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# 2020 FALL REOPENING PLAN

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Salem School District

JULY 9, 2020  
SALEM SCHOOL DISTRICT  
38 Geremonty Drive, Salem, NH 03079

# Salem School District 2020 School Reopening Plan

## Executive Summary

- We propose a return to school by all students and staff with specific safety protocols in place.
- We plan to open the school year with two models:
  - **Option 1:** A full return to classrooms for all students and staff.
  - **Option 2:** A remote or distance learning environment for students and staff who are unable or unwilling to return to school.
- Highlights of safety protocols required as part of a the full return to school option:
  - We will require face masks or other coverings for students and staff when necessary and appropriate.
  - We will emphasize social distancing from three to six feet to the extent practical.
  - We will require and facilitate frequent hand washing/sanitizing.
  - Desk shields will be installed for individual student and teacher desks, some tables where appropriate, and between seats in cafeterias.
  - Building access will be limited for parents, vendors, visitors.
  - All non-school related evening functions and activities will be prohibited.
  - Cleaning protocols are consistent with standards acceptable to the Centers for Disease Control. We will adjust staff schedules to augment cleaning and disinfecting practices.
  - Bus transportation will be limited to two students per seat and all students and drivers will be required to wear masks.
  - Parents will be asked to transport children if possible, and we will extend the walking distance from one mile to one and a quarter miles.
- Distance or remote learning option details include:
  - This environment will be similar to the experience provided this past spring.
  - Classroom and teacher assignments will be made following the determination of students and staff who will not be returning. This information will be gathered by August 1 from parent and staff surveys.
  - Every attempt will be made to match a group of grade level students with a similar grade level teacher, however we may have different grade level students working with one teacher.
  - Parents will have the option of returning to in-school instruction following the first term.
  - Students working in the distance learning environment will be permitted to attend available extra-curricular activities.

**Salem School District  
2020 School Reopening Plan**

## Table of Contents

- I. Introduction
- II. In-School Instruction Safety Protocols
- III. Student Wellness and Support Services
- IV. Contingency Planning
- V. Workforce Management
- VI. Recommendations for a Remote Learning Alternative
- VII. Communication
- VIII. Reopening Plan Workgroup Process

# Salem School District 2020 School Reopening Plan

## I. Introduction

The Salem School District will reopen schools in the fall bearing in mind the safety and well-being of staff, students, and the community.

Our schools were closed on March 16, and since that day New Hampshire has come back by way of a slow and methodical reopening process. Efforts by citizens to maintain social distancing guidelines and wear masks in public have resulted in dramatic decreases in cases of COVID-19 and reductions in hospital stays.

In light of the current trends, we feel that a return to in-school learning is imperative. This reopening plan establishes a quality and meaningful learning experience for all students while maintaining a safe learning and teaching environment.

The preponderance of evidence, according to the American Academy of Pediatrics, indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from a COVID-19 infection. In addition, children may be less likely to become infected and to spread the infection.

The organization, in its June Guidance for School Re-entry, emphasized the important role in-school learning plays in the educational, social-emotional, nutritional, and general well-being of students:

*“Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.”*

We have developed strategies to accommodate both in-school and at-home learning. In school learning will be a priority, and at-home or distance learning will be determined by students and staff who cannot or will not return. However, we must acknowledge that when distance learning is not delivered to all students simultaneously, academic programming and delivery will be limited.

Our in-school instruction will be nimble enough to transition to all distance learning if community or state spread of this virus leads local or state officials to call for temporary transitions to learning from home.

Accordingly, we were challenged to develop this reopening plan in the midst of uncertainty and with limited expert guidance or health specialist recommendations. Nonetheless, we have to acknowledge that inherent risks exist, and we must coordinate interventions to minimize these risks.

We rely on the best information available to us from the Centers for Disease Control; the World Health Organization, the American Academy of Pediatrics; and state health officials. Reopening is predicated on three key factors. One, we will maintain social distancing from three to six feet. Two, everyone will wear a mask when necessary and appropriate. Three, we will require frequent hand washing.

Finally, our plan was developed with input from many stakeholders. We believe this plan respects and values all staff, student, and family circumstances. Nonetheless, we must reserve the right to modify the plan as new information becomes available or circumstances direct us to change our learning environment or structure. Most assuredly we have to listen to and follow directives from state and local health and government officials.

# Salem School District 2020 School Reopening Plan

## II. In-School Instruction Safety Protocols

In order to provide an in-school instructional environment that balances educational and safety considerations for both students and staff, the plan provides recommendations regarding social distancing expectations, mask requirements, building access, and health screening. Additional protocols are included for logistical and safety issues related to personal protective equipment (PPE), custodial services and sanitizing protocols, food service practices, and transportation.

### Social Distancing and Mask Requirements

Social distancing is the primary challenge within the physical confines of Salem schools. While the plan encourages students and staff to maintain a six foot distance, additional protocols are called for when that amount of space is not practical, to include:

- Students and staff will be required to wear masks as appropriate and necessary.
  - Students and staff will be required to wear masks unless social distancing by six feet or more. This requires face masks in hallways, school common areas, and when moving about within a classroom to work in small groups without the benefit of a desk shield or transparent barrier.
  - Students who refuse to wear masks will not be allowed to remain in school.
- Student desks will be separated by a minimum of three feet.
- Clear transparent desk shields will be installed at every desk and cafeteria table prior to the start of the school year.

### Mask Exceptions and Distribution

The plan requires the Salem School District to provide masks and accommodates a number of situations where masks will not be needed or will be impractical, harmful, or disruptive to the learning process. Mask requirements are flexible in the following situations:

- Students seated behind transparent desk or cafeteria shields may remove masks.
- Preschool through Grade 1 students will not be required to wear masks (except on busses).
- Alternative protections, such as face shields with a cloth cover to drop below the shield, will be available for individuals who cannot wear a mask, for teachers as needed, and for related service specialists.
- All staff and students will be issued five washable and reusable masks at the start of the school year for personal use.
- Disposable masks will be available in every school for visitors and others who will be required to wear a mask and do not have their own.
- Each classroom will be stocked with additional disposable masks and reusable masks for students and staff as needed.

# Salem School District

## 2020 School Reopening Plan

### Hand Washing

The committee recognizes the importance of hand washing in combination with social distancing and mask wearing as one of the most effective means of limiting the spread of the virus. The plan, therefore, includes the following recommendations:

- Opportunities will be scheduled for younger students to frequently wash their hands and use hand sanitizer.
- Every classroom, common space, and office will have hand sanitizer or sanitizing stations available for students, staff, and visitors as needed.
- Video lessons will be provided to all students and staff prior to the start of the school year that reflect available equipment and uses as well as proper hand-washing and hygiene protocols. For Pre-K through Grade 2 students, teachers will demonstrate equipment and strategies.

### Limits to Building Access and Facility Use

Restrictions on building use and access are recommended to minimize exposure for students and staff. Schools will only be utilized by staff and students to the extent practical. The plan includes the following recommendations:

- Vendors and service contractors will be allowed by appointment only and all individuals will be required to wear a mask and sign in at the main office. Signs will be posted at the entrance of each of the schools identifying COVID-19 symptoms and restrictions for access to the building.
- Non-essential visitors will not be permitted in our schools, and essential visitors will be required to wear masks.
- Parents must schedule appointments and upon entering school will be required to wear a mask.
- For now, facilities will be available only for activities that benefit Salem School District students. We will make facilities available for Recreation Department activities, the Boy Scouts and Girl Scouts, and others as long as they serve Salem School District students and student numbers do not exceed recommended numbers.
  - We will not permit gatherings of more than 200 students in any single space, including auditoriums, cafeterias and gymnasiums. Students and staff will be required to wear masks.
  - We will prohibit all non-school district-related afternoon and evening activities.
- We will limit playground use.
  - To the extent practical, elementary school classes will have outdoor recess and remain together in small class groups. Outdoor transmission of this virus is known to be much lower than indoor transmission.

# Salem School District

## 2020 School Reopening Plan

### Health Screenings and Protocols

Students and staff will not have their temperatures monitored when entering the building due to the time constraints of morning arrivals and the inconclusive nature of current temperature reading equipment. Instead, we will ask students and staff to self-assess prior to leaving home.

- Parents will be asked to assess their children before leaving home and contact the school if symptomatic.
- Staff will self-assess prior to entering school each day.

In-school screenings will follow established protocols:

- Each school will establish a space where symptomatic students will report and be isolated from others.
- Screening procedures in such instances will include a temperature check, review of symptoms and, as determined by this check, a call for dismissal.

### Increased Cleaning, Sanitization, and Ventilation

A new commitment to cleaning high-touch areas is recommended to address potential surface contamination through viral droplets. Ventilation and air circulation systems will be employed to minimize the effects of airborne contaminants. The plan recommends:

- Custodial staff schedules will be adjusted to accommodate daytime sanitizing and proper disinfecting of common surfaces in high-traffic areas. This will be achieved by incorporating training, adopting formal protocols, and purchasing necessary equipment and supplies.
- Custodial staff will monitor/prioritize responsibilities to properly disinfect as needed per Centers for Disease Control (CDC) and state guidelines. Tasks will be assigned to each custodian, including specific classrooms, bathrooms, handrails, doors, handles and other high-touch locations according to a checklist of areas which require frequent sanitizing throughout the day.
  - High-traffic exposure areas within each building will be cleaned on a regular schedule.
  - Second shift custodians will use electrostatic sprayers to disinfect classroom spaces. Additionally, these sprayers will be used to sanitize larger areas.
- Our air filtration system is currently running at 100% outside air during the day. HVAC filters will be changed as frequently as recommended and/or as necessary. Run time of the units will be expanded to allow for increased air movement.
- Custodian training on sanitizing, disinfecting, and cleaning procedures will be done prior to the start of the new school year and as new technology or products are introduced. Product manufacturers will conduct staff training.
- Middle and high school students will be asked to wipe down their desk and clear divider surfaces prior to leaving the classroom, and then use hand sanitizer prior to leaving the classroom. Custodial staff will assist in classroom cleaning during transitions at the elementary school level and for any spaces that require greater assistance at the middle and high school levels.
- Locker rooms will be designated high-priority areas and cleaned regularly throughout the day with an electrostatic sprayer.

# Salem School District

## 2020 School Reopening Plan

### Food Service

Traditional lunch programs will be modified to operate within all the guidelines of the CDC, United States Department of Agriculture (USDA), and state and local agencies. The plan attempts to reduce student exposure to contaminated surfaces as well as other students. Recommendations include:

- Students taking part in the food service program will receive prepackaged meals based on menu options for the day. Students will be charged accordingly.
- Student lunch cards will be scanned rather than using a keypad.
- Every person will use hand sanitizer upon entering the cafeterias.
- Middle school and high school students will be separated to the extent practical and tables will have clear dividers to allow for removal of masks.
- There will be no vending machines.
- Elementary students will eat meals with their classroom and classmates in the cafeteria and will sit together at the same tables each day. Tables will have clear dividers to allow for removal of masks.
- Meal times will be adjusted to allow for cleaning of table surfaces between meal periods.
- For students at home or in a distance learning model, curbside pick-up will be available. Families will sign up once, and breakfast and lunch meals will be provided for pick up at designated times until the student returns to school. Students will be charged accordingly.

### Transportation

Buses that typically transport up to 80+ students will see ridership limited and the inability to maintain six feet of social distancing will require masks be worn by drivers and students.

- Students and drivers will wear masks at all times.
- Students who refuse to wear a mask will not be permitted to ride a bus.
- Students will be required to remain in an assigned seat.
- Ridership will be limited to two students per seat.
- Drivers will sanitize handrails and seat tops before leaving the bus terminal. Drivers will follow the same procedures between bus runs. Thorough cleaning will be done at the end of the day.
- Weather permitting, all windows will remain open throughout the bus ride to provide fresh air flow.
- Upon exiting a bus, students will continue to wear masks and adults who support individual students, who serve as monitors, or who provide supervision at the school will wear masks.
- Special education transportation will be managed in a similar and consistent fashion with regular education. Exceptions will be made for students who, for medical reasons, cannot wear a mask.
- All rules will apply for extra-curricular and athletic transportation. Students, chaperones, coaches, and others will be required to wear masks for the trip duration.
- Parents will be asked to transport children if possible, and we will extend the walking distance from one mile to one and a quarter miles.



# Salem School District 2020 School Reopening Plan

## III. Student Wellness and Support Services

The emotional impact of the pandemic, social isolation, and prolonged limited access to school-based mental health services warrants a re-examination of our approach to student wellness and support services. Recommendations focus on community building, recognizing mental health concerns, and building positive relationships.

### Whole Child Supports

To alleviate student anxiety, special attention will be paid to easing the transition back to school, including:

- Provide school-wide videos demonstrating expectations for personal protective equipment (PPE), social distancing, proper handwashing, procedural changes to new norms.
- Allowing Kindergarten, 6th and 9th grade students an opportunity to participate in first day procedures without other students in the buildings. This can be offered by way of small group and/or virtual tours to orient students to their new schools and introduce relevant school staff.
- At the start of school, time will be dedicated to community building activities within the school.

In order to identify students who have suffered trauma since March 2020, so that they are ready and available to learn, we will:

- By school, review student feedback data gathered at the end of 2019-20 school year.
- Utilize a universal screening tool to be administered to all students within the first week of school.
- Provide training to recognize mental health concerns, while promoting social emotional wellness for all students and staff.

To connect students and families to appropriate mental health resources, we will:

- Create a video prior to the start of the school year to be sent to families regarding resources that will be published on the school district website, and thereafter we will send periodic reminders to families.
- Develop opportunities for trained high school students to present on mental health topics to elementary and middle school students.
- Use existing protocols to address the needs of identified students.

### Student Services

Regular education teachers, service providers, and special educators will collaboratively plan learning tasks in order to consistently provide specialized instruction aligned to curriculum standards and competencies across all settings and provide accommodations for students who may be unable to independently follow school health and safety protocols.

- Classroom teachers, special educators, and related service providers will collaboratively plan for instruction and services to more efficiently integrate the IEP service delivery into the general

## **Salem School District 2020 School Reopening Plan**

education curriculum, and in some cases, decreasing the need for extensive service hours outside the general education classroom.

- IEP teams will determine how special education services are delivered based on a review of the evidence of student growth/success related to the approaches used prior to, during, and after distance learning to make these decisions.
- For students who are unable to wear PPE, the Special Education Team will determine alternative seating, instructional spaces and/or materials needed. Teams may consider a flexible student schedule so that transitions through hallways are scheduled at times when hallways are less populated. Specialized protocols for health and hygiene, toileting (diapering), and feeding will be established by the Team to provide for individual student needs.
- For students who are unable to wear a mask or require more significant physical support, the IEP team, including the school nurse, will meet to develop individualized protocols. Consideration of documented student needs based on sensory issues, social-emotional, hearing and language will be reviewed. In these cases, students and staff may have access to additional PPE as needed (e.g. goggles, clear face shields, masks, gloves and gowns) and alternative learning spaces may be considered to limit person-to-person contact.
- For families who choose to keep students at home during this period, Special Education Teams, including parents, will meet to consider the unique needs of the student and mutually agree on a plan for special education service delivery.
- It may be necessary to consider flexibility in staffing to support student services in a remote setting. For example, a case manager who provides remote instruction may be assigned students from multiple elementary schools or at multiple grade levels based on the number of students in this learning environment.
- IEP teams will review data collected via distance learning within 30 days of the start of school to determine the need for compensatory services.
- All IEP Team meetings will be held with access to Zoom or other remote platforms. When possible, staff will attend in person, however, family members and itinerant staff will participate remotely.

### **IV. Contingency Planning**

With a future as uncertain as ever, we need to be flexible and nimble. While we may do everything possible to reduce the spread in our schools, we may experience increased cases if community members, parents, staff, or students are not diligent in taking similar precautions. The reopening plan includes contingency plans for a number of scenarios.

#### Positive COVID-19 Tests or Exposure

The Salem School District will not be conducting testing of staff or students for COVID-19. As part of the process of self-assessing symptoms, parents and staff will be required to report any positive test results to their school principal. The follow procedures will then be followed:

- Generally, everyone (parents, students, or staff) who doesn't feel well is expected to stay home until they have been symptom-free for 24 hours.
- Students and staff who test positive for COVID-19, will be required to provide a negative test result in order to resume school.

## **Salem School District 2020 School Reopening Plan**

- A temporary remote learning plan will be considered for the student or staff member.
- Individuals testing positive will remain anonymous in accordance with HIPPA and FERPA guidelines, and any contact tracing will be executed by state officials.
- If a school receives a report of a teacher or student testing positive:
  - All parents and staff of that school will be notified.
  - A deep cleaning will be executed overnight.
  - School will resume the next day.

### State Ordered Closures and Transition to Remote Learning

If we see a local spike in cases of COVID-19, local or state health officials might recommend that we close schools for a period of time. If schools are closed for more than two days we will transition to a distance learning environment structured similar to in-school instruction.

The following preparations will be included in 2020-21 staff and curriculum planning to account for the possibility of being required to transition to a remote learning environment:

- All students—whether in-school or enrolled in remote learning--will be issued a device as part of a 1:1 computer initiative.
- Students will receive intentional instruction to fully utilize online learning tools at the start of the year focusing on the school district digital tools used in distance learning.
- We will identify essential curriculum, and incorporate the best practices identified from distance learning that will be used in all models of instruction.
- Professional development time will also be given to effective practices used in both in-school and distance learning structures to support student engagement, deepen staff understanding of the features of the school district's technology and application tools, and general communication routines and procedures.
- Teacher-guided practice and classroom discussion—priorities for in-school and independent practice, especially using tech tools—will be prioritized for home.
- Professional development sessions for parents focused on supporting their child's learning at home, understanding the school district technology tools, and the expectations for learning at home will be developed and shared.

## **V. Workforce Management**

Our primary focus is ensuring student safety, however, we must always remember that our schools are staffed with adults. We are tasked with keeping our staff safe and well. Proposed teaching and learning models require flexibility. Nonetheless, our priority will be to staff programs based upon student and parent choices. Instructional and building-based staff will be asked to complete a survey to allow us to identify who falls within an increased risk population based on immunocompromising conditions using guidelines established by the Centers for Disease Control (CDC) and state agencies. Any staff unable to return to school in August 2020, based upon these guidelines, must have an interactive conversation with Human Resources to discuss their personal circumstances and discuss required documentation from a health care provider. All information is relevant and necessary to plan for 2020-2021 school year staffing needs.

# Salem School District

## 2020 School Reopening Plan

### Staffing

- Staff working in a remote environment might not be grade level or course specific.
- All new teachers and mentors will be in the building and offer in-school instruction only as long as that model is available.
- Repurpose non-instructional and instructional support staff to assist with lunch, recess coverage, and absences.

### Performance Evaluation

- Danielson's Frameworks and appraisal forms will apply to teaching in-building and remote learning environments. Any exceptions to timelines and procedures will take into consideration our current environment with approval of related collective bargaining units. Support staff evaluations will also consider exceptions based upon this environment.
- For teaching staff, formative goals year 1 and year 2 will be building-wide goals with teacher approval.

### Working Conditions/CBA

- We may need flexible start and end time considerations to operate as normal a school day as possible to meet needs of students(s) and needs of related services such as transportation. Such discussions will require collective bargaining unit agreement.

### Safety Protocols & Procedures

- The school district will establish an affiliation with a local medical care provider such as Convenient MD for testing and other medical related support.
- All staff will be trained on new or updated safety protocols and procedures related specifically to COVID-19 prior to the start of school.
- We must establish a protocol to report symptoms of or exposure to COVID-19. Health officials, such as school nurses, will respond accordingly. School administrators will report to district administrators.

### Compensation, Benefits, and Supports

- Human Resources will provide information to all staff shortly after July 15, 2020 to identify who falls within an increased risk population based on state and federal (CDC) guidelines and what benefits, if any, can be available to employees unable to return to work.
- A medical care provider, and preferably a primary care physician, must document a condition that requires accommodations or considerations to remain out of work. Benefits may or may not be available.
- Salem School District staff members may need child care services. The school district will work with Boys & Girls Club and other local childcare providers to help meet childcare needs of school district staff.

# Salem School District 2020 School Reopening Plan

## VI. Recommendations for a Remote Learning Alternative

The reopening plan is design intentionally for in-school instruction, but allows for a remote learning alternative for parents who may not want to send their children back to school under the plan. As such, the specifics of distance or remote learning environment will be defined following responses to staff and parent surveys indicating their intentions to return to school.

As determined by numbers, elementary school students might not be assigned to a teacher in their neighborhood elementary school and might be combined in a virtual classroom with students in other grade levels. If we cannot provide an on-line high school class, the student might be required to register for a Virtual Learning Academy Charter School (VLACS) or an online class through the community college system called eStart.

Teachers will instruct students either for in-school instruction or in a distance learning model—not both. No class/course will operate with a single teacher providing instruction to students learning from home and some students in the classroom. Some teachers may teach in-school classes and separately teach a remote class at a different time period or on a different day.

Parents will be required to complete a form for each student opting out of in-school instruction and enroll in this distance learning alternative. Additional details will follow.

The online learning commitment will extend through the first term of the school year. Prior to the start of the second term, parents can change their enrollment. We may be able to accommodate changing circumstances for K-8 students in unusual circumstances. Otherwise, students will not be permitted to move back and forth during this period.

### Preschool through Grade 8

- Students who opt-out of in-school instruction will be enrolled in online learning facilitated by a teacher using Google Classroom or available classroom website similar to the environment provided last spring.
- Students will receive virtual instruction such as class meetings, small group instruction, and individual support when needed.
- We will also provide pre-recorded lessons that focus on essential standards in core subject areas such as reading, writing, and math. In addition, readings, practice exercises, and other activities may be given.
- Students will be engaged in learning for 1.5-2.5 hours daily.

# Salem School District 2020 School Reopening Plan

## Grades 9–12

- Students who opt-out of in-school instruction will receive instruction via Google Classroom.
- Students' progress will be monitored by a Salem School District teacher, but course content will be delivered in a distance learning model either synchronously (with the teacher) or asynchronously through independent work time using teacher provided assignments.
- In addition to online readings and practice exercises, instruction and assignments may include other activities such as video tutorials and projects.
- The time needed to complete coursework will vary for each student but should be comparable to requirements for in-person learning.
- Some course, and particularly advanced level courses, will not be available online.

## **VII. Communication**

Communication efforts related to the plan will focus initially on providing both staff and parents with specific details related to the reopening plan because of the intense interest and potential safety concerns.

- A comprehensive plan document will be created and posted on the district website addressing the community and the public.
- High-interest safety protocols (masks, dividers, etc.) will be called out with visuals to provide a clear understanding of in-school conditions.
- Plan notification to parents should include the following “high-response” communication methods:
  - Direct mail letter with plan overview and directions to comprehensive plan document.
  - Text messages directing parents to the comprehensive plan document.
  - Similar message via Email, Facebook, Twitter, Mobile App.
- Virtual public information sessions (town hall webinar) will follow the announcement of the reopening plan to answer questions not included in the document. Meetings will entertain pre-solicited questions and possibly live questions. These would be recorded and posted for viewing online.
- A more targeted teacher webinar will be organized to ensure staff understands criteria and expectations.

### Create Opt-Out Parent and Staff Surveys

- Individual schools will request parents complete an opt-out form indicating that their students are not planning to return to in-school instruction. This is recommended to come from the schools since parents with students in multiple schools will respond specific to each child. Schools will also be able to monitor and plan accordingly based on students opting out.
- Schools will follow up with parents with students that opt out to explain remote learning details.

## **Salem School District 2020 School Reopening Plan**

- The opt-out process for teachers will come from HR/District and can be conducted sooner than the parent process. HR/District personnel will need to follow up with those that opt-out to confirm eligibility and/or describe next steps.

### Create Materials and Content to Support Safety Protocols

- In line with professional development plans, a teacher resource website will be created to outline any new policies and procedures.
- Current policies, student/faculty handbooks, opening day packets will be updated with new protocols.
- Create Return-to-School guidance videos for each school that outline expectations for parents and students for the first day of school.
- Create/download any posters or displays to reinforce identified safety protocols (hand washing, bathroom protocols, distancing, etc.)
- Create website area for parent access to information and safety videos.
- Create a staff professional development requirement similar to the “Blood borne Pathogen” videos to train staff on new protocols.

### Keep In-Person and Remote Communications Consistent

- District- and school-wide communications will be directed to all parents whether in school or remote to continue a sense of school community and involvement especially if remote students will be participating in sports or extra-curricular activities.

### Crisis Communications Plans

- Based on protocol decisions related to a teacher or student testing positive for Covid-19, communication plans will be developed within acceptable FERPA or HIPPA guidelines.
- A move to more “immediate” communication methods – preferably text messaging – will be used for these types of alerts.

## **VIII. Reopening Plan Workgroup Process**

This reopening plan reflects the combined efforts of eight workgroups and nearly 70 staff members who examined issues and provided recommendations within the following areas:

- Administration
- Operations
- Academics
- Whole Child Supports
- Special Education
- Technology and Distance Learning
- Workforce Management
- Communication Strategies

## **Salem School District 2020 School Reopening Plan**

The plan does not reflect a group-by-group presentation of findings as many of the issues and ideas addressed were applicable to multiple groups, each providing comments and feedback that influenced the final narrative. In addition, much of the work included plans and strategies to be defined fully at a later date and, therefore, were not included here.

Here is a brief overview of each workgroup's charge:

### Administration

Administration addresses day to day protocols and procedures to maintain student and staff safety specific to this environment. It includes information about social distancing expectations, mask requirements, visitors, and screening. We compare and contrast the learning environments we will provide and generally provides an overview of day to day practices.

### Operations

Operations addresses logistical and safety issues related to personal protective equipment (PPE), custodial services and sanitizing protocols, food service practices, transportation, and training on recommended protocols. In accordance with state and CDC guidelines, the Salem School District will follow procedures and practices based upon current conditions and adapt these as new information is available and conditions warrant. Maintaining the 6' social distancing recommendation is not feasible, therefore use of masks by students and staff will form the foundational recommendation to limit transmission of the virus. In addition, we will increase sanitizing procedures, offer reduced student ridership on school busses, modify food service procedures, dramatically reduce building and facility use by external organizations, and provide additional training mechanisms for staff and students.

### Academics

We have prioritized essential curriculum to the extent practical and pragmatic without interfering with learning progressions at different grade levels. We will incorporate the best practices identified from our most recent distance learning experience to use in all models of instruction, and identified the professional development needs associated with all of academic recommendations. In addition, we have established classroom, school and general communication routines and procedures to be shared at the onset of the 2020-2021 school year.

### Whole Child Supports

We will be prepared to respond to and address a range of student mental health needs. The emotional impact of the pandemic, social isolation, and prolonged limited access to school-based mental health services warrants a specific approach to mental health support. Recommendations focus on community building, recognizing mental health concerns and building positive relationships.

### Special Education

Regular education teachers, service providers and special educators will collaboratively plan learning tasks together, either in person or via technology, in order to consistently provide specialized instruction aligned to curriculum standards and competencies. The use of a planning/collaboration framework will ensure that specialized instruction is targeted and delivered in a meaningful way using multiple



## **Salem School District 2020 School Reopening Plan**

approaches. With required health safety protocols in place, this framework will support teams in planning for the prioritization and continuation of learning. Educators will plan for the use of technology (including individualized devices and/or programs) to enable consistent practice for access to the curriculum and delivery of services in both an in-person and/or remote setting. Some students may be unable to independently follow school health and safety protocols. School teams, including school nurses, will meet to develop individualized protocols for students who cannot wear PPE. These plans may include alternative spaces, specific student groupings, staff training, Plexiglas barriers, and/or additional social distancing practices. Guidance for special education teams is outlined for determining the unique circumstances for parents that request in-home services, compensatory services, and continued in-school services for select populations. Consistent protocols for progress monitoring will be established and implemented across all settings.

### Technology and Distance Learning

We will advocate for and support an appropriate device for every district student in grades K-12, with the realization that doing so will introduce additional challenges as outlined. Professional development is an ongoing opportunity for improvement. Specific areas became apparent through the three months of distance learning and are also identified below. We have the majority of applications and online services needed and will provide additional as necessary. Exceptions are in the areas of improved teacher-to-student and teacher-to-parent communication, plagiarism, and student online collaboration. Additional equipment may be of benefit but we must query the different subsets of users.

### Workforce Management

Our primary focus is ensuring student safety, however, we must always remember that our schools are staffed with adults. We are tasked with keeping our staff safe and well. Proposed teaching and learning models require flexibility. Nonetheless, our priority will be to staff programs based upon student and parent choices. Instructional and building-based staff will be asked to complete a survey to allow us to identify who falls within an increased risk population based on immunocompromising conditions using guidelines established by the Centers for Disease Control (CDC) and state agencies. Any staff unable to return to school in August 2020, based upon these guidelines, must have an interactive conversation with Human Resources to discuss their personal circumstances and discuss required documentation from a health care provider. All information is relevant and necessary to plan for 2020-2021 school year staffing needs.

### Communication

Primary attention is given to the period between the July 14 Board meeting and the September 1 scheduled start of school. One driving factor is the need for school administrators to know who is planning to return or not return – both students and staff. There is an important data point that will have an impact on school operations, both in-person and remote. Communicating details of the reopening plan is essential for parents to make a decision. The timeline and recommended activities are based on maximizing awareness of the details for each group – parents and teachers – to facilitate this decision. We will identify supportive materials and content that will need to be created or updated to support the plan, reinforce safety protocols, and provide parent guidance for returning to school. In addition, we will discuss whether or not separate communication methods will be required for parents based on their

**Salem School District  
2020 School Reopening Plan**

school situation – in person vs. remote. Finally, we will develop critical communication strategies should students or teachers test positive for Covid-19.

