

# **Abington Public Schools Reentry Plan Fall 2020**



*Note: These plans are subject to change based on union negotiations, future DESE/MDPH guidance, or shifts in the pandemic.*

8.14.20

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Dear Abington School Community,

I am writing with an update on our planning process for the start of a new school year in Abington. Based on the changes and challenges, we are now scheduled to resume student learning on September 16. This delayed start time allows us to best prepare staff for the upcoming year, ensuring they have ample time for both professional development and an understanding of health and safety protocols.

Our process continues to be guided by the monitoring of public health data in Abington and Massachusetts, and we are encouraged that indicators about the virus continue to remain low. The Commonwealth's careful and disciplined approach has enabled our state gradually to begin reopening, in part because of strong compliance with health and safety precautions.

The Abington School Committee voted and approved the recommended option for a 2-3 Hybrid Model of Learning. Of course, we know that under normal circumstances, students would be best served in schools every day, interacting with their peers and engaged in live classroom learning. While our educators and families worked incredibly hard last spring to implement remote learning, we know that approach presented enormous challenges, did not reach all students (particularly those with the greatest needs), and is not an adequate substitute for in-person interaction with teachers. We also know that in time away from school our students also lack access to all of the academic, mental, and physical supports that help ensure their social-emotional well-being, particularly in navigating the effects of trauma during these tremendously challenging times. Therefore, we believe our families and students deserve more than a fully remote learning plan.

In order to adhere to the school reopening guidance provided by DESE, consistent with recommendations from the Centers for Disease Control (CDC) and the American Pediatric Association, we also do not believe we can safely meet physical distancing requirements with all students and staff in the buildings at the same time. **We do believe we can make significant changes in our school schedules and operating procedures to make a partial return to in-person learning both safe and successful.** This approach will require strategies to ensure physical distancing, as well as a series of other critical health and safety measures, including wearing face coverings, washing hands frequently, cleaning and sanitizing facilities, screening regularly for symptoms of illness, and staying home from school when sick, among others. Our planning process includes a comprehensive set of strategies and investments to minimize the risk of transmitting the virus.

As a result, we will pursue negotiations with all impacted unions for a hybrid learning plan, which would bring the students back into school buildings for in-person instruction in smaller, socially distanced groups on a rotating basis, combined with an improved remote learning program on the days students are not scheduled to be physically in school. This plan also enables us to bring a subset of students in greatest need of in-person instruction and support, particularly students with disabilities, back to school every day, but also in smaller, distanced settings with all other precautions in place.

We recognize that the circumstances of every family and staff member are different, and that no plan ultimately will satisfy everyone in our community. Rest assured that we are working diligently to explore every option available to us, that we remain guided by the science to keep our students and staff safe and healthy, and that we will be prepared to make adjustments along the way if the public health conditions or other variables change over time.

We will continue to post updates on our website and social media. I am confident that we can prioritize both safety and learning as we prepare for the start of a successful school year. Thank you for your patience and cooperation in these difficult times.

Peter Schafer

Superintendent of Schools

## **Abington Public Schools Foundational Elements for School Reopening**

**Safety is most important.** The DESE guidelines provide the minimum standards. We want to maximize every opportunity to provide the safest environment for our students and staff.

**Emotional and Mental Wellbeing are the next most important things.** We need to get each other and Abington through a worldwide pandemic. Taking the time to listen and being patient and flexible are critical. We want to be the masters of the things we can control and let go of the rest. This is truly what we have been called upon to do.

**Academics, Athletics, and the Arts must remain important facets of quality education.** They are important; however, we all need to recognize we will not be able to design or deliver our instruction the way we know is best for students, until this event ends. Academics, athletics, and the arts are part of how we create safe, productive, emotionally, and mentally stable experiences.

### **Initial State Guidance on the Reopening of School**

On June 25, 2020, Governor Baker provided guideline for Massachusetts' schools reopening in the fall. A link to the Massachusetts Department of Elementary and Secondary Education (MA DESE) initial reopening of school guidance can be found here <http://www.doe.mass.edu/covid19/return-to-school/>. On July 17, 2020, DESE released protocols for responding to COVID-19 scenarios in school or on the bus or community settings. The information can be found here <http://www.doe.mass.edu/covid19/on-desktop.html>.

The MA DESE guidelines set forth several guidelines for public schools, including, but not limited to, the following:

- All staff must wear a mask/face covering
- Students in grades 2 through 12 must wear a mask/face covering
- All students and staff will maintain three (3) to six (6) feet of physical distancing
- Schools should organize students into cohorts to minimize the number of different interactions between students. (This is commonplace in elementary schools, and recommended, to the extent possible, at middle and high school.)

Below are links the MA DESE documents from which this plan was developed:

- **June 25, 2020 - Initial Fall School Reopening Plan**  
<http://www.doe.mass.edu/covid19/return-to-school/>
- **July 24, 2020 - Guidance for Courses Requiring Additional Safety Considerations for Fall 2020**  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 24, 2020 - Remote Learning Guidance for Fall 2020**  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 22, 2020 - Fall Reopening Facilities and Operations Guidance**  
<http://www.doe.mass.edu/covid19/on-desktop.html>

- **July 22, 2020 - *Fall Reopening Transportation Guidance***  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 17, 2020 - *Protocols for Responding to COVID-19 Scenarios***  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 15, 2020 - *Two-Step Process for District Fall Reopening Plans***  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 13, 2020 - *MTA/AFT/BTU Public School Reopening Proposals to DESE***  
<https://massteacher.org/-/media/massteacher/files/news/proposaldeese.pdf>
- **July 10, 2020 - *SPED State Resource: Comprehensive Special Education Guidance for the 2020-2021 School Year Memo***  
<http://www.doe.mass.edu/covid19/sped.html#state-resources>
- **July 10, 2020 - *On the Desktop: Additional Guidance on Fall Reopening Plans***  
<http://www.doe.mass.edu/covid19/on-desktop.html>
- **July 9, 2020 - *On the Desktop: Comprehensive Special Education Guidance for the 2020-2021 School Year***  
<http://www.doe.mass.edu/covid19/on-desktop.html>

## **Getting Started - What You Need to Know**

### **When Does School Start?**

To provide as smooth and safe a return to school as possible, the Abington Public Schools will use the following schedule:

#### **August 31, 2020-September 15, 2020: Faculty/Staff Orientation/Preparation/Collaboration**

During this time, faculty and staff will engage in:

- Orientation for hybrid/remote learning procedures and instructional protocols
- Professional development in new COVID-19 safety protocols and the proper use of PPE
- Training relative to Social-Emotional Learning

#### **September 16, 2020: Hybrid Learning begins for all students**

A hybrid model means that students would alternate between in-person and remote learning. In Abington this means that a portion of the class will be assigned to Cohort **GREEN** and the remaining students to Cohort **WAVE**. Students will switch between in-person and remote learning during each week.

Wednesday, September 16, 2020: Students assigned to Cohort **GREEN** will attend school in-person. Students assigned to Cohort **WAVE** will attend school remotely.

Thursday, September 17, 2020: Students assigned to Cohort **GREEN** will attend school remotely, students assigned to Cohort **WAVE** will attend school in-person.

Friday, September 18, 2020: All students will engage in remote learning orientation.

Beginning September 21, 2020:

Monday and Tuesday: Cohort **GREEN** will attend in-person

Cohort **WAVE** will attend remotely

Wednesday: All students will learn remotely

Thursday and Friday: Cohort **GREEN** will attend remotely

Cohort **WAVE** will attend in-person

### **Student/Families Return to Learning Options**

Until such a time we are able to return to school as we once knew it, we are providing two options for teaching and learning for the 2020-2021 school year:

**(a) Hybrid Learning Model**

**(b) Virtual Learning Academy**

We anticipate that students who are immunocompromised will be able to participate in the Virtual Learning Academy. Additionally, students who thrive in the remote environment and prefer a non-traditional school experience may also consider the Virtual Learning Academy option. Students may move to a five-day Virtual Learning Academy after consultation with the school. Students may move from the Virtual Learning Academy into the Hybrid Model at set intervals, likely in November and near the beginning of January, or until such a time that we return to pre-COVID-19 conditions. Regardless of the model chosen, students on IEPs and 504s will receive their required services. These services will take place either remotely or in-person, depending on the individual circumstances.

#### Option A - Hybrid Learning Model

The **Hybrid Learning Model** is a combination of remote and in-person learning. The Hybrid Model is a blend of in-person and remote learning intended to reduce the size of the student population in the building on any one day. Having two cohorts will substantially mitigate the obstacles presented to in-person learning environments during the COVID-19 pandemic. Reducing the number of students in the buildings will also enable three to six feet of distance between desks in most classrooms, aligning with CDC and DESE guidelines.

Relationship building will be paramount to the successful return to school this fall. With a reduced student population, staff will be able to better facilitate Social-Emotional education (coping with anxieties, communicating feelings, adapting to and coping with wholesale change, etc.). Additionally, with a smaller student population, staff will be able to more effectively identify at-risk students and monitor individual students' social-emotional needs. Both peer-to-peer and student-to-staff relationships will be more achievable in the hybrid model (with half of

the student population) which diminishes the extensive supervisory attention to mask and distance regulations.

Courses that would be unable to run in the full in-person model due to spacing issues such as chorus and band will be able to with adequate space for safety. Students will have increased opportunities to participate in physical education in the gymnasium in inclement weather because we may not need that space for breakfast and lunches, depending on the cohort size. Students at the middle level will be able to participate in all selected elective programming. Students at the high school level will not be shut out of courses that would need to be closed at 25 seats due to physical space capacity.

The student population in each building would be split alphabetically into two cohorts with each cohort attending school in-person two days in a row and participating in remote learning three days in a row. Both cohorts will share one consistent day of remote instruction – Wednesday. Cohort A will attend school in person on Monday and Tuesday and Cohort B will attend school in person on Thursday and Friday. Staff will use the two day in-person time to introduce new material, provide exemplars, and guide practice. During the three days of remote instruction, students will practice and apply learning and/or complete project-based assignments. Teachers will support students via both synchronous and asynchronous lessons and provide scheduled time for feedback.

Although a hybrid model is disruptive to family schedules and childcare needs, the district will make every effort to accommodate extraordinary circumstances. Families have expressed a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings and other reasonable requests on the same schedule.

**If you choose Option A, the Hybrid Learning Model, here is what you can expect in the fall:**

- The K-12 student population will be divided into two cohorts: Cohort A and Cohort B.
- Cohort A will include students who will learn in-person on Monday and Tuesday and remotely through synchronous and asynchronous experiences on Wednesday, Thursday, and Friday. Cohort B will include the remaining students who will attend school in-person on Thursday and Friday and learn remotely Monday, Tuesday, and Wednesday. Students on IEPs and 504s will receive their required services. These services will take place either remotely or in-person, depending on individual circumstances.

One of the benefits of participating in Option A—the Hybrid Learning Model—is that we will be able to build on what we have learned and convert quickly to a remote teaching and learning model should the health metrics indicate the need to be fully remote.

**If you choose Option B—Virtual Learning Academy, here is what you can expect:**

The Virtual Learning Academy is designed specifically to respond to the needs of those students, families, and staff who are immunocompromised. Students who are thriving in the

remote learning environment and prefer a non-traditional school experience also may wish to consider this option. Additional details regarding the Virtual Learning Academy will be forthcoming.

### **Designation of High Needs Students**

With the identification of student cohorts in our Hybrid Learning Model, we have also identified at-risk students **who will attend school in-person up to four days (a small sub-set may attend five days)**. These students have been prioritized due to their high needs and their limited access to learning in a remote setting. *To be clear, not all students with IEPs are designated as High Needs.* The district has currently identified the High Needs students in accordance with DESE guidance below. **If your student is designated as High Needs, you will be notified when cohort assignments are shared.**

Per DESE: Through the IEP process, students identified as High Needs meet the following criteria:

- Students meet at least two of the following criteria:
  - Students receive services that are provided outside of the general education environment
  - Service providers are special education teachers and related service providers
  - Special education services constitute 75% of the student's day
- Students who primarily use aided and augmentative communication
- Students who cannot engage in remote learning due to their disability-related needs
- Students who are homeless
- Students in foster care or congregate care
- Students dually identified as English Learners

### **Family Engagement**

Efforts will be made by staff at all levels (administration, classroom staff, support staff/paraprofessionals) to engage students in their remote learning. Protocols will be established for reaching out to families of students who have not shown ample participation, the least of which will be visiting these cases within weekly Student Support Team (SST) meetings.

Additionally, we will continue to utilize all pre-COVID forms of family communication - except for in-person meetings – like weekly email newsletter, social media posts, and mailings. Additionally, Aspen and Canvas provide families access to student information such as attendance, grades, and weekly lessons and assignments for each class. Email will be the primary form of communication with families and Microsoft Teams will be the platform for all parent-teacher meetings. There is also a protocol in place for referring students in need of support to our SST which then connects students and families to specific support services such as mental health, academic, or special education.

## **School Specific Information for the Hybrid Model**

### **Abington Early Education Program (AEEP)**

The Abington Public Schools will prioritize preschool aged students and students with significant special needs for in-person instruction. As such, the Abington Early Education Program (AEEP) will offer a full in-person model to all enrolled students. Natural cohorts already exist, as the program holds separate AM and PM sessions. All distancing and safety requirements can be met at full enrollment.

Students' daily schedules will include:

- Arrival routine including handwashing
- Daily circle/class meeting modified to meet physical distancing requirements
- Center time activities modified to meet physical distancing requirements
- Gross motor movement (on playground or in classrooms)
- Parallel "free play"
- Dismissal routine

### **Beaver Brook Elementary School (BBES) and Woodsdale Elementary School (WES)**

- Each classroom will be divided into 2 cohorts (A/B). Each cohort will come to school 2 days per week.
  - Cohort A will attend Monday and Tuesday
  - Cohort B will attend Thursday and Friday
- Teacher collaboration/planning will be scheduled each Wednesday (there will be no remote or in-person instruction provided by classroom teachers, but synchronous class meetings will occur).
- When transitioning to their three remote days, students will be asked to connect with the Canvas Learning Management System as well as participate in synchronous class meetings via Microsoft Teams. While remote, students will be completing/submitted assignments and tasks within each of their courses (ex. reading, mathematics) as well as interacting with content provided by teachers and collaborating with their peers. Additionally, students will utilize online resources used within the district for everything from online math practice and assessments (IXL, ST Math, Pearson Envision online resources) to technology resources.
- Student cohorts will meet with specialists during in-person days. Student cohorts will meet with each specialist once every two weeks and only on in-person days. Students will only have one specialist per in-person day.
- Students will be graded on the work they have submitted both within Canvas (remote/asynchronous work) or online assessments (using Pearson or Wonders online components) as well as the work they have produced during in-person sessions.

- All student work will be measured against appropriate grade level standards and scored according to the levels within our recently adopted standards-based report cards (K-4).
- Grading for specialists will be done with careful consideration. Given the restrictions and accommodations necessary for these courses to happen within the school day, the students may not be able to meet the standards as they are currently stated.

### Sample Elementary Student Schedule, Cohort A

	Monday (in-person)	Tuesday (in-person)	Wednesday (remote)	Thursday (remote)	Friday (remote)
8:40	Arrival/Morning Meeting	Arrival/Morning Meeting	Class Meeting	Remote Check-in	Remote Check-in
9:10	Specialist	Specialist	Independent Math Practice	Independent Reading	Math Practice
9:45	Math	Math	Canvas Coursework	Canvas Coursework	Canvas Coursework & Assessments
11:30	Lunch & Recess	Lunch & Recess	Lunch/ Movement	Lunch/ Movement 12:00 Remote Check-in	Lunch/ Movement 12:00 Remote Check-in
12:30	Reading	Reading	Canvas - Social Studies/Science	Canvas Coursework	Canvas Coursework
2:00	Social-Emotional Learning	Social-Emotional Learning	Independent Reading	Math Practice	Independent Reading
2:25	Dismissal	Dismissal	Closing Meeting	Remote Check-in	Remote Check-in

### Abington Middle School

- Each classroom/homeroom will be divided into 2 cohorts (A/B). Each cohort will come to school 2 days per week.
  - Cohort Green will attend Monday and Tuesday
  - Cohort Wave will attend Thursday and Friday
- Teacher collaboration/planning will be scheduled each Wednesday (there will be no remote or in-person instruction provided by classroom teachers, but teachers will be available for scheduled assistance and will hold office hours).
- Students are required to attend a synchronous homeroom during all remote days; additionally, while remote learning, students will follow their in-person scheduled to complete assigned, independent tasks.
- When transitioning to their three remote days, students will be asked to connect with the Canvas Learning Management System as well as participate in synchronous class meetings via Microsoft Teams. While remote, students will be completing/submitting assignments and tasks within each of their courses (ex. reading, mathematics) as well as

interacting with content provided by teachers and collaborating with their peers. Additionally, students will utilize online resources used within the district, for everything from online math practice and assessments (Wonders, Windows and Mirrors, IXL, ST Math, Pearson Envision and Big Ideas, Cengage Science online resources) to technology resources.

- Student cohorts will meet with specialists during in-person days. Each specialist will be scheduled for each cohort on a two to three-week rotation. Additionally, specialist teachers will assign asynchronous, independent practice to be completed over the week the students are not scheduled for that specialist.
- Students will be graded on the work they have submitted both within Canvas (remote/asynchronous work) or online assessments (using Pearson or Wonders online components) as well as the work they have produced during in-person sessions.
- All student work will be measured against appropriate grade-level standards and grades will be issued accordingly.
- Grading for specialists will be done with careful consideration. Given the restrictions and accommodations necessary for these courses to happen within the school day.

**Grade 5 - 6 Sample Student**

**Cohort 6-1 Green**

<b>Period</b>	<b>Time</b>	<b>In-person M</b>	<b>In-person T</b>	<b>Remote W</b>	<b>Remote TH</b>	<b>Remote F</b>
HR	7:50-7:58	Homeroom	Homeroom	ALL AMS STUDENTS REMOTE	REMOTE DAY Homeroom	REMOTE DAY Homeroom
1	7:58-8:47	ELA Block	ELA Block	Synchronous Homeroom Meeting	ELA Independent Work	ELA Independent Work
2	8:50-9:39	ELA Block /Math Block	ELA Block /Math Block	ELA Independent Work	ELA/Math Independent Work	ELA/Math Independent Work
3	9:42-10:31	Math Block	Math Block	ELA/Math Independent Work	Math Independent Work	Math Independent Work
4	10:34-11:23	Ac Lab	Special	Math Independent Work	Remote Ac Lab	Specialist Independent Work
5	11:26-12:39	Special	Special	Specialist Independent Work	Specialist Independent Work	Specialist Independent Work
6	12:42-1:31	Science	Social Studies	Science Independent Work	Science Independent Work	Science Independent Work
7	1:33-2:22	Social Studies	Science	Social Studies Independent Work	Social Studies Independent Work	Social Studies Independent Work

**Grade 7 – 8**

**Sample Student**

**Cohort 8-1 Green**

Period	Time	M	T	W	TH	F
		<b>In-Person Day 1</b>	<b>In-Person Day 4</b>	<b>AMS DAY Remote</b>	<b>Remote Day 1</b>	<b>Remote Day 4</b>
HR	7:50-7:58	Homeroom	Homeroom		Homeroom	Homeroom
1	7:58-8:47	Music	STEAM	Synchronous Homeroom Meeting	STEAM Independent Work	Music Independent Work
2	8:50-9:39	English	English	English Independent Work	English Independent Work	English Independent Work
3	9:42-10:31	Spanish	Spanish	Spanish Independent Work	Spanish Independent Work	Spanish Independent Work
4	10:34-11:23	History	History	History Independent Work	History Independent Work	History Independent Work
5	11:26-12:39	Science	Science	Science Independent Work	Science Independent Work	Science Independent Work
6	12:42-1:31	Math	Math	Math Independent Work	Math Independent Work	Math Independent Work
7	1:33-2:22	Art	Ac Lab	Art/STEAM/ Music Independent Work	Art Independent Work	Academic Lab

**Abington High School**

- Abington High School will be divided into 2 cohorts (A/B). Each cohort will come to school 2 days per week.
  - Cohort Green will attend Monday and Tuesday
  - Cohort Wave will attend Thursday and Friday
- Teacher collaboration/planning will be scheduled each Wednesday. Additionally, teachers will be available for scheduled assistance and will hold office hours.
- Daily attendance will be taken in the first meeting of the group’s day (Period 1, Period 5, or Mentor HR) for in person and remote students; additionally, while remote learning, students shall follow their in-person scheduled to complete assigned, independent tasks.
- When transitioning to their three remote days, students will be asked to connect with the Canvas Learning Management System as well as complete asynchronous class

assignments. While remote, students will be completing and submitting assignments and tasks within each of their courses (ex. English, Algebra) as well as interacting with content provided by teachers and collaborating with their peers. Additionally, students will utilize online resources used within the district for everything from online math practice (Khan Academy for example) and assessments to technology resources.

- Students will be graded on the work they have submitted both within Canvas (remote/asynchronous work) or online assessments, as well as the work they have produced during in-person sessions.
- All student work will be measured against appropriate standards and grades will be issued accordingly.
- Daily attendance will be taken in the first meeting of the group's day (Period 1, Period 5, or Mentor HR) for in person and remote students; additionally, while remote learning, shall follow their in-person scheduled to complete assigned, independent tasks.
- During Bridge Block on Tuesdays and Friday, students will have an opportunity to connect with teachers for support and feedback both when they are in the building in person, and when they are in remote learning.
- Grading for specialists will be done with careful consideration. Given the restrictions and accommodations necessary for these courses to happen within the school day.

**Sample Hybrid Learning Schedule - Student - Green Group**

<b>Meeting Times</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:25 - 8:50	Accounting 1	Spanish 4	Long Term Assignments/ Projects Independent Work	Accounting I Independent Work	Spanish 4 Independent Work
8:55 - 10:15	Greenwave Crossfit	Bridge Block	Mentor HR (30 minutes)	Greenwave Crossfit Independent Work	Long Term Assignments/ Projects Independent Work
10:20 - 11:40	US History 2 AP	Accelerated Algebra & Trig	Office Hours with Teachers	US History 2 AP Independent Work	Accelerated Algebra & Trig Independent Work
11:40 - 12:10	Lunch Break				
12:10 - 1:30	Biology AP	English Lang & Comp AP	Independent Work	English Lang & Comp AP Independent Work	English Lang & Comp AP Independent Work
1:30 – 1:57	Long Term Assignments/ Projects Independent Work Teacher Office Hours				

**CLASS/SCHOOL/DISTRICT MOVES TO THE REMOTE LEARNING MODEL**

The remote model is not the optimal delivery model and only a default mode when it is unsafe to be in the building. We understand the pervasive equity and efficacy issues connected to remote learning. This model also has an adverse impact on relationship building and social-emotional development at all levels.

In this learning model instruction will be provided both synchronously and asynchronously through Canvas, the district learning platform and Microsoft Teams will be

utilized for face-to-face communication. Teachers will engage in ongoing professional development to develop and increase strategies that maximize student learning in a remote setting. Significant time will need to be provided to teachers to develop and upload lessons.

Student attendance and participation will be tracked through Aspen/X2 every day in all classes. Students will be provided a “*week at a glance*” itinerary with learning objectives every Monday. A district-wide grading policy will be developed that holds students accountable for participation and for demonstrating what they know and are able to do. Criteria for success will be developed; aligned with state standards; reviewed by department heads, directors, and curriculum leaders; and shared with students and caregivers at the beginning of each unit of instruction. Instruction and services will include a regular and consistent schedule of classes, interventions, services, and therapies, where applicable, as required by the student’s IEP, offered both or either synchronously and/or asynchronously. The structured learning time is designed so that the student can access state standards and have an opportunity for frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services, and therapies will dictate time students spend interacting directly with teachers and related service providers on a regular basis, as well as some independent work time and opportunities for interacting with classmates. Synchronous remote lessons or teletherapy sessions will be provided via telephone or video conferencing. Considerations will be made for simplifying student routines, accounting for student access at home, and adapting screen time.

High needs populations (English learners, students with disabilities, and economically disadvantaged students) will be supported by teams of staff members assigned prior to school opening. Teams will be led by either special education liaisons, building 504 coordinators, school psychologists, adjustment counselors, or guidance counselors. Every effort will be made to provide specialized populations with opportunities for in-person learning and services.

Administrators will support staff and students by attending announced visits to synchronous lessons. Feedback will be provided through observation forms using the Baseline Edge platform. Expectations for both professional and non-professional staff will be negotiated with the local labor associations.

#### **AEEP Full Remote Student Schedule:**

- |                             |  |
|-----------------------------|--|
| 8:20 – 8:40 / 11:50 – 12:10 | Synchronous Opening Circle including greetings, songs, calendar activities, and introduction of early academic skills (e.g. shapes, colors).                               |
| 8:40 – 9:00 / 12:10 – 12:30 | Cohort Green: synchronous center/pre-academic lessons with teachers<br><br>Cohort Wave: at-home accessing of OneNote materials, activities, supported by paraprofessionals |
| 9:00 – 9:10 / 12:30 – 12:40 | At home transition, bathroom break, snack  |

9:10 – 9:30 / 12:40 – 1:00 Cohort Green: at-home accessing of OneNote materials, activities, supported by paraprofessionals

Cohort Wave: synchronous center/pre-academic lessons with teachers

9:30 – 10:30/ 1:00 – 2:00 Varies by student: synchronous Speech/Language, OT, or PT sessions; synchronous 1:1 instruction toward IEP goals with teachers or paraprofessionals; asynchronous large or fine motor activities; synchronous and asynchronous social skills instruction

(During this time, teachers will also be engaged in individualized and group communication with students/families)

10:30 – 10:40 / 2:00 – 2:10 Synchronous Closing Circle including sharing projects completed, show and tell, goodbye song.

**Sample Elementary Remote Schedule- Student**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday (Teacher Collaboration)</b>	<b>Thursday</b>	<b>Friday</b>
8:40	Morning Meeting	Morning Meeting/SEL Focus	Morning Meeting (full class)	Morning Meeting/ SEL Focus	Morning Meeting
9:10	Specialist	Specialist	Canvas Coursework	Specialist	Specialist
9:45	Math: Small Group Lesson	Math: Small Group Lesson	Canvas Coursework	Math: Small Group Lesson	Math: Small Group Lesson
11:00	Canvas Coursework	Canvas Coursework	Canvas Coursework	Canvas Coursework	Canvas Coursework
11:30	Lunch/ Movement	Lunch/ Movement	Lunch/ Movement	Lunch/ Movement	Lunch/ Movement
12:30	Reading: Small Group Lesson	Reading: Small Group Lesson	Social Studies/Science	Reading: Small Group Lesson	Reading: Small Group Lesson
2:00	Independent Reading	Math Practice	Remote Check-in	Math Practice	Independent Reading
2:25	Check-Out Meeting & Office Hour	Check-Out Meeting & Office Hour	Closing Meeting (full class)	Check-Out Meeting & Office Hour	Check-Out Meeting & Office Hour

### Sample Grade 5-6 Remote Schedule- Student

Period	Time	M	T	W	TH	F
		<b>Remote</b>	<b>Remote</b>	<b>Remote</b>	<b>Remote</b>	<b>Remote</b>
<b>HR</b>	<b>8:00-8:20</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>
1	8:20-9:05	ELA Synchronous	ELA Asynchronous	Independent work for all class	ELA Synchronous	ELA Asynchronous
2	9:05-9:50	9:05-9:28 ELA Synchronous 9:28-9:50 Math Asynchronous	9:05-9:28 ELA Asynchronous 9:28-9:50 Math Synchronous		9:05-9:28 ELA Synchronous 9:28-9:50 Math Asynchronous	9:05-9:28 ELA Asynchronous 9:28-9:50 Math Synchronous
3	9:50-10:35	Math Asynchronous	Math Synchronous		Math Asynchronous	Math Synchronous
4	10:35-11:20	Academic Lab	Special Subject		Academic Lab	Special Subject
5	11:20-12:05	Special Subject	Special Subject		Special Subject	Special Subject
Lunch	12:05-12:50	Lunch	Lunch		Lunch	Lunch
6	12:50-1:35	Science Synchronous	Social Studies Synchronous		Science Synchronous	Social Studies Synchronous
7	1:35-2:20	Social Studies Asynchronous	Science Asynchronous		Social Studies Asynchronous	Science Asynchronous
	2:20-2:32	Independent Work	Independent Work		Independent Work	Independent Work

### Sample Grade 7-8 Remote Schedule- Student

Period	Time	M	T	W	TH	F
<b>Green indicates synchronous</b>		<b>Remote</b>	<b>Remote</b>	<b>Remote</b>	<b>Remote</b>	<b>Remote</b>
HR	8:00-8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:20-9:05	Music	STEAM	Independent work for all classes	STEAM	Music
2	9:05-9:50	English	English		English	English
3	9:50-10:35	Spanish	Spanish		Spanish	Spanish
4	10:35-11:20	History	History		History	History
5	11:20-12:05	Science	Science		Science	Science
Lunch	12:05-12:50	Lunch	Lunch		Lunch	Lunch
6	12:50-1:35	Math	Math		Math	Math
7	1:35-2:20	Art	Health		Health	Art
	2:20-2:32	Independent Work	Independent Work		Independent Work	Independent Work

### Sample High School Remote Learning Schedule - Student

Meeting Times	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 8:50	Accounting 1	Spanish 4	Independent Work	Accounting 1	Spanish 4
8:55 - 10:15	Greenwave Crossfit	Bridge Block	Mentor HR (30 minutes)	Greenwave Crossfit	Bridge Block
10:20 - 11:40	US History 2 AP	Accelerated Algebra & Trig	Office Hours with Teachers	US History 2 AP	Accelerated Algebra & Trig
11:40 - 12:10	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:10 - 1:30	Biology AP	English Lang & Comp AP	Independent Work	Biology AP	English Lang & Comp AP
1:30 – 1:57	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work

### **HEALTH DATA INDICATES A FULL IN-PERSON EXPERIENCE, WITH PRECAUTIONS, IS WARRANTED**

Ideally educators and students need to be in the school building to maximize student learning and student development. The advantages of the full in-person model for students, educators, families, and the community are common knowledge. However, given the safety measures required, school will look and feel very different than a typical school day had felt without these measures in place. Although continuity of instruction is more equitable and efficient in this model, routines, support services, and other valuable experiences will be either eliminated or substantially obstructed with all students in the building at the same time.

Student opportunity to access social-emotional support personnel will be limited to appointment only due to the physical constraints of these spaces. No longer will they be able to seek help from guidance or school psychologists on an as needed or drop-in basis when they are emotionally experiencing distress. Identifying and monitoring at-risk students will be more problematic. Most Tier One schoolwide strategies such as Flex Block support period, Academic Center for Enrichment, morning meeting, Wave Week Wednesdays, and breakfast and lunch open seating will be lost. Students will eat lunches in multiple shifts in hallways, classrooms, cafeterias, and gymnasiums.

Physical spaces will be reconfigured to accommodate three to six feet of space between student desks with all facing the point of instruction. In order to create enough space, most other furniture/items (easels, rugs, calming spaces, dramatic play stations, bookcases, round tables)

will need to be removed and stored away. This classroom experience will not include student collaboration, centers, science labs, partner reading, literacy games, etc. Hands-on lessons (e.g. Science labs) will be eliminated from instruction and replaced with virtual or teacher demonstrations. There will not be any small group, differentiated instruction, or support.

Due to the expectation of physical distancing, arrival and dismissals will be staggered and/or substantially slowed down. Additionally, depending on the number of students riding the school buses, second runs may be necessary, resulting in students entering school late or being dismissed early, negatively impacting structured learning time and disruptions to classes. Lunches will be cold and bagged, grab and go, eaten in classrooms, cafeterias, hallways, and gymnasiums. Moving students through the building to the nurse and bathrooms will require additional staff to monitor and enforce physical distancing requirements. Mask breaks will be scheduled school wide and be taken within each classroom.

At the high school level, to ensure 3 feet of distance, class sizes are limited to 25 Students. This has resulted in 50+ sections that will need the class size to be reduced, potentially resulting in the loss of or a reduction to student selected core and elective courses from the Program of Studies. It is likely that the reduction in student course schedule or credits will require a modification to graduation requirements for total credits required to graduate. At the middle school level, to provide student membership in a cohort, student groupings will be more homogenous to maintain advanced math, chorus, band, and co-taught sections.

### **SPECIAL EDUCATION/ ENGLISH LEARNER/ECONOMICALLY DISADVANTAGED Students with Disabilities**

*In an in-person model*, students with disabilities will participate in Special Education and General Education in-person. Students will receive Special Education and related services provided by licensed professionals, and the Abington Schools will preserve Least Restrictive Environment arrangements in which students with disabilities are educated among their non-disabled peers.

*In a hybrid model*, students with complex and significant needs will be prioritized for in-person learning for all of the services delineated on their IEPs and may participate in in-person instruction up to, and including, full-time. Students with moderate disabilities will participate in the hybrid model in the same fashion as their non-disabled peers which consists of two days in-person instruction and three days remote. Each school will make every effort to provide students with their Special Education services on the days when they are participating in-person. In the hybrid model, it may be necessary to provide some Special Education services remotely, and these services will be provided through "live" synchronous instruction.

*In the remote model*, students with complex and significant needs will still be prioritized for in-person learning for all the services delineated on their IEPs and may participate in in-person instruction up to, and including, full-time. Students with moderate needs will participate in remote instruction and all of their IEP services will be provided through "live" synchronous instruction.

## **English Learners**

*In an in-person model*, English Learners (ELs) will receive all of their English Language instruction and participate in the general education in-person. The amount of English Language instruction each student receives will continue to be determined by ACCESS scores. General Education teachers will partner with ELE teachers to identify the best supports needed for each student in his or her classrooms.

*In a hybrid model*, English Learners will participate in the district-wide model of two (2) days in-person and three (3) days remote. English Learners will receive their English Language instruction in-person to the greatest extent possible.

*In a remote model*, English Learners will participate in remote instruction for all of their general education classes and any English Language instruction will occur in through "live" synchronous instruction. In all three models, students identified as former English Learners (FELs) will be monitored by their Language Acquisition Teams on an annual basis. Students who have been "dually identified" as English Learners and Students with Disabilities will be prioritized for in-person instruction in the hybrid and remote models.

## **Economically Disadvantaged**

*In an in-person model*, Economically Disadvantaged students will participate in in-person educational programming while receiving economic supports which consist of subsidized busing and school meals.

*In a hybrid model*, Economically Disadvantaged students will participate in the district-wide model of two days in-person and three days remote instruction, and they will be eligible for subsidized busing and school meals and will be provided a laptop in order to participate in remote instruction.

*In a remote model*, Economically Disadvantaged students will participate in remote educational programming, and will continue to be eligible for subsidized meals and a district provided laptop to access instruction. Students who have been "dually identified" as Economically Disadvantaged and Students with Disabilities will be prioritized for in-person instruction in the hybrid and remote model.

## **STUDENT SUPPORTS AND PROFESSIONAL LEARNING**

### **Safety, wellness, and social-emotional supports**

The Abington Public Schools is taking a comprehensive approach to Wellness and Social-Emotional Supports during the 2020-2021 school year, which will include universal supports (known as "Tier One" supports), targeted supports for students experiencing recurring emotional challenges, and supports for the broader community to allow community members to partner with our school district in supporting students. Beginning with our universal supports, each school building will be deliberate about communicating the importance of a supportive transition back to schooling for both staff and students. Students and staff will be encouraged to prioritize community building, mental wellness, and support for one another. Academic demands will be phased in gradually in order to minimize the stress that staff and students may experience. All staff will receive training on creating supportive classroom communities,

promoting wellness and social-emotional competencies, recognizing emotional distress in students and colleagues, identifying productive coping strategies during moments of distress, and determining when it is appropriate to refer students to additional supports within the building. This training will allow teaching staff to incorporate moments of social-emotional support and instruction in response to students' needs and to tie in relevant concepts with the academic curriculum. The students themselves will also receive direct instruction on promoting wellness, the impact of emotional distress, effective ways of coping with distress, recognizing distress in peers, and how to seek support in the school building. Direct instruction will occur throughout the year in order to deepen students' social-emotional competencies. This instruction will occur through embedded lessons in general education instruction, structured lessons using the Second Step curriculum, and guest instruction by mental health support staff members. New safety guidelines will be provided using developmentally appropriate language and tools (such as visual "social stories" at the elementary level) to reduce uncertainty and anxiety among students. Parents in the community will be engaged as partners in the work of promoting wellness and social-emotional competencies. The school district will provide informative literature to the community on promoting wellness and social-emotional competencies, and the district will also sponsor a training for community members on these topics.

The Abington Public Schools have reviewed and refined their support services to ensure that students who are in need of targeted support are identified and referred to appropriate staff members. At the start of the school year, building principals will clarify the referral process for their building's Student Support Team. Upon receiving referrals, Mental Health Support Staff (guidance counselors, school psychologists, the school adjustment counselor, social work interns) will clarify the nature of the concern with staff members and collaborate on appropriate interventions with the support team. Student Support Team referrals may lead to short-term or ongoing mental health interventions by a member of our Mental Health Support Staff. Student Support Team referrals and meetings, and subsequent interventions by Mental Health Support Staff, may be conducted in-person or remotely. In-person mental health interventions for students will be prioritized when it is logistically possible. Additionally, the Abington Public Schools will make use of universal screeners (i.e.- standardized survey tools) in order to identify at-risk students who may not have been identified by teaching staff. To adhere to the recommendations of the National Association of School Psychologists (NASP), the Abington Public Schools will delay administration of the universal screener until two months into the school year to reduce the identification of "false positives."

Students who have been identified as needing targeted mental health support will receive these interventions through the school-based Mental Health Support Staff. The staff members who deliver these interventions include the School Psychologists, School Adjustment Counselor, Social Work Interns, and Guidance Counselors. The mental health interventions may include small group or individual sessions with a member of the school-based Mental Health Support Staff and may take the form of direct instruction on social-emotional competencies, motivational coaching, or individual/group exploratory counseling. When it is logistically possible, mental

health interventions will occur in person as this promotes the likelihood that the student will perceive the intervention as a therapeutic relationship. However, these interventions can also be provided virtually and Mental Health Support Staff are prepared to host these interventions through Microsoft Teams when it is necessary.

### **Planning and Instruction**

The Abington Public Schools have created a district-wide steering committee to explore current literature and identify Wellness and Social-Emotional Supports that would enhance services in our district. The steering committee is immersed in the work of identifying:

- supports for staff that convey the importance of staff mental health and making intensive supports (such as the Employee Assistance Program) more widely known
- training for staff on how to promote wellness and build community and how to identify emotional distress in students and colleagues and offer support
- transitional activities that will support staff in creating community and promoting wellness for students
- instruction for students on how to promote wellness in their daily lives and cope with stressors and how to recognize distress in peers and seek help in the building

While the district-wide steering committee is identifying resources and offering implementation support, each building is tailoring the resources to their school community and the developmental-level of their students.

Wellness and Social-Emotional Instruction will occur through structured lessons and classes and guest instruction through Mental Health Support Staff and consultants. In the Abington Public Schools, Pre-K through Grade 8 make use of the Second Step curriculum that involves structured lessons on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. At Abington High School, students participate in Wellness classes that review important social-emotional concepts through conversations and activities designed to engage adolescents. To supplement these experiences, Mental Health Support Staff and consultants will provide supplemental instruction during the 2020-2021 school year to further develop students' wellness and social-emotional skills.

### **Assessment**

Students' assessments depend on the nature of the presenting concern. When students are referred to the Student Support Team for issues related to mental health and wellness, our Mental Health Support Staff will conduct quick informal assessments to guide intervention planning. The students' progress in response to the intervention is then monitored throughout the intervention period.

The Abington Public Schools will also be proceeding with comprehensive evaluations during the 2020-2021 school year. Comprehensive evaluations will be conducted in-person when it is logistically possible, as in-person interactions provide valuable assessment information. Evaluators will undertake a number of precautions to ensure safety for the evaluator and students, which include the use of face masks, social distancing, sanitation spray, gloves for hand-over-hand support, and the circulation of natural air. However, if it is not possible to

conduct the evaluations in person, the district will make use of tele-assessment in order to complete the evaluations.

### **Intervention**

As discussed above, students who have been identified as needing targeted mental health support will receive these interventions through school-based Mental Health Support Staff. The staff members who deliver these interventions include the School Psychologists, School Adjustment Counselor, Social Work Interns, and Guidance Counselors. The mental health interventions may include small group or individual sessions with a member of the school-based Mental Health Support Staff and may take the form of direct instruction on social-emotional competencies, motivational coaching, or individual/group exploratory counseling. When it is logistically possible, mental health interventions will occur in person as this promotes the likelihood that the student will perceive the intervention as a therapeutic relationship. However, these interventions can also be provided virtually, and Mental Health Support Staff are prepared to host these interventions through Microsoft Teams when it is necessary.

### **TECHNOLOGY**

The Abington Public Schools Technology department played a significant role supporting remote teaching, learning, and working during the spring school closure period. After the closure of schools, the department provided more than 130 devices to students and families who were without the necessary technology to access school. The department also provided devices for support staff and other stakeholders which allowed them to support students in the classroom and helped the district to continue to operate smoothly during the closure. Students, families, and staff were able to safely get support through the remote technology office throughout the school closure period.

In addition to providing devices and technical support, the Technology Department collaborated with teachers and administrators to support teaching and learning across the Pre-K-12 continuum. One positive result from the school closure was the increased learning that took place with many teachers and other staff related to technology tools and using those in teaching.

### **Tech Tools You Can Use**

In looking ahead and reflecting upon our remote schooling experience this spring, the Technology Department, along with other staff across the district, is looking at the tools that we used and how we can best improve our delivery of instruction.

All students K-12 will be accessing the Canvas Learning Management System and the Microsoft Suite of collaboration and communication tools which greatly support teaching and learning in a remote environment. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment.

Microsoft TEAMS, used for synchronous instruction in the spring, has undergone significant upgrades over the summer and will continue to be the tool used for remote meetings, synchronous instruction, and parent meetings, if necessary.

### **Student Data Privacy**

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. Educators will continue to investigate tools that most appropriately support the curriculum and are safe for students to use. We understand that students need tools that promote engagement and learning while at the same time, ensure a level of safety while working online. Our district continues to maintain and refine processes for using software and apps and how to request the use of those software/apps as we work to protect student data.

### **Devices for Students**

All students in grades 7-12 will be provided with a district-issued laptop. Additionally, with the use of CARES funds, we had intended to provide students in grade 5 and 6 with a laptop. However, the pandemic, coupled with manufacturing issues in China, has caused a world-wide shortage of devices. Once we do receive these laptops, they will be distributed as intended.

The Abington Public Schools has a finite number of laptops to be distributed to families in need of a device for their child. If more than one device is requested by a family, a desktop computer may be provided. Additional information on laptop distribution will be sent prior to school opening.

### **What if I Need Help with Technology?**

The Abington Public Schools Technology Office will be providing recorded online tutorials for parents and caregivers to be able to learn about and better access Canvas (the Learning Management System), Microsoft Teams, and other resources.

Throughout the year, if families are in need of password assistance, please contact your school office directly. If you are in need of additional trainings or technical support please contact the Abington Public Schools Technology Help Desk at: <https://helpdesk.abingtonps.org/portal/page/1-home>

## **HEALTH, SAFETY, AND WELL-BEING**

### **Personal Protective Equipment (PPE) and Supplies**

The Abington Public Schools has purchased significant quantities of PPE, hand sanitizer, and cleaning supplies. We anticipate these purchases will be reimbursable under the CARES Act, administered by Plymouth County and the Federal Emergency Management Association

(FEMA) grants. The Abington Public Schools will have all necessary PPE on hand for all staff and students. Masks for students are expected to be supplied by families; however, the school will have plenty of disposable face coverings, and each student will be provided a cloth washable mask at the start of the year. PPE includes the following items:

- |  |   |
|--|---|
| ✓ Nitrile and vinyl gloves                   | ✓ Hand Sanitizer dispenser (standing)   |
| ✓ N95 Masks for specific use                 | ✓ Electrostatic Sprayers and Supplies   |
| ✓ Face Shields                               | ✓ Hand Sanitizer Dispensers (classroom) |
| ✓ Disposable Gowns for designated personnel  | ✓ Hand Sanitizer refills                |
| ✓ Disposable Masks                           | ✓ Infrared Thermometers                 |
| ✓ Plexiglass Barriers in public facing areas |   |

## **Health and Safety Requirements**

### **How the COVID-19 Virus Spreads**

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. Because of this, it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated if we practice our core value of “caring for ourselves and others,” by engaging in good respiratory hygiene, proper handwashing, maintaining appropriate physical distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year

From the DESE July 17, 2020 Guidance:

- Each school shall designate a COVID-19 school lead. This person shall assist in all proper notifications of families, staff, and contracted services. Additionally, this person shall assist in contract tracing within the school/bus.
- It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission.
- Staff must monitor themselves for symptoms daily, and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.
- Masks are among the most important single measures to contain the spread of COVID-19. Masks must adequately cover both the mouth and nose.

- Hand hygiene is critical.
- Physical distance greatly reduces the risk of transmission.
- Students organized by cohorts, as practicable
- Students will be assigned seats in classroom, during lunch and on school buses..

The health and safety of our students and staff is of the utmost importance. Please see the click on the links below for additional safe practices:

[CDC Handwashing Video](#)

[How to Properly Use and Re-Use a Mask](#)

[How to Safely Put on PPE](#)

[How to Safely Take Off PPE](#)

**Staff and families shall remain at home if they have any COVID-19 symptoms. This is very important in preventing the spread of COVID-19.** We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick. The state may release guidance on attendance requirements in the future. Staff and families are asked to report any illness symptoms that precluded them from attending school, to assist in symptom surveillance.

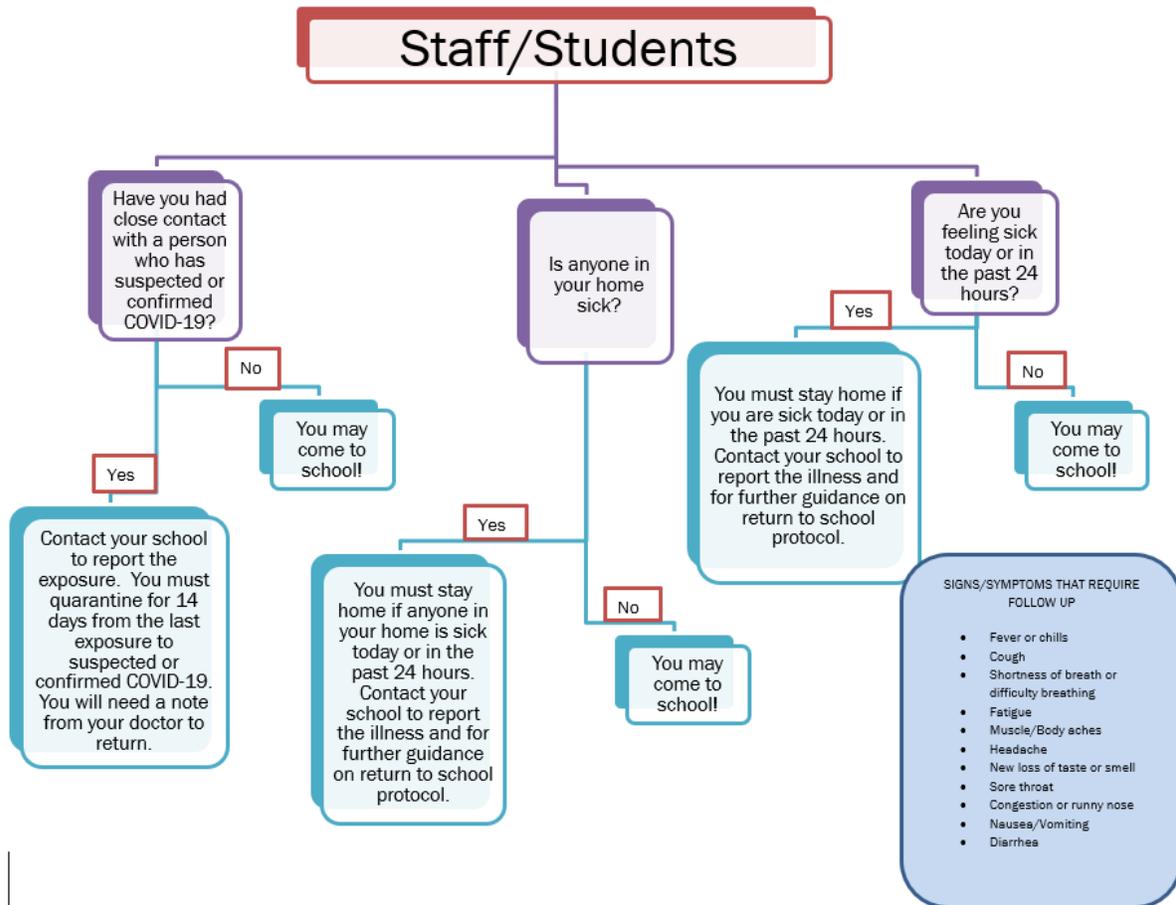
Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19 and should remain home until they speak with their health care provider:

- Fever or chills over 100 degrees
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Once identified by the school nurse as exhibiting COVID-19-like symptoms, students will be asked to wait in the designated “sick area” or “medical waiting room” until they can be dismissed from school. Staff will be directed, if they can do so, to leave the school building and contact their health care provider.

Families will be required to provide the school with AT LEAST FOUR (4) emergency contacts indicating individuals who will be able to come to the school and pick up their child should they

become ill during the school day. Dismissing sick children (and staff) in a timely fashion (within 45 minutes) is imperative for the safety of the school community.



### Protocols for responding to COVID-19 Scenarios (July 17, 2020 DESE Guidance)

If staff or students have any COVID-19 symptoms, they must get a test for active COVID-19 infection prior to returning to school.

*While specific protocols vary, there are some common elements for each possible COVID-19 scenario:*

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the person
- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
  - Remain at home at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms
  - Monitor symptoms
  - Notify the school and personal close contacts

- Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
- Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

EVENT	LOCATION OF EVENT	TESTING RESULTS	REQUIRED ACTION
<p><b>Individual is symptomatic</b></p>	<p>If an individual is symptomatic <b>at home</b>, they should stay home and get tested. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.</p>	<p>Individual tests <b>negative</b></p>	<p>In order to return to school, individuals must have been asymptomatic for at least the past 24 hours and must be able to produce a copy of the negative test result.</p>
	<p>If an individual student is symptomatic <b>on the bus or at school</b>, they should remain masked and adhere to strict physical distancing. Students will be met at the school by the nurse and stay in the medical waiting room until they are picked up. They should not be sent home on the bus.</p>	<p>Individual tests <b>positive</b></p>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and with improvement in other symptoms.</p>
	<p>If an individual staff member is symptomatic at school, they should notify their supervisor so that coverage for their duties can be arranged. The staff member should then go home and get tested.</p>	<p>Individual is <b>not tested</b></p>	<p>Remain home (except to obtain medical care) in self-isolation for 14 days from symptom onset. Monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative.</p>

<b>Individual is exposed to COVID-19 positive individual</b>		Individual tests <b>negative</b>	In order to return to school, individuals must have been asymptomatic for at least the past 24 hours and must be able to produce a copy of the negative test result.
		Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual is <b>not tested</b>	Remain home in self-quarantine for 14 days from exposure. Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative.

**If a student or staff member tests positive:**

Notify Health Officials and Close Contacts

In accordance with state and local laws and regulations, school nurses/administrators should notify the Abington Public Health Agent, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

The APS Nursing Team will work collaboratively with the Abington Public Health Agent to identify individuals who have tested positive and/or who had close contact with a person

diagnosed with COVID-19. Individuals and families will be instructed to stay home and self-monitor for symptoms, following CDC guidance if symptoms develop.

The Abington Head Nurse will work closely with the APS Administrative Team to identify any COVID-19 cases and any necessary actions.

Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.

- If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected if they have not been cleaned and disinfected already.
- Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual if that has not been done already.
- Promptly clean and disinfect the bus(es) the student or staff member was on, if any, if not already done.

Elementary School (student has self-contained classroom throughout the day):

- Identify "close contacts"- those that may have been within 6 feet of the person with a positive test. In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested, specifically, those who were sitting next to the student plus any others who also had close contact with the student.
- Those designated as close contacts should isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally the test should occur no sooner than day 4 or 5 after the last exposure.
- If close contacts choose not to get tested, the student or staff member should remain home in self-quarantine for 14 days.
- If the school is notified during the school day, make sure all students in the class are wearing a mask, including kindergarten and first grade. Enforce strict physical distancing. Require students to wash their hands.
- Students in the class or other close contacts shall be contacted and students should be picked up. Identified students may not ride the school bus.
- As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until

individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student's cohort above.

Middle and High School (no single self-contained classroom):

- The school should identify the student's or staff member's possible "close contacts" based on the assigned seating charts.
- The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated.
- Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

If No Others in the School Test Positive

- Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period.
- If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.
- Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

Presence of Multiple Cases in the School or District:

- If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
- For each individual case, FOLLOW STEPS UNDER: "Protocol: Student or staff tests positive for COVID-19." Note that when there is one isolated case, the student's close contacts will need to stay home and be tested, not the whole school.
- When there is suspected in-school transmission beyond one cohort or a small number of cohorts, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, for example, making a decision to:
  - a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation
  - b) close the school partially or fully for the longer duration of a 14-day quarantine period.

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

Presence of Significant Number of New Cases in a Municipality:

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

\*\*DESE has indicated that the CDC may be releasing additional protocols in the coming weeks and the DESE guidelines may be updated.

**SCHOOL FACILITIES**

**Air Quality and Ventilation**

Members of our school community have expressed concerns about classroom air quality, particularly in aging school buildings. A recent NPR article, “Amid Confusion about Reopening, an Expert Explains how to Assess COVID-19 Risk,” Terry Gross characterizes the problem this way:

There's an old phrase in the environmental movement, "The solution to pollution is dilution." And actually in infectious diseases, the same thing is true. ... When you and I talk, we fill a room full of aerosols. If you actually had a special camera (that does exist and you can do this), you can actually see aerosols fill the room and these little particles after just 20 or 30 minutes of talking. So anything that moves air and moves that out more quickly is surely helpful...

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and our classrooms throughout the system have systems designed to provide direct fresh air. In all buildings classroom ventilation uses a 100% fresh air system. We are partnering with Horizon Engineering Associates, LLP to audit our HVAC system. Once we receive the detailed information and reports, that information will be available to the community.

## **Cleaning and Disinfecting Classrooms/Offices/Common Spaces and Restrooms**

We follow the guidance from the Centers for Disease Control (CDC) for cleaning. Cleaning and disinfecting will 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 will occur three to four times per day and/or between uses.

- We will use EPA-registered disinfectants that are effective against SARS-CoV-2, the virus that causes COVID-19, on particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- All hand dryers have been disconnected. We will regularly stock supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol.

We will continually review our cleaning and disinfecting protocols. Modifications to staff, supply, and cleaning/disinfecting frequency will be made in accordance with guidance issued by the CDC and the Department of Elementary and Secondary Education.

## **Transportation Safety**

There are no easy answers for transportation during a pandemic when physical distancing is necessary. APS is following DESE Fall Reopening Transportation Guidance for rules on distancing, masks, ventilation, and cleaning and disinfection. APS continues to work cooperatively with First Student to develop appropriate planning to ensure the safest modes of transportation possible. These include:

- Buses will operate with open windows for increased fresh air and ventilation.
- Students will be assigned to a seat, and staff will mark their seat locations in advance.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- Staff will be on duty to assist with maintaining “social distancing rules” as students who arrive at school enter the building.

Currently, we are in the process of exploring staggered drop-off and pick-up times at schools, routing options, cleaning and sanitizing schedules, and special education van capacities.

We strongly encourage families to drop children off, carpool, or walk with their child to reduce possible exposure on buses, traffic congestion, and carbon emissions.

## **Specialized Transportation**

Students with disabilities are eligible for transportation-related to the disability-based needs as identified by the team. The district is working directly with families and the transportation companies to safely get students to and from school. The Department of Elementary and Secondary Education (DESE) released Transportation Guidance. At this time, the guidance does not address vehicles with a capacity of fewer than 14 passengers. However, it

does apply an average of 33% for capacity. Therefore, it is estimated an average of two to three students may access specialized transportation at one time.

### **FOOD SERVICES FOR REMOTE LEARNERS**

As was done in the Spring, families in need of breakfast and/or lunch will come to a designated school between 11am and 12pm to pick up packets of breakfast and lunch that will last the days the students are learning remotely. More information will be provided from the Food Services Department in early September.

### **PERSONNEL & STAFF SUPPORT**

While ensuring planning for making students safe when we come back to school in the fall, we also need to remember that our buildings are full of adults, and our focus is also on keeping staff safe and well.

The teaching and learning models under our Hybrid and remote plans require flexibility and adaptation. We learned this well in the Spring. This will continue to be true, perhaps to an even greater extent in the fall. Staff will not do it alone, though. Working conditions like class sizes and hours of work will likely also be different. The district recognizes the need for additional supports and training and will provide these to help ensure staff success.

We will provide health support through all the health and safety precautions being put into place. We will also provide emotional support through our administrators, counselors, and the EAP program available to all staff.

If a staff member does not believe he or she can return in the fall for reasons related to COVID-19, please provide a written request to Superintendent Peter Schafer. Each case is different and will depend on your specific circumstances. We will work with staff to review their options in accordance with their rights under contracts as well as state and federal law.

Employees can also find information about paid sick leave and expanded Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

### **FAMILY PARTNERSHIPS AND SUPPORTS**

Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with the varied resources necessary to engage in learning amidst this pandemic.

Since March, our Food Service Department has been active serving lunch and breakfast to our families. We will continue to provide meals to families in need throughout the school year, regardless of the educational model.

Collaboration between and among the Abington Education Association, Abington Administrative Team, School Nurses, the Abington Health Agent, the Abington Fire Department, and the Abington Police Department has resulted in a safer, more effective plan for our return in the Fall. Thank you for your participation and cooperation.

## Problem Resolution

When a caregiver experiences a frustration with their child's school experience, it can be challenging to know where to turn to get help and support. Some post their frustrations on social media, while others contact an elected official, Town offices, or District administrators. You certainly have a right to contact whomever you choose whenever you choose. If you are a caregiver interested in solving a problem that involves your child's education or remote learning, our best advice is to first talk with your child's teacher or special education liaison and try to work out the issues together. If you feel that the problem is still unresolved, or you are uncomfortable working directly with those individuals, feel free to reach out to your child's principal.

Abington Early Education Program (AEEP):

Lora Monachino, [loramonachino@abingtonps.org](mailto:loramonachino@abingtonps.org) 781-982-2195

Beaver Brook Elementary School:

Dr. Christopher Basta, [chrisbasta@abingtonps.org](mailto:chrisbasta@abingtonps.org) 781-982-2185

Woodsdale School:

Jonathan Hawes, [jonathanhawes@abingtonps.org](mailto:jonathanhawes@abingtonps.org) 781-982-2180

Abington Middle School:

Matthew MacCurtain, [matthewmaccurtain@abingtonps.org](mailto:matthewmaccurtain@abingtonps.org) 781-982-2170

Abington High School:

Jonathan Bourn, [jonathanbourn@abingontps.org](mailto:jonathanbourn@abingontps.org) 781-982-2160

Questions related to Student Services:

Dr. James Robbins, [jamesrobbins@abingtonps.org](mailto:jamesrobbins@abingtonps.org) 781-982-2175

Questions related Transportation, Facilities and Safety Protocols:

Dr. Felicia Moschella, [feliciamoschella@abingtonps.org](mailto:feliciamoschella@abingtonps.org) 781-982-2150