Vision Statement: Wareham Public Schools believes that all members of our school community should be Appreciated, Impactful, Joyful, Connected, and Balanced in order to continue to offer Challenging, Engaging, Innovative, Globally Minded educational experiences, providing a competitive advantage for our students, our school, and our community, to create a better world.
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PLAN FOR INSTRUCTIONAL CONTINUITY During COVID 19

A. Executive Summary: Planning for the Unknown
Our concern is for the safety and well-being of all our students and employees. The Department of Elementary and Secondary Education (DESE) has required all public schools in Massachusetts to create three plans:

<table>
<thead>
<tr>
<th>Three Models of Curriculum, Instruction, and Assessment Delivery</th>
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</thead>
<tbody>
<tr>
<td>In Person Model</td>
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<tr>
<td>Hybrid Model</td>
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<tr>
<td>Remote</td>
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</table>

This document clearly outlines the practices that have been established collaboratively. The District created a general planning task force and each school immediately created a ‘Reopening Plan Sub-Committees’. The District committee was composed of parents, administrators, employees, parents, and two School Committee members. These groups met at least on a weekly basis. These Sub-Committees consisted of stakeholders from all elements of school life (teachers, parents, nurses, paraprofessionals, administrators, counselors, parents). Since the time the initial guidance from the Commissioner was released, the Superintendent and School Committee have met weekly (July 22-August 6, 2020) to address all three plans and review the information that was developed by the ‘Reopening School Sub-Committees’. The Superintendent has and continues to meet with transportation, custodians, and food service on a regular basis. Surveys were sent to parents and staff as well. Compiling all of the gathered analysis, we have created a plan that will keep employees and students safe and provide a rigorous education for our students. From the start, we have focused on building a robust, engaging, standards aligned remote system. This will provide a foundation, regardless of the model. All instruction created online can be brought to the classroom face-to-face and supports hybrid learning as well. Professional development has been and will continue to be offered in the summer to enhance the delivery of remote instruction to provide a consistent transparent, engaging, standards aligned curriculum that parents, guardians, and students can have predictable access to all content.

Through this process, we have determined that in order to accommodate a full return to school and meet all safety requirements, (DESE, CDC) the following will be necessary:

46 additional teachers, 25 additional paraprofessionals, 10 custodians, 58 monitors, and 19 day to day subs.

The total cost for staffing (including benefits) $8,648,431. Also needed will be at least 17 classrooms and undetermined dollars for supplies, equipment, technology, and furniture. Currently, without the additional staff, all usable spaces in buildings have been accounted for. (cafeteria, auditorium, gym, library space, art rooms, music rooms, office space). If all students were to return, an additional 17 classrooms in locations other than schools would need to be secured. The Town Administrator and I visited a number of buildings as we looked for possible options. Unfortunately, every site would need significant upgrades and technology installed in
order to make the spaces viable. This model assumes for both the additional staff and 100% of our current staff would return to their current positions.

Without a doubt our first choice would be to have all of our students in classrooms 100% of the time. However, with the constraints we are faced with this is impossible. Our district has struggled financially over the past ten years and while the town has been supportive, additional money does not exist. If this decision was mandated, every town department would be eliminated with the exception of the police department.

The plan for our vulnerable student population includes:

Face-to-Face - developing plans for our students with high needs to attend school full time.

Hybrid: For those that elect to come in for this model.

Remote - this option would only occur should schools be ordered closed due to an active outbreak either state or local level. Should this occur, focused attention will be provided by staff to our high need students. If possible face to face services will be provided.

This is more clearly defined in the Special Education Plan on pp. 32-65.

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<thead>
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<tr>
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<td>Face-to-Face</td>
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<td>Hybrid</td>
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<td>Remote</td>
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The following pages include a letter to the community and justification for the model chosen. In-Person, Hybrid, and Remote Learning Plans by each school and special education, an Out-of-School Time Plan, Student support and Professional Learning Plan, and Certification that the school has and will meet the safety requirements outlined by DESE.

The School Committee voted on August 6, 2020 to implement the Hybrid Model 5-0-0.
B. Letter from the Superintendent

Dear Wareham Families,

The Department of Elementary and Secondary Education issued the Initial Fall School Reopening Guidance on June 25, 2020. Since the release of the guidance, members of our school community have spent countless hours developing the plans, remote learning, hybrid, and in-person learning, per the direction of the Commissioner of Education. A district-wide task force helped to provide a broad overview of the district plans. As well, each building formed a task force, developed specific plans for each school following these goals.

- To ensure the safety of our students and staff.
- To provide our students with a rigorous and challenging academic experience.
- To support our students’ social-emotional well-being and development.

The Wareham School Committee held three workshop meetings during the month of July. Building Principals and the Director of Student Service presented their building and department plans to the Committee. These workshops provided the School Committee an opportunity to learn about the plans and ask questions.

On August 6, 2020, the School Committee voted to adopt the hybrid plan as the return to school model.

The Commissioner of Education agreed with the Massachusetts Teachers Association, and reduced the number of student days for this school year to 170, 10 days less than usual. This will provide time for us to enhance our remote instruction, put safe protocols in place, and communicate with all of you. Thus, the first day for our students is September 16, 2020. Our students will begin in a remote setting as we gradually phase in the hybrid component. Currently, it is our hope for students to return to a cohort group starting October 5, 2020.

While we now have the framework of our back to school plan, there are additional details that we continue to address. We will be sharing this information with you very shortly. Thank you for your patience and understanding. I realized the burden this decision places on every family in our district; however, keeping all safe and healthy is our number one priority and it is our belief this entry plan will help us in keeping everyone safe.

Sincerely,

Dr. Kimberly Shaver-Hood
C. In-Person, Hybrid, & Remote Learning Plans by School

John W. Decas School (Grades PreK-2)
Covid 19 Reopen Final Plans

Overview:

- John W. Decas School will host training once a week starting in September via Zoom for families and day care providers to ensure they have access and are able to successfully navigate all online learning.
- Family engagement being a critical component (p. 2 Guidance on Fall 2020 SES).
- The SEL committee (social emotional learning model) will support students and staff by providing proactive support to create a safe and happy learning environment.

Full Session:

- All students come to school.
- Ability to facilitate BOOST GROUPS to give students access to meet their learning needs.
- Special Education Services will be provided in a pull out (if allowed) or push in manner, according to each student's IEP.
- Custodians will continue cleaning regularly and following the protocols set forth by the district.
- School Nurse will utilize protocols developed in school and by district.

*All students will be seated 6 feet apart with individual desk

Hybrid:

- A population of the students will come to school on a rotating basis. Remote learning services provided on days that students do not physically attend school.
- Utilize remote teaching tools such as Google Classroom, Raz Kids, Lexia, Class Dojo
- Breakfast and Lunch will be provided for students.
- Multiple entrance and exit egresses will be used. An online dismissal protocol is being implemented.
- School Nurse is creating protocols around sick visits.
- Ability to facilitate BOOST GROUPS to give students access to better enable them to meet their learning needs.
- During in-class instruction, teach new skills. Practice is provided through online practice during remote instruction.
- All SPED Sub Sep students come to school (M, T, Th, & F). This will provide consistency for our neediest population. Remote learning services provided 1 day.
- SPED teachers will facilitate lessons with Sub Sep students within the Sub Sep classroom as a strategy to reduce exposure between two classrooms.
- Therapies at Decas School will be provided in-person when possible and remotely when appropriate, as dictated by a student’s needs and schedule.
- Custodians will facilitate daily cleaning which is documented and recorded on a daily checklist for each classroom, common areas, restrooms, and offices.
- All students will be seated 6 feet apart in classrooms.
- Mask Breaks for students and staff will be scheduled.
- Signs are being posted. Floor decals will be placed.
- SEL Committee actively meets to create lessons, gather educational information for families and work to support all families in the school.
- All meetings including IEP’s and parent conferences will be done remotely.
- PBIS Team will execute positive strategies to support students to wear masks and follow social distancing.
- COVID isolation room will be set up adjacent to the school nurse’s office.

**100% Remote:**

- All students will attend remotely and receive all services remotely.
- Utilize remote teaching tools such as Google Classroom, Raz Kids, Lexia, Class Dojo
- Inclusion small group zoom lessons, according to IEP minutes.
- Related Special Education Services will contact guardians to schedule for service delivery.
- All meetings including IEP’s and parent conferences will be done remotely.

- Student breakfast and lunch will be provided at designated locations for student pick-up.
Minot Forest Plans for Re-Opening (Grades 3-4)
In-Person Model

Restrictions per DESE:

- Desks a minimum of 3 feet apart seat to seat with safety requirements in place, facing the front of the room
- Students per classroom-15-18 with classrooms that have an island and all excess furniture removed. 17-20 for other classrooms with excess furniture removed
- Masks need to be worn by students and staff since desks are 3 feet apart. Face shields needed for special circumstances (Personal care, close body contact for students with specific disabilities)
- Remove all excess furniture from classrooms
- Keep students in the same group throughout the day
- Teachers can hold classes outside when feasible
- Students have assigned seating
- High Needs students should be prioritized for full-time in-person learning when feasible, including English Language Learners.
- Need to have entry and exit procedures for the morning and afternoon and for the classroom, handwashing for all upon arrival to school, before eating, before putting and taking off masks, before dismissal

What are the needs for this model? (estimation)

Staffing:
1 teacher in grade 4, use existing classroom  M1-$50,568
2 teachers in grade 3, need 2 classroom spaces  M1-$101,136
1 paraprofessional to support fully included ASD students in grade 3  $22,000
8-Lunch monitors to allow teachers to take lunch breaks
4 in grade 3, 4 in grade 4. Each works 2 hours a day
(8 x 2 hrs x $12.75 x 180=36,720)  $36,720
1 new custodian to clean and sanitize during the day (180 days)  $27,302.40
Extra classrooms will need technology
Need storage of extra furniture (Bookcases, bean bag chairs, tables, rugs, extra chairs, alternative seating, etc)
Need boxes and tape to pack items  $372.00
Desks needed from storage for special ed pull out services (E105)
Decals on floor to support movement of students  $778.18

Lockers: Send students individually to lockers, more discussion needs to happen
Remove bookcases to prevent students from touching trade books
What types of lunches will be delivered? Will teachers need to submit orders?
Wipes will be needed to clean desks after breakfast and lunch

Individual supplies for students are needed:
- *Pencil boxes
- *Crayons
- *Pencils
- *Scissors
- *Glue sticks
- *Notebook
- Labeled reusable water bottles—purchased by parents

Additional things to consider:
- Chromebooks—are carts being used? How will Chromebooks be charged when students are in school? Are Chromebooks going back and forth each day?
- Should the school calendar be changed to start after Labor Day due to the heat?
- Homework on hold during this time. Students need to go home and relax after the restrictions they adhered to during the day.
- What spaces can be used for outdoor learning? Will a signup be needed?
- How will fire drills be conducted with social distancing concerns?
- Remote learning may be necessary even with this model for students who cannot return for health or other reasons
- Will this be a full day of school or an Early Release? (have a modified time—later than the half day schedule but earlier than the Early release time schedule. Parents thought students being able to go home would help with less time of wearing the masks. Students could be sent home with lunches which prevents them from eating in the room. Lunches have to be provided for students who are working remotely. Early release for In-person and Hybrid models could save on the lunch monitors needed. It could save on the extra custodian requested as the night custodians could come in earlier to help sanitize the rooms. Kids could go home and do the Unified Arts lessons and the computer software programs (Lexia, ST Math, etc). Teachers would stay and this time allows them their lunch and prep time.

Facilitator: Joan Seamans
Committee Members: Kathie Byrd, Nicole Avila, LeAnne Atwood, Heather Nash, Michelle Houghton, Amanda Fitzgerald, Janessa DeGrace, Jen Laber, Christina Slazas

<table>
<thead>
<tr>
<th>Minot Forest Special Education Students</th>
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<tbody>
<tr>
<td><strong>2020-2021</strong></td>
</tr>
<tr>
<td><strong>Grade 3-184</strong></td>
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<tr>
<td>ELA</td>
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<tr>
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<td>C Grid students</td>
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<tr>
<td>B and C</td>
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<td><strong>Grade 4-146</strong></td>
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<td>ELA</td>
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*Staff would be in the building to teach remotely. If there are safety concerns or a mandated shut-down, all services will be provided remotely.

**Minot Forest: Hybrid Learning Plan**

**Group 1**
Monday/Tuesday ½ of the students come in person to school for learning
Wednesday-Friday This cohort is doing remote learning

**Group 2**
Thursday/Friday ½ of the students come in person to school for learning
Monday-Wednesday This cohort is doing remote learning.

**Group 3**
Special Education and ELL students. See chart below
Counseling Support Team—Counseling Support Staff will meet students assigned to them. They will be available to assist with students who may have anxiety coming into the school.

In person teaching options:
2 teachers to a team. One teaches in person to both classes. Class 1-M/T, then Class 2-Th/F.
One teaches remotely to both classes.

Grade 3—depending on the number of students who will be at home learning
Team 1—in person
Team 2—in person
Team 3—in person
Team 4—teaches students remotely

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**Minot Forest: Remote Plan**

**PROPOSED: 1st week of school: Half day Orientation with students by daily schedule**

Monday/Tuesday 8:25-10:45  Thursday/ Friday 8:25-10:45

- Students come in both days for orientation. They receive Mesh bags with school supplies.
- Chromebooks are distributed on the first day of school
- Teachers explain how to log in to the Chromebook and show students how to access Google Classroom, assignments, etc. Review mask/classroom procedures, logging into ELA and Math programs, and expectations
- Teachers walk through an assignment and how to “turn it in” on Google Classroom
- On day 1, teachers assign a practice lesson as homework so students can go home and try to log in and complete it. Review any difficulties on day 2.
- Food is sent home for students for breakfast and lunch
- Substantially Separate classrooms, students on IEP Grid C services, and *ELL* students come in all 4 morning sessions for extra support. *Need input from Mr. Marcus.*
- IEP students on grid B come for the mornings on their scheduled days
- Counseling Support Staff will meet students assigned to them. Will be available to assist with students who may have anxiety coming into the school.
- Parents will be provided with training
- Virtual Open House-Administrators record and explain expectations for families
- In-person learning can look different from school to school (related providers)

**Discussion with Childcare Centers:**

- Some child care centers will need hotspots for students to do work.
- Providers are wondering where funding will come from for the extra time students are there. Will vouchers be increased?
- Need training for Google Classroom. Assign a para for support.
- Need spare chargers and headsets.
- Childcare owners requested PD via Zoom.
- Need to keep students in a cohort by childcare center

Additional discussions:
Teachers can work in their team to teach their content remotely.
Lessons/Videos can be archived for students to re-watch
Cameras are being ordered for remote teaching
Parent communication-Google voice can be used by teachers to call families to check in
Parent training- offer in person training or zoom and/or recorded training, especially if parents choose to keep their child home. How many families need a hotspot?
Lessons will be graded, attendance will be taken
Students could wear a face shield if they cannot medically wear a face mask
Unified Arts teachers can be part of the orientation for students
Mesh bags come in 5 colors. Colors can be ordered per team.

**Week 2 and beyond**  
**October, 2020**
**All teachers report to school for remote learning, unless told to stay home per Superintendent or Governor**

Regular education students are at home with remote learning
Special Education students-see plan below
Minot Forest Special Education Students

<table>
<thead>
<tr>
<th>2020-2021</th>
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<th>Services</th>
<th>Th/F. Remote learning services provided 3 days a week. M/I/W or W/Th/F.</th>
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*Staff would be in the building to teach remotely. If there are safety concerns or a mandated shut-down, all services will be provided remotely.*

Reopening Sub-Committee Members

Joan Seams, Principal  
Robin Murphy, Assistant Principal  
Teri DeFilippo, Dean of Students  
Rachel Kuklinski, Special Education Teacher  
Matthew Booth, Paraprofessional  
Christina Slazas, Teacher  
Jennifer O’Connor, Parent  
Janessa DeGrace, Teacher  
Amanda Fitzgerald, Teacher  
Russ Hart, Music Teacher  
Nicole Avila, PTA President, Parent  
Kathie Byrd, Special Education Teacher  
Jennifer Laber, Special Education Teacher  
LeAnne Atwood, Social Worker  
Michelle Houghton, Special Education Teacher  
Heather Nash, Teacher  
Patricia Panzone, Teacher  
Andrea Ericson, Unified Arts Dept. Head
Wareham Middle School Plans for Re-Opening (Grades 5-7)

In-Person Learning 2020-2021

Details in Place:
- All DESE Requirements for in-person learning followed
- Students have been clustered into cohorts for scheduling purposes.
  - Students will remain in their cohorts all day in the same classroom
  - Students will not travel from class to class.
  - Teachers will travel to already formed groups of students that will stay together for the duration of school hours.
- All cleaning, sanitizing and disinfecting protocols will follow
  - Frequently scheduled sanitizing of bathrooms
- No locker usage
- Seats will all be 6ft apart
- Masks breaks will be given
- Safe zone for staff of at least 6ft
- Masks will be worn at all times except lunch and mask breaks
- No sharing of textbooks, materials or supplies
- Students bring their Chromebooks to and from school each day
- Frequent hand washing
  - Classroom sinks will have soap and paper towels
  - Hand washing will take place:
    - Upon arrival to school
    - Before eating
    - Before putting on and taking off masks
    - Before dismissal
- Appropriate social distance maintained in all areas of the school building
- No after school, extracurricular activities, or extra help sessions in person
- Focus on relationship building and remote learning skills that are needed
- Lunches served in classroom with same cohort of students
- Special consideration given to substantially separate classrooms. (See Special Education Plan)

Other Preparations and Considerations:
- Scheduling masks breaks and lunches for 900 students in Minot and WMS
  - All staff will have a duty-free lunch and prep
- Updated protocols for the Health Office (Seeing the nurse)
- Additional staffing (10 more regular educational teachers are needed and 3 more unified arts teachers are needed)
Please refer to Staffing with DESE Restrictions WMS

- Buses-TBA
- Technology
  - Accommodating teachers traveling from room to room with needed resources
  - Facilitating printing from Chromebooks
- Supplies - The superintendent is arranging for all students to have necessary individual supplies
- Disinfecting protocol for teachers as they travel
- Accommodating teachers displaced during their prep

**WMS: Hybrid Learning 2020-2021**

**Currently in Place:**
- All students have a Chromebook
- Hotspots are available on an as needed basis
- Google Classrooms for all classes

**Hybrid Configuration**
- All DESE Requirements for in-person learning followed
- Students have been clustered into cohorts for scheduling purposes.
  - Students will remain in their cohorts all day in the same classroom
  - Students will not travel from class to class.
  - Teachers will travel to already formed groups of students that will stay together for the duration of school hours.
- All cleaning, sanitizing and disinfecting protocols will follow
  - Frequently scheduled sanitizing of bathrooms
- Seats will all be 6ft apart
- Safe zone for staff of at least 6 feet.
- Student Group A attends school in person on Mondays and Tuesdays
- Student Group B attends school in person on Thursdays and Fridays
- All Groups are learning remotely on any school day that they are not in school
- No after school, extracurricular activities, or extra help sessions in person
- Focus on relationship building and remote learning skills that are needed
- No locker usage
- No sharing of textbooks, materials or supplies
- Special consideration given to substantially separate classrooms. (See Special Education Plan)
- Frequent hand washing
  - Classroom sinks will have soap and paper towels
  - Hand washing will take place:
- Upon arrival to school
- Before eating
- Before putting on and taking off masks
- Before dismissal

Staff Expectations:
- Monitor email and Google Classroom each school day. Answer emails within 24 hours
- Post assignments instructions, and learning materials weekly in Google Classroom (may be amended as needed)
- Post /update an overview of the learning objectives and expectations weekly in Google Classroom
- Provide feedback on student work
- Update grades in PowerSchool weekly
- Office hours - minimum 1 hour per week
  - Be available to answer student questions or assist with assignments or remediation for at least one hour weekly
  - Post and update hours on Google Classroom explaining to students how they can reach you and/or how to schedule a time to meet
  - Menu of options to host office hours:
    - Email
    - Phone calls
    - 1:1 Zoom meetings/Google Meet
    - Google docs chat function
    - Other options TBD
- Schedule and attend Zoom meetings on calendar
- Attend IEP, staff, grade level and department meetings as scheduled
- See Communication with Parents
  - Parent meetings by appointment
- See Curriculum Expectations and Grading Expectations

Curriculum Expectations:
- Consistency - critical not only for students and families but also in case of staff illness
- Priority Standards - have been designated for all subject areas
- Scope and Sequence
  - ELA - complete
  - Science - complete
  - Math - complete
  - Social Studies - complete
  - Unified Arts -
- Implement weekly plans
  - Provide overview (students need to know where they are and where they’re going)
- Post Essential Questions (as usual both in person and in Google Classroom)
- Provide and post clear and explicit expectations
  - Provide 3-4 hours of class work per week, per class maximum (this may include some time spent working in a live classroom setting), including:
    - time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, assignments/learning tasks, etc.
- Post all work for the week by 9AM Monday

Preparing Students for Hybrid Learning Expectations
- NO TOUCHING
- NO SHARING ANYTHING
- Wear your mask when not at your assigned seat
- Wash your hands given the safety protocols list in all classrooms and bathrooms
- Maintain appropriate social distance
- Direct instruction with explicit expectations in the use of:
  - Email
    - Etiquette
    - Organization
    - Accessing and searching
    - Submitting work
  - Google Classroom
    - Accessing
    - Submitting work
    - Accessing feedback on completed work
  - Pearson (now SAVVAS)
    - Accessing
    - Viewing videos
    - Review and remediation
    - Submitting work
  - General/Organization
    - Time management, routines and organizing tips
    - Making and following a personalized schedule or routine
    - Where to find help - resources
    - Internet safety and appropriate use
    - Plagiarism
    - Structure for remote learning
      - Attendance
      - Grading
      - Participation
      - Delivery of lessons
      - Assignments and assessments
Delivery of Curriculum:
- At least 2 lessons (direct instruction) weekly
- Each lesson a minimum of 3 minutes and a maximum of 15 minutes
- Menu of options to provide direct instruction
  - Live lessons - Zoom or Google Meet
  - Screencastify/Powerpoints with voice overs
  - Pearson (now SAVVAS)
  - Khan Academy
  - Edpuzzle
  - Other options TBD

Attendance:
- In person:
  - Not graded
  - Teachers record classroom attendance in PowerSchool each day - required
- Remote:
  - Single form to be submitted daily
  - Form for virtual homeroom
  - Modeled after WHS form used in the Spring
  - Form can be submitted from midnight to midnight
  - Disseminated to teachers the following day
  - Robo calls to parents to inform of absences
  - Teachers record classroom attendance in PowerSchool for the previous day - required
    - A form will be available to post in Google Classroom (not required)

Grading:
- Consistent categories and percentages for all classes (for Remote and Hybrid instruction)
  - Participation 15%
    - Minimum of two participation grades weekly
      - One in person and one remote
      - Should be 1-3 brief questions and should take no more than 3-5 minutes to complete
      - Preferably a Do Now or Ticket to Leave
  - Classwork/Homework 60%
    - Minimum of two assignments weekly
    - Used as a formative assessment to see evidence of student learning
    - Feedback should be provided
  - Assessments 25%
- Once weekly or every other week based on scope and sequence
- Based on mastery of Priority Standards
- Consistent for grade and subject
- Defined for parents as not just traditional pen and paper tests
- Examples of assessments
  - Writing
  - Traditional tests
  - Recorded oral presentation or answers to questions
  - Zoom meetings while working
  - Real world applications
  - Projects
  - PowerPoints
  - Demonstrating work
- Can be a benchmark for a partially completed project
- All work turned in by midnight on Sunday
- Work not turned in recorded as NHI
  - PowerSchool will be set to record as 50%
  - Do not use Missing code/comment
  - Provide clarity to parents
- Time limit for missing work to be handed in - one week
  - Teachers can make exception for special circumstances
- Options to prevent using other's work
  - Honor Code
  - Showing work with pictures/screenshots/Screencastify
  - Educate students about plagiarism
  - Educate parents to the value of struggling

Social Emotional Learning:
- Counselors are creating plans that include activities and questions to build relationships remotely and in person
- Plans will also provide individual screening to identify students in need of a referral to a counselor
- Counselor will serve as the point person/chair WMS SEL Learning Committee

Communication with Parents:
- Scheduled meetings
  - These may include the team of teachers and/or administration or counselors
- Zoom Meetings
  - For questions and concerns
  - For parent conferences and IEP meetings
  - As an Open House style opportunity to meet the team of teachers and set expectations

This work is licensed under a Creative Commons BY-NC 4.0 License and has been modified
- Weekly information of expectations of upcoming week
  - Newsletter, emails, Google Classroom for Parents, Class Dojo, etc
- Google Classroom for parents / general information for all parents
  - Tutorial
  - Links to teachers
  - Where to find answers
  - Turning in assignments
  - Links to surveys, etc.
  - FAQ

**Room Sharing Etiquette for Staff:**
- Bring your own Chromebook and supplies
- Log out of Smartboards/TVs/projectors before you leave
- Return anything you have moved to where it belongs after disinfecting
- Wipe down common surfaces with a disinfecting wipe before you leave
- DO NOT sit at the teacher’s desk

**Professional Development for Staff:**
- Needed before starting Remote or Hybrid options
- Planning and collaboration time also needed
- Optional Professional Development offered during August requested

**Other Preparations and Consideration**
- Technology
  - Accommodating teachers traveling from room to room with needed resources
  - Facilitating printing from Chromebooks
- Supplies - The superintendent is arranging for all students to have necessary individual supplies
- Disinfecting protocol for teachers as they travel
- Adjusting PowerSchool and Google classroom to accommodate two groups of students in the same class
- Updated protocols for the Health Office (Seeing the nurse)
- Buses-TBA
- Accommodating teachers displaced during their prep
- Scheduling student and staff lunches
  - All staff will have a duty-free lunch and prep
WMS: Remote Learning 2020-2021

Details in Place:
- All students have a Chromebook
- Hotspots are available on an as needed basis
- Google Classrooms for all classes

Staff Expectations:
- At least two opportunities weekly to be live with students
- Monitor email and Google Classroom each school day. Answer emails within 24 hours
- Post assignments instructions, and learning materials weekly in Google Classroom (may be amended as needed)
- Post/update an overview of the learning objectives and expectations weekly in Google Classroom
- Provide feedback on student work
- Office hours - minimum 2 hours per week
- Be available to answer student questions or assist with assignments or remediation
  - Menu of options to host office hours:
    - Email
    - Phone calls
    - 1:1 Zoom meetings/Google Meet
    - Google docs chat function
    - Other options TBD
  - Post and update hours on Google Classroom explaining to students how they can reach you and/or how to schedule a time to meet
- Schedule and attend Zoom meetings on calendar
- Attend IEP, staff, grade level and department meetings as scheduled
- Update grades in PowerSchool weekly
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  - Parent meetings by appointment
- See Curriculum Expectations and Grading Expectations

Curriculum Expectations:
- Consistency - critical not only for students and families but also in case of staff illness
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  - ELA - complete
  - Science - complete
  - Math - complete
  - Social Studies - complete
  - Unified Arts -
- Implement weekly plans
  - Provide overview (students need to know where they are and where they’re going)
  - Post Essential Questions (as usual both in person and in Google Classroom)
  - Provide and post clear and explicit expectations
- Provide 3-4 hours of class work per week, per class maximum, including:
  - time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, assignments/learning tasks, etc.
- Post all work for the week by 9AM Monday (Due midnight Sunday)

**Preparing Students for Remote Learning Expectations:**
- Direct instruction with explicit expectations in the use of:
  - Email
    - Etiquette
    - Organization
    - Accessing and searching
    - Submitting work
  - Google Classroom
    - Accessing
    - Submitting work
    - Accessing feedback on completed work
  - Pearson (now SAVVAS)
    - Accessing
    - Viewing videos
    - Review and remediation
    - Submitting work
  - General/Organization
    - Time management, routines and organizing tips
    - Making and following a personalized schedule or routine
    - Where to find help - resources
    - Internet safety and appropriate use
    - Plagiarism
    - Structure for remote learning
      - Attendance
      - Grading
      - Participation
      - Delivery of lessons
      - Assignments and assessments
      - Feedback

**Delivery of Curriculum:**
- At least 2 lessons (direct instruction) weekly
- Each lesson a minimum of 3 minutes and a maximum of 15 minutes
• Menu of options to provide direct instruction
  ○ Live lessons - Zoom or Google Meet
  ○ Screencastify/Powerpoints with voice overs
  ○ Pearson (now SAVVAS)
  ○ Khan Academy
  ○ Edpuzzle
  ○ Other options TBD

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• Modeled after WHS form used in the Spring
• Form can be submitted from midnight to midnight
• Disseminated to teachers the following day
• Robo calls to parents to inform of absences
• Teachers record classroom attendance in PowerSchool for the previous day - required
  ○ A form will be available to post in Google Classroom (not required)

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• Consistent categories and percentages for all classes (for Remote and Hybrid instruction
  ○ Participation 15%
    ■ Minimum of two participation grades weekly
    ■ Should be 1-3 brief questions and should take no more than 3-5 minutes to complete
    ■ Preferably a Do Now or Ticket to Leave
  ○ Classwork/Homework 60%
    ■ Minimum of two assignments weekly
    ■ Used as a formative assessment to see evidence of student learning
    ■ Feedback should be provided
  ○ Assessments 25%
    ■ Once weekly or every other week based on scope and sequence
    ■ Based on mastery of Priority Standards
    ■ Consistent for grade and subject
    ■ Defined for parents as not just traditional pen and paper tests
    ■ Examples of assessments
      • Writing
      • Recorded oral presentation or answers to questions
      • Zoom meetings while working
      • Real world applications
      • Projects
      • PowerPoints
      • Demonstrating work
Can be a benchmark for a partially completed project

- Work not turned in recorded as NHI
  - PowerSchool will be set to record as 50%
  - Do not use Missing code/comment
  - Provide clarity to parents

- Time limit for missing work to be handed in - one week
  - Teachers can make exception for special circumstances

- Options to prevent using other’s work
  - Honor Code
  - Showing work with pictures/screenshots/Screencastify
  - Educate students about plagiarism
  - Educate parents to the value of struggling

Social Emotional Learning:
- Counselors are creating plans that include activities and questions to build relationships remotely
- Plans will also provide individual screening to identify students in need of a referral to a counselor
- Counselor will be the point person/Chair SEL Learning Committee

Communication with Parents:
- Scheduled meetings
  - These may include the team of teachers and/or administration or counselors
- Zoom Meetings
  - For questions and concerns
  - For parent conferences and IEP meetings
  - As an Open House style opportunity to meet the team of teachers and set expectations
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  - Newsletter, email, Google Classroom for Parents, Class Dojo, etc.
- Google Classroom for parents/general information for all parents
  - Tutorial
  - Links to teachers
  - Where to find answers
  - Turning in assignments
  - Links to surveys, etc.
  - FAQ

Professional Development for Staff:
- Before starting Remote or Hybrid options
- Planning and collaboration before seeing students
- Optional Professional Development offered during August (requested)
WMS Special Education Plan 2020-2021

Students receiving Special Education services:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Size</th>
<th># of students receiving services</th>
<th>Therapeutic Learning Center</th>
<th>Learning Center</th>
<th>Autism Spectrum Disorder Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>170</td>
<td>41</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>176</td>
<td>50</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Grade 7</td>
<td>191</td>
<td>40</td>
<td>10</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>537</td>
<td>131</td>
<td>19</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>

Facilitation of Plans:

<table>
<thead>
<tr>
<th>Students Receiving</th>
<th>In-Person Model</th>
<th>Hybrid Model</th>
<th>Remote Learning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion Services</td>
<td>All students come to school.</td>
<td>Half of the students come to school on a rotating basis. Remote learning services provided 3 days a week.</td>
<td>None of the students come to school. They receive all services remotely.</td>
</tr>
<tr>
<td>Pull-Out Services</td>
<td>All students come to school.</td>
<td>Half of the students come to school on a rotating basis. Remote learning services provided 3 days a week.</td>
<td>None of the students come to school. They receive all services remotely.</td>
</tr>
<tr>
<td>Substantially Separate Services</td>
<td>All students come to school.</td>
<td>All students come to school (M, T, Th, &amp; F) half days. This will provide consistency for our neediest population. Remote learning services provided 1 day (W).</td>
<td>Scheduled drop in services based on individual needs offered to students that cannot engage in remote learning due to their disability-related needs. * Remote learning services will be provided via online all other times.</td>
</tr>
</tbody>
</table>

*This assumes that all staff will be in the building during the remote learning model. If all staff are not in the building due to safety concerns, all services will be provided remotely.
This guide is adapted from:
- "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA (tinyurl.com/instructionalcontinuity). The lead writers are Diana Neebe (@dneebe, dneebe@shschools.org) and Joy Lopez (@techoelectric, jlopez@shschools.org)
  https://docs.google.com/document/d/1or708YNdFIYRX4RQyAthlZAD20Ige2Lgee7wELs0o/edit
- Massachusetts Department of Elementary and Secondary Education, Initial Fall School Reopening Guidelines http://www.doe.mass.edu/covid19/return-to-school/

WMS Learning Plan Sub Committee:
Susan Akins, School Nurse
Jessica Andrew, Teachers
Joyce Bachiochi, School Committee
Melissa Bauman, Teacher
Kathleen Braley, Special Ed. Teacher
Janelle Brangwynne, teacher
Lisa Breece, Department Chair
Kevin Brogioli, School Committee
Ann Brown, Paraprofessional
Jessee Clements, Parent
Tracie Cote, Principal
Andrea Ericson, Department Chair
Katherine Frain, Department Chair
Caitlin Francesce, Teacher
Bridget Kearns, Parent
Bonnie Lasorsa, Department Chair
Daniel LeFavor, Assistant Principal
Deborah Peckham, Secretary
Sandi Ponte, Assistant Principal
Sonya Rogers, Paraprofessional
Annalise Samuels, Parent
Dr. Andrea Schwamb
Dr. Kimberly Shaver-Hood
Mary Shaw, Special Ed. Teacher
Suzanne Taber, Department Chair

Additional Members Consulted with Special Education Plan:
Jenna Cannon, Special Ed.
Sarah Greene, Special Ed.
Jessica Hathaway, Special Ed.
Jennifer Heard, Special Ed.
Melissa Hokanson, Guidance
Melissa Jaspon, Guidance
Michelle Lyons, Special Ed.
Wareham High School Learning Plans (Grades 8-12)

Option 1 Traditional Return 625 students anticipated – this cannot happen safely (if requested information can be provided)

WHS: Option 2 Hybrid Model

Breakdown
Option A divide up students into a group A and B by alphabet (students attending Upper Cape have not been deleted yet). Students A-J (328 students) go to school on Monday and Tuesday for the first half of the year then switch to Thursday and Friday if needed for the second half of the year. Students K-Z (343 students) go to school on Thursday and Friday for the first half of the year then switch to Monday and Tuesday if needed for the second half of the year. Remote learning will be done during week days when not in school. Wednesdays and Fridays are deep cleaning. The goal is to have 12 students per class. The majority of classrooms will fit 12-15 students being at least three feet apart. The school day will be abbreviated based on times determined by the district (proposal = 7:40-12). Breakfast and lunch would be handed to the students in some capacity (determined by the district). Teacher’s would have a 26- minute lunch period (per contract) followed by online teaching through the end of the contractual day. On Wednesday’s teachers will teach online.

Student Expectation
Students at home are expected to log in and be present and active via video and voice for at least a segment of the in-person class sessions. This allows for synchronous instruction, clarifying questions, and community building. In the event of a specifically in-person lab, build, or activity, the teacher can reduce the required synchronous time with advanced notice to students and the dept. chair.

Special Education
Students in sub separate classrooms will attend face to face school. See special education plan at the end of this document.

Schedule
The schedule will be adjusted to accommodate four days of learning per week. Each day would have four classes per day each one hour in length, days A + B only. In the event of a holiday we will conduct class on Wednesday and deep cleaning will take place on Wednesday night (would need to be approved by district). Terms will end at the traditional times (approximately 41 school days) and no midterms will be given.

Misc.
1. We will not have a clean 50-50 grouping by class, grade, or learning level. This is impossible. We will strive to get to a 50-50 split of total numbers of kids in the building on a given day.
2. Classrooms can be moved based on size/safety.
3. Students must be held accountable for assignments with less lenient rubrics. Departmental wide grading would be utilized.
4. Consistent grading must take place as students will be accountable.
5. All bathrooms will be open throughout the school if monitors are available to oversee the number of students entering and exiting as well as cleaning the facilities.
6. Water, the bubblers will be shut off; students are encouraged to bring in water.
7. Extra masks/policy on students refusing to wear masks and will be consistently enforced.
8. One-way hallway will be designated and clearly marked.
9. Tiered passing may be utilized.
10. Staff must call a nurse before sending a student (protocol).
11. Staff would disinfect table tops/desks between classes and the school would provide supplies, gloves.

**WHS: Option 3A Full Online Model for all Students**

**Breakdown**
All students will be enrolled in their classes virtually. Classes will meet as scheduled using Zoom. Attendance will be taken in every class and expectations remain the same as when school is in a traditional session.

**Student Expectation**
Students are expected to log into each class zoom session as scheduled, to be an active participant and to turn in required school work.

**Special Education**
If at all possible students in a sub separate group would attend traditional school. If it’s not safe to do so remote learning would be the only option available. See special education protocol is at the end of this document.

**Schedule**
The schedule would mirror the hybrid schedule where classes take place in the morning.
Set office hours for teachers to be available for students and set up with other departments so there is no overlap. For instance, English Mondays 12-3 Science Tuesday 12-3 History Math etc.

**Misc.**
Professional development for teachers on how to use audio/video recordings of lectures or help with assignments would take place in late August/early September. Students would have orientation days in the building if possible. During this time students will meet their teachers, review protocols and expectations. Traditional grading for all students. All faculty and staff must follow building and district procedures and expectations. Dates will be established for students to pick up technology and other needed materials.

**Option 3B Full Online Model for Select Students Who Apply**
Same as above but we would have a small number per grade. Teachers with health concerns could apply to teach online. Teachers would still be required to report to school or other designated locations. (We sent out a survey to students on Friday and only 20% want this option. Our initial thought was we could open this up to 50 students to keep it manageable.)
Hybrid Model - Substantially Separate Programs

Young Adult Program Grades 8-11

Our goal would be to be back in session full time.

If the school is on a 4-day hybrid model this would mean 4 days face to face - this will allow for all therapies, counseling, social skills groups to occur and would provide consistency to our substantially separate students. The hours and class period length would be dependent on the length of the school day.

The schedule has been adjusted to add two new courses, Health and Wellness and Prevocational skills/Independent Living Skills to the students’ daily schedule and exclude the previous community exploration piece to ensure the safety of our students during the pandemic.

Young Adult Transitional Program

The goal is to be back in session full time.

If the school is on a 4-day hybrid model this would mean 4 days face to face - this will allow for all therapies, counseling, social skills groups to occur and would provide consistency to our high-risk students. The hours and class period length would be dependent on the length of the school day.

The schedule has been adjusted to add 4 new courses, Vocational exploration, Independent Living Skills, Current Affairs, and Community Based Instruction and exclude the previous career exploration blocks to ensure the safety of our students. There is also a Job Coach tied to this program who will work with the students on their vocational training, though much of it may need to be in house jobs for the time being.

TLC Program and Connect Program:

Social emotional learning supports are going to be the key when students are returning. A focus when returning to school is to start the day with a time to focus on mindfulness techniques, review social distancing guidelines, and assess individual students prior to starting the academic day.

WHS has added a course, Core Academics / Social Emotional Learning, to the students schedule to focus on understanding and managing emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

TLC students will start following the hybrid model that the rest of the school will be following. However, in mid to late August we will hold a virtual meeting with the student and families to assess the student’s Social emotional status, struggles since March, Online progress, and begin to develop an individualized plan for each of the students to return to school phasing the student
back to full time where necessary. These plans will be discussed regularly and adjusted as necessary.

In late August our school social worker and behaviorist who work with the TLC students will schedule individual meetings with each of the students to create individualized support plans based on the data collected.

When the students are not in school they will work on Google classroom, where the assignments are modified and adjusted to meet the student’s level of readiness. The para professionals will still conduct 1:1 or small group virtual break-out sessions with the students for support.

**Full Online- Inclusion/Small Group**

**Small group/Inclusion Support for Remote Learning**

The special education co-teacher in the inclusion setting responsibilities:

- The special education teacher’s role is to focus on student support.

- What this looks like:
  - Modifications to materials focusing on the ESSENTIAL standards as needed
  - Creation of templates or Step by Step reference sheets
  - Individualized or small group breakout sessions via zoom for individualized support
    - once a week minimum for inclusion students
    - Twice a week for small group students

**Full Online- Pull out Services**

**Small groups pull out teachers** will have their own google classroom and follow the expectations of the general education teachers.

**Core Academics Support:**
What this looks like:
- Monitoring student grades
- Check in with students once a week to focus on individualized/small group academic support
- Check in with students to ensure organizational support - this may mean outlining work due dates and procedures, reviewing turn in/work completion processes
- It will be essential that teacher’s landing pages are shared with core academic staff and paraprofessionals - access to Google classroom

**Wilson Reading** - This will be conducted via live stream zoom meeting as related services are conducted as this is a specialized instructional service to a specific group of students. (Materials will have to be delivered to the student’s home.)

**Full Online (if not able to attend in person)- Substantially Separate**
Young Adult Program Grades 8-11
Teachers will follow the online learning plan for WHS, they will have their own google classroom and follow the expectations of the general education teachers.

Additional Supports:
What this looks like:

To support socialization with staff and peers - The YA students will participate in a zoom meeting once a week.
One to one instruction sessions will be set up with the students for individualized support/instruction.
The teachers will work individually with the students and families to coordinate individualized plans that must occur.

Young Adult Transitional Program Grades
Teachers will follow the online learning plan for WHS, they will have their own google classroom and follow the expectations of the general education teachers.

Additional Supports:

To support socialization with staff and peers - The YA students will participate in a zoom meeting once a week.
One to one instruction sessions will be set up with the students for individualized support/instruction with the job coach and/or teacher.
The teachers will work individually with the students and families to coordinate individualized plans that must occur.

Therapeutic Learning Center:
Teachers will follow the online learning plan for WHS, they will have their own google classroom and follow the expectations of the general education teachers.

Additional Supports:
Additional support for this will be group meetings with the TLC teachers twice a week.
Each student

WHS has added a course, Core Academics/Social Emotional Learning, to the students schedule to focus on understanding and managing emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Para professionals- Full Online

Core academics paraprofessionals will split the caseload of 1:1 zoom meetings with the teacher of record in the core class for individualized support.
**TLC/Connect paraprofessionals** will attend google zoom sessions with the whole class and then will schedule individual or small group zoom sessions with the students once a week based on preferred staff.

**Young adult paraprofessionals** will attend google zoom sessions with the whole class and then will schedule individual or small group Zoom sessions/email check-ins with the students once a week based on preferred staff.

**All other paraprofessionals** will be assigned to struggling students and will support them in one to one zoom meetings once a week. This will include helping them to monitor their progress of assignments, aid in organizational support (creating schedules etc) help them with any questions and concerns, to support the curriculum where necessary.
Special Education COVID Return Plan

Our Planning Committee

Melissa Fay: Director of Student Services
Kathleen Curry-Beaulieu: Out of District and Programs Coordinator

Danielle Amborse: School Nurse
Eileen Frazier: School Social Worker
Nancy Tavares: School Psychologist/Special Education Team Facilitator
Karol Welburn: Occupational Therapist
MaryBeth Kiernan: Occupational Therapist
Suzanne Blunt: Physical Therapist
Christine Sylvester: Speech and Language Pathologist
Louanne Mackenzie: Speech and Language Pathologist
Lauren Ledwell: Board Certified Behavior Analyst (BCBA)
Anne Marie Fillion: Preschool Department Chair

Wendy Owens: Preschool Special Educator
Michelle Skolnik: Decas Elementary Special Educator
Michelle Houghton: Minot Forest Elementary Special Educator
Sarah Greene: Wareham Middle School Special Educator
Kathleen Braley: Wareham Middle School Special Educator
Megan Kashner: Wareham High School Special Educator

Ms. Cheryl Rowe: parent
Mrs. Jesse Clements: parent
Ms. Ebony Britto: parent
Ms. Sara King: parent

FROM DESE:

Comprehensive Special Education Guidance for the 2020-21 School Year:

On Thursday, July 9, DESE released Comprehensive Special Education Guidance for the 2020-21 School Year (download), which supplements the Initial Fall School Reopening Guidance, released on Thursday, June 25. The document provides further information on supporting students with disabilities during the upcoming school year and will be useful for districts as they develop the special education portion of their reopening plan.

Overview of Special Education Supports

Special educators often have particularly close connections with their students; therefore, ongoing communication with students, and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, paraprofessionals, general educators, and
others who support children in Special Education, ensuring that recommendations for activities/instruction are appropriate and accessible whether they occur in-person, remotely or both. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP services.

Wareham Public Schools is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Resource students will receive support to access the curriculum both in-person and remote. Transition planning and services will continue. Specialized Personal Protective Equipment (PPE) will be provided when the instructional needs require closer proximity. As we consider social distancing requirements, the District will factor in the additional special education personnel who enter classrooms to provide accommodations and modifications. All staff and students must wear face coverings or masks at all times, with the exception of those for whom it is not safe to do so due to age, medical condition, disability impact, or other health or safety considerations. In order to reduce the risk of contracting or spreading COVID-19, it is important to minimize close contact to the extent possible; however, when it is not possible, the use of protective equipment is required.

IEP meetings will be held remotely whenever possible to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Meetings. The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary.

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression. We will also be assessing the need for any additional services that may be recommended by the team as a result of the school closures, and will address this on a case by case basis.

As always, please do not hesitate to contact the Office of Student Services with any questions or concerns. Please know that we are here for you, and we want to support you.

**Districtwide Special Education Programs**

Wareham Public Schools has several focused Special Education programs for students with specific learning profiles, as listed below. **Students within each of these programs will be invited to participate in full-time, in-person schooling**, although some services may be provided via teletherapy when appropriate. In the event of another full school closure, the District will plan on trying to maintain as much in-person (in school) therapies as is safely possible.
• The Learning Centers at John W. Decas Elementary (including Preschool) provides services to students with significant developmental delays or intellectual/neurological impairments in Preschool and grades Kindergarten through 2.

• The Substantially Separate Autism Spectrum Disorder Classroom at John W. Decas (including Preschool) provides services for students with Autism Spectrum Disorder (ASD) and other related disabilities with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The ASD Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning.

• Therapeutic Learning Center at John W. Decas Elementary Provides service to students’ with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties.

• The Learning Center at Minot Forest Elementary provides services to students with significant developmental delays or intellectual/neurological impairments in grades 3 and 4.

• The Substantially Separate Autism Spectrum Disorder Classroom at Minot Forest Elementary also services students with Autism Spectrum Disorder (ASD) and other related disabilities.

• Therapeutic Learning Center at Minot Forest Elementary Provides service to students’ with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties.

• The Learning Center Middle School provides services to students with significant developmental delays or intellectual/neurological impairments in grades 5 through 7.

• The Substantially Separate Autism Spectrum Disorder Program Middle School provides services for students with Autism Spectrum Disorder (ASD) and other related disabilities with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The ASD Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning.

• Therapeutic Learning Center Middle School Provides service to students with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties. (Stagger in starting with Grade 5)
• **High School Young Adult Program** provides services to students with significant developmental delays or intellectual/neurological impairments in grades 8 through 12.

• **The High School Transition Program** provides services to students with significant developmental delays or intellectual/neurological impairments in grades 12+ to age 22, including community learning and job exploration/skills.

• **The High School Connect Program** Provides services for higher functioning students with Autism Spectrum Disorder coupled with significant Social Emotional Needs

• **The High School Therapeutic Learning Center Program Lower (Grade 8 and 9 only)** services students with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties.

**The High School Therapeutic Learning Center Program Upper (Grade 10-12 only)** services students with significant emotional impairment or other disabilities that may manifest themselves through difficulties with self-regulation. These students may or may not have associated learning difficulties. (Stagger in starting with Grade 10) The District will be working with our Transportation Department and all contracted transportation providers to implement proper safety protocols and capacity limits on the vans and buses we contract for our students, who attend both in-district and out-of-district programs, in accordance with State and Federal Guidelines.

In addition to reviewing routing options and bus/van capacities, we also are actively examining cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and ventilation protocols. If the State and Federal guidelines do not change, it will be impossible to transport the same number of students with disabilities with the current fleet of vans.

Families will be contacted by the school nurse (prior to the start of school) to confirm that we have up-to-date emergency contact information.

**Parent Information Sessions:**

Director of Student Services, Melissa Fay and Out of District and Programs Coordinator, Kathleen Curry Beaulieu, along with select Special Education COVID Task Force Committee Members, will host an optional Zoom session to answer any questions parents may have about in-person sessions. Parents may choose to attend one of the following times.

*Zoom invites to follow.*

1. Wednesday, August 19, 2020 - 9:00 AM
2. Wednesday, August 26, 2020 6:00 PM

**Parent/Family Engagement**

This work is licensed under a Creative Commons [BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) License and has been modified
- The WPS and Special Education pages will be kept updated with new information
- Notifications from school will be provided through emails, all-call phone calls, and the district website
- Staff will maintain close contact with families and develop communication expectations with families of students on their caseloads

**Parent/Guardian Feedback**
- Ongoing feedback is always welcome. The Wareham Public Schools maintain the expectation that, if needed, follow-up from school staff to family communication will occur within 48 business hours.

### Three Model Options

<table>
<thead>
<tr>
<th>OPTION 1 - REMOTE</th>
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<tr>
<td><strong>Description</strong></td>
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| Special Education students, depending on their IEP services, receive instruction remotely, or through hybrid/in-person learning models that are appropriately modified to accommodate the health and safety requirements.  

**More In-Person (In-School) Opportunities for Sub-Separate and At-Risk Youth**

Throughout the period of closure, feedback from parents, students, and staff has consistently conveyed the school community’s profound sense of loss with the inability to deliver in-person instruction and maintain close connections during the COVID-19 pandemic. Optimizing the amount of in-person opportunities with in-person instruction is a priority, as we further develop the special education component of the back-to-school plan.

Massachusetts Department of Elementary and Secondary Education (MA DESE) has focused on having districts make at-risk youth or students with disabilities a high priority for in-person instruction when developing plans for re-opening in the fall. MA DESE recommends considering the following when prioritizing students for in-person instruction:

- Students with multiple disabilities;
- Students who will need time to learn new procedures and protocols to increase their successful reentry to school in the fall;
- Students whose level of engagement with remote learning during closure was low.
The new “Remote Learning Plan” will include both in-person instructional opportunities, as well as virtual instruction. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students and families, especially within the remote environment.

A focus on in-person instruction will be the delivery of related services, such as speech and language, occupational therapy, physical therapy, and reading. Protective Personal Equipment (PPE) and training for staff will be required prior to beginning any in-person instruction.

In a learning environment that rotates between in-person (in school buildings) and remote learning, some services and instruction will be delivered through online platforms that allow for optimal instruction, communication, and observation between therapist and student. Following are some examples of what form this may take in Wareham Public Schools:

- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student’s needs and schedule.

- Special educators and related service providers may spend a portion of their day supporting some students in-person and another portion of their day providing students remotely.

- Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will be conducted remotely whenever possible, to limit the number of people in a building, and as agreed upon with parents and guardians. Parents who bring their child in for an evaluation will be asked to wait outside of the building.

Precautions

Planning includes ensuring that safety precautions are in place within the environment and ensuring that training for staff occurs prior to opening. The resumption of In-person programming requires that we have adequate staff available to work with the students who will attend and that we have appropriate Personal Protective Equipment (PPE) available for the safety of staff and students. We are well on the way towards planning for the opening of school in the fall.

- Remote Learning: As we previously shared, summer Extended School Year will begin remotely for all students on July 6th
  - The program will run from July 6th to Aug 13th
  - Individual Learning Plan (ILP) has been updated for ESY and is available online
• Families will be asked to attest to safety precautions prior to sending their child each day. This will likely include:
  o Daily temperature check at home to assure your child does not have a fever above 100.0°F
  o Daily check at home that your child does not present with a cough, difficulty breathing, diarrhea or other gastrointestinal symptoms (outside of their normal baseline)

We ask families to follow these steps during in-person programming as we continuously refine safety guidelines and protocol.

• COVID-19 information
  o Please review information related to symptoms, spread, etc. is available on the CCC website and the CDC
  o http://www.doe.mass.edu/covid19/

• Daily pre-screening at home - Daily Health checks
  o We ask that a family member take a daily temperature and check for a cough, respiratory; gastrointestinal symptoms, etc.
  o If your child is displaying any symptoms that are outside of their typical baseline (e.g. temperature over 100°F), please keep them home.

• Health Precautions
  Given current guidance regarding COVID-19, please note that there will be minimal leeway for students presenting with symptoms related to COVID-19 (such as respiratory or GI illness and any student with a temperature over 100°F) to remain in school.
    o You will be contacted and required to pick your child up at school should any questionable symptoms be identified. If we are unable to make contact, OR if a student is unable to be picked up within the hour (unless reasonable pick up time has been established), we may be required to call 911 (Emergency Medical) for assistance. Every effort will be made to contact all emergency numbers before 911 is called. Please advise your emergency contacts to be available for calls from your child’s school offices
    o We understand the hardship this may cause, but given the nature of an airborne virus such as COVID-19, this is necessary during this time.

• Attendance
  o We ask that you call in to report your child as absent if they will not be attending as planned.
- Although not required, it is helpful to let the school nurse know if the absence is COVID-related. All confidentiality will be maintained.

- Contact Information
  - All families must have up-to-date contact and emergency contact information on file.
  - All students should have up-to-date health information on file.
  - Each individual School personnel OR Nurse/Health office staff will be reaching out to each family to review the information we have on file to ensure that we have accurate information.

- Visitors to the Building
  - General visitors during the school day are not allowed at this time.
  - IEP meetings will be held virtually whenever possible in order to limit the visitors in our buildings. This is for the safety of all students, families and staff.

- Items from home discouraged to the extent possible
  - Items from home that students bring to school are discouraged when at all possible.

- This does not include snacks or personal items needed for school.
  - Pillows / blankets or any soft items that cannot easily be wiped down should not be brought to school at this time.

- Food items/snacks will not be shared items within a classroom
  - When possible, please send snacks individually for your child free from tree nuts, peanuts.

- We need to address airborne food allergies as students will be eating in closed not well-ventilated classrooms. Peanut/ tree nut/ etc. free classrooms

- Masks
  - Many of our students will be able to wear masks, but some given their health and/or type of disability, may not be able or expected to wear masks.
  - For those students that can, we ask you to send in at least 2 clean masks labeled in a zip lock bag daily for your child - one they will be wearing, and a 2nd for change after eating and/or if mask is soiled
  - All staff will be wearing masks

The following link will aid families to practice proper mask protocol https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html

- Also practice during the upcoming weeks to eliminate the stress and gain comfort

- Physical Distancing
- We will strive, to the extent possible, to maintain physical distancing.
- Some students with cognitive disabilities may not understand the concept of physical distancing, even with direct instruction, and may not be capable of effectively or consistently physically distancing from other students.

- **Hygiene / hand washing**
  - Students will be instructed to wash their hands at multiple points throughout the day. Students may utilize a sink/water/soap or may be directed to utilize hand sanitizer (e.g. Purell).
  - Some examples: Arrival, in between activities, before/after eating, before/after toileting, after coughing/sneezing, prior to dismissal.

The following link will guide you with safe hand washing protocols

[https://www.cdc.gov/handwashing/when-how-handwashing.html](https://www.cdc.gov/handwashing/when-how-handwashing.html)

- **Transportation**
  - Transportation will be arranged for your child if special transportation is indicated on their IEP
  - If you choose to drop off or pick up your child, we ask that you follow your individual building’s pick-up and drop-off protocols, and a staff member will greet your child to walk into school.
  - Please contact Jamie Andrews or Vanessa Coles in the Transportation Department if you have any questions at 508-291-3574.

- **Safe Spaces**
  - Our protocols will remain the same for students that need to be separated from an activity or a peer group due to interfering behavior that is unsafe to themselves or to others or disruptive to the learning of others.
  - Students will be asked to take a break in a designated area or walk to a break in another space/classroom.
  - Break areas will be cleaned and disinfected regularly.

- **Physical Intervention**
  - Our protocols will remain the same for students that need physical intervention when all other de-escalation techniques have not been successful and a student is a danger to themselves or others. Staff will continue to utilize strategies trained through the CPI (Crisis Prevention and Intervention) Model. Staff will utilize personal protective equipment such as gloves and masks and if necessary - (a gown or clothing covering and/or face shield).
Staff will continue to utilize physical intervention as a last resort.

Students that intentionally target staff with bodily fluids (e.g. spit intentionally at staff) will require a parent be contacted immediately. The purpose will be to determine if it is safe and appropriate at this time for the student to continue to attend school in-person. It may be that remote learning opportunities would be more appropriate as safety measures are further assessed.

Preschool Program

Remote Model for the Preschool Program

Preschool programs:

**The Early Childhood Learning Center:** provides services to students ages 3-5 with significant developmental delays or intellectual/neurological impairments.

**The Specialized Preschool Program: The Substantially Separate Autism Spectrum Disorder Classroom at John W. Decas** provides services for students ages 3-5 with Autism Spectrum Disorder (ASD) and with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The ASD Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning.

**Integrated Preschool Program:** provides services to children between three and five years of age who require special education programming. Typically developing children are also enrolled in the preschool programs to ensure strong and appropriate peer modeling.

- In the remote learning model, per DESE guidelines, preschool aged children on an IEP would be prioritized for in-person instruction and receive services based on their IEP.
- Depending on their IEP, they will attend school for 2 days or 4 days.
- The schedule will be half days for 2 ½ hours or a modified time.
- The students will receive their therapy services within their classroom.
- For those children, who remain home, they will receive their services remotely based on their IEP.
- Communication will be ongoing with families.
- In this remote learning model, Peer Role Model students will not attend.
- Preschool teachers prefer ClassDojo over google classroom. Google classroom is very text based, requiring increased adult participation for accessing learning resources at the preschool level. Online learning platforms, accessed through links, videos, and images shared on ClassDojo, such as virtual interactive classrooms, Zoom and Flipgrid, allow students at the preschool level more ownership of their learning and independence. Also, preschool students are not yet assigned district emails and passwords (Google accounts) making management of preschool google classrooms much more problematic for teachers to oversee.
- Preschool motor groups will be provided through classroom zoom meeting, googlemoet, classdojo and flipgrid in collaboration with classroom staff.

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<tr>
<th>Related Services and English Language Learners</th>
<th>Remote Model for Physical Therapy</th>
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<td>The remote model for delivery of physical therapy services would involve the use of face to face zoom meetings or google meetings to address the individual needs of the student.</td>
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<td>- Students will be seen on a scheduled basis and may need to be pulled from their virtual classroom time.</td>
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<td>- This model would require direct involvement of the parents for students in the lower grades and for those students in higher grades who require assistance with online learning.</td>
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<td>- If the parents or caregivers are overwhelmed with the virtual model, then they would be provided with the option of movement resources including printed motor activities and other resources that could be performed when they are able, based on their schedule.</td>
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<td>- A weekly check in with the parent would occur to encourage compliance and to connect with the student.</td>
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Remote model for Speech and Language Therapy:

If the virtual model is chosen, teletherapy involving face to face zoom or google meetings and/or Doxy.me will be used in combination with follow-up assigned activities which will be provided either by email or as a link in virtual classrooms. Students will be seen on a scheduled basis and may need to be pulled from their virtual classroom time. This
model would require direct involvement of the parents for the lower grades. If the parents are overwhelmed with the virtual model or unable to connect they will be provided with home based therapy activities and consultation via phone or email on a weekly basis.

**Remote Model for Occupational Therapy (OT):**

Direct parent involvement is necessary for remote teaching. As a result, parents will be contacted for their preference of service delivery. This may include live Zoom or Google Meet group instruction with classroom students, premade OT video lessons, paired classroom PreK teacher and therapy lessons, individual facetime, or home base OT activities and consultation via phone or email on a weekly basis for access to OT instruction. The method of delivery will depend on the best interest of the student and family. OT virtual platforms will be designed and posted accordingly.

**Remote model for BCBA Consult:** Many behavioral plans/strategies are specifically written for the school setting, therefore behavior goals may require revision if this model is chosen.

- Families that have students with BCBA consult and a behavior plan will be sent a letter explaining that BIPs are environmentally specific. Targets and strategies from the behavior plan may be modified for home needs if those behaviors are observed.
- A specific meeting time/open office once a week may be determined to meet with parents of each sub-separate class to troubleshoot behavioral questions, provide strategies, and training.
- Periodic training and resources will be provided to parents in behavioral strategies (use of visuals, prompting, reinforcement, data collection etc) to use in the home (either live or via a prerecorded video)
- Collaboration with home team (ABA therapists, behaviorist) will continue
- Observations may be completed through live video or recorded episodes of behavior.

**Remote Model for Discrete Trial Training**

The virtual model will be challenging to provide the level of prompting and support required during in-person discrete trial sessions, however there are some alternatives that may be effective.
- Incorporating the use of computer programs (Boom Learning, Ipad apps) that practice comparable skills in a systematic method may be developed and individualized to supplement learning.
- Work individually or within small groups of up to two students via a zoom or google meets format and focus on skills identified via ABLLs.
- Training regarding prompting, reinforcement, and shaping be provided to families as this model would likely require direct involvement of the parents.

**English Language Learners**

- General education teachers that have a FEL (former English learner) in their classroom will still be required to monitor the student(s)
- EL Teachers may utilize parent volunteers for translations if available and all parties agree

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<th>Resources</th>
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**OPTION 2- HYBRID**

**Description**  Students return in person to school settings that are appropriately modified to accommodate the health and safety requirements.

<table>
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<tr>
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<tbody>
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staff available to work with the students who will attend and that we have appropriate Personal Protective Equipment (PPE) available for the safety of staff and students. We are well on the way towards planning for the opening of school in the fall.

- Remote Learning: As we previously shared, summer Extended School Year will begin remotely for all students on July 6th
  - The program will run from July 6th to Aug 13th
  - Individual Learning Plan (ILP) has been updated for ESY and is available online
- Families will be contacted by the school nurse (prior to the start of school) to confirm that we have up-to-date emergency contact information.
- Families will be asked to attest to safety precautions prior to sending their child each day. This will likely include:
  - Daily temperature check at home to assure your child does not have a fever above 100.0°F
  - Daily check at home that your child does not present with a cough, difficulty breathing, diarrhea or other gastrointestinal symptoms (outside of their normal baseline)

We ask families to follow these steps during in-person programming as we continuously refine safety guidelines and protocol.

- COVID-19 information
  - Please review information related to symptoms, spread, etc. is available on the CCC website and the CDC
  - [http://www.doe.mass.edu/covid19/](http://www.doe.mass.edu/covid19/)

- Daily pre-screening at home - Daily Health checks
  - We ask that a family member take a daily temperature and check for a cough, respiratory, gastrointestinal symptoms, etc.
  - If your child is displaying any symptoms that are outside of their typical baseline (e.g. temperature over 100°F), please keep them home.

- Health Precautions
  - Given current guidance regarding COVID-19, please note that there will be minimal leeway for students presenting with symptoms related to COVID-19 (such as respiratory or GI illness and any student with a temperature over 100°F) to remain in school.
  - You will be contacted and required to pick your child up at school should any questionable symptoms be identified. If we are unable to make contact, OR if a student is unable to be picked up within the hour (unless reasonable pick up time has been established), we may be required to call 911 (Emergency Medical) for assistance. Every effort will be made to contact all emergency numbers before 911 is called. Please advise your emergency contacts to be available for calls from your child’s school offices
  - We understand the hardship this may cause, but given the nature of an airborne virus such as COVID-19, this is necessary during this time.

- Attendance
○ We ask that you call in to report your child as absent if they will not be attending as planned.
○ Although not required, it is helpful to let the school nurse know if the absence is COVID-related. All confidentiality will be maintained.

● Contact Information
○ All families must have up-to-date contact and emergency contact information on file.
○ All students should have up-to-date health information on file.
○ Each individual School personnel OR Nurse/Health office staff will be reaching out to each family to review the information we have on file to ensure that we have accurate information.

● Visitors to the building
○ General visitors during the school day are not allowed at this time.
○ IEP meetings will be held virtually whenever possible in order to limit the amount of visitors in our buildings. This is for the safety of all students, families and staff.

● Items from home discouraged to the extent possible
○ Items from home that students bring to school are discouraged when at all possible.

● This does not include snacks or personal items needed for school.
○ Pillows/blankets or any soft items that cannot easily be wiped down should not be brought to school at this time.

● Food items/snacks will not be shared items within a classroom
○ When possible, please send snacks individually for your child free from trees and peanuts.

● We need to address airborne food allergies as kids will be eating in closed not well ventilated classrooms. Peanut/tree nut/etc free classrooms

● Masks
○ Many of our students will be able to wear masks, but some given their health and/or type of disability, may not be able or expected to wear masks.
○ For those students that can, we ask you to send in at least 2 clean masks labeled in a zip lock bag daily for your child - one they will be wearing, and a 2nd for change after eating and/or if mask is soiled
○ All staff will be wearing masks

The following links will aid families to practice proper mask protocol


https://www.youtube.com/watch?v=t9cnxxsEKpk&list=PLyrp9iOILTQatwnqm61jqFrsfUB4RKh6J&index=2&t=0s

Also practice during the upcoming weeks to eliminate the stress and gain comfort

● Physical Distancing
- We will strive, to the extent possible, to maintain physical distancing.
  - Some students with cognitive disabilities may not understand the concept of physical distancing, even with direct instruction, and may not be capable of effectively or consistently physically distancing from other students.
  - **Hygiene / hand washing**
    - Students will be instructed to wash their hands at multiple points throughout the day. Students may utilize a sink/water/soap or may be directed to utilize hand sanitizer (e.g. Purell).
    - Some examples: Arrival, in between activities, before/after eating, before/after toileting, after coughing/sneezing, prior to dismissal.

The following link will guide you with safe hand washing protocols

[https://www.cdc.gov/handwashing/hand-sanitizer-use.html](https://www.cdc.gov/handwashing/hand-sanitizer-use.html)

- **Transportation**
  - Transportation will be arranged for your child if special transportation is indicated on their IEP.
  - If you choose to drop off or pick up your child, we ask that you follow your individual building’s pick-up and drop-off protocols, and a staff member will greet your child to walk into school.
  - Please contact Jamie Andrews or Vanessa Coles in the Transportation Department if you have any questions at 508-291-3574.

- **Safe Spaces**
  - Our protocols will remain the same for students that need to be separated from an activity or a peer group due to interfering behavior that is unsafe to themselves or to others or disruptive to the learning of others.
  - Students will be asked to take a break in a designated area or walk to a break in another space/classroom.
  - Break areas will be cleaned and disinfected regularly.

- **Physical Intervention**
  - Our protocols will remain the same for students that need physical intervention when all other de-escalation techniques have not been successful and a student is a danger to themselves or others. Staff will continue to utilize strategies trained through the CPI (Crisis Prevention and Intervention) Model. Staff will utilize personal protective equipment such as gloves and masks and if necessary - (a gown or clothing covering and/or face shield).
  - **Staff will continue to utilize physical intervention as a last resort.**
    - Students that intentionally target staff with bodily fluids (e.g. spit intentionally at staff) will require a parent be contacted immediately. The purpose will be to determine if it is safe and appropriate at this time for the student to continue to attend school in-person. It may be that remote learning opportunities would be more appropriate as safety measures are further assessed.
**If you have any questions or concerns with the information, please do not hesitate to contact myself or Kathleen Beaulieu. We are moving ahead with our planning and will continue to make adjustments as new guidance and directives are given to us by the Department of Elementary and Secondary Education (DESE). We will send updated information as it becomes available.**

**English Language Learners**
- General education teachers that have a FEL (former English learner) in their classroom will still be required to monitor the student(s)
- EL Teachers may utilize parent volunteers for translations if available and all parties agree

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**Preschool Program**

**Hybrid Model for Preschool**

**DESE guidance (pp. 10-16 for preschool)**


**Hybrid/Remote Learning Considerations for Preschool Children**

As described above, the Department recommends that young children be prioritized for in-person instruction. If remote instruction becomes necessary, balance screen time and non-screen time by considering shorter virtual sessions and consider providing flexible offerings of live, recorded, small group instruction. The hybrid model would be a combination of in school and in-person learning and remote learning.

- The preschool students would be divided into two cohorts. One cohort would attend two half days a week (Monday/Tuesday) and the other cohort would attend two different days a week (Thursday/Friday).
- Remote learning will be available the days that the children do not attend in-person learning
- Class size will be limited to 10 children, but will also be based on the actual size of the classroom.
- First week or two of school, only students on an IEP will attend to allow time to work on routines and expectations; if peers are allowed, they will start a little later.
- Provide consistent weekly schedules
- Maintain close communication with families
- Preschool students are not mandated to wear masks
- All staff will wear masks and use PPE as needed
- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student’s IEP and schedule.
• For those children who remain at home, remote services will be provided.
• Initial evaluations and 3 year evaluations can be conducted within this in-person model. Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will be conducted remotely whenever possible, to limit the number of people in a building, and as agreed upon with parents and guardians. Parents who bring their child in for an evaluation will be asked to wait outside of the building.

Cleaning protocols
• If there are two sessions, there will be time to clean up between sessions.
• There will be time at the end of the day to clean supplies and toys, center areas
• A cleaning checklist will be created and provided for staff to use as a reference and for accountability.

Personal Care/toileting and feeding/ Hygiene, handwashing
• Feeding
  Procedures will be developed and shared with staff and families
  ○ PPE will be provided
If we have full day kids they will have breakfast and lunch in the classroom.
• Toileting
  ○ Procedures will be developed for diapering and toileting and PPE will be provided
  ○ Cleaning bathroom after each use

Recess
• Preschool students may use the playground equipment if a procedure is in place for cleaning after each classroom uses the playground equipment
• The number of children outside will be limited to possibly half a class at a time.

Preschool Motor Groups
*The preschool motor groups would take place indoors or outdoors in a designated movement area or movement pathway that would be one way in direction and would allow students to practice motor skills while maintaining social distancing. Classroom staff would assist in facilitating social distancing. Areas for gross motor activity would be sectioned off with the use of hula hoops or tape to delineate each student’s motor area. If space becomes an issue, the PT will perform a class motor activity either in person in the classroom or with movement resources provided virtually.

Family Engagement
• Document all communication
• Maintain ongoing communication
• Scheduled office hours
- pre-record lessons when possible for families view at their convenience
- Provide parent training about how to talk to the children and prepare them for what school will look like
- Provide social stories to students
- Encourage the parents to get the children ready for mask wearing by practicing at home

<table>
<thead>
<tr>
<th>Related Services and English Language Learners</th>
<th>Virtual Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>The virtual model will be challenging to provide the level of prompting and support required during discrete trial sessions, however there are some alternatives that may be effective.</td>
<td></td>
</tr>
<tr>
<td>- Incorporating the use of computer programs (Boom Learning, Ipad apps) that practice comparable skills in a systematic method may be developed and individualized by student teachers and used to supplement learning.</td>
<td></td>
</tr>
<tr>
<td>- It may be necessary to work individually or within small groups of up to two students via a zoom or google meets format and focus on skills identified via ABLLS.</td>
<td></td>
</tr>
<tr>
<td>- To ensure that prompting is immediate and effective it will likely be necessary that a parent assist with this type of model.</td>
<td></td>
</tr>
<tr>
<td>- Training regarding prompting, reinforcement, and shaping be provided to families. This model would require direct involvement of the parents for the lower grades. If the parents are overwhelmed with the virtual model, then they would be provided with the option of resources including printed activities that could be performed when they are able, based on their schedule. A weekly check in with the parent would occur to encourage compliance and to connect with the student.</td>
<td></td>
</tr>
</tbody>
</table>

**Hybrid Model for Physical Therapy**

The hybrid model for delivery of physical therapy services would involve a combination of the “in person” and remote models.

**In Person Services (In-School) with Hybrid Model for Physical Therapy**

- Students would participate in the “in person” model when in school, with adherence to the sanitizing protocol, as described below.
- Masks are to be worn by the physical therapist and the student, as indicated by grade level.
- The physical therapist would arrive at the student’s classroom door and indicate to the teacher that a given student has services. The student and PT would sanitize hands prior to leaving the classroom. Mask would be in place.
- The student and PT would walk through hallways to the therapy room or preferably outdoors while the weather is good. The student and PT would sanitize hands prior to entering the therapy room. Equipment to be used in a given session would be sanitized before and after each session.
- After the PT session and upon leaving the therapy room, the student and PT would sanitize their hands and return to the classroom.
- Prior to entering the classroom, the student will sanitize their hands.
- Some students are seen in groups of 2-3 persons. It is hoped that these small groups would continue provided the students are in the same classroom, usually substantially separate classrooms. If this is not recommended, students will be seen on an individual basis.

Remote Services with Hybrid Model for Physical Therapy

- With the hybrid model, if attendance is modified by alternating days or weeks of in school participation, then the student would receive virtual services during their “home” week. The goal would be to have contact with the student as recommended on their service delivery page.
- The remote aspect of the hybrid model for delivery of physical therapy services would involve the use of face to face zoom meetings or google meetings to address the individual needs of the student.
- Students will be seen on a scheduled basis and may need to be pulled from their virtual classroom time.
- This model would require direct involvement of the parents for students in the lower grades and for those students in higher grades who require assistance with online learning.
- If the parents or caregivers are overwhelmed with the virtual model, then they would be provided with the option of movement resources including printed motor activities and other resources that could be performed when they are able, based on their schedule.
- A weekly check in with the parent would occur to encourage compliance and to connect with the student.

Hybrid model for Speech and Language therapy:

If the hybrid model is chosen, the in person and virtual models will be combined. Students will participate in the in person model when in school. The sanitizing protocol will be followed. When not in school, students will receive virtual services as described above. The amount of combined time each week will add up to each student’s specified service delivery.

Hybrid Model for Occupational Therapy (OT):

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The Department of Elementary and Secondary Education in concert with Special Education guidance suggests that all students who are present receive direct, in-person instruction. In conjunction with the J.W. Decas’ building safety plan and CDC guidelines, all direct OT services will be delivered in person within the educational setting as his/her attendance and schedule allows. The educational setting may vary from within the classroom to another location including outside if deemed appropriate by the building principal. Weather permitting, the use of a personal, outdoor OT classroom area will be utilized. There may be cases when an online or virtual model is preferred by the parent particularly due to limited classroom time or attendance. As a result, parents will be contacted for their preference of service delivery. This may include live Zoom or Google Meet group instruction with classroom students, premade OT video lessons that may have occurred previously in school, co-teaching PreK teacher/staff and therapy lessons, individual facetime, or home base OT activities and consultation via phone or email on a weekly basis for access to OT instruction. The method of delivery will depend on the best interest of the student and family. OT virtual platforms will be designed and posted accordingly.

**Hybrid model for BCBA consult:**

The hybrid model would involve a combination of the in-person and virtual model.

- Observations will be attempted during in-person to obtain most accurate information and data.
- Strategies developed in the school setting may be modified and shared with families to incorporate into home sessions.
- Collaboration with in-home behavior therapist/behaviorist will continue

**Hybrid model for Discrete Trial Training:**

- The hybrid model would involve a combination of the in-person and virtual model. Strategies developed in school the setting may be modified and shared with families to incorporate into home sessions.
- All attempts will be made to provide DTT in-person
- All protective and sanitization precautions will take place during in-person programming.

**English Language Learners**

- General education teachers that have a FEL (former English learner) in their classroom will still be required to monitor the student(s)
- EL Teachers may utilize parent volunteers for translations if available and all parties agree
<table>
<thead>
<tr>
<th>Resources</th>
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**OPTION 3- FULL In-Person (In-School)**

| Description | Students return in person to school settings that are appropriately modified to accommodate the health and safety requirements. |

**More In-Person (In-School) Opportunities for Sub-Separate and At-Risk Youth**

Throughout the period of closure, feedback from parents, students, and staff has consistently conveyed the school community’s profound sense of loss with the inability to deliver in-person instruction and maintain close connections during the COVID-19 pandemic. Optimizing the amount of in-person opportunities with in-person instruction is a priority, as we further develop the special education component of the back-to-school plan.

Massachusetts Department of Elementary and Secondary Education (MA DESE) has focused on having districts make at-risk youth or students with disabilities a high priority for in-person instruction when developing plans for re-opening in the fall. MA DESE recommends considering the following when prioritizing students for in-person instruction:

- Students with multiple disabilities;
- Students who will need time to learn new procedures and protocols to increase their successful reentry to school in the fall;
- Students whose level of engagement with remote learning during closure was low.

The new “Hybrid Model of Learning” will include both in-person instructional opportunities, as well as virtual instruction. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students and families, especially within the remote environment.
A focus on in-person instruction will be the delivery of related services, such as speech and language, occupational therapy, physical therapy, and reading. Protective Personal Equipment (PPE) and training for staff will be required prior to beginning any in-person instruction.

In a learning environment that rotates between in-person (in school buildings) and remote learning, some services and instruction will be delivered through online platforms that allow for optimal instruction, communication, and observation between therapist and student. Following are some examples of what form this may take in Wareham Public Schools:

- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student’s needs and schedule.

- Special educators and related service providers may spend a portion of their day supporting some students in-person and another portion of their day providing students remotely.

- Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will be conducted remotely whenever possible, to limit the number of people in a building, and as agreed upon with parents and guardians. Parents who bring their child in for an evaluation will be asked to wait outside of the building.

**Precautions**

Planning includes ensuring that safety precautions are in place within the environment and ensuring that training for staff occurs prior to opening. The resumption of In-person programming requires that we have adequate staff available to work with the students who will attend and that we have appropriate Personal Protective Equipment (PPE) available for the safety of staff and students. We are well on the way towards planning for the opening of school in the fall.

- Remote Learning: As we previously shared, summer Extended School Year will begin remotely for all students on July 6th
  - The program will run from July 6th to Aug 13th
  - Individual Learning Plan (ILP) has been updated for ESY and is available online
- Families will be contacted by the school nurse (prior to the start of school) to confirm that we have up-to-date emergency contact information.
- Families will be asked to attest to safety precautions prior to sending their child each day. This will likely include:
  - Daily temperature check at home to assure your child does not have a fever above 100.0°F
  - Daily check at home that your child does not present with a cough, difficulty breathing, diarrhea or other gastrointestinal I symptoms (outside of their normal baseline)
- We ask families to follow these steps during in-person programming as we continuously refine safety guidelines and protocol.
- COVID-19 information

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• Please review information related to symptoms, spread, etc. is available on the CCC website and the CDC
  o http://www.doe.mass.edu/covid19/

• Daily pre-screening at home - Daily Health checks
  o We ask that a family member take a daily temperature and check for a cough, respiratory; gastrointestinal symptoms, etc.
  o If your child is displaying any symptoms that are outside of their typical baseline (e.g. temperature over 100°F), please keep them home.

• Health Precautions
  o Given current guidance regarding COVID-19, please note that there will be minimal leeway for students presenting with symptoms related to COVID-19 (such as respiratory or GI illness and any student with a temperature over 100°F) to remain in school.
  o You will be contacted and required to pick your child up at school should any questionable symptoms be identified. If we are unable to make contact, OR if a student is unable to be picked up within the hour (unless reasonable pick up time has been established), we may be required to call 911 (Emergency Medical) for assistance. Every effort will be made to contact all emergency numbers before 911 is called. Please advise your emergency contacts to be available for calls from your child’s school offices.
  o We understand the hardship this may cause, but given the nature of an airborne virus such as COVID-19, this is necessary during this time.

• Attendance
  o We ask that you call in to report your child as absent if they will not be attending as planned.
  o Although not required, it is helpful to let the school nurse know if the absence is COVID-related. All confidentiality will be maintained.

• Contact Information
  o All families must have up-to-date contact and emergency contact information on file.
  o All students should have up-to-date health information on file.
  o Each individual School personnel OR Nurse/Health office staff will be reaching out to each family to review the information we have on file to ensure that we have accurate information.

• Visitors to the building
  o General visitors during the school day are not allowed at this time.
  o IEP meetings will be held virtually whenever possible in order to limit the amount of visitors in our buildings. This is for the safety of all students, families and staff.

• Items from home discouraged to the extent possible
  o Items from home that students bring to school are discouraged when at all possible.
- This does not include snacks or personal items needed for school.
  - Pillows / blankets or any soft items that cannot easily be wiped down should not be brought to school at this time.
- Food items/snacks will not be shared items within a classroom
  - When possible, please send snacks individually for your child free from trees and peanuts.
- We need to address airborne food allergies as kids will be eating in closed not well ventilated classrooms. Peanut/ tree nut/ etc free classrooms
- Masks
  - Many of our students will be able to wear masks, but some given their health and/or type of disability, may not be able or expected to wear masks.
  - For those students that can, we ask you to send in at least 2 clean masks labeled in a zip lock bag daily for your child - one they will be wearing, and a 2nd for change after eating and/or if mask is soiled
  - All staff will be wearing masks

The following links will aid families to practice proper mask protocol and practice during the upcoming weeks to eliminate the stress and gain comfort


- Physical Distancing
  - We will strive, to the extent possible, to maintain physical distancing.
  - Some students with cognitive disabilities may not understand the concept of physical distancing, even with direct instruction, and may not be capable of effectively or consistently physically distancing from other students.
- Hygiene / hand washing
  - Students will be instructed to wash their hands at multiple points throughout the day. Students may utilize a sink/water/soap or may be directed to utilize hand sanitizer (e.g. Purell).
  - Some examples: Arrival, in between activities, before/after eating, before/after toileting, after coughing/sneezing, prior to dismissal.

The following link will guide you with safe hand washing protocols

https://www.cdc.gov/handwashing/handwashing-family.html

- Transportation
- Transportation will be arranged for your child if special transportation is indicated on their IEP.
- If you choose to drop off or pick up your child, we ask that you follow your individual building’s pick-up and drop-off protocols, and a staff member will greet your child to walk into school.

- **Safe Spaces**
  - Our protocols will remain the same for students that need to be separated from an activity or a peer group due to interfering behavior that is unsafe to themselves or to others or disruptive to the learning of others.
  - Students will be asked to take a break in a designated area or walk to a break in another space/classroom.
  - Break areas will be cleaned and disinfected regularly.

- **Physical Intervention**
  - Our protocols will remain the same for students that need physical intervention when all other de-escalation techniques have not been successful and a student is a danger to themselves or others. Staff will continue to utilize strategies trained through the CPI (Crisis Prevention and Intervention) Model. Staff will utilize personal protective equipment such as gloves and masks and if necessary - (a gown or clothing covering and/or face shield).
  - Staff will continue to utilize physical intervention as a last resort.
  - Students that intentionally target staff with bodily fluids (e.g. spit intentionally at staff) will require a parent be contacted immediately. The purpose will be to determine if it is safe and appropriate at this time for the student to continue to attend school in-person. It may be that remote learning opportunities would be more appropriate as safety measures are further assessed.

- If you have any questions or concerns with the information, please do not hesitate to contact myself or Kathleen Beaulieu.

*We are moving ahead with our planning and will continue to make adjustments as new guidance and directives are given to us by the Department of Elementary and Secondary Education (DESE). We will send updated information as it becomes available.*

<table>
<thead>
<tr>
<th>Preschool Program</th>
<th>In-person (In-School) Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- All the preschool students return for in-person learning. DESE guidelines prioritize in school learning for children with significant delays or being in the lowest of 25% of performance.</td>
</tr>
<tr>
<td></td>
<td>- Maximum number of students per class will be 15 students in the integrated classrooms and 9 students in the substantially separate classrooms.</td>
</tr>
<tr>
<td></td>
<td>- Peer role model students will attend the integrated preschool classrooms for the in-person model.</td>
</tr>
<tr>
<td></td>
<td>- There will be a tuition cost for peer role models as per the peer model guidelines</td>
</tr>
</tbody>
</table>
• Preschool students will attend for a morning or afternoon session (2 ½ hour per session)
• Preschool students are not mandated to wear masks
• All staff will wear masks and use PPE as needed
• Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student’s needs and schedule.
• For those children who remain at home, remote services will be provided.
• Initial evaluations and 3 year evaluations can be conducted within this in-person model. Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will be conducted remotely whenever possible, to limit the number of people in a building, and as agreed upon with parents and guardians. Parents who bring their child in for an evaluation will be asked to wait outside of the building.
• Document all communication
• Maintain ongoing communication
• Scheduled office hours
• Pre-record lessons when possible for families view at their convenience
• Provide parent training about how to talk to the children and prepare them for what school will look like
• Encourage the parents to get the children ready for mask wearing by practicing at home

Personal Care/toileting and feeding/ Hygiene, handwashing

• Feeding Procedure will be developed
  o PPE will be provided
  o If we have full day kids, they will have breakfast and lunch in the classroom
• Toileting Procedures will be developed for diapering and toileting
  o PPE will be provided
  o Cleaning bathroom after each use

Cleaning procedure:
• https://docs.google.com/document/d/1SigbJFmfFDBfwTKx7btGFnew4gZNA1qu7ykJkgit9vc/edit?usp=sharing
• NAEYC cleaning, sanitizing and disinfection frequency table:
  https://drive.google.com/file/d/1-sq79hag8Sn5P8rJv6C7ZekxEH8Jnh/view?usp=sharing

Family Engagement
• Document all communication
• Maintain ongoing communication
• Scheduled office hours
- pre-record lessons when possible for families view at their convenience
- Provide parent training about how to talk to the children and prepare them for what school will look like
- Provide social stories to students
- Encourage the parents to get the children ready for mask wearing by practicing at home

Recess
- Preschool students may use the playground equipment if a procedure is in place for cleaning after each classroom uses the playground equipment
- The number of children outside will be limited to possibly half a class at a time.

**Preschool Motor Groups**

The preschool motor groups would take place indoors or outdoors in a designated movement area or movement pathway that would be one way in direction and would allow students to practice motor skills while maintaining social distancing. Classroom staff would assist in facilitating social distancing. Areas for gross motor activity would be sectioned off with the use of hula hoops or tape to delineate each student’s motor area. If space becomes an issue, the PT will perform a class motor activity either in person in the classroom or with movement resources provided virtually.

**Early Intervention:**
https://docs.google.com/document/d/1Qd67j6swnmm-dbA10zlykH0YcinwZeeOHQtr3o5-0gk/edit?usp=sharing

**DESE guidance for early intervention:**
http://www.doe.mass.edu/covid19/on-desktop/2020-0709special-ed-comp-guide-memo.docx

<table>
<thead>
<tr>
<th>Related Services and English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discrete Trial Training</strong> is a systematic method of teaching individualized skills in a step-wise fashion using individualized goals, (Wareham Public schools references the ABLLs assessment to guide goals). This type of learning incorporates high levels of prompting, dense reinforcement, and progress closely guided by data collection.</td>
</tr>
<tr>
<td><strong>In Person (In-School) Model for Discrete Trial Training:</strong></td>
</tr>
<tr>
<td>- Discrete Trial Training can continue to be provided in the classroom when documented in the student’s IEP.</td>
</tr>
</tbody>
</table>
• Student’s will work with trained staff in a designated area within the classroom.
• The working area should be free from distractions and consist of a table where students can sit at least 3 feet away from a staff member.
• If masks cannot be worn, consideration of physical barriers such as a plexiglass barrier and/or face shields may be necessary.
• Some programs require students to imitate mouth movements/words/expressions. Clear face masks/shields may be needed to effectively practice these skills.
• Each Student and staff will sanitize hands prior to the beginning of the session. Masks will be worn when possible.
• Each student should have their own box of materials to use as stimuli for trials (puzzles, blocks, etc). Any shared materials should be disinfected after each session.
• Staff should attempt to remain 3 feet away from students. If a student requires close prompting, proper protection such as gloves etc., should be worn.
• After the discrete trials session, the student and staff will sanitize hands. Any shared materials will be disinfected, as well as chair and table.
• In order to limit material sharing, computer programs may be utilized to provide stimuli or supplemental programming: Recommend: BOOM Learning, iPad apps.
• Sessions are typically 30 minutes however, additional time for disinfecting materials will need to be considered. Due to the need for this additional time, the schedule of sessions may need to be modified. An addition of at least 10 minutes will be necessary to complete sanitization. Alternatively, sessions may need to be held on alternating days in order to ensure all students receive weekly services.

**In Person (In-School) Model for Physical Therapy**

Given the nature of physical therapy in the school setting, with the need to practice gross motor movement, stair skills and mobility skills throughout the school setting, virtual PT provided in the classroom setting will be difficult and most probably a disruption to classroom learning. It is recommended that an in person face to face model be considered as the best practice way to provide physical therapy services.

Physical Therapy services will be provided on a pull out or push in basis, as documented on the student’s IEP. The following sanitizing protocol is recommended. It should be noted that masks will be worn by the physical therapist and the student, based on the student’s grade level.

**Sanitizing Protocol for In Person (In-School) Physical Therapy Services**

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• The physical therapist would arrive at the student's classroom door and indicate to the teacher that a given student has services. The student and PT would sanitize hands prior to leaving the classroom. Mask would be in place.

• The student and PT would walk through hallways to the therapy room or preferably outdoors while the weather is good. The student and PT would sanitize hands prior to entering the therapy room. Equipment to be used in a given session would be sanitized before and after each session.

• After the PT session and upon leaving the therapy room, the student and PT would sanitize their hands and return to the classroom.

• Prior to entering the classroom, the student will sanitize their hands.

• Some students are seen in small groups of 2-3 persons. It is hoped that these small groups could continue provided the students are in the same classroom, usually substantially separate classrooms. If this is not recommended, then students will be seen on an individual basis.

**In-Person (In-School) model for Speech and Language Therapy:**

• Speech and language therapy services often require practice in a setting, outside of the general education classroom, in order to work on specific skills in a concentrated manner and not interfere with the flow of the classroom. In order to provide services as close to what is specified in each student's IEP, the following scenarios are suggested depending on the model that is decided upon.

• Speech and language therapy services will be provided in a pull out or push in manner according to each student’s IEP. Students who are in the same classroom will come to therapy together in groups of two to four. Safe distancing will be practiced as the physical space and student's behavior allow.

• The therapist will sanitize the therapy space and supplies between each session. When weather conditions allow, sessions will take place outside, if allowed. Therapy materials (i.e., game pieces, manipulatives, etc) will not be shared between students during sessions and ideally each student will have their own supplies for sessions that involve crafts/paper activities.

• Teacher’s will be notified prior to the therapist picking up students. Students will then meet up with their therapist in the doorway of their classroom. Students and therapists will sanitize hands prior to leaving and returning to the classroom.

• The therapist will wear a mask at all times, when with students, and students who are required to wear a mask will be encouraged to do so. Preferably all students will wear a mask when in the therapy room (ideally a transparent mask).
In Person (In-School) Model for Occupational Therapy (OT)

In conjunction with the school’s safety plan and CDC guidelines, all OT therapy services will be delivered in person within the educational setting. The educational setting may vary from within the classroom to another location deemed appropriate by the building principal. Collaboration with special education teaching staff will occur continuously as we work within their classrooms. Weather permitting, the use of a personal, outdoor OT classroom space will be utilized.

In person (In-School) model for BCBA consult:

- BCBA will continue to provide direct consultation to all teachers of separate classrooms.
- Consultations with teachers will be provided electronically or during scheduled socially distanced meetings.
- When BCBA is observing students, they will enter the classroom and utilize their own materials to take notes etc. They will attempt to limit contact with classroom materials and other students. BCBA will sanitize hands upon entering the classroom and as leaving the classroom.
- When training staff, BCBA will sanitize hands before working with staff members and limit location to one area that can be disinfected before and after training. 3 feet can be maintained during these brief training sessions.
- When handling common materials (program books, data sheets) BCBA will ensure hands are sanitized and/or wear gloves.
- BCBA will limit travel to one school per day.

<table>
<thead>
<tr>
<th>Resources</th>
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**Cohort Model**
<table>
<thead>
<tr>
<th>Students receiving Services</th>
<th>In-Person (In-School) Model</th>
<th>Hybrid Model</th>
<th>Remote Learning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education-Inclusion (80% of time in general) education setting)</td>
<td>All students come to school</td>
<td>Half the students come to school on a rotating basis. Remote learning services provided 3 days per week.</td>
<td>None of the students come to school. All services received remotely.</td>
</tr>
<tr>
<td>Other high needs (ELL, Homeless, SEL)</td>
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<tr>
<td>Special Education-Pull-Out Services (60% of time in general education setting)</td>
<td>All students come to school</td>
<td>Half of the students come to school on a rotating basis. Remote earning services provided 3 days per week.</td>
<td>None of the students come to school. All services are received remotely.</td>
</tr>
<tr>
<td>Other high needs (ELL, Homeless, SEL)</td>
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</tr>
<tr>
<td>Special Education-Substantially Separate Services (no time in general education setting)</td>
<td>All students come to school</td>
<td>All students come to school for full days (# of days to be determined)</td>
<td>Scheduled in person (in school) services as needed based on individual needs determined by the school district and parent(s) (students who cannot engage effectively in remote learning opportunities due to their disability related needs). Remote learning services will be provided via online all other times.</td>
</tr>
<tr>
<td>Other high needs (ELL, Homeless, SEL)</td>
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</tbody>
</table>

**Disclaimers:**

This plan will be incorporated into every individual building plan, and may look different in each location. Individual building plans are as follows:

**John W. Decas Elementary School:**
[https://docs.google.com/document/d/1v1i4tvqNcGsXCa2TL3b6L2Z-5Fg4pMHli3oBw5X7BhoQ/edit?usp=sharing](https://docs.google.com/document/d/1v1i4tvqNcGsXCa2TL3b6L2Z-5Fg4pMHli3oBw5X7BhoQ/edit?usp=sharing)

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Minot Forest Elementary School:
https://docs.google.com/document/d/1qNhjIHGTYb35fOK7jPhed89rh8vjaD5k20Q9v2v31/edit?ts=5f203b85
https://docs.google.com/document/d/1aoNOm6Z5v3AqL5EzvIK3eErQnDNUSxE_w6HEPZF4Tdc/edit?ts=5f203b70

Wareham Middle School:
https://docs.google.com/document/d/1Gl1s3ymAOEKuDwL1k6uxDviH94hPTcGev949K4P-oZjc/edit?usp=sharing

Wareham High School:
https://docs.google.com/document/d/1DyfydhfxAGioV_dDo-I1dT0la2cz503hLPqef42ZpC0/edit?usp=sharing

Citation: Thank you to Lexington Public Schools for providing us an in initial plan to use as a jumping off point to accomplish this task. Thank you to the various Collaboratives for sharing their plans.

D. Out of School Time Plan

The Wareham Public Schools 21st Century Learning programs will continue to support students in grades K-12, in out of school time programs, implementing the programs based on the plan the district chooses. The 21st century program could be one of the following three, in person, hybrid, or remote. The programming will be after school, and will provide hands on project based, and social and emotional curriculum in all three models. The program will continue the focus on family engagement in all three models.

E. Student Support & Professional Learning

Since March 2020, our teachers, guidance counselors, social workers, school psychologists, paraprofessionals, and administrators have conscientiously kept meticulous track of students and their engagement levels while online. We were also able to pay counselors after school hours and evenings through the Mental Health Grant to be available to help any family in need. Breakfast and lunch were served throughout to all students and our bus drivers and cafeteria workers provided opportunities for families to pick up means. We will continue to feed and transport students. At this point, with the feedback we have received from families planning to ride the bus, we are in pretty good shape to abide by the DESE guidance. We still need to find a way to transport breakfast and lunch so that it is not exposed. We will have a plan in place prior to implementing the hybrid model. Special education plans have been made for all three learning scenarios.

Our goal is to create engaging and rigorous educational opportunities for synchronous and asynchronous learning and, at the same time, foster strong connections to help students through these unprecedented times in their lives. We were up and running virtually March 23, 2020, had a signed Memorandum of Agreement by April 2, 2020. We learned quickly about those students without the Internet and the Superintendent purchased Hot Spots. We have been 1:1 in grades 2-12 for the last 5 years which allowed us to send computers home with students. Spare Chromebooks were prepared and then distributed to grade 1. For the 2020-2021 school year, all students from PreK-12 will have a computer to take home. The curriculum was solid this spring, however some of the delivery was inconsistent.

Professional learning plans included webinars with Modern Teacher (this summer), a company that assists in building engaging curriculum for online and in-person learning that is delivered consistently, accessed easily by students and their families, and can go from online to in person.

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without skipping a beat (synchronous and asynchronous). Polly Bath (Aug. 4-5-6, October, January, and March for three days each time) trauma and behavior expert, offered three days of online professional development and will be coming three more times throughout the school year to work with teachers. She is assisting in developing clear and consistent guidelines, identifying how to read eye movement, and develop consistent practices that explicitly address social emotional learning. We have begun to create a Google Classroom for staff using the elements learned in Modern Teacher to model what we would like to see as teachers build their curriculum. We will place their mandated training, COVID, Modern Teacher, Social Emotional Learning courses, Google workshops, workshops about racism, special education and EL courses for teachers and paraprofessionals. We will offer some choices to accommodate the varying levels of experiences. Our new teachers will be invited to a Zoom meeting to learn about the district and connect with their Mentors.

We have presented a list of clearly defined expectations that was shared with Principals. Although developmental we know that each school will need to develop expectations that are appropriate at each developmental stage, there will be clearly outlined expectations.

Expectations

Communication: Teachers are expected to create a Landing Page (decided by each school and department) and to be in their courses on Google Classroom every school day. Post all instructions, assignments, and learning materials to Google Classroom. Each week, post an update with an overview of the learning objectives and expectations (Modern Teacher, Playlist, Learning Plan). Please answer emails within 24 hours.

WPS REMOTE-HYBRID LEARNING EXPECTATIONS
(Note: This list will be modified to address each developmental stage of our students and support practices that exist under regular circumstances)

| Department Meetings will take place once per week from 11:00 AM to 12:00 PM. See Remote Learning Schedule for your assigned days. Meetings will take place via Zoom or Google Hangouts. |
| Grade Level meetings will take place weekly on Wednesdays from 2:00 PM to 3:00 PM. Meetings will take place via Google Hangouts. |
| Department Chair Meetings will take place weekly on Wednesdays from 2:00 PM to 3:00 PM. Meetings will take place via Zoom or Google Hangouts. |
| Planning and Co-Planning Meetings for curriculum, take place Monday, Tuesday, Wednesday, Thursday, or Friday from 8:00 AM-9:00AM and/or 2:00 PM to 3:00 PM via Google Hangouts or Zoom. Teams and co-teaching pairs should meet at least one time per week. Meetings should be documents using Google Sheets. |

Teacher Office Hours
Two Office hours opportunities are scheduled **daily** Monday through Friday: **Morning Office Hours**: 9:00am - 10:00am  
**Afternoon Office Hours**: 1:00pm - 2:00pm

**Students or Parents with younger students** should schedule an appointment for help or conferencing by emailing their teacher using their WPS email account. The appointments should be scheduled to happen during the office hours times outlined in the schedule.

**Teachers** must be available and responsive via email, google chat, google classroom or by appointment.

In order to meet **Time on Learning Requirements**, grades K-5 need to plan for learning to take place 5 hours a day (850 hrs.) and Grades 7-12, 5.5 hours a day (935 hrs.)

### Curriculum

All curriculum and lessons during Remote Learning must be aligned to the Massachusetts State Standards. While some activities may need to be revised to fit into a remote learning model, the standards, skills, and content outlined in your playlists and learning plans must be delivered. Some examples of adjusting activities to fit the requirements of remote learning include:

**ELA**: Posting links to audiobooks or read-aloud texts for students instead of shared classroom readings.

**Math**: Using Khan Academy video tutorials and online calculators during models and independent assignments

**Science**: Using Newsela science articles, Khan Academy video tutorials during models and independent assignments

**History**: Create text-sets using Primary and Secondary sources, attaching them to a Google Classroom assignment for written responses,

**Visual Arts**: Students analyze images of artwork within a genre and sketch their own version using paper/pencil (upload image to Google Classroom)
**Performing Arts:** Students record video or VoiceMemo of their song, dance, or performance piece and upload

**PE:** Students conduct daily 30-minute at home workouts and complete logs

### Google Classroom Assignments

**Teacher:** Assignments must post on Google Classroom *daily* at 8:00 AM and be due by Midnight.

Teachers must post the following assignments weekly on Google Classroom:

- One Question post *per day* aligned to content to mimic classroom discussion.
- One Assignment *per day* aligned to content that requires students to complete a
- Google Doc or other form of work to mimic a handout or in-class activity
- One Quiz/Assessment *per week* aligned to content that requires students to complete a Google Form to mimic a quiz or formative assessment

### PowerSchool Grading Expectations

Grades must be posted by 8:00 AM each Monday for the prior week.

Teachers must post the following grades per week in PowerSchool:

### Classwork Grades

Assignment Grades: Choose at least 2 daily assignments to input into PowerSchool.
"Consistent with 603 CMR 27.08(3)(b), districts must assess all students based on the district’s and educator’s performance criteria for students during the 2020-21 academic year. This performance criteria must be consistent across in-person, hybrid, and remote learning environments. For example, if students typically receive a letter grade (A-F) for a particular course, students who are participating remotely must also receive a letter grade" (DESE, 2020).

All assignments should have a clear criteria accompanied by a rubric if applicable and be communicated so that the expectations are easily understood.

**Formative Assessment Grades**

Weekly Quiz Grade: The Google Form Edulastic, etc. “Quiz” that students complete must be scored and input weekly. This will be determined at each school with Administration and Department Chairs, where applicable.

**Weekly Lesson Expectations**

Teachers must continue to post lessons by Friday or no later than 7:00 AM Monday for the following week. Lessons should maintain the same format with standards, objectives, and all components of a WPS classroom (adapted for Remote Learning). Administration and Department Chairs will review these documents weekly as well as your Google Classroom.

Teachers may link the resources they are posting in their Google Classroom (Ex: teacher-created videos, text(s), PDF documents, other videos such as Khan Academy, etc) within their lesson plan.

WPS co-teachers must continue to differentiate instruction reflected within the lesson plan as well as on Google Classroom.

**Remote Learning Resources**

The WPS’s Teams have worked to put together a resource guide for Students, Families, and Staff within our community.

**Video Conference Guidelines**
Face-to-face video conferencing for department meetings, grade level meetings, instructional coach sessions, and department chair meetings is required for all staff.

Any technology issues or questions can be sent to Chris Tahan ctahan@wareham.k12.ma.us

Video conferencing with students during office hours or by appointment is **not required** if teachers or staff are not comfortable. Instead, audio meetings (turning off the video feature) can be used for scheduled Office Hour sessions.

**PowerSchool Log Entry Expectations**

Documentation is a vital part of the Remote Learning process. Please diligently adhere to entering Log Entry expectations throughout the time we are in remote learning. You must log every student and parent contact you make on PowerSchool.

Examples of Log Entry requirements are:

Office Hour contact with students (log the time, day, and type of contact (ex: Google Hangouts, Google Chat, Email, etc.)

Parent/guardian contact for absent or disengaged students (log the time, day, and summary of meeting)

*If students miss more than 2 consecutive daily assignments, please contact the family quickly. Bring these concerns and names of students to Grade Level meetings and/or social workers or guidance counselors.*

WPS’s student supports (ex: appointments with students for academic support, meetings, mandated counseling, etc.; log the time, day, and type of contact.

**Daily Attendance Expectations**
Daily attendance will take place in PowerSchool. Accuracy of attendance continues to be a mandatory and legal document throughout Remote Learning. “Schools and districts must take daily attendance whether a student is in person or remote” (DESE, 2020).

All attendance must be input into PowerSchool by 2:00 PM every day.

### Expectations for Supporting WPS Populations

Co-teaching partnerships will meet at least one time per week to differentiate and accommodate remote learning materials for WPS populations. Meeting times, dates, and modifications must be documented.

WPS co-teachers must work to engage their students in academic support sessions during daily office hours via email, Google chat, Google hangouts, or other digital platform to meet the required number of minutes of service. All support sessions must be documented in PowerSchool.

Related Services and Mandated Counseling sessions will be provided and documented by providers.

Special Education teachers and Service Providers will send progress/concerns via email to families and where applicable (age 14+) students using WPS email.

Steps: Enter Google Classroom, click on “Grades”, click the student’s name, then click the envelope in the top right corner “Email student or guardians”, email that summary plus a message regarding available supports to the student and/or guardians.

IEP Meetings will continue via Phone Conference as scheduled by each school’s team chair.

*Please note this is a living document and changes and updates may happen with time.*

**Reference adapted from:**


https://docs.google.com/document/d/1or708YNdyFIYRX4RQyAthIZAD20Igc_2Lgge7wEl.s0o/edit
F. Certification of Health & Safety Requirements

The Wareham Public Schools is following the guidance provided by the Commissioner of Education. We believe Health and Safety practices which are clearly defined must be in place that will enable the safe reopening of schools this fall. Guidelines will be modified as needed to be commiserate with the State’s data related to COVID. In addition to required practices, we have also included guidance on best practices where applicable.

As a general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination -- are masks/face coverings, physical distancing, handwashing, and cleaning frequently touch surfaces.

**Masks/face coverings:** As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Masks/face coverings protect the general public against COVID-19 infection, especially when worn prior to symptom onset.

- **All Students are required to wear a mask/face covering that covers their nose and mouth.**
- **Exceptions to mask/face covering requirements** must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. **Exceptions must be medically documented.**

- **Adults, including educators and staff, are required to wear masks/face coverings.** (again, if not - medical documentation is required)

- **Mask breaks should occur** throughout the day.

- **Masks/face coverings should be provided by the student/family,** but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students.

- **Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.**

- **Transparent face coverings provide the opportunity for more visual cues** and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

**Physical distancing:** Physical distancing is another important practice that helps mitigate transmission of the virus. Students will be placed 6’ apart from grades PreK-7 and wherever feasible in grades 8-12, however, if 3’ is implemented, masks are paramount.
- **Classroom and facility configuration:** To the extent possible, desks should be spaced 3-6 feet apart.

- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.
  - In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.

- **Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible:** These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layers of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

- **Student groups:** To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. **Our initial requirements and related guidance are as follows:**

  - **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.

  - **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

**Hand hygiene: Handwashing and hand sanitizing:** Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when hand washing is not available. As has always been the case, handwashing should be

- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

- **Handwashing:** When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly.

- **Hand sanitizing:** If handwashing is not feasible, hand sanitizer with at least 60 percent

**COVID-19 related isolation space:** In order to minimize transmission of COVID-19, schools must ensure they have an isolated space available for students displaying COVID-19 symptoms. **Our initial requirements and related guidance are as follows:**

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• Schools are required to designate a COVID-19 related isolation space that is separate from the nurse’s office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up.

COVID-19 testing in schools: At this time, in-school testing is not recommended. Students’ families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school.

PPE Supplies link
https://docs.google.com/spreadsheets/d/17mks0Xf8Doe0mkUh5WOVSs371kUboMlL1n3vbuG3aZU/edit?ts=5f2edf53#gid=0

Exposure Plan for Probable Positive COVID-19 Cases
Please note: information may change based upon guidance from the CDC, DESE, State or Local Board of Health

As of July 21, 2020

Exposure Defined as: Employees/students who were in close contact (within approximately 6 ft. for 10 minutes or longer) with a person who is considered to be a probable or is a confirmed case of COVID-19 from the period 48 hours before symptom onset to the time at which the patient is isolated.

If any employee/student who was in close contact remains asymptomatic, the employee/student must adhere to the practices set out by the Department of Elementary and Secondary Education.

“In school settings, close contacts include other students and staff within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts. They may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If individuals test positive for COVID-19, then self-isolation is for a minimum of 10 days and until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.”

Symptoms of COVID-19

If any of the following symptoms are present, it is imperative to stay home.

☐ Fever (100.4 F or higher), chills or shaking chills.
☐ Cough
Difficulty breathing or shortness of breath
☑ New loss of taste or smell
☐ Sore throat
☐ Headache when in combination with other symptoms
☐ Muscle aches or body aches
☐ Nausea, vomiting, or diarrhea
☐ Fatigue, when in conjunction with other symptoms
☐ Nasal congestion or runny nose when in combination with other symptoms

If a staff or student has any of these symptoms, they must get a test for COVID-19 before returning to school.


Protocols for possible COVID-19 situations

1. If the student/employee becomes ill during the school day, the nurse will be promptly notified. The person should report directly to the ISOLATION ROOM.
2. The person will be sent home immediately.
3. Contact information will be maintained on a daily basis. Contact will be sent promptly to the building principal.
4. The classroom and other areas the person was in will be closed, cleaned, and disinfected.
5. Notification will be made to:
   Parents of the students who were in close contact with the infected individual, the students will be isolated (masked), and will be sent home with instructions to be tested. These students are to remain home for 14 days or until negative test results are received. If a parent chooses not to have their child tested, the child will remain at home for the 14-day period and symptom-free.
6. If an employee or student receives notice during the school day, they are positive for COVID-19, immediately all students/staff in the cohort must wear a mask and wash hands. (see DESE guidance for further information, July 17, 2020)
7. Confidentiality laws will be strictly followed.
8. IT IS VITAL THAT ANY STUDENT OR EMPLOYEE REMAIN HOME IF THEY ARE NOT FEELING WELL.

District responsibilities for an employee that has a positive COVID test.

1. The Principal/Superintendent will notify all staff in the affected building that an employee has tested positive. No name will be released.
2. The Board of Health will be notified, and contact tracing will promptly begin.
3. The Principal/Superintendent will notify employees if they had contact with the person who tested positive. Those in close contact will be sent home (paid leave) to monitor symptoms.
4. Classrooms or other areas of possible exposure will be disinfected and will remain closed for 24 hours.

If someone in an employee’s household tests positive:
1. The employee will notify the building principal and will NOT come to work.

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2. The employee may not return to work without a physician’s note.

If an area of the building is contaminated:
1. The area will be promptly closed.
2. If possible, windows will be opened to allow circulation of air (fans usage if possible)
3. Wait at least 24 hours before cleaning and disinfecting the area.
4. Clean/disinfect all possible shared areas used by the person.

Finally, the district will send a communication to families, informing them of the positive case. No names or classes will be released. Parents in the cohort will be contacted that a member of the cohort has tested positive and their child may have been within 6 ft of this individual and, therefore, should be tested. Again, no names will be released.

As you read through this document, you will see an escalation in our instructional protocols for how we, as a caring and creative community of educators, will support students’ well-being and academic progress.

The safety and well-being of our students and staff are first and foremost as we developed the required plans and will continue to be our number one priority as we begin our 2020-21 school year. As it has been documented, this document has been a collaborative effort, parents, faculty, staff, and administrators, and we clearly recognize that challenges will be encountered along the way. It is our belief that our decisions have been made in what is in the best interest of all members of our school community.