

WEYMOUTH PUBLIC SCHOOLS

Comprehensive Return to School Proposal

2020-2021



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SUPERINTENDENT'S MESSAGE

August 10, 2020

Dear WPS Families, Students, Staff, Faculty, and Community Members,

The past few months have brought unprecedented times to our school community, personal community, as well as our global community. These long weeks have required patience, flexibility, and compassion from all members of Weymouth Public Schools and our Weymouth Community at large. Many families, staff members, and community members have experienced loss, trauma, and great difficulties during this time, but...as always, our Weymouth community rises to the occasion to support each other. I can personally attest to the many kind-hearted acts that have taken place on a daily basis to lend support when needed. I am proud to be part of this generous and thoughtful town where helping a neighbor and lending an extra hand is still a daily practice.

I am also very grateful and proud to report that throughout this difficult time, we have stayed true to our Weymouth Public Schools values supporting physical safety, social emotional wellbeing, community outreach, collaboration, and academics. The Return to School Draft Plan was presented on August 4, 2020 for public comment and then revised to reflect the input from all stakeholders. The Return to School Draft Plan was then discussed again on August 6, 2020 and unanimously approved and voted by the School Committee that evening. The presentation documents from these meetings can be found [HERE](#). This document represents the same values and work of hundreds of people who came together to ensure that our fall reopening plan meets many needs of our students, staff, faculty, families, and community with safety in the forefront of our minds.

The dedicated WPS Return to School Working Groups were formed and began to meet in June 2020 to ensure that school opening for September 2020 would reflect the Massachusetts Department of Elementary and Secondary Education (DESE) return to school guidelines issued by Commissioner Riley on June 25, 2020 as well as the voices of many stakeholders. This guidance and all guidance from Commissioner Riley can be found [HERE](#). Thank you to everyone that participated in these groups, completed a survey, attended a Weymouth School Committee Meeting, and submitted questions to our dedicated email address at 2020ReOpen@weymouthps.org.

Your thoughts and concerns helped to create the document you have today. Please continue to stay connected by visiting our website [here](#) for the Returning to School Updates page of the WPS website. There you will find weekly communications, resources from state and local government, and any updates for the upcoming school year. We also have social media accounts on [Facebook](#), [Twitter](#), and [Instagram](#) that re-post these communications.

Please understand the plan outlined in this document reflects many variables that were taken into consideration and provides a framework for what a safe return-to-school will be like for Weymouth Public Schools. We fully understand that this plan will not meet the needs nor the desires of everyone, and that flexibility will be required as we move forward. We also know that this plan is a fluid document and will change pending the health and safety guidelines provided by medical experts. I ask that we do our best to continue to remain positive and remember that together we can support our over 5,000 students that are looking forward to September and all the excitement that a new school year brings. I know it will not be perfect, but as always...We are Weymouth and together we will overcome the difficulties that are before us to ensure the best for our students!

Sincerely,

Dr. Jennifer Curtis-Whipple

ACKNOWLEDGMENTS

Our Return to School Plan is the culmination of countless hours of work put forth by a far reaching group of school and community based representatives. We are exceedingly grateful for the time, effort and unwavering commitment extended by so many individuals. Their unique perspectives and contributions were critical in addressing the complex nature of our work. We had parents, guardians, students and community members volunteer to participate in any of our four Return to School working groups. You rearranged schedules and found the time so you could be an active voice in these groups. Your actions are admirable and demonstrate your passion for the school district. We are indebted to all the educators that put summer break on hold so you could join a working group. You shared your expertise allowing the plan to be as robust and targeted as possible. You exemplify all that is good about being a teacher and an advocate for children.

Special thanks go out to our supportive Weymouth School Committee members, dedicated building administrators, and innovative curriculum team. We also want to send a tip of the hat to our three central office administrative assistants, Eileen Pitts, Karen Mariani, and Karen Spellman; their contributions have been immeasurable.

In addition we are very fortunate to have a strong connection with our town's Department of Public Health. The resources they have provided have been invaluable. In particular we would like to recognize the assistance provided by the Department's Director, Dan McCormack and Public Health Nurses Julie Long and Cindy Morrison. Also, special thanks to the additional members of the Central Leadership Return to School group that have both spearheaded and shepherded all that needed to get done to produce our plan.

John Barker, Deputy Director of Central Maintenance

Allyson Bell, Administrator of Special Education

Richard Bransfield, Primary Principal

Jeremy Burn, Primary Principal

Patrick Costello, Primary Principal

Melanie Curtin, Asst Dir. for Instructional Services & Supp

Teri Fleming, Curriculum Director-STEM

Maryann Foley, Director of Human Resources

Patti Hayes, Assistant Director of Special Education

Patrick Higgins, Primary Principal

Robin Howard, Transportation Supervisor

Dennis Jones, Assistant Curriculum Director-SEL

Elaine Lane, Interim Coordinator of Health Services

Brett Lindholm, Director of Technology

Terri Marculitis, Curriculum Director-Humanities

Michael McLeod, High School Dean

Karen Monahan, High School Associate Principal

Rebecca Paulhus, Associate Principal

James Rekowski, Coordinator of Technology Infrastructure

Nancy Schuhwerk, Primary Principal

Brian Smith, Asst Superintendent for Finance & Operations

Pam Stazesky, Manager of Data and Assessment

Alan Strauss, High School Principal

Meg Verlicco, Assistant Director of Special Education

Stacey Ware, Weycare Director

Robert Wargo, Asst Superintendent for Instructional

Services and Support

[All Return to School Group Volunteer](#)

To our families, students and staff - thank you for participating in our surveys, attending school committee and budget sub committee meetings, email questions, and patiently waiting for clarity regarding what the fall will look like. This document incorporates your recommendations and feedback. It creates the beginning framework for us to provide the best possible educational experience for all of our students. We are and continue to be Weymouth Proud.

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EXECUTIVE SUMMARY

The executive summary is meant to provide a very brief overview of this comprehensive plan. Our Return to Schools Working Groups have created a detailed and in-depth plan that serves as our district's blueprint however it may be overwhelming for some. This section will hopefully answer many of the specific questions that students, staff and families need answers to.

Starting Dates and Learning Models

1. The student school year has been reduced to 170 days and 850 hours (primary) and 935 hours (secondary.) Students will begin their school year on Wednesday, September 16, 2020 in a **Remote Learning** setting until we begin **Phase 1** of the **Hybrid Learning Model**. The official date that will move WPS from a **Remote Learning Model** to a **Hybrid Model** will be decided based on a metric collaboratively determined by and supported by our medical professionals advising Weymouth Public Schools.
2. We have created a phased approach for our **Hybrid Learning Model** to ensure for the safest re-entry into our schools. We plan to begin our first groups into **Phase 1** of the Hybrid Model potentially the week of September 21, 2020. The earliest a group would move to **Phase 2** is October 13, 2020. Lastly, we would begin **Phase 3** no earlier than January 4, 2021.

Full Remote Learning

The Remote Learning Model is a fully remote model that consists of 100% learning completed from home. Instruction times will be scheduled. There will be set times that students must attend synchronous learning through google meet conferencing. Attendance during these sessions will be mandatory. All other work will be student directed through lessons, activities and videos provided by their teacher. Schedules will be finalized and distributed by building leaders, via email and mail, prior to the start of school. Students and families will have the choice to engage in full remote learning. It should be noted that the transition from or into any learning model will require time to properly address the requested change.

Full In-Person Model

The only school we believe could possibly use the Full In-Person Model at this point is The Johnson Early Childhood Center. We are planning to phase into a Full In-Person Learning based on a metric collaboratively determined by and supported by our medical professionals advising Weymouth Public Schools. One Monday a month, as noted as Staff Development Day on the District Calendar, students will be engaged in remote learning activities.

Hybrid Learning

Students are divided into small cohorts to allow for a safe and smooth transition for everyone. Our PreK students, Special Education High Needs students, English Language Learners and Career and Technical Education(CTE) Seniors will attend in person learning more frequently throughout the phases. Schedules will be finalized and distributed by building leaders, via email and mail, prior to the start of school. Students and families will have the option to choose full Remote Learning.

Hybrid Phase Schedule

| Students | Hybrid Phase 1 | Hybrid Phase 2 | Hybrid Phase 3 |
|---|--------------------------------|-------------------------------|---|
| Grades 12 Career and Technical Education Lab/Shop Hours Only | No earlier than Sept. 21, 2020 | No earlier than Oct. 13, 2020 | N/A |
| High needs Substantially Separate Programs: PK-12 Communication Enhancement Program (CEP) K-12 Intense Resource Center (IRC) K-5 Language Based Learning Disabilities (LBLD) K-5 Therapeutic Learning Center TLC PK-12 Life Skills Special Education Program Gr. 12+ Post Grad Special Education Program | No earlier than Sept. 21, 2020 | No earlier than Oct. 13, 2020 | N/A |
| Johnson Early Childcare Center: | No earlier than Nov. 16, 2020 | N/A | N/A |
| Primary Schools (K-5) | No earlier than Nov. 16, 2020 | No earlier than Dec. 7, 2020 | No earlier than Jan 4, 2021 Gr K-1 ONLY |
| Abigail Adams Middle School (6-7) | No earlier than Nov. 16, 2020 | No earlier than Dec. 7, 2020 | N/A |
| Weymouth High School (8-12) | No earlier than Jan. 4, 2020 | No earlier than Jan. 26, 2021 | N/A |
| Weymouth Evening High School | No earlier than Semester 2 | TBD | N/A |

Professional Learning

Educators will return to buildings on September 1, 2020 to participate in ten days of Professional Learning. Modules will include topics necessary to deliver quality instruction virtually using technology, with a focus on engaging students, providing frequent feedback, and communicating regularly with students and families about progress on standards of learning.

Health and Safety

The health, safety, and well-being of our students and staff is our top priority. The Director of Health Services and the Assistant Superintendent of Finance and Operations have developed a plan for acquiring the necessary supplies for the return to school. Classroom supplies will be closely monitored to help ensure that we have appropriate amounts of sanitizing materials available.

As recommended by the Centers for Disease Control (CDC), [safety protocols](#) are being developed to address the following

1. [What to do if sick](#) - learn more about steps to take if a child or staff member is sick and presents with COVID-19-like symptoms during the school day
2. [Handwashing](#) and [proper respiratory hygiene](#);
3. [Instruction on masks/face coverings](#) (how to do, wear, remove, and store)

4. [Student transportation](#) and capacities; For additional information, please see the comprehensive [Fall Reopening Transportation Guidance](#)
5. [Safe ways](#) for students to enter, exit, and move throughout the school building and classrooms

Learning Spaces

- Minimum of 3 ft spacing between desks with every effort to use 6 ft when possible
- Mask break areas will be designated for all students and staff

Food Service

- All meals will be provided individually wrapped
- All seating will be a minimum of 6 ft apart to allow masks to be removed

Transportation

- Bus Monitors to facilitate compliance of Safety Protocols
- Assigned Seats - one student per bench unless siblings
- Masks must be worn at all times
- Windows will be kept open to increase fresh air circulation
- Safe Distancing is required at bus stops
- Cleaning and disinfecting practices will be in place

End of Executive Summary

START OF SCHOOL INFORMATION

When does school start?

Given the most recent guidance by the Department of Elementary and Secondary Education (DESE) we will begin the 2020-2021 school year with ten days of professional development for our staff from Tuesday, September 1st through Wednesday, September 15th, not including the Labor Day Holiday.

Our educators and staff are essential to our preparations for a safe and successful fall school reopening. Following collaborative discussions with the teachers' unions, I am announcing today that school districts will have 10 additional days at the start of the 2020-2021 school year to prepare for the reopening of schools. The full [memorandum of understanding](#) with the DESE, the Massachusetts Teachers' Association, AFT-Massachusetts, and the Boston Teachers' Union is attached. It states that DESE and the unions have a shared commitment to the safety and well-being of students, families, and staff; they are collaborating to support a successful start to the school year; and they recognize the need to provide additional time for educators and staff to prepare for the start of instruction. *July 28, 2020 Department of Elementary and Secondary Education*

Our student's school year will begin on Wednesday September 16, 2020. DESE has adjusted the school year to 170 days and 850 hours for primary schools and 935 hours for secondary schools. PreK through grade 12 and Post Grad will begin the school year in Remote Learning.

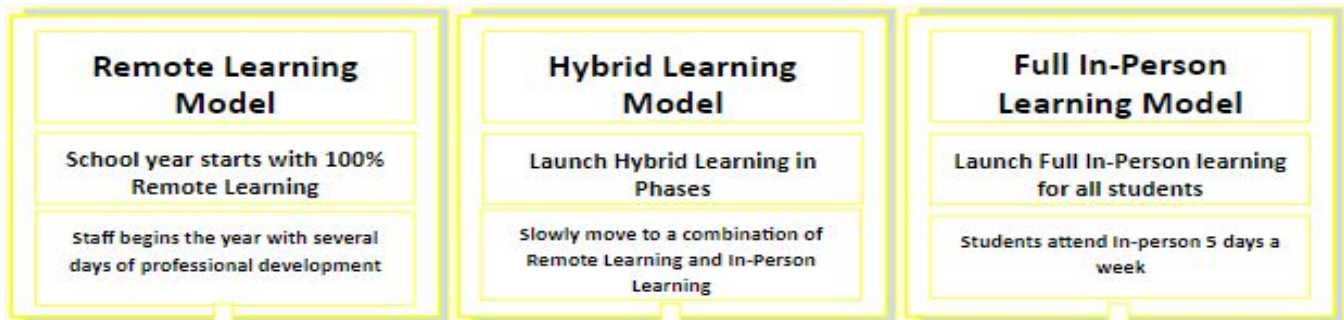
We have created a phased approach for our **Hybrid Learning Model** to ensure for the safest re-entry into our schools. The official date that WPS will move from a **Remote Learning Model** to a **Hybrid Model** will be decided based on a metric collaboratively determined by and supported by our medical professionals advising Weymouth Public Schools. The earliest a group will start Phase I of the Hybrid Model would be potentially the week of September 21, 2020.

A Disclaimer

We reserve the right to change this draft of the "WPS Return-to-School Plan" at any time. The Return to School Working Groups have been working around the clock since June to create this plan and it serves as a solid foundation for return to school planning. However, It is our understanding that the State of Massachusetts or DESE may update guidance on reopening schools at any point. We are also in a unique situation where we are smack dab in the middle of a major school building project for the Maria Weston Chapman Middle School that has left us without our second largest school building. The logistical changes due to this project add to the already complex situation we are in now and we are constantly making adjustments to suit the needs of our students and staff.

Return-to-School Models

We have been asked by DESE to prepare 3 models for reopening schools this fall: a Remote Learning Model, a Hybrid Learning Model and an In-Person Learning Model. To inform our decision making around what model(s) will work in our schools we completed a district wide "Pressure Test" to assess all of our building spaces. We measured all classrooms, offices, and larger spaces like libraries, cafeterias, gyms, shops, etc. The current DESE guidelines allow for seating at a minimum of 3 ft. apart but we will strive to create distances that are closer to 6ft. apart in our planning.



Remote Learning Model

The Remote Learning Model is a fully remote model that consists of 100% learning completed from home. Instruction times will be scheduled. There will be set times that students must attend synchronous learning through google meet conferencing. Attendance during these sessions will be mandatory. All other work will be student directed through lessons, activities and videos provided by their teacher. Students and families will have the option to choose full Remote Learning for the first term. Building administrators will reach out to you to discuss continued Remote Learning beyond the first term.

A Full Remote Learning Plan option will consist of a standards-based curriculum developed, delivered and supported by WPS educators. It may have both synchronous and asynchronous components to engage the student in rigorous and challenging learning opportunities. The plan will provide flexibility to adapt to family and individual student needs. Student attendance will be tracked daily. Assessment and grading will be aligned with the school district's current practices and protocols. Families deciding to opt back into the learning model presently being implemented will need to inform a building administrator of their plan. It should be noted that the transition from or into any learning model will require time to properly address the requested change.

Full In-Person Model

The only school we anticipate using the Full In-Person Model at this point is **The Johnson Early Childhood Center** with a start date no earlier than January 4, 2021. We are planning to phase into a Full In-Person Learning based on a metric collaboratively determined by and supported by our medical professionals advising Weymouth Public Schools. One Monday a month, as noted as Staff Development Day on the District Calendar, students will be engaged in remote learning activities.

Phased Approach to Hybrid Model

Hybrid Learning Model Phase 1:

To safely transition staff and students back into the buildings we are proposing a Phased Hybrid Model. Various programs and grade levels have different anticipated start dates. Please see the schedules below for dates.

We will start in Phase 1 with small cohorts attending one or two days per week. Students will be divided into 4 cohorts (2 cohorts for PreK, Special Education High Needs, ELL, Pathways & CTE seniors) to

allow for small student groupings. Each cohort would attend In-Person learning one day of the week while Special Education High Needs students, English Language Learners and CTE seniors will attend 2 days in person. In person learning is prioritized for grade 12 CTE to allow them the opportunity to complete their hands on learning hours needed for certification in June. PreK will have 2 cohorts that will attend every other week in-person. This phase is expected to be a brief period with the intention to allow students and staff to adjust to new safety procedures.

Phase 1 Cohort Schedules

High Needs Substantially Separate Special Education Programs (PK-12 & Post Grad)

Starting no earlier than 9/21/20 In Person; 2 Cohort Divisions; 2 Days Per Week

| 1 | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| WEEK | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | IN PERSON | IN PERSON |

Career and Technical Education (CTE) Seniors (Grade 12 only)

Starting no earlier than 9/21/20 In Person for SHOP/LAB ONLY

2 Cohort Divisions; 2 Days Per Week

| WEEK | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| 1 | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | IN PERSON | IN PERSON |

Johnson Early Childhood Center (JECC)

Starting no earlier than 11/16/20 In Person; 2 Cohort Divisions; Mon-Fri; Every Other Week

| WEEK | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------------------------|------------------|------------------|------------------|------------------|------------------|
| 1 | Cohort 1 (½ of Class) | IN PERSON | IN PERSON | IN PERSON | IN PERSON | IN PERSON |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| WEEK | | Monday | Tuesday | Wednesday | Thursday | Friday |
| 2 | Cohort 1 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| | Cohort 2 (½ of Class) | IN PERSON | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Grades K - 7

Starting no earlier than 11/16/20 In Person; 4 Cohort Divisions; One Day Per Week

| W E E K 1 | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| | Cohort 1 (½ of Class) | Remote | IN PERSON | Remote | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | IN PERSON | Remote | Remote |
| | Cohort 3 (½ of Class) | Remote | Remote | Remote | IN PERSON | Remote |
| | Cohort 4 (½ of Class) | Remote | Remote | Remote | Remote | IN PERSON |

Grades K - 7 ELL Level 1 & 2

Starting no earlier than 11/16/20 In Person; 2 Cohort Divisions; Two Days Per Week

| W E E K 1 | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | IN PERSON | IN PERSON |

Grades 8 - 12 ELL Level 1 & 2 and Pathways

Starting no earlier than 1/4/21 In Person; 2 Cohort Divisions; Two Days Per Week

| W E E K 1 | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | IN PERSON | IN PERSON |

Grades 8-12

Starting no earlier than 1/4/21 In Person; 1 Day Per Week

| W E E K 1 | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|---------------------------------|--------|------------------|------------------|------------------|------------------|
| | Cohort 1 (½ of Class) | Remote | IN PERSON | Remote | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | Remote | IN PERSON | Remote | Remote |
| | Cohort 3 (½ of Class) | Remote | Remote | Remote | IN PERSON | Remote |
| | Cohort 4 (½ of Class) | Remote | Remote | Remote | Remote | IN PERSON |

Hybrid Learning Model Phase 2:

Upon successfully transitioning students back into school we will move to Phase 2 of the Hybrid Model. In Phase 2 our Special Education Sub Separate Programs (TLC, Life Skills, IRC, CEP, LBLD, and Post-Grad), ELL students in Levels 1 and 2, Pathways and CTE seniors will attend In-Person learning four days/week every week. All other students will be in two cohorts and they will attend In-Person learning four days one week and then alternate to Remote learning the following week.

Mondays will stay consistent as Remote learning for all students K - 12. Synchronous instruction will be provided for students. Educators may have time scheduled to collaborate on weekly remote and in-person lesson plans with colleagues

Various programs and grade levels have different anticipated start dates. Please see the schedules below for dates.

Phase 2 Cohort Schedules

High Needs Substantially Separate Special Education Programs (PK-12)

Starting no earlier than 10/13/20 In Person; Tuesday-Friday

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--------|------------------|------------------|------------------|------------------|
| Program Class | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Career and Technical Education (CTE) Seniors (Grade 12 only)

Starting no earlier than 10/13/20 In Person for SHOP/LAB ONLY

2 Cohort Divisions if needed; 4 Days Per Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------|------------------|------------------|------------------|------------------|
| CTE Program | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Grades K - 7

Starting no earlier than 12/7/20 In Person; 2 Cohort Divisions; 4 Days Per Week

| WEEK | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|----------------------------------|--------|------------------|------------------|------------------|------------------|
| 1 | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| 2 | Cohort 1 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Grades K - 7 ELL Level 1 & 2

Starting no earlier than 12/7/20 In Person; 4 Days Per Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------|------------------|------------------|------------------|------------------|
| ELL Levels 1&2 | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Grades 8 - 12 English Language Learners (ELLs) Level 1 & 2 and Pathways (MTSS)

Starting no earlier than 1/25/21 In Person; 4 Days Per Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------|------------------|------------------|------------------|------------------|
| ELL Levels 1&2 | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Grades 8-12

Starting no earlier than 1/25/21 In Person; 4 Days Per Week

| WEEK | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|----------------------------------|--------|------------------|------------------|------------------|------------------|
| 1 | Cohort 1 (½ of Class) | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |
| | Cohort 2 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| 2 | Cohort 1 (½ of Class) | Remote | Remote | Remote | Remote | Remote |
| | Cohort 2 (½ of Class) | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Hybrid Learning Model Phase 3:

Grades K-1

Starting no earlier than 1/4/21 In Person; Tuesday-Friday every week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--------|------------------|------------------|------------------|------------------|
| Program Class | Remote | IN PERSON | IN PERSON | IN PERSON | IN PERSON |

Sample Hybrid Model Schedules

The needs of students at each grade level vary considerably—just as no two students are alike, neither are two grade spans. Students in elementary school (grades PK-5), middle school (grades 6-8), and high school (grades 9-12), have vastly different needs. The following **sample** schedules are designed to be responsive to the developmental needs of learners in a particular age group. For each grade span, we provide a general outline of the day for both remote and in-person weeks.

Table 1. Sample Primary Hybrid Schedule

| MAROON: REMOTE LEARNING | GOLD: IN-PERSON LEARNING |
|--|---|
| <p style="text-align: center;"><i>Starting the Day</i></p> <ul style="list-style-type: none"> ● Common Morning Meeting time/PBIS, SEL, Weekly Concepts (May have to be pre-recorded using YouTube) ● Synchronous - run by principal and rotating staff - repeat the calendar invite - livestream for efficient use of time. ● Following the school opening - Students will immediately enter their classroom Google Hangout (Remote/Hybrid) or classroom (In Person) <ul style="list-style-type: none"> ○ Attendance will be taken in class - with outlier needs addressed by the building principal and designated staff. | |
| <p style="text-align: center;"><i>During the Day</i></p> <ul style="list-style-type: none"> ● Follow a regular school day schedule. (Students in the building 9:05 a.m. - 3:15 p.m.) ● Specialists: These activities fell by the wayside during remote learning time. We can make it synchronous that would allow for participation. ● Reinforcing grade level standard activities/review/enrichment- (Hands on or Project Based) ● Schedule for remote learning synchronous times that has clear expectations for attendance and participation. ● Suggested small group sessions created for students identified (formatively) who need additional help with a certain skill/standard- Communicated to parents. ● OT/PT/Speech Services provided | <p style="text-align: center;"><i>During the Day</i></p> <ul style="list-style-type: none"> ● Follow a regular school day schedule. (Students in the building 9:05 a.m. - 3:15 p.m.) ● Students follow their regular schedule for both academic and specialist classes. ● Recess and lunch times remain the same; however, we anticipate that lunch will be served in classrooms ● Specialists will see students in their classroom ● Direct instruction with whiteboard practice to allow for safe social distancing. ● Lunch in the classrooms (nut free/allergy list) ● OT/PT/Speech Services provided |
| <p style="text-align: center;"><i>Ending the Day</i></p> <ul style="list-style-type: none"> ● Synchronous - run by principal and/or rotating staff <ul style="list-style-type: none"> ○ Optional for Hybrid Remote Learners. ● Staggered and multiple exits used. ● Use outdoor space when appropriate. | |

Table 2. Sample Middle School Hybrid Schedule

| MAROON: REMOTE LEARNING | GOLD: IN-PERSON LEARNING |
|--|--|
| Starting the Day | |
| <ul style="list-style-type: none"> ● Common Morning Meeting time/PBS, SEL, Weekly Concepts (May have to be pre-recorded using YouTube) ● Synchronous - run by principal and/or rotating staff ● Following the school opening - Students will immediately enter their 1st period class Google Hangout <ul style="list-style-type: none"> ○ Attendance will be taken - with outlier needs addressed by the building principal and designated staff. | |
| <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Students are in school for the regular school day (8:00 a.m. - 2:40 p.m.). ● Schedule for remote learning synchronous times that has clear expectations for attendance and participation. ● Video instruction for remote learning ● Student directed/ collaborative when feasible ● Full day Remote Learning ● OT/PT/Speech Services provided | <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Students are in school for the regular school day (8:00 a.m. - 2:40 p.m.). ● Rethink live instruction - Needs to be explicit instruction ● Individualized/ skills based working groups ● OT/PT/Speech provided |
| Ending the Day | |
| <ul style="list-style-type: none"> ● Synchronous (10 minutes to prepare for staggered departure) <ul style="list-style-type: none"> ○ Return to homebase: How did it go? What support do you need? | |

Table 3. Sample High School Hybrid Schedule

| MAROON: REMOTE LEARNING | GOLD: IN-PERSON LEARNING |
|---|---|
| Starting the Day | |
| <ul style="list-style-type: none"> ● Students follow a regular schedule and go to their 1st period class for daily attendance. (1st period class for less transition) | |
| <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Students are in remote learning classes for the regular school day (7:30 a.m. - 2:15 p.m.). ● Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated. ● Schedule for remote learning synchronous times that has clear expectations for attendance and participation. ● Synchronous opportunities for feedback and clarification - possibly accounted for if schedule extends passing period ● Classroom teachers will provide support during the remote learning week as needed, with appropriate availability by e-mail and/or video. ● Teachers will provide work schedules and completion times to help guide students and families. | <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Students are in school for the regular school day (7:30 a.m. - 2:15 p.m.). ● Passing times will be lengthened to allow for reduced student travel. ● Small cohort practice/ensemble (arts) ● Social-emotional learning and individualized support will still be addressed in the student's schedule ● OT/PT/Speech Services provided |

| | |
|--|--|
| <ul style="list-style-type: none"> As appropriate, students may also be supported by a variety of educators (e.g., special educators, teachers of English Language Learners, librarians, counselors, etc.) as appropriate OT/PT/Speech Services provided | |
| Ending the Day | |
| <ul style="list-style-type: none"> Dismissal time will be staggered to avoid overcrowding in the hallways and to facilitate maintaining social distances. | |

Table 4. Sample High School CTE Hybrid Schedule

| MAROON: REMOTE LEARNING | GOLD: IN-PERSON LEARNING |
|--|---|
| Starting the Day | |
| <ul style="list-style-type: none"> Students follow a regular schedule and go to their 1st period class for daily attendance. (1st period class allows for less transition) | |
| <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> Students are in remote classes for the regular school day (7:30 a.m. - 2:15 p.m.). Schedule for remote learning synchronous times that has clear expectations for attendance and participation. Synchronous opportunities for feedback and clarification - classroom teacher can Google Hangout with class that is remote for the last 8-10 minutes Synchronous opportunities may be scheduled in small groups during the specific time on all students fully remote day Asynchronous independent practice and recorded submissions (arts) reinforce/project/practice of lessons from in-person learning Interactive/simulator lessons (CTE - OSHA, Entrepreneurship, interview skills) If space does not allow for all CTE students to be in the building the following should be given precedence: Exploratory courses should be divided into Cohort A & B and follow the Hybrid model, Year 1-3 should be in the building as needed to accomplish shop/lab hours for certification. | <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> Students will be in the building from 7:30 - 2:15. CTE needs to be allowed contact between participants based on the program, following DESE CTE Guidelines If space does not allow for all CTE students to be in the building the following should be given precedence: Exploratory courses should be divided into Cohort A & B and follow the Hybrid model, Year 1-3 should be in the building as needed to accomplish shop/lab hours for certification. |
| Ending the Day | |
| <ul style="list-style-type: none"> Staggered Exits using multiple assigned door | |

Table 5. Sample High Needs Substantially Separate Hybrid Schedule

| MAROON: REMOTE LEARNING | GOLD: IN-PERSON LEARNING |
|---|---|
| <p>Starting the Day</p> <ul style="list-style-type: none"> ● Synchronous Building Start- run by principal and rotating staff - repeat the calendar invite - livestream for efficient use of time. ● Following the school opening - Students will immediately enter their classroom Google Meet (Remote/Hybrid) or classroom (In Person) <ul style="list-style-type: none"> ○ Attendance will be taken in class - with outlier needs addressed by the building principal and designated staff. ● Common Morning Meeting time synchronous with students in person and learning remotely. | |
| <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Follow a regular school day schedule. ● Small Groups: Teachers and Education Support Professionals (ESPs) will lead remote learning groups at scheduled times during the day to meet students' individual needs. These remote groups can be whole class (like morning meeting), small groups, or individual sessions. ● 1:1 ESP support: Students who have 1:1 ESP support for their learning needs will have the ESPs working with them remotely while synchronously learning. During asynchronous learning, the 1:1 ESPs may be checking in with the parent, the teacher, or student in other ways (phone call, email, prerecorded video) ● Related Services: Related services may be provided remotely if the students can access them, otherwise services will be provided when the students are physically present in the buildings. ● Specialists: These activities fell by the wayside during remote learning time. We can make it synchronous to allow for whole class participation. ● A schedule will be provided for remote learning synchronous academic times, that has clear expectations for attendance and participation. | <p style="text-align: center;">During the Day</p> <ul style="list-style-type: none"> ● Follow a regular school day schedule. ● Students follow their regular schedule for both academic and specialist classes. ● Recess and lunch times remain the same; however, we anticipate that lunch will be served in classrooms ● Specialists will see students in their classroom ● Direct instruction with guided instruction and independent practice, allowing for safe social distancing. ● Lunch in the classrooms (nut free/allergy list) ● Related Services provided |
| <p>Ending the Day</p> <ul style="list-style-type: none"> ● Synchronous - run by principal and/or rotating staff <ul style="list-style-type: none"> ○ Optional for Hybrid Remote Learners. ● Staggered dismissal ● Use outdoor space when appropriate. | |

WPS PLANNING PRINCIPLES AND PRIORITIES

The District began our planning by creating principles to guide the Return To School Working Groups and establish common priorities. Throughout our planning, the health, safety, and well being of students, staff, and families remained our top concern. This priority has shaped every aspect of our planning process, including the remote learning and hybrid models of learning that we will use to start the school year. In order to engage all stakeholders and bring as many voices together as possible, the District enlisted volunteers using a survey. Parents, guardians, students, staff members, including Weymouth Education Association Executive Board members, community members, Special Educations Parent Advisory Council members, School Committee members, and district administrators all worked together to create this plan.

The Central Leadership Team divided the large task of planning for school return into four main working groups: Student Services, Operations, Human Resources & Staffing, and Families & Communication. Each of these four main working groups included representatives from all stakeholder groups. Smaller focus groups were then created to delve further into certain areas such as transportation, athletics, and safety and health.

WPS Return to School Planning Guiding Principles

Health and Safety - Provide Physical & Emotional Wellbeing for our staff and students

Inclusive Work - All departments, staff, families, students and community stakeholders are considered in decision making

Flexibility - Encourage flexible thinking and solutions that can support multiple needs, phases, models

Data Sources Used

Surveys were administered throughout the spring and used as tools to gather perspectives from a broad range of stakeholders to better understand the school community's experience with remote learning and the presenting challenges. Data was collected electronically and through surveys distributed at school lunch pick up sites. Communications and guidelines set forward by the MA Department of Elementary and Secondary Education as well as the state and local Department of Public Health guidance further informed our decisions. The district also factored the present COVID-19 context into the analysis of data. The lessons learned during the 2019-2020 school year, along with further developments over the summer, will continue to inform our planning for the upcoming school year.

| Staff Surveys | Family & Student Surveys |
|---|--|
| Data from these surveys can be found in the July 23, 2020 SC Presentation . | |
| Remote Learning-Teacher/Educator Survey Remote Learning- Paraprofessional Survey HR Survey for Staff Concerns Fall 2020 | Remote Learning-Family Survey Family Perspective on Upcoming Logistics for Fall 2020 Remote Learning- Student Survey |

In addition to formal data sources, the District also gathered data from public discussions at school committee meetings as well as discussions at publicized Special Education Parent Advisory Council meetings

Other Considerations

Beyond the experiences of our students, staff, and families, WPS also considered information from many other sources and consulted experts across disciplines, as we developed “return-to-school” plans. Examples include:

- Best practices from health experts including, our Coordinator of Health Services and our nursing staff, the local Board of Health, the MA Department of Health, and the CDC
- COVID-19 cases and trends
- Inventories of personal protective equipment (PPE) and future needs
- Evaluations of district space and facilities (pressure testing/feasibility studies)
- Current enrollment and allowable class sizes
- Curriculum, instruction, and assessments
- Budgetary and fiscal constraints
- State and federal guidelines and requirements
- Sample plans from other states and districts
- Special population needs including English Language Learners, students with disabilities, high risk students, homeless students, students enrolled in the Career and Technical Education Program, students needing before and after school care, and students attending Weymouth Evening High School.
- Bussing and transportation
- Staffing patterns and personnel
- Technology needs and accessibility

HEALTH, SAFETY, AND WELL-BEING

Health and Safety Subgroup

A Health and Safety focus group, which is part of the larger Student Services Return to School Working Group, is comprised of teachers, parents, healthcare professionals, administrators, school committee members, and other community stakeholders. This group collaborated to develop this plan to work towards a safe and effective reopening of schools.

How the COVID-19 Virus Spread

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. There is preliminary evidence that airborne transmission — in which the virus spreads in the much smaller particles from exhaled air, known as aerosols. Because of this, it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. A staff and a student/family questionnaire will be available for individual's to determine, each day, whether the individual should go to school or not. If any answers are YES; family or staff should stay at home and call the school nurse to advise of possible COVID-19 symptoms.

| | |
|---|--|
| <p>Know the Symptoms of COVID-19</p> | <ul style="list-style-type: none">● Fever or chills● Cough● Difficulty breathing● Shortness of breath● New loss of smell or taste● Muscle or body aches● Fatigue (if accompanied by other COVID-19 symptoms)● Sore throat● Headache (if accompanied by other COVID-19 symptoms)● Congestion or runny nose (if accompanied by other COVID-19 symptoms)● Nausea or vomiting● Diarrhea |
|---|--|

In Massachusetts we have seen that risk can be mitigated if we practice core values of “caring for ourselves and others.”

Preventative Measures

- Social distancing of 3 to 6 feet (mask break, lunch, etc.)
- Wearing a mask
- Cover your cough or sneeze
- Do not touch your face
- **Frequent hand washing** with soap and water for at least 20 seconds
- If soap and water is not available - use hand sanitizer for at least 20 seconds
- **STAY HOME WHEN YOU ARE SICK**

We expect all staff and students and school personnel will incorporate these healthy practices, making them a part of their daily routine, as we begin our 2020-2021 school year. If you have questions regarding COVID-19, contact your school nurse.

Training for Staff, Students and Families

Staff:

Training/education needs to include mitigation procedures, personal hygiene, symptoms of illness, use and disposal of PPE, what to do if they suspect a student or staff have COVID-19 symptoms.

- Train staff on how to safely put on and remove masks, and protocols for mask breaks so they can train students.
- Train staff on what to do when a student is experiencing symptoms, how to provide emotional support to the student and others during times of uneasiness.
- Review student profile's with nurse to identify students of high risk
- Fact sheets and Posters from CDC: [CDC fact sheets and resources](#)
- Procedure for how staff will request/inventory cleaning supplies for classrooms. Inform staff that they cannot use their own cleaning supplies (request sheet for resupply)

Students:

Training/education needs to teach proper and frequent hand washing, covering of a cough or sneeze, appropriate social distancing, how to wear, put on, take off and dispose of a face covering and "not to touch their face." Students need to wear a clean mask to school each day and bring an extra.

- Students should only use their own desk while in the building. Any exceptions need to ensure that proper disinfectant is utilized prior to sitting.
- Mark floors with directions of how to walk/where desks are placed (i.e. tape and/or arrows)
- Implement seating charts in all classrooms to keep students within their cohort
- Provide instructions on coming into the classroom and exiting the classroom for students

- CTE-special shop requirements need to be reviewed as well as specific PPE needed
- Computer labs and Chromebook carts must be disinfected between uses according to cleaning protocols
- Water fountains should not be used unless they are touchless water bottle filling stations. Students should have their own water bottle each day. Water bubblers should be turned off or taped off
- Students should use a backpack or string bag to carry their belongings with jackets on the back of their chairs.
- Lockers should be for students who have specific needs.

Counselors in the district will support students' mental health needs relating to COVID-19, school closures, remote learning and social injustice.

Families:

Training/education is needed to ensure families are doing a self-check daily using the screening [checklist](#). This should be done at home each morning. This is a self monitoring tool and does not need to be sent in with the child. Children should stay home if there are YES responses. Advise families to call the school nurse with this information as well as their primary care provider (PCP).

- Review symptoms of COVID-19 and prevention measures.
- Offer websites for families to review and use with their children for preventive measures.
- The Health and Safety Blueprint Document and safety videos will be clearly visible on our district website.
- Provide parents with a link to monitor Weymouth trends of COVID-19 cases.

School Safety Protocols

While we continue to learn new information and face particular challenges, we will continue to refine and enhance our plan. We welcome your questions and input as well as we move into and through the school year. Walk-throughs of facilities have been conducted in collaboration with the Weymouth Board of Health and the Head of Maintenance. WPS staff members will meet prior to students returning and review safety protocols, ensuring that we create the safest return to school possible. As recommended by the Centers for Disease Control (CDC), [safety protocols](#) are being developed to address the following:

- [What to do if sick](#) - learn more about steps to take if a child or staff member is sick and presents with COVID-19-like symptoms during the school day
- [Handwashing](#) and [proper respiratory hygiene](#);
- [Instruction on masks/face coverings](#) (how to do, wear, remove, and store)
- [Student transportation](#) and capacities; For additional information, please see the comprehensive [Fall Reopening Transportation Guidance](#)
- [Safe ways](#) for students to enter, exit, and move throughout the school building and classrooms

- The Director of Health Services and the Assistant Superintendent of Finance and Operations have developed a plan for acquiring the necessary supplies for the return to school.
- Classroom supplies will be closely monitored to help ensure that we have appropriate amounts of sanitizing materials available.

MA universal office space safety standards including schools: [Reopening MA Mandatory Safety Standards](#). Additionally, the [Fall Reopening Facilities and Operations Guidance](#) provides a thorough checklist and series of bullet points that should be considered as part of the reopening of schools. Be sure to reference this document when setting up your building.

School Attendance Guidelines

- [Staff](#) and [Student/Family](#) Procedures have been established which include questionnaires which must be completed each day before entering school facilities.
- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. The State may release guidance on attendance requirements in the future.
- Students and staff with a temperature above 100 degrees should not attend school until they have been fever-free (under 100 degrees) for three (3) days and without the use of fever reducing medication, such as Tylenol, Motrin, Advil, or Ibuprofen.
- Students and sick staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health (MPDH) to [Discontinue Home Isolation](#) and [Quarantine](#). Students and staff will check with their school nurse prior to returning as well. A safe return to school is based on symptoms, duration of symptoms, test results, and clearance by the Weymouth Office of Public Health.

When a Student or Staff Member becomes Ill at School

- Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case ([see WPS procedures](#)). Staff and families will be asked to report any illness symptoms that precludes them from attending school, in order to facilitate illness surveillance.
- If a staff member or a student complains or exhibits Covid-19 symptoms (such as fever, cough, shortness of breath - not a complete list of symptoms) at school, that individual must be separated from students/staff immediately. **The nurse MUST be advised that a student or staff member is coming to the Health Office with Covid-19 symptoms.** Strict attention must be paid in protecting that individual's privacy and confidentiality.
- Individuals with these symptoms will be triaged by the school nurse, in a separate area away from students/staff who do not have Covid-19 symptom concerns. The staff/

student will be expected to go home immediately, within 30 minutes, or to a healthcare facility depending on the severity of the symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.

- Each school will have a designated “sick area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff who are well.
- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See also [What Healthcare Personnel Should Know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.
- Families need to provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- PreK students who are having difficulty wearing a mask and are showing signs of illness will be asked to wear a mask, symptoms allowing, to reduce the spread of the illness until they leave the school premises.

Cleaning and Disinfecting Areas When Someone Becomes Ill

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

Cleaning and Sanitizing Restrooms

The District will continue to follow the guidance below from the Centers for Disease Control (CDC), which includes the ongoing maintenance of restrooms, ensuring they have functional toilets, clean and disinfected surfaces, and handwashing supplies. We will continue to take the following precautions:

- Clean and disinfect regularly using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms daily or more often if possible.
- Instructions for proper hand washing will be posted in restrooms.

- Follow the [Guidance for Cleaning and Disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

Notifying Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school nurses/administrators should notify the Weymouth Office of Public Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- The WPS Nursing Team will work collaboratively with the Weymouth Office of Public Health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.
- WPS Director of School Health Services will work closely with the WPS Administrative Team to identify any COVID-19 cases and any necessary action.

Transportation Safety

In a recent family survey, just about as many families have no concerns at all (17%) as compared to those who are extremely concerned (22%) with their children traveling on a school bus or van. Of those who are extremely concerned, about half (49%) still plan to send their children to school on the school bus. This percentage is highest at the primary level. We hypothesize that some parents may not feel they have any other viable options for getting their children to school. Most families report they will be utilizing the same method for transportation they used this past school year (walk, school bus, car, etc.). However, a small single-digit percentage will opt out of riding the school bus which will be offset somewhat by the families that will be opting into riding the school bus.

There are no easy answers for transportation during a pandemic when social distancing is necessary. “The Centers for Disease Control (CDC) Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again” found [here](#), raises more questions than answers. On July 22, 2020 The Department of Elementary and Secondary Education issued transportation guidance. ([reopening-k-12-transportation](#))

Transporting students poses a particularly difficult challenge to restarting in-school operations in the presence of COVID-19. In the 2019-2020 school year, WPS transported an average of 2858 students to and from school daily. As the 2020-2021 school year approaches we will need to consider how to get students to and from school while protecting the health and safety of students and staff. The uncertainty caused by the pandemic poses a challenge for transportation on how to reduce ridership while maximizing the number of students who can ride. The increased need to support families and our most vulnerable population to avoid roadblocks caused by the pandemic.

Minimum Safety Standards Guidelines

- Students will maintain social distancing practices on buses three feet to the maximum extent feasible
- Face masks must be worn by all students and staff upon entering the bus
- Protocols will be followed for loading and unloading at bus stops and schools
- Best practices must be followed by staff for cleaning and disinfecting
- Buses will hold approximately 22 -24 students

IN SCHOOL (full and part time)

Bus transportation operates with seating and spacing restrictions, mask requirements, and loading and unloading restrictions as follows.

- Temporary monitors may ride on buses at the beginning of the school year to best facilitate compliance with new protocols
- Windows on buses will remain open to increase fresh air circulation
- Include a plan with clear expectations for where students are to wait at bus stops and at schools
- Students are not allowed to change seats during routes and will sit in assigned seats
- Schools may need to consider stagger times and locations for loading and unloading buses by cohorts
- In order to follow social distancing practices, decreasing the bus ridership capacity will be necessary by the following means, keeping in mind that increasing the number of bus routes is cost prohibitive and a shortage of vehicles and qualified drivers creates a substantial shortfall as a viable alternative.
 - Stagger student seating, one per row alternate window or aisle seating every other bench.
 - Establish walk zones, students inside zones will not have bus transportation available
 - Primary walk zone .5/.75 mile
 - Middle School walk zone .75/1 mile
 - High School walk zone 1.25/1.50 mile
- Support and encourage options that reduce the overall demand on transportation
 - Car pool, walk ([Walking School Buses](#)), or ride bike
 - 1 mile of walking each way = $\frac{2}{3}$ the daily recommended 60 minutes of physical activities
 - Add additional Traffic Supervisors (Formerly Crossing Guards)
 - Activate walk zones at each level
- Utilize our town bus and lease bus to transport tier I & tier II (increase of 48 more students) with an option for a primary tier
- More time might be needed between tiers (disinfecting, distancing)
- Minimize contact and increase physical distance at large capacity bus stops by staggered scheduled pick ups and adding more frequent bus stops
- Fees will remain unchanged from school year 2019/2020.

VANS

- Offer travel training to help students with disabilities understand the need to wear masks, physical distance, and develop travel awareness. Students will learn new skills to reduce special transportation ridership, while complying with IEP and special population transportation requirements.

- Establish communication protocols to support students who have a medical condition and/or disability that impacts the ability to wear masks and are in need of additional transportation supports
- Provide additional PPE (gowns, shields) to van staff as needed
- [WPS Transportation Plan 2020](#) van protocols

OTHER TRANSPORTATION

- Field Trips
 - Suspended until buses can transport at full capacity
- Athletics
 - Transportation provided using Safety Standard Guidelines and physical distancing. Additional buses will be needed to accommodate lower ridership. Each additional bus will drive up the cost
- Late Buses
 - If WPS has the capacity to offer late busses, transportation provided will be using Safety Standard Guidelines. Additional busses needed to accommodate physical distancing, will increase transportation costs for WPS.
- Saint Francis and Sacred Heart
 - Follow WPS established best practices, as required to provide comparable transportation

The Phased Hybrid Model proposed is favorable to providing transportation services to WPS students. We plan to accommodate all mandated riders and resume the pay rider program based upon availability. Implementation of the Minimum Safety Standard Guidelines suggested, combined with reduction of ridership, should make transportation feasible. The reduction of ridership will result in a reduction of Payriders equal to reduction in revenue. The success of minimizing the impact of changes caused by COVID on students' transportation, will be the direct outcome of all stakeholders working collaboratively with each other.

SCHOOL FACILITIES

Analysis of Facilities

This June we closed the Maria Weston Chapman Middle School to demolish and build a new middle school scheduled to open in September of 2022. The approximately 250,000 square foot building housed our seventh and eighth grade students. During construction, the eighth grade has been moved to Weymouth High School and seventh grade will be temporarily housed at the Abigail Adams middle school while all fifth grade students will remain in their primary schools. Needless to say the closure of this building has added further constraints as we plan for classroom spaces this fall.

The district conducted a full “Pressure Test” under the direction of our Deputy Director of Maintenance. The purpose of this test is to determine the number of students that could safely learn in classrooms in each school given the state guidance around social distancing. We have maximum student numbers for each room. Below is a district summary and each school has a maximum number for each room.

| Under DESE Guidance for Social Distancing | | |
|--|------------------------------------|---------------------------------------|
| School | Range of Students on campus | Average students per classroom |
| Johnson Early Childhood Education | 264-307 | 15 |
| Academy Avenue Primary School | 263-311 | 12 |
| Frederick C. Murphy Primary School | 196-254 | 12 |
| Lawrence W. Pingree Primary School | 195-225 | 12 |
| Ralph Talbot Primary School | 183-230 | 10 |
| Thomas V. Nash Jr. Primary School | 156-197 | 11 |
| Thomas W. Hamilton Primary School | 259-326 | 12 |
| Wessagusset Primary School | 316-326 | 14 |
| William Seach Primary School | 264-331 | 12 |
| Abigail Adams Middle School | 941-1057 | 12 |
| Weymouth High School | 2113-2347 | 13 |
| Chard Street | 19-35 | 2 |

Variations in size and shape of classrooms, especially in our older buildings have also been taken into account in our planning. One positive is that the Chapman Building Project resulted in the construction of seven new modular classrooms at three of our primary schools to house the fifth grade students that will now be housed at our primary schools. These new classrooms will have new HVAC systems.

Preparing our Schools

In a recent survey, most parents responded that they want students to return to the buildings, or at least a hybrid model, for 2020-21. We have taken a number of school safety measures to minimize risk to all members of our school community to ensure we can safely return to school while the COVID-19 risk remains. First, we conducted a classroom-by-classroom “pressure test” as stated above. We are in the process of working with town administrator, John McLeod, for the purpose of analyzing air handling and filtration system capacity to ensure adequate, safe, and high quality ventilation in all spaces

throughout the building. We have conducted walk-throughs with our Coordinator of Health Services to identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff in the event they become sick during the day. Finally we worked with the Maintenance department to identify, measure, and procure items such as plexiglass screening for high traffic areas, such as administrative offices, providing enhanced safety for staff and students.

Assessing Air Quality Risk

Some members of our school community have expressed concerns about classroom air quality, particularly in aging or overcrowded school buildings. A recent NPR [article](#), “Amid Confusion about Reopening, an Expert Explains how to Assess COVID-19 Risk,” Terry Gross characterizes the problem this way:

There's an old phrase in the environmental movement, "The solution to pollution is dilution." And actually in infectious diseases, the same thing is true. ... When you and I talk, we fill a room full of aerosols. If you actually had a special camera (that does exist and you can do this), you can actually see aerosols fill the room and these little particles after just 20 or 30 minutes of talking. So anything that moves air and moves that out more quickly is surely helpful...

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and the Maintenance department has indicated that the systems in our buildings are effective and efficient and circulate the levels of fresh air to keep the inhabitants of the WPS school buildings safe. In all of these buildings classroom ventilation uses a 100% fresh air system. WPS is partnering with an independent mechanical company to conduct a survey of our HVAC systems. The results will give us filter sizes for all of our units which will allow us to replace all current filters and move to filters with a Minimum Efficiency Reporting Value (MERV) of 13. The current industry standard is MERV 8. We are also investigating needlepoint bi-polar ionization system technology to be introduced into our HVAC systems.

EQUITY AND STUDENT ENGAGEMENT

During this period of school closure, some students and families have been more vulnerable than others. COVID-19 has exacerbated systemic inequities that have existed for decades. With that in mind, Weymouth Public Schools has demonstrated a commitment to enact measures that will ensure equitable practices throughout our school community as illustrated in our [statement](#) developed by the Diversity, Equity and Inclusion Committee. As a collective group, we have begun to develop a plan for the upcoming school year that brings a focus to ensuring equality to all with special focus on our historically marginalized and most vulnerable populations.

As a multi-racial body representing our diverse Weymouth community - educators, parents, students and administration - we will build upon the foundational statement through four focus areas: (1) hiring and retention of staff, faculty and administration of color, (2) culturally relevant curriculum including anti-bias professional development, (3) family and community engagement, and (4) climate and culture within Weymouth Publics to ensure a emotionally safe and collaborative community for our students and families of color.

This commitment to racial equity for our school community espouses these tenets and holds them as true. We acknowledge racism, will be accountable and transparent in taking steps to enhance the fabric of true equity in Weymouth, create a sense of community, and remember the rich history and the plight of others who have championed the causes of equality.

America's history is our history. The accomplishments and plight of the black experience are an integral part of our history that needs to be taught to our students in a way that brings pride and confidence to all American children.

English Language Learner (ELL) Supports

We are very fortunate to have extremely dedicated English Language Learner (ELL) teachers that have kept in constant contact with their students and families. When we left the brick and mortar buildings in March we knew connecting with our ELL families was imperative to ensure they were able to transition to a remote learning plan. The Technology Department was instrumental in assisting our families in accessing chromebooks and internet connectivity. We have also moved to using mainly google tools for communications so that all families have access to translate our information, educational materials, students supports and wraparound services. Our lunch pick-up sites have also provided an access point for some families to receive printed copies of updated school information.

We increased ELL enrichment offerings to include all grade levels in a remote learning setting this summer. This has been a great opportunity for students to continue checking in with teachers and maintain their language acquisition skills.

We will prioritize our level 1 and 2 students with opportunities to attend in-person learning as much as possible when in the Hybrid Model. During the Remote Learning Model our ELL students will receive synchronous instructional services as they would in person. As with all departments, the ELL department is engaging in professional learning to increase our capacity to support our language learners in a remote learning environment.

SPECIAL EDUCATION

Overview of Special Education Supports

Special education services aim to build students' independence in academic skills, functional skills and daily living skills, and it is the responsibility of WPS to provide our students with the appropriate resources and instruction to achieve those ends. We are dedicated to providing a free and appropriate public education (FAPE) to our students.

In order to support families, teachers will work to have individual conversations as requested in order to gain an understanding of a student's ability to access remote learning and their social emotional well being during the state of emergency. These conversations will be used to complete the COVID-19 Learning Model Forms (in line with Russell Johnston's guidance at the August 6, 2020 Special Education meeting. These forms will be completed and shared with the family and all service providers to ensure communication with all people involved in the student's service delivery.

Special educators will continue to closely collaborate with related service providers, educational support professionals (ESPs), and general educators, to help ensure in person and remote learning activities are appropriate and accessible for students with disabilities.

Students with disabilities, along with their peers in general education, will be assessed using district-wide curriculum based measurements to evaluate skill gaps. Students in Out of District Schools will continue to receive their services either remotely or in-person as directed by the individual schools. Individual schools will be reaching out to families with more information about their plans for school return in the fall.

Special Education evaluations will be conducted in-person whenever possible. Students may be evaluated on one of their regularly scheduled in person days or on one of their remote learning days if possible. If full closure occurs after the start of school, evaluations will be conducted virtually whenever possible unless it is safe to do so in person.

IEP meetings will be held mainly remotely 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 Team Meetings. Parents/Guardians will continue to have the option of signing IEP documents either via email or mail, as long as DESE continues to allow. If the parent/guardian and/or school district deem an in-person meeting is required, specific arrangements can be made through communication with the building principal.

Special education paperwork will be provided via the US Postal Service. Parents may request documents sent via email instead and should notify the Team Chairperson of this request at the Team meeting. Should full closure occur after the start of the school year, resulting in closure of district offices, paperwork will be sent electronically until offices are safely able to open again.

PPE for Students with Disabilities

Specialized 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.

Appropriate use of PPE will be taught and reinforced in classes for students with high needs disabilities using model videos, visuals, and social stories. Some students may have difficulty wearing masks due to their individual health needs and/or disabilities. Special education students will not be disciplined for not following PPE protocol when related to their disabilities or health needs. Proper PPE use and social distancing parameters will continue to be reinforced by staff.

Service Delivery for Students with Disabilities

In a learning environment that rotates between in-person (in school buildings) and remote learning, some services and instruction will be delivered synchronously through online platforms that allow for optimal instruction, communication, and observation between service provider and student.

For students with mild to moderate disabilities, the district will make every effort to provide synchronous learning opportunities commensurate with the frequency of IEP services. Service providers may accomplish this by providing virtual lessons and groups through telepractice, through pre-recorded lessons paired with live check ins, and by joint virtual lessons with remote learners and in person learners. Some asynchronous lessons or activities may be offered, but will not be a large portion of the service delivery model. Consultation services may be in person or virtual and may be delivered through a variety of means, including phone calls, virtual meetings, emails, or in person discussions.

In-Person Opportunities for High Needs Students

Massachusetts Department of Elementary and Secondary Education (MA DESE) urges districts to prioritize in person instruction for students with significant and complex needs as remote learning is often more challenging for these students. DESE identifies the following students as having complex and significant needs:

- Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.” Such students must meet at least two of these criteria:
 - The primary setting for service delivery is outside of the general education classroom.
 - The service providers are special education teachers and related service providers.
 - The special education program services constitute more than 75% of the student’s school day
- Students who cannot engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication

Should full closure occur after the start of the school year, the District will make every effort to maintain as much in-person instruction as is safely possible. Such a decision will be made with parents, staff, and in consideration of the Board of Health guidelines.

During Phase 1 of the hybrid learning model, high needs students in substantially separate programs will attend school in person 2 days per week. This allows for a gradual return to school and a focus on new routines and social distancing procedures. Sub-Separate classrooms will be divided into 2 cohorts. All students will attend school remotely on Mondays and have the opportunity to work synchronously with the entire classroom. Cohort 1 will attend school in person on Tuesdays and Wednesdays, while returning to remote learning for Thursday and Friday. Cohort 2 will attend school remotely on Tuesdays and Wednesdays then attend school in person for Thursday and Friday. This phase is

intended to be brief to allow for a gradual transition for our students who may struggle with the new safety procedures building based changes, as well as allow for safety training and technology training to be completed in small groups to allow for more effective learning moving into Phase 2.

For Phase 2 of the hybrid learning model, high needs students in substantially separate programs will attend school in person 4 days per week, every week while their general education counterparts will attend school in person 4 days per week, every other week. All students will attend school remotely on Mondays. By attending school remotely on Mondays the students will continue to practice their remote learning skills in the likely event that schools are again closed due to the COVID-19 pandemic. By engaging in some remote learning each week, students will be able to transition, as needed, into and out of the various phases and models of learning.

The students that are considered “**high needs in substantially separate programs**” are those participating in:

- PK-12 Communication Enhancement Program (CEP)
- PK-12 Life Skills Program
- K-12 Intense Resource Center (IRC)
- 12+ Post Grad Program
- K-5 Therapeutic Learning Center (TLC)
- K-5 Language Based Disabilities Program (LBLD)

The needs of students who are serviced through the TLC and LBLD programs at the middle and high school will be reviewed individually to determine their scheduling needs. Many of these students have increased time in inclusion classes and their general education counterparts will be learning remotely. As such it may not be beneficial for these students to come in person for instruction.

The roles of Education Support Professionals (ESPs), Registered Behavior Therapists (RBTs) and Certified Nursing Assistants (CNAs) roles will be clearly defined, by the Special Education Department, Individualized Education Plan (IEP) and Human Resources, to ensure their continued ability to serve the students' needs. When the students are in the building, the classroom staff will continue to be a part of the schedule. When the students are fully remote, the classroom staff will participate in the synchronous instruction to assist with the needs of the students. Some staff, such as 1:1 ESPs may meet synchronously with students who are attending remotely in order to support their learning needs.

Johnson Early Childhood Center

The district recognizes that remote learning is especially difficult for our preschool aged learners and we will do everything possible to provide a safe space for our students and staff to return as soon as possible for in-person learning. PreK students, not participating in a high needs, substantially separate program will attend school in person every other week when in Phase 1 of the hybrid learning model. This phase will start no earlier than November 16, 2020. Related services for PreK students (Speech, Occupational Therapy, Physical Therapy, Orientation & Mobility, Vision, and Hearing services) are most effective when children and adults are together in the same space, and our young learners can manipulate materials, see the adult's face, and receive immediate, in-person, feedback. Students will be scheduled for services and inclusion opportunities that meet safety protocols and guidelines. **All half day Professional Development days will be remote days for all PreK students.**

REIMAGINING TEACHING AND LEARNING

On March 13, 2020, Dr. Curtis-Whipple announced a two-week school closure amidst the COVID-19 pandemic. Two days later, Governor Baker extended the period of school closure through April 5, 2020, and on March 25, 2020, he announced closures through May 4, 2020. On April 21, 2020, Governor Baker announced that schools would be closed through the end of the 2019-2020 school year.

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District engaged in evolving and adapting teaching and learning throughout the spring, continuing this work over the summer months. This evolution necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our over 600 educators (including roughly 400 educators and 200 Education Support Professional (ESPs), who work with teachers at all levels to provide ELL and special education services) to deliver remote instruction. In doing so, we also had to take into account that as a community, Weymouth residents and our staff were experiencing significant and traumatic disruptions to their own lives.

Based on family survey responses and comments collected during Return to School Working Group meetings, some challenges faced prior to school closure continued to be challenges during remote learning, including differentiation, accessibility, and teacher feedback and consistency. Consistency can be a common challenge for large organizations attempting to carry out complex tasks like teaching. Teaching is an art and no two classrooms are alike. Moreover, some staff needed more time to build their skill to deliver remote learning, while others were able to hit the ground running. In other instances, a lack of consistency was due to communication challenges and varying individual interpretations of guidance and its subsequent impact on implementation.

Although remote learning was challenging for some, parents and students shared several positive examples of effective approaches (e.g., how some staff organized and shared materials with students, executive functioning supports and tools, and engaging, multi-disciplinary project-based learning opportunities). Families also reported that remote learning provided more direct access to curriculum and instruction, more communication with educators and support staff, and the opportunity to see what their child is learning. The switch to remote learning led more staff to adopt technology-based learning management tools (e.g. SeeSaw, PearDeck and Google Classroom) and further develop ways to communicate and exchange learning materials with students and families. These examples illuminate potential new ways we might communicate and partner with WPS families beyond the current period of remote learning.

While planning for the 2020-2021 school year, WPS will seek opportunities to grow from these positive examples and target areas of challenge, aiming for better consistency across classrooms and schools and to scale up communication with families. We will continue to provide targeted, high quality professional learning for our staff.

An In-depth Analysis of Learning Models

The mission/vision of the Weymouth Public Schools is to provide an equitable, free, and rigorous education through standards-based instruction that is accessible for all students and prepares them for success in the 21st century. In adherence with safety guidelines regarding distancing and face

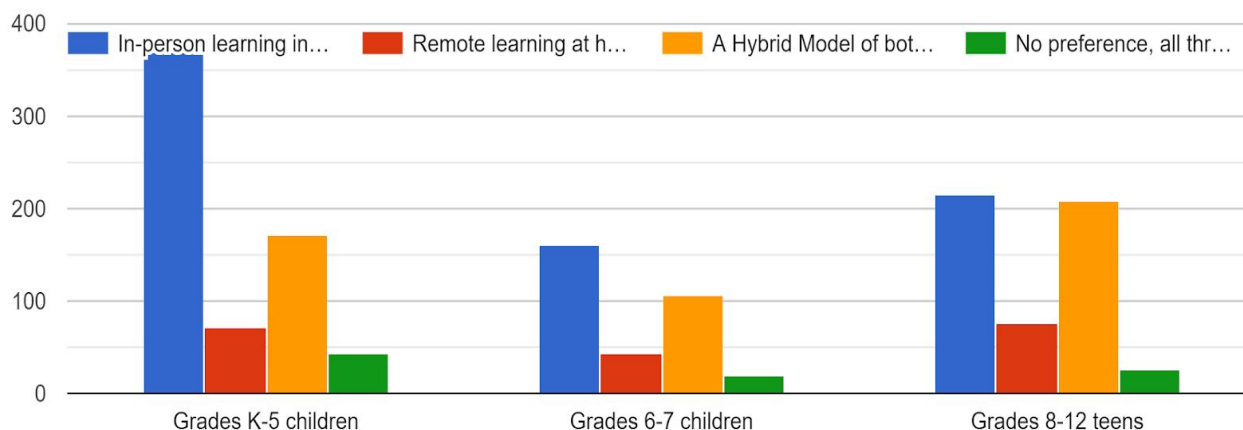
coverings, teaching and learning environments will consist of multiple locations within the building as well as operate in hybrid and remote learning options to adhere to the allowable numbers of students in a building. With the closure of our schools due to COVID-19 during the 2019-2020 school year, it is clear that our students may have significant gaps in their learning due to limited exposure to direct instruction on standards. In addition to identified instructional needs, there are also health, safety, and social emotional considerations that will need to be addressed as we plan for the new school year.

In the MA DESE guidance released on June 25, 2020, the State expects school systems to consider a range of options, from a full return to school, to a hybrid learning model, to full remote learning. Hybrid learning is some combination of both in-person and remote learning. Hybrid learning provides maximum flexibility and opportunities, allowing educators to customize the learning experience in meaningful ways for students. It can be confused with blended learning, a model in which 50% of the instructional time is spent engaged in online learning and the other 50% is spent learning in-person.

Both staff and families were asked about their ability and preference to return to learning and/or work in our school buildings. As shown below, families overwhelmingly prefer a return to full-time learning in our school buildings and or a hybrid approach with some remote learning, and a smaller amount prefer remote.

Table 6. A Family Survey was given asking parents which model of learning they preferred (In-person, remote learning at home, hybrid, or no preference) for the upcoming school year. (1,194 respondents)

8. Given the Commissioner of Education's Initial Guidance described above, which of the following three choices do you prefer for your children or teens?

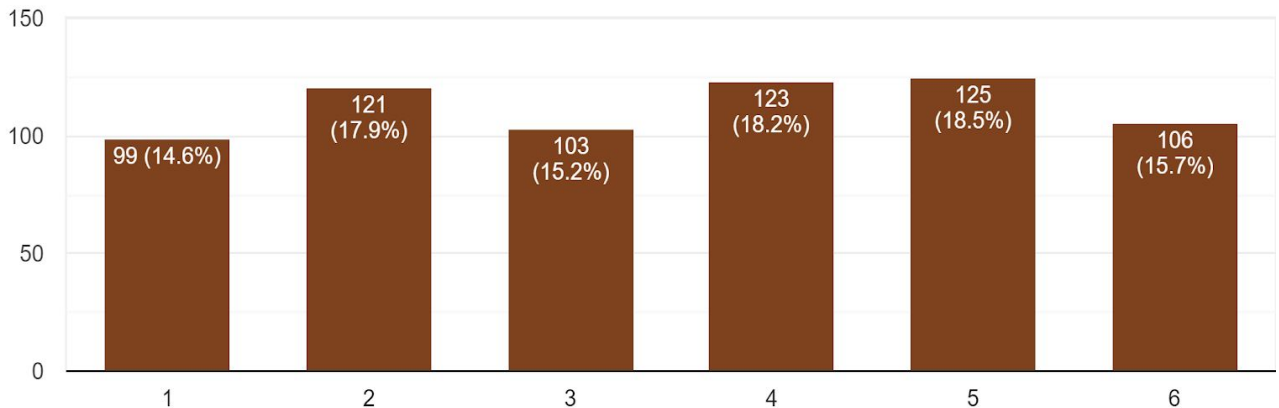


When we surveyed staff during the early summer, it is clear that the staff comfort level is split evenly across the spectrum.

Table 7. Staff Survey If the buildings reopen in the fall, what is your comfort level on a scale of 1 to 6, 1 being least comfortable, 6 being most comfortable, of physically returning to work? (Approximately half of the staff responded to the survey)

What is your comfort level of physically returning to work?

677 responses



In staff and family surveys as well as in our Return to School Working Groups, it was clear that mandatory, consistent, and predictable schedules and routines are critical for families in the fall. Several families report that this would help students re-establish their routines and momentum, and it would enable them to better maintain a work-life balance. At the same time, many students, staff, and families report that they appreciated the built-in flexibility and hope to see it continue. With this in mind, a team is currently building schedules for each grade band.

Orienting Students to New Learning Models

Students' return to school in September in a Phased approach — whether as part of the Remote Model or the Hybrid Learning Model—will include a robust orientation to the coming school year. WPS staff recognizes the need to spend time reconnecting with students and helping them reflect on their identity as learners following the emergency school closure and a summer hiatus. This need to build strong relationships with students will be true in the fall of 2020, more than ever. In order to prepare our community to engage with the levels of challenge and rigor appropriate to each individual student within these new learning models, WPS staff will work collaboratively with each other and with families and students to provide the solid social-emotional foundation and conditions for thriving during the coming school year, including attending to students' basic psychological needs prior to diving into more traditional academic content. There are ten professional days to address these needs at the start of school to learn, reflect, and reconnect.

We all will be learning how to function within this new educational landscape, and to that end, WPS staff will orient themselves and their students to the social norms of the physical and digital environments in which we will operate. This orientation will include explicit instruction in health and safety protocols and extensive review of acceptable- and responsible-use policies for synchronous and asynchronous virtual

learning activities. As has become the expectation for all staff in the WPS, we will strive to make this instruction inclusive for the various identities all our students and families hold, and we welcome feedback and partnership in that endeavor from and with our community at large.

A Process for Identifying Learning Gaps

During the period of emergency closure, families and staff expressed concern that their students are “falling behind,” as were families across the Commonwealth and nationwide. We are in the midst of a pandemic, we share these concerns, and we are working proactively to address them.

In the spring, all educators PK-12, worked to identify those standards that they felt were essential for students to focus on at the end of the year, helping to smooth their entry to the next grade this fall. At that time and since then, curriculum leaders and staff have identified gaps in learning that range from minimal exposure to standards to no exposure to certain standards and skills. Educators also have been analyzing data gathered from their departments, as well as district-wide data, to identify students who struggled in the spring or were disengaged or disenfranchised. The needs of these students will be a primary focus area for educators in the fall.

The goal in all of this is to develop a curriculum that is flexible and sustainable under learning conditions that are unusual and challenging for all involved. One significant difference from the learning that happened in the spring is that expectations will be very different for student learning. Assignments will not be optional and the focus will be on both the social-emotional well being of the students (a major focus of our work in the Professional Learning days before the start of school) and their traditional academic growth. Whenever possible, we will be returning to the norms we all recognize—teachers teaching students directly, students working on assignments and passing them in for feedback, and students engaged in a wider range of classes and activities. Additionally, the various screening tools and diagnostic assessments typically used will continue to be used to identify areas of need for all students.

Differentiated Learning or Multi-Tiered Systems of Support for Tier II and Tier III

Both prior to and during closure, students and families expressed a need for more differentiated learning opportunities. Differentiation benefits all learners. It provides for different paces of learning, varied resources to match learning styles and interests, and varied products to demonstrate learning. It allows for students who want to stretch to try new things in new ways and it provides options for students who want or need to take more time on a topic or skill. As we work to eliminate systemic barriers in our schools, we know that a Universal Design to Learning (UDL) approach has proven successful. WPS has a District Accommodation Plan (DCAP) and a Student Intervention Team (SIT) for when the strategies in the DCAP prove insufficient. The SIT is an integral part of WPS’ belief that we can and must meet the needs of all students.

Differentiation requires our teachers work together to co-plan and organize instruction that meets the needs of all students. General educators, special educators, and teachers of English Language Learners (ELL) bring a wealth of knowledge and skill to designing effective learning for their students

and regular education teachers and all students benefit from co-constructing lessons rather than adapting them after the fact.

We also know that students' equity and access needs are varied in a remote learning environment. Technology-based instruction offers new ways to enhance student access, but we must be intentional when designing instruction to fully achieve this benefit. To this end, a variety of professional learning opportunities will be provided in early September and throughout the year to support educators in the development of differentiated lessons at all grade levels, as well as the effective and purposeful use of technology to enhance accessibility for a wide range of students. Additionally, staff will have time on half-day professional development days to work collaboratively and plan for instruction. General educators will have an opportunity to work with and learn from special education staff and teachers of English language learners. They will offer expertise on how to design instruction that is accessible for students with special needs.

The new "Hybrid Model of Learning" (Ideally this would be 4 days in the building with 1 day remote) will include both in-person instructional opportunities, as well as synchronous instruction and asynchronous offerings. 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 consist of the delivery of related services, such as speech and language, occupational therapy, physical therapy, and reading (Special Education services). Protective Personal Equipment (PPE) and training for staff will be required prior to beginning any in-person instruction. Staff will provide ongoing support to students to reinforce proper PPE guidelines to remain safe.

In a learning environment that rotates between in-person (in school buildings) and remote learning, some services and instruction will be delivered synchronously 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:

- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student's needs and schedule. Individual staff situations may also affect in-person instruction.
- 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 remote asynchronous support.
- "Special Education evaluations will be conducted in-person whenever possible. IEP meetings will be conducted remotely whenever possible in order to limit the number of people in a building. Parents/Guardians will be given the option to sign IEP documents either via email or mail. If parent/guardian and/or school district deem an in-person meeting is required, specific arrangements can be made through communication with the building principal.

It is recommended that curriculum design for all methods of learning (in person, hybrid, or remote) should align with the principles of Universal Design for Learning (UDL); multiple methods of representation, response, and engagement.

To ensure equity and comprehensive communication, teachers will have the option to flexibly meet with parents/students to meet their needs and fully support students. This might mean that they have office hours or conferences in the evening rather than during the day if it works for both parties. Adjustments to schedules will need to be approved on a case-by-case basis with the building principal.

Interventions will use building space in or near the classroom to serve small groups of 2-3 students. Data from district sources will be used to plan and monitor progress. Each building principal is working within the available space to provide adequate distancing while services are being provided. Communicating this information to families, prior to being in the building, is vital to the comfort of the families and students. [Model videos, visuals, and social stories](#) will be provided to families to alleviate anxiety for the students - for example: "This is what I look like with and without my PPE." "How do I wear a mask?" "How do I walk into my classroom now?" "How do I greet my friends?" "[How do I ride the bus?](#)" Services will be conducted with the understanding that flexible groups and a fluid transition to classroom time is ideal. Parents can support the interventions by reinforcing fluency and skills practice at home, through asynchronous supports such as Multimedia examples and exercises.

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 with social-emotional needs
- ELL Level 1 and 2 learners
- Students whose level of engagement with remote learning during closure was low.

Should full closure occur after the start of the school year, the District will explore continuing in-person services on a one-to-one basis. Such a decision will be in agreement with parents, staff, and the Board of Health guidelines. Guidelines are forthcoming from State and local authorities for in-home services.

- Students in the substantially separate programs will be invited to attend in-person instruction on a hybrid 4 days on 1 remote schedule. These include CEP, Intense Resource Center (IRC), Therapeutic Learning Center (TLC), Life Skills (LS) and Language Based (LB) programs at Adams, Murphy, Nash, PIngree, Wessagusset and Weymouth High School.

Para-professionals', Registered Behavior Therapists' (RBT) and Certified Nursing Assistants' (CNA) roles will be clearly defined, by the Special Education Department, Individualized Education Plans (IEP) and Human Resources, to ensure their continued ability to serve the students' needs. If the student's are in the building, the classroom staff would continue to be a part of the schedule. If the student's are fully remote, the classroom staff would participate in the synchronous instruction - assisting with the needs of the students. Parents rely on the para-professionals, RBT's and CNA's to assist in the day to day operations of their students.

Feedback, Grading, and Assessments

A new and significant challenge noted by the Task Force was related to the optional nature of learning activities offered during the closure. Accountability for learning is important and the optional nature of work during the spring was a challenge for many students, staff, and families. It is important to remember that the focus of much of the work in the spring was to facilitate student engagement, support them emotionally, and to provide maximum flexibility for families and staff during a stressful and uncertain time.

We also know that meaningful educator feedback is critical to learning. Data collected throughout the spring indicates our families and students are looking for more frequent and detailed feedback from educators and our educators are craving this as well.

Timely feedback (time frames to be determined by educators and building leaders) to students comes in many forms (both formal and informal) and has a variety of purposes. The most useful feedback for teachers and students helps inform instruction and meet learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments.

A key element in the process will be more consistency and continuity across grade spans and across schools at the same level. This consistency will be defined before the start of school and will outline clear expectations on grading and feedback for teachers. Primary schools will have identical plans and the secondary schools will also have similar plans, ensuring common practices by departments. Families can expect to see common expectations and structures in terms of nature of assignments, length of assignments, feedback tools (like rubrics) and executive functioning support for all students. Staff will clearly communicate with families where and when they will find feedback and grades.

Teachers, families, and students will need to have a common understanding of what grading will look like and what the expectations are for achieving proficiency in both academics and soft skills. In grades PreK-4, this will come in the form of standards-based report cards as well as consistent feedback to students and parents about their proficiency levels. Grades 5-12 will provide letter grades as well as feedback based on students' mastery of skills, standards, and content and will provide feedback on students' soft skills. For the first professional development days, teachers will be provided time to build common language around feedback, as well as tools that can be used for both synchronous and asynchronous instruction. This work will continue at building based staff meetings to ensure consistency.

| Statement | Grade Level Applicable | Examples (This is how it looks...) |
|---|------------------------|--|
| Grading will resume - the goal of every course/grade is to reach proficiency on grade level standards. | PK-12 | |
| Students will be frequently, formatively assessed (formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment) at the beginning of the year to identify needs. These would not be used for grading purposes. However grades should be collected to adequately reflect learning for progress reports. | PK-12 | Formative assessments: observations, discussions, pre-tests, performance based assessments |
| Meaningful, frequent feedback will be used throughout the year to communicate progress towards proficiency - this feedback should be focused/targeted and extends beyond grade reporting in ASPEN. | PK-12 | Teachers will be given the time to develop the tools to provide feedback in a quick transition to fully remote learning. All courses/content areas will further develop their plan to communicate frequent feedback to students and families. Frequency will be clearly defined by PLC collaboration and district/building leadership. |
| Staff will use entrance questions, quick checks (1-3 | PK-12 | |

| | | |
|---|------------------|---|
| items) and exit tickets for feedback (quality over quantity) on a daily basis. | | |
| Grades will be determined by daily attendance, classroom expectations, student engagement, benchmark assessments, and assignments as determined by the teacher. | PK-12 | It is vital that homework is given with purpose. Homework should not be put into the grade book for “completion” scores. Scoring on benchmark assessments (not to exceed 5 in the school year), practice towards proficiency (ex score of 5 points per week: 5 exceeding proficiency, 4 being proficient, 3 needing improvement and 2 missing work so the lowest score is 40% which allows for students to work to bring up their grade). |
| Formal assessments will have a structure that allows students to demonstrate their renewed understanding within 3 weeks of the initial assessment, with the exception of the end of year exam which will have a minimum score of 50% to ensure grades will remain consistent with the demonstration of understanding throughout the year. | Secondary (6-12) | |
| Primary Grade Level Teams, Middle School Teams, High School Departments will have common grading practices across departments and/or teams to ensure access for demonstrating understanding by all students. | PK-12 | Example: Common benchmark for Math or a common writing prompt for ELA with a grading Rubric. |
| Performance Ensemble classes/courses (ex: Band, Choir) will not include grades based on attendance to out-of-school events | PK-12 | Historically, required performance events outside of the school day are agreed upon in writing in Sept., alternate assignments offered for unavoidable conflicts. Questions remain as to what kind of performance events will take place next year. |

Performing Arts, Physical Education, and Visual Arts

The Weymouth Public Schools is in full agreement with DESE’s statement that “The arts, physical education, and other enrichment courses are an integral part of the learning experience for every student at every grade level... Adaptations to these courses, however, are necessary to support the safety of students and staff” (DESE, Guidance for Courses Requiring Additional Safety Considerations). To that end, we are committed to continuing to provide these courses to all students throughout the 2020-2021 school year, with adaptations that allow for the safety of students and staff. Specific strategies and modifications to be employed by our Performing Arts, Visual Arts and Physical Education teachers for the 2020-21 school year include:

Fine and Performing Arts

- Use of outdoor space and virtually connected single-occupant practice rooms (high school) for singing and playing instruments where possible
- When outdoor learning is not an option, In-Person instruction will focus on Creating, Responding, and Connecting artistic processes
- Remote Instruction will focus on the Presenting/Performing artistic process
- Teachers will minimize and modify the need to share equipment by requiring regular hand washing, increasing shared equipment cleaning, prioritizing learning opportunities that do not require the use of shared equipment, and encouraging students to provide

their own equipment to use where appropriate (e.g., instruments, sticks/mallets, paint brushes).

- Some school-owned materials can be assembled for students to use at home during remote learning activities
- Supplies for art and music classes will be gathered from across the district and assembled into kits, which can rotate between schools during this phase (i.e. two schools could use 85 ukuleles for a month, then rotate them out to two other schools)
- Instrumentalists with their own personal instruments will be encouraged to frequently sanitize their instruments according to [NAFME guidelines](#). Teachers will provide direct instruction on these techniques.
- Virtual performances and art shows will take the place of traditional concerts and performances where possible in alignment with the most current public health guidance
- Reorganization of the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in person or remotely
- When applicable, teachers will maximize opportunities to use a flipped classroom model to allow students to understand and apply concepts when physically present. For more about flipped learning, see [Flipped Learning](#).

Physical Education and Health:

- Health educators will collaborate with school nurses to provide instruction regarding hygiene and safety to promote safe interactions among students.
- When possible, physical education will focus on outdoor activities that promote lifelong fitness, mental health, and healthy eating habits. This focus is more important now than ever as we see the rise in the effects of COVID-19 in people with comorbidities.
- Require hand washing or sanitizing before and after physical education classes
- Masks and six feet of distance will be required for all outdoor physical education activity, or ten feet of distance without masks.
- Masks and six feet of distance will be required for all indoor physical education activity.
- Support social-emotional learning through classroom instruction and utilizing appropriate games and activities.
- Restrict access to locker rooms by closure or staggering locker assignments and access such that students who need to use lockers at the same time (e.g., those in the same physical education class) will be able to maintain physical distancing.
- Athletic locker rooms will be cleaned and disinfected at least daily.
- Match the instructional design to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities.
- Prioritization of activities that do not require shared equipment
- Plan for regular cleaning and disinfecting of all indoor and outdoor facilities, playscapes, and equipment between use by students.
- Sharing of equipment that touches the face or mouth will not be permitted (helmets, mouth guards, water bottles).
- Reorganization of the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in person or remotely

EDUCATIONAL TECHNOLOGY

The WPS Educational Technology team played a significant role supporting remote teaching and learning during the COVID emergency closure period. Significant progress on our [Technology Plan](#) has elevated WPS from a struggling district to a technology leader. With a state of the art infrastructure, new organizational structure, and successful device initiatives in progress, WPS was uniquely prepared to adapt to the challenges of remote learning during the closure.

Devices

Our existing 1:1 device initiative provided Chromebooks for 2,000 students in grades 7, 8, 10, and 11 as well as administrators, teaching staff, nurses, and counsellors. In response to the closure, the edtech department also provided 1,000 lender devices to WPS families in need as well as devices for support staff. These devices were critical to remote learning, social and emotional check-in opportunities, and allowed the district to continue to operate smoothly during the closure. WPS is well-positioned to continue to provide technology to all families to succeed in all teaching and learning formats.

Technology Integration

The district technology integration team is made up of experienced teachers providing ongoing technology training, tutorials, classroom strategies, and lesson planning. They work cohesively with the curriculum team to provide technology professional development that aligns with district goals. The technology integration team quickly responded to the needs of teachers to acclimate to the remote learning tools necessary to succeed during the closure. Remote learning has reinforced the importance of family engagement. We will need to provide relevant technology training to families to achieve success in remote learning. The technology integration team will continue to support teachers and families as we transform instruction to meet the needs of remote and blended learning.

Remote and Blended Learning Tools

Our district is committed to maintaining a core group of digital tools in order to succeed in remote learning. Strategic focus on a core set of tools can help achieve consistency and accessibility for our students and families. This core group of tools includes:

- [Google Classroom \(Assignment Management\)](#)
- [G Suite Productivity \(Drive, Docs, Sheets, Slides\)](#)
- [Google Sites \(Teacher website\)](#)
- [Clever \(Single Sign on\)](#)
- [Google Meet \(Video Conferencing\)](#)
- [Google Chat \(Direct and group messaging\)](#)
- [Jamboard \(Digital whiteboarding\)](#)

We will continue our focus on the Google platform to provide a simple and effective tool set for teachers and families. Google Sites will provide a consistent landing page where all teaching tools are clearly defined for students and families and Google Classroom will organize assignments in one seamless tool. WPS maintains the right to introduce new learning management systems and technology tools as they evolve. Staff and students will be expected to use these tools to ensure a robust remote learning experience. This simple strategy will achieve a successful remote and blended learning experience.

PERSONNEL & STAFF SUPPORT

A primary goal of Weymouth Public Schools is to ensure the health, safety and wellbeing of not only our students, but the staff as well. It is our belief that in order for our staff to be successful in this new environment we need to listen and hear their concerns so that we may effectively and efficiently work with them to find solutions.

The WPS teaching and learning models created will require families and staff to be flexible. Staff will face challenges such as working outside their comfort zone, class size, hours of work, knowledge of technology, etc. In order for staff to be prepared and confident, additional training and support will be provided. WPS is committed to providing this assistance to ensure the success of both staff and students.

We will focus on the health, safety, and social-emotional wellbeing of our staff as the District's School Reopening Plan is developed. We strive to ensure staff are comfortable, safe, and prepared to return to school buildings. We are committed to providing information with respect and empathy as we work within the legal and contractual guidelines available to us. If you have questions, staff may contact the Director of Human Resources, Maryann Foley, maryann.foley@weymouthschools.org. Employees can also find information about ADA, Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

PROFESSIONAL LEARNING

Due to these unprecedented times and in order to provide professional development to all staff, DESE announced the use of 10 days prior to students returning to school, educators will learn about safety practices and procedures related to the pandemic, culturally responsive social-emotional supports, and trauma-informed teaching for students in the context of current events. Professional learning will be provided to help educators adapt to the pedagogical shifts required for our hybrid and remote plans, including digital instruction and effective formative assessments for remote and hybrid instruction. There will be a focus on planning collaboratively to cover grade level frameworks, and an emphasis on providing purposeful feedback to students in all models. In addition, curriculum leaders will be working with teams and departments to share plans that have been developed over the summer to assess student understanding and address learning gaps over the coming school year. Teachers will be provided time to work in professional learning communities to develop remote synchronous inclusive classroom structures and content, as well as common tools for assessing student learning in remote and hybrid settings.

Parent and Family Professional Learning

The circumstances of the past few months have required students, staff, and families to make incredible shifts in practices, routines, and expectations—it has not been easy! As educators and students learned new technologies to support learning, we have reached out to parents and families to provide assistance in understanding how best to help their children navigate the demands of remote learning. Now that we have a better understanding of what remote learning looks like and what challenges our students may encounter, we are working to further develop the parent and family professional learning to make sure everyone has the tools needed to succeed. The Technology and Curriculum departments are in the process of creating trainings for families that will be accessible in real time, virtual and recorded and will address technology needs as well as provide information and strategies for supporting students around executive functioning (EF) skills, content knowledge, support for foundational literacy and math, and creating supportive structures at home for children impacted by school closures.

FAMILY PARTNERSHIPS AND SUPPORTS

We are very proud of the dedicated administrators, educators and support staff that have gone above and beyond to support students and families outside of the school setting. Upon the March closure our staff jumped into action to provide meals, technology, clothing, books and emotional support for our families. We remain committed to providing wrap-around services for our community regardless of the model of learning we are in.

Community Resources

The [Community Resources webpage](#) includes an up-to-date list of resources that the WPS community may access during school closures.. This information and complements the information posted on the Town's [Health Department webpage](#). These links provide in-depth information on many topics, including the following:

- Continued learning opportunities
- Community mental health providers
- Parent/Caregiver support groups
- Food support options
- Online health resources

WPS Coronavirus Updates

- [WPS Coronavirus and Return to School Updates](#): Click the link to access WPS communications regarding: Return to School Communications, CDC guidance, DESE guidance, and other helpful health information for Weymouth community members.

OPPORTUNITIES FOR CONTINUED FEEDBACK

Our work has been rooted in data informed decisions and we are truly grateful for the amount of school community engagement we have experienced over the last several months. We ask that you continue to provide feedback moving forward as we will continue to collect state and local data along with DESE guidelines. As always you may send comments or questions to 2020reopen@weymouthps.org

There will surely be changes in our future and we will continue to work collaboratively with our school community, remain patient and flexible, and be open to one another's perspectives and experiences.

APPENDIX A

School Re-entry Frequently Asked Questions

These questions came from survey responses, responses to our return to school email 2020reopen@weymouthps.org, and from conversations with community members. We are still taking responses and updating the community and staff as often as possible. Below are questions we have been asked and responded to.

- **Who is helping make decisions about next year?**
Weymouth Public Schools is collaborating with all departments in the town, families and other community members, health officials, administrators, educators, all union and non-union associated staff, students, and surrounding towns to help provide safe and educationally sound decisions for our return to school.
- **Are all students being considered in the decision-making process?**
We are considering the needs of all students, in all grades for both in-person and remote learning. Guidance from administrators, educators, and families are being considered in the process.
- **When will we have information on the changes to expect for the upcoming school year?**
Due to the fluid nature of this pandemic, we are taking the time to make the most informed decisions possible. DESE has asked for finalized plans to be announced to the community no earlier than early August. This will allow for the most data and information to be considered before decisions are finalized.
- **What information do you have on athletics and before and after school activities?**
We are excited to announce the hiring of our new Athletic Director Robert O’Leary. He is coming to Weymouth with extensive experience as the Athletic Co-Curricular Director for Portland Public Schools where he was responsible for 17 varsity and 23 sub-varsity teams as well as over 50 clubs and activities. He has also had experience as a physical education teacher as well as an administrator for the Town of Saugus and Town of Winthrop. He will be a great addition to Weymouth Public Schools. Robert will work alongside our working groups to assist in the decision making process for the upcoming school year.
- **When will we have more information on WeyCare?**
We have heard from the many families in the community about how important our Wey-Care program is to our families. A working group is being facilitated by Stacey Ware, Director of WeyCare, to find the safest and best possible solutions for the upcoming school year. Much like other areas, we are still compiling information and awaiting guidance from DESE to finalize plans for the Fall. When updates become available, they will be shared with the community.
- **What models of instruction are being planned for the next school year?**
Next school year Weymouth plans to use a combination of in-person instruction and remote learning. In-person instruction will follow guidelines from DESE to offer the safest and most effective instruction possible. Remote learning will be conducted while students remain in their homes and are taught by their teachers through a variety of different methods.
- **Will I have the option to utilize remote learning and opt-out of in-person or hybrid learning?**

In accordance with DESE guidance found [here](#), parents and guardians can choose to send children to school for in-person learning, if available or keep them home to learn remotely.

- **If my child starts the year remotely, can I send them back to in-person learning?**
Yes, parents and guardians can send their children back to in-person learning if they start the year remotely. However, in order to maintain appropriate class sizes, meet transportation needs, and other health considerations, advanced notice of returning to in-person learning will be needed to keep all members of the school community safe. Weymouth will have guidance on the process of opting-out and returning to in-person learning in August.
- **Will there be an addendum to the Student Handbooks for COVID - related to following the procedures, rules and protocols?**
Yes
- **What if I am fearful to come to work, but I do not have a medical issue?**
Every effort is being made to provide the safest working environment possible and more information is available regarding precautions and safety. Being fearful to return is not a protected reason for you not to come back to work and the expectation is that you will return to fulfill your job responsibilities. Do not hesitate to reach out to your Building Administrator to discuss your concerns and learn more about what is being done to make your work environment safe.
- **Is returning to work considered a hazard under Workers Compensation Law?**
Workers compensation experts are indicating that the act of going to work during the COVID-19 pandemic is not considered a hazard for the purposes of Workers Compensation.
- **Will some teachers be able to return to the class and some stay home and do remote learning? If so, what conditions would allow staff to teach remotely (e.g. those that are immunocompromised or have a vulnerable family member at home)? What documentation is needed in order to provide proof of conditions?**
It is the District's expectation that remote learning will be taught from the classroom. Any staff member who feels they may need an accommodation should contact the Human Resources Office to discuss and begin the interactive process to determine what, if any, accommodation(s) may be needed.
- **If I need a sub due to quarantine, will I have the same sub for my class as many days as possible to limit exposure?**
Every effort will be made by building leaders to provide for consistent coverage during long term absences.
- **Will I have to complete a health assessment and what if I get sick at work?**
The District will require employees and students to self-certify each day they report to school buildings and acknowledge they are COVID-19 symptom free. If an employee or a member of the household experiences one or more of the COVID-19 symptoms, the employee should not report to work that day and should notify their Building Principal. The custodial staff will be notified of the need to clean and disinfect the particular classroom in which the employee was working.

If an employee becomes ill while at work, the following steps will be taken:

- a. Individual arrives in Health Office and is assessed for illness:
- b. If no ill symptoms, treat for presenting symptom visit and return to class
- c. If an individual has illness symptoms:
 - i. Isolate them from well children/staff

- ii. Obtain History: onset of symptoms, type of symptoms, anyone sick at home, any recent exposure to anyone with COVID-19, any recent travel? If so, where and when?
- iii. Assessment: Temperature, respiratory rate, physical appearance, pulse oximeter reading, mental status
- iv. If temperature is above 100.4 degrees, dismiss immediately and refer to PCP.
- v. Assess if the individual needs further medical evaluation and guide the staff member on how to proceed. If the person is having difficulty breathing, has any chest discomfort, mental status changes, lethargy/unable to stay awake, and/or cyanotic- call 911. Inform dispatcher the person has symptoms consistent with COVID-19 and will need further evaluation.

The nurse will follow up with staff members to see how they are feeling and if they were tested for COVID-19.

If the individual is tested and is COVID-19 positive, the nurse will notify the Health Services Director and the Weymouth Board of Health. The Health Service Director will immediately inform the Superintendent of a positive case/suspected case. Families and employees need to be informed of exposure while confidentiality of the individual is maintained. The school nurses will collaborate with the Weymouth Health Department for contact tracing and guidance for when the individual can return to school.

- **What are the protocols for quarantining if a staff/student tests positive for COVID or identifies as being exposed? If they have been in contact with people in the school, using restrooms, lunchrooms etc., will the whole school quarantine for two weeks?**

Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case ([see WPS procedures](#)). Staff and families will be asked to report any illness symptoms that precludes them from attending school, in order to facilitate illness surveillance.

In accordance with state and local laws and regulations, school nurses/administrators should notify the Weymouth Office of Public Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).

The WPS Nursing Team will work collaboratively with the Weymouth Office of Public Health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

WPS Director of School Health Services will work closely with the WPS Administrative Team to identify any COVID-19 cases and any necessary actions.

- **What if my nurses office does not have a “Medical Isolation Room” for students/staff with Covid-19 symptoms, how will the District handle this?**
Each school will have a designated “sick area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff who are well.
- **What do I do if I notice a student showing symptoms of illness, such as sneezing or coughing? What if the student is non-verbal?**

Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case ([see WPS procedures](#)). Staff and families will be asked to report any illness symptoms that precludes them from attending school, in order to facilitate illness surveillance.

If a staff member or a student complains or exhibits Covid-19 symptoms (such as fever, cough, shortness of breath - not a complete list of symptoms) at school; that individual must be separated from well students/staff immediately. **The nurse MUST be advised in a confidential manner that a student or staff member is coming to the Health Office with Covid-19 symptoms prior to the student/staff arriving.** Strict attention must be paid in protecting that individual's privacy and confidentiality.

Individuals with these symptoms will be triaged by the school nurse, in a separate area away from students/staff who do not have Covid-19 symptom concerns. The staff/ student will be expected to go home immediately, within 30 minutes, or to a healthcare facility depending on the severity of the symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.

- **If students or staff travel outside of the state, will they be required to quarantine before they come back to school (I'm thinking about thanksgiving break specifically)**
The District will follow the Massachusetts Travel Advisory as directed by the Governor's office. If a travel advisory is in place at the time a student travels, the family will be required to notify the school upon return and work with school to determine if self-quarantine is required before return to school.
- **Will we be notified each time a staff member or student tests positive for COVID?**
In accordance with state and local laws and regulations, school nurses/administrators should notify the Weymouth Office of Public Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

The WPS Nursing Team will work collaboratively with the Weymouth Office of Public Health to identify individuals who have tested positive and/or who had close contact with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and self-monitor for symptoms, following CDC guidance if symptoms develop.

WPS Director of School Health Services will work closely with the WPS Administrative Team to identify any COVID-19 cases and any necessary actions.

- **Will there be protocols for staff entering the Main Office, such as limiting travel to one direction down hallways and scheduling times for staff to come into the office to speak with administration?**
Building Administrators are working on assessing needs of the building to begin to create one way entry/exits, necessity of reconfiguring work spaces, directional and distancing signage in hallways, ect.
- **Can we set up a security booth in the foyer to prevent deliveries (e.g. USPS, UPS, FedEx, WB Mason, Food) from coming into office?**
Building Administrators are assessing the needs to meet safety requirements as necessary.
- **Will there be protocols for parents and students entering the building during the school day, such as to come in for a meeting, tardies or early dismissals?**
Building Administrators are assessing the needs to meet safety requirements as necessary. Each building will have protocols in place that align with state and federal guidance.

- **Will there be a COVID contact person at each building? Someone to solely make sure all precautions are being followed?**
Your Building Principal or designee will be the contact.
- **What resources will there be to help staff manage the additional stressors?**
The District offers an employee assistance program and will continually send out reminders and descriptions of offerings available. Some staff showed interest in a staff support group. This may be something that is developed and offered to staff throughout the year.
- **What training or resources will be available to prepare teachers to support students returning to school with increased social emotional needs?**
The Curriculum Team is working on a variety of resources and professional development opportunities for staff. These opportunities will include ways in which staff can support students' social emotional needs.
- **How will we staff various models of educational delivery? How will classes be scheduled?**
The DESE Commissioner asked all districts to create three possible plans for reopening our schools: One for full "in-person" instruction, one for a hybrid of "in-person & remote" instruction and one for "full remote" instruction. These three options are due into the Department of Elementary & Secondary Education (DESE) by July 31st. Districts will have until August 10th to finalize their district reopening plans and post on District Websites.
- **How will professional development be delivered? Will we have the opportunity to collaborate with colleagues (especially with changes in schedule).**
WPS is working on a plan to support Professional Development based on the selected learning plan. More information will be provided at a later date.
- **How will classrooms be set up/rooms be configured?**
The District will follow guidance provided by CDC and our local health authority when determining the setup of classrooms. There will be adequate space for staff and students to use classrooms and other instructional space. Limiting the number of staff and students in each space, setting up desks in rows, equipping each space with proper PPE and maximizing the distances between staff members in each classroom are all ways in which we will use the guidelines to safely allow student-teacher engagement.