



**COVID-19 Return to School Plan**  
2020-2021

Updated: August 12, 2020

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### Executive Summary

Salem Academy Charter School's mission is to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.

In the midst of the pandemic, having taught all remotely for the end of school year 2019-2020, we celebrated reaching success on our mission as 100% of our graduates were accepted into college. It was a wonderful moment to realize that neither pandemic, nor remote teaching, nor lack of normal social events kept us from meeting our goal.

We are approaching the coming year with the same positivity, dedication to our mission and commitment to each student and family that we serve. We will offer our students a robust curriculum of rigorous courses to prepare them for college. We will find a way to teach about the value of service, even as doing that service becomes more difficult due to closures and difficulty with communication. We will reach out and engage with every student without fail to make sure that we do not lose connection with any of them.

We have reviewed the three options given to us by the Department of Elementary and Secondary Education a few months ago. We have eliminated an all-in return of our students to the building. It is not a feasible option, due to space constraints<sup>1</sup>, high school course realities and staffing issues. It is our best judgement that we all need to be prepared to teach remotely and to build a vibrant, engaging, high level distance learning curriculum for our students. We believe that we will all be teaching remotely for a significant part of the year, regardless of what approach we decide on by this August 14th deadline.

We see the different needs of our high school students and our middle school students.

Consistent with our values, we are working to achieve our key goals:

- To keep everyone as safe as possible we have committed to 6 foot distancing at all times for everyone in the building
- To create a system that is flexible, able to pivot quickly and provides consistency for all with a focus on depth of teaching
- To provide our students with consistent, clear expectations for both hybrid and distance learning
- To continue to build deep relationships with our students, through a variety of connections, outreach and supports.
- To keep our community informed and aware of what is happening at the school both overall and with individual students
- To welcome our new students in person, especially our sixth graders who are brand new to our community

<sup>1</sup> See Appendix for more information about facilities.

We believe that our best educational choice right now is to begin remotely for everyone, then gradually bring back our students, grade by grade. This will give us time to test our systems, our communications, our ability to screen and ensure everyone is healthy and all of the other factors involved in running a school during a pandemic. We envision all of grades 6, 7, 8 and 9 being back in the school using the hybrid model by mid-November. At that time, we will reassess how our systems are working and determine if we will continue the hybrid, remain all remote or continue to function with middle school learning through a hybrid model and high school learning through an all remote model.

We have reviewed the medical and scientific studies and recommendations, particularly those from Harvard and believe that their metrics make sense and that bringing students back to school can be safe with the right mitigation measures in place, following specific guidelines and protocols. At the same time, we will be monitoring the progress of the virus and determining each week whether we will return to all remote, or continue with our hybrid plan. In addition to using key metrics, our decision to be in-person will be based on our ability to staff the building appropriately with teachers, administrators, and nurses.

Additional steps taken to prepare for the challenge of 2020-2021:

- Ten days set aside at the beginning of the year to train staff in health and safety protocols, our specific models, new technology, and best practices for remote learning,
- Establishment of student and family orientations related to health and safety protocols, our specific models, and expectations for remote learning,
- Increased staffing to enhance our ability to meet the needs of our students in mental health and college counseling,
- Assessment of facilities; identified needed upgrades for ventilation; increased number of sanitizing stations throughout the building, and
- Procured PPE equipment for staff and students.

The pandemic has affected the whole world, we share in the concerns for those who have been so terribly impacted by this disease. We are grateful to have raised enough funds to be able to assist over 70 of our families to get through these tough times. We think of those who have passed, of our staff and students who have lost loved ones and we want to be a safe place for them to heal and be able to learn in spite of the trauma they may have faced. We are continuing to work on our Diversity, Equity and Inclusion efforts; we will continue to develop our Social and Emotional Learning programs and we will build an on-line and in person culture of Responsibility, Empathy, Assertiveness, Cooperation and Honesty. We will engage with our students in respectful and positive ways while making sure they know we are with them on this difficult journey and will not give up on them.

## Letter from the Executive Director and Head of School

August 10, 2020

To The Salem Academy Community,

We are to share with you important information regarding the proposed comprehensive reopening plan that is being recommended to our Board of Trustees for a vote on August 11, 2020.

Our Re-opening Task Force, made up of members of the Administration, faculty members, staff and Board Committees has followed a comprehensive and complete process. We have held bi-weekly parent Zoom meetings throughout the summer, surveyed our parents and staff and taken into account the feedback we have received. We have studied the medical reports of the State Department of Health (DPH), CDC and local Board of Health (BOH). We are following the guidance of the Department of Elementary and Secondary Education (DESE) in our planning. Current survey data indicates that 40-50% of our families will choose to remain remote for a period of time before participating in the in-person hybrid model. **Every family has the right to opt out of in-person instruction and remain remote all year.**

**Our plan for the 2020-21 school year is best described as “Bridge to Hybrid Model”.**

Following ten professional days with staff (August 26 - September 9), we will hold student and parent orientations, September 10th - 15th and begin instruction on September 16th, as our official “First Day of School”. Attached is our proposed 172-day calendar for the year.

**Following a two-week remote start for all students, we will begin our bridged (phased-in) hybrid approach, starting with Grade 6 and High Needs students.** Our hybrid model operates on an A/B Week rotation. The in-person component consists of four half-days of on-campus learning for 50% of students, followed by remote learning in the afternoon. All-remote learning on Fridays. We plan to slowly add one grade level at a time, approximately every two weeks, for grades 7-10, with grades 11/12 as our final group. Please be assured that we will be reviewing the rates of infection in Salem and surrounding areas weekly and in communication with Salem officials regularly in order to assess the safety of in-person learning each week.

The remote start for all students allows us to ensure that everyone has working internet and technology and that they understand the remote learning model. The phased-in to hybrid approach allows us to ensure that we are able to **safely and effectively** teach in a hybrid model. It prioritizes our special population students, along with our youngest and newest students. It also allows teachers in grades 7-12 to start the year focused on building a robust and rigorous remote model by limiting their planning and attention to one model of instruction.

We thank you for your support, your participation in our meetings and surveys and we look forward to working with you to make next year productive, positive and a year of REACHING to be the best we can be in this challenging time.

Best,  
Kathy Egmont  
Executive Director

Stephanie Callahan  
Head of School

### Salem Academy’s Academic Program

Since opening in the fall of 2004, Salem Academy Charter School (SACS) has relied on a standards-driven instructional approach to provide school leaders and teachers with clear and transparent structures for articulating what students need to know and be able to do, for teaching and assessing these skills, and for tracking and responding to student progress. Not only has this been a critical factor in raising student achievement over the course of the school’s sixteen years, but it was more important than ever as we ended the year with remote learning and sought to identify what students mastered and struggled with in order to prepare to meet their needs and to better design our curriculum and interventions for the coming year.

Salem Academy’s classroom and school environment is based on a shared mission, shared values, and shared norms. The shared values of high expectations, structure and consistency, and community and culture integrate the vision for achieving Salem Academy’s mission and serve as the foundation for integrating our instructional model with social-emotional learning and school culture.

Holding ourselves accountable for realizing our mission and putting these values into practice requires regular assessment of and communication about student learning. At SACS, families are considered essential allies in student success. Individual teachers, as well as grade level teams communicate with families by phone, email, in person, and via standardized reports, especially if a student is not progressing or if a student has a change in performance.

Now, perhaps more than ever, teachers need the time and resources to frequently assess student progress and provide high-quality, targeted feedback to both students and their families. We have increased the number of professional days during the school year to ensure that we have time at strategic times of year to analyze data and adjust our model to best meet our students’ needs.

Our Standards-Driven Instructional Program is detailed in this [guidebook](#) and outlined in the [Student Supports and Professional Learning](#) section of this document.

### Supports and Services

Across all models of instruction, we will meet the needs of our students, families, and staff. The [Student Supports and Professional Learning](#) section contains details on how we will support our students with disabilities, English learners, students and families experiencing food insecurity or homelessness, and any student who is struggling academically or social-emotionally. Salem Academy communicates with parents using the language preferred by parents. Our teachers and staff will need resources, training, and support to adapt to ever changing needs and scenarios. We have built additional professional days into our planning calendar and are committed to supporting them in every way possible.



## In-Person Learning Model

As our feasibility study indicates, full-time in-person learning for all students is not possible due to staffing and facility constraints. It is also not supported by our families and staff at this time.

We do not have adequate space within our facility to accommodate our 480 students adhering to 3 foot physical distancing and 6 foot distancing while eating. Furthermore our listening tour with families and staff indicate that 80% of families and 90% of staff are not in support of a full reopening with 100% of students in the building. In addition, our most recent family survey indicates that over 50% of families do not want their children to participate in any in-person learning due to safety concerns.

That said, we would be able to achieve in-person learning with three feet of distancing all of the following were possible:

- We reduce class sizes from 24 to 18 students to accommodate three feet of physical distancing in the classroom.
- We buy desks to replace the tables in our classrooms to accommodate for three feet of physical distancing. We would need 335 new desks. Our price quote for these desks is \$32,000.
- We increase the number of classrooms at our school to accommodate for the decreased class sizes. In order to do so, we would need to lease space in the industrial park where our campus is, which at this time is not feasible due to cost (at least \$40,000 per month) and conditions (no exterior windows, shared bathroom facilities with other tenants).
- We hire at least 6 additional teachers to teach the additional sections of classes due to the reduced class sizes. With principals currently maxed out by the number of teachers they supervise and coach, we would need to add at least one instructional coach to support principals. We would also need a second nurse on campus to adhere to all health and safety protocols. The additional staffing costs would be at least \$500,000 based on these estimates.

Even with a sudden influx of money to accommodate over \$1 million in facility and staffing costs, we do not have sufficient time to invest in this building project with just over a month until the first day of school. In addition, we need to use the time we have with our current staff to plan for a strong start to the year, rather than spend our remaining planning weeks attempting to hire and onboard new staff. Finally and most importantly, our community does not feel safe with only meeting the minimum physical distance of 3 feet apart. We are committed to following the recommendation of 6 feet of physical distancing. We cannot meet this guideline without doubling the size of our facility, staff, and therefore our \$8,000,000 budget.

## Student Learning and Scheduling

In the event we were to return fully in-person, many families would choose to keep their children home in remote learning, therefore we would follow our in-person hybrid schedule for those students who are at school and the remote model for those who are at home.

We would not be able to have all students eat in classrooms with desks only three feet apart, so that would differ from the hybrid model. Half of a grade level would eat in their classrooms, while the other half would eat in the cafeteria. Given that we only have space for 45 students to eat 6 feet apart in our cafeteria, we would need to run 7 lunch periods per day, with at least 30 minutes for each lunch to allow for adequate time to sanitize, distribute food, eat, and carefully clean and sanitize between lunches. Lunch would run for three and a half hours, which means some students would need to begin eating lunch around 10:30am, while others would not be able to eat lunch until 1:30.

Arrival and dismissal times for 480 students would need to be staggered according to Salem Public Schools Transportation Department. As with the hybrid plan, we would likely shorten our school day from a 4pm dismissal to a 2pm dismissal to accommodate the need for additional planning time to support our remote learners.

## Hybrid Learning Model

### Design Principles

*In developing both our hybrid and remote plans, we prioritized the following:*

**Structure** - Students in all groups will have a daily schedule that includes synchronous and asynchronous learning. For Monday through Thursday, students follow a consistent order of classes. On Friday, students will have a different set schedule to account for different course offerings.

**Consistency** - All students in the same grade will engage in the same learning experiences that day for their shared classes. Teachers will adapt lessons such that they can be taught in-person and remotely.

**Community** - Students will be in cohorts when they are in the building and when they are remote. Students start the day with Connections, and once per week, there is a full grade Community Meeting and explicit social-emotional instruction. To the extent possible, we will adapt our extracurricular activities, so they can be offered to all students remotely.

**Equity** - Whether in-person or remote, all students have access to high quality instruction from their Salem Academy teachers. There is the daily Intervention Block for all students. This period allows for students to receive Special Education services, to continue their English-language development, to engage in live tutoring with their teachers, and to receive instruction around executive functioning and other studentship skills.

**Adaptability** - Due to the experimental nature of this approach, we are open to feedback and ready to pivot as needed based on the experiences of stakeholders. Given that all students will be learning in sync with one another, we can manage a transition to or from this model.

## Description

In our hybrid model, students will follow an A/B week schedule of in-person and remote learning, with no more than 50% of our students in grades 6-12 in the building at one time. In this model Group A would come to campus for some in-person learning on A weeks, while Group B is participating in remote learning from home, then Group B would come to school on B weeks while Group A is remote from home. We will prioritize High Needs students who need to be on-campus more frequently, while many families will decide to keep their children learning remotely full time.

We will work with families to ensure that households are following the same hybrid schedule. We are also working with Salem transportation to ensure that our students who qualify for transportation will receive busing in adherence with the safety guidelines. We will provide meals for hybrid students in need, either in collaboration with the City of Salem or through our own nutrition program.

Our in-person learning model will cohort students in grades 6-9 to the extent possible. We will limit the number of electives students take each quarter in order to limit the number of teachers teaching across grade levels at one time. We will follow 6 ft. physical distancing and therefore students will be able to take mask breaks in the classroom as needed.

Teachers will be responsible for both in-person and remote learning. With one teacher per course in most cases, we are not in a position to have some teachers take responsibility for in-person instruction while others focus on remote. Our in-person schedule has been adjusted so that students in grades 6-12 will move between classrooms and throughout the building as little as possible. Our hallways are very narrow, therefore we will stagger transition times and plan for one-way traffic flow as needed.

In order to ensure that all students start the year strong, we will have orientation days for both students and families prior to the first day of school. Our hybrid model has a remote start for all students to ensure that technology is working and that students and families have a strong understanding of remote learning. Following this two week period, provided our state, county, and city data indicate that it is safe, we will implement a staggered start to our hybrid model. This staggered start begins with half days and our highest priority students: our high needs students and students in grade 6<sup>2</sup>. Once all 6th grade students have rotated through their A/B week schedule, we will look to slowly phase in our hybrid model, introducing a new grade every two weeks for students in grades 7-9. Our students in grades 10-12 are not able to be grouped

<sup>2</sup> We are a P/SAT site for SACS students on Oct. 14th and we are still planning on that in-person event at this time.

into cohorts. It will be much more difficult to bring those students back on campus. We will revisit our capacity to do this in a safe and feasible way at the end of Quarter I.

Recognizing that relationship building between students and teachers is foundational to learning and that in this model, students will not begin the year in-person, we are planning for small group orientation in September, followed by small group in-person relationship building for those grade levels who won't be on campus for quite some time, provided it is safe to do so.

Our in-person schedule for the hybrid model is half-day sessions, four days per week. This will allow teachers dedicated time to support remote learning in addition to in-person learning. We are also planning to be all-remote on Fridays to allow time for all students to end the week consistently together. In the event of a holiday week, we may hold in-person classes on Fridays to ensure students have four days of in-person learning.

During an in-person half day, students will come to school in the morning, have 3-5 academic blocks (see Lower School and Upper School scheduled for details), leave at lunch-time, and have the remainder of their classes online. While students will not be able to eat at school, they will be able to take lunches to go. While the actual hours of this school day will depend on bussing, we anticipate that it will be around 4 hours long.

Our remote learning plan will build on our lessons learned from this past Spring. All of our students are assigned school Chromebooks and we will continue to ensure that families have access to the internet, providing hotspots as needed. We will continue to utilize effective technology and communication platforms including Zoom and Google Education apps. We have high expectations for synchronous learning, which includes establishing a clear schedule for remote learning, taking attendance, and continuing to assess and grade students. With classes in-person, there will be opportunities to live stream classes that did not exist in the Spring.

## Schedule Overview

- **Hybrid school hours are 8:30 AM to 4:00 PM M-Th and 8:30 AM to 2:00 PM on Friday.**<sup>3</sup> Whether in-person or remote, students will begin their day with Connections at our traditional school start time. All synchronous and asynchronous learning activities will be scheduled within our typical school hours.
- **In-person learning will occur from 8:30 AM to 12:30 PM.**<sup>4</sup> When a student is designated to be in the building, they will have in-person learning in the morning and additional remote learning time in the afternoon.
- **Lower School classes are 45 minutes long.** For students in the building, this length allows for five classes to happen in-person and two learning times to happen remotely. For students learning remotely, class lengths are the same.

<sup>3</sup> Unless bussing dictates a shift in start time for in-person learning.

<sup>4</sup> Times are approximate and dependent upon bussing and staggered arrival/dismissal safety needs.

- **Upper School classes are 45 minutes long Monday - Thursday.** For students in the building, this length allows for three classes to happen in-person and three asynchronous work blocks aligned with those classes to happen remotely. Students learning remotely, will receive the same amount of instruction per day.
- **Students in the building will have a designated mask break and grab-and-go lunch.** The mask break will happen approximately halfway during the time they are in the building. Lunch will be grab-and-go as students are dismissed.
- **On Friday, all students are remote.**

Lower School Sample Schedules

The schedules below show an approach to a hybrid learning model. The time students are in the building is shown in the thick border box. Classes shown in color happen synchronously whether in the classroom or remotely. Learning times shown in black-and-white are asynchronous. On Friday, all students are remote.

**Example for Grade 6: Monday through Thursday**

	Start	Duration	End	Connections 1	Connections 2	Connections 3	Remote
<b>Connections</b>	8:30:00	0:05:00	8:35:00	Connections	Connections	Connections	Connections
<b>1</b>	8:35:00	0:45:00	9:20:00	Math	History	Science	Choice Block
<b>2</b>	9:20:00	0:45:00	10:05:00	ELA	Math	History	Work Block
<b>Break</b>	10:05:00	0:10:00	10:15:00				
<b>3</b>	10:15:00	0:45:00	11:00:00	Science	ELA	Math	
<b>4</b>	11:00:00	0:45:00	11:45:00	History	Science	ELA	
<b>5</b>	11:45:00	0:45:00	12:30:00	Intervention	Intervention	Intervention	Intervention
<b>Dismissal</b>	12:30:00	0:05:00	12:35:00				
<b>6</b>	12:35:00	0:45:00	13:20:00				Math
<b>7</b>	13:25:00	0:45:00	14:10:00	Choice Block	Work Block		ELA
<b>8</b>	14:25:00	0:45:00	15:10:00	Work Block	Choice Block	Work Block	Science
<b>9</b>	15:15:00	0:45:00	16:00:00			Choice Block	History

### Example for Grade 6: Friday

	Start	Duration	End	Connections 1	Connections 2	Connections 3	Remote 100%
<b>Connections</b>	8:30:00	0:10:00	8:40:00	Connections	Connections	Connections	Connections
<b>1</b>	8:45:00	1:00:00	9:45:00	Grade Community Meeting and SEL			
<b>Break</b>	9:45:00	0:15:00	10:00:00				
<b>2</b>	10:00:00	1:00:00	11:00:00	Intervention	Intervention	Intervention	Intervention
<b>3</b>	11:00:00	0:45:00	11:45:00	Math	Math	Math	Math
<b>4</b>	11:45:00	0:45:00	12:30:00	ELA	ELA	ELA	ELA
<b>Lunch</b>	12:30:00	0:30:00	13:00:00				
<b>5</b>	13:00:00	0:45:00	13:45:00	History	History	History	History
<b>Break</b>	13:45:00	0:15:00	14:00:00				
<b>6</b>	14:00:00	0:45:00	14:45:00	Science	Science	Science	Science
<b>Break</b>	14:45:00	0:15:00	15:00:00				
<b>7</b>	15:00:00	0:45:00	15:45:00	Choice Block	Choice Block	Choice Block	Choice Block

#### Additional Information

**Intervention Block** - Students during this period will have the following schoolwork and interventions dependant on their needs and documented support:

- **Special Education Learning Center** - This class is for students with IEPs that require additional instruction and services.
- **Academic Preparatory Learning Center** - This class is for students who would benefit from additional support in math and literacy skills.
- **English Language Development** - This class is for English Learners to support their language development.
- **Tutoring** - This period of time will be when students have access to their teachers for optional and/or required tutoring opportunities.
- **Spanish 1A and 1B** - For students in seventh and eighth grade who took Spanish last year, they will have the option to continue their study of the language during this block. We are also open to having Introduction to Spanish be offered to students in sixth grade later in the academic year.

**Student Work Block** - Students will have time on Monday through Thursday to complete any additional work not completed during their other class periods. If students have finished their coursework for their other classes, then there will be additional literacy and math practice activities.

Upper School Sample Schedules

The schedules below show an approach to a hybrid learning model. The first schedule provides an overview of the in-person and remote cohort groups, which are planned to rotate every week. The time students are in the building is shaded in grey. Classes listed by period (Period 1) are synchronous whether in the classroom or remotely. Asynchronous classes are noted as well by name. On Friday, all students are remote.

**Hybrid Schedule Summary:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>In-person students:</b>	3 In-person blocks in the morning; 3 asynchronous work blocks in the afternoon				<i>All remote on Fridays</i>
	1st - 3rd	4th - 6th	1st - 3rd	4th - 6th	
<b>Remote Students:</b>	3 asynchronous work blocks in the morning; 3 synchronous work blocks in the afternoon				6 short blocks - 1st - 6th Extended Advisory Structured Study Block
	4th - 6th	1st - 3rd	4th - 6th	1st - 3rd	
<b>Together/ Happening Simultaneously:</b>	Connections I-Block	Connections I-Block	College and Career Programming, Service Learning, and Community Circles	Connections I-Block	<i>All remote on Fridays</i>

**Cohort A: In-person 8:30 am - 12:30 pm, Remote 1:15 - 3:45 pm**

**Monday - Thursday**

Timing	Min.	Monday	Tuesday	Wednesday	Thursday
8:30 - 8:40	10	Connections	Connections	Connections	Connections
8:43 - 9:28	45	1st Period	4th Period	1st Period	4th Period

9:31 - 10:16	45	2nd Period	5th Period	2nd Period	5th Period
10:16 - 10:26	10	AM Break	AM Break	AM Break	AM Break
10:26 - 11:11	45	3rd Period	6th Period	3rd Period	6th Period
11:15 - 12:15	60	I-Block	I-Block	College and Career Programming, Service Learning, and Community Circles	I-Block
12:15 - 12:30	15	Afternoon Check-in	Afternoon Check-in	Afternoon Check-in	Afternoon Check-in
12:30 - 1:15	45	Dismissal/ Travel Home/ Lunch	Dismissal/ Travel Home/ Lunch	Dismissal/ Travel Home/ Lunch	Dismissal/ Travel Home/ Lunch
1:15 - 3:45	150	Asynchronous Blocks for Periods 1 - 3	Asynchronous Blocks for Periods 4 - 6	Asynchronous Blocks for Periods 1 - 3	Asynchronous Blocks for Periods 4 - 6

***Cohort B: Remote 8:30 am - 3:15 pm***

**Monday - Thursday**

Timing	Min.	Monday	Tuesday	Wednesday	Thursday
8:30 - 8:40	10	Connections	Connections	Connections	Connections
8:40 - 11:10	150	Asynchronous Blocks for 4th - 6th Periods	Asynchronous Blocks for 1st - 3rd Periods	Asynchronous Blocks for 4th - 6th Periods	Asynchronous Blocks for 1st - 3rd Periods
11:15 - 12:15	60	I-Block	I-Block	College and Career Programming, Service Learning, and Community Circles	I-Block
12:15 - 12:45	30	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:45 - 1:30	45	4th Period	1st Period	3rd Period	1st Period
1:35 - 2:20	45	5th Period	2nd Period	5th Period	2nd Period
2:20 - 2:30	10	PM Break	PM Break	PM Break	PM Break



2:30 - 3:15	45	6th Period	3rd Period	6th Period	3rd Period
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***Cohorts A and B: All Remote Friday 8:30 am - 2:40 pm***

Timing	Duration (min)	Friday
8:30 - 9:00	30	Advisory: Reflection and Action Planning
9:00 - 9:40	40	1st Period
9:40 - 10:20	40	2nd Period
10:20 - 10:30	10	AM Break
10:30 - 11:10	40	3rd Period
11:10 - 11:50	40	4th Period
11:50 - 12:20	30	Lunch Break
12:20 - 1:00	40	5th Period
1:00 - 1:40	40	6th Period
1:40 - 2:40	60	Structured Study Block

**Additional Information:**

**Interventions for both groups occur simultaneously.** In order to meet the needs of our embedded Honors students, AP students, students in Math and ELA interventions, students in need of additional tutoring, and students requiring additional services for Special Education or English Language in both cohorts, all students will be engaged in I-Block (intervention block) Monday - Thursday for an hour midday. Staffing will be split between the remote and in-person students during this time.

**On Friday, all students are remote.** Students will have an Advisory block reflecting on goals and action planning based on data synchronously. All other classes will be asynchronous with the option for teachers to organize small group reassessment or reteaching synchronously during their designated class blocks.

**Small group advisory is leveraged daily.** Monday - Thursday begins with a synchronous Connections meeting, which consists of two advisories meeting together. One teacher checks in with in-person students and the other conducts a Zoom call with remote students. Attendance is taken, the schedule for the day is reviewed, and additional advisory check-ins occur. On Friday, during a longer block, students work within their small group advisory, reflecting on their current

goals and progress based on data from the week, and create an action plan for the following week, including any work that needs to be completed over the weekend.

**Individual Student Schedules:** All students have individual schedules with six classes, including core academic subjects and quarterly elective classes, including SEL for 9th and 10th grades. Due to the nature of a high school schedule, all students will continue to follow a six period schedule whether in-person or remote.

**Intervention Block (I-Block)** - Students during this period will have the following schoolwork and interventions dependant on their needs and documented support:

- Honors and AP Cohort Classes - for students enrolled in our Honors program in grades 9, 10, and 11, Honors cohort classes will run. Additional AP cohorts will meet as well.
- Special Education Services - in addition to Special Education Learning Center, which is in needed students' 1st - 6th period schedules as a class, students may receive additional services at this time.
- English-language Development - Students receiving EL supports in addition to any scheduled classes will receive them at this time.
- Tutoring - This period of time will be when students have access to their teachers for optional and required tutoring opportunities.
- On Wednesdays, Service Learning, College and Career Programming, and Community Learning Opportunities (Circles discussing current events, etc) will occur as well.

**Student Structured Work Block** - Students will have time on Friday to complete any additional work not completed during their other class periods. If students have finished their coursework for their other classes, then there will be additional college and career or Service Learning opportunities. In addition, students will have until 4 pm each day Monday - Thursday to complete any remaining class work for the day.

## Remote Learning Model

### Description

Our remote learning model is built upon the same design principles stated in the hybrid section: *structure, consistency, community, equity, adaptability*. In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Our remote program will build on our strengths and lessons learned from last Spring. We will continue to communicate weekly with parents and guardians, providing interpretation and translation services to those who need it, align our teaching and learning to the state standards and grade students according to our standards-based grading system. Learning will take place five days per week, with time dedicated for community meetings, SEL, electives, enrichment, and academic interventions. There will be a clear, structured schedule for the remote school day and attendance and participation will be tracked.

As explained in our [Academic Program](#) section, Salem Academy's curriculum is aligned to state standards. Our learning outcomes and expectations for students are the same across all of our models. We will continue to use our standards-based grading system as usual. At this time, we plan to use Google Education as our technology platform for remote learning, and are exploring additional resources recently shared by DESE. Our Lower School uses *Eureka* for its math curriculum and has adopted *Wit and Wisdom* for ELA. Our Social-Emotional curriculum is explained in that section. All of our courses and curriculum will be taught by our regular teaching staff.

Lower School students (grades 6-8) will follow a schedule that promotes synchronous and consistent learning opportunities. There will be three cohorts of students that are grouped similarly to how they would be if we are in a hybrid model. Each cohort will start the day in Connections, an advisory group, and then engage in learning across their different classes. Class periods will be at least 50% synchronous and teachers will deploy direct instruction, group discussions, and small group work time. The day will end with an intervention block when students will be able to connect with teachers around learning that is happening either synchronously or asynchronously. This will also be when students engage in coursework for their Special Education Learning Center and/or English-Language Development class. Clubs and other group meetings will occur in the afternoons. Team meetings and other PD opportunities will happen throughout the week with additional time set aside on Friday.

Upper School students (grades 9-12) will be following a schedule aligned with the hybrid schedule provided, with the day starting with small group advisory calls followed by required virtual class time. All academic classes will meet three times per week on a rotating block schedule, with classes Monday - Thursday with at least 50% synchronous learning. During this time teachers will leverage direct instruction, group discussion, and small group and partner work time. In addition, an intervention block will still occur midday for students needing

additional teacher support and for students in Honors and AP cohorts to access additional collaboration time. Clubs and other group meetings will occur in the afternoons and on Fridays, and grade level team meetings will occur on Wednesdays in order to create space outside of class for connection and to celebrate growth and achievement with peers.

Recognizing that relationship building between students and teachers is foundational to learning and that in this model, students will not begin the year in-person, we are planning for small group orientation in September, followed by periodic small group in-person relationship building provided it is safe to do so.

### Communication with Students and Families

Salem Academy communicates with parents using the language preferred by parents. One staff person is available to find and assign translators for teachers, administrators and counselors who need to speak with parents in Spanish, Portuguese or another language. Written emails sent out to the whole school are translated as well. Parents have information about who to call if they need communication in Spanish, Portuguese or another language. Building on our strong communication practices from last Spring, Salem Academy will continue to communicate regularly with parents and students during the coming year. Methods of communication include:

- Weekly emails to caregivers from the Lower School and Upper School Principals which contains pertinent information, links for Zoom meetings, and surveys to get feedback
- Text messaging to send out links for surveys, Zoom meetings and quick announcements
- Facebook, Twitter and Instagram to build community awareness of announcements, celebrations and resources for families
- One-call phone system to reach all caregivers with emergency messages or updates
- Weekly all-school newsletter, *The Navigator*, which is sent to all families and staff with upcoming events, information and community updates.
- School website

The School, Family and Community (SFC) is our parent organization. They meet monthly and are part of the communication system we use. Their feedback and proactive advice is important to the administration who are present at each monthly meeting to bring updates and information and field questions.

### Attendance

Our attendance policy remains largely the same; we will take, track and count attendance whether a student is in person or remote. Attendance is vital for student learning. For this reason, Salem Academy requires families to ensure that students are in school every day regardless of whether it's in person or remote, unless an illness, emergency or religious observation interferes.

Attendance will be tracked in a variety of ways when the student is remote, these include but aren't limited to:

- physically present (on camera or voice) in synchronous sessions;
- submitting assignments online during the expected time period;
- attending pre-scheduled virtual check-ins (eg. connections, community meetings, conference, tutoring, interventions, etc)

We will continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance. Connections and advisory teachers will be checking in with students and families of students who are not attending school regularly and will refer them to the Student Services Team for a formal intervention plan that will address individual barriers to the student's attendance.

When the student is required to be in the school building, parents and guardians will be notified each day a student is not present and is unexcused through an automated phone call. While remote, parents and guardians will be notified via email or phone call when there is a downward trend in attendance and/or participation. Again, whether in person or remote, students are also expected to arrive at school and class on time every day.

Students are also expected to be in class on time. If students are late to class or school, they are losing learning time, and disrupting the teaching and learning of others. Students who develop a pattern of being late to class will be required to make up lost learning time outside of normal school hours, as determined by the administration.

See our Student/Family Handbook 2020-2021 for more detailed information.

## Remote Learning Schedule Overview

This plan accounts for all students learning remotely. It builds from the strengths of the spring and offers a more robust and comprehensive learning experience for students. As part of our professional days to begin the year, teachers will continue to train to deliver high quality instruction remotely and adapt our instructional practices to our virtual platforms. Just as we never want to lecture at a class for an entire class period, our synchronous periods will not be webinars. We will use varied learning experiences and activities to ensure that students are engaging in the content with their teacher and with their classmates.

### Lower School Details

- **Lower School classes are 55 minutes long.** This length of time matches our typical in-person "short" blocks and is familiar to students and teachers.

- **There is an emphasis on synchronous learning with some asynchronous schoolwork for each class.** Most classes will meet four times per week synchronously and have one period per week be asynchronous.
- **Breaks and transitions happen throughout the day.** Students never have more than two 55 minutes classes back-to-back. There is always at least a five minute transition between classes.
- **On Friday, students have an adjusted schedule.** This change to the schedule allows for Community Meeting and social-emotional instruction.

### Upper School Details

- **Classes are 90 minutes long Monday - Thursday.** Teachers and students will engage in a synchronous lesson for at least 50% of the set block, with any remaining time spent engaged in asynchronous work.
- **Classes on Fridays are 40 minutes long.** Students will have an Advisory block to start the day reflecting on goals and action planning based on data from the week synchronously. All other classes will be asynchronous with the option for teachers to organize small group reassessment or reteaching synchronously during their designated class blocks.
- **Interventions for all learners occur Monday - Thursday.** In order to meet the needs of our embedded Honors students, AP students, students in Math and ELA interventions, class-specific tutoring, and students requiring additional services for Special Education or English Language. All students will be engaged in I-Block (intervention block) Monday - Thursday for an hour.
- **Small group advisory is leveraged daily.** Each day begins with a synchronous advisory meeting with a teacher and a group of up to 10 students. Monday - Thursday, attendance is taken, the schedule for the day is reviewed, and additional advisory check-ins occur. On Friday, during a longer block, students reflect on their current goals and progress based on data from the week, and create an action plan for the following week, including any work that needs to be completed over the weekend.

### Lower School Sample Schedule

The schedule below shows a sample schedule for when all students are engaging in remote learning. Classes shown in color happen synchronously. Classes shown in black-and-white are asynchronous.

#### Example for Grade 6 Student

	Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
Connections	8:30:00	8:40:00	Connections	Connections	Connections	Connections	Connections
1	8:45:00	9:40:00	Math	Math	Math	Math	CM / SEL

2	9:45:00	10:40:00	ELA	ELA	ELA	ELA	ELA
Break	10:40:00	10:55:00					
3	10:55:00	11:50:00	Science	Science	Science	Science	Science
Lunch	11:50:00	12:20:00					
4	12:20:00	13:15:00	History	History	History	History	History
5	13:20:00	14:15:00	Choice Block	Choice Block	Choice Block	Choice Block	Intervention
Break	14:15:00	14:30:00					
6	14:30:00	15:25:00	Intervention	Intervention	Intervention	Intervention	Math

**Additional Information**

**Intervention Block** - See the notes in the hybrid model section regarding this period of time.

**Remote Instruction** - Below are just two examples of how teachers may approach a synchronous remote learning period with students.

Example A: The teacher welcomes the class with a Do Now. After students share responses, the teacher engages students in a full class discussion of the day’s new content for approximately fifteen minutes. The teacher then has students work in small groups using a “breakout room” function on the video platform. Students come back together, and the teacher asks a member of each group to share with the rest of the class. After all groups have presented, the teacher summarizes the lesson and previews the independent work. For the last ten minutes of class, students complete a final task independently, and the teacher is available to answer questions through the “chat” function on the platform.

Example B: The teacher welcomes students with a Do Now. The class then watches together a twenty minute video of content related to that day’s objective. While watching the video, students are able to ask questions through the “chat” function on the video platform, and the teacher can respond. After the video, students work as partners to answer review questions. The whole class then reviews the answers together. For the last fifteen minutes of class, students complete an assignment independently, and the teacher is available on the platform to answer questions in the chat or on video.

Upper School Sample Schedule

The schedules below show an approach to a remote learning model. The first schedule provides an overview of the schedule, with detailed schedules for the rest of the week afterwards.

**Remote Schedule Summary**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Academic Courses:</b>	3 long blocks: 1st, 2nd, 3rd	3 long blocks: 4th, 5th, 6th	3 long blocks: 1st, 2nd, 3rd	3 long blocks: 4th, 5th, 6th	6 short blocks: 1st - 6th
<b>Intervention/ Honors/ Culture:</b>	I-Block	I-Block	College and Career Programming, Service Learning, and Community Circles	I-Block	Extended Advisory Structured Study Block

**Remote Schedule in detail, Monday - Thursday:**

Timing	Min.	Monday	Tuesday	Wednesday	Thursday
8:30 - 8:40	10	Advisory	Advisory	Advisory	Advisory
8:40 - 10:10	90	1st Period	4th Period	1st Period	4th Period
10:10-10:20	10	AM Break	AM Break	AM Break	AM Break
10:20 - 11:50	90	2nd Period	5th Period	2nd Period	5th Period
11:50 - 12:20	30	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:20 - 1:50	90	3rd Period	6th Period	3rd Period	6th Period
1:50 - 2:00	10	PM Break	PM Break	PM Break	PM Break
2:00 - 3:00	60	I-Block	I-Block	College and Career Programming, Service Learning, and Community Circles	I-Block

**Remote Schedule in detail, Friday:**

Timing	Min.	Friday
8:30 - 9:00	30	Advisory: Reflection and Action Planning
9:00 - 9:40	40	1st Period



9:40 - 10:20	40	2nd Period
10:20 - 10:30	10	AM Break
10:30 - 11:10	40	3rd Period
11:10 - 11:50	40	4th Period
11:50 - 12:20	30	Lunch Break
12:20 - 1:00	40	5th Period
1:00 - 1:40	40	6th Period
1:40 - 2:40	60	Structured Study Block

***Additional Information***

**Individual Student Schedules:** All students have individual schedules with six classes, including core academic subjects and quarterly elective classes, including SEL for 9th and 10th grades. Due to the nature of a high school schedule, all students will continue to follow a six period schedule whether in-person or remote.

**Intervention Block (I-Block) -** See the notes in the hybrid model section regarding this period of time.

**Student Structured Work Block -** See the notes in the hybrid model section regarding this period of time. In addition, students have time until 4 pm Monday - Thursday to complete any remaining class work for the day.

**Remote Instruction -** Below are just two examples of how teachers may approach a synchronous remote learning period with students.

Example A (90 minute block): The teacher welcomes the class with a Do Now. After students share responses, the teacher engages students in a full class discussion of the day’s new content for approximately fifteen minutes. The teacher then has students work in small groups using a “breakout room” function on the video platform. Students come back together, and the teacher asks a member of each group to share with the rest of the class. After all groups have presented, the teacher summarizes the lesson and previews the independent work. Students are then released to work independently for the remainder of class, with the teacher accessible via Zoom and Google Chat for additional support. At the end of the block, students complete an end of class Exit Ticket to check understanding and for teachers to get feedback on their teaching approach.

Example B: The teacher welcomes students with a Do Now. The class then watches together a twenty minute video of content related to that day’s objective. While watching the video, students are able to ask questions through the “chat” function on the video

platform, and the teacher can respond. After the video, students work as partners to answer review questions via the “breakout room” function of Zoom. The whole class then reviews the answers together. Students are then released to work independently for the remainder of class, with the teacher accessible via Zoom and Google Chat for additional support. At the end of the block, students complete an end of class Exit Ticket to check understanding and for teachers to get feedback on their teaching approach.

## Out-of-School Time Plan

In a typical school year, Salem Academy’s doors are open Monday - Friday from 7am to 5pm. We provide free breakfast for all students and staff indoor early drop-off spaces on our campus from 7:00 - 8:30am. After-school we staff a quiet study space available to all students from dismissal until 5:00pm. In addition to after-school tutoring for grades 6-8, we have a robust extracurricular program both before and after-school for students in grades 6-12. These programs include music, art, drama, STEM, a variety of clubs and our athletics program.

For the coming school year, our athletic program will operate in accordance with public health and safety guidelines, following protocols and procedures set forth by the MIAA and MA Charter School Athletic Association. At this time, we do not plan to offer any on campus extended day programs. We will host clubs and activities remotely to start the year. If at some point it is safe to convene in person, we may do so, but we are mindful of the fact that participation in these activities extends beyond the grade level cohorts we have designed for our hybrid model.

## Student Supports and Professional Learning

### Safety and Wellness Supports

Please see our [Wellness and Safety Planning](#) section for information about all policies and procedures related to community health and safety.

### Social Emotional Supports

In a time when social distancing and remote learning are essential to slow the spread of COVID-19, social connection is more important than ever. We know how crucial it is for our students and staff to feel connected to a relationship-centered community that supports everyone’s well-being. Over the years, as a staff, we have become well versed in understanding the impact of trauma on learning and how to weave trauma sensitive practices into all aspects of our programming.

Strong student teacher relationships encourage academic engagement, emotional stability and helps keep students on the path to college. Even though we pride ourselves on promoting,

creating, maintaining meaningful relationships with students, it isn't always easy. The remote plus model adds new challenges to this goal. We have thoughtfully divided our students into cohorts with a Connections teacher who will serve as an additional bridge for family communication collaboration and support. Through these connections, we will survey our families and students asking vital questions about ease and access to remote learning and family stability. We will also run Community and Restorative Circles, and grade level Community Meetings to bring students together to discuss topics such as race, bias and identity.

Last year, we implemented social and emotional curriculums in grades 6-10 (Second Step and School Connect) and a college and career and readiness online learning platform (Naviance) in grades 9-12, to explicitly teach self-awareness, self-management, responsible decision making, relationship building and social awareness skills to our students. In planning for our remote plus model this year, we intentionally scheduled time for our SEL classes to meet in while remote and in person.

During this unprecedented time full of unknowns and new stressors, the lack of consistency, predictability and structure provided normally by a "regular" school day, can cause increased anxiety, depression and other mental health concerns among students who weren't previously struggling. We will be administering the Strengths and Difficulties Questionnaire (SDQ) at the beginning, middle and end of the school year, for students to be able to self-report on five scales of emotional difficulties and prosocial behaviors, as well as, the SBIRT and SACS Youth Risk Behavior Survey. We will track and analyze data from assessments, surveys, and screenings in order to evaluate our tiered systems and determine next steps for programming and interventions.

Regardless of whether learning is taking place in person, hybrid or fully remote, our counseling team meets with individual students, hosts peer lunch groups, collaborates with families and outside mental health agencies to provide ongoing support to our students. A compilation of mental health supports and services is posted on our website for students and families to access at any time.

Through our SEL work, Connections blocks, community building activities, family communication and collaboration, and student self-reporting, we will better understand the social and emotional needs of each student. In order to better directly address the individual needs of our students and collective needs of our broader school community, we have added a third counselor to our school, as well as, a new Adjustment Counselor Team Leader position in addition to our pre-existing grade level teams and the Student Services Team (SST) which also serve the purpose of focusing on students' functioning holistically.

Salem Academy provides ongoing professional development and training for our staff throughout the school year led by outside professionals and consultants, as well as, by in-house experts. The training is centered around safe and supportive school environments, trauma-informed practices, and social emotional development.

### Special Education

Salem Academy serves a diverse population of students in grades 6-12. Approximately 17% of our student body are students with disabilities. These are primarily moderate disabilities and our students' individualized education programs (IEPs) are currently met through a full-inclusion model. Our 16 person staff consists of a Special Education Director, a Special Education teacher at each grade level, a .8 FTE Reading Teacher, four paraprofessionals, two school adjustment counselors, and contracted services for Speech and Language, testing, and other consults. This coming year, we have added an additional school adjustment counselor and a Team Chair to meet the growing needs of our student population.

Across all three models, IEPs will be implemented as written and their services will be scheduled into the school day. Regardless of the learning mode, SACS will continue to provide a free and appropriate public education (FAPE) consistent with the health and safety guidelines established by the DESE, the CDC, and local officials. Following the guidance from DESE, we are consulting with staff and families to determine which of our students with disabilities should be prioritized for in-person instruction, beyond their grade's phased-in hybrid schedule.

Students with disabilities will have access to all of the services on their IEP, which may be delivered remotely or in-person. Examples include, daily special education learning centers, reading classes, speech and language groups, individual counseling, and social/emotional groups. Inclusion services and related services will be provided on a 5-day cycle within each of the three models. In each model, additional special education staff may need to be hired to provide inclusion services and pullout services for academic support. In a remote model, services will be delivered remotely via Zoom, google hangout, or telehealth meetings.

In addition to our general student and family orientation, Special Education staff will provide training for students and caregivers on best practices for remote learning at home and technology platforms used by teachers and related service providers. They will lay out communication expectations and ensure that instructional materials are documented and shared with students and caregivers. In order to reduce foot traffic in the school and limit social contact, IEP meetings will continue to be offered via Zoom. The subsequent IEPs and related Special Education materials will be delivered to families electronically with several options for families to respond, or via mailed hard copy when necessary.

### English Language Development

Our detailed plan for English Learner remote learning can be found [here](#). Records reviews for incoming students have been completed and will continue for any additional new students. In the event of full time or part time/hybrid in-person instruction, the WIDA Screener will be administered in person. In the event of full time remote learning, the WIDA Remote Screener will be administered.

When students are in the building, ESL instruction will be provided following the guidelines from DESE regarding the number of days and minutes of English language instruction that ELs should receive depending on their English language proficiency levels. When students are not in the building, ESL instruction will be provided through google classroom, with face to face instruction using zoom or google meet as needed, and using online resources such as Lingt, FlipGrid, ReadWorks, NoRedInk, and others.

ELD teachers will monitor students' work completion in their content classes, utilizing resources such as daily trackers, google classroom, and communication with content teachers. We will connect students with support already available from their content teachers and will provide our own support with content as needed, through email, zoom/google meet, or feedback on google documents. ELD teachers will check in with first year FELs regularly, offer support with their content class assignments as needed, and follow up on any missing assignments. The ELD team will monitor the progress of second through fourth year FELs following our usual process, moving our progress monitoring meetings to a virtual format if needed.

**Curriculum:** We will continue to use our ELD benchmarks to guide our instruction, for both in person and remote learning. Each benchmark will be assessed at least three times over the course of the school year. Each student's instruction and assessment will be based on one of the following sets of benchmarks, depending on the student's English language proficiency level: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced benchmarks (approximately corresponding with WIDA levels 1, 2, 3, 4, and 5 respectively). Each set of benchmarks includes Reading, Writing, Listening, and Speaking objectives.

**ELs with IEPs:** Dually identified students (students who are identified as ELs and also have IEPs) will receive all of their ESL services. For some ELs who have learning disabilities, ESL instruction will be provided through an ELA class that is co-taught by a licensed ESL teacher, rather than through a daily ESL class, to allow the student to be able to attend a daily Special Education Learning Center. Other dually identified students will attend a daily ESL class in place of Learning Center. This decision will be made by the Special Education Director and the ELD team, taking the student's full profile and unique support needs into consideration and deciding on the instruction plan that is best for each individual student. ELD teachers and Special Education teachers of grade levels in which there are students who receive both of those services will meet throughout the year on a biweekly basis, using the SE/EL Collaboration Document as a resource. ELD teachers will attend any IEP meetings for students that they work with and provide input, and the student's academic English language proficiency goals will be taken into account in writing IEP goals.

### *Parent/Family Communication*

Every EL student's parent/guardian will hear from a teacher or para who works with their child at least once every other week. For the first month of the year, and during times of transition, this communication will be more frequent. In this communication, we will make sure that parents are aware of any major school-wide announcements, that they have a good understanding of how their child is doing with their work, and that they are aware of any non-academic support such as

funding for groceries, and that if they are in need of such support that they are able to access those resources. We will also seek parent input on how best to support their child with their learning, as well as any feedback parents may have on how we are doing with distance or hybrid teaching.

## Professional Learning

Salem Academy's Standards-Driven Instructional Practices Guidebook explains all aspects of our academic program in detail, including our data-driven cycle of planning, instruction, and assessment, and intervention. Whether in-person, hybrid, or remote, we will continue to leverage this system.

### *Planning, Instruction, and Assessment*

Standards-driven instructional practices (SDIP) use a continuous cycle of improvement to raise student achievement. Beginning with the standards for each course, defined primarily by the MA Curriculum Frameworks and the College Board for AP classes, but also by school values, learning goals, and other college readiness indicators, teachers plan their curriculum around a constant cycle of teaching and learning rooted in the desired outcome. The outcome is described by course-specific standards and guides the design of a teaching and learning cycle that answers four critical questions

1. What do students need to know, understand, and be able to do?
2. How do we teach effectively to ensure all students are learning?
3. How do we know students are learning?
4. What do we do when students are either not learning or are reaching mastery before expectation?

Salem Academy's standards-based grading system is based on the research of Dr. Robert Marzano. It is designed to describe student performance against standards, or course benchmarks. We use a 1-4 grading system and our grades are cumulative, calculated in our data management system by an algorithm that accounts for learning over time. This transparent system allows us to know why students are performing the way they are in a given course: which benchmarks they are proficient in or have mastered and which ones they may still be learning. The only thing included in our grades is student performance against the standards.

Assessment provides important information about student learning and instructional effectiveness to teachers, students and families. Assessment at Salem Academy takes many forms, both formal and informal, and all are tracked and reported through a student information system that integrates data from multiple sources. Keeping up-to-date and accurate with grading is among the most important things teachers can do to inform student learning, enhance instructional practice and engage students and families. Therefore we have built more time in the calendar for this.

<sup>5</sup> Adapted from R. Dufour and Eaker, *The Standards Based Teaching and Learning Cycle*, 2nd Edition (Colorado: 7 Colorado Coalition of Standards-Based Education, 2012), in "Colorado Department of Education," accessed March 25th, 2016, <https://www.cde.state.co.us/cdechart/standards-basedteachingandlearningcycle>.

Salem Academy uses three interrelated levers: teams, time, and tools, to provide the necessary support and freedom for continual reflection and improvement to support standards driven practices. In a traditional year, teachers have roughly eight hours during the week to plan instruction and three hours each week to work with their PLCs. Typically, our year begins in August with four days of new staff institute to orient new teachers to Salem Academy, followed by four days of full staff summer institute during which time is dedicated for faculty to work in PLCs to analyze the previous year's data and plan for the upcoming year, required annual trainings, and the launch of the year's priorities.

This year, we will begin as usual with four days of orientation for our new staff, followed by ten days of professional development to train our staff on safety protocols and best practices for remote learning in addition to the usual things we do to launch the year: culture planning, curriculum planning, student orientation, and family outreach. This year, teachers will need time and training on beginning of year diagnostic assessments and adjustments to curriculum plans to account for the shorter year.

As usual, teachers will engage in professional coaching and learning throughout the year. They will meet regularly with an instructional coach or supervisor, in their Curriculum PLCs, and with their grade level or Lower/Upper School colleagues for all staff meetings.

#### *Sample Teacher Schedule*

- Biweekly individual coaching and support from supervisor
- Biweekly Curriculum PLC focused on data-driven instructional cycles
- Weekly Grade Level PLC meetings centered around culture and student support
- Weekly full/half school PD sessions on Friday afternoons

#### *Tiered Interventions*

Salem Academy uses a multi-tiered system of supports (MTSS) to address students' needs. Social-emotional supports are outlined in [that section](#), while academic interventions are explained and identified in the [hybrid](#) and [remote learning](#) sections. Faculty and staff work collaboratively and extensively, using data, to identify students in need of support. We have a variety of team structures and designated time to support and implement this work.

## School Calendar

Our revised 2020-2021 school calendar can be found [here](#). It has ten professional days at the beginning of the year and four days for student and family orientation, with our first instructional day on September 16th. The hours of our school day for students remain the same across all models: 8:30am - 4:00pm Monday - Thursday, and 8:30am - 2:00pm on Fridays. We have added three additional professional days throughout the year to monitor student progress and our program model. Our last day of school is currently scheduled for June 25th.

## Wellness and Safety Planning (Community Health and Safety)

### COVID -19 Health Screening Procedures

To ensure the health and safety of the SACS community, students and staff must stay home if they are feeling sick or have any of the symptoms associated with COVID-19.

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

Staff members and students (with their families) are required to complete a health screen every morning to determine whether they are permitted to enter the school building. This screen will be self-conducted using Google Forms and all responses will be reviewed by the school nurse at the start of the day. Only school medical staff will have access to individuals' health screening form submissions, although information related to student and staff absences will be shared with reception and human resources staff, respectively.

Staff members and students that do not pass the screen because they have any of the symptoms above are required to test negative for COVID-19 prior to returning to school, or they must quarantine for 14 days (see Protocols for possible COVID-19 scenarios). If a staff member or student will not be in school because they have not passed the screen, they must notify the school. Parents and guardians should call the Salem Academy main phone line (978-744-2105) and staff should use absent@ to plan for coverage and alert the COVID-19 Lead nurse for follow up and referral for testing.

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### Utilization of Nurse's Office



Depending on the number of students present on campus at one point in time and various community health benchmarks, different scenarios will be triggered to determine the number of nurses on site at SACS. In times where a larger portion of our student body is on campus and two nurses are needed, our lead nurse will manage all COVID-19 related cases at school and will assist in the contact tracing of cases in our school community as needed, while the second nurse will manage the general health clinic and medication administration.

#### **One Nurse On Site**

- Students will no longer be able to “walk-in” to the nurse’s office
- The staff member with the student requesting to go to the nurse’s office will call the nurse to ensure readiness prior to sending the student; student will be triaged at the door to determine main complaint/reason for visit
- For anything COVID-related (potential or suspected), students will be sent to the COVID-19 waiting room (Room 110) and parents/guardians will be called for pick-up. In the event that parents or guardians cannot be reached, emergency contacts will be contacted.
- If not COVID-related (general scheduled medication administration, cramps, headache without other symptoms, etc.), students will be treated in the main nurse’s office (Room 106), and sent back to class. Nurse will call the staff member to alert them that the student is returning to class.

#### **Two Nurses On Site**

- Office 1 (Main nurse’s office) - Room 106: COVID Headquarters
  - Will only see COVID-related students in office
  - Will manage health of higher needs students (asthmatics, diabetics, etc.). Student will either be treated in place or will be brought to Room 110 for further evaluation
- Office 2 (General health complaints and medication administration) - Room 110
  - Will only see students with scheduled medication administration or non-COVID general complaints
  - Will help with overflow of higher needs students (asthmatics, diabetics, etc.) after hand-off from lead nurse
  - See “one nurse” scenario for additional details (e.g. no walk-ins, triage, etc.)

### **Isolation and Dismissal of Students who Develop Symptoms at School**

In order to minimize transmission of COVID-19, students displaying COVID-19 symptoms during the day will report to the nurse’s office immediately with their belongings. The student will be directed to the COVID-19 medical waiting room until they can be picked up by a parent or guardian. The nurse will notify the front desk and contact the parent or guardian to arrange for pickup.

While the COVID-19 medical waiting room is in use, it will be closed to all students and staff (with the exception of the COVID-19 lead nurse, who will monitor the space. All health and safety guidelines, including masks and 6-foot physical distancing must be maintained in the COVID-19 medical waiting room. Additional PPE will be worn by the COVID-19 lead nurse monitoring this room, including face shields and N-95 masks.

## Protocols for Specific COVID-19 Scenarios<sup>6</sup>

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

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

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

If students or staff have any of these symptoms, they must test negative for active COVID-19 infection prior to returning to school. A list of test sites is available [here](#), and Massachusetts also has an [interactive testing map](#). Students and staff who have symptoms should also contact their primary care physician for further instructions.

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

- Evaluate symptoms
- Isolate 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 (without taking fever-reducing medications) and improvement in other symptoms

<sup>6</sup>These protocols are based on [DESE's guidance document](#)

- 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

Please see the [Appendix](#) for specific COVID-19 Scenarios.

## Personal Protective Equipment (PPE) Policy<sup>7</sup>

SACS believes that the use of Personal Protective Equipment (PPE) is instrumental in the protection of our community, and will enforce a strict PPE policy while students and staff are on our campus. Any individual who is on site must adhere to the following policy:

- All individuals are required to wear a mask/ face covering that covers their nose and mouth. Wearing a mask is **not optional** for students who opt to learn in-person.
  - Exceptions to the mask/face covering requirement will be made on an individual basis, and for those who have medical exemptions or are impacted by other health/safety factors. A healthcare practitioner's note will be required to waive the mask/face covering requirement.
- Masks should be provided by the student/family, but extra face masks will be made available by SACS for students who need them. Reusable masks provided by families should be washed by families daily, or more often if contamination occurs.
- Staff members are encouraged to wear reusable masks from home, and are responsible for washing their personal reusable masks daily or more often if contamination occurs. However, if needed, masks will be made available for staff members.
- If disposable masks are being worn, remember they should not be reused, nor should they be shared.
- Students and staff should avoid putting masks on any surface that may contaminate the covering or surface.
- Students and staff should not use any PPE that has been damaged or potentially contaminated.

### Masks and Mask Breaks

Pre-scheduled mask breaks will occur throughout the day. All students will have access to masks breaks whether in the lower school or upper school. Breaks will occur during lunch and recess for lower school or when students can be six feet apart and. Whenever possible these breaks will take place outside.

<sup>7</sup> Adapted from Community Charter School of Cambridge

## Hygiene Protocols

Frequent handwashing is important in preventing the spread of illness. Alcohol-based hand sanitizer will be utilized when handwashing with soap and water is not available. As has always been the case, handwashing with soap and water should be used whenever hands are visibly soiled and after using the bathroom.

When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. Hand sanitizer must contain at least 60 percent ethanol or at least 70 percent isopropanol content and should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

Students and staff are required to exercise hand hygiene (hand washing or sanitizing) in the following instances:

- upon arrival to school
- before and after eating
- before putting on and taking off masks
- after using any shared equipment
- upon entering a new room in the building
- after coughing or sneezing
- before leaving the building

Students and staff should also avoid touching their face, eyes, nose, or mouth throughout the day and practice good respiratory etiquette including covering coughs and sneezes. When possible, individuals should cough or sneeze into a clean facial tissue (“Kleenex”), immediately disposing of the tissue and washing or sanitizing hands afterwards. If a clean tissue is not available, they should turn away from other people and cough or sneeze into their elbow.<sup>9</sup>

## Physical Distancing

As a standard policy, people on the Salem Academy campus will be expected to physically distance by 6 feet. During short time periods when masks are not worn during lunch or mask breaks, more than 6 feet of distance will continue to be maintained and outdoor spaces will be used when possible. In the case of our nurse/s and support staff, additional safety precautions (face shields, gloves, gowns, and eye protection, etc.) will be used when students who may be sick or when working with disabilities in close proximity, when distance is not possible. For more information about our facilities, please see the Protocols and Facilities Use section.

<sup>8</sup> Adapted from CCSC

<sup>9</sup> [CDC: Coughing and Sneezing](#)

## Education and Training

### *Students and Families*

Salem Academy students and families will be required to learn Salem Academy's COVID-19 protocols, including, but not limited to, what is in this handbook:

- proper wearing of PPE
- hand sanitizing
- mask wearing
- distancing protocols
- sanitizing procedures
- school entry procedures
- movements while in the building
- physically distance learning in classrooms
- participating in daily health screen

All student and family training materials will be translated and made available on our website for future reference. Students and families will be required to participate in learning before we open in a hybrid model.

### *Staff*

All staff will participate in health and safety training at the beginning of the year and will be provided additional training throughout the year and when any new information or situations arise. The trainings will include, but will not be limited to:

- wearing and caring for PPE (ie., masks, gowns, gloves, eye protection, face shields, etc)
- distancing protocols
- sanitizing surface procedures
- effective hand sanitizing and hand-washing
- movements while in the building
- physically distance learning in classrooms
- symptom checking and completing the health screen
- identifying and referring sick students to the nurse
- trauma-informed responses to students anxiety
- risk communication with families
- participating in daily health screen

## Field Trips and Large Gatherings

At this point we will not be hosting in person field trips and large school gatherings to prevent the spread of COVID-19. We will revisit this policy throughout the year in direct response to data from the CDC and local and state guidance.

## Arrival and Dismissal

Families will be asked to pick up and drop off students at the back ramp of SACS. Students arriving in the morning should come to school as close to the start time as possible. Students will only be allowed to enter the building if they have completed and passed the daily health screening. To minimize congestion in the parking lot at the end of the day, dismissals will be staggered and cars will not be allowed to sit in a line blocking other cars.

## Movement While in the School Building

All students will be required to go directly to their assigned seats in classrooms. Students will not line up and wait in the hallways. Hallways will be supervised by staff before school, after school, and during passing periods to ensure students are following the predetermined routes and adhering to health and safety protocols. Students and staff are expected to read and follow all signage posted in all hallways and common areas.

## Classes requiring special attention due to COVID safety requirements

Salem Academy currently plans to hold its "Choice Block" electives and courses remotely each afternoon, as recommended by DESE. However, if and when we are able to offer art, music, dance, photography, technology, Maker Space activities, drama and gym or PE we will follow all guidance included:

- Outside activities where increased respiration is an issue
- Well -distanced positions for any outside music, dance, physical education classes
- No sharing of objects at any time, but provision of extra materials to allow for individual use for arts, science, technology etc.
- Provision of cleaning and sanitizing materials for any objects that might be used by another student at another time
- No sending materials home to be used remotely for Lab experiments, but recommending use of modeling and videos etc.
- Attention will be paid to specific guidance for indoor and outdoor athletics, including methods of giving directions and additional change of clothes

All of our teachers will receive training in these extra steps for the courses or activities which require special attention for safety protocols.

## Lockers

Lockers will not be used by any student. Students are expected to bring only the school supplies, lunch/snacks and personal belongings needed to get through each day. Students will be carrying their backpacks and belongings with them throughout the day and there will be designated places in their classrooms to put their supplies.

## Ventilation

Salem Academy contracted with Mechanical Services, Inc. our HVAC maintenance provider to do an assessment of the ventilation systems in the whole school to determine the current status of our systems and the issues we face going forward in light of the recommendations by the CDC. They were also asked to create a set of the steps we can take to remediate any challenges. The assessment has been completed and we will be having an engineer come in and make a plan for upgrades and improvements that will improve the ventilation.

The following steps are in the planning mode:

1. All filters will be replaced with MERVE 13 filters by October if possible.
2. I-wave inserts will be installed, first in the interior room ducts and then in the exterior rooms by late fall if possible
3. HEPA filter air purifiers will be placed in all interior offices and rooms that have no windows as soon as possible
4. The school hopes to implement the process of purging and bringing in fresh air for two hours before and after school sessions until the weather gets too cold and it is not feasible
5. The school will work with the landlord to install a new HVAC unit which is capable of increasing the amount of fresh air
6. As long as the weather will allow it, every classroom with windows will keep windows open while school is in session

Our understanding is that with these improvements completed, and using a hybrid model with 50% or fewer of our students in the building, our ventilation will be improved

## Cleaning (School-wide, Classroom and Shared Items and Disinfectants Used)

### **Schoolwide Cleaning and Disinfecting**

Salem Academy is committed to ensuring our school buildings are clean and sanitized following, and exceeding, CDC recommendations. In addition to the team of professional cleaners that come in each evening, we have employed additional professional cleaning staff to be on-site during the day. This team will support increased sanitizing of common spaces, high touch surfaces, and the replenishing stocks of sanitizer and cleaning supplies. They will also ensure that all trash produced from lunch periods are removed from the classrooms, and any other area where lunch periods take place.

The evening team of cleaners will administer electrostatic spray treatments throughout the buildings, this will be performed at a minimum of two times per week. Particular attention will be paid to bathroom cleanliness throughout our buildings. We will limit the capacity of multi-stall rooms to ensure physical distancing and our cleaning staff will clean bathrooms throughout the day. All electric hand dryers have been removed, and paper towel dispensers have been installed in all bathrooms.

Common spaces and high-touch surfaces throughout the school will be cleaned and sanitized by professional cleaning staff on-site throughout the day. The evening professional cleaning staff will continue to clean and disinfect all buildings daily.

The cleaning and disinfection of classrooms and high-touch surfaces within a classroom during and in between classes will be facilitated by Salem Academy staff who have been trained on updated cleaning and disinfecting protocols. In between uses, multiple times per day, desks and high-touch surfaces (e.g., door handles, light switches) will be sanitized with disinfectant wipes or with disinfectant spray (handled by staff) and paper towels (handled by students). Students will participate in cleaning and disinfecting where safe and appropriate to help minimize staff contact with multiple contaminated surfaces. All classrooms will be equipped with diluted disinfectant spray to be handled by staff only, paper towels, disinfectant wipes, and gloves. All classrooms will have hand sanitizer dispensers readily available. Additional wall mounted hand sanitizer dispensers have been installed throughout the campus, the daytime cleaning staff will ensure they remain full.

### **Shared Resources**

Teachers will do their best to limit objects that require or allow multiple hands-on. Items that must be shared will be wiped down with disinfectant wipes or sprayed with a disinfecting solution. Wherever possible, non-educational items that are touched frequently by multiple hands and cannot be wiped clean will be removed from the classroom. Any desks and chairs that will not be used will also be removed from the classroom. Additionally, commonly touched surfaces for staff use will be protected, removed or disinfected throughout the day, such as copier controls screens, laminators, and other office related supplies.

### **Cleaning Supplies Used by our Janitorial Team**

Spartan Chemicals - Data Safety Sheets available upon request

- BNC-15 – hospital grade disinfectant (EPA Reg No # 6836-348)
  - This is the product in the classroom spray bottles, it holds a 3 minute kill time
- NABC Concentrate – A mild, non-acid, ready to use bathroom cleaner/disinfectant/deodorizer
- Super Concentrated Glass & Hard Surface Cleaner – Glass and hard surface cleaner, no film, no streaking, no ammonia. Pleasant clean fragrance.
- Tribase-17 – Multi-purpose neutral cleaner
- Chlorinated Disinfecting Tablets – Used in Electrostatic Sprayer (EPA Reg No # 71847-6)

**EPA List N** - Disinfectants for Use Against SARS-CoV-2 (COVID-19)

### **Chromebook and Shared Technology Sanitizing**

#### *Chromebooks*

Students will not share Chromebooks in any model that we are presenting. Every student is assigned their own Chromebook that they are responsible for per the Chromebook Contract. In



the event that Chromebooks need to be collected or swapped out due to malfunction or damage, the Chromebook will be placed in a UVC cabinet that will sanitize the Chromebook before being handled further. Prior to returning the Chromebook to students, it will again be placed in the UVC cabinet to be sanitized. Once we begin our plan to reintroduce students to the building, students will be able to utilize the UVC sanitation cabinet on a as needed basis. In the event that we are doing in person testing and students are using the set of Testing Chromebooks, we will utilize 5 UVC wands to sanitize on a larger scale. As a backup, we will continue to keep spray bottles of 1:1 water and rubbing alcohol on hand.

#### *Shared Classroom Technology*

Technology that is being shared between staff can be sanitized using the UVC wands.

#### *UVC Devices*

Cabinet- <https://www.phonesoap.com/products/homesoap>

Wand- <https://toolklean.com/collections/products/products/tool-klean-uv-light-stik>

## Transportation

### Yellow Bus

Salem Academy students who are eligible to ride the Salem Public School buses must register with the Salem Public Schools. They will receive a bus pass and be assigned a route. Salem Academy will work with Salem Public Schools to manage the cohorts on routes and arrival and departure times.

All students riding the SPS buses will follow their guidance, which will include sitting in assigned seats and staying in those seats, socially distanced. There may be protocols about using hand sanitizer when entering the bus. All students will wear a mask while on the bus and will have no physical contact with any other students on the bus. If a monitor is required on the bus, Salem Academy will work with that monitor to provide support and ensure safety procedures are followed.

Salem Academy will enforce all policies adopted by SPS for transportation.

### Public Transportation

Students who ride public transportation to school should adhere to the following health and safety guidelines:

- Wear a mask at all times during transportation.
- Follow physical distancing guidelines by maximizing space between riders as feasible.
- Limit contact with frequently touched surfaces such as kiosks, touchscreens, ticket machines, handrails, benches, etc as much as possible.
- Practice hand hygiene (e.g., use hand sanitizer after leaving the transit station or bus stop).

### Alternative Transportation

We encourage all families to explore alternative transportation to school such as walking or biking, whenever feasible.

## Visitor and Contracted Personnel Policy

All guests, parents, visitors and temporary contractors come into the building through the main lobby. They will be asked the screening questions by the front desk staff or by the person they have an appointment with at the time. Logs should be kept of those questions and who performed the screening, as well as who the person is seeing. No one should go beyond the front lobby unless they are accompanied by their host for a specific purpose. Parent visits are discouraged and meetings should be held by Zoom, phone or outdoors as possible.

### i. General Protocol

1. Parents and guests must ring the bell for service and to be let in.
2. No one is allowed to enter the lobby without a mask on.
3. Any paperwork that is being dropped off will be collected at the lobby door if possible.
4. No record must be kept of a drop off that happens outside of the building in a brief moment.
5. All visitors who ask to come in must have a scheduled appointment with a Salem Academy staff member.
6. All visitors will check in through the exterior intercom system. Once checked in, visitors must wait in their cars or in the parking lot until called into the building by the person with whom they have an appointment.

### ii. Protocol for Scheduled Visitors during remote only schedules

1. The host will screen the visitor in the parking lot by asking the following questions:
  - a. "Have you experienced any COVID 19 symptoms in the past 14 days?"
  - b. "Have you been exposed to anyone who has confirmed positive for COVID 19?"
  - c. "Have you traveled outside of the state, with the exception, Connecticut, Vermont, New Hampshire, Maine, New York, and New Jersey, within the last 14 days?"
    - i. If they answer "Yes" to any of these questions then they must not be allowed inside the building.
    - ii. A log must be kept of this screening, date, initials of screener
2. While inside the building, ALL visitors MUST wear a mask. Masks are not provided by Salem Academy.
3. Hand sanitizer is available in wall dispensers throughout the building, as well as in all meeting spaces. Everyone should sanitize upon entering the lobby.

4. No food is to be delivered to the school without express permission of the Director of Operations.
  5. Bathroom facilities are available and can be found in the front lobby. Cleaning supplies are present and it is expected that each person will use disinfectant to clean all surfaces after use.
  6. Water from a faucet or fountain is non-consumable. Consumable water can be found in stand alone water coolers throughout the building.
  7. Employees are encouraged to sanitize multiple times a day, before and after any appointments or visitors. Whenever masks are removed and replaced; and when leaving any office or classroom and entering an office or classroom.
- iii. Front Desk Protocol
1. Guest/s will ring the exterior bell for assistance
  2. Attendants must determine the protocol to follow based on the business the visitor has with the school.
    - a. If they are dropping off paperwork, the attendant should wear a mask and go to the door to collect any materials. The visitor should not enter the school.
    - b. If the visitor has an appointment, the attendant should take their name and ask them to wait in their car or in the parking lot. Attendant should then contact the host and let them know their appointment has arrived
    - c. If the visitor must come in to complete any paperwork
      - i. The attendant should escort them to the table in front of the reception desk.
      - ii. The attendant must continue to wear the mask behind the glass window.
      - iii. The glass window is to remain closed, except to receive paperwork.
      - iv. Clipboards should not be used to transfer papers.
      - v. Visitors should be given an individually wrapped pen to use, they must take the pen with them.
      - vi. Hand sanitizer must remain at the front desk for visitor use.
      - vii. Attendants must wipe down the table with disinfectant after each visitor.

## Food Services

All food provided to students will be from our vended contractor Trio Community Meals (formerly Sidekim). All meals are pre-made and sealed in individual servings following the NSLP nutrition guidelines.

### **Breakfast Service**

1. In-Person Learners

- a. Breakfast will be available daily in a grab-n-go style model following all safety protocols around handwashing and maintaining a 6 foot distance. Students will enter the cafeteria in the morning during certain hours to be determined once class schedules are finalized. Students will then take their breakfast to their classroom to be consumed. Trash will be removed by cleaning crew twice per day and desks will be sanitized using disinfecting spray after breakfast is finished and before classes begin. Breakfast will also be available after the bell and will be consumed in the classroom. The same cleaning/disinfecting strategies will be employed as described previously.
- 2. Remote Learners
  - a. Breakfast will be made available to all students who are learning remotely whether in hybrid or remote models. This will be done through delivery using a SACS van or by curbside pick up depending on the results of surveys and current pandemic status/family needs. Daily or weekly pre-ordering may need to be employed as well depending on survey outcomes and need. In these models, both breakfast and lunch will be given at the same time with the intention of breakfast to be consumed the following day.

**Lunch Service**

- 1. In-Person Learners
  - a. Lunch will be made available daily though style of service may change depending on where students are assigned to eat. Meals may be delivered to classrooms using a cart or rolling kiosk or served in a grab-n-go style following all safety protocols around handwashing and maintaining a 6 foot distance. It will then be brought to classrooms or other designated eating areas such as a section of the cafeteria or under a tent set up outside. Cleaning and sanitizing surfaces with sanitizing wipes or spray will take place between each meal period.
- 2. Remote Learners
  - a. Lunch will be provided to students daily in the remote and hybrid models. Meals will be distributed via curbside pickup or delivery depending on further survey outcomes and need.

Please note that in the hybrid model, there will be two methods employed for meal service - in building distribution and delivery or curbside pickup. In this situation, additional staff may be needed to help distribute food.

In addition, all meals will be entered for reimbursement whether entered directly into the point of sale software by the student or at a later point by staff. If the pin pad is used by students, staff will wipe with disinfecting wipes after each student to ensure minimal transmission potential. In addition, hand sanitizer will be provided at the checkout area and students will be asked to use prior to touching the pin pad.. If this proves too challenging to manage, staff will enter pins instead.

In the case that we are remote indefinitely and the summer food program waivers are extended/reinstated, we may find that it is more convenient for our students and their families to

get meals from Salem Public Schools as we saw this spring. In this case, meal service from SACS may be discontinued.

## Additional Information

### Community Resources

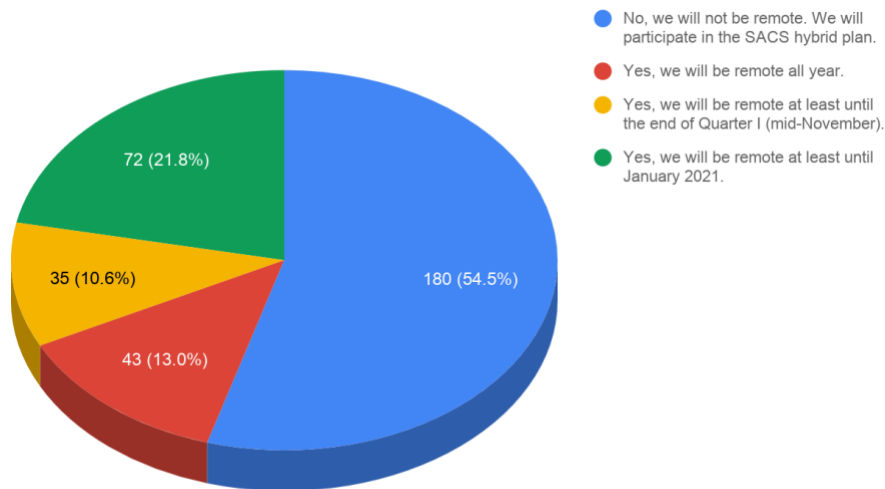
Salem Academy provides a set of resources for the community on our website at this [location](#); these resources are updated regularly. The information is available in English and Spanish, and can be translated through Google into any language. Referrals on this site include information about our Salem Academy Emergency Relief Fund, information about counselling and support for mental health needs. There are also links to information sent out from the Department of Elementary and Secondary Education.

## Survey Data

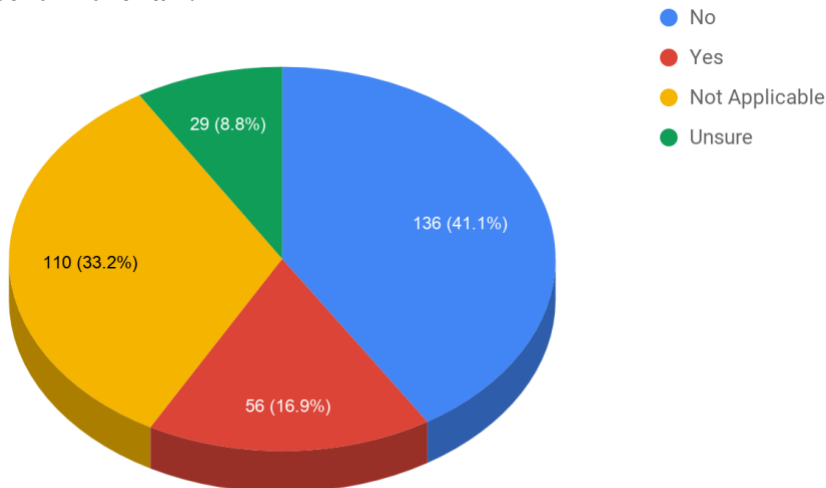
Below are pie-charts of family responses to three questions on our most recent survey related to:

- Remote v Hybrid
- Transportation
- Internet Access

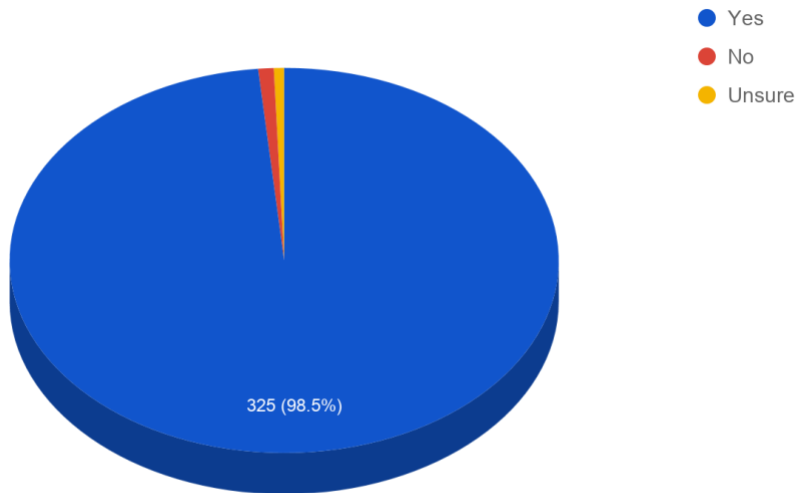
### 1. Will your child/ren be fully remote this year regardless of which reopening plan SACS chooses?



### 2. If one or more of your children qualify for yellow school bus transportation, do you plan to use it in the fall?



### 3. Do you have internet access?



## Protocols and Facilities Use

The gymnasiums and arts building at Salem Academy provide large spaces for athletics, sports and the arts program. In both a full return and hybrid model, those spaces would likely be used for other purposes. We have considered using these spaces for larger classes with 6 ft. of physical distancing as well as using the space to alleviate crowding in our main building.

Our facilities have been assessed for ventilation and HVAC use and we are making improvements and upgrades. Some of those changes will probably not happen fully until midyear or spring. We have a number of interior classrooms with no windows. Bringing back the entire student population will require us to use all of those interior rooms. We will purchase HEPA filtration air purifiers for all interior classrooms and offices that have no windows but even so, we will not want to fill every classroom to capacity with students. During our phased-in approach to hybrid, we will have students in the classrooms with windows that can remain open.

Our protocols for changing classes in either hybrid or all school in person would involve setting up passing lanes using interior doors from room to room whenever possible and managing the traffic flow in the main hallways to be in one direction during each transition. The hallways are extremely narrow in parts of the building and would necessitate having staff in the hallways to monitor social distancing with a different plan for each transition depending on which way students need to travel. We have installed hand sanitizers throughout the building and near every entry and exit, to allow students to sanitize their hands before and after every class. Students will still need to have access to the bathrooms and managing the traffic flow to reach the bathrooms would provide a challenge - particularly for our Lower School students who come from two different directions but in a hallway that will not allow two way traffic and 6 feet of social distancing.

Our students would enter school through the student entrance after drop off, requiring additional staff to monitor and manage the traffic flow walking into the building and into class. The main entrance of the building is used for late arrivals and will also require additional staff monitoring during this time.

Our facility's layout does not easily lend itself to a one way pattern of travel by students or staff. The size of the hallways, entrances to classrooms and space to line up before entering class are nearly impossible to keep in line with social distancing. We do not believe our facilities can safely be used for an all-in return to school this fall. We believe that with a gradual phasing in of our hybrid model at 50% or less we would be able to maintain safety in school movement when needed.

## Certification of Health and Safety Requirements

*Salem Academy has read and reviewed all of the Department of Elementary and Secondary Education guidelines produced during the period of March 2020 through August 11, 2020 concerning Health and Safety Requirements in the areas of instruction, facilities, operations, student supports and all other matters.*

*We will make every effort to comply with all guidance and recommendations to the extent possible. In the event of a disagreement between DESE guidance and the Salem Board of Health, Salem Academy will follow the Salem Board of Health recommendations.*

## Appendix



**Appendix A Protocols for Specific COVID-19 Scenarios<sup>10</sup>**

*Protocol: A student or staff member tests positive for COVID-19*

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever (without the use of fever-reducing medications) and improvement in other symptoms.
2. The student’s parent/guardian or the staff member informs the school nurse that the individual has tested positive for COVID-19.
3. The COVID lead nurse will 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.
  - a. If so, SACS will 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.
  - b. SACS will also 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.
  - c. SACS will inform Salem Transportation and the SPS Transportation Point of Contact of the COVID-19 positive individual so buses can be promptly cleaned and disinfected if not already done
4. The COVID lead nurse will then identify the student’s or staff member’s possible “close contacts” based on the movement within the school and/or seating in classrooms. 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 or staff member 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.
  - a. SACS will send a communication to the families and staff members in the individual’s close contacts that there has been a positive test without naming the individual student or staff member who tested positive.
    - i. Communications sent to families/staff will:
      1. Inform them that there was a positive test (not the specific individual) in the SACS community.
      2. Explain that since they may have been within 6 feet of the person with a positive test, they are considered a “close contact” and therefore should be tested.

<sup>10</sup>These protocols are based on [DESE's guidance document](#)

3. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, since testing is most accurate a few days after exposure, ideally, the test should occur no sooner than day 4 or 5 days after the last exposure.
  4. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for **14 days**.
  5. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
  6. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- b. Close contacts should be tested for COVID-19 at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or an appointment.
    - i. Remind close contacts to isolate prior to their test and while waiting for the results. In general, since testing is most accurate a few days after exposure, ideally, the test should occur no sooner than day 4 or 5 days after the last exposure.
    - c. An individual who does not wish to be tested should instead quarantine for 14 days and until asymptomatic.
5. **IF OTHERS IN THE SCHOOL TEST POSITIVE:** Perform all steps under this protocol for that person. **ALSO FOLLOW:** “Protocol: Presence of multiple cases in the school.”
  6. **IF NO OTHERS IN THE SCHOOL TEST POSITIVE:** Close contacts must still isolate for 14 days prior to returning to work<sup>11</sup>.

\*Note - 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.

*Protocol: A close contact of a student or staff member tests positive for COVID-19*

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results.
4. In order to return to school, if a child or staff member is exposed to a confirmed COVID-19 positive individual, they will need to quarantine for 14 days **regardless of a negative test**<sup>12</sup>.

<sup>11</sup> Salem Board of Health

<sup>12</sup> Salem Board of Health

- a. If the contact with the person who tested positive is ongoing (e.g., exposure to household members or other close contacts who are unable to self-isolate), then the student or staff member should stay home in self-quarantine until the infected individual is no longer considered infectious per Department of Public Health guidance. Once the infectious period is over, the student or staff member should be tested four or five days later.
- 5. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever (without taking fever-reducing medications) and improvement in other symptoms. **FOLLOW STEPS UNDER:** “Protocol: A student or staff member tests positive for COVID-19.”

*Protocol: A student is symptomatic at home*

- 1. Families should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
  - a. **IF NO COVID-19 SYMPTOMS:**
    - i. Send the student to school
  - b. **IF ANY COVID-19 SYMPTOMS** are present:
    - i. Do not send the student to school.
    - ii. Call the school’s lead COVID-19 nurse and inform them the student is staying home due to symptoms.
    - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days **and** until asymptomatic.
    - iv. The student should get tested at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or an appointment.
    - v. Isolate at home until test results are returned.
    - vi. Proceed as follows according to test results:
      - 1. **IF NEGATIVE:** The student stays home until asymptomatic for 24 hours.
      - 2. **IF POSITIVE:** The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever (without use of fever-reducing medications) and there is improvement in other symptoms.

- a. **FOLLOW STEPS UNDER:** “Protocol: A student or staff member tests positive for COVID-19.”

*Protocol: A student is symptomatic on the bus*

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students.
2. If symptoms are noticed as the student is getting on the bus, and if there is a parent or guardian present, do not allow the student to board the bus. Parents and Guardians should then **FOLLOW:** “Protocol: Student is symptomatic at home.”
3. If the student is already on the bus, ensure the student is masked and keeps the mask on. Ensure other students keep their masks on. Ensure the student keeps required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school personnel. The dispatch should contact the school to inform the school nurse of a possible symptomatic child.
5. The COVID-19 lead nurse should meet the bus as it arrives, wearing a mask. As practical, the student with possible symptoms should exit the bus first.
6. The bus should be cleaned/disinfected.
7. The student will then be evaluated by the COVID-19 lead nurse to assess for symptoms (see list above: “Most common symptoms of COVID-19”).

- a. **IF ANY SYMPTOMS ARE PRESENT:**

- i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while waiting.
- ii. Contact caregiver for pick-up
  1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** The student will wait to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should NOT ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
  2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by the caregiver or until an emergency contact can dismiss the student. The student should NOT go home on a school bus with other students.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An

- individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv. The student should get tested at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or an appointment.
  - v. Isolate at home until test results are returned.
  - vi. Proceed as follows according to test results:
    1. **IF NEGATIVE:** The student stays home until asymptomatic for 24 hours.
    2. **IF POSITIVE:** The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever (without use of fever-reducing medications) and there is improvement in other symptoms.
      - a. **FOLLOW STEPS UNDER:** “Protocol: A student or staff member tests positive for COVID-19.”
  - b. **IF NO SYMPTOMS PRESENT:**
    - i. If the evaluation shows the student does not have symptoms, send the student back to class

*Protocol: A student is symptomatic at school*

1. Although families are the most important first line of defense for monitoring symptoms, staff will play an important role in referring possible symptomatic students to the COVID-19 lead nurse.
2. If a student is symptomatic at school, staff must ensure the student is wearing a mask that fully covers their nose and mouth at all times.
3. The staff member contacts COVID-19 lead nurse to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. The nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
  - a. **IF ANY COVID-19 SYMPTOMS PRESENT:**
    - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
    - ii. Contact the student’s parent or guardian for pick-up

1. **IF PARENT/GUARDIAN CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Parents/Guardians must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Parents/Guardians and students should wash their hands upon arriving at home and change their clothes as a precaution.
2. **IF PARENT/GUARDIAN CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by a parent or guardian. The student should not go home on a school bus with other students.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
- iv. The student should get tested at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or appointment.
- v. Isolate at home until test results are returned.
- vi. Proceed as follows according to test results:
  1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. The student stays home until asymptomatic for 24 hours.
  2. **IF POSITIVE:** The student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms. FOLLOW STEPS UNDER: “Protocol: A student or staff member tests positive for COVID-19.”
- b. **IF NO COVID-19 SYMPTOMS:** If the evaluation shows the student does not have symptoms, send the student back to class.

*Protocol: A member of staff is symptomatic at home*

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above) and fill out the daily COVID-19 screening assessment.
  - a. **IF NO COVID-19 SYMPTOMS:**
    - i. Come to work.
  - b. **IF ANY COVID-19 SYMPTOM:**
    - i. Do not come to work.

- ii. Email Absent@ to alert of absence and contact the lead COVID-19 nurse for referral on testing. The COVID-19 nurse will also notify the Head of School of the need for testing and possible contact tracing.
- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days **and** until asymptomatic.
- iv. The staff member should get tested at one of Massachusetts’ test sites. Sites may require pre-screening, a referral, and/or an appointment.
- v. Isolate at home until test results are returned.
- vi. Proceed as follows according to test results:
  - 1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. The staff member stays home until asymptomatic for 24 hours.
  - 2. **IF POSITIVE:** The staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever (without taking fever-reducing medications)and improvement in other symptoms.
    - a. **FOLLOW STEPS UNDER:** “Protocol: A student or staff member tests positive for COVID-19”.

Protocol: A member of staff is symptomatic at school

- 1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19
- 2. If a staff member suspects any symptoms during the day, they should follow the school’s protocols for getting another adult to cover their class mid-day, if needed, and see the COVID-19 Lead nurse to be evaluated for symptoms. In addition to notifying the Substitute Coordinator, they should notify the administrator on duty or their supervisor.
  - a. **IF NO COVID-19 SYMPTOMS:** The staff member should follow the school’s standard protocols for being excused due to illness
  - b. **IF ANY COVID-19 SYMPTOM:**
    - i. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested. An individual who does not wish to be tested should instead isolate for 14 days and until asymptomatic.
    - ii. Get tested at one of Massachusetts’s test sites. Sites may require pre-screening, a referral, and/or appointment.

- iii. Isolate at home until test results are returned.
- iv. Proceed as follows according to test results:
  - 1. **IF NEGATIVE:** The staff member stays home until asymptomatic for 24 hours.
  - 2. **IF POSITIVE:** The staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever (without taking fever-reducing medications) and improvement in other symptoms.
    - o FOLLOW STEPS UNDER: “A student or staff member tests positive for COVID-19”.

#### Appendix B Protocols for Potential School Closure (partial or full)

##### *Protocol: Presence of multiple cases in the school*

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or there is a series of single cases in a short time span, school leaders will work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** “Protocol Student/Staff tests positive for COVID-19.” Note that when there is one isolated case, the individual’s close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school leaders must consult with the local board of health as to proposed next steps. These steps could include, for example, make 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, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
4. Before a final decision is made on a school or district closure, the Executive Director must consult with DESE for further guidance.  
*Contacts: Russell Johnston, Senior Associate Commissioner, Russell.Johnston@mass.gov, 781- 605-4958. Erin McMahon, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023.*
5. If the decision is made to close for some number of days, SACS will send clear information and instructions to families and staff:
  - a. Informing them that it is possible COVID-19 is being transmitted in the school
  - b. Noting that there may be more potential cases that are not yet symptomatic
  - c. Recommending students and staff quarantine and not have contact with others



- d. Reminding families and staff of the importance of not having contact with higher-risk individuals (e.g. grandparents)
- e. Reminding families and staff of the list of COVID-19 symptoms for which to monitor
- f. Ensuring that remote learning is immediately provided to all students
- 6. Before bringing students and staff back to school:
  - a. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
  - b. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students and staff return

**Appendix C Protocol: State-wide Regression to a Previous Reopening Phase**

- 1. Massachusetts is tracking its overall statewide reopening in phases according to the Reopening Massachusetts plan. Currently, Massachusetts is in Phase 3 of reopening, where even more businesses can resume operations with specific guidance.
- 2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with schools to determine whether in-person school should continue.