



School Reopening Update

September 23, 2020



Key Messages

- 1) The health & well-being of students, families, & staff is priority #1.
- 2) Our focus for the coming year is to develop a safe school environment for our students and staff that prioritizes everyone's well-being and enables high levels of learning for all.
- 3) We are planning based on guidance from the MA Department of Elementary & Secondary Education while closely monitoring the latest information from medical experts and the evolving data regarding the pandemic both in Massachusetts and in Shrewsbury.



Reasons to be proud

- 1) Our staff has gone above and beyond to make the reopening of schools happen successfully
- 2) Our families have been very supportive of the work we have had to do to reshape how our schools work in order to adapt to the pandemic
- 3) Our students have been terrific in meeting the new expectations we have set out for them



**It is great to have our students
back in our schools!**





**It is great to have our students
back at school from home!**





**It is great to have our students
back at school from home!**



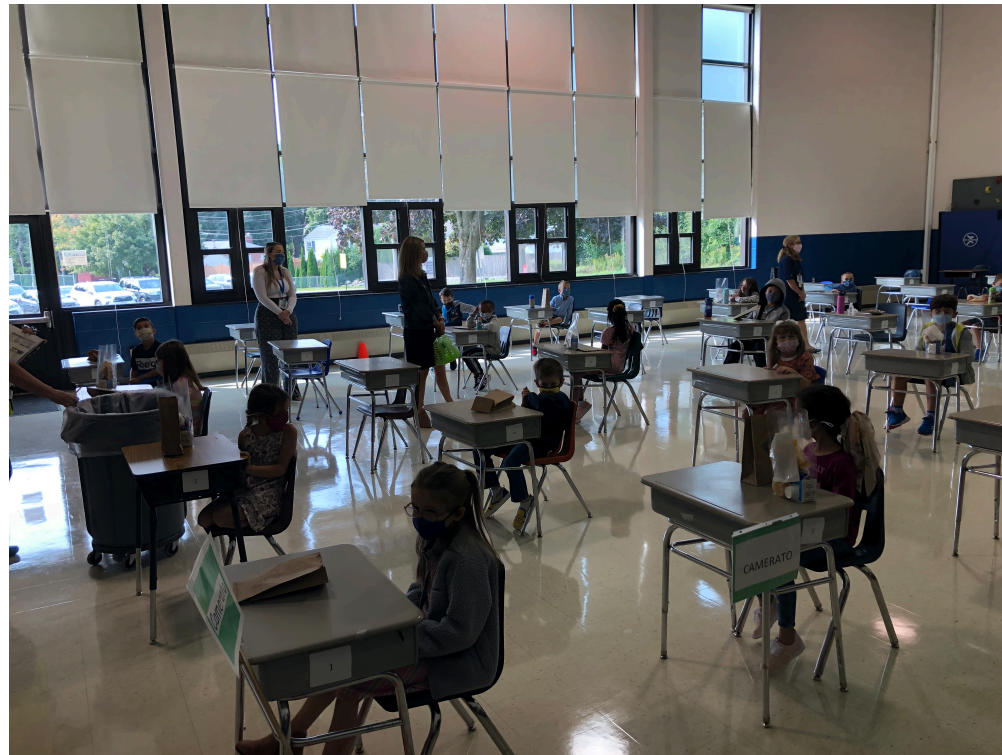


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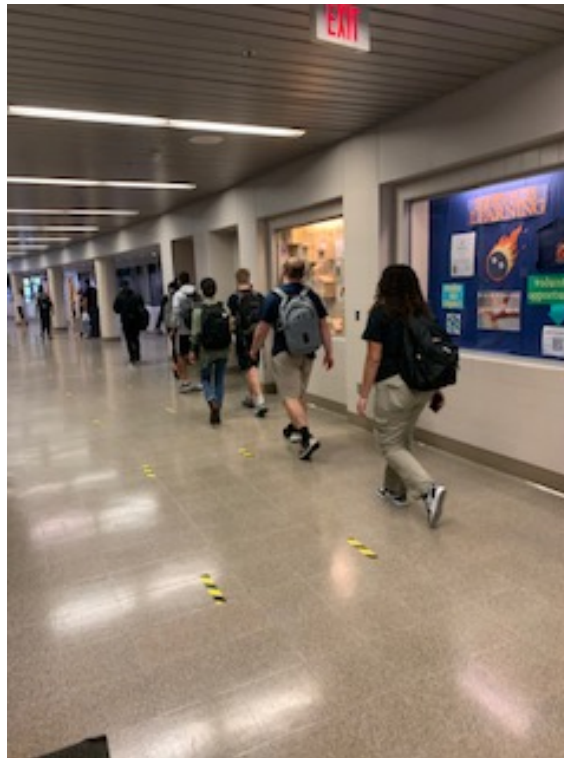


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**It is great to have our students
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Let's keep it that way!

- Mask up!
- Keep your distance
- Wash/sanitize your hands frequently
- Use common sense outside of school
(socializing, travel, etc.)



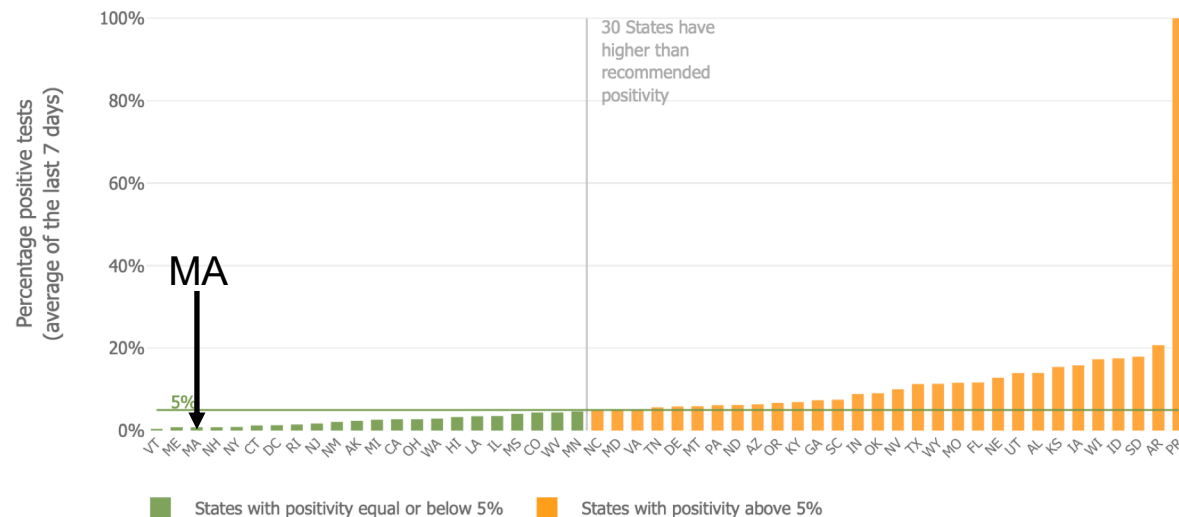
Current Public Health Data

MA 7-Day Positivity Rate = 0.64%

(Down from 1.71% two weeks ago)

Johns Hopkins University Coronavirus Resource Center

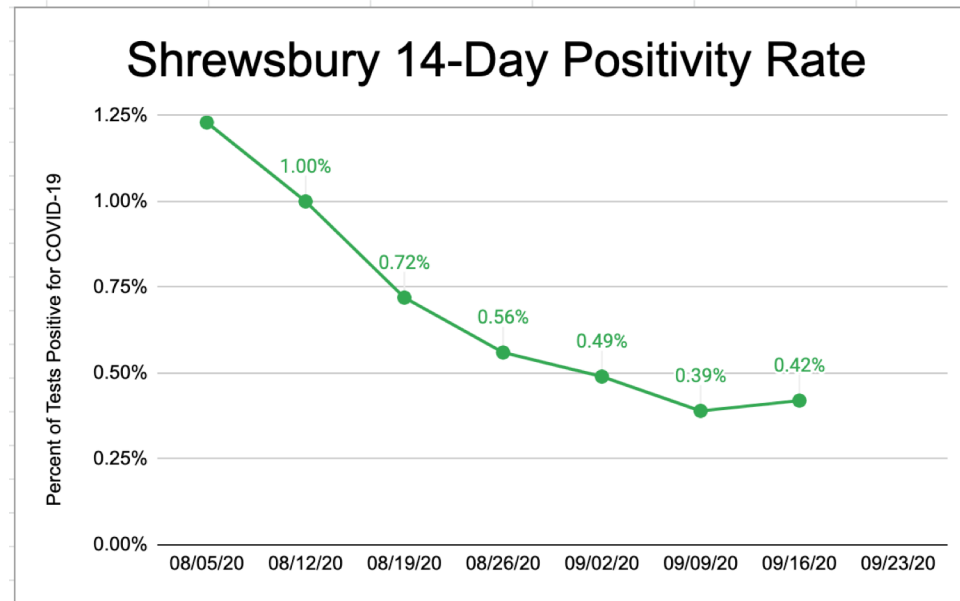
<https://coronavirus.jhu.edu/testing/testing-positivity>





Current Public Health Data

Shrewsbury 14-Day Positive Test Rate

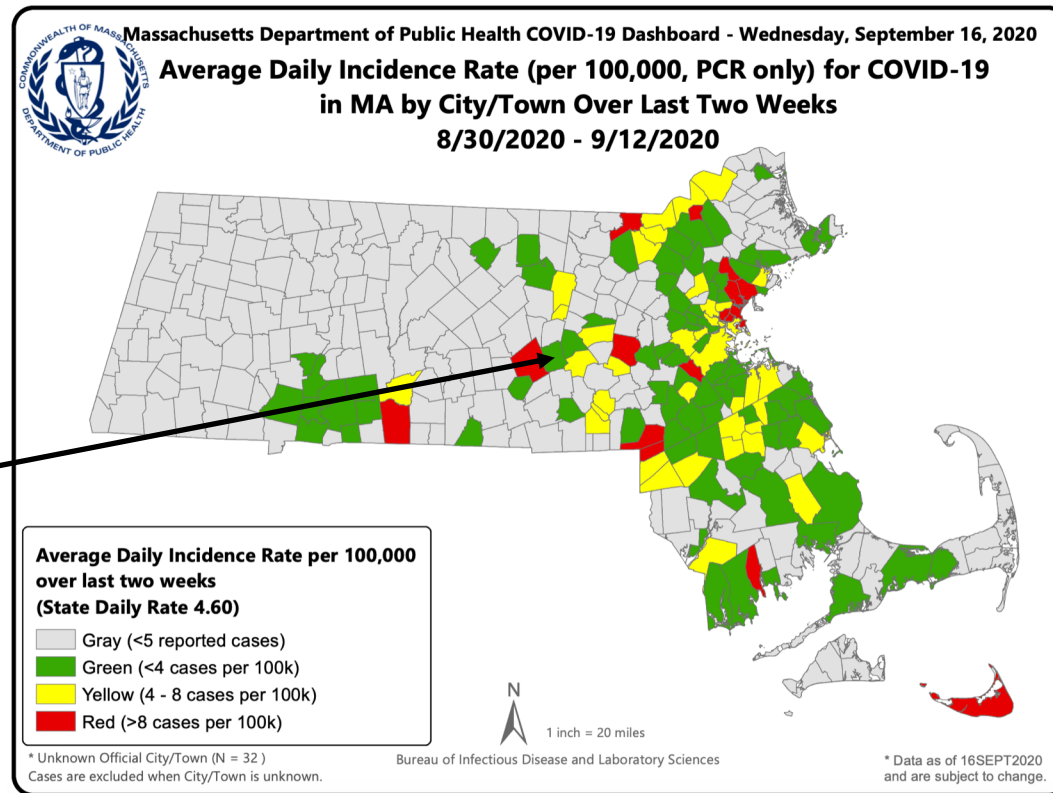


<https://www.mass.gov/doc/weekly-covid-19-public-health-report-september-16-2020/download>



Current Public Health Data

Shrewsbury 14-Day Cases per 100,000 = 1.8 (As of September 16)



Shrewsbury
Case Count
Last 14 Days =
10 Cases
(0.71
Cases/Day)

Paying Attention to the Science & Assessing Risk

OPINION

The messy science behind the coronavirus and opening schools

A sensationalist approach to scientific reporting, with dramatic headlines that omit important limitations or lack context, benefits no one.

By Boston-area infectious disease specialists and pediatricians Updated September 22, 2020, 3:57 p.m.



“Decisions about school reopening need to [balance the harms](#) of remote learning (with respect to [social](#) and [emotional development](#), [academic progress](#), [food security](#) and [obesity](#), [physical safety](#), and [mental health](#), and even potential exposures in learning pods and childcare settings) against the risks and consequences of in-school COVID-19 transmissions, particularly for vulnerable children. These decisions must be made in the face of uncertainty.”

~Dr. Andrea Ciaranello, Dr. Lloyd Fisher, Dr. Christina Hermos, Dr. Safdar Medina, Dr. Sandra B. Nelson in the [Boston Globe, 9/22/20](#)



Department of School Nursing Update

9/23/2020



How can we protect ourselves and others?

A combination of strategies

- A combination of mitigation strategies is required; one will not work on its own
 - All students and staff must wear face masks consistently and in the proper manner
 - Everyone should do their best to avoid “close contact” by not being within 6 feet distance of others for 15 minutes at a time
 - Students and staff should wash/sanitize their hands frequently
 - Students and staff must stay home if they are sick
- We are all in this together and ask that staff and families partner in maintaining a safe school environment

COVID-19 related occurrences

9/8/20 – 9/22/20

	Students	Staff	Total
Dismissed from school due to symptoms	25	5	30
School days missed due to symptoms	87	46	133
Positive cases identified	1*	1	2
Close contacts identified in school	0	0	0
	* Student was identified as positive and began isolation before starting school. No contact with other students or staff.		



COVID-19 related communications

- When a staff person or student is out of school due to illness, they can expect to receive a phone call or email from the school nurse to check in and determine what steps are necessary for return to school
 - If symptoms are consistent with possible COVID-19, a COVID-19 PCR test is required before return for staff and highly recommended for students
 - If a family chooses not to have the child tested, the student must stay out of school a minimum of 10 days, and symptoms must be resolved before return to school
 - If test is negative, can return 24 hours after symptoms are resolved
 - If test is positive, must stay out of school a minimum of 10 days, and symptoms must be resolved before return to school



Operating Schools in a Pandemic

by Gill, Goyal and Hotchkiss

- Looked at Pennsylvania schools but can be broadly applied
- Simulations of COVID-19 spread under a range of scenarios that vary based on community infection rate, grade level, operating strategy, local testing capacity, and response to confirmed case
- Results suggest that under a hybrid approach with precautions (including masks, cohorts, and 6 feet distancing), most infections coming from outside of school will produce zero additional infections in school

The full Mathematica study “Operating schools in a Pandemic: Predicted Effects of Opening, Quarantining, and Closing Schools” can be downloaded [here](#)

Operating Schools in a Pandemic

by Gill, Goyal and Hotchkiss

- With very low community rates (used 10/100K) and mask wearing, very little disruption in school attendance due to positive cases
- Testing turnaround time had no measurable impact on schools operating in a part-time hybrid model; infections are likely to remain low regardless of test turnaround time
- Transmission of the virus has a large random element which underscores the need for careful adherence to mitigation strategies to reduce the spread

The full Mathematica study “Operating schools in a Pandemic: Predicted Effects of Opening, Quarantining, and Closing Schools” can be downloaded [here](#)

Covid-Related Finance and Operations Update

Patrick C. Collins

Asst. Superintendent for Finance and Operations

Karen Isaacson

Transportation and Covid Operations Coordinator

23 September 2020

Getting Ready for Reopening

- De-densify schools by removing furniture and creating six foot social distancing
- Hire additional staff [Covid Operations Assts.] to provide student supervision for social distancing and assist with facility preparation and ongoing cleaning
- Procure and distribute personal protective equipment and supplies [PPE]

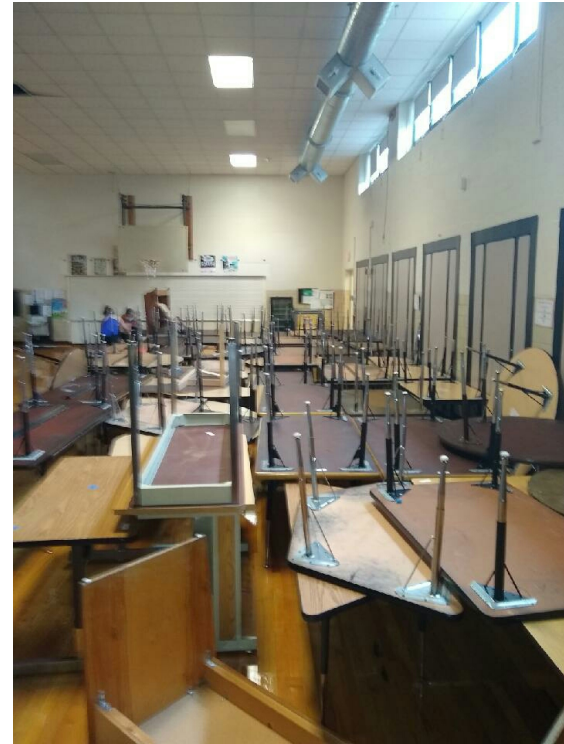
Getting Ready for Reopening

- Adapt school transportation to cap ridership at one student per bench and ensure cleaning protocols in place
- Adapt food service program to simplify menu and ensure proper social distancing in seating area
- Public Buildings contracts for complete HVAC audit of each school, a temporary HVAC system for Beal, and also supports us in making ready all of our schools for reopening

De-Densifying Schools by Furniture Removal: A Large-Scale Logistical Effort

- Approx. 165 different SHS students participated/volunteered
- Approx. 1,750 combined hours of work
- Furniture removal/storage work effort was from 8/12 to 9/18
- 17 Tractor Trailers loaded
- 1 container at Parker Rd. [40 ft.]
- 4 containers at Floral St. [20 ft.]
- THANK YOU to the Work Crew Leaders:
 - Jeff Lane, Jay Costa, Walter Hildebrand, Alex Cashman, Karen Isaacson, Public Bldgs. staff

Students Volunteer and the Work Begins!



Tractor Trailer Storage of Furniture



Furniture Container Storage

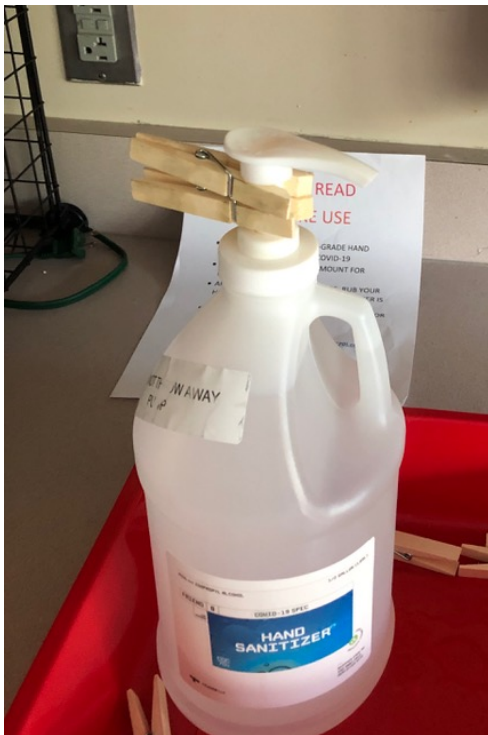


Covid Operations Assistants



- Parker Rd.: 1
- Beal E.C.C.: 2
- Paton: 2
- Spring Street: 2
- Coolidge: 3
- Floral Street: 4
- Sherwood: 4
- Oak: 4
- High School: 5
- Total 27 part-time staff

Hand Sanitizer and Cleaning Supplies Distributed to All Classrooms



Converting Gymnasiums to Secondary Cafeteria Seating Areas



Installing Social Distancing Floor Markings



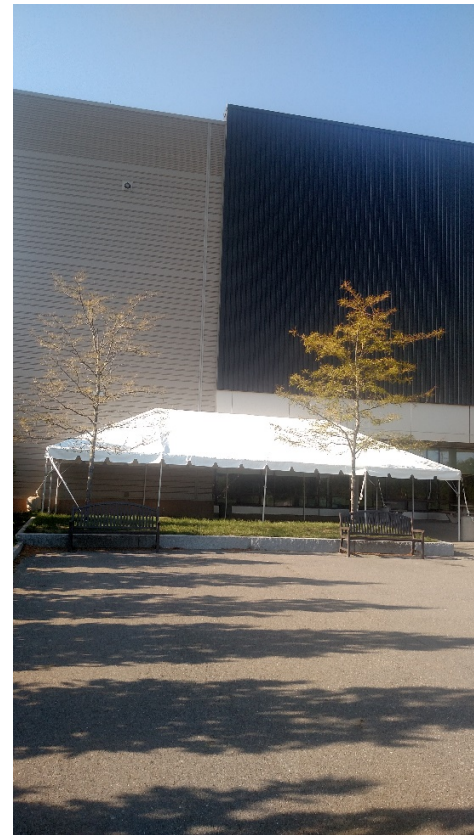
Covering Up Bubblers: Bottle Re-fillers are OK



Installing Tents for Outdoor Learning Option



Installing Tents for Outdoor Learning Option



A New and Temporary HVAC System for Beal



School Transportation



Bus Ridership

- 2,373 total riders as of today. We transport approximately half of that amount each day.
- Some high school and middle school routes are at or near capacity limitations. Elementary school routes generally have 5-15 riders per route.
- We closed the online bus service request process just before school opening to ensure we did not overload any bus route
 - Students changing cohorts [from Remote to Hybrid] right before school reopening caused us concern for routing and changes in pick-up and drop-off times.
- As of today, we have opened up a process via the PowerSchool Parent Portal to get on a **bus service Waiting List**
 - We will use the previously approved Prioritization for Service and our bus route capacities as decision-making criteria for each request for service

Food Service Program Adapted

- Grab and Go meals to simplify/expedite distribution and eliminate cross contamination opportunities
- USDA announces free meals for ALL students up to December 30th
- Serving students in need/food insecurity:
 - Remote students and students on hybrid days can pick-up multiple meals on Tuesdays and Thursdays from 10am-11am
 - Families in need who cannot pick-up at these times can contact the Food Service Director, Beth Nichols at 841-8819 to coordinate alternative means to obtain needed meal support [or email bnichols@shrewsbury.k12.ma.us]

Grab and Go Meals



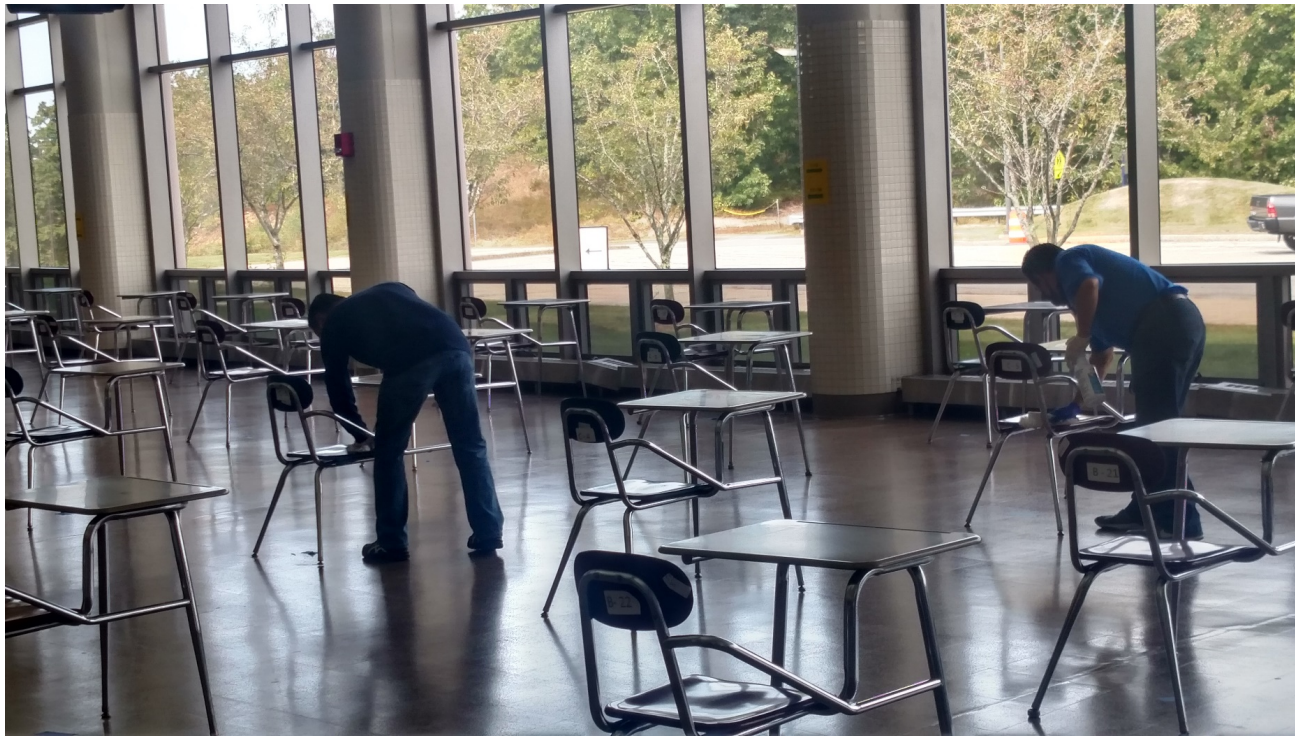
A Variety of Lunch Options



Assigned Seats after You Get Your Lunch



Desks Disinfected Between Each Lunch Period



Week 1 of Full School Days

- We are monitoring all operations and integration of new staffing and will adjust as we settle into a routine
- We need to maintain the discipline of all hygiene and safety protocols implemented and continue to improve upon them as weaknesses or gaps are identified

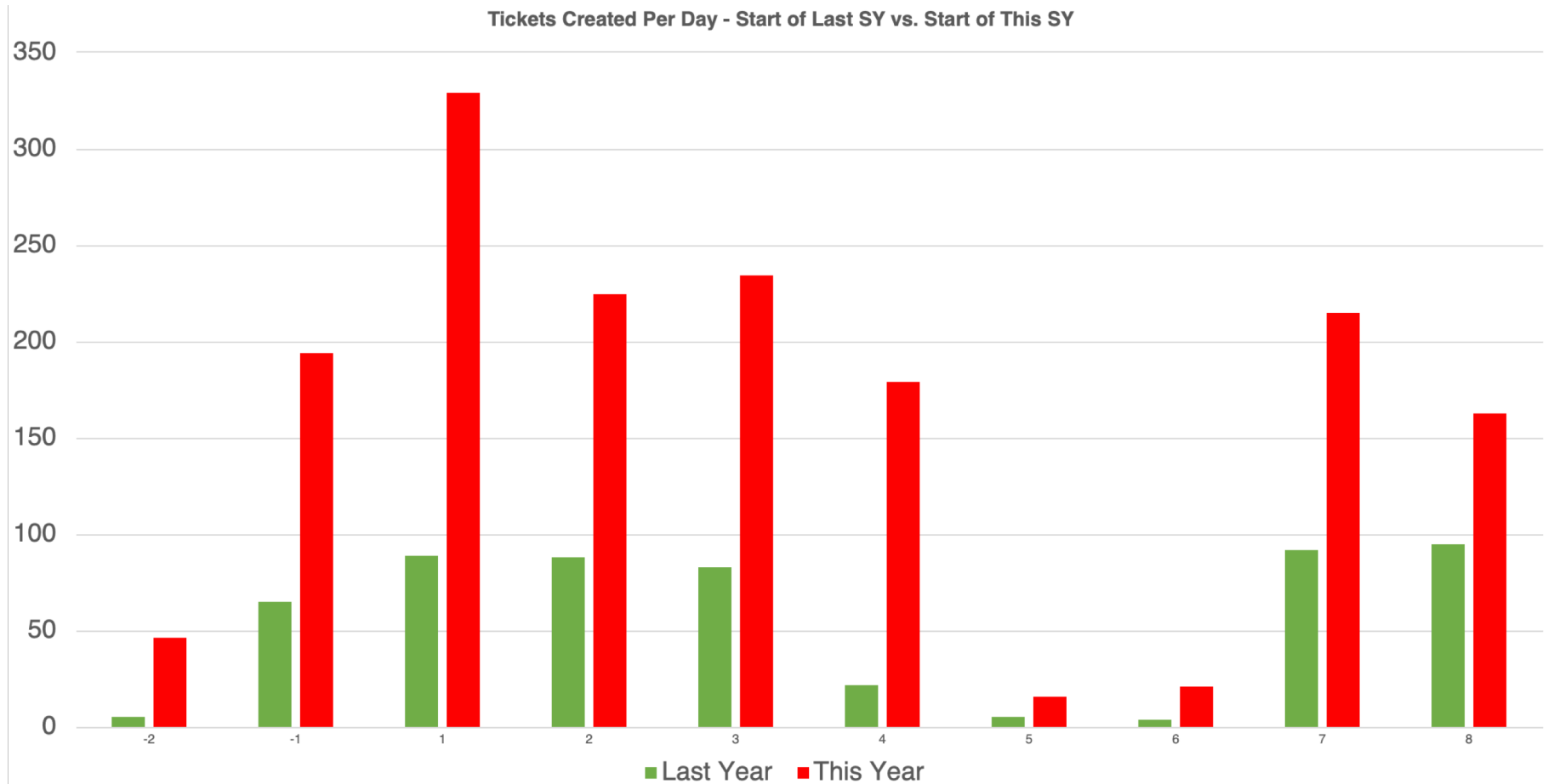
Information Technology Update

September 23, 2020

IT by the numbers

- **12** permanent staff members
- Distributed **3,180** devices this summer
- Received **1,622** tickets from 9/13-9/22
- Resolved **1,046** tickets from 9/13-9/22
- Now supporting over **6,950** iPads and **1,100** computers

Tickets – This Start-of-Year vs. Last Start-of-Year



Tickets Opened vs. Closed – Start-of-Year



IT – What Went Well

- Distribution process – received positive feedback
- Consolidating distributions district-wide more efficient
- Devices in students' hands

IT – Challenges

- Volume of requests
- Elementary iPad filtering
 - Coordination between teachers' plans and what's available on iPads
- Very compressed scheduling timeline – impact on downstream system preparation
- New Wi-Fi setup procedure

IT Team – Thank You

- IT Support Specialists
 - Donna Naumiec
 - Heather Binienda
 - Sheryl Lesslie
 - Geoffrey Thayer
 - Litza Rivera
 - Chris Hardee
 - Steve McKinstry
- A/V Technician
 - Greg Marceau
- Data Specialist
 - Eric Bauer
- Network Manager
 - Mark Vaillancourt
- Tier 2 Support
 - Joe Sharry
- Clerical Support
 - Carol Lourie
- Temporary Help
 - Chris Radkowski
 - Jay Nichols
- SIT

Human Resources Update

September 23, 2020

Puzzle Pieces Flying Through the Air!

Most unusual start to a school year:

- Massive challenge with many moving parts
- All districts struggling to find enough teachers, aides, and others to staff schools, especially districts trying to staff hybrid and full remote, such as ours, while simultaneously eliminating some positions and creating new ones, and managing leave and accommodation requests in a changing regulatory environment
- Thank you to HR Assistants Katie Fox and Christine Mattero, Payroll Specialists Christine Fowler and Sue Rapp; Town Benefits Coordinator Donna Bouchard; Hiring Principals and Directors, Search Teams, Karen Isaacson, Beth Nichols, Mentor Coordinators, (Ken Almeida, Jen Flemming, Vickie McCarthy). Thank you to the entire Special Education and Student Services leadership team, including Meg Belsito, Meg Bartlett, Noelle Freeman, Kristin Herrick, Jackie Marcello, Patty Waterhouse, and Meghan de Leon; Brian L'Heureux and his IT team, Central Office Leadership Team

Cafeteria Workers-Employee Outcomes

44 Food Service:

- 10 Layoffs
- 1 FMLA
- 1 Resignations
- 32 Hours reduced

Extended School Care-Employee Outcomes

77 Extended Day:

- 8 transfers to a different role in district
- 44 already in para, teaching, or food service role—so extended day represents an “hours worked” reduction
- 1 in para role with increase in para hours
- 1 in LTS teacher role
- 21 will be laid off if alternate internal or external employment not found
- 2 resignations (found alternate employment outside SPS)

Leaves and Accommodation Requests: A Moving Target

94 accommodation or leave requests:

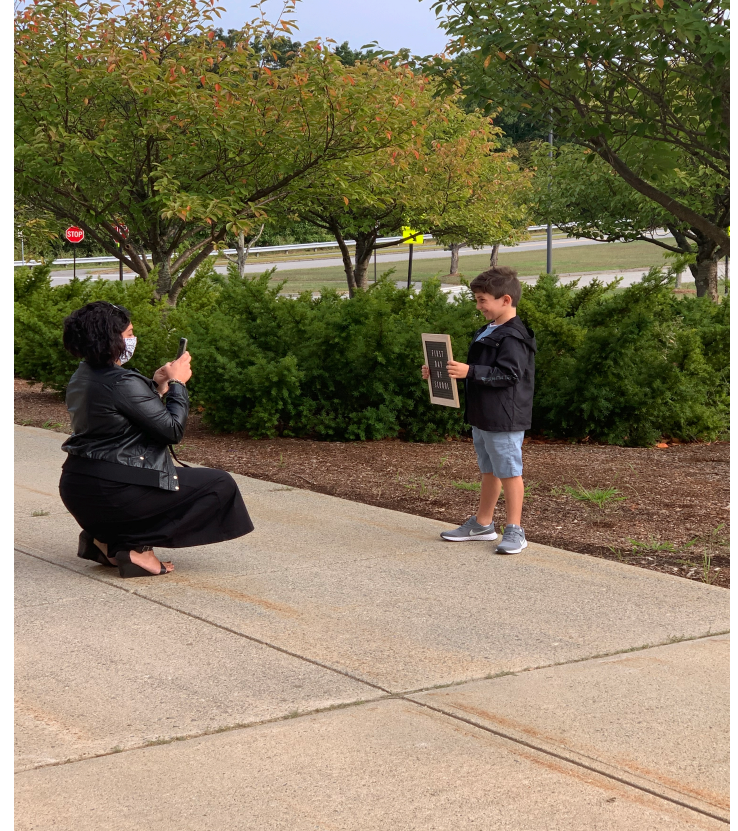
- 21 Family First Coronavirus Relief Act child care-full or partial (Department of Labor ruled last Monday that partial leaves should be approved for parents of students in hybrid models at schools or daycares)
- 19 Maternity/Paternity
- 11 Employee Serious Illness
- 6 Close Family Member Serious Illness
- 7 Resigned or retired due to COVID concerns
- 7 Quarantine Order from Public Health or own physician
- 16 Remote work granted as accommodation
- 7 Able to return to work/resolved their issues

Open Positions (Constantly Changing)

- 1 Media Specialist
- 5 Child Specific Aides
- 1 ABA Technician
- 3 Special Education Aides
- 1 Special Education Administrative Assistant
- School counselors, adjustment counselor, speech language pathologist, nurses—looking for part time or full time LTS to supplement staff leaves
- Professional Staff FTE temporarily added to staff hybrid and remote classes: 24.88

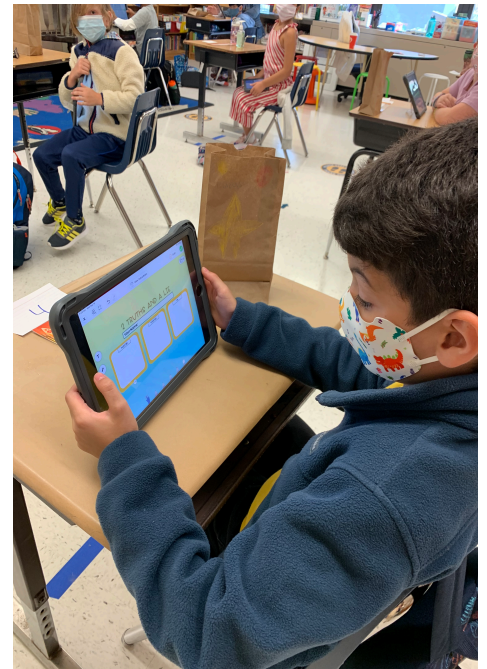
Special Education and Student Wellness Update

September 23, 2020



4 Important Factors for the 20-21 School Year

1. Communication and Learning Plans developed with families
2. Parent/Guardian input regarding progress is valuable
3. District is working to fully implement IEPs regardless of in person, hybrid or remote learning model
4. In person instruction prioritized for our most complex learning profiles. The district recognizes the potential need for additional academic and emotional support with the return to school for students. More guidance will be forthcoming for families.



What are BRYT Programs in Schools?

A process of school-based transition planning and support that extends from program entry until full participation in the school community



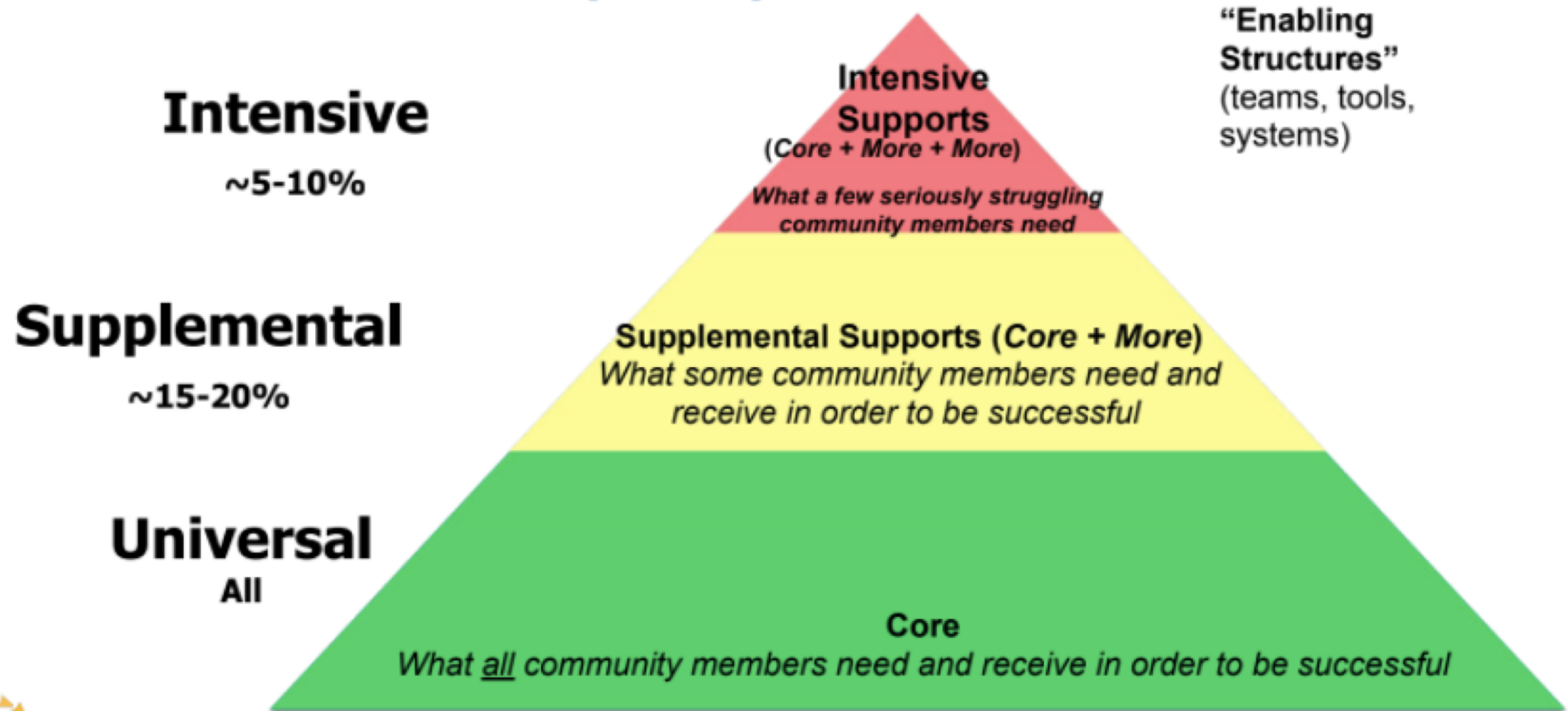
BRIDGE *for* RESILIENT
YOUTH *in* TRANSITION



Typically 8-12 weeks in high schools, longer process with younger children
Continuous engagement with the student, family, school staff, and outside providers



The Basics of the Multi-Tiered Systems of Support (MTSS) Framework



Student Wellness

1. How SEL (social emotional learning) and Mental Health intersect
2. Mental Health overview
3. Tiered systems, supports and strategies



Accessing Supports

Tiers 1 and 2 Ongoing building collaboration and planning

Teams: Student Support Team & Early Intervening

- School Adjustment Counselors
- Specialists
- School Psychologists
- Building leadership

Tiers 2 and 3

Referral to Clinical Rounds

Clinical Coordinators

Consulting Child Psychiatrist

SYFS

District Leadership



Sherwood Middle School Tiered System

Tier III

Intensive: Core + More + More

Students may:

- Have serious specific learning disabilities or be intellectually disabled
- Have serious psychiatric/emotional disorders
- Have experienced major trauma
- Have had major interruptions in their education

Tier II

Supplemental: Core + More

Students may:

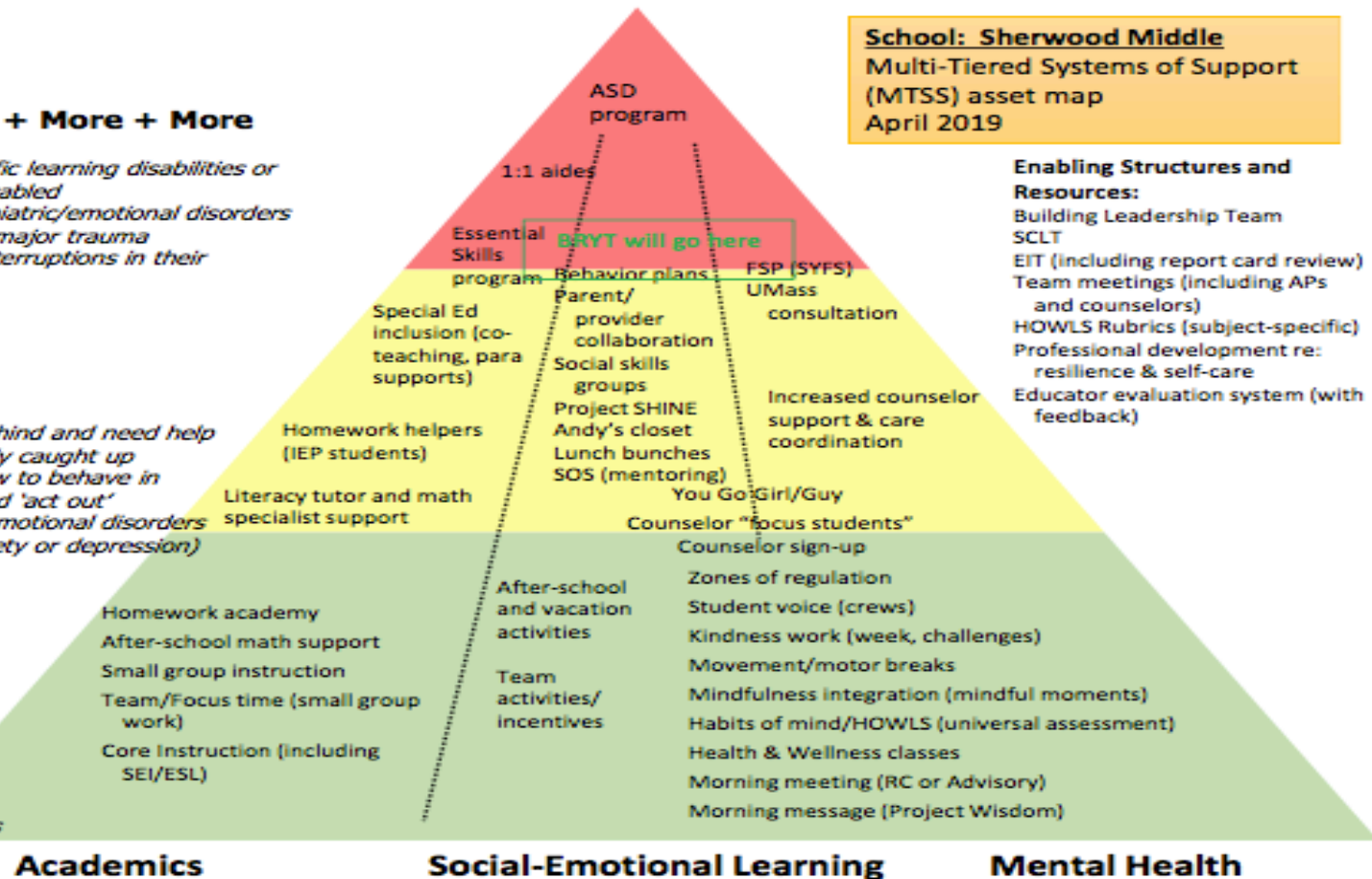
- Consistently get behind and need help staying academically caught up
- Not understand how to behave in group situations and 'act out'
- Have less serious emotional disorders (e.g., periodic anxiety or depression)
- Have 'tough lives'

Tier I

Core

Programming usually sufficient for students who:

- Are typically abled
- Face typical age & stage challenges
- May periodically miss small amounts of school



Do not go into this school year
with 2019 goals. This is 2020.
Have 2020 goals.

Safety.
Connection.
Mental wellness.
Physical health.
Maintain relationships.

EMILY W KING, PH.D.





SPS Staff Well-Being



An Update to the Shrewsbury School Committee Meeting
9/23/20



Dr. Kim Kusiak-Consulting Psychiatrist for the SPS

The screenshot displays a web browser window with a presentation slide. The slide features a scenic background of mountains at sunset. The title *The Science of Resilience* is written in a large, elegant, italicized font. Below it, the subtitle *Using knowledge of neuroplasticity to get us there* is in a smaller, similar font. The browser's address bar shows 'docs.google.com'. To the right of the slide, a vertical column of six small video feeds shows the faces of the participants in the meeting. The top feed shows a man, and the others show women in various settings.

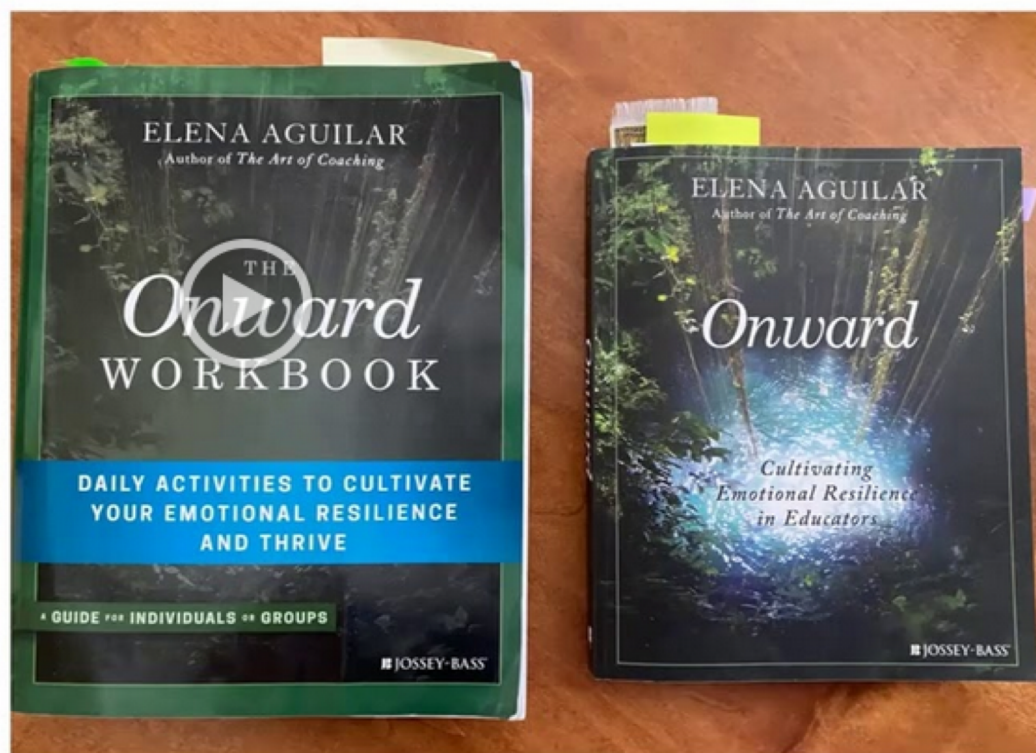


Onward

by Elena Aguilar

Awareness

- Awareness of our own "why"
- Awareness of our own
 - Stressors
 - Strengths
 - Responses (adaptive and maladaptive)
- Awareness of things that can help us move forward



A Sample of Staff Survey Responses

- This is the best PD we have ever had!
- I enjoyed the Dr. Kusiak presentation followed by your presentation (Jenny) to put the science and practice together. Easy to use practical examples for us to use personally to ground ourselves would be helpful. I would see using techniques I have learned and started to use to pass on to teach some to the students.
- I can't begin to express how helpful that meeting was. I felt so much more at ease and am excited to sign up for every opportunity that you end up offering!
- Thank you! I thoroughly enjoyed our session. I've never been a part of anything like this and I felt much more relaxed and positive afterwards. I hope to continue this during the year when I'll need it the most!:)

Suggestions re: ongoing support

In your building, what kind of ongoing supports would you visualize?

- Meditation and support groups at individual schools
- Colleagues checking in-formally and informally
- Small group sessions and interest groups
- Just the flexibility to be able to take a break from the classroom to take a breath and ground yourself if needed
- Daily mindful moments
- After school-For Staff, By Staff, Wellness Opportunities

Jenny Maddox, Mindfulness Director Institute (MDI)

“Relationship to self is most important.”



- It was a fantastic session and well received. We are all busy, stressed and worried; it was so nice to get some actual direction on how to relax and just focus on ourselves and our mental well being!
- I truly enjoyed your presentation today. Thank you! I look forward to participating in more opportunities to learn more about mindfulness and how to incorporate the practice for myself and my students.

- I am already working on integrating mindfulness practice and the science of mindfulness into my middle school science curriculum and routines. I would love to work with you on this!
- You calmed me so much today during your mindfulness time with us. I am so excited to work with you. Thank you!
- I do hope we can get drop-in sessions scheduled; I took 2 of the courses offered last year and am looking for a habitual drop-in.

Little things go a long way...

- Staff well-being professional development-including today!
- After school treats-Juniper Farms Ice-cream and Say Cheese truck
- Notes to colleagues, from colleagues
- Some principals are noticing more staff taking opportunities to be outdoors during the school day... more than ever before
- Staff taking quick walks outside during their lunch break
- Taking learning outside with students
- Outdoor “adult-only” collaboration space is resulting in educator teams enjoying nature’s beauty

Curriculum, Instruction & Assessment Update

September 23, 2020



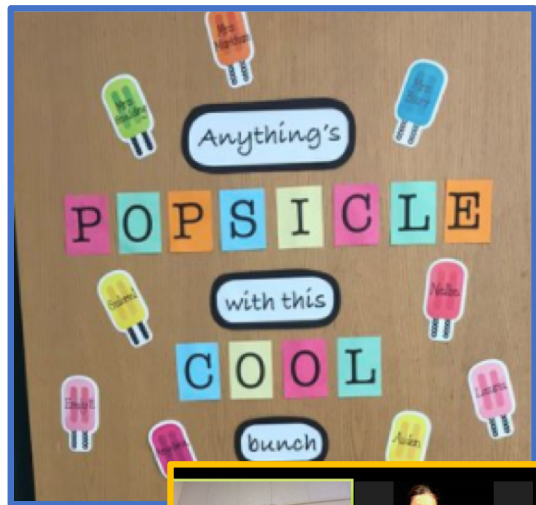
*What experiences do **ALL** our students have in common?*

Before learning began in earnest, students:

- Spent time renewing relationships and/or getting to know their teachers and one another
- Reviewed routines, procedures, and new safety protocols.
- Learned how to navigate new technology
- Focused on strategies for managing remote schedules effectively



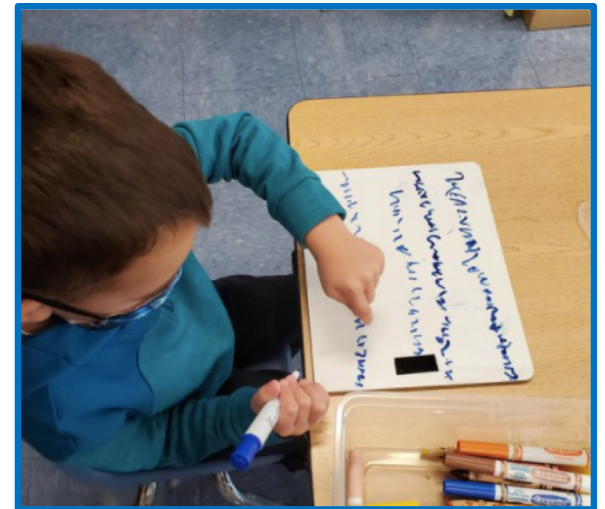
Teachers continue to learn, too.



- Teachers explored various ways to balance teaching students in Cohorts B/C who are working asynchronously at home while maintaining focus on the students present in their classrooms.
- I Pads continued to be issued this week, teacher and student accounts are set-up for software tools as well as third-party learning platforms.
- We've had challenges with some aspects of technology, but our IT team is a huge help.

Learning at the Elementary level

- Grade level teachers are collaborating to ensure our hybrid and remote cohorts receive the same instruction week to week.
- During planning time today, teachers developed district-wide grade level plans.
- Students begin joining their teachers and instructional aides in small groups for academic support based on their individual needs this week.



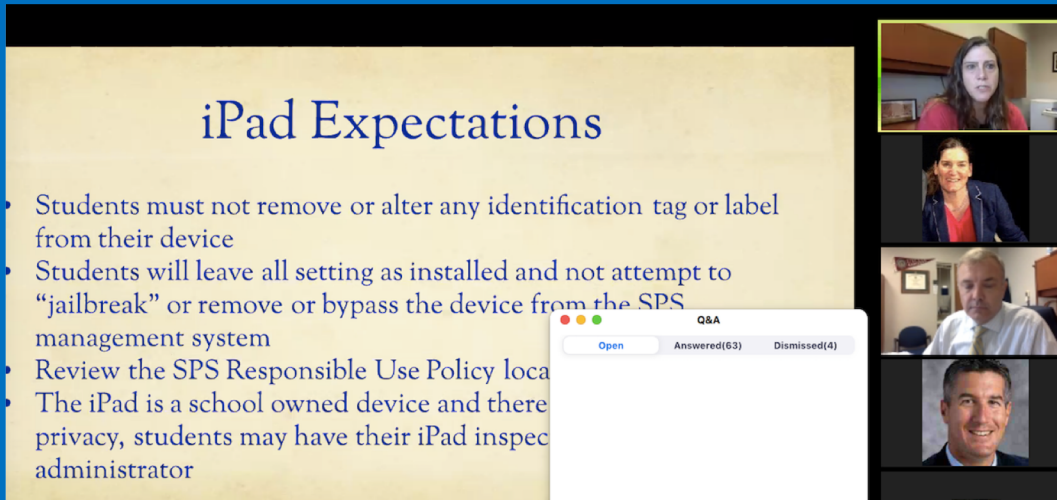
Learning at the Middle level



- Courses in Schoology are set up with a consistent structure across the middle grades so students have a reliable way of accessing curriculum resources for each of their classes.
- Teachers will continue to guide students as they gain familiarity with the Schoology platform so that communication is more consistent, too.
- Teacher and student accounts are set-up for Freckle (Grades 5-8) and ALEKS (Grade 8) with plans to integrate online tools next week

Learning at Shrewsbury High School

- After lots of preparation, Cohort D coordinators and grade level administrators welcomed students learning in the full remote model, and we will continue to support this group.
- Students transitioned to new routines smoothly
- The need to align curriculum and pacing are top priorities.



The screenshot shows a presentation slide titled "iPad Expectations" in blue text. Below the title is a list of five bullet points in blue text. To the right of the slide is a vertical sidebar containing four video feeds of people. At the bottom of the slide, there is a white box with a "Q&A" header and three buttons: "Open", "Answered(63)", and "Dismissed(4)".

iPad Expectations

- Students must not remove or alter any identification tag or label from their device
- Students will leave all setting as installed and not attempt to "jailbreak" or remove or bypass the device from the SPS management system
- Review the SPS Responsible Use Policy local
- The iPad is a school owned device and there
- privacy, students may have their iPad inspected by an administrator

Q&A

Open Answered(63) Dismissed(4)



Reasons to be proud

- 1) Our staff has gone above and beyond to make the reopening of schools happen successfully
- 2) Our families have been very supportive of the work we have had to do to reshape how our schools work in order to adapt to the pandemic
- 3) Our students have been terrific in meeting the new expectations we have set out for them