schools School Committee

Meeting Minutes

July 13, 2020 at 7:00 p.m.

The Salem Public Schools held their regular School Committee meeting on July 13, 2020 at 7:00 p.m. This meeting was held using the Zoom On-line Meeting Platform.

In Attendance: Mayor Driscoll, Mary Manning, James Fleming, Ana Nuncio, Amanda Campbell, Kristin Pangallo, Manny Cruz, Duncan Mayer

Other in Attendance: Superintendent Stephen Zrike, Kate Carbone, Jill Conrad, Deb Connerty, Liz Polay-Wettengel, Kristin Shaver

Call to Order

Called the meeting to order 7:05 pm

Mayor Driscoll asked for motion to approve the consent agenda and mr. fleming motioned and Ms. Manning seconded. Vote by roll call:

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion Carries

Mr. Fleming motioned to approve the Agenda and Ms. Manning seconded.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion Carries

Report of the Student Representative

Duncan Mayer reported they are working on the end of year report. He held off on sending it to see if anything pertinent came up over the summer. They have been doing some house keeping and waiting to see what the upcoming school year will look like. The Mayor asked if the students received the surveys. Duncan hadn't seen it yet. The Mayor is going to make sure the students receive the link to the survey as it pertains to reopening of school.

Superintendent Zrike asked about following up with Duncan to schedule something to meet with students.

Report of the Superintendent

Superintendent Zrike expressed he is thrilled to be here in Salem. He has met with different parent groups using Zoom. He is hoping to put out an entry plan within the next few weeks. He wants to stay on task even though we are working on the re-opening. He asked for names of groups and organizations he could get to know.

Superintendent Zrike explained he has been meeting one-on-one with the principals. They discussed what needs improvement and what they would think success at the end of the school year would look like. He explained he is also working on the re-opening of schools.

Superintendent Zrike shared a power point presentation on some of the choices for re-opening in the fall. He explained his goal is to get as many students back to school as possible and as safe as we can. He discussed the core values as being wellness, equity, community, and flexibility. He shared the plan the Department of Education asked schools to prepare. Those plans are in-person learning, hybrid learning, and remote learning. Some guidance sent from the State are safety training, face masks, reducing mixing, modifying instruction for some classes like physical ed and band, addressing student needs, and exploring creative outdoor spaces.

Superintendent Zrike explained how the district is preparing and displayed subgroups from the re-entry task force. These subgroups include: Health and Wellness, Human Capital & Staffing, Academics & Social Emotional Learning, Building-based Operations, Districtwide Operations, Special Education Services, Communications, and Families & Stakeholders. In addition to this, he shared a return timeline. Superintendent Zrike explained items that need to be explored. This included, stakeholder input, system Capacity, and learning options. Finally, he included opportunities for engagement. These opportunities are, weekly Facebook Live, Parent and Student Surveys, Student Input, Socially distant community events, Ongoing Collaboration with each School, and a Teacher Town Hall.

Mayor Driscoll asked the committee if they had questions. Mr. Fleming asked about the number of cases using scientific information. Superintendent Zrike explained that the guidance from DESE included numerous studies. However, we could see things shift either way. He stated the Department will release information about what to do if cases rise. Additionally, they have pediatricians who will share their beliefs as to safety for the children should we return to school. Ms. Campbell inquired about how often families and staff will receive updates between now and when decisions will be made. Superintendent Zrike informed her that he is holding weekly updates. As it pertains to when parents will know, we have been instructed from DESE that we will release more information in August. Ms. Campbell explained staff will have lots of questions and she is hoping there is a discreet way for people to ask questions. Superintendent Zrike agreed this is important and we will explore ways for the staff to communicate their concerns.

Mayor Driscoll asked if there were any more questions. She admits this is a work in progress and then Duncan Mayer asked Superintendent Zrike if the students will have an opportunity to meet with him to discuss this. Superintendent Zrike agrees and would like to meet to discuss this. Mr. Mayer also asked how we will protect our most vulnerable. Superintendent Zrike agrees we need to protect this population and we will work on ways to do that. Mr. Cruz explained to the public that he is present but dealing with some personal family illness so he video make not be running from time to time.

Mayor Driscoll moved on to the results from the survey on remote learning. Dr. Conrad went through the survey on remote learning. The goal was to identify what worked well and what needs improvement. She explained the district had 706 responses. This came from families who spoke English, Spanish, and Portuguese. She identified that 382 students in grades 4-12 were surveyed. There were 45.9% surveyed were in the Elementary level and 54.1% were in the Secondary level. The survey targeted forms of learning, remote vs in person. More students at the secondary level preferred remote learning. She identified google classroom and Schoology as tools for remote learning. The district survey if the work given was too much, too little or just about right. This yielded about 64% believing the workload was just about right. The students determined the amount of work assigned results also varied depending on teacher. However, 60.5% agreed the workload was the right amount. Other topics surveyed were connecting with 44.6% of parents preferring small group meetings which had the most impact on student engagement. Some barriers identified 22.4% with no barriers, 22% identified students lack of interest in remote learning, 16% had difficulty navigating instructions and 15% struggled with knowing what to do.

Dr. Conrad identified what worked well during remote learning. These items included, amazing teachers, small group meetings, zoom meetings, and frequent communication all contributed to successful learning. She then identified what didn't work well as not enough small group meetings, a need for clearer instructions, a need for more online instructional time, centralizing logins, more one on one time, better grading systems. and passwords. Parents would also like to have more recorded video lessons and training and support for parents.

Mayor Driscoll everyone for all their work in remote learning. The staff worked hard and fast to turn this around. Ms. Manning agreed the job they did was outstanding. Ms. Manning also added if Dr. Conrad thought there were any indication about what families would prefer going forward. Dr. Conrad explained the three options were evening split across the board. Ms. Campbell asked if there were any thought to re-asking these questions at the transition meetings for example barriers and paper assignments versus on-line platforms. She would like to get a full picture of what remote learning looked like for families. Mr. Fleming congratulated the faculty on their work from March to June. He explained he would like to determine the rate of participation from elementary through secondary. He would like the staff to develop numbers relative to participation. Mayor Driscoll asked if we have data on this. Dr. Conrad explained they do have some of this but we are still analyzing. Mayor asked if we could check to see who didn't check in versus collecting who did check in to classrooms. Ms. Nuncio asked if there was any thought given to families who are possibly at food pantries to engage them incase they are unaware of what is happening in the district. She would like to prioritize engaging the parents of those students who are not participating. Mayor Driscoll agrees there is a digital divide as far as

connectivity. She explained that it is not just a connectivity issue but also logging in and navigating systems. Kate Carbone explained there is a RFP to support families through a grant we are applying for. She explained we did target our most at risk students to attend the summer programs. Dr. Pangallo asked we will be moving to a single platform. Kate Carbone explained they are going to meet on this. At the time this began we asked teachers to use what was familiar to them. This did cause challenges so it is on our list to resolve. We are meeting on Wednesday to address this. Ms. Manning added the confusion parents may have. The Committee continued a brief discussion on various platforms available for teachers and students to use.

Superintendent Zrike explained the results speak volumes to the work that was done. He informed the Committee there are very few districts with positive results, so this was quite remarkable. He agrees we need to work to reach out to families we didn't reach. Fortunately, we have time to plan for the fall where in the spring that wasn't the case. He is confident we will do well and thanked everyone for making the past spring a success.

New Business

She then moved on to new business. The Mayor asked the Committee to review the upcoming School Committee Meeting dates. She then asked for a motion to approve the meeting dates. Ms. Manning motioned and Mr. Cruz seconded. Vote by roll call:

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion Carried

The Mayor moved on to Subcommittee Reports. She requested a motion to approve a third reading of policy: 5215.01 Directory Information Regarding Students. Mr. Cruz motioned to approve and Ms. Nuncio seconded. Vote by rollcall:

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion Carried

Mayor Driscoll asked about a motion to approve the second reading on policy 6409 Public Participation at School Committee Meetings. Ms. Nuncio motioned and Mr. Cruz seconded. At this time, Ms. Nuncio asked to share the document with the public. She explained the policy was addressed to maintain discourse and the public requested more interactive communication with the School Committee. She identified an opportunity for Spanish language interpretation and a revision to eliminate the second public comment period. However, we maintained the first public comment. The public can request

comments prior to the meeting. However, if there are comments after the comment period they will be reviewed by the committee and will be added as an addendum to the minutes. Finally, she explained some additional information added to accommodate remote meetings. Mr. Cruz explained the addendum allows the Committee to review them and act accordingly if an issue needs to be followed-up on.

Mr. Cruz referred to Kate Carbone to bring up another document that would explain the history of how the public can interface with the Committee. He shared a parent document by Ms. Cornell this document shared a variety of mechanisms that would give parents opportunities to speak with School Committee members and have an active role in decisions. He also identified Ms. Polay-Wettengel who was hired to spearhead communications with the parents. Mayor Driscoll asked for clarification on whether this document was part of the policy or was it a separate discussion. Mr. Cruz confirmed this is two separate discussions. He explained a commitment to work on ways to keep communication open. This was an example of the work they have been doing since February. Ms. Campbell shared some concerns about limiting comment periods. She asked that we refrain from using the word citizen in the policy as that is not the correct language. She wanted clarification that some items to may not be of the prevue of the school committee. Mayor asked if everyone is ready for second reading on this policy or do you want to revisit this. Ms. Manning stated their intent is to do the second reading on the policy.

Mayor Driscoll to roll call vote on the second reading

Ms. Manning	Yes
Mr. Fleming	No
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion Carried	

Mayor Driscoll moved on to first reading of the following policies:

5416 Use of Physical Restraint

4105 Staff Conduct with Students

Motion made by Ms. Nuncio and Seconded by Mr. Fleming to approve the first reading. Mayor Driscoll

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion Carried	

Amanda Campbell gave an update on the Equity & Engagement Subcommittee meeting. She talked about a presentation from the district Equity Team. She suggests the full Committee hold a meeting to see the presentation. She talked about incorporating equity into the plans as we return to school. They made some decisions and will make those available once they work out the details.

Mayor Driscoll agrees we should hold a Committee of the Whole to review the presentation. She also would like to hear from students on this subject area. She believes it's important to hear what the district is working on.

School Committee Concerns and Resolutions

Mayor Driscoll took a few minutes to recognize Kristin Shaver who is leaving the district. She thanked her for all her work with transportation, facilities, and human resources. She presented Ms. Shaver with the City Seal.

Public Comment:

Scott Andrade of 12 Scott Rd. He spoke about COVID and ways COVID is transmitted. He supported a remote learning plan until April. He also recommended online learning platforms. He made suggestions about how to facilitate on-line learning.

Victoria Massone, 99 Essex St. She spoke about the funds that will be distributed due to COVID. She questioned the way in which schools can submit projects for this funding. She included the need for outdoor learning space.

Ann Berman, 1401 Crane Brook Way. She requested we post the School Committee dates for the public. She also asked about ventilation repairs to the buildings.

Steve Kapantais, 23A Wisteria St, He addressed the need for a second public comment at School Committee meetings. He referred to several Committee member in agreement this was important for working parents. He informed the Committee reducing public Comment reduces communication.

Mayor Driscoll requested that someone respond to the comments.

Adjournment

Mayor Driscoll requested a motion to adjourn. Mr. Fleming motioned and Ms. Manning. Vote by roll call

Ms. Manning Yes

Mr. Fleming Yes

Dr. Pangallo Yes

Ms. Nuncio Yes

Mr. Cruz Yes

Ms. Campbell Yes

Mayor Driscoll Yes

Meeting adjourned at 9:10 p.m.

Respectfully submitted by

Jennifer Gariepy

Executive Assistant to the School Committee
& the Superintendent

**Salem Public Schools
Committee of the Whole
School Committee
Meeting Minutes
July 29, 2020 at 5:30 p.m.**

The Salem Public Schools held their regular School Committee meeting on July 13, 2020 at 7:00 p.m. This meeting was held using the Zoom On-line Meeting Platform.

In Attendance: Mary Manning, James Fleming, Ana Nuncio, Amanda Campbell, Kristin Pangallo, Manny Cruz, Duncan Mayer

Absent: Mayor Driscoll

Other in Attendance: Superintendent Stephen Zrike, Kate Carbone, Jill Conrad, Deb Connerty, Liz Polay-Wettengel, Kristin Shaver

Mary Manning called the meeting to order at 5:32 p.m.

Ms. Manning explained the purpose of the meeting is to discuss the work that is going on for the Re-opening of schools. She introduced Chelsea Banks. Ms. Banks introduced herself. She was a former teacher. She has been a consultant and formerly worked in Boston as a consultant.

Ms. Manning then moved on to introduce Superintendent Zrike. The Superintendent began to share information on reopening. He explained they had to prepare three possible ways of reopening. He explained the final plan needs to be submitted by Friday. He is not making recommendations tonight but rather sharing what work has been done.

Superintendent Zrike informed the Committee they will be releasing their final plan to the public on August 6, 2020. He is hopeful to have a vote taken on that evening. He explained this is the timeline. He spoke about the various subgroups who have met and how much shifting of plans has taken place. Ms. Manning asked for clarification on the plan that is due on Friday and asked more specifics of the plan and what exactly is due. She also added that there is no requirement for a vote but rather it is just our support for the plans.

Superintendent Zrike explained the Department of Education is looking for a summative no longer than 400 words on each of the three plans. They want to see what we are considering for hybrid, in-person, or remote learning. He stated the Department will send feedback on the plans. The documents are not very extensive.

Superintendent Zrike shared a presentation on returning. The presentation included core values. These values included wellness, equity, community, and flexibility. He displayed a map of the country showing COVID hot-spots. He mentioned there was a case of COVID in the district in which he did share this information publicly and with the School Committee and they took the necessary steps to address the issue. He explained the virus will determine what the district will do as far as the plans go. He covered the guidelines sent by DESE. These included, training, face masks, reducing mixing of students, regular handwashing, addressing student needs, and improving HVAC systems as well as exploring outdoor spaces. He then spoke about the impacts of COVID risks of infections and the risks of not returning.

Superintendent Zrike discussed the way schools will be different and that he is hopeful to maximize creativity and safety to enhance student learning. He addressed the public and explained that education across the country hasn't been perfect. The current draft plan is based on science. They are committed to seeking and responding to the public and meeting the needs of staff and students. He further stated the system is dependent on everyone doing their part. Superintendent Zrike displayed a timeline from July 6 through August. He gave the public an update on the work that has been done and what will be done going forward. He showed the Committee a graph that shows how many seats can fit in a building with spacing students 6 feet apart. He explained we will need to rethink the use of classrooms and non classroom spaces.

Ms. Manning asked for questions. Ms. Campbell asked if the 6 feet distance was from desk to desk or chair to chair. Dr. Zrike explained it was chair to chair. Ms. Campbell asked about using nontraditional classrooms and having access to things like white boards. Superintendent Zrike explained we could use those additional spaces but are not included in these plans. Chelsea Banks confirmed that the data displayed does not include cafeteria or gymnasiums. Mr. Fleming asked to have an opportunity to review the layouts prior to the next meeting. Amanda Campbell also asked to consider teachers who are not in classrooms but need a place to work.

Ms. Banks then gave a presentation about all the stakeholders input. She displayed ways we are collecting information using surveys, focus groups, and regular communication by means of newsletters, facebook live and town hall events. Ms. Banks explained some of the data from the surveys. She noted that lower level grades would prefer in person learning and higher grades would prefer hybrid and remote learning. She also included that 400 families have expressed a preference for remote and 20% of our families are unsure of a preference.

Dr. Conrad gave data from the staff survey. She explained there were 645 responses from the staff. About 1/3 of the staff felt comfortable or very comfortable with in person model. Overall, more staff appear to be more comfortable with a hybrid model. The primary drivers in these results were to meet the needs of the students. Finally, she added that staff wanted more specifics on the plans.

Ms. Manning asked about a deadline for a leave for next year. Dr. Conrad explained they reached out to all staff to start conversations with Human Capital if they were in need of A leave. Ms. Manning stated the staff had to reach out to Human Capital or they couldn't take a leave. Dr. Conrad explained we are trying to determine staffing. Superintendent Zrike explained we wanted to offer staff the opportunity to put this in for unpaid leaves. He also explained we will be as flexible as we can with our staff. Mr. Fleming asked to clarify the hybrid model. Dr. Pangallo asked about a student survey. Superintendent Zrike explained they had a town hall meeting but will look at a survey for the reopening. Ms. Nuncio asked about markings where students should walk and stand in various spaces. Superintendent Zrike explained there will absolutely be markings for students. They currently have a meeting scheduled to go over this.

At this time, Kate Carbone presented the three models of reopening, in-person, hybrid, or remote learning. Ms. Carbone began with the in-person mode. She noted instructional priorities are; Welcoming Environments, Adapting Texts, Comprehensible Input, and Meaningful Interactions. She explained we need to work on how to handle restrictions such as facing forward desks. She explained our current teaching models encourage group work. This is something we will need to adjust. She explained we are in good shape in with curriculum, scope and sequence and she feels we have a strong

foundation for in person learning. Ms. Carbone discussed the Hybrid learning. She explained this is part remote and part in person. They are looking more deeply at the two day in person and two day remote. This would give us one day for cleaning. Finally, she moved on to the full remote learning model. She explained they are working on ways to do things better moving forward. She explained this is not a one size fits all situation but we are going to work to prioritize groups. These groups are in tiers 1-4. Each tier identifies various subgroups of students from Els to students who struggle with on-line learning.

Ms. Manning asked for questions. Mr. Fleming asked about the tiers and the first two tiers are students with needs and wants to make sure students in the other tiers don't knock kids out these first two tiers. Ms. Carbone agrees and the tiers are there to meet the needs of all our students. Mr. Cruz thanked the team on the work they have done on the re-opening. He also spoke about having directional signs for the students. He agrees with the tiers and is glad we are addressing this. He would also like children in foster care to be incorporated in this. He also wants to be sure we are reaching out to the Latino families. He would like to make sure they are receiving supports. Duncan Mayer asked about oversight of subgroups who are more vulnerable to COVID and that we are prepared to act if an issue arise. Ms. Connerty explained they are working with transportation, we are increasing cleaning protocols, training and keeping kids in cohorts. She also explained we have additional PPE. We are also working with families who chose to stay home and do remote learning. Ms. Campbell asked how the students day will look? Ms. Carbone explained we don't have specifics. She discussed that at the high school level cohorting is more difficult but we can do this easier in the lower grades. Ms. Campbell wants to see how we are decreasing a risk to our teachers if they are seeing all their students in one week. Ms. Carbone will review this and we should have more information at the next meeting. Ms. Banks explained that we are working on this and typically scheduling usually starts in December of the prior year and our staff is working really hard to work on this. Ms. Campbell understands and just wanted to make that point. Ms. Nuncio would like each school to track down all students and make sure they have chrome books and connectivity. She would like a date to be set to complete this. Ms. Carbone agrees. Ms. Nuncio also inquired about transportation. Superintendent Zrike explained he has spoken with the bus companies. Finally, Ms. Nuncio explained the Latino community usually return from the Dominican and will need to quarantine. She wants to know if there is a plan for a staggered start. Superintendent Zrike agrees there needs to be plan for all students who will need to quarantine. Dr. Pangallo informed the public and the Committee that we recognize that one thing is consistent is we can open schools in low risk areas. However, more importantly we need testing to be able to resume regular activities. She also agrees with Ms. Campbell that we need to weigh our risk versus rewards when it comes to the hybrid model. She also recognized classes may be difficult to get into at the high school level in a hybrid. She also expressed concern about students having a connection to their schools in the remote model.

Finally, she would like to know if teachers are working both remotely and in person and what is the start date for students and staff. Ms. Carbone explained we are trying to eliminate the need for teachers to do both remote and in person. Superintendent Zrike agreed this is why we incorporated a Wednesday off for teachers to prepare. He also hopes to bring the start date to the next school committee meeting. However, we are still working on start and end times. Superintendent Zrike also expressed how hard our principals are working and Ms. Manning agreed. Ms. Campbell also informed the Committee she is not in favor of teachers returning to the classroom. She knows it's difficult and she herself feels terrible about this but she feels the right choice is to stay home.

Ms. Nuncio asked about transportation and if parents will be refunded for the time they didn't use the bus because of the closure. Dr. Zrike will communicate this to the public. Ms. Manning and Mr. Fleming do not remember this decision but will check the minutes. Duncan Mayer asked about increased resources for students who are struggling emotionally. Ms. Connerty explained her adjustment counselors are trained for this. We are planning for this should we return.

At this time, the Committee discussed future meetings. Ms. Manning asked if we should schedule another meeting on the 17th of August. Mr. Fleming motioned to move the August 10th meeting to August 17th. Ms. Campbell seconded. Vote by roll call:

Mr. Fleming	Yes
Dr. Pangallo	Yes
Mr. Cruz	Yes
Nuncio	Yes
Campbell	Yes
Mary Manning	Yes

Motion carries

Ms. Manning also reminded the Committee to let Lisa Mansfield know if they were attending the graduation? Mr. Fleming thought it was Mindy. Superintendent Zrike mistakenly put Mindy's names down to contact.

Mr. Fleming motioned to rise and report. Ms. Nuncio seconded the motion.

Mr. Fleming	Yes
Dr. Pangallo	Yes
Mr. Cruz	Yes
Nuncio	Yes
Campbell	Yes
Mary Manning	Yes

Motion Carries.

Meeting adjourned at 7:45 p.m.

Respectfully submitted by

Jennifer Gariepy

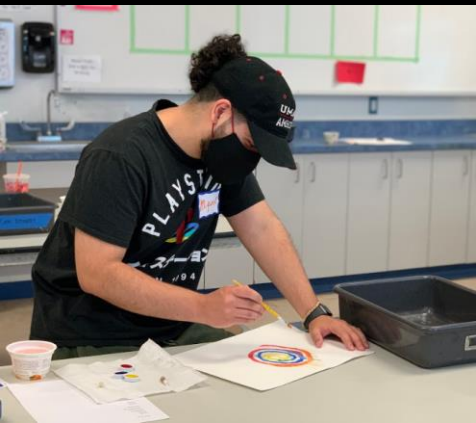
Executive Assistant to the School Committee
& the Superintendent



Salerno Returns

Reopening Plan Recap

August 10, 2020



As a reminder, we solicited significant feedback and engaged across all stakeholder groups

Surveys

3454 Survey Responses



- **Family Survey:** 56% of the district represented with over 1500 responses
- **Staff survey:** 645 responses representing all groups

- **Remote Learning Survey:**
 - 706 families, 382 educators, & 227 students

Salem Returns Task Force

Staffing, Academics, & Family Engagement Subgroups with diverse stakeholders

Focus Groups

54 educators



- 19 elementary teachers
- 13 secondary teachers
- 22 non-teaching staff

Town Halls

3 Town Halls



- Families with Mayor Driscoll (7/9):
 - 122 attendees
 - 2200 stream views
- Teachers on 7/27
- Students on 7/28 with 30 participants

Facebook Live

Over 10,000 views



- 5 Wednesday sessions to date in English & Spanish
- ~100 live viewers each w/ comments & questions
- 1200-3300 views each

Virtual Meet & Greets

~50 families



- Nine completed to date, including one for Portuguese families
- Upcoming opportunity focused on families of English Learners

Salem Returns: The Why – The reopening plan seeks to provide equity through excellence for all students



This plan **prioritizes health and safety** and is guided by Salem's local context and COVID-19 data. The plan seeks to open now while the data supports doing so and community transmission in Salem is low. SPS will be responsive to these factors throughout the year.



This plan implements our **core value of equity**, recognizing the unique needs of different groups of students, including our youngest learners, whom we know were most disengaged in the spring.



This plan maximizes opportunities to reduce risk, including incorporating outdoor learning and effectively utilizing Salem's community assets and partners.



This plan offers **flexibility for families and for staff** and prioritizes in-person social-emotional connections to mitigate against the social isolation students felt in the spring.

Salem Returns:

Overview of age-based reopening plan

Grades 4-12

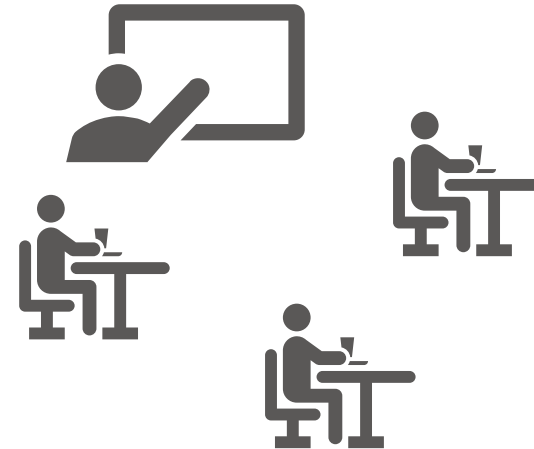


Foundation:
**Remote
Instruction**

The Hub: Connects

The Hub: Labs
In-person learning
labs for prioritized
students

Grades preK-3



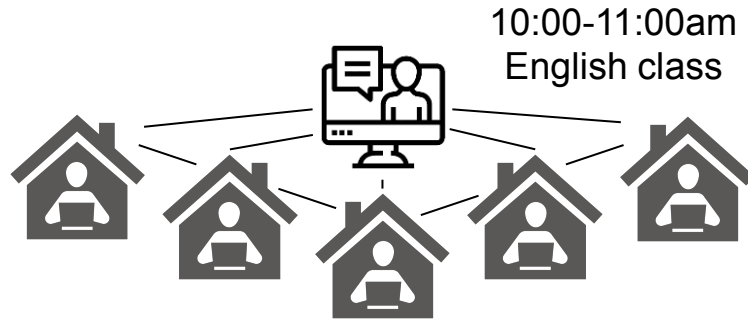
Foundation:
**In-person
Instruction**

SPS Remote:
Opt-in remote learning with SPS teachers

Salem Returns: Grades 4-12 – Remote instruction with in-person connection & labs for support

Foundation of Remote Instruction

Synchronous (Live) Learning



Asynchronous (Anytime) Learning

Student A Student B Student C

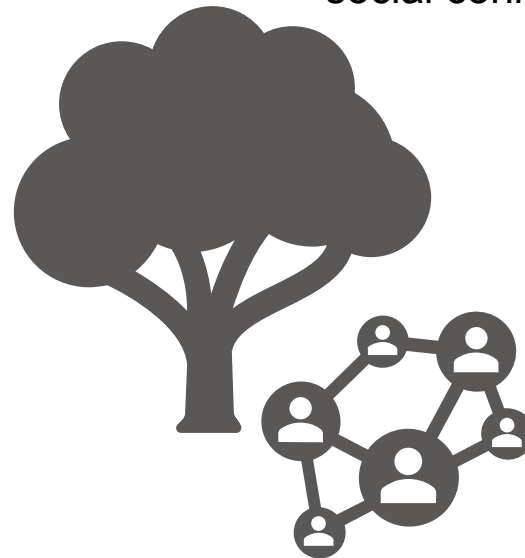


6:30-8:30am 7:00-9:00pm 2:30-4:30pm

The Hub: Connects

Ex: Freshman Fridays
(1-2pm)

10 students & one teacher meet to build relationships and create social connection

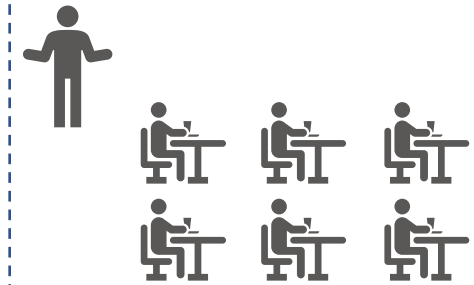


The Hub: Labs

(including NLIS & Prep)

“Remote onsite”

Adult support for students engaging in remote learning



Differentiated supports



In-person individual or small group supports

Salem Returns: Grades preK-3 – In-person instruction with the option for remote learning

Foundation of In-person Instruction

Clear purpose for in-person instruction:

1. Build relationships
2. Build foundational skills
3. Learn to use the technology

Flexible Learning



Small groups in flexible spaces

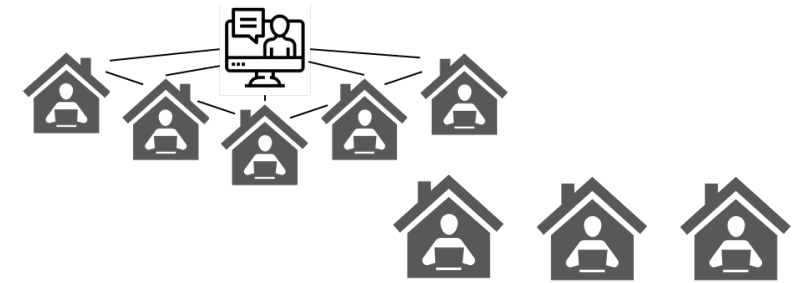
“Tech Time”

Integrate remote learning tools



SPS Remote Option

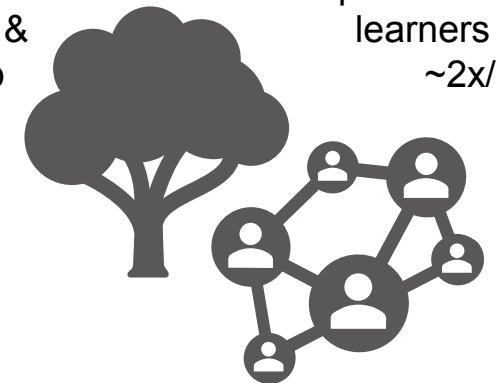
- SPS teacher-led remote instruction



The Hub: Connects

In-person social connection & relationship building

Option for remote learners to join ~2x/month



Salem Returns: Next Steps



Securing **parent choice** for their child's educational experience



Sharing **HVAC assessment** results and steps to ensure optimal ventilation



Establishing explicit **safety protocols and routines** at each site with in-person instruction for mask wearing, use of bathrooms, arrival/dismissal, cleaning, bus riding, hallways transitions, eating, etc.



Developing **training modules for staff and parents** to support implementation



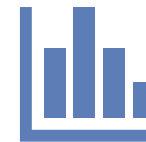
Ensuring that all student **have a device and are connected** to the Internet



Engaging our **community partners** to assist with running Hubs and extended day



Developing and agreeing to an **MOU with union partners**



Continuing to **carefully monitor** to ensure infection and transmission rates of COVID-19 support keeping schools open



Continue **engaging with our community** in anticipation of the start of school, including our FAQ's posted tonight

Salem Returns: Our Plan for Student Learning in 2020-21

Frequently Asked Questions

Index:

- [General clarifying questions about the plan](#)
- [Clarifying questions about the preK-3 model](#)
- [Clarifying questions about the Grades 4-12 model](#)
- [Questions about students with individualized educational plans \(IEPs\)](#)
- [General questions about health & safety](#)
- [Questions about masks for students](#)
- [Questions about staffing and staff safety protocols](#)
- [Questions about cleaning and facilities](#)

General clarifying questions about the plan:

When will details for each school be available?

There are many details that will go into the release of final details for each school, including information for students and staff as well as operational considerations such as transportation and arrival/dismissal protocols. Our goal is to release further details for each school by Friday August 28th, if not earlier.

What will class size be? How will students remain socially distanced in the classroom?

For grades preK-3, the proposed class size is approximately 16 students. This may be lower once Salem knows how many families are choosing the remote learning option for grades preK-3. For grades 4-5, students who participate in the The Hub - Labs will also have classes of up to 16. For grades 6-12, class sizes in The Hub - Labs will be approximately 10-12 students, although this may be slightly larger in some of the very large classrooms at the middle and high school. The Hub - Connects classrooms will take place outside and be groups of approximately ten students.

These classrooms may have a combination of desks and tables, depending on the furniture available and the layout of the classroom. The buildings and grounds crew will help ensure the set-up and furniture for every room. In addition, every classroom will have clear indicators for the proper set-up of the room, including tape on the floor, to enable regular reset of desks or tables throughout the day if needed. The custodial crew will also reset the room after cleaning all surfaces every night.

For schools that traditionally have extended day, what will happen?

The details of the daily schedule will be announced as soon as possible. For schools with extended day, there are some additional factors (including changes in state funding for Extended Learning Time (ELT)) that require negotiations with our unions.

My child doesn't have a device, will SPS be providing these?

SPS's goal is to have a device for every child this year, including multiple devices for families with more than one student and devices for our youngest learners. Those devices have been ordered and SPS applied for and secured a grant to pay for new devices, but there is a significant delay in delivery. SPS is working with the State of Massachusetts to ensure delivery happens before school begins. The district has an inventory that will be targeted to supplying students with a critical need for a device first. The district will be reaching out to all students and families prior to the end of August to ensure that they will have access to a device and connectivity.

I don't have internet service, how can we participate remotely without it?

SPS continues to try to work with families to ensure that they can have access to the internet, including through Comcast Internet Essentials or a MiFi hotspot. However, families of students in grades 4-12 who cannot connect to the internet do qualify to participate in The Hub - Labs, enabling students to come to campus to do their remote learning in person. If you believe that internet will continue to be an issue for your family, please reach out to your school principal.

Why is Salem reopening school for some students when other districts around the country are going remote?

Salem Public Schools' plan is based on the local COVID-19 related data for Salem. As outlined in the data below, Massachusetts is one of twelve states that falls under the thresholds established by Johns Hopkins University,¹ the American Federation of Teachers,² and that some other states have adopted for fully reopening in-person learning. Locally, there are a mix of reopening plans that include recommendations for a hybrid model in Danvers, Medford, and Peabody, an age-based model in Beverly, Cambridge, and Salem, and a remote model in Swampscott.^{3,4} In Lynn and Revere, where the current positive test rate is over 6%, the schools will open fully remote.⁵ SPS's plan is based on Salem's community context.

¹ Johns Hopkins University - <https://coronavirus.jhu.edu/testing/testing-positivity>

² American Federation of Teachers, "Reopening School Buildings Safely."
<https://www.aft.org/reopening-school-buildings-safely>

³ Copeland, Dave. "Back-To-School Plans Take Shape: Patch Week In Review." *Patch*. (August 7, 2020)
<https://patch.com/massachusetts/salem/back-school-plans-take-shape-patch-week-review>

⁴ Zolot, Neil. "Medford school reopening plan hybrid of in-person and remote learning." *Wicked Local*. (August 7, 2020)
<https://medford.wickedlocal.com/news/20200807/medford-school-reopening-plan-hybrid-of-in-person-and-remote-learning>

⁵ WCBV5. "Lynn, Revere to keep schools remote this fall due to elevated COVID-19 positive test rates" (August 6, 2020)
<https://www.wcvb.com/article/lynn-revere-to-keep-schools-remote-this-fall-due-to-elevated-covid-19-positive-test-rates/33535758#>

- 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.⁷ 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.⁸ Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.⁹
- 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 will 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 (e.g., 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 distancing if used. Additional guidance on sharing protocols is forthcoming.

How do parents opt-in to remote learning in grades preK-3?

If the plan is approved, SPS will begin reaching out to families beginning on Tuesday, August 11th, to identify whether they plan to send their child in person or choose the remote learning option. Following the School Committee vote, the Superintendent and school principals will share an online form for you to submit your decision.

What if families change their minds and want to opt in/out after school starts?

For PreK-3 families that opt-in to remote learning, SPS asks that this decision be made for the first seven weeks of school until the proposed November break. Families will then have the opportunity to change their minds and switch from remote learning to in-person. If a family chose in-person and would like to switch to remote, this will be handled on a case-by-case basis as a request. All requests to move from in-person to remote will be approved by the November break, if not before.

⁷ CDC. (2020). Considerations for Schools. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

⁸ Melnick, H. et al (see above)

⁹ Ren, S., Wang, W., Hao, Y. Zhang, H. Wang, Z., Chen, Y., Gao, Rong. (2020). Stability and infectivity of coronaviruses in inanimate environments. Available at <https://www.wjgnet.com/2307-8960/full/v8/i8/1391.htm>

We have family members who are considered high-risk of severe illness from COVID-19 in our home - if we choose remote, how will my child have access to educators/he's familiar with at his school?

If your family chooses a remote option, there are two ways students will have access to people s/he is familiar with at school. First, students who opt to be remote from each school will be assigned to the same remote classroom. There may be students from other schools who are also part of that classroom depending on demand, but SPS will work to cluster students by school in these classes. Students who attend special education, sub-separate programs will receive instruction from their IEP liaison/primary teacher, with additional support from known classroom staff (for example: Speech Pathologist, OT, Paraprofessional). Second, remote students in grades preK-3 will have the opportunity to come to school approximately twice a month to participate in outdoor connecting activities with the classmates from their assigned school. However, SPS cannot guarantee that students will be with teachers that children know, as the puzzle of staffing will take place across all schools in the district. In order to offer in-person instruction and remote instruction led by Salem Public Schools teachers, this flexibility is required.

If the youngest students will be using technology during the school day, will they bring their devices home and back each day?

SPS is still working on the details of whether devices will be transported daily and how we will ensure that devices are charged. SPS is looking into cases and other supports for transporting devices. We will reach out with more information on this topic in the coming weeks.

Clarifying questions about the proposed model for Grades 4-12

Will remote learning include both live and recorded lessons? Can you provide more details about the remote learning plan for grades 4-12?

Salem Public Schools is working to develop specific guidance by grade level for remote learning in grades 4-12 that will include clear expectations for how students and teachers will meet the requirements for coursework and time on learning. This guidance will include expectations for the amount of time per week that each class will have synchronous (live) learning and asynchronous (anytime) learning. The result will be that students will have a clear daily (grades 4-8) or weekly (grades 9-12) schedule of when their classes will meet each day for the live components of their lessons, and what work will be expected of students for their anytime learning.

Remote learning offers students and staff more flexibility for how classes may “meet” - with opportunities for teachers to schedule one-on-one check-ins or small group instruction

throughout the week. Small group, active discussion and participation in learning will be a key component for all courses, as it is critical to ensure that students are actively engaged and empowered in their learning and not just passive recipients of new information. SPS will utilize significant portions of the eleven days of professional learning before school begins to both share best practices and plan for the implementation of these rigorous, high quality learning opportunities for all students. Sample schedules and learning components for remote learning will be available before the start of school.

What is “The Hub” and why is it part of the remote learning plan for grades 4-12?

The Hub seeks to address two key concerns with remote learning: social isolation and support for prioritized students for whom remote learning was not effective.

First, data from both Salem Public Schools and across the world demonstrated evidence that students who participate in remote learning can suffer from social isolation and depression.¹⁰ SPS seeks to address this concern by creating **The Hub - Connects** for all students, an in-person, at least once-a-week opportunity for small group connection. Based on an advisory system (one adult and ten students), students in grades 4-12 will have the opportunity to meet up outside for social-emotional learning and connecting. This will start small, with at least one, one hour meeting per week, and potentially expand to include clubs and other activities based on safety and effectiveness of these early meet-ups. SPS seeks to provide transportation to these Hub - Connects activities.

Second, SPS knows that remote learning was not effective for all students, and some students are at additional risk of learning loss and other negative impacts from remote learning. **The Hub - Labs** seeks to create in-person learning opportunities for prioritized students to engage in their remote instruction and in small group, in-person instruction as designed for each student. These classrooms will have approximately 10-12 students with dedicated adults. If the plan is approved, students who qualify to participate in The Hub - Labs will be notified by SPS during the week of August 10th.

If my student is a prioritized student who has access to The Hub - Labs, do they have to attend in person?

Any prioritized student can opt-in to remote learning with Salem Public Schools staff in SPS buildings. Families who have questions should wait to be contacted by SPS during the week of August 11th and then can contact their school leaders or teams with further questions. Students who are prioritized to be in The Hub - Labs are encouraged to take advantage of this opportunity, but every effort will be made to meet all learning needs whether in person or remotely.

¹⁰ Loades, M. E. et al. Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry* (American Academy of Child & Adolescent Psychiatry, 2020). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7267797/>

Does my child have to participate in The Hub?

No. Families can still opt-out of this in-person connection opportunity. We encourage families to connect with their child's advisor to discuss how connection will happen each week if not in these in-person meet-ups.

Will there be additional opportunities for students in grades 4-6 to support remote instruction and social interaction?

At this time, all students in grades 4-6 will have the weekly Hub - Connects opportunities, and some students will have access to the Hub - Labs. We appreciate the feedback and desire for more in-person learning opportunities, but we are not yet able to guarantee this is feasible. What is guaranteed is that there will be more one-on-one or small group interaction during remote learning, focused on engaging students in and empowering students about their learning.

If this plan is approved and after SPS fully understands the demand for and capacity to support in-person instruction, if possible, additional opportunities for students in grades 4-6 will be made available. However, that is not currently part of the plan given building and staffing capacity to support smaller class sizes and flexible instruction for the prioritized students, including those in the Hub - Labs and students in grades preK-3.

How will the CTE program at Salem High work?

DESE has released guidelines specifically regarding CTE here:

<http://www.doe.mass.edu/covid19/ccte/2020-0729cvte-reopening-guide.docx>

CTE courses will require students to spend some time in-person in their shops, and Salem High will work to share more information regarding CTE programs in the coming weeks.

How can we ensure that seniors in high school get appropriate college counseling, especially for students who are first generation applicants or need support navigating the application system, including financial aid?

College counseling will continue to be a key component of 11th and 12th grade. This work can happen in two ways this fall. First, college counseling can be done through appointments set up remotely and enabled via zoom or phone calls. This can allow many students to access counselors over the course of the week without risk of exposure. Second, The Hub - Connects for juniors and seniors will have post-secondary planning components, where small groups of students can get support from advisors or counselors, and support each other with the process. These meetings will take place once a week in person and can provide additional support and connection throughout this process.

Questions for students with individualized education plans (IEPs):

What is the plan for meeting the needs of students with pull-out services?

The Salem Public Schools remains highly committed to ensuring that all students receive the supports and services they need to be successful learners. Students with IEP placements in the general education settings will follow the instructional model set forth by the district and follow the schedule developed by the school building in which they are enrolled. This schedule will include their designated pull-out sessions, whether those take place in-person (preK-3) or remote (opt-out preK-3 or grades 4-12).

Are students with IEPs required to come to school in-person?

No. Students in grades preK-3 have the option to be in-person, and also the opportunity to opt-in to remote learning. These options are available to all students. For students in grades 4-12, students whose IEPs designate that substantially separate settings all have the option of in-person learning in The Hub - Labs. The Hub - Lab will mimic the student's school day to the extent possible. Students whose IEPs have inclusion settings may be invited to The Hub or may be in remote learning, depending on other factors. Even if students are invited to The Hub, they may opt not to participate in-person and use the remote learning model. The classroom teachers will develop consistent schedules and remote learning plans for all students. Finally, for families that wish to participate in remote learning but want access to therapies that are best delivered in-person, SPS will do its best to work with you to develop individualized schedules as possible.

General questions about health and safety

What key health indicators should Salem use to determine whether it is safe to reopen schools more or whether schools need to close?

The federal government has not set guidance for reopening measures. Ideally, the Governor of Massachusetts and the Department of Public Health will set the threshold benchmarks for reopening and closing, which could be demonstrated by a combination of indicators, including new cases and hospitalizations per capita; adequate ICU bed capacity to respond to a surge; a positive test rate of less than 5 percent; a low rate of transmission rate; and testing, contact tracing and isolation capacity in a given public health jurisdiction. If this does not occur at the state level, the city of Salem is working with regional mayors and city managers to establish these guidelines.

What has changed in the data since March that leads to the thinking that schools should be open now as compared to March?

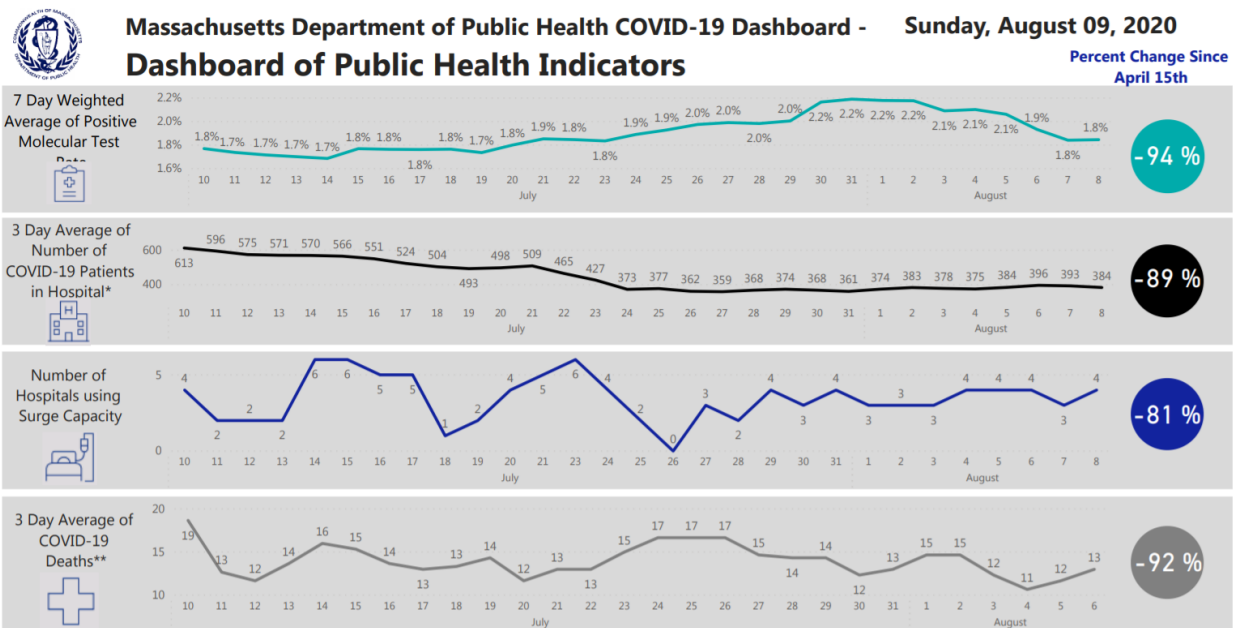
In Salem, each of the statistics that led to school closure in March have improved by 80-90%. For example, the percent positive case rate in Massachusetts in March reached 15%, reaching over 20% by the end of March and as high as 34% in April.¹¹ In August, this rate has increased,

¹¹ COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences; Tables and Figures created by the Office of Population Health.

<https://www.mass.gov/doc/covid-19-dashboard-may-1-2020/download>

but it has increased in Salem from 1.97% to 2.42%,¹² but this is still 80-90% improvement from April.

Here is a snapshot of some of the indicators informing the public health officials who are advising Salem Public Schools for the state of Massachusetts (as compared to April 15th)¹³:



*Includes both confirmed and suspected cases of COVID-19; **Includes deaths in only confirmed cases of COVID-19
 Note: Hospital-reported data included here reflects a transition to new federal reporting standards imposed as of 7/22. The third graph (number of hospitals using surge) does not include data from July 22 due to this transition. As a result, data may not be directly comparable to hospital data previously reported.

What is the best way to sanitize masks?

The CDC provides guidance for how to [wash a mask](#) regarding cloth masks, which can include hand washing or washing masks with your laundry. Some non-surgical masks can be intended for one-time use and disposed of after use. The CDC does provide guidance on [limited reuse of PPE](#) should that be applicable.

What can you say about the concern some have raised about COVID being “aerosolized”?

In July, the understanding of COVID-19 shifted to include the potential that it can be spread by being suspended in the air (aerosolized), although the details and contexts for when this is possible are still being further investigated.¹⁴ This is why it is essential for everyone to wear a

¹² Copeland, Dave. “North Shore Coronavirus Case Counts Head In Wrong Direction.” *Patch*, August 6, 2020.

<https://patch.com/massachusetts/salem/north-shore-coronavirus-case-counts-head-wrong-direction>

¹³ Massachusetts Department of Public Health COVID-19 Dashboard (Sunday, August 09, 2020):

<https://www.mass.gov/doc/covid-19-dashboard-august-9-2020/download>

¹⁴ World Health Organization, “Scientific Brief: Transmission of SARS-CoV-2: implications for infection prevention precautions.” July 9, 2020.

mask, as this is considered “source control” to minimize the amount of virus that enters the air. Public health officials affirm the effectiveness of wearing masks and socially distancing in minimizing exposure risk, similar to those precautions taken in health care settings. It is also why all teachers will be offered a mask and the option of a face shield, to provide extra protection from exposure. For school nurses or others in a school who are responsible for responding to a symptomatic child, goggles and N95 masks are further PPE protection that can protect the eyes against aerosolized particles.

What can you say about the reinfection rates? Immunity?

While this question is best left to the experts, the following response was provided during the Friday Town Hall with Dr. Roberts, the President of North Shore Medical Center, and Amy Courtney, Director of Infection Control and Patient Safety: “There is so much we are still learning about immunity. We are still evaluating if someone has a new infection or if it is from a previous infection, but this is something we are able to determine at the hospital. What we are seeing is that immunity is about three months and so much is still left to learn, but we haven’t seen reinfection. That is discordant - if the immunity runs out, you’d expect people to get it again, but you’d therefore expect reinfection. We haven’t seen it, which means that we are not entirely certain how to measure immunity. These are all new tests and we are still learning.”

The hospitals utilize an electronic application for staff screening before reporting to work. Is this something that could be adopted for SPS?

SPS is going to look into this option for staff and will be providing communications, training, and supplies (if needed) for families.

Will SPS be taking student temperatures upon arrival at school?

Parents or guardians of students will be asked to do a wellness check on their children before they leave the house to ensure that they are symptom free, including checking their temperature. If a child has any of the symptoms mentioned above, they must be kept at home. The family should also contact their health care provider. It is not recommended that schools use temperature checks upon arrival because of the inaccuracy of this screen.

Questions about masks for students

Will students in preK-3 be required to wear a mask?

When used consistently and correctly, combined with other risk reduction strategies, the use of masks or cloth face coverings may prevent the transmission of COVID-19 (CDC, 2020). Salem Public Schools will require masks for everyone, including students in grades K-12 and teachers. ***Masks or cloth facial coverings will be required of all individuals, adults and students,*** including teachers, paraeducators, students, nursing staff, central offices, food services, transportation, buildings and grounds, and essential visitors in Salem Public School (SPS)

<https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

buildings at all times. Please note, this includes students in kindergarten and first grade, in line with the CDC guidelines and going beyond the DESE guidelines.

All SPS staff will be provided information on [How to Safely Wear and Take Off a Cloth Face Covering](#). There will be planned mask breaks during the day, during which students will be at least six feet away from each other, and possibly further. There will be plans for where these breaks can take place both indoors and outdoors.

It is incredibly important for every member of the Salem community to take personal responsibility for safety. It is important that parents help SPS communicate this responsibility and help students acclimate to wearing their masks for extended periods, as students are reporting increased levels of comfort (and reduced focus on this new requirement) over time. If students do not have masks, SPS will be able to provide masks for them. It is also recommended that parents send at least one additional mask to school with students in their backpacks, should there be a need for a student to change their mask during the day.

What will mask rules look like during recess?

The risk of spreading COVID-19 is substantially lower outside. The rules for whether students are wearing masks during recess will be made on a school-by-school basis depending on the individual schools' facilities. It is likely that recess will incorporate at least some amount of mask break time at all elementary schools.

How will the mask requirements be enforced?

This summer in summer school, the mask requirement has largely not been an issue as there have been clear expectations and training for all staff and students. This year, this is a collective responsibility of the community, including all students and staff. SPS has developed training for all staff prior to the opening of school, and staff will communicate the protocols with students. If there are individual instances of students who have difficulty adhering to these requirements, they will be and will be managed on an individual basis, including outreach to families, to reinforce this expectation.

If a child has a health condition and can't wear a mask, will they be required to?

Although it is highly recommended that all families explore the feasibility of wearing a mask, state regulations do not require students with health conditions to wear a mask. If families have questions, please reach out to the school nurse or Charlene Moske-Weber, PhD RN, the Director of Nursing and Health Services (cmoskeweber@salemk12.org), for individual questions. Students who are unable to wear a mask can explore alternative protective options, such as a face shield. The best way to mitigate the risk of spreading COVID-19 is to have universal source containment, meaning everyone in every room is wearing a mask.

Has the district already purchased masks for students who don't have one?

Yes, the district has already purchased over 5,000 student masks, and will order more in August depending on updated responses from families regarding students' plans to return in-person.

Should students who have conditions like asthma, who demonstrate frequent covid symptoms but not covid, participate in in-person school?

The decision for whether students return to school in-person is one for every family to make individually based on your personal situation. We encourage families who have questions to reach out to your school nurse or Charlene Moske-Weber, PhD RN, the Director of Nursing and Health Services (cmoskeweber@salemk12.org), if you would like support exploring your options. All students have the option of participating in remote learning with Salem Public Schools teachers at all grade levels.

If students sneeze or otherwise soil their masks, do they have to be disposed in a biohazard safe way?

No. Students are able to appropriately take off their mask and put on a new mask. Masks can be placed into plastic bags or trash bags after use. If the mask is reusable, it should be put in a plastic bag and taken home to be cleaned. If it is disposable, it can be thrown away. Students will be asked to bring backup masks with them in their backpack, and SPS will have supplies of extra masks to provide students if needed.

Questions about staffing and staff safety protocols

Were staff consulted in the creation of this plan?

Yes. Staff, including teachers, coaches, paraprofessionals, and other employees, were integral to the creation of this plan. Over fifty educators participated in focus groups, over a dozen educators were key members of the Reopening Task Force subcommittees, there have now been two town halls with hundreds of questions answered, there has been consistent communication with both union and school leadership, and there was a staff survey to which 645 staff responded, representing 60% of the district's staff. While more engagement is always better, the district planning team listened closely to the input, ideas, and feedback of staff throughout the planning process.

How will those teaching remotely be held accountable for their time?

SPS believes staff are professionals who work in the best interest of their students each day. We also know that this fall, remote learning will look different than the different expectations established during the crisis response. Many teachers worked incredibly hard to meet student needs during this time, and SPS expects that teachers will continue to be responsible professionals to meet the expectations for learning this fall. SPS is also working to develop specific guidance by grade level for remote learning in grades 4-12 that will include clear expectations for how staff will meet the expectations for teaching and instruction. This guidance will include expectations for the amount of time per week that each class will have synchronous (live) learning and asynchronous (anytime) learning. The result will be that staff will have a clear daily (grades preK-8) or weekly (grades 9-12) schedule of when classes will meet, expectations

for small group or individual check-ins with students, expectations for student feedback, and other elements as developed.

Are you recommending that teachers should be wearing the same PPE as medical people?

The medical professionals advising SPS recommend that teachers wear cloth or non-surgical masks, and SPS offers the option to also wear face shields provided by the district. Higher levels of PPE, including N95 masks, are only needed in certain situations, such as for nurses or adults who work with specific populations of children for whom hand hygiene or physical contact is necessary.

Do you recommend teachers taking breaks away from the students regularly or maybe recommending a shorter school day?

SPS is recommending a shortened school day. If the plan is approved, SPS will work to release the details of the school day in the next one to two weeks as we finalize the logistics at all schools.

How are staff who have children in grades 4-12 or children in other districts supposed to manage childcare and teaching responsibilities?

SPS is working to support our staff, including utilizing the school committee policy that allows staff to transfer their students to SPS and/or creating in-person supervised options through SPS or partners. For staff with students in grades 4-12, we will work to support your students as part of The Hub - Connects program, creating in-person learning opportunities for your students. SPS hopes to reach out to staff in the following week to survey staff needs to address this potential gap as different districts have different approaches to reopening.

How will paraprofessionals be affected, including one-to-one paras?

Our paraprofessionals play a key role in supporting the learning of our students. SPS anticipates training paraprofessionals to support students to receive their individualized supports, although this may look different in different cases. For some, this may be enabling a student who is remote to participate in a substantially separate classroom's lessons during the day. For others, this may include doing small group work or individualized support to meet students' individualized education plans. Depending on students' individual schedules, as is the case with teachers, paraprofessionals may be asked to provide a combination of in-person and remote support in order to meet the learning needs of the students and specialized programs in school, and will be informed of these needs as soon as possible.

I completed the high risk survey. When will I be contacted by HC?

Our HC team is working to identify the flexibilities and options available to educators, but this has been dependent on the plan adopted by the district and potential negotiations with the union. As a result, the HC is working through responding to this survey as possible, and will reach pending plan approval and identification of options that exist for our staff.

Questions about cleaning and facilities

What is the protocol for cleaning and disinfecting? (Guidance from DESE to be followed)

Although it is not the main way the virus spreads, it may be possible for an individual to get COVID-19 by touching an object that is contaminated and then touching their own mouth, nose or possibly eyes.¹⁵ Ensure facilities are properly cleaned and disinfected each day following the guidelines below:

- **Frequency:** Cleaning and disinfecting should occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) cleaning and disinfecting should occur three to four times per day and/or between uses.
 - **Desks:** Desks should be cleaned at least daily. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks must take place between classes and before and after meals. Cleaning of desks can be done by students or custodial staff. Carefully choose disinfectant solutions that require a short dwell or drying time and are appropriate with food surfaces.
 - **Electronics:** Consider putting a flat, wipeable cover on electronics that are difficult to clean (e.g., keyboards). Follow manufacturer's instruction to determine the appropriate disinfectant solution and how to properly clean and disinfect. If there is no guidance, use alcohol-based wipes or sprays containing at least 60 percent ethanol or 70 percent isopropanol.¹⁶ If shared, electronics must be cleaned between use by students or custodial staff.
 - **Outdoor play areas:** High-touch surfaces made of plastic or metal should be cleaned and disinfected at least daily or between use by custodial staff.
- **Responsibility:** Dedicated custodial staff should handle all disinfection requiring chemicals for facilities (e.g., classrooms, bathrooms, mask break areas) and high-touch objects (e.g., door handles, light switches, water fountains). For other surfaces, determine cleaning responsibility on a case-by-case basis. For shared and high-touch items such as desks, cleaning responsibility may be shared by students, if the task is age appropriate and safe.

How can we be assured that supplies will last when this has been an area of concern in the past?

The district has already purchased significant quantities of cleaning supplies, including, for example, 2,000 gallons of hand sanitizer and 4,800 packages of sanitizing wipes. A significant portion of the first CARES Act budget was set aside to purchase PPE and supplies. While

¹⁵ CDC. (2020). Considerations for Schools. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

¹⁶ CDC (2020). How to clean and disinfect. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

supply chains have been challenging, backup options have been identified and secured to ensure that the district does not run out of any key supplies. This purchasing will happen continuously throughout the year to ensure there is significant stock of each key item, including hand soap, hand sanitizer, sanitizing wipes, and cleaning supplies.

Not all classrooms have sinks for hand washing. How will hand washing be possible?

Each school is working to implement the guidance on washing hands, as we know hand hygiene is a critical factor in limiting the spread of COVID-19. If sinks are not available, sufficient supplies of hand sanitizer will be available for each classroom.

It has been mentioned that SPS is assessing and upgrading the HVAC systems. When will these results be available?

An initial assessment has been conducted in order to bring on board LeftField, a project management firm that will conduct the assessments and improvements. Any indication that SPS will not be able to finish any necessary improvements will impact reopening plans should that become an issue. As of the recommendation of this plan, SPS believes it will be able to address the concerns.

What steps have already been taken with regards to the HVAC systems?

All HVAC filters have been or will be cleaned and changed. In addition, all systems have been switched to ensure they pull outdoor air and do not recirculate air inside the buildings. All roof top heating/air-condition units will be serviced, including installing new belts. All roof top exhaust fans will be tested and serviced by our mechanical provider. The systems will also be programmed to run in advance of building occupancy to ensure fresh air throughout all of the buildings.

What are the guidelines for bathrooms?

The CDC does not provide any restrictions on the use of public toilets. As usual, face coverings, strict physical distancing and hand washing are required in bathrooms. However, in SPS, bathrooms should be monitored by staff in the younger grades so that social distancing and hand washing are maintained. To minimize traffic in bathrooms, every other stall and sink has been closed to use. For ventilation, windows in bathrooms should remain open. The custodial staff has also increased the regularity of disinfection routines, including cleaning bathrooms during the course of the day.

Future sections to be updated as FAQ is expanded:

- Timeline and benchmarks
- After school / child care
- Transportation
- Recommendations for families to support remote learning



Salem Returns

Reopening Plan

August 6, 2020



“Here is the dilemma for those of us who care about equity, social justice, and science: there are (at least) two competing justice issues on the table — the risk of not having school for the students most marginalized, and the risk of schools spreading a deadly disease to the students and families [and staff] who are most marginalized. Choosing to address one inherently worsens the other.”

- Shayla R. Griffin, PhD, MSW

Our core values are woven throughout the recommended plan



Wellness

- Responsive to the most up-to-date **science** on COVID-19 & the impacts of remote learning on children
- Integrates the highest levels of **safety precautions** for adults and students



Equity

- Every effort made to create an **intentional plan** to meet student needs
- The recommended plan is **different for different ages and student groups** driven by student need



Community

- **Extensive feedback** and iteration with the community to integrate diverse perspectives
- Plan relies on **community vigilance** to minimize the spread of the virus in and out of schools



Flexibility

- Plan strives to **open in the best way possible while planning for disruption and change**
- Plan seeks to **build the foundation** of relationships and skills to ensure effectiveness in times of change

We have solicited significant feedback and engaged across all stakeholder groups

Surveys

3454 Survey Responses



- **Family Survey:** 56% of the district represented with over 1500 responses
- **Staff survey:** 645 responses representing all groups

- **Remote Learning Survey:**
 - 706 families
 - 382 educators
 - 227 students

Salem Returns Task Force

Focus Groups

54 educators



- 19 elementary teachers
- 13 secondary teachers
- 22 non-teaching staff

Town Halls

3 Town Halls



- Families with Mayor Driscoll (7/9):
 - 122 attendees
 - 2200 stream views
- Teachers on 7/27
- Students on 7/28 with 30 participants

Facebook Live

Over 10,000 views



- 5 Wednesday sessions to date in English & Spanish
- ~100 live viewers each w/ comments & questions
- 1200-3300 views each

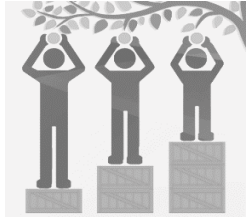
Virtual Meet & Greets

~50 families

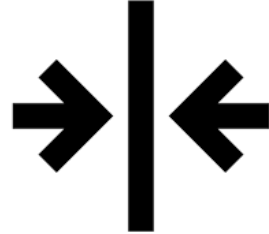


- Nine completed to date, including one for Portuguese families
- Upcoming opportunity focused on families of English Learners

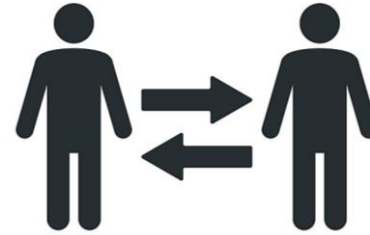
We have incorporated and adjusted the plan to reflect both science and stakeholder feedback



Focus on **equity** resonates



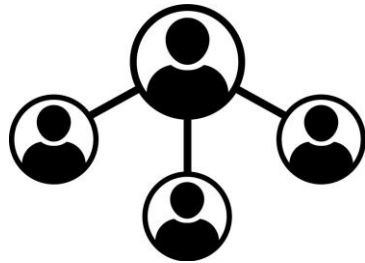
Hybrid may **compromise** on too much



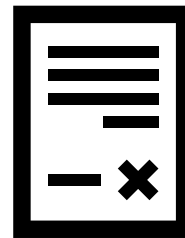
Intentional in-person time



Be prepared to go remote



Concern about **multiple cohorts**



Get **specific** about safety details



Address **HVAC** and facilities concerns

This process enabled us to establish key design principles that ground our plan

Examine what
is possible

Solicit & incorporate
feedback, science,
core values and
priorities

Design Principles

- **Focus on equity**
- **Ensure safety**
- **Empower students**
- **Build relationships**
- **Maximize learning opportunities**
- **Recognize the unique needs of our youngest students**

This plan weighs the overall impact of in-person and remote learning for different grade levels...



Wellness



Older Students

In-person

- Potentially **greater risk to spread COVID-19** amongst older students
- Greater **negative impact on in-person experience** when implementing stronger safety precautions (e.g., stable cohorts, limited transitions)

Remote

- Greater **ability to access remote** instruction
- Necessary baseline knowledge to **engage online** & increased ability to differentiate
- **Social isolation** is still a real concern



Younger Students

In-person

- The foundational years (including **learning to read and socialization**) are critical for lifetime access to learning
- The youngest students are believed to be at **lower risk for spreading COVID-19**

Remote

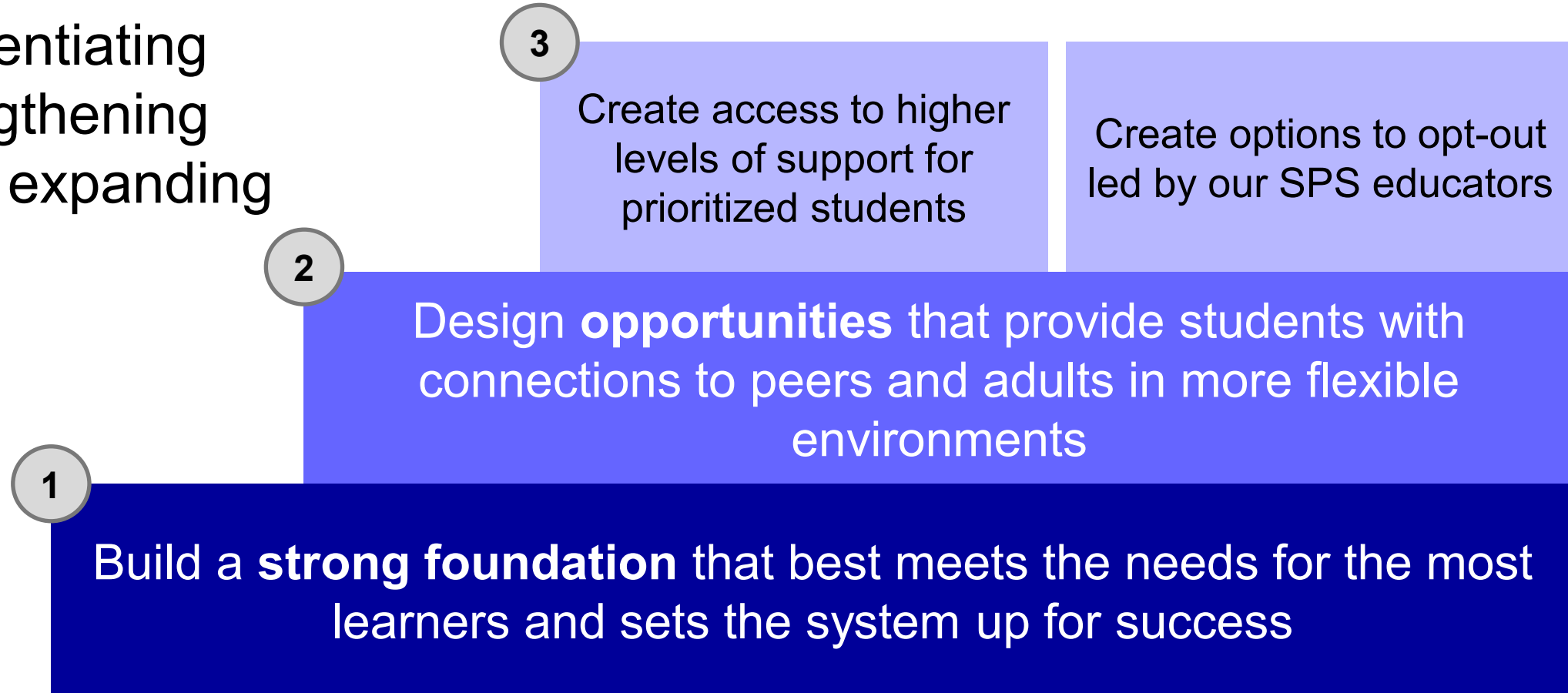
- Accessing remote learning is **difficult for most** young learners
- Not being in school can lead to **increased risks** and requirements for childcare & learning support for the youngest students

...and seeks to create equitable options that meet the needs of all learners



Equity

Design the system students need by differentiating options, strengthening supports, and expanding opportunities



Salem Returns: Overview

Grades 4-12

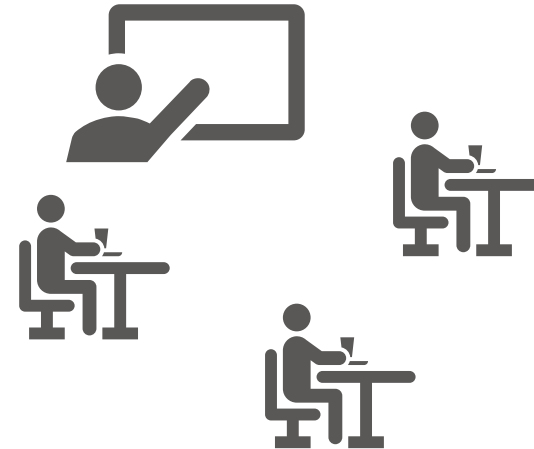


**Foundation:
Remote
Instruction**

The Hub: Connects
In-person connecting
activities open to all

The Hub: Labs
In-person learning
labs for prioritized
students

Grades preK-3



**Foundation:
In-person
Instruction**

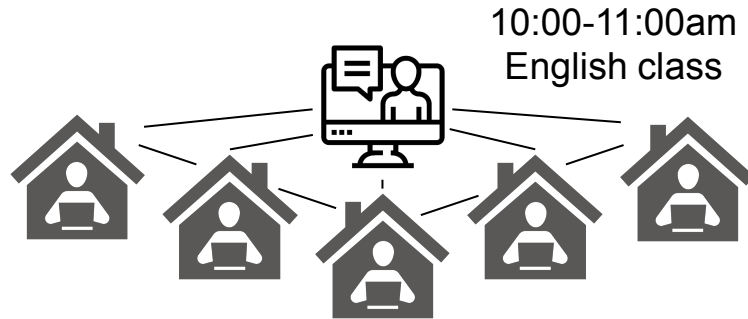
The Hub: Connects
In-person connecting
activities open to all

SPS Remote:
Opt-in remote
learning with SPS
teachers

Salem Returns: Grades 4-12 – Remote instruction with “The Hub” supports to address student needs

Foundation of Remote Instruction

Synchronous (Live) Learning



Asynchronous (Anytime) Learning

Student A

Student B

Student C



6:30-8:30am

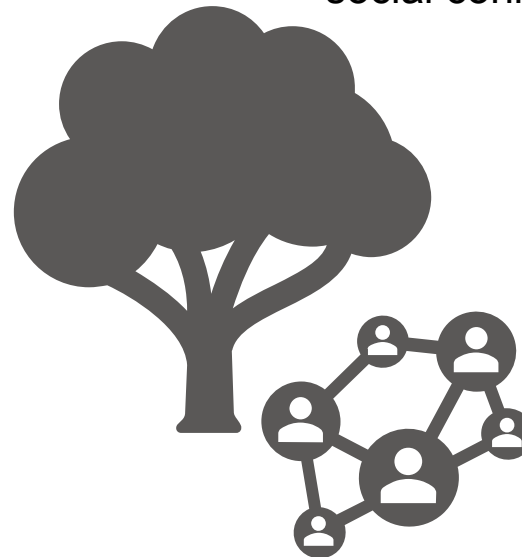
7:00-9:00pm

2:30-4:30pm

The Hub: Connects

**Ex: Freshman Fridays
(1-2pm)**

10 students & one teacher meet to build relationships and create social connection



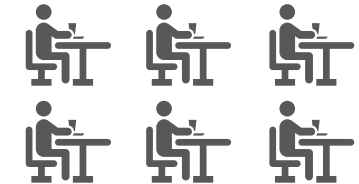
The Hub: Labs

(including NLIS & Prep)

“Remote onsite”



Adult support for students



10:00am-12:00noon

Virtual small group learning from inside an SPS classroom

Differentiated supports



In-person individual or small group supports – academic interventions, therapies, etc.

Remote instruction will be more engaging and more rigorous for students and staff

From crisis
to engagement
& empowerment

- **170 Student days**
- **Annual time on learning**
 - 850 hours for elementary schools
 - 935 hours for secondary schools
- **Full days of teaching**
 - More synchronous learning and small group work
- **Every adult as an advisor**
- **Grading**
- **Attendance**
 - For both remote and in-person models
 - Required reporting to DESE

Salem Returns: Grades preK-3 – Intentional in-person instruction to prepare students for success

Foundation of In-person Instruction

Flexible Learning



Small groups in flexible spaces that enable quality in-person instruction while maintaining proper distances

“Tech Time”

Integrate remote learning tools to ensure students learn how to use the tech platforms



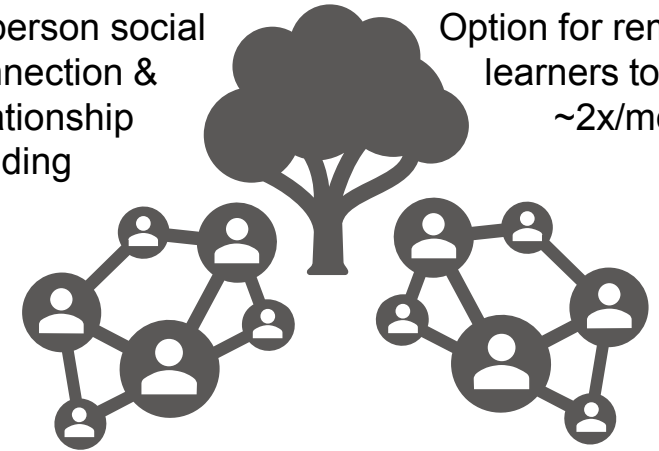
Clear purpose for in-person instruction:

- 1. Build relationships** to support students’ social-emotional development, trust, and connection to school
- 2. Build foundational skills,** meaningful interactions, and authentic engagement to empower our youngest learners
- 3. Learn to use the technology** to ensure effective remote instruction when necessary and minimize loss of learning time

The Hub: Connects

In-person social connection & relationship building

Option for remote learners to join ~2x/month



SPS Remote Option

- SPS teacher-led remote instruction
- Full daily schedule with synchronous (live) and asynchronous (anytime) lessons, and high expectations for students and teachers
- Teacher may not be from assigned school



SPS will examine flexibilities to support elementary schools and families of young children

Additional Space

- Ensure **adequate flexible spaces** for small group instruction
- Explore options at Collins & SHS

Additional Supervision

- Explore expanding “**remote onsite**”
- Explore options to support **children of Salem educators**

Maintaining Cohorts

- Work with partners to provide extended day and **maximize ability to maintain student cohorts** to minimize exposure

The equitable options continue to prioritize groups of students based on need



Equity

1. Remote learning posed a significant challenge for many students particularly those for whom school was not effectively meeting their diverse needs prior to the school closure.
2. Gaps in learning widened for students who were already behind academically.
3. For some students, social emotional, mental health and safety needs intensified or began to surface over the remote learning period this spring due to social isolation and other factors beyond their control.
4. Some households do not have access to internet connectivity, others have unstable internet access, and some households have children sharing single devices.
5. Remote learning was particularly difficult for diverse learners including English learners, students with disabilities, children experiencing homelessness, and students in early elementary grades.

Prioritized Groups	
<i>Tier 1</i>	<ul style="list-style-type: none"> • Newcomers & Beginner ELs—Levels 1 & 2 • Students in sub-separate special education classrooms • Students who are experiencing homelessness or living in foster care • Students in early grades: PK, K, Gr.1-3 • Students living in households with limited or unreliable internet access
<i>Tier 2</i>	<ul style="list-style-type: none"> • Students in transition grades: Gr. 6, Gr. 9 • Students who are significantly behind academically (as defined by DESE)
<i>Tier 3</i>	<ul style="list-style-type: none"> • School-based recommendations for parents of children who struggled within the remote learning model to opt-in to group A (as possible, based on capacity for safe learning environments)
<i>Tier 4</i>	<ul style="list-style-type: none"> • Option for families who believe in-person would be more effective, including siblings (as possible, based on capacity)

Note: Exploring special provisions for students whose parents are educators and Salem residents.

Salem Returns: Purposeful calendar changes will also better prepare our system and build in flexibility



Proposed Changes

- **Increase teacher professional development** days before school starts from 4 to 11 for training & planning
- **School starts** Monday September 14 for Grades 1-12
 - School starts Wednesday Sept. 16 for preK-K
- Add **new “November Break”** to collect feedback and integrate changes, including planning for colder weather & teacher PD time:
 - Students off 11/2-11/6
 - Teachers off 11/2-11/3
 - Teacher PD days 11/4-11/6
- Opportunity for families to **select new choice** at November Break

Proposed New Fall Calendar

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

To ensure safety, SPS has instituted risk mitigation strategies and facilities improvements...



Improved Air Systems

- All filters replaced
- Full assessment of all systems complete
- Improvements scheduled to ensure fully functioning systems
- Supplemental HEPA air filters ordered for additional support



Strong Protocols

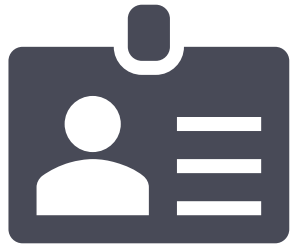
- Partnering with experts, Salem Board of Health, and following guidance across all protocols
- Implementing adult protocols to ensure minimization of gathering
- Ensuring adequate cleaning routines & supplies



Outdoor Spaces

- Committed \$5K/school for outdoor spaces, with potential to increase if promised additional funds are confirmed
- Identifying additional city spaces to support The Hub – Connects activities

...And plans to ensure the supports and policies are in place to



COVID Coordinators

- School-based coordinator to lead response and manage oversight of risk mitigation strategies
- Strong lines of communication from schools to both families and across the district



Board of Health

- SPS will defer to Board of Health for guidance when DESE and public health are not aligned:
 - Requiring 6ft of distance
 - Protocols for returning to school if known exposure (currently under review)



Benchmark Metrics

- If not released imminently by DESE, SPS will partner with City Hall and Board of Health to establish key health metrics
- Salem falls within the “reopening” metrics for states that have established these benchmarks¹

What's next:



- Continue to carefully monitor to ensure infection and transmission rates of COVID-19 are under control in Salem and surrounding communities



- Ensure our safety plans, supplies, and building adaptations meet all guidance and standards established by DESE and Salem Board of Health



- Establish and implement reasonable HR policies supporting employee health and safety



- Develop & agree to an MOU with union partners

Appendix

Salem Returns: Grades 4-12 – Remote instruction with “The Hub” supports to address student needs

Foundation of Remote Instruction

Intentional Lesson Plans & Schedules:

Synchronous (Live) Learning:

Scheduled small or whole group zoom-based engagement (e.g., discussions)

Asynchronous (Anytime) Learning:

Flexible, pre-recorded videos and independent work on students’ schedule

Implementing Lessons from Remote Learning 2.0:

- **Single Sign-on:** Launching all learning from one central site and increasing ease of access
- **Focus on engagement:** Moving beyond log-in and completion to ensure rigorous learning for all students with higher expectations for students and educators
- **Clear policies and practices:** Ensuring credit-bearing courses with attendance & grading
- **Revised daily schedule:** More frequent live (synchronous) & small group instruction
- **Remote SEL supports:** Ensuring all students have access to social-emotional supports and counseling, enabled through technology to limit exposure

The Hub: Connects: Outdoor, in-person small-group advisory (CREW) focused on connection and available to all students at least once/week*

The Hub: Labs: In-person supports for prioritized students, including New Liberty Innovation School & Salem Prep

“Remote onsite:” Virtual small group learning at school w/ accountability for students to access remote learning

Differentiated supports: Access to small group or personalized instructional supports, interventions, services and therapies

- **Small Groups:** Students in consistent small cohorts (≤15)
- **Shortened day:** ~9am-2pm with breakfast/lunch
- **Safety:** 6’ distance, masks required, strict health & safety protocols on gathering

Salem Returns: Grades preK-3 – Intentional in-person instruction to prepare students for success



Foundation of In-person Instruction

Elements of the Day

Flexible Learning: Utilize flexible and outdoor spaces to enable foundational instruction focused on literacy & math

Tech-Time: Integrate remote learning platforms into the classroom to teach students the tech (students at desks)

Breakfast & Lunch

Recess

Remote Specials: Slightly shorter school day for remote, asynchronous specials

Staffing:

Class size: ~16 students per class

Student:teacher ratios ~1:10

Consistent cohorts for students and adults

Flexible Staffing: Staff may be reassigned to support small cohorts; safety will be the priority

Safety:

Masks for all + face shields available for teachers; see-through masks available

Adequate PPE (N95) provided as-needed & for teachers of certain student populations

Health checks

Strict protocols for maintaining distance

Details:

Start & End Times: Depending on in-person enrollment & transportation logistics, we may have to adjust start & end times w/ the potential for staggered starts

After school: SPS is working with partners and exploring options for extended-day

Flexible staffing: Staff may be reassigned to support team teaching and small cohorts; safety will be the priority

The Hub: Connects – Create outdoor activities open to all students (including remote) by grade level at least twice per month*

Opt-in remote instruction: For families who wish to remain remote, opt-in to a remote classroom led by a Salem teacher (not DESE)

*At this time, The Hub: Connects elementary activities will likely occur during the day and we cannot guarantee transportation

Salem Returns

Our Plan for Student Learning in 2020-21



Superintendent's Message

Dear Salem community,

I am pleased to share our reopening plan for the 2020-21 school year. This plan represents our recommendation for returning Salem Public School children to school this fall. Over the last two months, the Salem Returns Reopening Task Force has engaged teachers, support staff, health professionals, building leaders and district administrators in ongoing discussions about a safe and educationally sound approach to welcoming our students and staff back to school after the life altering COVID-19 pandemic. As a group, we have weighed the academic, social and emotional needs of students with important health and wellness considerations for staff and children. In doing so, we examined scientific/medical research, analyzed parent and staff survey results, reviewed Department of Education (DESE) guidance, conducted assessments of our facilities (capacity, HVAC and outdoor spaces), explored learning managements systems and carefully studied our school-based routines and operations. The efforts of the task force were supplemented by information received from family, teacher and student town halls, staff focus groups, weekly Facebook Live sessions, meet and greets with parents and regular meetings with school leaders.

The input collected helped to inform our July 31st submission to the Department of Education detailing the feasibility of SPS providing remote, in-person and hybrid instruction to students. We put forth a plan for each option and shared this thinking with the School Committee during their July 29th meeting. In developing this multi-pronged plan, it allowed us to weigh the overall impact of in-person and remote learning for different grades levels. Ultimately, we decided to make a nuanced recommendation based on the unique needs of the Salem Public Schools community and the latest information from medical professionals. We believe that this proposal offers us the best opportunity to uphold our district vision and commitment that all students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world. We are recommending that the majority of our students return to school learning remotely. Specifically, we believe that our older students (grades 4-12):

- Potentially have greater risk to spread COVID-19;
- Are more negatively impacted by an in-person experience when implementing stronger safety precautions (e.g., stable cohorts, limited transitions);
- Have a greater ability to access remote instruction;
- Possess the necessary baseline knowledge to engage online and individualize their learning.

Given that social isolation remains a real concern with this model, we are planning to offer in-person, small group connecting activities (hopefully outside) for these students at least once a week. Additionally, we are committed to offering prioritized students the opportunity to receive on-site support (hubs) with remote learning and individual interventions/supports.

With our youngest students (PreK-grade 3), we are recommending an in-person learning experience for the following reasons:

- The foundational years (including learning to read and socialization) are critical for lifetime access to learning;
- The youngest students are believed to be at lower risk for spreading COVID-19;

- Accessing remote learning is difficult for most young learners;
- Not being in school can lead to increased risks and requirements for childcare & learning support for the youngest students.

A child or family that presents as high risk or is uncomfortable with in person learning will have the option of selecting a remote experience led by a Salem Public Schools educator.

In an effort to assess our progress, we have established a new November break for students during the first week of the month to allow us to evaluate the effectiveness of and make adjustments to our reopening plan. It is important that we build in time to pivot based on educational impact and the trajectory of the virus.

I believe that this plan puts into practice our core values of wellness, equity, community, and flexibility with a thoughtful approach to reopening. We look forward to working closely with families, students, staff and SPS union leadership in order to thoughtfully reopen school. Over the next few weeks, we will be sharing even more detailed information about bussing, student schedules, instructional delivery models, technology and school-based safety routines and protocols. Please know that there will be multiple opportunities for the SPS community to provide additional feedback, ask questions about our plan and to learn more about what school will look like in the fall. We appreciate your patience and flexibility as we prepare to resume learning in Salem this September. Thank you for your unwavering dedication and commitment to the children of our city.

In partnership,



Dr. Stephen K. Zrike Jr.
Superintendent, Salem Public Schools

Acknowledgements

This plan could never have been the work of one person or one team. It has been a collaborative effort by many. We would like to thank the following groups for the time and effort they have given us since the close of schools in March to collaborate and be contributors in both thought and action to the reopening plan.

Salem School Committee

Mayor Kimberly Driscoll, Mary Manning, Amanda Campbell, Manny Cruz, James Fleming, Ana Nuncio, Dr. Kristin Pangallo

Salem Public Schools Staff

Executive Team

Dr. Stephen Zrike - Superintendent, Kate Carbone – Assistant Superintendent, Deborah Connerty – Director of Pupil Services, Dr. Jill Conrad – Chief of Systems Management, Liz Polay-Wettengel – Chief of Public Relations, Kristin Shaver – Business Manager, Chelsea Banks – Senior Advisor to Salem Returns – Kathleen Smith - Interim Superintendent

Executive team support staff: Mindy Marino, Jensen Jacobsmeyer, Jennifer Gariepy

Principal Team

Dr. Ruben Carmona - Horace Mann Laboratory School, Nancy Charest - Early Childhood Center, Matt Condon - Collins Middle School, Brian Edmunds - Salem Prep High School, Bethann Jellison - Carlton Innovation School, Michael Lister - Saltonstall K-8 School, Dr. Samantha Meier - Salem High School, Elizabeth Rogers - Bentley Academy Innovation School, Leanne Smith - Witchcraft Heights Elementary School, Gavin Softic - Bates Elementary School, Jennifer Windsor - New Liberty Innovation School

Salem Board of Health

David Greenbaum, City of Salem Health Agent

Task Force Work Groups

Academics and Social Emotional Learning

Chair: Kate Carbone

Members: Jeanine Anderson, Matt Condon, Linda Farinelli, Scarlett Grandt, Samantha Meier, Laurie Mulsman, Amy Richardson, Leanne Smith, Kim Talbot, Julie Tapper, Scott Tombleson, Karen Tucker, Emily Ullman, Ellen Wingard

District Wide Operations

Chair: Kristin Shaver

Members: Deb Jeffers, Jasmin Tavaréz

Building Based Operations

Co-chairs: Ryan Monks & Michael Lister

Members: Elizabeth Golden, Scott Tombleson, Jane Morissey, Zissis Alepakis

Special Education Services

Chair: Deborah Connerty

Members: Sharon Rose Alterman, Elizabeth Beaver, Nancy Charest, Jennifer Doucette-Ly, Brian Edmunds, Linda Farinelli, Rosalie Nealon-O'Connell, Monique Osgood, Samantha Palamara, Christy Pryor, Alicia Smyrlan, Katherine Visci

Health and Wellness

Co-Chairs: Charlene Moske-Weber RN, David Greenbaum - Salem Board of Health

Members: Elaine Bombaci RN, Rebecca Smith RN

Human Resources and Staffing

Co-Chairs: Ann Berman, Dr. Jill Conrad

Members: Alicia Palmer, Dr. Ruben Carmona, Ben Chertok, Paula Geist, Lynne Mullen, Christine Pruski

Communications

Chair: Liz Polay-Wettengel - Chair

Members: Laura Assade, Manny Cruz, Jensen Jacobsmeyer, Arabelis Luciano, Joanne O'Keefe, Liz Rogers

Family Engagement

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Salem Returns: Our Plan for Student Learning in 2020-21

Introduction

The SalemReturns plan aims to design a system that meets all students' needs by differentiating options, strengthening supports, and expanding opportunities where safe and possible. Our plan was guided by and is anchored in our core values of wellness, equity, community, and flexibility. These values are woven throughout the plan.



Wellness

Everything is **grounded in ensuring the safety and wellbeing** of our students, staff, and families. We will be driven by the **science** and the needs of our students.



Equity

We need to **meet the needs of all our students, and those needs look different**. We are striving to create something that is even better than what existed before.



Community

We are **reopening together** – families, students, staff, and the broader Salem community. Our success depends on everyone doing their part.



Flexibility

External factors will influence us. We will work to **communicate** as clearly as possible because we know that this year will **include changes & require flexibility**.

In order for this work to be successful, this plan and every member of the broader Salem Public School community will need to hold these core values at the center of our work throughout this pandemic. We know that there is no simple choice, but we will work together to do our best to meet the needs of our students, which will require our community to come together while maintaining flexibility throughout the year until our world is able to move past this pandemic.

Our plan seeks to manage the multiple risks present across the options for reopening this fall, while also identifying ways to improve opportunities for the students of Salem. . First, we strive to balance the risks of COVID-19 with the risks to students, especially our most vulnerable, of not returning to school. Here, we ask ourselves, *How can we create safe ways to provide intentional and important access to in-person learning for these students?* We also strive to balance the opportunity to innovate and try new things with the opportunity to rely on what we know. Here, we ask ourselves, *Could this moment in time be a rare opportunity to discover new ways to better serve our students in Salem? How can we design a system that deepens learning for all students, even while in a pandemic?*

Indeed, SPS seeks to prioritize equity in our schools, prioritizing student needs and differentiating supports to ensure that the system better supports students who have been historically marginalized and underserved in Salem and across our country. We understand that the systemic racism woven into American society impacts our schools and our students, and we must take proactive steps to address and rectify this reality.

Further, SPS also seeks to unlock opportunities for personalized learning for every student in Salem. The rapid transition to remote learning last March included many challenges, but it also opened doors and built new skills for both our educators and students. SPS will build upon this foundation, and the ongoing work building standards-based instruction and grading, to go beyond differentiated instruction to personalized learning. To do so, SPS will launch work this year to collaboratively build the vision for personalization and create the base upon which the district can build over the next few years.

We have also attempted to strike a balance between multiple perspectives that have been shared with us over these last several weeks. While we did not always find consensus, especially across different stakeholder groups, we listened to, appreciated, and learned a lot

from all of the feedback. It helped make our plan stronger, though we know it still may not please everyone.

Finally, we have attempted to strike a good balance in terms of our reliance on recent medical research, expert scientific advice, as well as the data and statistics shared with us each day and week. Sifting through the constant flow of data and information that has come our way over the past several months has not been easy, but we have done our best to discern fact from fiction and rely on a solid foundational base of knowledge for our decisions. With the health and safety of all (students and staff) as our top priority, we are committed to continuing to understand the latest research and medical knowledge to guide us in making any adjustments, where necessary.

While the choices before all of us have not been easy and by some have been described as “no good options,” we do hope that our plan has achieved the right balance to advance learning for all students in Salem over the course of this year by thoughtfully designing a reopening plan while building the foundation for success should the world around us continue to change.

The Scientific Context

Wellness, the first core value of this plan, is grounded in science. Ongoing scientific research is rapidly expanding what we know about the novel coronavirus, SARS-CoV-2, and its associated disease, COVID-19. When operating at the edge of knowledge, scientific results may appear to conflict and uncertainties can be difficult to resolve. While science has been presented in textbooks as a set of unchanging facts, in reality emerging knowledge is a constantly shifting landscape. For this reason, Salem’s reopening plan relies on the expertise of those who are accustomed to exploring and successfully navigating this particular area of emerging knowledge. We must also be ready to draw upon our fourth core value, flexibility, to adapt and grow as our understanding of this disease deepens and solidifies.

Multiple independent experts and organizations have released guidance demonstrating that schools, particularly elementary schools, should reopen in areas with low community transmission of COVID-19 and that this can be done safely by implementing layers of risk reduction strategies [1–7].

There are **two competing risks** that we have to balance: the risks associated with COVID-19 and risks associated with not returning to in-person learning. Both of these risks are greatest for our most vulnerable students. In seeking to address these risks, we must first understand them.

Risks of COVID-19

The assessment of COVID-19 risks in schools is limited by how recently this virus appeared [8] and the subsequent school closures and lockdowns. The analyses and recommendations cited here [1, 2, 9–11] acknowledge these limitations and account for them in their analyses by examining cases where children had similar exposures as adults and/or where schools reopened. Additionally, risks are dependent on community transmission rates, which are currently low in Salem and the surrounding region.

Since the virus emerged last winter [8], the majority of children (ages 1-18) that contracted the virus did not develop COVID-19 symptoms or experienced only mild symptoms [2, 6]. While a

new inflammatory disease has been observed in a small number of children, this syndrome appears to be very rare and is treatable [2]. For context, Dr. Michael Osterholm pointed out that school during the pandemic cannot be made perfectly safe, but it can be made as safe as possible and safe in the context of everyday life [3].

While the risk of developing the disease is very low for children, their susceptibility to infection and ability to transmit the virus are less certain. It is clear that children can become infected with the virus and that they can transmit it to others [2]. However, there is growing evidence that children under 10 years old are less likely to become infected when exposed to the virus [1, 2, 9, 10] and susceptibility to infection increases with age [2, 9, 10]. Consistent with these observations, opening elementary schools did not increase the rates of COVID-19 in areas with low community transmission [11].

There is undeniable evidence that COVID-19 disproportionately hurts individuals from our Black, Latinx and low-income communities [12–16]. The injustices of systematic racism, implicit bias, and poverty confer an increased risk of becoming infected, developing disease, and experiencing poor outcomes from COVID-19 [13–15]. Although the age of students partially protects students from these impacts, their families may be in one or more high-risk categories.

Finally, we must consider the risks and benefits to the staff who occupy the buildings with the students. Since the risks associated with COVID-19 increase with age, school staff are at considerably higher risk than students [9, 10]. Returning to school buildings requires that we acknowledge this risk, and place particular focus on the safety of the adults in the buildings. During July 9 UCSF Grand Rounds, Dr. Naomi Bardach described how easy it was for adults to relax around safety standards as they become comfortable with this new environment [6]. With this in mind, interactions between adults, including parents and families during drop-off and pick-up, require careful consideration and planning.

Risks of Remote Learning

While it is relatively clear that there are health risks to returning to school buildings during the pandemic, we also must consider the health risks of NOT returning to the school buildings. When children are out of school they are at increased risk for physical and mental health challenges, including (but not limited to) abuse, neglect, malnutrition, obesity, social isolation, and depression [17–19]. Further, with students' increased online presence, there is more opportunity for exploitation through the internet [20]. These health and wellness risks are well characterized, well understood, and demonstrate that remote-learning is not a zero-risk solution.

Additionally, there is substantial evidence that remote-learning most negatively impacts students for whom our educational system already did not serve well, including low-income, Black and Latinx students [1]. We must also consider differences by grade level, as remote-learning is particularly challenging in elementary school and placing students into small, non-mixing cohorts can easily be accommodated at the elementary level. Thus, many school reopening guidelines prioritize in-person learning for the youngest learners and students with academic and social-emotional vulnerabilities [1, 2, 21].

Reducing Risk

Regular, rapid, inexpensive testing available to all in our school community would allow infected individuals to self-quarantine [22] and radically reduce the risk of having an infected person in a

building. This is not available in the United States at this time, despite the existence of the required technology. Our state leaders should be advocating for and making this type of testing available to all schools to enable a full reopening.

We must rely on layering of risk reduction strategies: small and stable cohorts, face coverings, physical distancing, handwashing, symptom screening, good ventilation, and cleaning and disinfecting surfaces [1, 6, 21, 23]. These strategies all stem from the way that respiratory viruses spread between individuals.

Transmission of respiratory viruses typically occur through respiratory droplets that are inhaled or which fall and contaminate surfaces. SARS-CoV-2 is easily transmitted between people who are in close proximity to each other [24]. There is growing evidence that aerosols, which are the smallest respiratory droplets and can remain suspended in the air for minutes to hours, are an important transmission pathway [25, 26]. This pathway is particularly important in indoor environments: the risks associated with this aerosol transmission increase with the number of people and the length of time that they are gathered in an enclosed environment [26].

Face coverings, or masks, prevent respiratory droplets from spreading into the air and are critical in reducing the risk of transmission for COVID-19 [27]. Given the new scientific recommendations on aerosols, and knowing that preschoolers have been successfully wearing masks all spring in emergency childcare settings [28], it is appropriate to require face coverings for all students [1, 4, 6, 7].

In addition to face coverings, physical distancing and increasing ventilation are also effective strategies to reduce exposure to small respiratory droplets. HVAC systems should adhere to standards from the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE), which have been updated for SARS-CoV-2 [29]. Outdoor spaces are substantially safer than indoor spaces [1, 30]; such spaces can be used for instruction and could be particularly valuable for reducing risk when students and staff have their masks off for eating lunch.

We must carefully consider how many people enter a classroom space and our school buildings. Although guidelines from the Department of Elementary and Secondary Education allow for as many people as can maintain adequate distancing, the best practices of public health and suggest that smaller cohorts of students will be safer [31], which is consistent with the experience of other countries who have successfully reopened schools during this pandemic [11].

Checkpoints

This plan is built upon our best understanding of the virus and the current context of its spread in Salem. However, it is essential that we both maintain vigilance in mitigating the risk of spread *and* establish clear benchmarks in anticipation of the need to pivot.

Increased community transmission

If the rate of community transmission increases substantially, we will need to shift more students to full remote-learning. Given that we are already using masks, engineering controls, and sanitization, the only available option is decreasing the number of individuals that gather in a space. This would protect those who need in-person learning and childcare, and those who

provide the necessary in-person services. Thresholds for when this shift should occur have not yet been set by the Department of Elementary and Secondary Education, but the state of Minnesota did release such guidance [32]. If they are not released imminently, SPS will work with the City of Salem and the Salem Board of Health to establish our own.

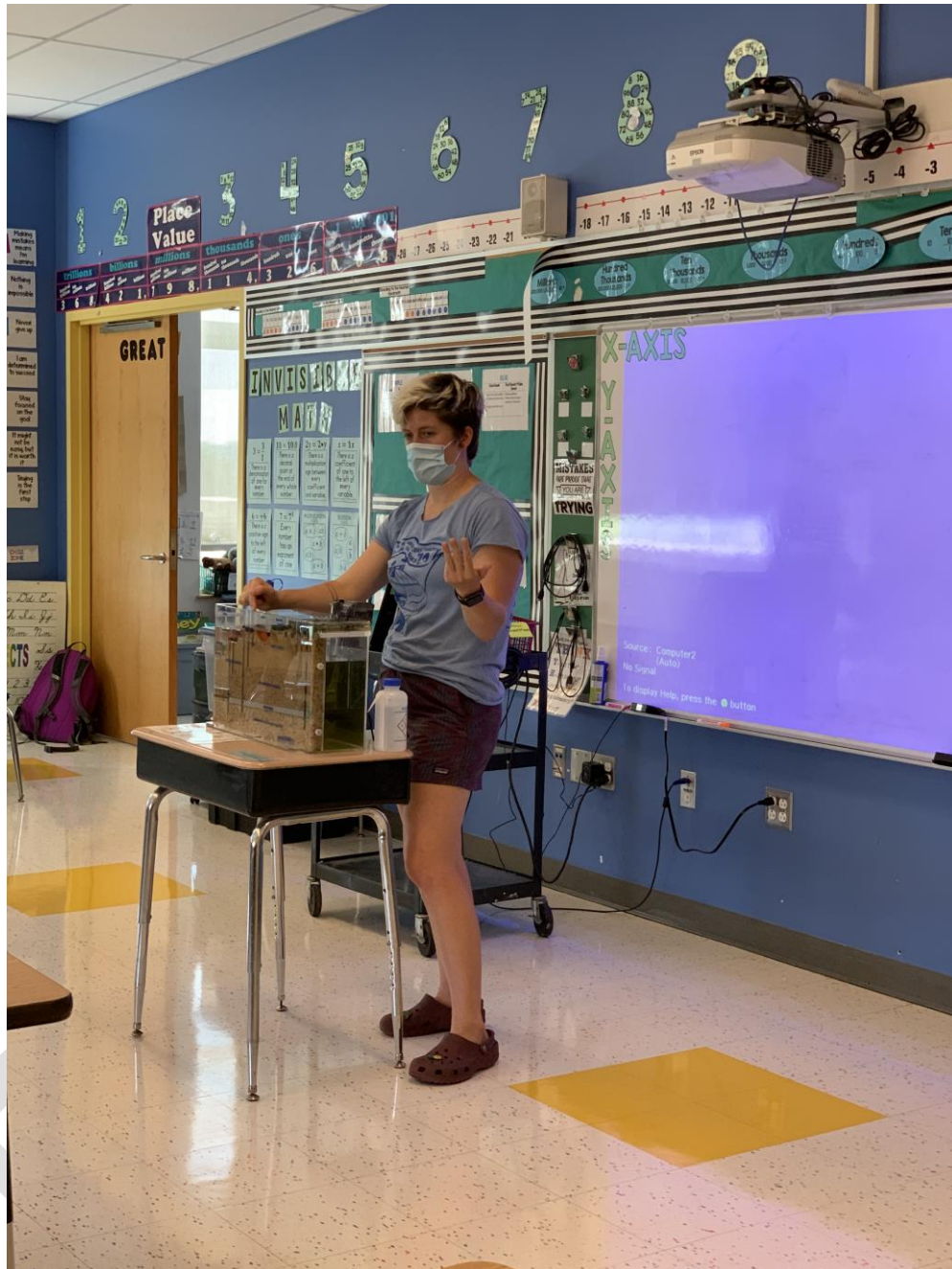
Increased testing

If testing increases, we may be able to fully open all school buildings for a regular school schedule. By regularly testing individuals, we can identify infectious individuals early and prevent transmission to others.

Changes in our understanding of the virus in children

Ultimately, the virus may be more dangerous and transmissible in young children than previously thought. This evolving science may require a change in this plan, including the need to reassess the proposed differences between elementary and secondary education.

References for this section can be found in Appendix A



Communications and Stakeholder Feedback

Throughout the closure period, Salem Public Schools ramped up communications with stakeholders to keep them informed and updated. This included the building of SalemLearns.org, available in English, Spanish, and Portuguese which served as the hub of communication for remote learning plans during the spring. In addition, we utilize the blackboard notification system to distribute communication and updates via phone calls, email, and texts in multiple languages. We use our website and social media platforms to enhance our reach to distribute messages. Weekly newsletters were implemented and will continue to distribute important information to all stakeholders.

In addition to traditional communications strategies we have also increased opportunities for two-way communication with district leadership and included several methods for seeking stakeholder feedback on the topic of reopening.

- **Two-way conversations** with Superintendent Zrike have also been at the core of our communications values beginning on July 1st (corresponding with his start date in the district). Weekly Facebook Live sessions in English and Spanish provide updates and the opportunity to answer questions occur every Wednesday. We also host weekly small group Meet and greets with families to listen to concerns, ideas, and questions.
- **Town Hall style meetings** have been conducted with several stakeholder groups. Families, teachers, and students were engaged in conversation and they presented questions and two-way conversations about reopening planning.
- **Small focus groups** with teachers from every level of the district took place the week of July 27-July 31 to get feedback on the three learning options on the table to inform and include that feedback in the creation of the plan.
- **Family Engagement Work Group.** The reopening taskforce continues to engage a family engagement subgroup for feedback, questions and input that reflects the diversity of our district. This subgroup, comprised of 24 volunteer families, meets once a week to provide feedback on ideas and reopening plan outlines as we have moved forward in the process.
- **Surveys of parents, staff, and students** were conducted to seek feedback on both their experiences with remote learning this spring as well as their views on various aspects of reopening (summaries of the findings from these surveys as well as links to the full findings can be found in Appendix B and a full link to the survey results can be [found here](#)).

Using these communication efforts, we were able to hear from all levels of stakeholder groups to get their input. Our communication strategy was always meant to include the voices of the entire district and are rooted in our core values. All in all we heard from over 1500 voices.

Our commitment to improving communication and stakeholder feedback is unwavering. We are currently evaluating the programs and methods used this spring to improve and streamline platforms and methods to reach all stakeholders including our most vulnerable populations in multiple languages. By evaluating open rates, reach, the effect of teacher-based two-way communication services such as the Remind and Class Dojo (which were utilized classroom by classroom in the spring closure), and the viability of contact information, we intend to continue to improve and promote communication systems within Salem Public Schools.

District-led communications will provide staff, students, and families with comprehensive and proactive information about our school reopening plan and ongoing modifications to the plan as needed throughout the 2020-2021 school year. We strive for clear communication channels that equip all stakeholders with the necessary information to organize their personal and professional lives with the utmost care and caution. If there are positive or negative changes in the spread of COVID-19, the district will give as much notice as possible before changing the schedule to a less restrictive or more restrictive model. The timing of notification is subject to change if a closure is announced by a higher governing body. In addition, we will seek additional stakeholder feedback at key points during the year.

Our Model

The following section seeks to outline and describe the components of the Salem Public Schools “Salem Returns” reopening plan. By emphasizing the importance of managing risk and prioritizing equity, this plan is not a one-size-fits-all recommendation, but rather a plan designed to meet students need sand prioritize safety. This section shares the design principles for the plan, reviews the development of SPS’s prioritized student groups, shares an overview of the recommendation, and then goes into detail about the reopening recommendation as well as the plan specifically designed for our youngest learners.

Design Principles:

The diligent process that created this plan, including identifying what is possible, designing options, soliciting feedback, and incorporating the evolving scientific knowledge about COVID-19, enabled SPS to establish key design principles that anchor the plan to what is most important as we return to school:

- Put equity at the center of the plan
- Prioritize safety for all, especially adults, and utilize remote learning where possible
- Empower students to own their learning
- Focus on building relationships and building the foundation for success
- Maximize learning opportunities while ensuring efficacy under strict protocols
- Recognize the unique needs of our youngest students

Building on these principles, the plan also to balance the multiple risks outlined above facing schools facing our schools this fall. These risks are summarized as they apply to the different learning options and our different groups of students below:



Older Students

In-person	Remote
<ul style="list-style-type: none"> • Potentially greater risk to spread COVID-19 amongst older students • Greater negative impact on in-person experience when implementing stronger safety precautions (e.g., stable cohorts, limited transitions) 	<ul style="list-style-type: none"> • Greater ability to access remote instruction • Necessary baseline knowledge to engage online & increased ability to differentiate • Social isolation is still a real concern



Younger Students

In-person	Remote
<ul style="list-style-type: none"> • The foundational years (including learning to read and socialization) are critical for lifetime access to learning • The youngest students are believed to be at lower risk for spreading COVID-19 	<ul style="list-style-type: none"> • Accessing remote learning is difficult for most young learners • Not being in school can lead to increased risks and requirements for childcare & learning support for the youngest students

Prioritized Groups

The emergency school closure prompted by the coronavirus outbreak in late February-early March 2020, caused schools to quickly transition to a remote learning model that found students learning online 100% of the time during the period March 16th through the end of the school year.

Districts across the Commonwealth, including the Salem Public Schools, were not at all prepared for this rapid transition to a completely unfamiliar and unconventional mode of teaching and learning. Nevertheless, our educators and leaders confronted the challenge and banded together to map out a remote learning plan that evolved as the environment changed around us and as guidance from the Department of Elementary & Secondary Education became available throughout the spring.

Under the circumstances, the Salem Public Schools remote learning plan was thoughtful and comprehensive, and yet, we know that distance learning posed significant challenges for many students, particularly those for whom school was not effectively meeting their diverse needs prior to the school closure. Gaps in learning for students who were already behind academically widened, and at the same time, social, emotional and behavioral concerns either intensified or surfaced. It is worth noting, that for some students, remote learning was a better fit for their learning style, and a return to in-person learning will intensify their social emotional and mental health needs.

Remote learning was new territory for parents and guardians who found themselves managing teaching and learning at home. This was a difficult shift for all parents to navigate and significantly challenging for parents who were first responders or serving in other essential jobs that required they continue to work outside the home throughout the COVID closure. The demands of remote learning left parents working outside the home exhausted and frustrated.

Our district depends on the ability of our educators to focus on the needs of students in their classrooms, and many SPS educators also had their own children home during the emergency closure. These educators too struggled to find balance juggling the responsibilities of home and work.

As we plan for the reopening school in the fall, Salem Public Schools is focused on the goal of safely returning as many students as possible to in-person school settings to maximize learning and address students' holistic needs. The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community, and equity is a top consideration in our planning efforts.

The Department of Elementary & Secondary Education has mandated that districts plan for three possible reopening models: remote learning, hybrid and in-person models. The hybrid model that Salem Public Schools is leaning towards, at this time, is a 2-day rotation focused on prioritized groups. Below is a framework for determining which students for whom in-person learning is most essential as schools reopen in the fall.

Truths:

1. Remote learning posed a significant challenge for many students particularly those for whom school was not effectively meeting their diverse needs prior to the school closure.
2. Gaps in learning widened for students who were already behind academically .
3. For some students, social emotional, mental health and safety needs intensified or began to surface over the remote learning period this spring due to social isolation and other factors beyond their control.
4. Some households do not have access to internet connectivity, others have unstable internet access, and some households have children sharing single devices.

- Remote learning was particularly difficult for diverse learners including English learners, students with disabilities, children experiencing homelessness, and students in early elementary grades.

Identifying Prioritized Groups in Salem

Prioritizing students factored heavily into our understanding of what is possible for our most vulnerable students. The proposed plan is designed to both respond to student needs and empower students with a range of support, ensuring students can engage in different aspects of the model. The depth of these supports will be determined by capacity. Tiering and determining the number of students within each tier allows us to further explore what is possible for students.

Prioritized Groups	
Tier 1	<ul style="list-style-type: none"> Newcomers & Beginner ELs—Levels 1 & 2 Students in sub-separate special education classrooms Students who are experiencing homelessness or living in foster care Students in early grades: PK, K, Gr.1-3 Students living in households with limited or unreliable internet access
Tier 2	<ul style="list-style-type: none"> Students in transition grades: Gr. 6, Gr. 9 Students who are significantly behind academically (as defined by DESE)
Tier 3	<ul style="list-style-type: none"> School-based recommendations for parents of children who struggled within the remote learning model to opt-in to group A (as possible, based on capacity for safe learning environments)
Tier 4	<ul style="list-style-type: none"> Option for families who believe in-person would be more effective, including siblings (as possible, based on capacity)

NOTE: SPS is exploring special provisions for students whose parents are educators and Salem residents.

Overview of the Model

The result of the design principles, the different risks facing our students, and the focus on equity is a plan that seeks to design the system students need by differentiating options, strengthening supports, and expanding opportunities. For each of our students, we seek to (1) build a **strong foundation** that best meets the needs for the most learners and sets the system up for success. The plan then (2) **designs opportunities** that provide students with connections to peers and adults in more flexible environments, seeking to overcome the physical and safety constraints created in a COVID-19 world. Finally, the plan then creates (3a) **additional supports** to ensure our prioritized students have access to the supports they need to succeed; and (3b) **options for families** to opt-out of in-person components of the plan and into remote learning led by SPS teachers.

For the majority of SPS students, the resulting plan is built upon a **foundation of remote instruction**. This instruction will both meet all DESE requirements for instruction and raise expectations for both students and staff. In addition to the remote instruction, SPS seeks to create intentional in-person opportunities in **The Hub** - the new learning and connecting

opportunities that will take place at our schools. For all students, The Hub focuses on opportunities for building relationships and mitigating social isolation - “**The Hub: Connects.**” For prioritized students, “**The Hub: Labs**” creates in-person supports for students to access both remote learning and additional interventions, therapies, and personalized supports to ensure that the foundation of remote learning is effective for all students.

For our youngest students, SPS believes that beginning the year with remote instruction will have devastating impacts on students at the same time that our youngest learners currently present the lowest risks for spreading COVID-19. As a result, for Grades preK to grade 3, the foundation for learning is **in-person**. The earliest grades will still have The Hub: Connects activities, and families will have the option to opt-out of in-person instruction for SPS-led remote instruction.

More details on both the grades 4-12 and grades preK-3 models are outlined below.

Upper Grades (4-12) Model

Driven by the ability of older students to effectively engage in remote learning with more independence and the potential disruption to the academic model of implementing safety protocols and reducing transitions at the secondary level, the foundation of learning for the upper grades model is remote instruction, complemented by The Hub supports. Within this model, there are key components to consider for instruction, engagement, and accountability for students and staff.

Synchronous (Live) Learning: SPS’s remote learning feedback surveys identified both the impact of and desire for more synchronous, or live, instruction. These lessons involve all students from a group or a class logging online at the same time to engage with each other via zoom. Students are able to engage with and get feedback from each other and their teachers during this time, building on each others’ thinking and conducting many of the in-person components of a lesson online together. Students will have schedules that incorporate synchronous lessons or small-group engagement each day during remote instruction.

Asynchronous (Anytime) Learning: In addition to the synchronous lessons, there are elements of remote learning that unlock students’ days and enable learning anytime. These lessons may involve student-driven exploration, videos, research, writing, and creative application of information that can utilize technology without requiring a students’ classmates or teacher in the moment. Students reflected that this enabled them to adapt their schedules to their preferences while engaging in quality assignments.

The combination of synchronous and asynchronous learning seeks to design lessons that utilize the right technology for the right learning experience, ensuring students have access to the rigor, variety, and quality of educational experiences they would have otherwise had in a classroom. This year, asynchronous learning will be integrated into students’ learning but no longer represent the vast majority of lessons as it did for many students during the past spring, particularly at the high school level, to ensure there are also more opportunities for connection and discourse provided with synchronous learning tools. SPS is working to design professional learning (see below) to support educators to fully adopt and implement these tools and strategies.

In order to ensure effective and equitable remote learning, Salem Public Schools will be implementing the practices and policies that ensure that remote learning moves beyond compliance to active engagement and empowerment.

- **A full school day and year**, meeting the updated DESE requirements of 170 days with 850 hours for elementary and 935 hours for secondary
- Track and report **attendance**
- **Increase the level of engagement**, and the metrics to measure engagement, to ensure the effectiveness of remote learning
- **Update grading policies** to reflect remote learning
- **Upgrade technology** - SPS has worked diligently throughout the summer to solicit and implement feedback, including some key steps forward for remote learning, including:
 - Single sign-on: Students will have one central web page to access their remote learning
 - Consistent Learning Management System: Streamline the platform teachers are using to lead learning to ensure students and families can access it
 - Increase training: Hired additional digital learning coaches to support teachers in designing and implementing quality lessons

These policies and practices will ensure that students have the high quality, robust learning opportunities they deserve even in a remote environment and that they earn the credit they need at the secondary levels to advance. SPS is working with schools to design the detailed metrics to implement and track these important measures.

The Hub

SPS is acutely aware of the limitations of remote learning, including social isolation and inequitable access to learning. The Hub seeks to provide intentional remedies to these concerns by building on educational best practices and increasing access to supports by utilizing flexible and safer environments, including the outdoors.

The Hub - Connects

By utilizing outdoor spaces and small groups, The Hub - Connects creates in-person relationship building and social supports for every student in grades 4-12 at least once per week. At Salem High School, this weekly connection to each other and the school will be based on the [CREW](#) model SHS was already in the process of implementing. Across the all other schools, the foundation of The Hub - Connects will be a dedicated group of ~10 students and one adult who will serve as the lead connection points for students as we reopen, similar to an advisory model. Schools will work to design both structured activities and more informal relationship-building. This once a week in-person connection will then be supplemented with additional virtual connections, whether as part of the same the same advisory model or through activities, clubs, and more. As SPS learns in the reopening, The Hub - Connects could expand to include more in-person activities and opportunities; however, SPS seeks to start smaller and learn as we go.

The Hub - Labs

From our district's experience this spring, from the feedback from students and families, and from the overall data about emergency remote learning from this past spring, we know that remote learning does not work for all of our students. As explained above in the section on

prioritized students, Salem Public Schools is committed to designing a plan that does not fail these students. The Hub - Labs maximizes safety by creating stable cohorts of a limited number of students with at least six feet of social distancing while ensuring that students have adult support to access and excel in their remote learning. The Hub Labs also provide opportunities for students to participate in small group instruction, acceleration, and intervention and gain access to services and therapies. As noted below, all students will have access to their individualized supports, but prioritized students will have the added layer of in-person supports through The Hub Labs.

The graphic below summarizes the components of the secondary model.

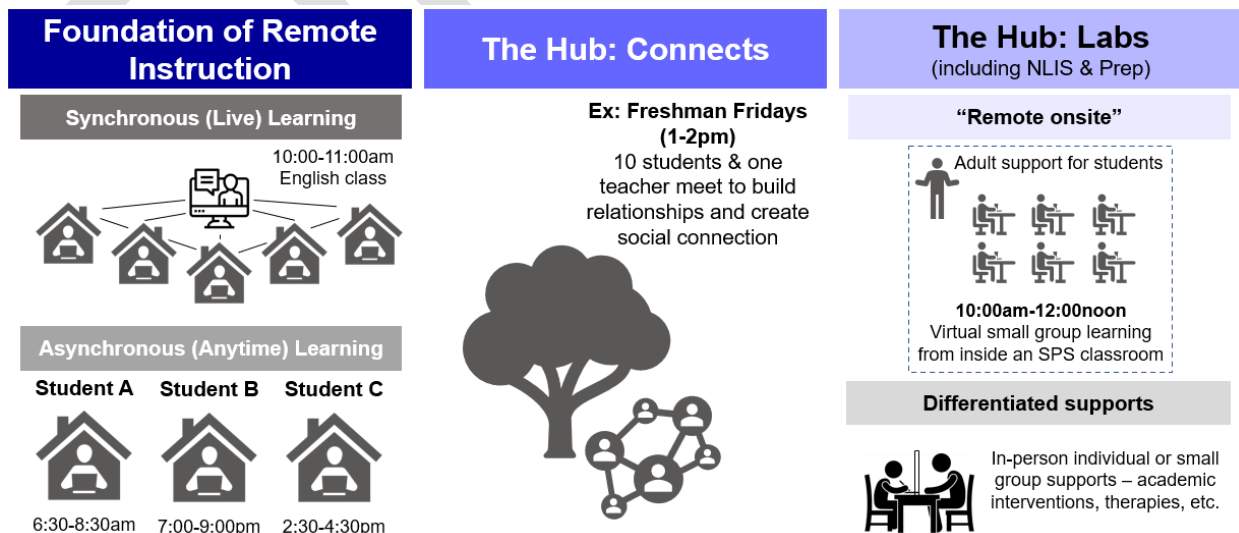
Salem Returns: Grades 4-12 – Remote instruction with “The Hub” supports to address student needs



Foundation of Remote Instruction		
Intentional Lesson Plans & Schedules:	Implementing Lessons from Remote Learning 2.0:	
Synchronous (Live) Learning: Scheduled small or whole group zoom-based engagement (e.g., discussions)	<ul style="list-style-type: none"> • Single Sign-on: Launching all learning from one central site and increasing ease of access • Focus on engagement: Moving beyond log-in and completion to ensure rigorous learning for all students with higher expectations for students and educators • Clear policies and practices: Ensuring credit-bearing courses with attendance & grading • Revised daily schedule: More frequent live (synchronous) & small group instruction • Remote SEL supports: Ensuring all students have access to social-emotional supports and counseling, enabled through technology to limit exposure 	
Asynchronous (Anytime) Learning: Flexible, pre-recorded videos and independent work on students' schedule		
The Hub: Connects: Outdoor, in-person small-group advisory (CREW) focused on connection and available to all students at least once/week*		
The Hub: Labs: In-person supports for prioritized students, including New Liberty Innovation School & Salem Prep		
“Remote onsite:” Virtual small group learning at school w/ accountability for students to access remote learning	Differentiated supports: Access to small group or personalized instructional supports, interventions, services and therapies	<ul style="list-style-type: none"> • Small Groups: Students in consistent small cohorts (≤ 15) • Shortened day: ~9am-2pm with breakfast/lunch • Safety: 6' distance, masks required, strict health & safety protocols on gathering
<small>*SPS will work to provide transportation options for students to attend The Hub; in inclement weather, The Hub - Connects would move online.</small>		

19

For a more visual representation of the grades 4-12 model, please refer to the graphic below.



Early Grades (preK-3) Model

For our youngest learners, the risks of spreading COVID-19 are lower and the risks of not being in-person for learning are much higher. As a result, the foundation of the preK-3 model is in-person learning. With this model, SPS will offer all students in grades preK-3 the opportunity to return to school in-person five days a week, with a slightly shortened school day. The purpose of this in-person time is three-fold:

1. To build relationships to support students' social-emotional development, trust, and connection to school
2. To build foundational skills, meaningful interactions, and authentic engagement to empower our youngest learners
3. To learn to use the technology to ensure effective remote instruction when necessary and minimize loss of learning time

To make this model both successful and safe, SPS has designed some intentional components of the elementary day that ensure the schedule reflects the purpose of this time:

- **Flexible Learning Time:** During this time, teachers will utilize flexible and outdoor spaces to enable creation of the foundational instruction of early-grade education focused on literacy & math. This time could include reading circles for small groups in the gymnasium or cafeteria to ensure sufficient space to social distance, or small group instruction outside.
- **Tech Time:** During this time, classrooms will integrate remote learning platforms into the instruction to teach students the technology. During these times, students be at their socially distanced desks and more structured space, but they will be on their devices learning how to utilize the technology to access learning. This time ensures that should the context in Salem or in our schools change, our youngest learners will be able to continue making progress through their remote learning.
- **Remote Specials:** Unlike the rest of the early grades day, specialist classes (e.g., art, physical education, music) are much harder to ensure the quality and safety of while implementing appropriate safety precautions, including reducing the number of students specialists teachers see in a day or a week. As a result, within this in-person model, students will have remote specials. This may include accessing a physical education video for mindfulness and motion, or practicing instruments with check-ins with their music teacher. SPS is open to creative solutions to this limitation if safety precautions are followed.

During their day, students will also have access to breakfast and lunch to ensure they get their nutrition, and recess to have spaces to release and play. Schools will utilize the DESE protocols for playgrounds and cleaning.

In order to make in-person learning effective and feasible, this plan requires some flexibility and creativity in our elementary schools. First, class sizes will be approximately sixteen students to ensure all students and teachers can maintain social distancing. Additional dedicated staff will also reduce the student to teacher ratio to approximately 1 adult for every 10 students, enabling the flexible learning components of the day to take place. To make this possible, elementary staff will need to be flexible, including co-teaching and flexing into different assignments.

As mentioned, the school day may be up to an hour shorter to accommodate remote specials and teacher planning time. There may also be a staggered start and end to the day in order to facilitate safe arrival and dismissal and implement all transportation protocols. At the same time, SPS is working with partners (e.g., Boys & Girls Club, YMCA, LEAP) to identify opportunities for extended day on-site in ways that would maximize consistent cohorts of students and safety.

To ensure safety, as noted below, all students in grades K-12 will be required to wear face masks when at school, except during mask breaks as noted below. Teachers will also be required to wear masks, and will have the option to also wear face shields. Teachers of special populations and in preK will have access to adequate PPE, as described below.

Remote option: Some families and students have the option to decide not to return to school in person and to participate in remote learning led by a Salem Public Schools teacher. SPS will work across elementary schools to build and staff remote classrooms for grades preK-3 so that students have consistent access to their teacher and peers; however, their teacher and peers may not be from their originally assigned school in order to ensure that SPS has the flexibility to meet the needs of all students.

For students who opt-out of in-person learning, elementary schools will create options for these students to come to their assigned school up to twice a month to engage in social activities with their peers as the preK-3 version of **The Hub - Connects**. In-person students will have social emotional development and outdoor learning built into their school day. Up to twice a month schools will build the opportunity for remote students to become part of these experiences or build additional experiences that give remote students access to in-person social connection.

SPS believes that our youngest students can and must have the option to return to school in-person while the transmission rates in our city are low in order to build these foundational relationships and skills. The graphic below summarizes the intentional approach to making this possible.

Salem Returns: Grades preK-3 – Intentional in-person instruction to prepare students for success



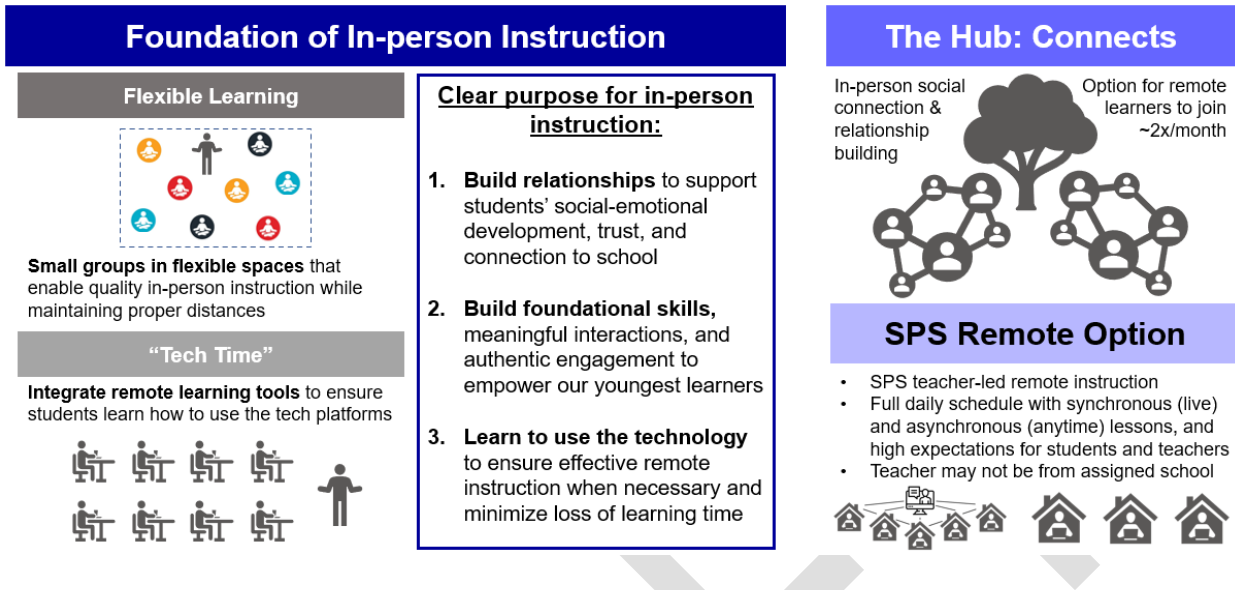
Foundation of In-person Instruction			
Elements of the Day	Staffing:	Safety:	Details:
Flexible Learning: Utilize flexible and outdoor spaces to enable foundational instruction focused on literacy & math	Class size: ~16 students per class	Masks for all + face shields available for teachers; see-through masks available	Start & End Times: Depending on in-person enrollment & transportation logistics, we may have to adjust start & end times w/ the potential for staggered starts
Tech-Time: Integrate remote learning platforms into the classroom to teach students the tech (students at desks)	Student:teacher ratios ~1:10	Adequate PPE (N95) provided as-needed & for teachers of certain student populations	After school: SPS is working with partners and exploring options for extended-day
Breakfast & Lunch	Consistent cohorts for students and adults	Health checks	Flexible staffing: Staff may be reassigned to support team teaching and small cohorts; safety will be the priority
Recess	Flexible Staffing: Staff may be reassigned to support small cohorts; safety will be the priority	Strict protocols for maintaining distance	
Remote Specials: Slightly shorter school day for remote, asynchronous specials			

The Hub: Connects – Create outdoor activities open to all students (including remote) by grade level at least twice per month*

Opt-in remote instruction: For families who wish to remain remote, opt-in to a remote classroom led by a Salem teacher (not DESE)

*At this time, The Hub: Connects elementary activities will likely occur during the day and we cannot guarantee transportation

For a more visual representation of the early grades model, please refer to the graphic below.



DRAFT

Safe Workplace

What we Know About COVID-19 and How it Spreads

What we know about COVID-19 is changing rapidly. Recognized as a pandemic in March of this year by The World Health Organization (WHO, 2020), SARS-CoV-2, or COVID-19 has proven to be highly infectious and in some cases, deadly. At this time, nearly 4.5 million American citizens have contracted the COVID-19 virus and over 150,000 have succumbed to the illness (Centers for Disease Control and Prevention [CDC], 2020). Though the number of cases in Massachusetts has stabilized since the early weeks of the pandemic, total cases of COVID-19 in the state have surpassed 109,000 (Massachusetts Department of Public Health, 2020). Transmitted through human-to-human contact (CDC, 2020), this 'novel,' or new, virus is related to a family of seven other 'corona' viruses that cause mild to severe respiratory illnesses. Among them, the common cold and severe acute respiratory tract syndrome, or SARS, a virus which killed several hundred Americans nearly two decades ago. Symptoms of COVID-19 which may exist alone or in combination include fever, chills, headache, sore throat, congestion or runny nose, cough, shortness of breath, new loss of taste or smell, fatigue, muscle aches, conjunctivitis or swelling around the eyes, nausea/vomiting, and diarrhea. However, many children and adults infected with the virus that causes COVID-19 are asymptomatic. This means that though they themselves are without any signs or symptoms of illness, they are likely spreading the virus to others.

According to the CDC (2020), COVID-19 is easily spread among individuals in close contact when respiratory droplets carrying the virus are released when coughing, sneezing, or talking. Typically, the virus enters the body through the mouth or nose but may also be spread from contaminated surfaces to a person's hands, and then to the nose or mouth causing infection (CDC, 2020). However, recent research suggested that it may be possible to transmit COVID-19 through the eyes (Wu, et al., 2020). Of particular concern is that the virus may be spread by asymptomatic carriers, who, though infectious, are unaware they are carrying the virus. Because it is a new virus, scientists, doctors, and health officials are working hard to better understand how the virus is transmitted, appropriate therapies and treatments, as well as its long-term clinical and societal implications.

Risk Mitigation Strategies

At this time individuals ought to be practicing risk mitigation strategies that may lessen the impact of the virus on our community. Risk mitigation strategies are personal practices that decrease the likelihood of contracting the COVID-19 virus. These practices include:

- Staying home when feeling ill
- Hand washing
- Social/Physical distancing of at least 6 feet
- Covering coughs and sneezes
- Avoiding crowds
- Wearing face coverings,

- Avoiding touching one's face

Risk mitigation strategies allow us to care for ourselves and others such that the chances of getting sick are lessened. As we move toward reopening our schools, we sincerely hope that all school community members, students, teachers, staff members, and families, will demonstrate that Salem Schools truly are caring communities by practicing these risk reducing measures.

Hand Washing

[Proper hand washing](#) is one of the most important steps in preventing illness (CDC, 2020). Prior to returning to the classrooms, all SPS teachers and staff will be asked to view CDC [guidelines on proper handwashing](#). School nurses will reinforce the importance of proper and frequent handwashing to students through demonstration. During the school day students, staff, and individuals in the educational setting will be encouraged to wash hands or use 60% ethyl fragrance free hand sanitizer frequently. Key times for student, teachers, and staff to wash hands will include:

1. When arriving at school.
2. After blowing one's nose, coughing, or sneezing.
3. After using the restroom.
4. Before and after touching one's face.
5. Before and after eating.
6. After being outside.
7. After touching garbage.
8. Before and after providing routine care to another person who needs assistance (e.g., a child).
9. Before putting on and after removing gloves.
10. After touching frequently touched areas (e.g., door knobs, railings, cell phones, computers, etc.).
11. Any other time during the school day that the opportunity arises.
12. Prior to leaving the school building.

References:

Centers for Disease Control and Prevention. (2020, March 4). Show me the science: How to wash your hands. Handwashing: Clean Hands Save Lives.

<https://www.cdc.gov/handwashing/show-me-the-science-handwashing.html>

Centers for Disease Control and Prevention. (2019, December 19). What you need to know about handwashing. [Video]. Youtube. <https://youtu.be/d914EnpU4Fo>



Physical Distancing

Combined with other risk mitigation strategies, to reduce the spread of COVID-19, individuals should practice physical distancing. Physical distancing involves keeping at least 6 feet of space between individuals. Upon return to school, school staff should continually stress the importance of physical distancing and model appropriately. Additionally, per the CDC (2020), the Salem School District will implement the following measures:

1. To the extent possible, classes will include the same group of students, teachers, and paraeducators each day. In the event of an outbreak, 'tracing' will be more conducive to this format and keep COVID-19 transference from other groups.
2. Mixing between student groups will be avoided to prevent cross-contamination.
3. Students will be restricted from entering non-essential classrooms.
4. Inter-group activities will be avoided.
5. Activities will be limited to those that can maintain physical/social distancing and support proper hand hygiene.
6. Activities involving other groups at the same time will be avoided.
7. Classroom seating will be spaced at least six feet apart.
8. Common spaces will be closed.
9. Protocols to limit direct contact with parents/guardians as much as possible will be put in place.
10. Meals and snacks will be served in classrooms or outdoors. Social distancing during meal and snack times will be maintained.
11. If outdoors, lunch times will be staggered to allow for physical/social distancing.

12. Parent pick-up times/locations will be staggered to limit “groups” of people gathering. Rather than parents getting out of cars, pick up and drop off areas for students will be created similar to the airport model.

Reference:

Centers for Disease Control and Prevention. (2020, May19). Considerations for schools. Community, Work, & School.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Mask Wearing Requirement

When used consistently and correctly, combined with other risk reduction strategies, the use of masks or cloth face coverings may prevent the transmission of COVID-19 (CDC, 2020). Salem Public Schools will require masks for everyone, including students in grades K-12 and teachers. Masks or cloth facial coverings will be required of all individuals (nursing, central offices, food services, transportation, buildings and grounds, and essential visitors) in Salem Public School (SPS) buildings at all times. All SPS staff will be provided information on [How to Safely Wear and Take Off a Cloth Face Covering](#). Individuals working alone in district offices may remove their masks, but must re-mask before leaving their offices.

School educators and staff should model correct and consistent use of masks or facial coverings which includes donning the mask so it covers both the mouth and nose. As recommended by the Massachusetts Department of Elementary and Secondary Education (DESE, 2020), provision of designated mask breaks will be incorporated several times during the school day. Ideally classroom mask breaks will occur outside but inside with appropriate physical distancing and open windows is also acceptable.

Reference:

Centers for Disease Control and Prevention. (2020, June 28). About masks. Your Health.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Visitors to Buildings

To limit the potential spread of COVID-19 at this time, non-essential visitors (parents, volunteers, and any external groups or organizations) are prohibited inside our school buildings. Meetings with non-essential visitors should take place outdoors with appropriate physical distancing or virtually if possible.

All essential visitors to school buildings (deliveries, substitute staff, etc.) must be masked at all times, respectfully undergo a verbal health screening for COVID-19 prior to entering the buildings, and once inside the building, sign an attestation of health and document the date and

time of their visit. In the event of a positive COVID-19 case, this documentation will be used for contact tracing.

Personal Protective Equipment (PPE)

When the reality of the COVID-19 virus was first felt in early Spring of this year, SPS immediately ordered large quantities of personal protective supplies including hand-sanitizer, disinfecting wipes, and other cleaning supplies to keep students, teachers, and staff safe. Soon after, in response to the potential dangers of what has become a historically unprecedented virus, [Governor Charlie Baker closed schools for the remainder of the school year](#). Since then much knowledge has been gained about how to best protect individuals from the virus. As we move toward reopening, armed with this knowledge, SPS has added significantly to its stockpile of personal protective equipment, or PPE. Through thoughtful use of future CARES Act funding, a tremendous amount of PPE has already been ordered and delivered with more forthcoming. To maintain the highest level of personal protection possible, supplies purchased to date include:

- Masks (adult and child-size)
- Liquid Hand Soap
- Face Shields
- Nitrile and vinyl gloves
- Foot Coverings
- N95 Masks
- Plexiglass barriers
- Electrostatic Disinfecting Tools

Teachers, Staff, and Families' Roles in Mitigating Risk

In an effort to support the new culture of health and safety that we must work to establish (DESE, 2020), students, teachers, staff, and families must work together. An important part of this new culture is staying home when sick. Salem Public Schools encourages adoption of this DESE (2020) philosophy:

“The single most important thing to do if any of the symptoms of COVID-19 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 position. When in doubt, stay home.”

As recommended by the [CDC](#), new policies reflecting absenteeism will be developed and shared widely with students, teachers, staff, and families.

Serving as the primary screening process to confirm fitness for work and school, students, teachers, staff, and families will be self-checking for COVID-19 symptoms before going to school each day.

[Using this form](#) (which will be available in several languages), prior to coming to work, all SPS teachers and staff will conduct self-symptom checks to ensure they do not have signs of COVID-19. [Using this form](#) (which will also be available in several languages), prior to sending

their children to school each day, families will conduct symptom checks on their child(ren) to ensure they do not have signs of COVID-19.

Teachers/Staff	Students
<ul style="list-style-type: none"> ● Daily self-symptom check prior to coming to work. ● Additionally, teachers should self-monitor themselves for possible development of symptoms during the school day and contact the school nurse immediately if symptoms are noted. 	<ul style="list-style-type: none"> ● Daily student symptom checks by parent/guardian prior to coming to school. ● Additionally, teachers and staff should observe students for possible symptoms during the school day and contact the school nurse immediately if symptoms are noted.

Protocols for COVID-19 Scenarios

Although COVID-19 risk mitigation strategies may be vigilantly employed, returning to school is not without risk. Therefore, recommendations from state and local public health officials were used to develop COVID-19 scenario response plans. Whether in school buildings, on the bus, or within the community, several possible exposure scenarios exist which can profoundly affect school operations. Most likely these scenarios will include staff or students testing positive for COVID-19, and/or an exposure of a student or staff member to a COVID-positive individual elsewhere in the community, or a student or staff member who presents potentially symptomatic while at school. Reflecting protocols used by the Salem Department of Health, and developed by the Massachusetts Department of Public Health, SPS used the [Massachusetts DPH COVID-19 testing guidance](#) to [develop protocols](#) addressing staff or students testing positive for, or exposed to individuals who have tested positive for, COVID-19 and/or an exposure of a student or staff member to a COVID-positive individual elsewhere in the community. To address a student or staff member who presents as potentially symptomatic while at school, the following response plan has been created:

Response Plan for Symptomatic Students and Staff

Please implement the mobile nurse protocol (Text 911/student's name/room number/issue) for report of or observation of any of the below symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing unrelated to a history of asthma
- Fatigue unchanged after 10-15 minutes of rest
- Muscle or body aches unrelated to physical activity
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Please do not send students to the nurse. Have the student gather their belongings, wait by the door away from others, and the nurse will arrive in full PPE to escort student to isolation. The nurse will bring the student and their belongings into the isolation room and provide any necessary care. Once student is stable, nurse will implement district [SPS Protocols for COVID-19 Scenarios](#).

COVID-19 Medical Isolation Rooms

Isolation rooms will be maintained in what were formerly known as the school health offices. Complete with bathroom facilities, proper ventilation, and the ability to physically distance more than one student/staff in isolation, the nursing staff at SPS has determined that the school health offices will best serve this purpose.

To minimize transmission of COVID-19 in school buildings through unnecessary hallway traffic, routine nursing care and first-aid will be provided through a mobile, technology-enhanced nursing model. As opposed to staff 'sending' students to the nurse, staff will contact nurses who will meet students at designated triage areas closest to the student's location.



PPE for Nurses

[Using standard and transmission-based precautions](#), SPS school nurses will don personal protective equipment prior to providing care to individuals suspected or confirmed to carry the COVID-19 virus. Using [Personal Protective Equipment](#) (PPE) is based upon several precautionary factors including federal guidance, level of COVID-19 contagion in the community, and the role and the responsibility of the individual. For all licensed school nurses, specific training will be offered, with return demonstration, in order to review [proper donning and doffing of PPE](#). The CDC has developed a PPE sequence for donning and doffing PPE. Please visit [Sequence for Putting on Personal Protective Equipment \(PPE\)](#) The use of personal protective equipment will vary depending on the role or situation in the educational setting and may include using:

- 1) Masks (surgical or N-95)
- 2) Face shields
- 3) Gloves
- 4) Gowns
- 5) Shoe Coverings

Safe Transportation

The Salem Public Schools transportation department, and all transportation contractors used by Salem Public Schools, will follow the DESE released on July 22nd, 2020. This section refers specifically to in district transportation, however, the procedures will be followed for out of district transportation, as well.

The bus riding experience will be different this year than it has been in the past. While “big buses” usually have a capacity of around 72, because students will be required to sit one student per seat, alternating window and aisle seats, only 24 students will be able to be on a school bus at one time. Transporting the same number of students at the same time as in previous school years would therefore take three times as many buses. This is a challenge all school districts are facing, compounded by a lead time of six to eight months for acquiring new school buses, and a nationwide school bus driver shortage. To mitigate these challenges, SPS has requested that only people who have no other way to get to school fill out an application for transportation. At the time of this report, it appears that approximately 60% of the typical riders will require transportation in the 2020-21 school year. While the reduced usage will help, we anticipate staggering bus times and providing before and after school supervision, as routes will have to be doubled in order to accommodate all students. This will depend on the school schedule and final ridership.

The following guidelines will be followed by the bus monitors and drivers on all of the buses:

- All buses will have bus monitors who will ensure that students follow all of the safety guidelines.
- All transportation staff members are required to do a wellness check every morning before reporting to work. Once the driver and monitor arrive, they will have to call into dispatch and confirm that they are symptom free and safe for the start of the day. If a driver or monitor has any of the symptoms of COVID-19, as provided by the CDC,, they must notify their supervisor by phone immediately. The supervisor will ask them to stay home and contact their health care provider. The transportation office will keep a daily log of the wellness checks for all staff.
- Upon boarding the bus for every shift, the drivers will wipe down the steering wheel and dispatch microphone with antiseptic wipes, sanitize their hands, and put on their disposable face mask and disposable gloves. The drivers will have a reusable face shield to be worn when students are loading and unloading the bus but that must be removed while driving.
- Upon boarding the bus for every shift, bus monitors will sanitize hands, put on a disposable face mask, a reusable face shield, gloves, and a gown.
- The monitor will open bus windows to circulate the air (exceptions will be made for extreme weather conditions only).
- Upon leaving the bus after every shift, the drivers will, in this order, remove gloves and dispose of them, remove face mask and dispose of it, wipe down face shield with antiseptic wipes, and lastly sanitize hands.
- The monitors will, in this order, remove gloves and dispose of them, remove face shield, remove and dispose of mask, wipe down the face shield with antiseptic wipes, and lastly sanitize hands.
- The drivers and monitors will use a new face mask and new gloves for every trip.

The guidelines for families and children are as follows:

- Parents or guardians of students will be asked to do a wellness check on their children before they leave the house to ensure that they are symptom free.
- If a child has any of the symptoms mentioned above, they must be kept at home. The family should also contact their health care provider.
- All students will be required to wear a face mask while waiting at the bus stop and for the duration of the bus ride. There are no exceptions to this requirement on the “big buses.” Families with students with disabilities should check with their child’s Special Education Team Chairperson if an exception is needed for door-to-door transportation.
- Students must be reminded to maintain 6ft physical distancing from other students at bus stops.
- Once the bus arrives to the bus stop, the children will board the bus one by one. The monitor will instruct them to sanitize their hands.
- The monitor will also observe the student to ensure that they are not exhibiting any of the symptoms of COVID-19. If possible, an adult should wait with the student at the bus stop in case they need to be sent home. If that is not possible, and a student is displaying symptoms on the bus, the driver will alert dispatch, who will alert the school. The symptomatic student will be the last student to leave the bus, and will be isolated with the school nurse as soon as they get to school.
- Students will be assigned seats, starting from the back to the front, and will be asked to board the bus in that order.
- Students will sit one student per seat, alternating between window and aisle seats.
- Once the bus arrives to the assigned school, the students will exit the bus one by one from front to back.
- The bus will be cleaned and disinfected after every load of students.

In order to protect all students and staff, students who do not wear masks, or who remove them during the bus ride, will lose their bus riding privileges for the year.

Safe Facilities

Cleaning and Disinfecting

Our cleaning and disinfecting protocols are based on [CDC recommendations](#). Hard and non-porous materials and surfaces that are indoors, used regularly, and frequently touched will be disinfected daily using EPA approved disinfectants. Additional custodial coverage will be provided district wide to ensure that all classrooms, commons areas, and offices are disinfected using the electrostatic disinfectant sprayers daily, and that handrails, doorknobs and other high touch areas are disinfected several times each day.

The Centers for Disease Control (CDC) includes guidelines on the ongoing maintenance of restrooms, to ensure they have functional toilets, clean and disinfected surfaces, and handwashing supplies. We will continue to take the following precautions:

- Ensure that we operate with functional toilets.
- [Clean and disinfect](#) multiple times each day using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Post instructions for proper hand washing in restrooms.

- Follow the [Guidance for Cleaning and Disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

In accordance with CDC guidance, normal routine cleaning with soap and water removes germs and dirt from surfaces which lowers the risk of spreading COVID-19 infection. SPS is hiring additional custodial personnel to increase capacity for frequent cleaning in all buildings. At this time, it is especially important to wear not only gloves but also masks during routine cleaning.

Each teaching or administrative staff member will be given basic cleaning supplies, which they may use at their discretion to complement the cleaning conducted by SPS custodial staff. The supplies will be properly labeled identifying the product it contains. Staff may not use their own cleaning supplies, as we have to be careful to ensure the chemicals do not cause harmful reactions.

Hand Washing and/or Sanitizing

Proper hygiene and handwashing is critical to our safety plan. In classrooms where there are sinks, students will be required to wash their hands throughout the day with direction from educators depending on their developmental age. Hand sanitizer with a solution of more than 70% alcohol will be installed in multiple locations in each school and will be provided in every classroom and office, following DESE guidance.

Students will be required to wash their hands before and after use of the recess equipment and play structures. The playground structures will be sprayed every afternoon with antiviral sanitizing spray and the synthetic surfaces on the playgrounds will be disinfected with an ultraviolet (UV) light every afternoon. This same piece of equipment will be used to clean and sanitize the turf field at the Middle High School on a daily basis.

Capacity for 6 Ft. Distance in Salem Schools and Classrooms

Over the past several weeks, the district conducted a feasibility study to determine the number of student seats that could fit within each school when applying a standard social distancing measure. Although the DESE Guidance allows school districts to develop a reopening plan by using a range of distance from 3 to 6 feet, Salem has confirmed that all students could return in-person with seats in classrooms and other spaces that are 6 feet apart (measuring the center of the chair to the center of the chair). The table below shows the results of our study and the total student enrollment capacity with 6 feet of social distancing applied. As a result, we are confident in our ability to achieve an adequate level of social distancing within our buildings for any amount of students who will return in-person.

Summary of Feasibility Study Results			
	# of Seats at 6ft	Estimated 2020 Enrollment	Difference
Bates	512	390	122
Bentley	452	327	125
ECC	148	90	58
Carlton	327	270	57
Collins	981	660	321
Horace Mann	464	290	174
New Liberty	66	50	16
Salem Prep	54	23	31
Salem High	1,216	900	316
Saltonstall	518	406	112
Witchcraft	584	518	66
Total	5322	3924	1398

Note: These totals do include music rooms, science and computer labs, and art rooms. They do not include gymnasiums, cafeterias, and libraries.

Air Quality & Maintenance

Engineers and experts from an outside firm are testing and upgrading ventilation systems to ensure efficient exchange of outside air. Where possible, outdoor spaces will be used for instruction and mealtime. The District has purchased air purifiers with HEPA filters for use in rooms that lack proper ventilation. Depending on the ability of the district to procure the numbers needed, these air purifiers may be available for more rooms than just those without access to outdoor air.

All roof top heating/air-condition units will be serviced, including installing new belts. All filters have been or will be changed before the start of school. All roof top exhaust fans will be tested and serviced by our mechanical provider. The systems will also be programmed to run in advance of building occupancy to ensure fresh air throughout all of the buildings.

In order to ensure that proper air exchange is taking place at the start of school the Buildings & Grounds Department will be doing the following checks on a regular basis:

- Regularly clean or replace HVAC system filters: The most efficient filters possible will be used, while still maintaining the ability to supply adequate air flow to the spaces. Precautions will be taken to minimize air flowing around the filters instead of through them.
- Regularly inspect outdoor air intakes: All outdoor air intakes that are closed will be opened. Those that are not working properly will be adjusted or repaired. Regardless of the air flow required for heating and cooling, the minimum outdoor airflow recommended

by the updated ASHRAE standards will always be provided to each space. Regular inspections of the building exhaust fans will take place to make sure all are working properly.

- Use less conservative cycle times for the HVAC system: The HVAC system will be started earlier in the morning before workers arrive to reduce temperature fluctuations and control humidity levels.

Educators will be able to increase outdoor air circulation by opening windows and using fans when possible, and classroom doors will be propped open during the day to increase ventilation and reduce the touching of doorknobs throughout the day.

Safe Breakfast and Lunch Program

The Salem Public Schools' Food Service Department is dedicated to ensuring that all students have access to healthy meals. From March 13th, when the buildings first closed, until the end of June, the Food Service Department offered breakfast and lunch at fourteen sites throughout the city of Salem, including at seven schools. From June on, they have been serving meals at eleven sites, including six schools (the Bentley was not used during the summer because of facility work). The community sites have been served using Salem Public School buses and transportation staff, and volunteers from within the SPS community helped during the school year. In addition, the Food Service and Transportation Departments have delivered meals to families who are unable to get to the community sites or schools. In all locations, and through delivery, meals have been provided for seven days a week, with distribution of multiple meals per day, both to families at their homes, and to students who attended the YMCA's emergency child care program during the school year. Through all of these options, on average, the food service department has served over 12,000 meals per week, serving approximately 880 children daily.

The Food Service Department has worked with the Salem Pantry and Root in order to expand the food offerings at the sites, including the distribution of dinners provided by Root, and boxes of groceries provided by the Salem Pantry. The organizations intend to continue these services for as long as possible. The Food Service Department also received a grant for the Farmers to Families Food Box program, providing farm fresh vegetables to families at all of the sites, as well. That program is expected to remain available through October.

At the time of this report, Massachusetts is seeking various waivers to the School Lunch Program that would allow for the continuation of the community sites and weekend meals that have been available since March. The plans written below are based on the guidance available at this time, and may expand to include more sites (and weekends) if the current program is allowed to continue.

In all of the plans, it will be critical that all students and their families are aware of the identification number needed to access the "point of service" system. This information will be mailed to all homes before the beginning of the school year.

Continuity if Fully Remote:

If the district is fully remote, to start, or at any time during the school year, the Food Service Department will offer breakfast and lunch three days a week at eight schools (Bates, Bentley, Carlton, Collins, Horace Mann, Saltonstall and Witchcraft Heights). We will also continue to deliver meals to families who are unable to get to one of the school sites. On Mondays and Wednesdays, two of each meal (breakfast and lunch) will be distributed at a time.

At this time, the requirements will be that the student's identification number be provided at the meal site. While students' families will be able to pick up multiple meals at a time, and will be able to get the meals at any site, the meals will be limited to children enrolled in the Salem Public Schools. Again, we hope that the waivers provided from March through August will be available. If so, these sites will expand to include community sites as well, and weekend meals may be available.

Note: In a hybrid model, if all or most students are not in buildings on a particular day, meals on that day would be served at the schools for all students.

Breakfast and Lunch for In-Person Learners

If students are attending school in person, breakfast will be provided "after the bell" as it has been in the past. Students will grab their breakfast from a kiosk or the cafeteria, depending on the school, and bring it with them to their classrooms. Students will be able to remove their masks during this meal time, and will be required to remain six feet apart while eating. Students will also be required to wash their hands before and after their meal, and cleaning supplies will be provided so that the surfaces can be cleaned.

Lunch will be provided "grab and go" style from the cafeterias. Students will enter the cafeteria with their class, remaining six feet apart at all times, and will return to their classrooms with their meals. Again, students will be required to be six feet apart while eating, and will be required to wash their hands before and after the meal. Cleaning supplies will be provided so surfaces can be cleaned after meals.

Breakfast and Lunch for Remote Students (in a hybrid model)

In a hybrid model, with some remote and some in person learners, families will be able to pick up meals on Mondays for Monday & Tuesday, and on Wednesdays for Wednesday through Friday. These meals will be available at the schools for an hour in the morning, to be scheduled pending school bus times and school lunch times. Meal delivery will continue to be available for families who cannot make it to a school site.

Breakfast and Lunch for Students Opting into Remote Learning

Families of students who opt in to remote learning will be able to pick up meals at a school between 9am and 10am on Mondays and Wednesdays, or can sign up for meal delivery. More information on how to make these arrangements will be provided later this summer.

Access to Water

On July 22nd, DESE released "Fall Reopening Facilities and Operations Guidance" regarding water fountains, the guidance states: "Schools must provide potable water to students during mealtimes. Touchless or motion activated fountains are preferred for reusable water bottles, but

other fountains, water jugs, or coolers can be used with single-use cups if students wash hands or use hand sanitizer before and after fountain use. Water fountains cannot be used for direct consumption. High-touch surfaces on water fountains, jugs or coolers should be cleaned multiple times a day. Schools may also consider providing disposable water bottles during mealtimes.”

Special Education

Across All Programs and Students

The Salem Public Schools remains highly committed to ensuring that all students receive the supports and services they need to be successful learners. The following strategies will be applied across all programs:

Communication

- IEP Liaisons will be contacting individual families prior to the start of the school year to engage in conversation and gather information and gain insight into ways to support a positive return to school.
- Office hours will be provided according to a consistent schedule each week, allowing families/students to communicate directly with teachers/providers
- Administrators available by phone throughout the school day, but also with prioritized time for accepting calls shared with families.
- Student schedules shared with parents and are consistent for both in-person and remote.
- Additional parent training models developed and posted in a central location (using technology, supporting speech therapy, recorded lessons/homework tips, etc.)
- If fully remote (district need or parent choice) each classroom can have a Zoom or google meet room open all day to allow students to remain logged in and have service providers join their session, vs having students and families juggle several links.

IEP Meetings

IEP meetings will continue to occur remotely in order to reduce foot traffic within school buildings each day. Team chairs will also schedule in-person meetings for families who either requested this format in the spring or who are unable to participate using a remote platform.

Eligibility Evaluations

In-Person evaluations will resume in the fall, using health and safety precautions and protocols. Families will be contacted, and individual appointments will be scheduled by service providers. Portions of evaluations that can be completed remotely may be requested.

Students with Disabilities (SWD) in Full-Inclusion Programs

Students with IEP placements in the general education settings will follow the instructional model set forth by the district and follow the schedule developed by the school building in which they are enrolled. In-person therapies can be provided in-person, as needed and when practicable and safe to do so.

Students with Disabilities in Substantially Separate Programs

Students with IEPs who are enrolled in the substantially separate settings will be prioritized for a 5-day, in-person instructional model in the fall, to the extent that it is safe and practicable to do so.* The district is preparing for the safe return of all staff and students who attend these programs, regardless of whether the district chooses to begin the year in a remote, hybrid or in-person learning model. Students will attend for a shorter school day (times still to be determined for each program and grade span) in order to allow for safe transportation, teacher preparation and lesson planning, and for daily cleaning and sanitizing protocols to be completed. Students who require learning to occur at home will be accommodated with a remote learning plan. If an individual school or if the district is required to close the school buildings for an extended period of time, remote learning plans will be provided to all students, and, when safe to do so, in-person services/therapies, as well as in-person instruction will continue to be offered on site, as needed. In either scenario, or in a hybrid model, the student's daily schedule (Mon-Fri) will be kept as consistent as possible and remote learning plans will mimic the in-person schedule for each cohort of students.

Prior to the students' return, all staff will receive training in health and safety protocols specific to young children and all staff will engage in professional development that focuses on how each program will modify the daily schedule and deliver instruction that:

1. enables small cohorts of students to safely engage in developmentally appropriate activities and learning experiences that support language, motor, academic and social growth.
2. provides for the delivery of IEP services and therapies
3. provides for the flexible delivery of in-person and remote services within the 4-5 hour in-person school day each week, and with additional independent remote learning assignments.
4. allows for appropriate hygiene and cleaning practices to maintain the health and safety of students, including personal care and provisioning individual instructional materials.
5. maintains the systems and structures that are in place for students enrolled in these specialized program.

Salem Prep High School

Salem Prep School is preparing for the safe return of all staff and students for full, in-person instruction in the fall, Monday through Friday, with appropriate physical distancing in all classroom and common areas, and with personal safety precautions and cleaning protocols in place. Prior to the students' return, all staff will engage in professional development that focuses on how Salem Prep will utilize a "remote, on-site" approach to instruction that:

1. is transferrable across any learning environment (on-site, hybrid, remote);
2. explicitly teaches the 21st century executive function skills and social emotional learning competencies that students need in order to adapt and thrive at school, at home, and in the workplace; and
3. maintains the Salem Prep systems and structures that work for students enrolled in this specialized, public day setting.

In designing an instructional model that does not rely on a classroom or building, students and staff, in any environment, will access instruction in the same way, regardless of whether instruction and learning is in person, remote, or a hybrid of the two models. While on site,

students at Salem Prep will learn, practice, and engage in instruction, counseling and other itinerant services utilizing the same technology they would use if they were engaging in remote learning. If it becomes necessary to close Salem Prep for any period of time for health and safety reasons related to the COVID-19 pandemic, remote instruction will be delivered via the same schedule, learning management system, and differentiated lesson plans that are already in place during a typical, in-person school day and week. Instruction will prioritize the CASEL critical practices while building student skills in the area of setting schedules, managing their time, setting healthy routines, and practicing safety in the community. In the event that a student or staff member needs to be at home while in-person instruction is occurring at The Prep, nothing will change for students except “the walls”.

Early Childhood Center

Salem’s Early Childhood Center (ECC) is preparing for the safe return of all staff and students for an abbreviated, 4-day, in-person instructional model in the fall. Students who require learning to occur at home will be accommodated with a remote learning plan. Should the ECC be required to close for an extended period of time for health and safety reasons due to the COVID-19 pandemic, remote learning plans will be provided to families, and, when safe to do so, in-person services/therapies will be offered on site. The daily schedule (M-Th) will be kept as consistent as possible for each cohort of students as part of their remote learning plan. Prior to the students’ return, all staff will receive training in health and safety protocols specific to young children and all staff will engage in professional development that focuses on how the Early Childhood Center will modify the daily schedule and deliver instruction that:

1. Enables small cohorts of students to safely engage in developmentally appropriate activities and learning experiences that support language, motor, academic and social growth.
2. Provides for the delivery of IEP services and therapies
3. Provides for the flexible delivery of in-person and remote services within a 4-hour/4-day per week school day for families who require either instructional model. (see sample schedule below)
4. Allows for appropriate hygiene and cleaning practices to maintain the health and safety of students, including toileting and provisioning individual materials (unfortunately, no sharing this year in preschool).
5. Maintains the Early Childhood systems and structures that work for students enrolled in this specialized, preschool setting.

Sample Schedule

- Monday -Thursday, 9:30am-1:30pm (4-hour day for all students); services (OT, PT, Speech) delivered in individual in-person sessions outside of the 4-hour school day; Rest/Nap will take place at home and not in school
- Friday: Additional time for therapy services, as needed; In-Person IEP Meetings, as needed; Teacher Prep
- Students will have weekly remote learning activities in ELA, Math and Science assigned by their classroom teacher for enrichment outside of the in-person school hours.

- Students who require at-home/remote instruction may participate remotely in the in-person lessons, as feasible. Alternately, remote instruction can be provided, with schedule to be determined in consultation between ECC and family.

Cleaning

Deep Cleaning on Tuesday afternoons, following the release of students and on Friday afternoons at the completion of the in-person IEP meetings and/or therapy sessions.

Meals

Students will eat breakfast and lunch during school in their classrooms. Meals will be a structured part of morning activities with 2-3 students eating at one time with their assigned cohort (maintaining 6 feet of distance) while others are participating in other play and academic activities spread throughout the room.

Outdoor Learning

- Students will have outdoor time daily while in school (weather permitting) with the children from their classrooms/cohort. Play equipment will be cleaned in between cohorts.
- To the maximum extent possible, additional outdoor learning activities will be provided

English Learners

The ELL Department has put into place structures to leverage district resources to best meet the needs of our English Learners. All ELs will receive their English Language Development (ELD) services and supports throughout all learning models this year. They will be given language targets and instruction that builds their Reading, Writing, Speaking, and Listening in English. ELs at a WIDA level 1-2 are our ELs with the greatest language acquisition needs and have been prioritized to receive in-person instruction while following DESE COVID-19 safety guidelines. Families who chose to opt-out of in-person learning will continue to receive their daily services remotely. Regardless of the instructional model, all ELs will be assigned a liaison to connect regularly with parents and guardians.

The ELL Department is providing accessibility professional development for general education teachers to ensure that lessons and materials are visual, use concise language, model high-quality work, clearly chunked directions, and reflect the diversity of students and families. All educators will have access to Ellevation, our ELL Student Information database which will provide them with individualized language plans and targets. In addition, the district has EL Instructional Coaches to support teachers as they plan and deliver instruction and assess students.

The ELL Department continues to value and include parent voices through our English Learner Parent Advisory Council (ELPAC) and district-wide EL Family Nights. ELPACs are intended by law to advise school districts and schools on matters that impact English learners---- programming, supports for parents and families, and so on. These events will be held remotely with the same frequency as in past years.

Staffing

Implementation of Salem's reopening model will likely require some shifts, adjustments, and modifications to both the number of staff assigned to support different elements of learning as well as how staff are deployed. Additional information regarding staff working conditions will be made available following the district's upcoming negotiations with our respective unions.

Educator Flexibility

As we work to design the optimal way to staff our model at each grade level, we know that we will need to rely on the flexibility of our educators and other staff members to meet student needs and make it work. Teachers and other staff were asked in a recent survey whether or not they would be interested in pursuing a variety of flexibilities for staffing our schools this year. Based on the results, a majority of Salem teachers appear to have some level of interest in the following types of staffing flexibilities:

- Teaching in a team
- Teaching remotely either full or part-time
- "Looping" as a way to maintain relationships built with last year's cohort of students
- Teaching a flex block

Other staffing flexibilities received less support, overall, but there were some teachers who expressed interest in flexibilities such as:

- Teaching a different content area
- Teaching a different grade level
- Serving as a "floating" teacher as needed

Salem appreciates our teachers' willingness to be both flexible and innovative as we work to plan and implement high quality learning for our students in the upcoming year and we look forward to exploring the possibilities with them in our upcoming conversations.

Supporting Educators and Staff

Listening to Our Staff

As mentioned above, the Salem Public Schools sought input and feedback from our staff regarding remote learning as well as emerging reopening plans. Staff were surveyed, participated in forums with the Superintendent as well as other meetings, and a representative group of staff members, including all union presidents convened as part of our Staffing Work Group. This group advised the administration on procedures to identify staff who may be at high risk, survey design, as well as staffing implications for the eventual models.

Procedures for Staff who May be at High Risk of Illness Due to COVID-19

In mid-July, a notice was sent to all staff members informing them of the procedures they should follow if they were concerned about being at high risk of severe illness due to COVID-19. Several staff members followed those procedures and currently, the district's Director of Human Capital is following up with each of these individuals to learn more about their situations and assess any next steps. Any staff member who is concerned about this should contact the Director of Human Capital.

Employee Leave Policies

Families First Coronavirus Response Act

Under the [Families First Coronavirus Response Act of 2020](#), employees may be eligible for emergency paid sick leave or expanded family and medical leave through December 31, 2020 if they are unable to work or telework because of COVID-19 related reasons and meet the qualifying criteria.

Emergency Paid Sick Leave

Eligibility

Employees are eligible from the first day of employment for [Emergency Paid Sick Leave](#) if they are unable to work or telework for one of the six qualifying reasons.

Emergency Paid Sick Leave at regular rate of pay:

1. Are subject to a federal, state, or local quarantine or isolation order related to COVID-19 (this does not apply to travel-related quarantine);
2. Have been advised by a health care provider to self-quarantine related to COVID-19 (this does not apply to travel-related quarantine);
3. Are experiencing COVID-19 symptoms and seeking a medical diagnosis;

Emergency Paid Sick Leave at 2/3 of regular rate of pay:

4. Are caring for an individual who is subject to a Federal, State, or local quarantine or isolation order related to COVID-19 or have been advised by a health care provider to self-quarantine related to COVID-19;
5. Are caring for a child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons; or
6. Are experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.

Amount of Leave

- Full-time employees are eligible for up to two weeks of leave time, based on their regular schedule over a 2-week period, up to a maximum of 80 hours.
- Part-time employees are eligible for a number of hours equal to the number of hours the employee works, on average, over a 2-week period.
- Employees are capped off at the 80 hours, or a part-time employee's two-week equivalent. So, if an employee qualifies at two different times for this benefit, they may only use it once.

Calculating Leave Pay

The below information provides an overview of different [calculations for leave pay](#).

- Leave taken for reasons #1-3 is at 100% pay up to \$511 daily and \$5,110 total

- Leave taken for reasons #4 and 6 is provided at 2/3rds of the employee's regular rate of pay up to \$200 daily and \$2,000 total
- Leave taken for reason #5 is provided at 2/3rds of the employee's regular rate of pay up to \$200 daily and \$2,000 total, and if eligible up to an additional 10 weeks of partially paid under the Expanded Family and Medical Leave at 2/3rds of the employee's regular rate of pay up to \$200 daily and \$10,000 total.

Expanded Family and Medical Leave Act

Eligibility

Employees are eligible for expanded family and medical leave after 30 days of employment if they are unable to work or telework because their own child's school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons (see [Expanded Family and Medical Leave Act](#)).

Amount of Leave

- Employees are eligible for up to an additional 10 weeks of partially paid Expanded Family and Medical Leave at 2/3rds of the employee's regular rate of pay up to \$200 daily and \$10,000 total if they are unable to work or telework.
- Expanded FMLA is not available when an employee has exhausted FMLA leave for the current leave year.

The Family and Medical Leave Act

Eligibility

Employees are eligible for the [Family and Medical Leave Act](#) if they have worked at least 1250 hours in the 12 months prior to taking the leave.

Amount of Leave

Eligible employees may take up to 12 workweeks of leave in a 12-month period for one or more of the following reasons:

- The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
- To care for a spouse, son, daughter, or parent who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the essential functions of his or her job; or
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

Employees are eligible for 12 workweeks under FMLA in a calendar year, not per occurrence. For example, if a person uses 12 weeks of FMLA for the birth of a baby, they will not be eligible for 12 more weeks until a year has passed.

Massachusetts Parental Leave runs concurrently with FMLA.

FMLA runs concurrently with the Family First Coronavirus Response Act - Expanded FMLA

The American with Disabilities Act (ADA)

If an employee is not eligible for leave pursuant to the FFCRA, FMLA or other entitlement, the inquiry may be handled as a request for reasonable accommodation under the [Americans with Disabilities Act](#). In order to qualify for this type of accommodation, the employee must have a disability that would prohibit them from working in-person.

The following are examples of leave requests that will not be approved based upon state and federal law:

1. If an employee is concerned about the health condition of a household member. [EEOC FAQ #D.13](#)
2. If the sole basis for the employee's concern is their age (65 or older). [FAQ #H.1](#)
3. If the employee has general concerns about potential exposure to COVID-19 but does not have a specific or individualized reason why they need to remain home.

Click on the following link to learn more:

[What you should know about COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws](#)

Unpaid Leave of Absence

If your contract allows, you may request an unpaid leave of absence. This leave will be reviewed on a case by case basis, depending on district need. This will maintain seniority and guarantee a position in the future.

Employee Assistance Programs (EAPs)

The District recognizes that employees may be returning to work with heightened anxiety, during periods of mourning and/or under financial pressures, so please reach out to our EAP services which are confidential resources:

General Support | 1 -800-451-1834 | Available 24/7

Support for the Deaf and Hard of Hearing | TTY users, please use Relay | Available 24/7

Vision for Teaching & Learning

Selecting Learning Models

The charge of the Academics/SEL team was to review in-person, remote and hybrid models and to make recommendations for steps the district would need to take in order to implement each of these models effectively. The team represented a wide array of educators including teachers, a specialist, an adjustment counselor, principals, assistant principals, district directors, and the assistant superintendent.

The Salem Public Schools Reopening Plan will include both remote learning and in-person instruction. In order to prepare for this, the Academics/SEL team engaged in a thorough data-driven self-assessment starting with a full review of the remote learning model implemented in the spring of 2020. Two main sources of data informed this review process, the first being a set of student, parent and staff survey data. The second data set was a series of recommendations provided by a team of educators who conducted a full review of the supports provided to diverse families to assist them with managing remote learning at home and where gaps existed.

The Academics/SEL team extended the needs assessment to include a review of the district in-person instructional model and what resources, supports and guidance would be needed in order to accommodate in-person learning given the state's strict social distancing requirements and other safety protocols.

Instruction

With an eye toward strengthening instruction for both in-person and remote learning models, the Academics/SEL working group's needs assessment resulted in a detailed action plan with next steps for addressing the following instructional improvement goals.

Strengthening remote learning

- Track attendance and grades--communicate clear, consistent expectations to students and parents
- Assign students to an adult mentor (10:1)
- Ensure all students have a device, all households have internet access and provide parent/family workshops on platforms
- Prepare "take home" list to be ready for unannounced closure
- Standardize schedules and method of posting
- Extend small group instruction to all levels; ensure consistent synchronous is a component within the high school model
- Provide models of strong remote learning lessons
- Provide all students with regular face-to-face connections, SEL support, and clubs to combat social isolation of students in the remote learning model

Reimagining in-person instruction w/ strict safety protocols in place

- Provide modeling of what working within the new physical space will look/feel like
- Assess how to enable small group instruction
- Designate spaces for whole class meetings
- Devise a plan for leveraging outdoor spaces for group meetings and learning

- Ensure that face-to-face learning includes technology components in order to prepare younger students to be ready for remote learning if/when needed



Across grade-levels and content areas, SPS teachers have access to high-quality, research-based curriculum resources that include both digital and print resources. The district has developed curriculum maps for every K-12 course that outline units of study and include priority standards, content/skills to be taught, and timelines. These high-quality curriculum materials and maps will provide structure and guidance for instructional planning and delivery within in-person and remote learning models.

The district is currently reworking our unit/lesson planning process to ensure that integrating technology and digital content, opportunities for personalized learning, and inclusion of accessibility features are standard elements to all in-person lessons. This subtle yet important shift, helps teachers retain the “muscle” they built during remote learning and builds their capacity to design lessons that are suitable for both face-to-face and remote learning.

Professional Development

Salem Public Schools will have a robust professional development plan to support educators across the system with delivering quality instruction within and across in-person and remote learning models. We have data from a teacher survey about what types of support they would like to have. Strands of professional learning will include blended learning, fostering authentic student engagement, making content accessible to diverse learners, and trauma-informed practices.

As principals plan remote and in-person schedules, they are carving out time for teacher prep periods as well as for common planning time. Additionally, the district has five full PD days, eight half days, and 25 hours of after school (contractual) time to use for PD, in addition to the ten additional PD days afforded by the state for planning.

Safety, wellness and social emotional supports

It is well-known that the vast majority of students suffered from social isolation and loneliness having been cut-off from their social networks almost completely during the COVID closure. Planning for the coming school year is deliberately seeking to address these concerns.

Students will be paired with a trusting adult in cohorts of no more than 10:1 student/adult ratio. This adult will serve as an advisor and learning liaison for the students assigned to them. This structure is intended to make sure that each student is connected with at least one adult in the school who prioritizes strengthening students' social networks and fostering a strong home/school communication.

In both our remote and in-person learning models, all students will have access to weekly social emotional activities as either part of the daily schedule (in-person) or opt-in activities schedule (remote students). During Morning Meeting/Advisory/Crew, teachers will use the district SEL curriculum (Caring School Communities—K-8) and (The BARR Model Gr. 9-12). Parent companies for these commercial products have taken steps to modify their tools and resources to retro fit them to remote learning settings. Teachers will be provided time to review, engage and plan with these materials during the opening day planning time.

Considerable thought and effort will be given to hosting clubs monthly both online and in-person. The goal is to ensure that students are feeling a sense of connection and community with their peers throughout the year.

Part of the district's PD plan will include training adults across roles in trauma-informed practices. During the 2020 Summer Leadership Institute held August 5-7, 2020, principals were coached on the principles of trauma informed practices and engaged with a training module being developed for teacher professional development on the opening days.

Assessment

As a data-driven district, Salem Public Schools has a relatively robust assessment landscape already in place. In addition to state-mandated tests (MCAS, ACCESS), students in grades K-8 take periodic district common assessments in the content areas of mathematics, ELA, and science. Students in grades 3-8 take these assessments online, whereas students in grades K-2 complete theirs using paper-and-pencil in individual or small group settings under the guidance of a teacher. All assessments can be adapted to be administered either remotely or in a classroom. Data is stored in SchoolCity which provides a multitude of useful reports at the teacher, grade, school, and district levels. School leaders and coaches schedule regular data meetings to develop action plans (including reteaching) based on student results.

Elementary teachers use the Fountas & Pinnell Benchmark Assessment System, Foundations assessments, and the PALS (Phonemic Awareness Literacy System). Again, all of these can be delivered either online or in person. Middle school teachers rely on iReady to get baseline levels in mathematics and reading in the spring and fall. Currently, iReady only permits testing while students are physically in school. If our middle school students will be learning remotely this year, we would need to find an alternative tool. We have just added ONPAR, a U.S. Department of Education funded system of computerized science assessments for middle school. These tasks use engaging multi-media content to greatly reduce accessibility-barriers for English learners and other students who struggle with language-heavy traditional tests.

High school students have teacher-developed common assessments (taken online in SchoolCity) in the core content areas. The high school also gives midterm and final exams and

final projects in most subject areas. There are labs, debates, essays, performances, and other measurements of growth spread throughout the year. Many but not all of these can be adapted for use in a remote learning environment.

At all grade levels, teachers use their own formative classroom assessments, which might include exit tickets, problem-solving, essays quizzes, and more.

To sum up, almost all of the district's current assessment tools can be adapted to be used in a remote learning environment; however, further study will be needed to ascertain whether they will provide a true measure of student mastery levels if they are taken at home. It is incumbent upon the district to take this opportunity to re-examine assessment practices, thinking about multiple ways to demonstrate content knowledge and skills through real-world applications, non-traditional means of expression, and connections to issues of interest to students.

Intervention

Each Salem Public School employs data cycles as a means for identifying students who are on, at or below grade level reading, math, and science benchmarks based on district interim assessments. Annually the district publishes an assessment schedule for when three district benchmark assessments are to be administered. The assessment calendar for the coming year will be adjusted in order to be useful for both in-person and remote settings. Data cycles will continue to be a practice employed by principals and their instructional leadership teams in order to review the academic growth and progress of students whether they attend a remote or in-person learning model.

The district is taking steps to strengthen the availability of online tier 2 interventions so that these are available for use within both the remote and in-person models. Currently a variety of interventions are available including and not limited to ST Math, Dreambox, Lexia, and IXL. We have a team of educators reviewing the district's current assessment portfolio and making recommendations for additional tools and licenses needed to ensure that teachers have the resources to offer targeted personalized intervention and extension for all students whether they are attending the remote learning model or in learning in school. The district intends to publish an intervention (Tier 2) guidance document to create some consistency across schools.

As schools work on developing their reopening schedules, principals are striving to incorporate a flex block so that students have dedicated time each day for intervention and/or enrichment in both remote and in-person schedules. This will allow for consistent access to dedicated intervention time which will be critical for addressing regression and COVID-slide.

School Calendar

Salem Public Schools has five full days of professional development annually. Four of these days happen before students' first day of school allowing for significant professional development over the course of the year. The state provided an additional ten days for teacher training that must also occur prior to the start of school. Three of the original three days of PD time will be moved to the first week of November to allow for teachers to plan and assess the efficacy of the reopening models with the goal of planning for adjustments as needed. This leaves eleven full days of teacher training prior to the opening of school. This time will be used

for detailed training on safety protocols in addition to providing teachers with ample time to plan instruction and other student supports.

Revised Opening of School Calendar

AUGUST 2020							SEPTEMBER 2020						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

First Day (Grades 1-12)
Schools Closed: Holiday or Vacation
Schools Closed: Staff Report, Professional Development
Half Day: Professional Development
Half Day: ½ day before Holiday / Last Day of School
First Day of School (Pre-Kindergarten & Kindergarten)

Family and Community Engagement

Our children live, learn and play in a community that extends far beyond the walls of school buildings. Family and community partnerships are essential for thriving kids now, more than ever, as we build new relationships and collaborations to meet these extraordinary times. Families and community based organizations bring deep expertise about children’s lived experiences, their culture and development and Salem Public Schools believes that the closer we work to identify gaps and align solutions, the better off our kids will be.

We know that we must prioritize trust and respect in our relationships with families. These principles underscore the work we are doing to ensure that all families have consistent, clear and equitable access to school processes and decisions and all academic content. We are looking to reframe the role of families and put them at the center of our understanding of what it means to successfully educate our kids. The forthcoming plan strives to ensure that families are seen as assets in education, are equipped with the tools to contribute to their child’s learning, and are empowered to become advocates for change. Family engagement plans will be shared in the coming weeks.

Community based organizations strive to ensure that young people and families have access to essential services like food and healthcare and also provide opportunities for critical enrichment and cultural experiences. We continue to work with our community based organizations to share plans and plant seeds for new, innovative ways to work together. This includes not only asking community based organizations to help the school district but also asking ways in which the school district can better support partners in order to make their work easier. We are all serving the same population and our successes and struggles are deeply entwined. Here are a few of the possibilities we are exploring alongside our community based partners:

Salem Public Schools could:

- a. Offer access to training and professional development to community partners when discussing issues of shared interest (i.e. remote learning, trauma informed practices, cleaning and health protocols etc.)

- b. Schedule regular meetings to address ongoing questions or concerns from both parties (student schedules, technology platforms, academic enrichment, accessing services/community resources).
- c. Facilitate information sharing between teachers, families and CBOs so that everyone understands and holds the same expectations
- d. Consider expertise of community partners to offer virtual or in person programming/support during the school days such as enrichment activities, or navigating academic work
- e. Consider providing incentives such as school credit for students to participate in high quality out of school programming

Community Based Organizations could:

- a. Provide spaces other than school buildings with reliable internet access for students to work independently or in small groups
- b. Provide staff to help students navigate their online learning
- c. Offer full day programming options during days students are not physically in school
- d. Provide virtual programming for students outside or during school hours (i.e. virtual internships, enrichment programming)
- e. Offer to serve as a cultural broker between schools and families to expand access to services or learning
- f. Continually develop and share information on programming offerings and specialized population support
- g. Develop programming that is specifically aligned to needs that emerge

Next Steps

**Want to send feedback? Please email salemreturns@salemk12.org or [fill out this form](#).
We look forward to hearing from you.**

Appendix A: References for the Scientific Context Section

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Appendix B: Summary of Survey Findings

Throughout the three-month period of school closure and into the summer, Salem Public Schools collected a variety of information to better understand the school community's remote learning experience and implementation challenges as well as stakeholders' views on reopening schools. Three different surveys were administered in June and July, including: 1) a Remote Learning Survey; 2) Parent survey on reopening of schools; and 3) Staff survey on reopening of schools. Summaries of the results from all three surveys [can be found here](#).

1. **Remote Learning Survey.** A survey of parents, teachers, and students on the success and challenges of remote learning during the school closure period. From the results, we learned that: Highlights from the results include:
 - Families appreciated the outreach and connection from Salem teachers, especially small group instruction or meetings, but wanted greater ease and coherence with the learning platforms used, especially across multiple grades and/or teachers.
 - Teachers quickly adapted to remote learning and embraced the opportunity to learn and engage students in new ways. In the future, they hoped to see more efforts to train parents and establish clear expectations for student attendance and engagement in remote learning.
 - Many students appreciated the opportunity to learn at their own pace along with participating in zoom meetings and hoped to see a streamlined learning platform in the future.
2. **Family Survey on Reopening of Schools.** A parent survey on reopening options and related factors. From this survey, we learned:
 - Families' preferences varied by grade level with more elementary families desiring more in-person instruction. Over 400 families, however, expressed a preference for remote-only and up to 20% of families were still unsure.
 - If Salem were to adopt a hybrid model, there is a strong preference for students to attend two full days per week, not alternating weeks or half days.
3. **Staff Survey on Reopening of Schools.** A staff survey on reopening options and related factors. From this survey, we learned:
 - Overall, more staff (and especially teachers) were more comfortable with returning to school using a hybrid model than they were with the all in-person model
 - Staff also expressed a high level of interest and confidence in Salem's ability to successfully implement a remote learning model.

District leaders considered all of the perspectives as it developed its final reopening plan.

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Salem Public Schools
Bates, BAIS, CMS, ECC, HMLS, SPHS, Salts, WHES
2020 - 2021 School Calendar

AUGUST 2020						
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August

- 17 - 19 New Teacher Orientation
- 26-28 Professional Development Days (full)
- 31 - Professional Development Day (full)

September

- 1-3 - Professional Development Day (full)
- 4 - No School
- 7 - Labor Day
- 8-11 - Professional Development Day (full)
- 14 - First Day of School (Grades 1-12)
- 16 - First Day of School (PK/Kindergarten)
- 23 - Professional Development Day (half)

October

- 12 - Columbus Day
- 21 - Professional Development Day (half)

November

- 2-6 - No School for Students
- 2-3 - Schools Closed for Staff
- 4-6 - Professional Development Days (full)
- 11 - Veterans' Day
- 25 - 1/2 day before Thanksgiving
- 26-27 - Thanksgiving Break

December

- 9 - Professional Development Day (half)
- 24 - 31 - Winter Break

January

- 1 - New Year's Day
- 18 - Dr. Martin L. King Day
- 27 - Professional Development Day (half)

February

- 15 - 19 - February Vacation

March

- 10 - Professional Development Day (half)
- 24 - Professional Development Day (half)

April

- 2 - Good Friday
- 19 - 23 - April Vacation

May

- 26 - Professional Development Day (half)
- 31 - Memorial Day

June

- 15 - Last day of school (PK/Kindergarten)
- 17 - Last day of school

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	First Day (Grades 1-12)		Last day of school for PK/K
	Schools Closed: Holiday or Vacation		
	Schools Closed: Staff Report, Professional Development		
	Half Day: Professional Development		
	Half Day: 1/2 day before Holiday / Last Day of School		
	First Day of School (Pre-Kindergarten & Kindergarten)		



Salem Public Schools Salem High School 2020 - 2021 School Calendar

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	First Day (Grades 1-12)
	Schools Closed: Holiday or Vacation
	Schools Closed: Staff Report, Professional Development
	Half Day: Professional Development
	Half Day: ½ day before Holiday / Last Day of School
	Parent Events/Meetings

- August**
- 17 - 19 New Teacher Orientation
 - 25-27 Professional Development Days (full)
 - 31 - Professional Development Day (full)

- September**
- 1-3 - Professional Development Day (full)
 - 4 - No School
 - 7 - Labor Day
 - 8-11 - Professional Development Day(full)
 - 14 - First Day of School (Grades 1-12)
 - 16 - Professional Development Day SHS Only (half)
 - 23 - Professional Development Day (half)
 - 24 - Meet the Teacher Night 6:30-8:30

- October**
- 7 - Faculty Meeting
 - 12 - Columbus Day
 - 13 - Q1 Mid Quarter
 - 21 - Professional Development Day (half); Q1 Progress Reports Posted
 - 26 - Parent Conferences 2:05-3:00
 - 28 - Faculty Meeting

- November**
- 2-6 - No School for Students
 - 2-3 - Schools Closed for Staff
 - 4-6 - Professional Development Days (full)
 - 11 - Veterans' Day
 - 18 - Professional Development Day SHS Only (half)
 - 19 - End of Q1
 - 25 - ½ day before Thanksgiving
 - 26-27 - Thanksgiving Break
 - 30 - Q1 Report Cards Posted

- December**
- 2 - Faculty Meeting
 - 3 - Parent Conferences 6:00-8:00
 - 9 - Professional Development Day (half)
 - 16 - Professional Development Day SHS Only (half)
 - 23 - Q2 Mid Quarter
 - 24 - 31 - Winter Break

- January**
- 1 - New Year's Day
 - 6 - Professional Development Day SHS only (half)
 - 12-13 - ACCESS Testing (Late Arrival)
 - 13 - Q2 Progress Reports Posted
 - 18 - Dr. Martin L. King Day
 - 27 - Professional Development Day (half)
 - 28-29 - Midterm Exams

- February**
- 1-2 - Midterm Exams
 - 2 - End of Q2
 - 3 - Faculty Meeting
 - 10 - Professional Development Day SHS Only (half day)
 - 12 - Q2 Report Cards Posted
 - 15-19 - February Vacation
 - 24 - Parent Conferences 7:30 AM-9:00 AM

- March**
- 3 - Faculty Meeting
 - 10 - Professional Development Day (half)
 - 11 - Q3 Mid Quarter
 - 24 - Professional Development Day (half)
 - 25 - Q3 Progress Reports Posted
 - 30 - Parent Conferences 2:05-3:00
 - 31 - Faculty Meeting

- April**
- 2 - Good Friday
 - 7 - Faculty Meeting
 - 12 - End of Q3
 - 14 - Professional Development Day SHS Only (half)
 - 19 - 23 - April Vacation
 - 28 - Faculty Meeting
 - 29 - Report Cards Posted

- May**
- 5 - Faculty Meeting
 - 12 - Professional Development Day SHS Only (half)
 - 19 - Q4 Mid Quarter; Faculty Meeting
 - 26 - Professional Development Day (half)
 - 31 - Memorial Day

- June**
- 3 - Progress Reports Posted
 - 4 - Graduation (6 PM)
 - 9 - Faculty Meeting
 - 17 - Last day of school

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Salem Public Schools Carlton Innovation School 2020 - 2021 School Calendar

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August

- 17 - 19 New Teacher Orientation
- 27-28 Professional Development Days (full)
- 31 - Professional Development Day (full)

JANUARY 2021						
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September

- 1-4 - Professional Development Day (full)
- 7 - Labor Day
- 8-11 - Professional Development Day (full)
- 14 - First Day of School (Grades 1-12)
- 16 - First Day of School (PK/Kindergarten)

FEBRUARY 2021						
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October

- 12 - Columbus Day
- 21 - Professional Development Day (half)

MARCH 2021						
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November

- 2-6 - No School for Students
- 2-3 - Schools Closed for Staff
- 4-6 - Professional Development Days (full)
- 11 - Veterans' Day
- 20 - 1/2 day - Transition Day
- 25 - 1/2 day before Thanksgiving
- 26-27 - Thanksgiving Break

APRIL 2021						
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December

- 9 - Professional Development Day (half)
- 24 - 31 - Winter Break

MAY 2021						
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January

- 1 - New Year's Day
- 18 - Dr. Martin L. King Day
- 27 - Professional Development Day (half)

February

- 15 - 19 - February Vacation

March

- 10 - 1/2 Day - Transition Day
- 24 - Professional Development Day (half)

April

- 2 - Good Friday
- 19 - 23 - April Vacation

May

- 26 - 1/2 Day - Transition Day
- 31 - Memorial Day

June

- 15 - Last day of school (PK/Kindergarten)
- 17 - Last day of school

JUNE 2021						
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First Day (Grades 1-12)	Last Day of School for PK/K
Schools Closed: Holiday or Vacation	
Schools Closed: Staff Report, Professional Development	
Half Day: Professional Development	
Half Day: 1/2 day before Holiday / Last Day of School	
First Day of School (Pre-Kindergarten & Kindergarten)	



Salem Public Schools New Liberty Innovation School 2020 - 2021 School Calendar

AUGUST 2020						
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August

- 17 - 19 New Teacher Orientation
- 25-27 Professional Development Days (full)
- 31 - Professional Development Day (full)

September

- 1-3 - Professional Development Day (full)
- 4 - No School
- 7 - Labor Day
- 8-11 - Professional Development Day (full)
- 14 - First Day of School (Grades 1-12)
- 16, 23, 30 - Professional Development Day (Early Release)

October

- 12 - Columbus Day
- 7, 14, 21, 28 - Professional Development Day (Early Release)

November

- 2-6 - No School for Students
- 2-3 - Schools Closed for Staff
- 4-6 - Professional Development Days (full)
- 11 - Veterans' Day
- 18 - Professional Development Day (Early Release)
- 25 - ½ day before Thanksgiving
- 26-27 - Thanksgiving Break

December

- 2, 9, 16, 23 - Professional Development Day (Early Release)
- 24 - 31 - Winter Break

January

- 1 - New Year's Day
- 18 - Dr. Martin L. King Day
- 6, 13, 20, 27 - Professional Development Day (Early Release)

February

- 15 - 19 - February Vacation
- 3, 10, 24 - Professional Development Day (Early Release)

March

- 3, 10, 17, 24, 31 - Professional Development Day (Early Release)

April

- 2 - Good Friday
- 19 - 23 - April Vacation
- 7, 14, 28 - Professional Development Day (Early Release)

May

- 5, 12, 19, 26 - Professional Development Day (Early Release)
- 31 - Memorial Day

June

- 2, 9, 16 - Professional Development Day (Early Release)
- 17 - Last day of school

JANUARY 2021						
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	First Day (Grades 1-12)
	Schools Closed: Holiday or Vacation
	Schools Closed: Staff Report, Professional Development
	NLIS Early Release: Professional Development
	Half Day: ½ day before Holiday / Last Day of School

NANCY A. WEISS

PROFESSIONAL EXPERIENCE

January, 2018 - present Georgetown Public Schools **Georgetown, Massachusetts**

Executive Assistant to Superintendent/School Committee Secretary

- Attend all Regular and Special School Committee Meetings for the purpose of providing information, recording official minutes; coordinating materials distribution and supporting the needs of the attendees
- Compile data from a wide variety of diversified sources (staff members, school committee, community organizations, government agencies) for the purpose of preparing information and reports
- Compose a wide variety of complex written materials (correspondence, agendas, minutes, event programs, bulletins and reports) for the purpose of communicating information and creating documentation in conformance with established guidelines and regulations.
- Coordinate a wide variety of special projects, activities and events for the Superintendent and School Committee (meetings, workshops, travel/accommodations)
- Maintain a wide variety of complex manuals and electronic document files and records (district policy manual, employee contracts, job descriptions) in accordance with established administrative guidelines and legal requirements
- Prepare a wide variety of reports, documents and correspondence of a confidential and non-confidential nature
- Responsible for the hiring and onboarding process for all employees, including CORI, fingerprinting and all other documentation
- CORI/SAFIS authorized administrator and responsible for administering and documenting all mandatory state trainings to staff
- Manage and maintain posting and recruitment districtwide on employment recruitment website (SchoolSpring)
- Responsible for tracking and monitoring all teacher certifications and licenses
- Serve as a liaison for the Superintendent between parents, teachers, members of the public, town elected and appointed officials and the School Committee
- Respond to a wide variety of calls, concerns and/or complaints
- Schedule a variety of activities including appointments, meetings and facility usage

June, 2017 - January, 2018 Winchester Public Schools **Winchester, Massachusetts**

Transportation/Facility Usage Coordinator

- Coordinated transportation services for K-12 students of Winchester Public Schools
- Established bus routes for over 1,200 students
- Maintained master calendar for all facility rental schedules
- Generated and processed facility rental invoices, collected all building rental payments and submitted to Town Hall for deposit
- Assisted Accounts Payable Clerk in processing weekly invoices and prepare warrants to be submitted to Town Hall for payment approval by School Committee
- Provided backup support in the processing of payroll for all school department employees
- Provided administrative support to the Director of Finance & Operations

October, 2016 – June, 2017 Peabody Public Schools

Peabody, Massachusetts

Secretary to Assistant Superintendent of Schools

- Created and maintained complex files, records and information managements systems in an accurate and organized manner
- Worked with Business Manager and Assistant Superintendent on grant expenditures of assigned state and federal grants
- Created databases and spreadsheets; generated reports and analysis
- Assisted and maintained records of professional staff development activities and curriculum instruction materials
- Assisted in the coordination of the new teacher academy induction/mentoring program
- Coordinated communication and documentation for homeschooling program
- Processed professional license and tuition reimbursement
- Prepared and processed purchase orders as they pertain to the Superintendent's and Assistant Superintendent's Offices

September, 2012 – October, 2016 Malden Public Schools

Malden, Massachusetts

Executive Assistant/School Committee Clerk

- Assured administrative & clerical support in a confidential capacity to the Superintendent of Schools, Central Office, and School Committee. Effectively maintained excellent files & records management system and tactfully prepared school district calendar. Maintained positive work relations with all members of school committee, staff, city departments, parents, and students.
- Assisted school committee members with data research and collection. Administered Granicus/Legistar software for gradual conversion for all school committee dockets and minutes.
- Oversaw all school committee meeting arrangements and actively participated in all committee meetings, recorded proceedings, transcribed and prepared minutes for distribution. Rendered robust public relations support to Malden Public Schools and tactfully fielded questions and inquiries from the public.
- Supervised proofreading, printing and website posting for K-8 handbook. Utilized IT solutions to post documents to school website, including all Superintendent correspondence, projects, presentations and newsletters. Ensured continual management reporting function; submitted and maintained CORI Database, Fingerprinting Database as well as various other forms.

School Facility Rental Coordinator

- Administered current facility rental management software program. Expertly scheduled all on-site facility rental events. Coordinated with renters on negotiating fee schedule, insurance coverage, necessity of permits, police details, etc. prior to rental of facilities. Generated & processed invoices, collected all building rental payments and followed up on all facility rental activities.
- Managed bank deposits for all payments received, compiled all facility rental overtime and payment schedule for custodians. Expertly drafted contracts with long-term renters prioritizing & safeguarding organizational interests while maintaining contractual legality.
- Responsible for submitting weekly schedules to custodians, principals, administrators, athletic department and appropriate city departments.
- Actively coordinated with community school administrator, principals, athletic director, recreation department and other personnel to optimize overall organizational productivity and performance.

January, 2011 – August, 2012 Relotrans, LLC

Newburyport, Massachusetts

Relocation Coordinator

- Responsible for coordinating and facilitating the relocation of corporate client's automobiles, motorcycles and boats in a timely and efficient manner.
- Quote, schedule and manage moves throughout the United States (including Hawaii and Puerto Rico) and Canada
- Develop and establish relationships with corporate agents, their clients and auto transporters

- April, 2009 – January, 2011 Commonwealth of Massachusetts** **Boston, Massachusetts**
Research Analyst for State Representative Paul J. Donato
- Responsible for researching and summarizing bills to go before House of Representatives
 - Assist Research Director in preparing for upcoming committee hearings
 - Provide coverage in District Office for Legislative Aide when necessary
- 2002 – 2005 Lynnfield Council on Aging** **Lynnfield, Massachusetts**
Trip Coordinator/Budget Manager
- 1996 – 2002 Massachusetts Financial Services** **Boston, Massachusetts**
Senior Print Production Manager, Creative Services Department
- 1988 – 1996 Colonial Mutual Funds** **Boston, Massachusetts**
Supervisor, Creative Services Department
Executive Secretary to Executive Vice President, Sales Department
- 1985 – 1988 Malden Trust Company** **Malden, Massachusetts**
Executive Secretary, Commercial Loans, Trust and Mortgage Department

EDUCATION

- 1986 – 1988 Fisher College** **Boston, Massachusetts**
- Evening Associates Degree Program, majoring in Business Administration/Management
- 1984 – 1985 Katharine Gibbs School** **Boston, Massachusetts**
- Certified in One-Year Secretarial Program

REFERENCES

Available upon request.

Memo:

To: Salem School Committee

From: Kristin Shaver

Date: August 10, 2020

Re: FY21 Budget Transfer Request 1

The Music Department requests the following transfer. This moves funds that aren't needed for transportation in FY21 to instructional supplies to be used for a remote learning platform for music.

Account Description/Use	Account Number	Amount From	Amount To
Transportation	13570141-5333	\$7,400	
Educational Supplies	13570141-5508		\$7,400

I recommend approval of the transfer.



SCHOOL COMMITTEE **6000**

SCHOOL COMMITTEE MEETINGS 6400

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS 6409

All regular and special meetings of the School Committee shall be open to the public. School Committee meetings, including executive sessions, are conducted in accordance with the Massachusetts Open Meeting Law.

The School Committee desires and encourages citizens of the district to attend and/or participate in its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public.

This time shall be available at every School Committee meeting whether held in person, online, or combination of both.

Since Spanish is the second-most prevalent language in the city, interpreters will be available at all regular school committee meetings.

Public comment is intended to offer citizens an opportunity to express their opinion on issues of School Committee business. Should the Chair believe that an issue or question falls outside the purview of the School Committee, he/she may request that citizens direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern public comment and participation at every School Committee meeting, regardless of the format:

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. A sign-up sheet will be available as people enter the meeting for those participating in-person and a link to an online form shall be available on the meeting notice to sign up for remote participation in public comment. Members of the public will be asked to sign up to speak in advance of the meeting. People will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together. People who arrive after the sign-in sheet has been removed or who enter comments to the online form after the start of the meeting may speak at the Chair's discretion. The sign-up sheet and/or online list will be provided to the chair just prior to the meeting being called to order and any additional entries shared with the chair prior to the closure of the public comment period. Entries to the online form received after the public comment period closes shall not be read into the record but will be attached to the meeting minutes as an addendum.
4. Individuals wishing to speak must identify themselves by name and address and indicate the specific topic they wish to address.
5. Speakers will be allowed up to 5 (five) minutes to present their material. Extension of this time limit is at the discretion of the chair.

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It is the policy of the School Committee that the agenda shall include a provision for community and staff to address the School Committee on topics or issues that would be reflective of the public interest, but for a period of no longer than a 5 minute duration.

Commented [JC1]: NEW! Re-written based on 6/25/20 Policy Subcommittee meeting discussion and affirmed at the 7/7/20 Policy Subcommittee meeting. Goal of this section is to outline process for signing up for public comment and modify procedures to include remote submission of public comment (regardless of whether the meeting is held in person or remotely).

Commented [JC2]: Revised wording by Policy Subcommittee on 1/29/20 and re-referred for 2nd reading (1st reading said: "Any person wishing to speak must identify him or herself"

Commented [JC3]: Changed from "interest to which they wish to speak" to "topic they wish to address."

6. Copies of public comments shared during the public comment period may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.

Commented [JC4]: Added by Policy Subcommittee 1.29.20

7. Topics raised during the public comment period shall be limited to items that are within the School Committee's authority.

8. All speakers are encouraged and expected to present their remarks in a respectful manner.

9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

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State law also provides that,

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No person shall address a public meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Deleted: that all committee meetings shall be open to the public and to the press unless the committee shall vote to go into executive session. Further:

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Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the opportunity for those submitting comments to opt to submit a written comment (to be read aloud during the meeting) or to be recognized during the remote/online meeting in order to speak within the online meeting environment for up to five (5) minutes.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a "live stream" mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

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Legal Reference: 30A:20(g)

Referred by the Policy Subcommittee on 1/16/20

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First reading on 1/21/20. Referred back to the Policy Subcommittee by the full committee on 2/3/20. Reviewed and revised during the 5/18/20, 6/8/20, 6/25/20, and 7/7/20 Policy Subcommittee meetings. Referred back to the Full Committee for 2nd Reading on 7/7/20

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Second Reading on 7/13/20

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STUDENTS AND INSTRUCTION	5000
STUDENT CONDUCT,	5400
USE OF PHYSICAL RESTRAINT	5416

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RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS

To the extent required by law, the Salem Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

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A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the Salem Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

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School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² shall be prohibited in public education programs except to the extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

² Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

STUDENTS AND INSTRUCTION	5000
STUDENT CONDUCT,	5400
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Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only Salem personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Salem Public Schools from using reasonable force to protect students, other persons or

³ Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement.

⁴ Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior.

⁵ Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁶ Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

STUDENTS AND INSTRUCTION

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STUDENT CONDUCT

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USE OF PHYSICAL RESTRAINT

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themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. All school staff must receive training with respect to the district’s restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by the Regulations, all physical restraints must be reported to the DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the Salem Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, including by having widespread Safety

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STUDENTS AND INSTRUCTION

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STUDENT CONDUCT

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USE OF PHYSICAL RESTRAINT

5416

Care Training as well as building-based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

Parent Engagement. In accordance with the regulations, the Salem Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. Such discussions may occur at Individual Education Program (IEP) meetings for individual student concerns, and at Parent Advisory Committee (PAC) meetings for district level concerns.

Complaints. Complaints and investigations regarding restraint practices should be directed to Salem's Executive Director of Pupil Personnel Services, who can be reached at 978-740-1249.

Additional information. including a copy of the regulations, can be obtained from the Executive Director of Pupil Personnel Services who can be reached at 978-740-1249. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Approved: September 3, 2019

Reviewed and referred by Policy Subcommittee on 7/7/20

First Reading on 7/13/20

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PERSONNEL	4000
<u>ALL EMPLOYEES</u>	4100
STAFF CONDUCT WITH STUDENTS	4105

PHYSICAL CONTACT BETWEEN EMPLOYEES AND STUDENTS
AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTION

INTRODUCTION

▲ The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at school and during school sponsored functions. ▼

GENERAL PRINCIPLES

All physical contact between employees and students must have a valid educational purpose and objective, meeting only the student's needs.

The use of physical contact or force in order to impose the staff member's will upon a student, except in an emergency situation, is strictly prohibited.

Employees who observe physical contact between students and employees, which they deem to be inappropriate, are expected to report said observations to the building principal and/or the superintendent as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected. The principal shall relate the incident, in writing, to the superintendent within 24 hours.

Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, will result in disciplinary action, which may include dismissal.

Related Policies: SC Policy 5416 Use of Physical Restraint

Reviewed and referred by the Policy Subcommittee on 7/7/20

First Reading on 7/13/20

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STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS	5221

The School Committee endorses the following guidelines:

Each student activity must be clear in the contribution it can make to the learning and development of youth;

The student activity program must be continually changing. It must adjust to the needs and interests of students in the same way as the academic program;

Participation should be equally available to all students.

Reviewed by Policy Subcommittee: July 13, 2020

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