September 18, 2020

Mayor William Reichelt  
West Springfield Public Schools  
26 Central Street  
West Springfield, MA 01089

Dear Mayor Reichelt,

Based on the current COVID-19 public health data in your community, I am writing to request further information about your fall reopening plan for schools.

At a state level, Johns Hopkins University continues to report that Massachusetts is one of the states with sufficiently low test positivity rates to meet World Health Organization (WHO) standards for reopening. As of September 16, the two-week test positivity rate in Massachusetts as reported by the Massachusetts Department of Public Health (DPH) is at 0.9%, well below the threshold of 5% established by WHO.

In addition, state officials also recognize that public health metrics must be further differentiated at the local level. To that end, last month, DPH began to report a color-coded COVID-19 health metric for each municipality, based on the average daily cases per 100,000 residents in the community. Since the inception of the weekly DPH color-coded reports, your community has consistently received a designation of green or gray, which indicates very low COVID-19 transmission in your municipality.

As you know, consistent with 603 CMR 27.08(2)\(^1\), the Department of Elementary and Secondary Education (DESE) has released school reopening guidance that prioritizes a return to in-person school for as many students as possible, safely. In our June 25\(^{th}\) Initial Fall Reopening Guidance, we stated, “There is a clear consensus from both education and medical groups: we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school.” Indeed, the Massachusetts Chapter of the American Academy of Pediatrics endorsed this guidance in a letter to DESE and noted the specific harms to students and families without access to in-person schooling. The Centers for Disease Control (CDC) reinforced this guidance in a lengthy statement issued on July 23 entitled The Importance of Reopening America’s Schools this Fall.

\(^{1}\) 603 CMR 27.08(2) provides: “Upon such a declaration by the Governor or determination by the Board, the Commissioner shall require each district to develop and submit a plan that prioritizes providing in-person instruction to all students in a safe environment.”
Given your community’s designation of green or gray, I am concerned that the school committee has voted to keep most students learning remotely for the start of the 2020-21 school year. We have recommended remote learning only for those municipalities receiving a “red” designation three weeks in a row on the color-coded metric unless the district identifies other extenuating circumstances that prevent in-person instruction. (This is consistent with previous DESE guidance that any change in learning model should be based on three weekly DPH color-coded reports.)

In light of the stark discrepancy between local public health data and your reopening plan, I am requesting a timeline by which you anticipate providing in-person instruction for the majority of your students including in-person instruction for vulnerable populations, such as students with disabilities, if these students have not already returned to in-person school. Please note that your response may trigger an audit to assess overall efforts to provide in-person instruction and to ensure your remote learning program is consistent with 603 CMR 27.08.

Please submit your written response within 10 calendar days to my attention via Helene Bettencourt, Associate Commissioner of Communication and Planning, at helene.h.bettencourt@mass.gov.

I know we share a goal of providing access to a high-quality education for all students. I look forward to working together to ensure as many students as possible can benefit from safe, in-person instruction this school year.

Sincerely,

Jeffrey C. Riley
Commissioner, Department of Elementary and Secondary Education
29 September 2020

Via Email: Helene.H.Bettencourt@mass.gov

Jeffrey C. Riley, Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Re: West Springfield Public Schools

Dear Commissioner Riley:

Please accept this letter as my response to your correspondence of September 18, 2020 requesting further information about the fall reopening plan of the West Springfield Public Schools.

As you are aware, we submitted the West Springfield Public Schools’ reopening plan to your office on or about August 13, 2020, per your guidance at that time. For your convenience, I have again enclosed a copy for your review. As you are already in possession of this information, I would like to request clarification about the specific additional information you are seeking by way of your September 18 letter. I have also enclosed a copy of the presentation that was made to the School Committee by the Superintendent as a supplement to the information already provided.

Consistently, DESE has taken the position that the decisions related to reopening were local decisions that were to be made by the governing School Committee. We followed the guidance that we had been provided to date and, on August 10, the School Committee voted to begin the year remotely. This vote was taken prior to DESE’s August 11 issuance of its “Guidance for Districts and Schools on Interpreting DPH COVID-19 Metrics”. Obviously, if those metrics and the related map were going to be the sole indicator of selecting a return plan, that particular guidance would have been helpful to have before the School Committee vote. However, given the late issuance of this guidance (three days prior to the deadline for reopening plans to be submitted to your office), we were not able to have the benefit of said guidance before our decision was made.

In any event, the decision to start the school year remotely was made consistent with 603 CMR 27.08(2). The School Committee evaluated the health data and DESE guidance available at the time, sought input from the Board of Health, conducted testing and analysis of the school building facilities and evaluated the personal protective equipment supplies on hand. It was determined by the School Committee that, as of the date of the vote, additional time was needed to provide the “safe environment” for in-person learning that 603 CMR 27.08(2) requires.
You may be unfamiliar with the demographics of West Springfield. Although we are a moderately small city of approximately 28,000 residents, a recent study showed that West Springfield has the fourth highest number of refugee resettlements per capita in the entire country. We have a rich tradition of welcoming new Americans to the city, which has resulted in a school community that speaks approximately 49 different languages and dialects. This presents unique challenges for in-person learning for which we needed additional time to adapt.

Furthermore, on or about August 25, the School Committee voted, consistent with DESE guidance, to return the students designated as “high risk” to in-person learning. This has already occurred and has been successful to date. The School Committee continues to meet regularly and review the available health metrics and information regarding the conditions of the school facilities and related safety concerns, to evaluate the ability to return more students to a “safe environment” for in-person learning as required by 603 CMR 27.08(2).

The West Springfield Public School District is committed to returning students to in-person learning when it can do so in a safe manner. We certainly would welcome any resources that the state would like to provide, which have been minimal to date. I note that at no time did any representative of DESE ever reach out to West Springfield to ask any questions or request any additional information about the reopening plan until your letter of September 18, which was almost simultaneously released to the press. This is particularly disheartening in light of the fact that your Senior Associate Commissioner is the former Superintendent of the West Springfield Public Schools who knows many of the members of the School Committee well, as they have continued to serve our community in that capacity since his tenure here.

This type of approach certainly does not seem consistent with your statement related to “working together” with the District. Rather than having a collaborative and interactive dialogue, DESE chose to publicly question West Springfield’s decisions without any prior discussion or requests for information. While we are happy to provide you with any information you seek, this approach does not seem cooperative nor does it seem like DESE officials have any intention of supporting the decisions that are made locally based on the needs of our community. Hopefully, this is not the case, but it is difficult to feel supported when DESE officials made the decision to publicize and politicize this particular issue.

I note that there seemed to be arbitrary distinctions that were made relative to the decision to send out the September 18 letters to West Springfield and fifteen (15) other communities. It seems as though, because West Springfield has chosen to reassess its reopening plan on October 26, it received a letter, but other remote-only districts that chose to reassess prior to October 19 did not receive such a letter. Additionally, at least one neighboring district to West Springfield has similar health metrics and almost the exact same plan as West Springfield (currently remote only, with only high risk students in-person), yet it was not sent a letter from your office.
I am hopeful that we are able to work cooperatively towards the common goal of providing access to high-quality education for all students in a safe environment. Please feel free to call my office at (413) 263-3041 if you would like to discuss further.

Sincerely,

[Signature]

William C. Reichelt
Mayor

Enclosures
cc: Timothy W. Connor, Superintendent of Schools
    School Committee
West Springfield Public Schools Reopening Plan

August 2020
Overview

West Springfield Public Schools (WSPS), like other school districts, organizations, and businesses is investigating the reopening of schools and what is needed to ensure to the best of our ability, the safety of students, staff, and family members. Our chief goal is to establish consistent on-site safety precautions that are regularly monitored. We will rely on flexible arrangements like staggered scheduling, virtual meetings, and remote learning to supplement the work we would normally do in person. Because we want our students, families, and staff to feel as comfortable as possible returning, this plan is meant to be a draft for discussion and feedback.

Guiding Principles

Decisions about reopening are all guided by the latest recommendations provided by the Centers for Disease Control (CDC) orders from state and local governments, as well as consultation with State and Local healthcare professionals. The day-to-day status of Covid-19 cases will likely fluctuate in the coming months and continue to vary from region to region. This means that while we cannot predict with certainty what the Covid-19 cases in West Side will look like in 1, 3, or 6 months, we can rely on a series of guiding principles to help us make and evaluate decisions and adjust implementation as necessary.

At the same time, we will not lose sight of our District strategic plan and its priorities and goals, as articulated in the District Improvement Plan. The following guiding principles will be considered as we make decisions about reopening. When faced with a strategic decision and challenge, we will consider the following:

1. Ensure the health and safety of students, families, and staff by adhering to public health recommendations;
2. Develop Social/Emotional practices and supports for our school community;
3. Implement protocols for any Covid 19 symptomatic student or staff member;
4. Review and realign curriculum to ensure standards are met;
5. Focus on continuing to raise student achievement by developing student-centric and family-focused learning pathways, face to face or remote learning, that meet the individual needs of students and families in a limited resource environment while still addressing the Whole Child;
6. Comply with local, state, and federal laws and regulations;
7. Collect and review current and timely data and information from stakeholders to revisit plans as needed.
Likely Realities and Constraints

Our current situation may seem unpredictable; however, we believe that there are some likely realities that our staff, students, and families can anticipate. Some of those realities help our plans to reopen, while others may make it more challenging and constrain our efforts. It is important, as we plan, for everyone to be on the same page about what is likely so we can focus most of our effort on the most likely circumstances while still ensuring that we plan for the various “what if” scenarios.

- The virus will not disappear by September, but its level of spread may change. Covid-19 will be present throughout the summer and upcoming school year although the realities of the outbreak will likely change as businesses and communities reopen. Knowing that the number of cases is not fixed, the District will remain committed to adjusting its approach based on the virulence of the virus’s spread in the region.
- The availability of Covid-19 testing will improve, but it is unclear by how much.
- Schools will open September 16; however, the model of instruction and learning has not been identified. It is likely that schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings.
- Remote learning and instruction will be key to the health and safety of our community. With a delayed start date there will be time for the appropriate preparation for all:
  - Students and families will receive orientation on the model, schedule and technological platforms;
  - Teachers and staff will receive professional development on the model, schedule and technological platforms;
  - Everyone will have an opportunity to become familiar with expectations, to ask questions and share concerns, and to provide feedback and input.
- WSPS will support students and families in need of access and connectivity for devices for home use.
- Transportation will be a significant challenge with capacity limits constraining the number of riders on buses District-wide.

Development of Our Reentry Plan

Planning the District’s reentry will take ongoing coordination and collaboration across all District and Town departments and between all schools. To ensure decisions are being carefully considered and recommendations thoughtfully vetted, the District will continue to rely on current medical best practices and guidance released by the CDC, MA DPH, and our local health director.
District Instruction: All Grade Levels

For the fall of 2020 the district will give educational choices to families: Choice 1, Blended Hybrid Model or Choice 2, Full Virtual Instruction Model. Full Virtual Instruction will limit students to virtual learning using computer-based systems funded by the district and provided by a vendor or the State. The Blended Hybrid Model will combine remote and face-to-face learning. It will reduce class sizes, meet social distancing requirements, and provide ample time for building sanitation. It will also balance direct face-to-face instruction from WS teachers with remote learning for skill development, task reinforcement, project completion, and virtual peer collaboration. The table on the following page depicts how learning will look in the Hybrid (Face to Face & Remote Learning) Model and the Full Virtual Instruction Model.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHOICE 1 COHORT A</td>
<td>CHOICE 1 COHORT B</td>
<td>Cohorts A &amp; B are both Remote Learners on Wednesday in order to provide the opportunity for deep cleaning of all buildings, spaces, and equipment as well as time for educator collaboration, professional development and preparation.</td>
<td>FULL ONLINE</td>
<td>FULL ONLINE</td>
</tr>
<tr>
<td>CHOICE 2 COHORT C (ALWAYS ONLINE)</td>
<td>FULL ONLINE</td>
<td>FULL ONLINE</td>
<td>FULL ONLINE</td>
<td>FULL ONLINE</td>
</tr>
<tr>
<td>HYBRID: FACE TO FACE INSTRUCTION</td>
<td>HYBRID: REMOTE LEARNING</td>
<td>FULL ONLINE</td>
<td>FULL VIRTUAL LEARNING</td>
<td></td>
</tr>
</tbody>
</table>
District Focus:

High Needs Students

WSPS will prioritize high-needs students for full-time in-person learning. DESE defines "Students with complex and significant needs to include:

- Students already identified as high-needs through the IEP process on the IEP form entitled "Primary Disability/Level of Need-PL3." Such students must meet at least two of these criteria:
  - Services provided outside of the general education classroom;
    - Service providers are special education teachers and related service providers;
    - Special education services constitute more than 75% of the student’s school day;
  - Students who cannot engage in remote learning due to their disability-related needs;
  - Students who primarily use aided and augmentative communication;
  - Students who are homeless;
  - Students in foster care or congregate care; and/or
  - Students dually identified as English Learners."

Programs will run for high-needs students, including students with disabilities, English learners and homeless students who are most in need of in-person services. The programs will be located in schools and/or within a local partner or community organization, with appropriate supervision, to complete their learning during scheduled school days. WSPS will plan for how special populations, including students with disabilities and English learners, will receive necessary services and accommodations. In addition to providing the needed services for High Needs students per DESE Guidance, we will continue to increase our expansion of a Multi-Tiered System of Supports (MTSS) to support students’ academic, language, behavioral and social emotional needs.

Special Services

West Springfield Schools will provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students with disabilities, particularly preschool-age students and those with significant and complex needs, will be prioritized for receiving in-person instruction
during the 2020-2021 school year. Our Special Education students will receive as much in-person instruction as is feasible within health and safety parameters. Even if the District is operating in a hybrid or remote model, educators and administrators will make every effort to continue to provide full-time in-person instruction to high needs students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they will receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.) instead of relying solely on a Resources and Supports model (e.g., packets and assignments).

Special Services is committed to meeting timelines for referrals, evaluations and team meetings. Referrals for Special Education or 504 Accommodation plans have continued to be processed throughout the pandemic. Beginning in May the District moved to a model of remote team meetings. There has been very positive feedback from staff and families regarding the process and outcomes of these meetings. Remote Team Meetings for Annuals and 3 Year Re-evaluations will continue until we have made the decision to fully reopen our buildings per guidance of the Department of Public Health and DESE. In June we began to offer in person evaluations for our outstanding initial and 3 year re-evaluation referrals. Our School Psychologists have invited students to come to the Annex Building on the grounds of West Springfield High School to complete the evaluations. Proper PPE has been in place along with a prescribed cleaning regimen. In September meetings will be held remotely to address the outcomes of the assessments. Because we have been able to continue team meetings and evaluations, we do not anticipate a backlog at the start of the upcoming school year. We will continue to hold remote team meetings and to invite students to participate in their evaluations in person at the Annex.

Guidance from the Department of Elementary and Secondary Education indicates that although the service delivery methodology will look different during COVID-19, the IEP shall remain the same. Remote or Hybrid education does not reflect a change in placement. As we did in the Spring during remote education, this Fall Special Education teachers will communicate with families to make sure that they understand the change in service delivery times or methodology of instruction based on the individual needs of the student. Individual service plans will be done for each student, and parents will have a copy provided to them for their reference. Special Education liaisons will be reaching out to families and will provide a means for families to express their comments, concerns and questions.

The Director of Special Services has been and will continue to meet regularly with the Special Education Parent Advisory Council (SEPAC), to share information about District Planning, change in service delivery, meeting timelines and other Special Education topics. Information will be available through the SEPAC Facebook page and on the West Springfield Special Services website.
English Language Learners

West Springfield is among the most diverse communities in Western Massachusetts. Our school district’s student population represents a wide range of cultural, linguistic, educational, and socioeconomic backgrounds. Families have resettled in West Springfield from over 50 nations, and there are equally as many native languages spoken within our district, bringing a wealth of cultural and linguistic assets to our school community.

In order to best meet the varied needs of our English learner (EL) population, our EL Department has been reviewing and evaluating current processes and procedures to support ELs’ acquisition of the English language, to access rigorous academic content, and to prepare for college and career. For English learners and their families, remote learning presents additional challenges. In accordance with the DESE Office of Language Acquisition (OLA), our EL Department will arrange for high needs English learners (those with a lower proficiency level of a 1 or 2) to return to school for in-person learning four days a week. This will enable our teachers to provide sufficient language and academic support in English and all content areas. We will utilize staff to intensify the support given to ELs with higher proficiency levels, and they will receive both in-person and remote learning on our approved weekly schedule. Services may include embedded academic support, math and literacy interventions, or native language tutoring. With English Learners, educators must take into account the wide variety of specific and unique language acquisition needs of all ELs based on their English language proficiency levels. We will establish as many collaborative opportunities as possible between core content and ESL teachers, chunk content instruction into smaller pieces, remain flexible with pacing, and create a wide variety of learning opportunities that students can continue independently.

The district has been working to reduce barriers, such as language, technology, and accessibility. Each has challenged ELs’ abilities to meaningfully participate in their education remotely. A featured strategy to reduce the barriers is TalkingPoints, a text-translation service, which allows teachers and families to initiate conversation in one language and have it converted into the required “other” language for communication and understanding. Additionally, using TalkingPoints Teachers and families will be able to check in on assignments, attendance, wellness, and student/family needs. Our interpreters and bilingual staff members will continue to serve as a direct line of contact and assist with outreach in the role of family liaison. Native language videos will be created by our staff to share school and health FAQs and how-to technology videos for accessing remote learning meetings and assignments. To support all teachers of English learners, the district will utilize an EL data management system called Ellevations. This platform will provide useful instructional tools, will support teachers with remote learning strategies, will give immediate access to all historical and educational information of every EL, and will enable teams to progress monitor ELs throughout the year, in-person or remotely. Creating access to communication and education will remain the EL Department’s primary goal for our second language learners and their families.
Social and Emotional Learning

West Springfield Public Schools continues to focus on Social and Emotional Learning for all students. Over the past few years the district has focused on professional development around trauma informed practices and other social emotional supports. We currently utilize the framework of Positive Behavioral Interventions and Supports (PBIS) to teach and reinforce behavior and school culture. Elementary Schools have been trained and implement community building and integrated SEL strategies through the use of the evidenced based Responsive Classroom approach. Early Childhood and Kindergarten will continue to build foundational social emotional skills through teaching explicit lessons through the evidenced-based Second Step Curriculum. All of these approaches will continue to be adapted to fit the needs of hybrid and remote models.

West Springfield Public Schools will enhance Social Emotional Learning to increase support for staff, students and families by implementing the following strategies:

1. Increase staff wellness opportunities and resources;
2. Increase opportunities to build community at all levels during the first 6 weeks of school;
3. Teach and reinforce health and new social practices utilizing the PBIS framework;
4. Increase psychoeducation around coping and mental health for all students;
5. Provide ongoing professional development opportunities on virtual trauma informed practices and refreshing current SEL approaches;
6. Increase access to mental health supports by increasing contracts with community mental health providers;
7. Partner with UCONN to support District Improvement Planning focusing on Equity and School Culture.

The Data and Information Guiding Our Decisions

The District keeps a close watch on the development of public health recommendations, state and local guidance, and the information shared by our own families and employees. To date, our families and staff are telling us that reentry is important, and it is something many are ready to do in the coming weeks, so long as appropriate safety measures are in place. We plan to continue collecting information from our community of students, families, and staff to refine the plan before and after implementation.
Parent/Caregiver Input

Here is a link to the [WPS Covid-19 Reopening FAQ](#) created in response to questions shared by Parents/Caregivers from the second Survey in July.

On the following page are charts created from responses from the July survey.

<table>
<thead>
<tr>
<th>Survey Response</th>
<th>Elementary</th>
<th></th>
<th>Middle</th>
<th></th>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How comfortable are you sending your student to school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable sending with no concerns</td>
<td>197</td>
<td>20%</td>
<td>149</td>
<td>25%</td>
<td>174</td>
<td>26%</td>
</tr>
<tr>
<td>Comfortable sending but with concerns</td>
<td>361</td>
<td>37%</td>
<td>223</td>
<td>37%</td>
<td>249</td>
<td>37%</td>
</tr>
<tr>
<td>Somewhat concerned sending</td>
<td>310</td>
<td>32%</td>
<td>171</td>
<td>29%</td>
<td>207</td>
<td>31%</td>
</tr>
<tr>
<td>Not sending</td>
<td>102</td>
<td>11%</td>
<td>56</td>
<td>9%</td>
<td>45</td>
<td>7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>970</td>
<td></td>
<td>599</td>
<td></td>
<td>675</td>
<td></td>
</tr>
</tbody>
</table>
Which of the proposed reopening plans do you prefer?
1,088 responses

- Plan 1: Hybrid Learning for all levels (Elementary, Middle and High School)
- Plan 2: Hybrid Learning for Elementary BUT Remote Learning for Middle and High School
- Plan 3: Full Virtual (On-line Learning Platform provided by an outside company or vendor)

Transportation will be a challenge due to the limit on the number of passengers per bus. Knowing that fact, would you be willing to drive your student(s) to and from school?
1,115 responses

- Yes: 76.1%
- No: 23.9%
Self-Certification
Prior to starting a shift, each employee must self-certify to their supervisor that they:

- Have no signs of a fever or a measured temperature above 100.3 degrees or greater, a cough or trouble breathing within the past 24 hours.
- Have not had “close contact” with an individual diagnosed with COVID-19. “Close contact” means:
  - Living in the same household as a person who has tested positive for COVID-19;
  - Caring for a person who has tested positive for COVID-19;
  - Being within 6 feet of a person who has tested positive for COVID-19 for about 10 minutes, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Have not been asked to self-isolate or quarantine by their doctor or a local public health official.

Employees exhibiting symptoms or unable to self-certify will be directed to leave the work site and seek medical attention and applicable testing by their health care provider. They are not to return to the work site until cleared by a medical professional.

Procedures While at Work

- Employees who leave their personal workspace or who are interacting with other employees shall wear a clean face covering, such as a fabric face mask, scarf, or bandana, over their mouth and nose in accordance with CDC guidelines and exercise social distancing in accordance with CDC guidelines.
- Shaking hands or other unnecessary physical contact is prohibited.
- Employees are encouraged to wash their hands often with soap for at least 20 seconds or use an alcohol-based hand sanitizer with at least 60% ethanol or 70% isopropanol.
- A “No Congregation” policy is in effect; individuals must implement social distancing by maintaining a minimum distance of 6-feet from other individuals.
- Avoid face to face meetings – critical situations requiring in-person discussion must follow social distancing.
- Conduct all meetings via conference calls, if possible. Do not convene meetings of more than 10 people. Recommend use of cell phones, texting, web meeting sites and conference calls for discussion.
- Please keep all work crews a minimum of 6’ apart at all times to eliminate the potential of cross contamination.
COVID-19 safety guidelines and handwashing instructions shall be made available to employees.
- Employees must practice social distancing on the job site and limit interaction with the public. All questions shall be directed to their supervisor.
- All restroom facilities/porta-potties should be cleaned and handwashing stations will be provided with soap, hand sanitizer and paper towels.
- All surfaces should be regularly cleaned, including surfaces, door handles, laptops, etc.
- All common areas and meeting areas are to be regularly cleaned and disinfected at least once a day but preferably twice a day.
- Employees should not share utensils or other food containers.
- To avoid external contamination, we recommend everyone bring food from home.
- Employees must maintain social distancing separation during breaks and lunch.
- Cover coughing or sneezing with a tissue, then throw the tissue in the trash and wash hands; if no tissue is available, cough into your elbow.
- Avoid touching eyes, nose, and mouth with your hands.
- To avoid sharing germs, please clean up after yourself. DO NOT make others responsible for moving, unpacking and packing up your personal belongings.
- If you or a family member is feeling ill, stay home. Report this to your supervisor immediately.

Vehicle/Equipment/Tool Use

- All equipment must be disinfected before and after each use. Supervisors will make every effort to keep the same tools and work assignment for each week.
- Employees are not authorized to use vehicles/equipment/tools not assigned by their supervisor.

Increased Exposure Risks

- Only trained employees are authorized to enter private buildings. Adequate PPE as directed by supervisor shall be worn.
- Employees shall be trained by a qualified professional.
- All mail and other items likely to have been contacted by others shall be disinfected or left undisturbed for 3 days in a labeled location before making contact. Employees shall wear gloves if they need to touch these items within 3 days.
- Employees are not authorized to enter or touch anything in any other employee’s office space.
- Gloves shall be worn if using shared surfaces such as fax machines and copiers.
Protocol for Suspected Cases of COVID

PHYSICAL FINDINGS:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever of >100.0°F or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose (not due to other known causes, such as allergies)
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. (CDC 5/13/20)

*Subject to change with updates to CDC/DPH guidance.

MANAGEMENT:

Prior to the start of school, school administrators and nurses should work together to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms while waiting to be picked up by a family member. This space must be supervised. If more than one student is in the same waiting room at a time, each student must be at least 6 feet apart (and should be spaced as far apart as possible) and wearing a surgical mask (non-N95 and non-cloth) while in the medical waiting room. If a student does not already have a surgical mask, the school should provide one. Schools will also be equipped with the PPE for the staff involved with supervision of the waiting room.

If a Student Becomes Symptomatic:
• Immediately separate from other children and minimize exposure to staff in the isolation room
• Whenever possible, cover children’s (age 2 and older) noses and mouths with a mask
• Contact the child’s parents and send home as soon as possible
• Refer to primary care provider for further evaluation

If a Staff Becomes Symptomatic:
• Staff must regularly self-monitor during the day to screen for new symptoms
• Cease child care duties immediately
• Minimize contact with any staff or students while exiting building
• Contact medical provider to arrange for COVID-19 testing and medical evaluation

Follow-up:
1. Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
2. Wait at least 24 hours before cleaning and disinfecting whenever possible
3. Follow up with parent/guardian or staff member to determine if tested for COVID and results
4. Notify Director of Health Services and WS Health Dept. of any known positive case in school
5. Determine any close contacts in school for 48 hours prior to onset of symptoms
6. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home, quarantine for 14 days, get tested and self-monitor for symptoms, and follow CDC guidance if symptoms develop
7. Follow Protocol for Return to School or Work after suspected or diagnosed COVID 19

Discontinuation of Quarantine or Isolation/Return to School/Work:

When a student/staff person may return to school after COVID-19 symptoms:
• If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications
• If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis)
• If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication
Exposed and Remains Asymptomatic or Tests Negative for COVID-19
- Exposed individuals must be directed to quarantine for at least 14 days after the last day of contact with the person who is sick
- Remain in quarantine and continue to monitor for the full 14 days
- Consult the local health department for guidance on quarantine for other children and staff and what additional precautions will be needed to ensure the program space is safe for continued child care services

Positive Test and Is Asymptomatic
- If the individual tests positive for COVID-19 but is asymptomatic, isolation may be discontinued when at least 10 days have passed from the date of the positive test, as long as the individual remains asymptomatic

Positive Test or Positive Diagnosis (including physician confirmed “probable” diagnosis)
- Stay home for a minimum of 10 days from the 1st day of symptoms appearing
- Be fever-free for 24 hours without fever reducing medications
- Experience significant improvements in symptoms
- If the previous 3 criteria have not been met, then release from isolation is under the jurisdiction of the local board of health

Child or Staff Contracts COVID-19
- Sick children or employees who are COVID-19 positive or symptomatic and presumed to have COVID-19 must not return until they have met the criteria for discontinuing home isolation and have consulted with a health care provider
- Determine the date of symptom onset for the child/staff
- Determine if the child/staff attended/worked at the program while symptomatic or during the two days before symptoms began
- Determine who had close contact with the child/staff at the program during those days (staff and other children) and follow close contact guidance for quarantine of those individuals

Management of Close Contacts:

Definition of a close contact:
- If a student or staff member tests positive for COVID-19, their close contacts will be defined as only those who have been within 6 feet of distance of the individual for at least fifteen minutes, while the person was infectious
The infectious period begins 2 days prior to symptom onset. If someone is asymptomatic, the infectious period is considered to begin 2 days prior to the collection of their positive test.

When a close contact may return to school:
- All close contacts should be tested but must self-quarantine for 14 days after the last exposure to the person who tested positive, regardless of test result.
- If symptoms develop during the 14 day quarantine, follow protocol for symptomatic individual.

*Refusal of Medical Evaluation by any staff or student exhibiting symptoms will require 14-day quarantine prior to reentry.

PATIENT EDUCATION:
1. Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
2. Individuals who are sick should follow CDC guidance for caring for oneself and others who are sick.
3. Inform those who have had close contact with a person diagnosed with COVID-19 to quarantine and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

*COVID 19 Protocols will be updated per MA DPH and CDC guidance as new guidance becomes available. Local Health Department guidance may supersede this guidance.

West Springfield Sanitizing Plan and Protocols

CDC School and Public Spaces Cleaning and Sanitizing Guidance
Specialized Flu/Virus Cleaning Routines

● Each school and district facility will have a weekly disinfecting process that will continue during the flu and virus season.

Daily Cleaning Routines

● Custodians are performing their regular daily cleaning, including wiping down tables, chairs, all touchpoints (listed below) and other surfaces, emptying trash, cleaning restrooms, vacuuming, and cleaning floors.

Specialized Cleaning Products:

● An EPA approved product is being applied by trained staff to disinfect all touchpoints* and surfaces in our schools.
● To be effective, the product must dry 1 minute dwell time, and will be applied with school is not in session.
● Common household disinfectants are not to be used at school.

Approved School Cleaning Products:

● An EPA approved spray disinfectant can be used by custodians, teachers, nurses, and other staff as necessary to clean up common school issues (such as vomit, blood, and other bodily fluids).  
● Child-friendly wipes that will kill germs but are appropriate for use in schools may also be available.

Hand Sanitizers:

● Wall-mounted hand sanitizing stations are being installed in all school offices.
● The hand sanitizing product being used meets the minimum 60% alcohol threshold recommended by the CDC.
● Adults should always supervise the use of hand sanitizers by children.

Computer Keyboards and Touch Screens:

Additional information will be provided shortly concerning the products approved to disinfect computer equipment.

*Touchpoints:
● Door handles & push bars & push plates everywhere
● Light switches
● Classroom door windows
● Classroom sinks and faucet handles, counters
● Classroom tables/chairs
● Elevator push buttons
● Water fountains/bottle filling stations
● Restroom doors, handles and push plates
● ADA Bars
● Toilet and urinal handles
● Sanitary napkin dispensers
● Sink and faucet handles
● Toilet paper, soap, and paper towel dispensers and handles

Promoting Healthy Habits

At each phase of the plan, the District will be placing appropriate signage and markings throughout offices and buildings to remind employees, students, families, and visitors (when allowable) to maintain social distancing, wash hands adequately, wear masks, etc. The Centers for Disease Control and other public health outlets have made several signs available and the community should expect to see signs like the ones below throughout WSPS spaces.
**Personal Protective Equipment (PPE)**

In addition to following guidance around regular hand washing, hand sanitizing, daily cleaning and disinfecting of high-touch surfaces, and encouraging social distancing, the District plans to procure and distribute personal protective equipment for students and staff who do not have certain PPEs to use when in buildings. PPE will include disposable and reusable masks and reusable face guards, gloves and face shields for specific specialized staff groups, and additional items like gowns for nursing and health team members. Guidance will be provided to staff regarding the specific PPE that is expected for them based on their role and responsibilities. All PPE will be purchased centrally and delivered to locations before students and staff return to school and work. The District plans to purchase a limited supply of back-up materials; however, it is the expectation that any outside visitors or volunteers provide their own masks if/when they are in any WSPS buildings.

In addition to PPE, the District will provide each instructional staff member with a supply of disinfectant wipes, will make portable hand sanitizer dispensers available, and will work to install plexiglass barriers at frequently visited spaces to create points of contact with protection.

**Face Coverings**

According to the CDC and Massachusetts Department of Elementary and Secondary Education, face coverings have been shown to be an effective tool in slowing the spread of COVID-19 in concert with social distancing, hand washing and disinfecting.
**Face covering requirements:** Students, staff, vendors and visitors will be required to wear face coverings on campus when social distancing is not possible. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the district’s dress code policy.

**Masks provided:** Staff members and students will receive a disposable mask if they forget or lose the mask.

- **Enforcement:** School administration or staff will be stationed at entry points throughout each campus to remind students to wear face coverings prior to entering campus. In instances where reusable masks are left at home, a disposable mask will be provided for the day. Students who repeatedly do not wear a mask on school grounds will be educated on their importance while faculty will work to use restorative practices to encourage students to utilize a mask. Additionally, school administrators will closely communicate with families in order to collaborate and support a positive message of health and safety at school and home.

- **Common areas and classrooms:** This includes a classroom as well as cafeterias, hallways and other shared spaces. Teachers will work with students to provide designated “mask breaks” during which time students will be socially distanced.

- **Exemptions:** Students or staff must have a medical issue for which a face covering would cause an impairment in order to be exempted from mask requirements. There is also an applicable exemption for students or staff who need to communicate with someone who is hearing impaired and needs to see the person’s mouth to communicate.

**Social Distancing**

It is our goal that as we reopen schools and welcome children into a new year of learning we will mitigate the health concerns with which we are faced, and focus on providing high-quality instruction and engagement for every student despite the circumstances. While in theory social distancing is antithetical to modern educational practices, it is perhaps one of our most important tools in reducing the spread of COVID-19, and it will be included in each aspect of campus life.
Classroom structure

- Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs prior to the start of school, and throughout the school year as adjustments are required and made.
• Students will be encouraged to take hand-washing breaks throughout the day, in addition to washing hands before and after eating, as well as before sharing materials. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.

• Teachers will minimize the use of shared items in the classroom, including learning tools, pencils and other items shared in a group setting. If any group activities occur, students will wear masks. In all instructional models, students will be provided materials to avoid sharing of items. The site-based administrator will determine site-based procedures that minimize the spread of the virus, including fewer transitions and consistent grouping whenever possible. This includes all classroom settings, teacher directed PE, specials, and special education service locations when possible and appropriate.

• School administrators will need to establish a way to inventory shared items for each curriculum and see how additional items can be ordered. If additional items are not readily available to the school, consultation with content supervisors will be required. School supply lists will need to be reviewed by school leadership teams to avoid hardships on families.

• Teachers will increase the use of digital instruction where possible to limit the spread of germs in classroom areas.

• Administrators will create site-based procedures for community restrooms and confined spaces to allow for social distancing and proper hand washing.

• Signage will be utilized to ensure procedures are listed in these areas. School-based staff will teach and implement these procedures for these areas.
Cafeteria and Lunch Structure

• All schools will participate in a grab-and-go breakfast program utilizing breakfast carts. School administrators will establish expectations for breakfast.

• Schools will explore in-class meal service options when possible. Elementary plans will include carts located in geographical/grade level locations, including Student Nutrition Staff members delivering grab-and-go breakfast bags for each classroom.

• During cafeteria orientation, administrators will explain to students that they are not to pass or share any items, including food, with other students.
• Administrators will ensure tables are labeled to identify seating by class and specialized seating for students with health conditions.

• Administrators educate students and post signs on proper entering, exit and disposal of trash procedures.

• Students will wait in line in a socially distanced manner. They will not use pin pads for lunch transactions; instead Student Nutrition Services staff will key student numbers in.

• Lunches will be scheduled to allow social distancing whenever possible. Students will eat in a designated area daily. Student nutrition services and Administrators will develop a protocol for using outdoor or classroom lunch options. Protocols will include a schedule for increased supervision.

• Custodial staff will create a schedule to clean tables and classrooms throughout the day.

• Students will be reminded that the expectation is to wear face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on. Any free time/recess after eating commences will require face coverings to be placed back on for Grades 2-12

• Administrators will consider implementing the following seating and movement procedures when possible:

  ~ Designate areas in the cafeteria for students with underlying health conditions to limit exposure to other students
  ~ Closing off seats so that students cannot sit opposite of each other and must sit in a zig-zag pattern, leaving space between seats. Avoid seating students near high traffic entry/exit areas.
  ~ Providing physical guides when possible to ensure that students remain at least six feet apart while moving around in the cafeteria or waiting in line. For example: floor decals, colored tape, or signs to indicate where students should sit or stand can be used to guide students safely.
  ~ Administrators will establish one entrance and one exit for a designated eating area to help control traffic flow and monitor how many people are allowed in each room.
  ~ Administrators will create one-way traffic flow for thoroughfares, including cafeteria lines or areas where lines may form, and general foot traffic.
Transportation
- Students will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.
- Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front in order to encourage social distancing throughout the bus ride.
- School administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.
- Hand sanitizer stations will be on each bus, and students will be encouraged to use it upon entry and exit. Students will also wear masks while social distancing. Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.
- Ventilation will be incorporated into the bus along with air conditioning systems.
Arrival and Dismissal

- Schools will establish arrival and dismissal procedures to minimize crowding and transmission of COVID-19, including drop-off and pick-up points for walkers and bike riders. Special education students and bus riders will be prioritized to decrease foot.
- Dismissal procedures will include transition directives and pathways that limit the mixing of cohorts of students. Signage will be provided to remind students and parents of the traffic flow pattern upon entrance and exit of school grounds.
- Additionally, school-based teams will establish a rainy-day plan. All arrival and dismissal plans will allow for social distancing where possible. Students will be supervised by staff throughout dismissal. Students will always be required to wear their face covering during dismissal.
- Dismissal procedures will include a staggered entrance and exit of the school. Car line will also be staggered for both arrival and dismissal.
- Schools will clearly message families regarding times when supervision is available and when students are permitted on campus.
- Administrators will create site-based protocols for all late arrival and early pickup. Parents/guardians picking students up will have to wait in the designated area, with face covering, and the student(s) will be escorted to them.
Movement Procedures

- Students will walk only on the right-hand side of all hallways. Schools will utilize signage on walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing where possible.

- School administration will establish one direction hallways (where available) to assist with the flow of student movement.

- Staff members will monitor hallways and escort class changes when possible to ensure steady flow of students with no congregation in hallways.

- In elementary schools, teachers will reduce classroom transitions by rotating staff rather than utilizing student rotation.
Access to Building Control

- All vendors, community members, and visitors will sign in under the Covid-19 protocol with a designated staff member.

Visitors must have prior approval from staff members at least 24 hours prior to visitation on campus. Appointments will be time bound. Most meetings will be held virtually instead of in-person.

- School administration will establish a wait line system for offices and visitors where inadequate barrier systems might exist. This system should be limited to 2-3 people at a time with socially distancing strictly enforced.

- All visitors must wear face coverings while on campus.
2020 - 2021
Reopening Presentation
WSPS

School Committee Workshop
August 10, 2020
Thanks and Recognition

- City and community partner support
- Town Departments’ cooperation
- Parent/Caregiver patience and feedback
- Food Service and Custodial staff loyalty and dedication
- WSEA collaboration
Plan Options

- Full Return (3') - Option 1
- Hybrid, All Grade Levels (6') - Option 2
- Phased Approach: Option 3
- Blended Phased Approach: Option 3A
Full Return (3’) - Option 1

Outreach/Orientation/PD
8/31 - 9/15

➢ All Schools
➢ All Grade Levels
➢ PPE

Example A2: Fits ~25 individual desks with 3’ physical distancing
(Dimensions: 750 sq. ft., 25’ x 30’)

Ensure set-up meets exit routes standards and health and safety codes

For flexibility/ease of movement, include ~6’ of teacher space

Maintain sufficient distance for student to exit seat, as needed

Desks spaced no fewer than 3’ apart (edge-of-seat to edge-of-seat) and facing the same direction

Large furniture ideally removed or relocated to maximize available space for student desks

* Estimated 750 ft² capacity: ~25 students
* Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
* In this scenario, calculated 3’ distance based on edge-of-seat to edge-of seat (desk-to-desk measurement would decrease classroom capacity)

1 Assumed 1.5’ seat width, 2’ desk width
# Hybrid, All Grade Levels (6”)- Option 2

<table>
<thead>
<tr>
<th>Outreach/Orientation/PD</th>
<th>8/31 - 9/15</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHORT A</td>
<td><strong>Cohorts A &amp; B are both Remote Learners. In order to provide opportunity for a deep cleaning of buildings, spaces, and equipment. Wednesday will be remote and allow for full class connection and skill development.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COHORT B</td>
<td><strong>Virtual Platform</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPT OUT</td>
<td><strong>Full Virtual</strong></td>
<td></td>
<td><strong>Full Virtual</strong></td>
<td><strong>Full Virtual</strong></td>
</tr>
</tbody>
</table>

**Monday**

- COHORT A: School building
- COHORT B: Laptop

**Tuesday**

- COHORT A: School building
- COHORT B: Laptop

**Wednesday**

- COHORT A: School building
- COHORT B: Laptop (Remote)

**Thursday**

- COHORT A: School building
- COHORT B: Laptop

**Friday**

- COHORT A: School building
- COHORT B: Laptop
Example A5: Fits ~15 students with 6’ physical distancing

(Dimensions: 750 sq. ft., 25’ x 30’)

Ensure set-up meets exit routes standards and health and safety codes

For flexibility/ease of movement, include ~6’ of teacher space

Desks spaced no fewer than 6’ apart (edge-of-seat to edge-of-seat) and facing the same direction

- Estimated 750 ft² capacity: ~15 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 6’ distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)

1 Assumed 1.5’ seat width, 2’ desk width
Phased Approach: Option 3

Outreach/Orientation/PD
8/31 - 9/15

All Grades and Levels
Full Remote Learning 9/16 - 11/2
(Reassess 10/26)

Full Remote Learning
11/2 - 12/22
(Reassess 12/28)

Hybrid
11/2 - 12/22
(Reassess 12/28)

Final Reassessment Date:
3/1-4/30 - 4/19
5/3-6/18 EoY
Blended Phased Approach: Option 3A

Outreach/Orientation/PD  
8/31 - 9/15

EC through 5  
Hybrid  
9/16 - 11/2  
(Reassess 10/26)

Hybrid  
11/2-12/22  
(Reassess 12/28)

Full RL  
11/2-12/22  
(Reassess 12/28)

6 through 12  
Full Remote

Reassessment Dates:  
1/4-2/26 - 2/15  
3/1-4/30 - 4/19  
5/3-6/18 EoY
Anecdotal Health Service Data

● September 2019
  ○ 4000+ health office visits district-wide
  ○ 2000+ visits for “illness”
  ○ Symptoms recorded: fever or chills; cough; shortness of breath/difficulty breathing; fatigue; muscle or body aches; headache; loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; and/or diarrhea
● September 2020??
Covid Symptom Response

- Student or staff presents with symptoms
- Covid Protocols followed:
  - evaluate symptoms;
  - isolate and send home;
  - clean and disinfect spaces;
  - test for COVID 19 infection and quarantine
    - Negative (self care)
      - return to school
    - Positive (physician care)
      - adhere to post-infection plan
      - return to school 10-14 days quarantine
# Symptom Checker

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Coronavirus</th>
<th>Cold</th>
<th>Flu</th>
<th>Seasonal Allergies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Common</td>
<td>Rare</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Common</td>
</tr>
<tr>
<td>Cough</td>
<td>Common (usually dry)</td>
<td>Mild</td>
<td>Common (usually dry)</td>
<td>Common</td>
</tr>
<tr>
<td>Sneezing</td>
<td>No</td>
<td>Common</td>
<td>No</td>
<td>Common</td>
</tr>
<tr>
<td>Aches and pains</td>
<td>Sometimes</td>
<td>Common</td>
<td>Common</td>
<td>No</td>
</tr>
<tr>
<td>Runny or stuffy nose</td>
<td>Rare</td>
<td>Common</td>
<td>Sometimes</td>
<td>Common</td>
</tr>
<tr>
<td>Sore throat</td>
<td>Sometimes</td>
<td>Common</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>Rare</td>
<td>No</td>
<td>Sometimes in children</td>
<td>No</td>
</tr>
<tr>
<td>Headaches</td>
<td>Sometimes</td>
<td>Rare</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>
Major Considerations

● Constant attention on Health and Safety
● Additional support for High Needs students
● Review and bolster remote expectations
● Heightened ability to pivot from model to model
● Continual assessment of data and metrics
● Flexible choices for families with respect to pivot points and models
Transmission Risk Level By Model

- Three Foot Plan (Option 1) - Highest Risk Level
- Six Foot Plan (Option 2) - Medium Risk Level
- Phase In Plan (Option 3) - Lowest Risk
Superintendent’s Summary and Thoughts

- Two focal points:
  - Safety for our ENTIRE school community
  - Return of students to the classroom
- Guiding Principles & Strategic Objectives
- Input & Feedback
- Realities & Constraints
- Recommendations & Resources