Wachusett Regional School District
School Reopening Plan
2020-2021

Superintendent

Darryll McCall, Ed.D.

August 10, 2020

Table of Contents

1. Executive Summary

The COVID-19 pandemic that struck the nation and the world earlier this year was truly unprecedented in modern times. With schools closing and all learning moving to remote for the remainder of the spring, our school district, like so many others, worked hard to help support students and families as everyone transitioned to a new normal. Additionally, the COVID-19 worldwide pandemic has sparked increased fear, anxiety, and the pervasive feeling of helplessness in many people across the world and within our community. The fear of ourselves or a loved one becoming ill, loss of employment, loss of freedom of movement, and the collective trauma experienced by so many of us throughout the past few months have had a negative, cumulative effect on our sense of personal agency.

The unexpected transition to remote learning in the Spring of 2020 precluded the district from engaging in pre-planning. There were difficulties and complications that arose with regard to remote learning under those circumstances have been addressed through sustained planning, stakeholder input, and increased investment in technology to support high-quality teaching and learning. These adjustments should result in a more positive remote learning experience for students, educators, and parents/guardians, including a focus on synchronous learning whereby our students would engage in learning at the same time along with timely and meaningful feedback for students from teachers.

The district recognizes the multi-layered complications that a potential school reopening during the COVID-19 pandemic brings. There is a wide range of thoughts, feelings, and emotions related to both the extended school closure and the decision to begin the 2020-2021 school year in a remote learning model. The voices of key stakeholder groups, including students, parents, faculty, staff, school and district administration, as well as members of the local community, have been included meaningfully in the district's plan for reopening schools. The ideas and input of members of these stakeholder groups have helped to strengthen the initial plan, as well as to expose potential blind spots that may not be exposed if the planning were to occur in isolation and without stakeholder input. The Task Force that was convened in the Spring of 2020 will continue to be a conduit for feedback from all stakeholders as we navigate these uncharted waters.

Despite the stress and challenges that the COVID-19 pandemic has caused students, parents/educators, educators, and administrators, the district has attempted to view these challenges as opportunities. These opportunities have allowed us to break the traditional model for teaching and learning, to bolster our use of and access to technology district-wide, to open up possibilities to incorporate more modern, research-based approaches to instruction that would have otherwise taken years to introduce. The ways in which stakeholders across the district have come together to work towards our collective goals have bolstered the district's efforts, and this collaborative work will continue as we refine practices on behalf of students.

2. Letter from the Superintendent

August 10, 2020

Dear Members of the Wachusett Regional School District community,

I hope that this message finds you and your family in good health during these very challenging times. The past several months have changed the way we think about everything from going to the grocery store, to setting up a playdate for our children or being able to see a medical professional in person.

Last year at this time, we could have never predicted the upheaval and drastic changes that we would all endure as a result of the COVID-19 international health pandemic. We have had to adapt, and will continue to do so, as new information becomes available. The uncertainty that exists about the duration of the pandemic, the unknown impact that opening schools would have on the health of students, faculty/staff, and the wider community within our five towns, and many other factors make the task of planning for the safe reopening of our schools arduous, fraught with irreconcilable dilemmas and issues. The input provided by parents/guardians, students, faculty/staff, administration, school committee members, local Boards of Health, and community members has been appreciated, and most importantly, has played a direct and important role in the decisions made for the modality for teaching and learning in Wachusett for the beginning of the Fall of 2020.

The decision to begin the 2020-2021 school year in a remote learning model for students was made in order to ensure the health, safety, and well-being of all students, parents/guardians, faculty, staff, and local community members. Simply put, the remote learning model is the model that poses the lowest risk for all people, and given the sustained and worsening trajectory of the COVID-19 infection rates locally, this is the best available option at this time. On Friday of last week, Governor Baker made the announcement that the reopening of the state would now be scaled back and that modifications were necessary in order to prevent extensive transmission of the virus. This action by the Governor confirmed our initial decision to begin the school year in fully remote learning.

In this document, you will find the preliminary plans for the upcoming fall for teaching and learning in the Wachusett Regional School District. This document includes plans for remote learning, transition to hybrid learning, hybrid learning, and in-person learning. I remain proud to continue to serve our five communities throughout this process.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

3. Remote Plan

WRSD Online Education Program - Elementary Schools

This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not use pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via one of the district-supported online learning platforms, such as Google Classroom or Seesaw. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

Overview

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.

In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon when teachers will be working with each other, reviewing student progress, and receiving training.

Components of an Online Lesson

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation

- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or Seesaw platforms.

Online Education Goals by Content Area

The following is a description of the goals of the Online Education Program for the core subjects at the elementary grades.

Subject	Goals
Mathematics	The goals are for students to: ● Make sense of grade-level mathematical concepts ● Perform grade-level mathematical procedures fluently ● Use mathematical concepts is solving appropriate, grade-level problems
ELA	The goals are for students to: ● Read high-quality, meaningful texts every day ● Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing ● Choose independent reading materials ● Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience ● Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing
Social Studies	The goals are for students to: ● Learn about about the legacy of a democratic government ● Think historically ● Use knowledge from many fields of study ● Reason, make logical arguments, and think for themselves ● Improve their reading comprehension by increasing their content knowledge

	● Develop social and emotional skills
Science	The goals are for students to: ● Apply their knowledge and skills to analyze and explain the world around them ● Ask questions ● Developing and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and designing solutions ● Engaging in an argument from evidence ● Collaborate with others and share their ideas

Attendance

Daily student attendance is required for classes as part of WRSD's Online Education Program or OEP. Students will be asked to log into Google Classroom or Seesaw each day for attendance to be taken and so that they can participate in daily lessons. Directions on how to do this will be shared with parents by each school and classroom teacher. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

Assignments

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to the content area, the unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

● A teacher may assign work that could equal up to 20 minutes of work per night. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
● Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
● Assignments may be graded and assessed as part of a measure of each student's performance in the class.
● Teachers will communicate to families which assignments will be graded.

Grades

Student work will be graded and students will be issued report cards similar to what was done prior to the COVID-19 shut-down of last spring.

Student Placement and Remote Teachers

Wachusett's Online Education Program will include all core academic classes, related art classes, and support classes. Students will be placed in classes at the discretion of the building principal using the same criteria as if "in-person" learning were in place.

Daily Student Schedule

Note: In the sample schedules below, building principals may adjust timing and/or related arts schedules as needed. The daily start, lunch, and end of day times will remain consistent across the district.

Sample Schedule 1:

Monday	Tuesday	Wednesday (Half-Day)	Thursday	Friday
8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting
9:20-10:50 AM ELA	9:20-10:50 AM Math	9:20-10:00 AM Music	9:20-10:50 AM ELA	9:20-10:50 AM Math
10:55-11:35 AM Science	10:55-11:35 AM Social Studies	10:05-10:45 AM Art	10:55-11:35 AM Science	10:55-11:35 AM Independent Learning
11:35-12:05 Lunch Break	11:35-12:05 Lunch Break	10:50-11:30 AM PE	11:35-12:05 Lunch Break	11:35-12:05 Lunch Break
12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Staff Meetings, PD and Planning	12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Small Group and Individual Directed Learning

Sample Schedule 2:

Monday	Tuesday	Wednesday (Half-Day)	Thursday	Friday
8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting	8:50-9:15 AM Morning Meeting

9:20-10:50 AM Math	9:20-10:50 AM ELA	9:20-10:00 AM Science	9:20-10:50 AM ELA	9:20-10:50 AM Math
10:55-11:35 AM Art	10:55-11:35 AM Music	10:05-10:45 AM History	10:55-11:35 AM PE	10:55-11:35 AM ELA
11:35-12:05 Lunch Break	11:35-12:05 Lunch Break	10:50-11:30 AM RTI/Independent Learning	11:35-12:05 Lunch Break	11:35-12:05 Lunch Break
12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Staff Meetings, PD and Planning	12:10-3:00 PM Small Group and Individual Directed Learning	12:10-3:00 PM Small Group and Individual Directed Learning

Expectations for Online Classes

Remote class meetings via Google Meet will be a part of every student's school experience this year. Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

Family Engagement

We recognize that success in an online environment will require a closer partnership with families and reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines, and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by:

- Provide information and training to families about how to access and use various online tools
- Creating an "assignment" calendar in Google Calendar (part of Google Classroom and Seesaw)

Support Services-Special Education

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed We have the professional staff to teach our students and support our families.

Actions/Information

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:

- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
    - This includes consultation with parents and other professionals **(A grid services)**.
    - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the students IEP accommodations or goals and objectives **(B grid services)**.
    - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider **(C grid services)** that will be scheduled around the student's individual academic schedule.
    - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification.**
- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

In-Person Special Education Sessions and Services

As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.
    - Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.
- As we move through each "Transition to Hybrid Phase" we will continually increase and expand in-school time for direct special education sessions.
    - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.

- DESE identifies the following students as having complex and significant needs:
  - 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:*
    - The primary setting for service delivery is outside of the general education classroom.
    - The service providers are special education teachers and related service providers.
    - The special education program 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
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.
- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

Support Services-English Language Education (ELE)

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

Student Extra Help

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.

District Provided Meals

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.

A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

WRSD Online Education Program - Middle Schools

This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not be doing pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via the district-supported online learning platform, Google Classroom. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

Overview

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. We acknowledge that students are still developing certain study skills and executive functioning strategies at this age, and this is especially true for students while learning in an online environment. As a result, we have worked to develop a program that helps to support students both academically as well as cognitively as they learn how to learn online.

Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.

In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon when teachers will be working with each other, reviewing student progress, and receiving training.

Components of an Online Lesson

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation
- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or other online platforms.

Online Education Goals by Content Area

The following is a description of the goals of the Online Education Program at the middle school level and examples of some learning activities.

Subject	Goals	Examples of Learning Activities
Mathematics	The goals are for students to: - Make sense of problems and persevere in solving them - Reason abstractly and quantitatively - Critique the reasoning of others and construct viable arguments - Model with mathematics to check whether results make sense - Use appropriate technological tools strategically to communicate ideas and to provide a dynamic approach to mathematical concepts. - Attend to precision and structure when communicating mathematically.	- Introduce new topics through teacher-created videos or other online videos supplemented with teacher-designed notes and excerpts from the textbook; - Practice skills and concepts through book work, teacher-designed/scaffolded worksheets, online practice, student-created products (ie. write and solve your own word problem/quiz/review worksheet) - Provide feedback and measure progress through submitted work; pictures of work; Google forms and docs.

	● Develop social and emotional skills	
English	The goals are for students to: ● Read high-quality, rigorous texts every day ● Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing ● Self select, read, and reflect upon appropriately challenging independent reading materials ● Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience ● Provide meaningful, specific and timely feedback to all students ● Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing ● Develop social and emotional skills	● Draft and write ● Active reading/note-taking or annotating ● Collaborate on a paired or small group project by using different technology tools ● Peer review session with a partner ● View a film clip, listen to a podcast, view a teacher-directed presentation to introduce a new unit
Social Studies	The goals are for students to: ● earn about about the legacy of a democratic government ● Identify the cause and effect of a variety of historical events ● Connect historical events to today's world; develop an understand of how historical events impact our lives today ● Demonstrate civic knowledge, skills, and dispositions	● Read and annotate documents ● Analyze current events ● Watch a video clip ● Watch a screencastify of a teacher ● Create a screencastify ● Read selections from a textbook

	- Reason, make logical arguments based on evidence and think for themselves - Improve their reading comprehension by increasing their content knowledge - Begin developing research skills - Develop social and emotional skills	- Connect with other students on a collaborative assignment - Select an article, read it, and share it with others - Write a journal entry - Conduct online research
Science	The goals are for students to: - Apply their knowledge and skills to analyze and explain the world around them - Engaging in an argument from evidence - Collaborate with others and share their ideas - Ask thoughtful questions - Develop and use models - Plan and carry out investigations - Analyze and interpret data - Use mathematics and computational thinking - Construct explanations and designing solutions	- Preview content - Practice problems - Conduct data analysis - Check for understanding - Conduct lab observations - Engage in peer collaboration - Read and research assignments - Interpret or summarize collected and provided data
World Language	The goals of the WL Dept. are to practice and work to strengthen interpretive, interpersonal and presentational skills in various ways utilizing online tools to support learning	- Engage in discussions with peers - Work on projects - Work to reinforce interpretive skills using tools such as Edpuzzle.
Performing Arts	Goals of the Music Department are to engage in the *Artistic Process* which includes creating, performing, responding, and connecting.	- Potentially perform material for virtual distribution to our community - Record and submit individual performance examples

		- Watch a video clip or teacher-created content - Analyze, evaluate, and interpret artistic work through music listening, research, discussion, and writing - Collaborate with peers - Practice music theory skills through fillable PDF worksheets, Google forms and docs, and online platforms
Visual Arts	To engage in the Studio Habits of Mind: - Develop Craft - Engage and Persist - Envision - Express - Observe - Reflect - Stretch and Explore - Understand the Creative Economy	- Post artwork in online galleries - Write and post artist statements - Exchange feedback with peers in online posts - Engage in live Google Meet critique sessions - Conduct and share research on contemporary and past artists and art-making methods
Physical Education	The goals are for students to: - Develop an understanding and appreciation of/for teamwork - Demonstrates competency in a variety of motor skills and movement patterns - Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. - Exhibits responsible personal and social behavior that respects self and others. - Recognizes the value of physical activity for health, enjoyment, and challenge.	- Participate in teacher lead activities. - Participate several times a week in individual or peer lifetime activities. - Apply the terminology associated with exercise and participation in selected individual-performance activities - Analyze, evaluate and critique skill performances. - Analyze the health and safety benefits of a self-selected physical activity. - Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Attendance

Daily student attendance is required for classes as part of WRSD's Online Education Program or OEP. Students will be asked to log into Google Classroom each day so that attendance can be taken and so that they can participate in daily lessons. Directions on how to do this will be shared with parents by each school and classroom teacher. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

Assignments

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to the content area, the unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

- In addition to any work done during class time, a teacher may assign up to 30 minutes of independent work that would occur between the time the class next meets. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
- Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
- Assignments may be graded and assessed as part of a measure of each student's performance in the class.

Grades

Student work will be graded and students will be issued quarterly grades similar to what was done prior to the COVID-19 shut-down of last spring.

Student Placement and Remote Teachers

Wachusett's Online Education Program will include all core academic classes, related art classes, and support classes. Students will be placed in classes at the discretion of the building principal using the same criteria as if "in-person" learning were in place.

Sample Daily Student Schedule

Note: In the sample schedule below, building principals may adjust timing and/or related arts schedules, as well as the number of periods per week as needed. The daily start, lunch, and end of day times will remain consistent across the district.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:55	1	4	7	3	6
10:00-10:55	2	5	1	4	7
11:00-11:55	3	6	2	5	Independent/ SEL/Guidance
11:55-12:25	Lunch	Lunch		Lunch	Lunch
12:30-3:00	Small Group and Individual Directed Learning	Small Group and Individual Directed Learning	Staff PD and Planning	Small Group and Individual Directed Learning	Small Group and Individual Directed Learning

Expectations for Online Classes

Remote class meetings via Google Meet will be a part of every student's school experience this year. Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

Students are expected to attend online classes and participate just as with regular school classes. We will also be providing students and families an online meeting guide that outlines specific expectations around student participation, as well as best practices to maximize these meeting sessions.

Family Engagement

We recognize that success in an online environment will require a closer partnership with families and reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines, and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by one or a combination of the following:

- Provide information and training to families about how to access and use various online tools
- Create an "assignment" calendar in Google Calendar (part of Google Classroom)

Support Services-Special Education

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed We have the professional staff to teach our students and support our families.

Actions/Information

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:

- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
  - This includes consultation with parents and other professionals **(A grid services)**.
  - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the students IEP accommodations or goals and objectives **(B grid services)**.
  - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider **(C grid services)** that will be scheduled around the student's individual academic schedule.
  - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification.**
- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

In-Person Special Education Sessions and Services

As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.
  - Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.
- As we move through each "Transition to Hybrid Phase" we will continually increase and expand in-school time for direct special education sessions.
  - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.
- DESE identifies the following students as having complex and significant needs:
  - 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:*
    - The primary setting for service delivery is outside of the general education classroom.
    - The service providers are special education teachers and related service providers.
    - The special education program 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
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.
- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

Support Services-English Language Education (ELE)

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

Student Extra Help

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most school days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.

District Provided Meals

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.

A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

WRSD Online Education Program - WRHS

As a result of the recent decision by the Wachusett School Committee to go with a full remote model to start the school year, the District has developed this Online Education Program. This plan will begin on September 16th, the first day of school this year as defined by the Department of Elementary and Secondary Education (DESE). Also per guidance from DESE, student attendance will be taken daily as students are required to attend school. We will not be doing pass/fail to assess student progress and will instead be using the same grading system that was in place prior to the COVID-19 closure in the spring. All students will now follow a daily schedule and live instruction will be provided by teachers to students via the district-supported online learning platform, Google Classroom. Although we will be starting the year with all students being remote, we will continue work on bringing students back into our schools, and schedules may well change once we are able to do this.

Overview

The Wachusett Regional School District's Online Education Program was designed to provide students with collaborative, engaging learning opportunities while supporting all students' learning needs. We acknowledge that students are still developing certain study skills and executive functioning strategies, and this is especially true for students while learning in an online environment. As a result, we have worked to develop a program that helps to support students both academically as well as cognitively as they learn how to learn online.

Feedback from parents, teachers, and students was used in developing this program. Some of the changes we hope will improve the online experience are live, teacher-led instruction based on daily schedules, clearer communication of expectations for learning, including student learning goals, clear directions for assignments and due dates, assessment of student progress, an expanded time for teachers to support students and provide individual feedback, and a way to access the day's lesson after the live, in-person delivery.

Although the details of many of these aspects are addressed below, a few are worthy of mentioning here. To better support students and families, we are asking our staff to provide students with a means to revisit the day's lesson through a video of that lesson or related links or apps that will help the student to access the lesson asynchronously or outside of the scheduled class time.

In addition, we have allocated time during the afternoon for direct support of students as they work on their assignments, review notes, collaborate with others, explore independent learning, ask questions, and need support with their learning. The lone exception to this is Wednesday afternoon, when teacher's will be working with each other, reviewing student progress, and receiving training.

Components of an Online Lesson

To help support students and families with online education, an online lesson will typically include some of the following components:

- The learning target (what students are expected to learn)
- An overview of the lesson/assignment/investigation
- Direct instruction. Sometimes this may include a teacher made or found video for students to watch. Where possible, teachers will archive the lesson by recording it so it can be accessed by students outside of the live lesson.
- Written assignment instructions including an estimate of how long various parts of the task should take and which parts need to be submitted and what parts will be assessed/graded.
- Links to directly support the lesson, for further practice, to support the application of learned skills, or to assess student learning.
- Teacher or peer feedback, student and/or family communication
- Opportunities for collaboration
- Student reflection
- Reminders of due dates for student submission of their work in Google Classroom or other online platforms.

Online Education Goals by Content Area

The following is a description of the goals of the Online Education Program at the high school and examples of some learning activities.

Subject	Goal(s)	Examples of Learning Activities
Mathematics	The goals are for students to: ● Make sense of grade-level mathematical concepts ● Perform grade-level mathematical procedures fluently ● Use mathematical concepts is solving appropriate, grade-level problems	● Introduce new topics through teacher-created videos or other online videos supplemented with teacher-designed notes and excerpts from the textbook; ● Practice skills and concepts through book work, teacher-designed/scaffolded worksheets, online practice, student-created products (ie. write and solve your own word problem/quiz/review worksheet) ● Provide feedback and measure progress through submitted work; pictures of work; Google forms and docs.
English	The goals are for students to: ● Read high-quality, rigorous texts every day ● Receive text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing ● Choose independent reading materials ● Receive explicit instruction in writing techniques and processes and provide a wide range of writing tasks, emphasizing writing for a real purpose and audience ● Be taught grade-level language standards, including the study of vocabulary and word study, and be provided with opportunities for the application of those skills in reading and writing	● Draft and write ● Active reading/note-taking or annotating ● Collaborate on a paired or small group project by using different technology tools ● Peer review session with a partner ● View a film clip, listen to a podcast, view a teacher-directed presentation to introduce a new unit

Social Studies	The goals are for students to: ● Learn about about the legacy of a democratic government ● Think historically ● Use knowledge from many fields of study ● Reason, make logical arguments, and think for themselves ● Improve their reading comprehension by increasing their content knowledge ● Develop social and emotional skills	● Read and annotate documents ● Analyze current events ● Watch a video clip ● Watch a teacher created content ● Create presentations of content ● Read selections from primary and secondary sources ● Connect with other students on a collaborative assignment ● Select an article, read it, and share it with others ● Demonstrate historical thinking in various writing assignments ● Conduct online research ● Demonstrate analysis of history in various types of writing assignments
Science	The goals are for students to: ● Apply their knowledge and skills to analyze and explain the world around them ● Ask questions ● Developing and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and designing solutions ● Engaging in an argument from evidence ● Collaborate with others and share their ideas	● Preview content ● Practice problems ● Conduct data analysis ● Check for understanding ● Conduct lab observations ● Engage in peer collaboration ● Read and research assignments

World Language	The goals of the WL Department are to: ● Practice and work to strengthen interpretive, interpersonal and presentational skills through the language skills of speaking, writing, reading and listening using a variety of online tools ● Build vocabulary in the target language ● Identify and recall level-appropriate aspects of cultures of Spanish speaking countries	● Engage in discussions with peers ● Review vocabulary using online tools such as Quizlet ● Practice language skills using workbooks, worksheets or online platforms such as Google forms. ● Discuss readings in the target language. ● Analyze authentic texts. ● Submit speaking samples based on the topic being discussed. ● Draft and write. ● Listen to excerpts in the target language and answer questions. ● Watch teacher-created content.
Performing Arts	Goals of the Music Department are to engage in the *Artistic Process* which includes creating, performing, responding, and connecting.	● Potentially perform material for virtual distribution to our community ● Record and submit individual performance examples ● Watch a video clip or teacher-created content ● Analyze, evaluate, and interpret artistic work through music listening, research, discussion, and writing ● Collaborate with peers ● Practice music theory skills through fillable PDF worksheets, google forms and docs, and online platforms ● To engage in self-reflection ● Compose using Flat.io or Noteflight ● Participate in online music-making using tools such as Soundtrap, SmartMusic, Noteflight Learn, SoundCheck, Flipgrid, and Sight Reading Factory
Visual Arts	To engage in the Studio Habits of Mind: ● Develop Craft	● Post artwork in online galleries ● Gain understanding of how to best photograph personal artwork

	- Engage and Persist - Envision - Express - Observe - Reflect - Stretch and Explore - Understand the Creative Economy	- Edit a photograph for posting - Write and post artist statements - Exchange feedback with peers in online posts - Formulate more than one idea (Ideation) - Create thoughtful solutions to artistic challenges - Engage in live Google Meet critique sessions - Conduct and share research on contemporary and past artists and art-making methods
Physical Education	The goals are for students to: - Demonstrates competency in a variety of motor skills and movement patterns - Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. - Exhibits responsible personal and social behavior that respects self and others. - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	- Participate in teacher lead activities. - Participate several times a week in individual or peer lifetime activities. - Apply the terminology associated with exercise and participation in selected individual-performance activities - Analyze, evaluate and critique skill performances. - Record and submit individual and/or peer skills, drills and performances. - Creates and implements a behavior-modification plan (workout plan) that enhances a healthy, active lifestyle - Design and implement weekly strength and conditioning workouts and journals. - Analyze the health and safety benefits of a self-selected physical activity. - Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Attendance

Student attendance is required for classes as part of WRSD's Online Education Program or OEP. Each online class carries credits at the high school level, and to earn credits a student must earn a passing grade for the course. This means that assignments must be completed and submitted, and that students complete online assessments as well. All course details will be supplied by the teacher of each online course.

Students will be asked to log into Google Classroom each day so that attendance can be taken and so that they can participate in their daily lessons. Directions on how to do this will be shared with students and parents alike. If a student is sick or not able to attend school on any day, the school needs to be notified. Directions on how to do this will be provided by each school and posted on each school's main webpage. If a student is not able to participate in a teacher's live lesson that day, the teacher should be notified and the student will be able to access either a recorded video of that day's lesson or links to online videos and content or both.

Assignments

Students may be assigned activities and tasks on a daily basis. Teachers will share expectations with students for meeting with success in their class. Assignments will vary according to content area, unit of study, and where a class might be within a unit. Assignments may involve viewing a video and answering questions, completing a task, reading a text, or submitting a piece of writing. The tasks may be assigned to help students practice new skills or to review certain content areas, or to preview information for an upcoming lesson. Although expectations may vary by level and content area, there are some common expectations. Specifically:

- A teacher may assign work that could equal up to 40 minutes of work between the time the class next meets. At the start of the year, teachers may work their way up to that amount of time in an effort to help students acclimate to this routine.
- Teachers will make adjustments as needed in order for all students to successfully engage with the task and may make adjustments to the assignment, activity, or may provide different guidance on work that should be prioritized and completed.
- Assignments may be graded and assessed as part of a measure of each student's performance in the class.

Grades

Student work will be graded and students will be issued quarterly grades similar to what was done prior to the COVID-19 shut-down of last spring.

Student Placement and Remote Teachers

Wachusett's Online Education Program will include all core academic and support classes. Students will be placed in classes based on their course requests currently listed on the PowerSchool parent portal. Based on enrollment estimates, we anticipate the OEP will offer all course levels: H/AP, CPA, and CP. As with traditional schooling, the final determination of course offerings will be made based on registration numbers.

Sample Daily Student Schedule

Note: The schedule below is a sample and may be adjusted based on individual student courses. The daily start, lunch, and end of day times however, will be followed.

Time	Monday	Tuesday	Wednesday (Half Day)	Thursday	Friday
8:20-9:10	A Block	E Block	C Block	G Block	D Block
9:15-10:05	B Block	F Block	D Block	A Block	E Block
10:10-10:55	C Block	G Block	E Block	B Block	F Block
11:00-11:50	D Block	A Block	F Block	C Block	G Block
Afternoon	Activity Period 11:55-12:10	Lunch 11:55-12:25	Activity Period 11:55-12:10	Lunch 11:55-12:25	Activity Period 11:55-12:10
	Lunch 12:15-12:45	B Block 12:30-1:20	Lunch 12:15-12:45	Indep. Work / Counseling Presentations 12:30-1:20	Lunch 12:15-12:45
	Small Group and Individual Directed Learning 12:50-3:00	Small Group and Individual Directed Learning 1:25-3:00	Staff PD and Planning 12:50-3:00	Small Group and Individual Directed Learning 1:25-3:00	Small Group and Individual Directed Learning 12:50-3:00

Expectations for Online Classes

Remote class meetings via Google Meet will be a part of every student's school experience this year. Please note that in addition to the WRHS/WRSD programs and policies handbook, the following information will serve as guidelines and expectations for all students.

As part of the daily attendance requirements, all students are expected to participate in all scheduled live classroom sessions. Attendance will be logged daily in Powerschool by the teacher of each class.

Live classroom sessions are mandatory for all students, except for an absence. Please be aware of the time your teachers are holding their live class sessions and communicate with your teacher if you will be absent. Refer to the Student Handbook's attendance policy regarding absences.

Students are expected to have their video cameras on during class sessions unless medical evidence is submitted detailing the reason why the student is unable to participate. We appreciate that some students may have reservations at times about sharing a window into their home. We encourage families to identify a few options for spaces that provide an appropriate or comfortably neutral/non-revealing backdrop.

We will be providing students and families with an online meeting guide that outlines specific expectations around student participation, as well as best practices to maximize these meeting sessions.

Family Engagement

We recognize that success in an online environment will require closer partnership with families and a reliance on parent/guardian support and oversight at home. To that end, it will be important for our educators to design ways to provide families with access to the information and instructions (including expectations, timelines and due dates) that will enable them to work with their children if they need that additional adult guidance. Our plan is to provide parents consistent information about their child's independent work by one or a combination of the following:
- Provide information and training to families about how to access and use various online tools
- Create an "assignment" calendar in Google Calendar (part of Google Classroom)
- Creating a separate asynchronous calendar that can be accessed by families

Support Services-Special Education

WRSD is committed to continuing the provision of Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of all students and staff. Following DESE guidance regarding special education as we reopen for the fall, we expect:

- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed We have the professional staff to teach our students and support our families.

Actions/Information

The special education teams are identifying the supports and services needed for the fully remote model. Parents will be contacted once the teachers and service providers have returned to school to discuss how services will be provided. Specifically:
- **Form:** A new form is being developed by DESE that will document this parent engagement and the way services are being rendered.
  - This includes consultation with parents and other professionals **(A grid services)**.
  - This includes inclusion services that may be supported by a Paraprofessional, a Related Service Provider or a Special Education Teacher attending the remote session and providing direct instruction, discrete support, or with additional resources as needed and determined by the students IEP accommodations or goals and objectives **(B grid services)**.
  - Lastly, this also includes direct services and instruction provided by a Special Educator, a Paraprofessional, or a Related Service Provider **(C grid services)** that will be scheduled around the student's individual academic schedule.
  - Again all of this will be documented on a new state form (still in development) that will be referred to as the **Parent Engagement/Student Services Notification.**

- **Testing:** We have resumed testing for some students who were being tested when the closure happened in March. Testing by all providers will increase and will continue in-person in the fall as soon as we are able.
- **Timelines:** Timelines for all aspects of Special Education will begin on the first day of remote school, Monday, September 16th, 2020.
- **IEP Meetings:** Meetings will be held. Parents and school administrators or Team Chairs will discuss the best plan. Team meetings can be held remotely, in-person (if safe to do so), or delayed.
- **Plans:** IEP's do **not** need to be amended for the remote or hybrid time period. WRSD will continue to write IEPs to meet the student's needs and access as if we were in a typical school year.
- **Other Needs:** If your student requires any special equipment to access remote learning please notify your Administrator or Principal immediately.

In-Person Special Education Sessions and Services
As detailed in part 4 below (Transition to the Hybrid Plan), transitioning from a remote to an in-person session will take place over the course of three phases. Details related to this are listed below.

- Although the district is beginning the year with all students participating in a remote learning program, the district is committed to providing in-person sessions to our neediest students as soon as possible.
  - Our goal is to have identified students attend academic sessions beginning on October 5th, 2020.
- As we move through each "Transition to Hybrid Phase" we will continually increase and expand in-school time for direct special education sessions.
  - Following DESE guidance we will prioritize in-person instruction for preschool students and students with significant and complex needs.
- DESE identifies the following students as having complex and significant needs:
  - 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:*
    - The primary setting for service delivery is outside of the general education classroom.
    - The service providers are special education teachers and related service providers.
    - The special education program 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
- At any point, when it is determined necessary for health and safety, progression from one phase to the next may be interrupted.
- The number of students participating in in-person sessions and the duration of these sessions will increase through phase one and phase two until we are providing the fullest extent of the IEP.

- Should full closure occur during the school year while in hybrid or in-person learning modes, the District will make every effort to maintain as many in-person sessions as is safely possible.

Support Services - English Language Education (ELE)

Multilingual students who qualify for services will receive support to increase their English language proficiency and to develop social and academic language skills. An English language educator will provide individual or small group services remotely. Additionally, English language educators will continue to collaborate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to support general educators in providing multilingual learners with structured language development.

Students who qualify for English Language support will have services built into their class schedule in the online education program. For some students, this class will be in addition to their other classes. For others, ELE services may take the place of certain classes. Our ELE staff will work with multilingual students and their families to clarify the schedule and services that they will receive, and any support they might be able to access from home.

Support Services - Academic Support Resource (ASR)

Students who receive general education academic supports such as the ASR, will continue to have those services delivered remotely. Teachers associated with these services will work directly with students both as part of their schedules as well as during afternoon online help and support times.

Student Extra Help

While the online education program is in effect, teachers will still be available to meet with students to provide extra help as they do in any other given school year. Typically this will occur during the afternoons of most days, however, extra help sessions may be initiated and scheduled by the teacher or the student/family.

After School Clubs and Activities

We are currently in the process of developing a list of after school student clubs and activities that will be offered remotely.

District Provided Meals

Food Services will continue to offer individually packaged, to-go style meals to students that need food and to those qualifying to purchase reduced priced or regular priced meals.

A schedule will be established for meal pick up at distribution locations within each town and a process to safely limit person to person interactions while picking up food. More details will follow on the exact locations of distribution sites, days and times.

4. Transition to Hybrid Plan

Phased Transition to Hybrid Plan		
Phase 1 **No sooner than October 5th**	**Phase 2** **No sooner than October 26th**	**Phase 3** **No sooner than November 17th**
In-person sessions begin for some preschool students and students with significant and complex needs as defined by their Individualized Education Plan and PL3.	Phase 1 students continue to increase duration and frequency of sessions to at least 50% of time identified on their IEP. Begin in-person sessions for the rest of preschool and students with moderate needs as defined by their Individualized Education Plan and PL3, and other high needs students as defined by DESE.	Phase 1 and Phase 2 students continue to increase duration and frequency of in-person sessions until full IEP is met. Students in grades K, 1, 3 (Glenwood only), 6 (5 in Sterling), 9, and 12 will be introduced to hybrid instruction as a precursor to implementing hybrid learning district-wide.

Our collective goal is to see children in-person for academic sessions by October 5th, 2020.

Given the DESE guidelines, we need to continue our health and safety work and ensure that:

- All spaces for teaching and learning meet the guidelines for social distancing of 3-6 feet
- Ensure that all staff have been trained on the proper use of PPE
- Air exchange systems are fully functional and in some situations that additional air purifiers have been added
- Additional hand washing stations added throughout buildings
- Display appropriate signage
- Create bus/van routes with our vendors that comply with safety guidelines
- Develop an ongoing monitoring system to ensure we have cleaning, sanitizing, and PPE supplies at all times
- Negotiate agreements with our bargaining units

Classrooms

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
- Personal Protective Equipment will be made available to students and staff
- Handwashing stations will, at a minimum, be made available in classrooms without sinks

Screening Students and Staff

- The district will ensure that all staff are familiar with the state provided checklist of symptoms by reviewing it with staff prior to the reopening of any school

- Per state guidelines, families will be asked to screen students prior to sending them to school
- Per state guidelines, all staff will self-screen before reporting to school

Personal Protective Equipment (PPE)

- All staff will be provided with PPE appropriate to their job function
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity where social distancing is not possible. District will provide these staff with additional equipment needed to perform their jobs, such as face shields, gloves, gowns, and hazardous waste disposal bags
- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

Sanitizing and Disinfecting

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

Parent Choice

Parents will have the opportunity to select ongoing remote learning or participate in hybrid learning.

5. Hybrid Learning Plan

The hybrid learning model will follow the same protocols and procedures for safety found in the In-person model of learning. In the event of a student or staff member testing positive for COVID-19 during hybrid learning, administrators will use state guidelines to determine whether or not hybrid learning can continue for the affected classes, grades, and schools.

Students who participate in the hybrid model will be assigned to one of two cohorts. Each cohort would attend 2 days of in-person school each week. Some students requiring more support would be provided additional in-person learning. The hybrid model will incorporate both in-person and online learning.

Hybrid Learning Model by Grade Levels		
Elementary (K-5)	**Middle (6-8)**	**High (9-12)**
8 -14 students/ cohort in person each day 3' minimum distancing - Compromise between in-person and remote learning	11 - 15 students/ cohort in person each day 3' minimum distancing - Compromise between in-person and remote learning	11 - 15 students/ cohort in person each day 3' minimum distancing - Compromise between in-person and remote learning

● When learning remotely, students work independently and with support	● When learning remotely, students work independently and with support	● When learning remotely, students work independently and with support

Classrooms

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
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- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

Sanitizing and Disinfecting

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

Student Cohorts

To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, elementary schools are asked to keep students in the same group throughout the day. Middle and high schools are encouraged to minimize the mixing student groups to the extent feasible.

- To the extent possible, schools will work to reduce interactions between cohorts
- Schools will establish protocols to minimize congestion during transitions between classes.
- There are no limits to the maximum size of a class or group, provided that the minimum social distancing limit of 3 ft. can be met.

- In larger spaces like cafeterias, libraries, gyms, and auditoriums, each school will work to establish the maximum capacity of these spaces based use and the resultant social distancing of seating.

Support Services-Special Education

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- Students must receive all services documented in their IEPs.
- As always, parent's engagement and collaboration are essential in making decisions.
- Special education services will look different in the fall. The mode or the model of instruction may be different, but in WRSD Special Education we remain committed to seeing all of our students and families thrive, grow, and succeed We have the professional staff to teach our students and support our families.

Medical Waiting Room Spaces

Each school will have a designated medical waiting room to provide a space to quarantine any student exhibiting COVID-19 symptoms.

- If a student shows symptoms, they will be immediately isolated in the medical waiting room until their parents/designated emergency contact picks them up.
- If a staff member is symptomatic, they will be immediately isolated until they can drive home or are picked up.

Scheduled Mask Breaks

DESE has recommended that students attending in-person school sessions have at least two mask breaks per day, such as at mealtimes and at recess, with additional mask breaks scheduled for students in preschool through second grades.

- If additional mask breaks are scheduled, they will most likely occur outdoors to ensure a minimum of six feet between students.
- Handwashing facilities or hand sanitizer will be available upon entering and leaving areas where mask breaks will occur.
- When indoors, students will set masks on a napkin or paper towel (inside face-up) when they take a mask break, such as at lunch.
- Staff and families will be instructed on how to properly put on and take off masks.

Lunch

In general, students will eat in the cafeteria or other designated areas in all of our schools.

- Food Services will offer individually packaged, to-go style lunches (no buffet-style service).
- Families will sign up using our online payment system to support a no-contact monetary exchange.
- We will establish a meal service ordering, schedule, and distribution process to limit interactions between classrooms and contamination of food items or meal distribution areas.

- For students with special dietary needs, families are encouraged to provide bagged lunch when feasible. If that isn't possible, meals for students with documented special dietary needs will be clearly marked and distributed so there is no risk for cross-contamination to ensure student safety and privacy.

Recess

- Students will use hand sanitizer upon leaving the building for recess and re-entering after recess.
- Staff will designate outdoor spaces to separate classroom-based cohorts.
- If students are outdoors and maintain a distance of at least six feet, they may take a mask break.
- Staff members will monitor playgrounds to ensure students are adhering to protocols for physical distancing and masking.

Bathrooms

- Bathroom doors and windows (where available) will remain open, provided they do not pose a safety or privacy risk.
- Because student bathrooms have multiple stalls, building leaders will determine the maximum number of students who can be in each bathroom at once (depending on the number of stalls, urinals, and sinks).
- Trash cans and paper towel dispensers will be located by the bathroom door where feasible.
- The Health Office bathroom will only be available for individuals in the Medical Waiting Room.

Transportation

WRSD transports almost 6,700 students daily when in normal session. DESE guidance regarding social distancing results in a reduction to the number of students that can ride on a typical school bus. In many cases, this results in a 65% reduction or more to bus capacities. The following diagram and table are from DESE and show students will be spaced out inside the bus as well as the new bus capacities.

DESE Bus Seating Model
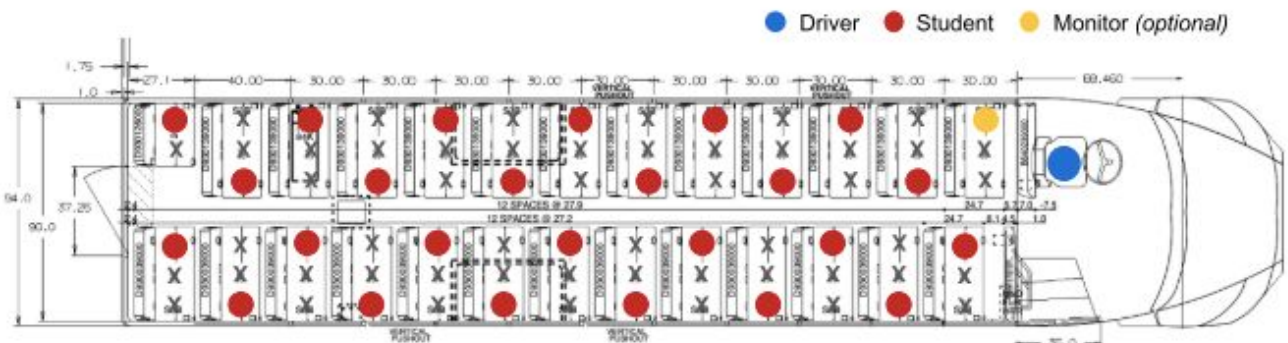
DESE Bus Occupancy Limits for Existing WRSD Fleet

# of Buses	Full Capacity	1/3 Capacity*
45	77	21
4	83	23
*Including 4 seats reserved for later use		

Sample Hybrid Schedule

	Monday	Tuesday	Wednesday*	Thursday	Friday
Cohort A	In-Person	In-Person	Combined, shortened remote teacher-directed instruction *(Early release for K-12 educator collaboration)*	Remote *(Students work on assignments)*	Remote *(Students work on assignments)*
Cohort B	Remote *(Students work on assignments)*	Remote *(Students work on assignments)*		In-Person	In-Person

*** Holiday weeks:** In the event, there is a Monday holiday, the Wednesday will become an in-person day.*

Summary:

Although the Hybrid model does not make sense for WRSD at this point in time, our intention is to move toward a full hybrid model this year. Our target date to do this is January 4th, 2021. In order to meet our goal of being in a full hybrid model we need to finalize transportation, finalize building readiness, and utilize any health metrics provided by DESE.

6. In-Person Plan

This model of in-person instruction is based upon student and staff safety protocols, while also offering our students the opportunity to participate in real-time learning in the classroom. In the event of a student or staff member testing positive for COVID-19 during in-person learning, administrators will use state guidelines to determine whether or not in-person instruction can continue for the affected classes, grades, and schools.

The in-person plan to educate students is the most challenging to support at this time. Both busing and spacing issues associated with the safety of students and staff are important items that we will continue to address. The safety of students and staff remains the most important factor in determining how we transition from one model of learning to the next. Per DESE, there will be forthcoming guidance concerning metrics on when to transition from one model to another. The

in-person plan of learning is the "new" in-person learning for students and for staff in the era of COVID-19. The new model of in-person instruction is based upon student and staff safety protocols, while also offering our students the opportunity to participate in real-time learning in the classroom. The following information pertains to the model that will be used for in-person learning when it becomes available.

Classrooms

All classrooms will follow guidelines established by DESE and the CDC for social distancing and safety protocols around spacing.

- Classroom desks will be between 3ft and 6ft apart
- Personal Protective Equipment will be made available to students and staff as needed
- Handwashing stations will be available in any classrooms without a sink

Screening Students and Staff

- The district will ensure that all staff are familiar with the state provided checklist of symptoms by reviewing it with staff prior to the reopening of any school
- Per state guidelines, families will be asked to screen students prior to sending them to school
- Per state guidelines, all staff will self-screen before reporting to school

Personal Protective Equipment (PPE)

- All staff will be provided with PPE appropriate to their job function
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity where social distancing is not possible. District will provide these staff with additional equipment needed to perform their jobs, such as face shields, gloves, gowns, and hazardous waste disposal bags
- The district shall provide schools with masks that could be worn by students if the student forgets their personal mask

Sanitizing and Disinfecting

- In order to prevent the spread of COVID-19 and viruses in general, staff are asked to limit the sharing of student supplies
- The District will follow protocols for sanitizing and disinfecting school spaces, including high touch surfaces throughout the day, using CDC guidelines

Student Groups

To minimize the number of students who would potentially be exposed in the event of a COVID-19 outbreak, schools will work to reduce interactions between groups.

- This will be more feasible at elementary than middle schools and the high school.
- Schools will establish protocols to minimize congestion during transitions between classes.

Medical Waiting Room Spaces

Each school will have a designated medical waiting room to provide a space to quarantine any student exhibiting COVID-19 symptoms.

- If a student shows symptoms, they will be immediately isolated in the medical waiting room until their parents/designated emergency contact picks them up.
- If a staff member is symptomatic, they will be immediately isolated until they can drive home or are picked up.

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7. Student Supports and Professional Learning

School will start for staff on September 1st, and for students will begin on September 16th. Staff will be provided with training during this time. In addition, as the district begins the year in the Remote Model, every Wednesday afternoon is potentially available to provide additional training for staff.

8. Technology Resources

The district has purchased or is the process of acquiring additional technology resources to support online learning. Some of these investments and plans are detailed below.

Hardware

- **1:1 Program Expansion:** The district's 1:1 Chromebook program will be expanded to include grades 6-8. These devices have been ordered but may not be available prior to the first day of school.
- **Chromebook Loan Program:** District technology staff is preparing Chromebooks to make available for families to borrow prior to the start of school. Based on device needs reflected in a recent district survey, existing Chromebooks will be sufficient to service requests even if the new 1:1 devices are not immediately available.
- **Mobile Hotspots:** The district will work with families who do not have internet access at home to provide mobile hotspots for student use during the school year.

Software

- **G Suite Enterprise for Education:** Google's Enterprise subscription level provides a number of enhancements to its products including:
  - Google Meet Features:
    - Attendance tracking
    - Breakout rooms
    - Q&A and polling
    - Enhanced moderator controls
      - Mute all attendees
      - Locked chat
      - Locked presentation mode
    - Up to 250 participants (expiring 9/30 for non-enterprise customers)
    - Recording capability (expiring 9/30 for non-enterprise customers)
    - Dial-in access (expiring 9/30 for non-enterprise customers)

> ■ *Hand-raising, custom backgrounds, and tile view for up to 49 attendees will be added for all customers
> ○ Originality Reports for Classroom (Plagiarism checker)

- **Screencastify Unlimited:** Screencastify allows teachers to easily record lessons using activity from their screens and/or webcams. The recordings are automatically saved to Google Drive and can be linked to assignments in Google Classroom. The unlimited subscription level gives teachers the ability to record videos of any length and provides additional editing tools.

- **Seesaw:** Students and teachers in grades PreK-2 will use Seesaw for classroom management. Seesaw provides a simplified interface for younger learners, tailored to the types of learning activities appropriate for their age.

- **Lexia:** Lexia reading program will be available for all students in lower elementary grades. The program provides students with individualized lessons and provides teachers with the ability to monitor student progress and set goals.

- **Sora Library:** Sora provides a collection of online audiobooks and ebooks and is available to all teachers and students.

- **Edulastic:** Interactive formative assessment tool for students and teachers in grades 1-8.

- **STAR Math:** Online assessment and goal setting program for math, algebra, geometry and statistics available for grades 1-8.

- **Actively Learn:** Online ELA, Science, and Social Studies curriculum available for grades 8-12.

Support

- **Staff:** Training and support resources are being developed to help teachers and staff prepare to meet the challenges of providing instruction under these challenging circumstances.

- **Families:** A new website is being created to provide families with a place to find support materials and online resources, including a form for families to request help.

9. Health and Safety Requirements

The District has reviewed the following health and safety guidelines and requirements as part of developing this plan. These health and safety requirements were issued by DESE, among others and can be downloaded from the following links:

- [Initial Fall School Reopening Guidance](#)
- [Fall Reopening Facilities and Operations Guidance](#)

- [Comprehensive Special Education Guidance42](#)

- [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)

- [Fall Reopening Transportation Guidance](#)

- [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#)

- [Career/Vocational Technical Education Reopening Guidelines](#)