

ASSABET

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Assabet Valley Regional Technical School District

2020-2021 Reopening School Plan

August 3, 2020

2020-2021 Reopening School Plan Overview

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SUPERINTENDENT-DIRECTOR'S MESSAGE

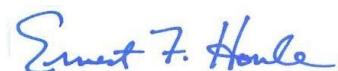
Dear Assabet Valley Students, Parent/Guardian(s), Faculty/Staff, and Community Stakeholders:

The Department of Elementary and Secondary Education released its “Initial Fall Reopening Guidance” on June 25, 2020. Since that time, guidance has been released on a regular basis with updates arriving regularly. In brief, the Massachusetts Department of Elementary and Secondary Education (MA DESE) requires students and staff to maintain social distances of three to six feet, to wear face-masks, and to organize students by cohorts to minimize risk of exposure. The recommended cohort model is a complement to our existing technical education structure, as our students spend their high school career with their respective program cohort regardless of whether we are experiencing a pandemic. The guidance, endorsed by medical professionals, sets the expectation that children need to be back in school this fall, while minimizing risk. **Due to the varying comfort levels of families, we will be offering two options: a hybrid model or a fully remote option, with the understanding that the technical side of learning will be significantly impacted by the remote setting run simultaneously with our hybrid model.**

The State’s new guidance, based mainly on studies from outside of the United States, relaxes safety protocols for schools, which is concerning for some. As we plan for our return to school, we are asking that our community continue to follow stay-at-home orders in the event of symptoms or sickness, wear face-masks in public, and honor the social distancing guidelines outlined in the guidance that follows. These safety measures appear to make a difference. We will continue to do our part in providing a safe educational environment while following guidance from state officials as we navigate the road ahead.

The complexities associated with the reopening of schools are extensive. The comfort levels of our students and families vary significantly. We have been discussing our fall reopening for months and continue to keep the well-being of our students, both emotionally and physically, at the forefront of our decision making. Members of our Assabet Valley school community—students, staff, and parents—continue to express their strong desire to return to school in-person this fall. At the same time, we recognize that we may experience a resurgence of the virus, and we must prepare for the possibility that learning will be entirely remote this fall. This “2020-2021 Assabet Valley Reopening School Plan” takes many variables into consideration and provides a comprehensive framework for what a safe return-to-school will look like. We thank all of our stakeholders for their contribution to this effort, and look forward to continued progress as we collaborate to shape the futures of our Assabet Valley students.

Sincerely,



Ernest F. Houle, Superintendent-Director

EXECUTIVE SUMMARY

This document offers a comprehensive overview of the 2020-2021 Assabet Valley Reopening School Plan. This plan was established with data gathered from the Assabet Valley Fall Reopening Task Force consisting of Assabet Valley Administration, Faculty/Staff, service providers, parents, guardians, and medical professionals. The information that follows is extensive for those who may be interested in a more comprehensive overview of the planning effort. The Executive Summary has been created in an effort to provide an abbreviated overview of the document in its entirety.

We would like to articulate the importance of working together throughout this pandemic. If a student or staff member is displaying symptoms or aware of possible exposure related to COVID-19, it is imperative that they stay home. Students with concerns relative to exposure, will have the opportunity to choose a completely remote option for learning. We thank you for your commitment to our community in the face of these uncertain times.

1. For those interested, [a copy of the approved and revised 2020-2021 Assabet Valley School Calendar can be found here](#). The School Committee approves any modifications to the school calendar, and the Superintendent-Director will notify you of any changes. In the absence of any notification of changes, please plan to follow the dates outlined in the school calendar.
2. The health, safety, and well-being of our students and staff is our top priority. The following general health and safety protections will be put in place upon our return:
 - Face masks will be required from the time the student gets on the bus and all the time while at school. “Mask breaks” will be provided for students and staff in accordance with guidelines.
 - Furniture and spaces will be re-organized (visuals provided in next section) so students and teachers will be within the recommended physical distancing requirements.
 - Additional cleaning and sanitizing services have been put in place. We will be doing deep cleaning on a daily basis. This includes our school buses.
 - Airflow of our ventilation system is run with dampers open at a 15% capacity for the Fall. Dampers in our industrial technical programs operate at a 100% capacity. Filters are changed regularly as part of our regular maintenance of the system.
 - Students will be scheduled in technical cohorts of 15-20 students per grade to minimize intermingling of large groups. This will result in students remaining in their classroom areas for a majority of the school day. We have expanded the areas where lunch will be eaten to allow for appropriate distancing.

- Assabet Valley has designated a 8' x 31' area that will be supervised by one of our 2.0 FTE school nurses who will care for and isolate anyone exhibiting COVID-19 symptoms. These nurses will be in daily communication with Mrs. Berghaus, our designated School COVID-19 Liaison.
 - Any student or staff member exhibiting symptoms, or who may have been exposed to a person who tested positive for COVID-19, will be asked to quarantine at home per current medical guidelines.
 - Any positive cases will be reported to the Director of Public Health in Marlborough, MA and other affiliated Offices of Public Health of student(s) or staff resident city or town.
3. Our Assabet Valley faculty and staff adjusted to our extended closure this past spring with new iterations of our teaching models as time progressed. We recognize that we may be engaged in this new way of learning for the next few years or until a vaccine is found and manufactured. Professional Development during the upcoming year will be designed to address our students' academic, social, and emotional needs during these trying times. Now that we have increased our capacity to address our students' needs in a remote learning environment, you can expect additional changes in the fall. The teaching and learning experience in September will be different from the remote learning you experienced during the emergency closure that began in March.
 4. Some epidemiological studies suggest we could experience a "second wave" of the pandemic. Everyone should prepare for a return to full remote learning if the health indicators dictate.
 5. We plan to start the 2020-2021 school year with a hybrid model that incorporates both remote learning and in-person learning. Full remote options will be available for families with concerns related to a return. A survey will be sent requesting notification of preference.

HYBRID 50 MODEL (50% capacity) Assabet Valley provides career and technical education (CTE). This is best done in a shop or lab with a professional CTE instructor present. Based on current guidelines and the design capacity of our school, we will plan for a 50% student capacity. A hybrid model would mean that grades 9 and 11 (Format B) will be in a one-week cycle to participate in hands-on learning in their CTE area or Exploratory, while grades 10 and 12 (Format A) are participating in remote learning at home. Groups will alternate between remote and in-person learning, every week. A more detailed overview of the model is included in the expanded section of this document.

The one week cycle will allow for continuity and regularity of content delivery for academic and technical instructors in alignment with current curriculum models and our regular scheduling format; greater access to Cooperative Employment which will alleviate capacity and transportation issues; and easier transition to our schedule upon a return to school when approved by the school committee and submitted to the State.

All aspects of this 2020-2021 Assabet Valley Reopening School Plan are subject to change, as we consider stakeholder feedback, additional guidance from the State, and continue to monitor the fluidity of COVID-19 trends. ***Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits, physical education, arts and music will not be scheduled at this time.***

IN-PERSON LEARNING MODEL

For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.

While we want to bring everyone back into the building in the fall, the likelihood of this happening at Assabet Valley is very low. We are fortunate to have a well-maintained building with relatively new ventilation and air handling equipment that can be controlled and monitored. However, our building is not large enough to accommodate a full return to school given the guidelines shared by the Department of Elementary and Secondary Education.

Our largest classrooms will accommodate a maximum of 22 students with the current 3 foot guidance parameters required by the Department of Elementary and Secondary Education, and only 15-18 students under the 6 foot guidance parameters for which we are following under our proposed plans. With less students per classroom, it will provide a teacher with room to move at the front of his or her classroom. Access to additional space within the building under non-restrictive circumstances is limited. The lack of space, staffing, transportation restrictions, and alternative options precludes us from a full in-person return.

Regardless, we are assessing the accommodations that would be needed, and the associated costs. These costs include additional buses to transport students, as capacities are reduced on each bus, adapting other spaces on campus to hold classes, adding modular classrooms, and adding additional staff to teach and support students in these other spaces.

A visual representation of two classrooms are set up in accordance with 6 foot state guidelines for in-person learning are provided below.



In the rare event that we return fully in-person in the fall with all staff and students we will run our traditional 6-period academic schedule running from 7:43 a.m. through 2:25 p.m. Students will attend academics on the traditional A/B week schedule where grade 9 & 11 students are in academics on “A” weeks and grade 10 & 12 students are in academics on “B” weeks.

Two changes to note in all our return models (In-person, hybrid, remote) are:

- We will only run “forward” weeks in academics so we are consistent in all our student hallway passing policies. We will not run “reverse” weeks for consistency.
- We will not run Honors courses in the traditional way this year. Previous to our new reopening model honors courses would run separate from college prep courses. With our shop cluster model for academic face-to face classes it is impossible to schedule both college prep and honors courses with the classroom size parameters and goal of creating the most homogenous groups possible for safety. Instead students who want to receive Honors credit for their courses will receive additional assignments weekly with increased rigor and depth which will need to be completed on their own.

Additionally, this honors change will help to reduce student schedule changes and overall student movement once classes begin.

Here are the main challenges for the academic program of bringing all students and staff back in the fall and how we plan to address them:

- ***The 6-feet between each desk parameters will create smaller classroom numbers***

All classes will be scheduled with fewer than 18 students in a classroom and in smaller classrooms fewer than 15. In the situations where we simply cannot accommodate for these numbers we have added an additional class to split the number. We also have set up our online APEX system for students to rotate through for larger classes one day a week. *Example: 22 students in a Chemistry class. 18 will always be face to face. We will have a different 4 students each day rotate through the same online Chemistry in our Learning Commons.*

- **Cleaning each academic classroom in-between periods**

The Director of Academics and Director of Pupil Personnel who oversee the master schedule for the district will not schedule classes back to back in the same room. We have researched and mapped out additional areas for classes to meet in beyond our regular academic classrooms. For example we have scheduled in Hawthorne Hall, the Learning Commons, the Auditorium, Lecture Hall, and computer labs as actual class meeting spaces. The drawback to this is teachers will need to relocate to a different classroom from time to time but this provides the safest environment for both staff and students.

In-Person Learning Model: Full Academics In-Person Sample Schedule - A Week

Grade	Period 1 7:43 - 8:44 AM	Period 2 8:47-9:45 AM	Period 3 9:48-10:46 AM	Lunch Period 10:49-11:19 AM	Period 4 11:22-12:20 PM	Period 5 12:23 1:21 PM	Period 6 1:24-2:25 PM
9th Grade	ELA 9	Algebra I	Spanish I	Lunch	Biology	Reading	US History I

In-Person Learning Model: Full CTE In-Person Sample Schedule (MF) - A Week

Grade	Period 1 7:43 - 8:44 AM	Period 2 8:47-9:45 AM	Period 3 9:48-10:46 AM	Period 4 10:50-11: 47 AM	Lunch Period 11:50 -12:20 PM	Period 5 12:23 1:21 PM	Period 6 1:24-2:25 PM
10th Grade	CTE/Related	Algebra I	CTE/Related	CTE/Relat ed	Lunch	CTE/Related	CTE/Related

HYBRID 50 LEARNING MODEL *(Administration Recommended)*

In a hybrid model, students alternate between in-person learning with safety requirements and remote learning. Important information pertaining to the Remote portion of our Hybrid Learning Model is included in the Remote Learning Model section that follows.

The hybrid model is the model we will look to introduce in the fall. Assabet Valley provides career and technical education (CTE). This is best done in a shop or lab with a professional CTE instructor present. Based on current guidelines and the design capacity of our school, we will plan for a 50% student capacity, as long as transportation guidelines allow.

A hybrid model would mean that half of the students are in the building for one week at a time to engage in hands-on learning in their technical areas, while the remaining students are home participating in a structured remote learning program. Grades 9 and 11 will be in a one-week cycle to participate in hands-on learning in their CTE area or Exploratory, while grades 10 and 12 are participating in remote learning during a one-week cycle at home.

CTE Hybrid Learning Model

Assabet’s CTE hybrid model will follow our standard “A” week and “B” week format with grades 10 & 12 and 9 & 11 in shop together. Technical programs will be reconfigured as necessary to ensure adequate student spacing and utilize technology for group instruction by casting instructor demonstrations onto monitors for student viewing while maintaining proper distancing.

This will allow students to receive 100% of their hands-on technical instruction and experience the mini-exploratory and extended exploratory program in the technical program. This provides optimal hands-on instruction for career awareness and technical training using industry standard

equipment and practices. The technical programs have fixed groupings of students and the exploratory programs will also follow the same practices of creating fixed groups of students.

CTE staff will review the COVID 19 [requirements for their specific industry](#) to be able to reference, teach and model for their students the current on-the-job practices. These practices will assist students who may want to pursue future cooperative education opportunities. All CTE staff will review and have training on the most current DESE COVID 19 compliance requirements for [Career/Vocational Technical Education](#), as well as, the established daily building operational procedures.

In the event a student is unable to participate in the hybrid model due to extenuating circumstances, access to video of live lessons will be made available in CTE Program’s Google Classroom. This model may be complimented by alternative assignments. Such conditions are not optimal, given the hands-on nature of career and technical education.

All in-school students will have one period of face-to-face Academic instruction daily, during their shop week. We will shift from a single Math Strategies class to now include all core academic classes. This will be a fixed schedule and provide 20% face-to-face academic instruction. Students will remain grouped by shop and grade level for academic classes. They will travel to a specific classroom that will be located as close to their shop as possible. That classroom will be used each day for each specific group. If a classroom is shared by more than one group it will be cleaned and sterilized between groups. All in-use classrooms will be cleaned and disinfected daily. Below is a sample daily CTE schedule.

CTE Hybrid Learning Model: CTE Schedule Sample - A Week

Grade	Period 1 7:43 - 8:50 AM	Period 2 8:47-9:45 AM	Period 3 9:48-10:46	Period 4 10:50-11:47	Lunch Period 11:50 -12:20pm	Period 5 12:23 1:21 pm	Period 6 1:24-2:25p m
12th Grade	CTE/Related	*Academic Class	CTE/Related	CTE/Related	Lunch	CTE/Related	CTE/Related
10th Grade	CTE/Related	*Academic Class	CTE/Related	CTE/Related	Lunch	CTE/Related	CTE/Related

Period 2 Academics: Mon-ELA; Tues-Math; Wed-Science; Thurs-Social Studies; Fri-Electives/Singleton courses. **Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits, physical education, arts and music will not be scheduled at this time.*

Academic Hybrid Learning Model

In the Assabet academic hybrid learning model students will receive a mixture of both face-to-face and remote online learning instruction. In our proposed model students will receive

20% of their academics face-to-face and 80% of their academics remotely.

Our academic hybrid learning model, while not ideal in the sense that full-time face-to-face teaching and learning is best, gives our academic students the next best opportunity for success both in-person and at home. Our academic hybrid learning model and academic staff will be guided by the most recent state recommendations for creating the most positive learning environment both in-person and online:

- *Parity and Interdependence of Physical and Emotional Safety*
- *Equity and Racial Justice*
- *Collective Care*
- *General Education, Special Education, and English Language education staff members collaborating to ensure the least restrictive environment (LRE) is in place for students with disabilities*
- *Increased rigor and accountability in online curriculum, instruction, assessment, and attendance*

How this works: Students in shop week who are physically in the building

Students who are in shop and are physically in the building will leave their shop for one period each day for academics. They will leave their shop during the same period each day with the same group of students each day so as to create the most homogeneous and consistent groupings possible for safety and efficiency.

We have scheduled the majority of our students into technical (shop) cohorts. The majority of students will remain in their respective technical cohorts through their four core academic courses (ELA, Math, Science, Social Studies) Monday through Thursday to limit exposure to mixed group interactions. On Fridays there will be more flexibility within the cohort so students can meet with their elective and “singleton” course teachers. A “singleton” course is one understood as a course that runs only once during the schedule. The majority of our Advanced Placement classes run only one period while college prep courses run over several periods.

Here are the days and subjects that students will be taken from shop for one period each day:

Mondays- ELA

Tuesdays- Math

Wednesdays- Science

Thursdays- Social Studies

Fridays- Electives/Singleton courses

*****Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits, physical education, arts and music will not be scheduled at this time.*****

Hybrid Learning Model – Academics In Person Schedule- Sample for a typical 9th and 11th Grade student with Academics in Period 2

Grade	Period 1 7:43 - 8:50 AM	Period 2 8:47-9:45 AM	Period 3 9:48-10:46 AM	Period 4 10:50-11:47 AM	Lunch Period 11:50 -12:20 PM	Period 5 12:23 1:21 PM	Period 6 1:24-2:25 PM
11th Grade	CTE/Related	ELA 11	CTE/Related	CTE/Related	Lunch	CTE/Related	CTE/Related
9th Grade	CTE/Related	ELA 9	CTE/Related	CTE/Related	Lunch	CTE/Related	CTE/Related

*Period 2 Academics: Mon-ELA; Tues-Math; Wed-Science; Thurs-Social Studies; Fri-Electives/Singleton courses. **Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits, physical education, arts and music will not be scheduled at this time.***

Face-to-face academic classes

These academic classes will run on the same bell schedule as all CTE classes. Students will leave their shop at the same specific time each day for their one academic class that day. Classes will be 58 minutes long and will follow the state curriculum and instruction framework activities as outlined in our Assabet Rubicon Atlas online curriculum program. One major change to these face-to-face class meetings will be a lack of assessments.

It is important to note that we will not run Honors courses in the traditional way this year. Previous to our new reopening model honors courses would run separate from college prep courses. With our shop cluster model for academic face-to face classes it is impossible to schedule both college prep and honors courses with the classroom size parameters and goal of creating the most homogenous groups possible for safety. Instead students who want to receive Honors credit for their courses will receive additional assignments weekly with increased rigor and depth which will need to be completed on their own.

Students in academic week who are at home and NOT in the building:

Students who are in academics will be at home. These students will receive four full days of remote learning instruction via mandatory scheduled Zoom and Google Meet classes for all subjects in their schedule. The one day students are not required to be in an online class is the day teachers are teaching the shop kids face-to-face (see days above). On those days students will be given assessments and specific assignments to work on on their own.

Example: Students will meet with their ELA teacher online each day in a specifically scheduled period via Zoom except for Mondays. Mondays is the face-to-face ELA day for students who are in the shop. Therefore those ELA academic students will complete individual assignments and assessments on Mondays.

Remote Learning academic classes

Assabet's remote academic program will have teachers follow a six (6) period day schedule as always. One change to this model will be that 1st period for all academic teachers will be a common prep period. Besides prep all academic staff will be able to meet and collaborate within departments, with other departments, meet with Special Education staff and related service providers, and be available for professional development and other meetings.

Remote learning academic students will follow a modified six (6) period a day schedule. Remote learning academic students will not need to attend any traditional 1st period timed classes or obligations. First period for students will be designed as a self-study and/or time to receive extra-support from our paraprofessional staff in 1:1 and small group online sessions.

Actual content classes will start during the 2nd period. Based on feedback we have received from parents and our own data from our Term 3 closure experience we are pushing back the start time for remote learning for remote learning academic students. It is clear to us that a later start time for remote learning students will allow for more students getting to class on time or attending at all.

Again, it is important to note that we will not run Honors courses in the traditional way this year. Previous to our new reopening models honors courses would run separate from college prep courses. With our shop cluster model for academic face-to face classes it is impossible to schedule both college prep and honors courses with the classroom size parameters and goal of creating the most homogenous groups possible for safety.

Here is our proposed schedule for a typical 9th & 11th-grade academic remote learning student:

Remote Learning Model – Academics Schedule Sample

Grade	Period 1 7:43 - 8:50 AM	Period 2 9:00 - 9:45 AM	Period 3 10:00 - 10:45 AM	Period 4 11:00 - 11:45 AM	Lunch Period 11:45 -12:15 PM	Period 5 12:30 - 1:15 PM	Period 6 1:30 - 2:15 PM	Student Wrap-Up /Organiz ation
9th Grade	Self Study/Extra -Support	ELA 9	Algebra I	Biology	Lunch	US History I	Spanish I	Student Wrap-up
11th Grade	Self Study/Extra -Support	ELA 11	Algebra II	Chemistry	Lunch	World Geopolitics	Pre-Engine ering	Student Wrap-up

After-school: Office Hours/Extra-Help opportunities Tuesdays, Wednesdays, Thursdays

Assabet's remote academic program will use Zoom, Google Meet and Google Classroom as it's communication foundation. Teachers and students will be required to log in and participate in online classes. Teachers will have some flexibility to deliver instruction through both

synchronous and asynchronous learning activities during these periods.

Our traditional face-to-face academic periods run for 58 minutes per class. Our remote learning periods will run for 45 minutes. Through our feedback from parents and staff as well as our data and experience from the Term 3 closure students are more willing to log in for a shortened period online. They are also more attentive online for a shorter period of time. Therefore 30 minutes of the 45 minute period will be completely online, synchronous and more teacher-led while the final 15 minutes will be offline, asynchronous and student driven. Students will have 15 minutes in between Zoom/Google Meet classes for breaks, bathroom use, possible snacks, and overall organization before their next mandatory online class.

Though remote and online we will continue to level our classes at the College Prep, Honors, and Advanced Placement levels. As mentioned previously students choosing to take courses for Honors credit will be placed in college prep courses but will need to complete additional assignments for increased rigor and depth on their own. ***Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits we will not be offering physical education, arts and music.***

Remote Learning academic students with disabilities (IEPs/504s) and English Language Learners (ELs)

Students with disabilities will continue to receive accommodations and modifications while working remotely online. College Prep courses in Math and ELA will continue to be co-taught for students on IEPs. Special Education staff will be required to co-teach online to support students in academics. Paraprofessionals will be required to assist in online classes and additional help sessions for all students with disabilities and English language learners.

Special Education consults in Science and Social Studies will continue to monitor students on IEPs online and collaborate with regular education teachers in those departments.

Guidance staff will continue to monitor students on 504s working remotely online.

All lessons and coursework online will be aligned with the MA DESE Frameworks. Assabet families will receive clear expectations regarding coursework, participation, attendance and grading policies in advance.

We have given significant thought to providing extra supports for our high needs students. We have established a plan to provide additional support for our high needs students both remotely and in-person. In-person support will be provided in a socially distanced capacity in various locations throughout the building, with guidance from paraprofessionals and special education teachers. We will be reaching out to families to coordinate services prior to the start of the school year.

The optional 1st period “extra support” for students will be open to all students with disabilities. Paraprofessionals will be available for online 1:1 and small group support each morning. After-school extra-help and “office hours” will run consistent with our traditional Tuesday, Wednesday, Thursday model but online.

Academic Hybrid and/or Remote Learning Attendance & Grading Procedures

Attendance for academic students whether it be in face-to-face meetings with academic teachers (from shop) or in live online remote meetings with academic teachers is **mandatory**.

Students will be graded in accordance with all grading systems and course grades as outlined on pages 48 and 49 of the most recent *Handbook for Students and Parents*. Letter grades based on numerical averages will be given on all progress reports, report cards, and seen within the iPass Rankbook system.

There will be no Pass/Fail grades or 0,1,2 rubric scoring as were used in the School Year 19-20 Term 3 closure model.

Students must pass each class with a grade of 65% or better to receive credit.

Academic Student Schedule changes

Due to the complexity and structure of the technical program cohort model academic student schedule changes will be far less flexible than in year’s past. The need for students to remain in their respective technical cohorts to limit exposure to large group interactions is critical to our safety plans. The honors change will help to reduce student schedule changes and overall student movement overall. However, students will not be as free to change their electives before October 1st as in the past.

Table 1. Summary Hybrid Model using the FORMAT B example

Grades 10 & 12 REMOTE LEARNING	Grades 9 & 11: IN-PERSON LEARNING
<i>Students may purchase breakfast and eat their breakfast in areas set up for socially distanced dining, or report directly to their first class to begin their day</i>	
<i>During the Day</i>	<i>During the Day</i>
<ul style="list-style-type: none"> ● Students will engage in learning activities in academic courses that allow for guided instruction and independent work, with support as needed. ● Live instruction will take place beginning at 9:00AM daily. Student attendance is mandatory, with full participation. 	<ul style="list-style-type: none"> ● Students are in school for the regular school day. 7:43- 2:25 pm ● Students will attend their technical/academic courses using a cohort model. ● Students will remain in their respective

<ul style="list-style-type: none"> • Teachers will establish work schedules and completion times to help guide students and families. • Classroom teachers will provide support during the remote learning week as needed, with appropriate availability by email and/or video. • As appropriate, students may also be supported by a variety of educators (e.g., special educators, paraprofessionals, counselors, etc.) as appropriate. 	<p>technical cohorts to limit exposure to large group interactions.</p> <ul style="list-style-type: none"> • The schedule will include time for technical education, one academic pull-out class per day, social-emotional learning, individualized support, related instruction, and teacher-led mask breaks. • Lunches will be served in the cafeteria and gymnasium using required social distancing protocols. • High needs students will be provided individualized instruction during the regularly scheduled classes with the assistance of Special Education, ELL, Title I, and or paraprofessional staff in both the remote, hybrid, and in person settings. Additional targeted extra help and remediation will be provided during remote sessions at the end of the school day, during regularly scheduled office hours, and by appointment.
<p><i>Dismissal time and lunches will be structured to maintain social distancing.</i></p>	

The First Ten Days and Start of School Year

We will be working to establish a special orientation period for our incoming freshmen and new transfer students to ensure a foundation of care, nurture, and connection is established prior to instruction and curriculum being delivered.

The Commissioner of Education has offered to relax the number of school days required from 180 to 170 for districts interested in creating training opportunities necessitated as a result of fluid circumstances. As a result, our first ten days of school will be organized to provide our faculty/staff with professional development, curriculum planning, time for collaboration and setting up of our technical areas and classrooms each day in preparation to provide an optimum scenario in delivery of the Hybrid 50 Model. This is subject to change, based on any State decisions and guidance that comes from the Commissioner.

During the ten professional development days at the beginning of the school year, all CTE staff will review the COVID 19 [requirements for their specific industry](#) to teach and model for their students as would be practiced on-the-job. All CTE staff will review and have training on the most current DESE COVID 19 compliance requirements for [Career/technical technical Education](#), as well as, the daily building operational procedures. CTE staff will have PD

opportunities for training on new technology and time to practice using it in their program prior to students being on campus. Below is a working list of possible PD offerings for staff.

Draft List of Professional Development/Curricular Time for Staff:

****Note: Best practices from Staff feedback form and MCAS Summer Support Team were used/will be used in the design of activities below**

In-building Protocols	SEL	Tech	T&L (CTE/Reg/SPED/ELs/504)	Collab/Time (By Dept.)	Fun/ Teamwork
Social Distancing	Engaging Reluctant Learners	Zoom	Grading/Assessments	Curriculum	Coffee chat/puzzle/time
Nursing Office	Working with students with SEL	Google Meet	Period attendance-iPass	Dept. software/tech	Scavenger Hunt with Protocols in mind!!!!
Arrival & passing to different areas	Educator Self-care	Google Classroom	Expectations	Assessment consistency	
Lunch	Cultural Proficiency/Diversity	Screencasting software/apps (Screencastify; Loom)	Discipline f2f & online		
Bathroom use		Assessment systems	Email communication-mail merging, etc...		
CTE Teacher Protocols/ Cleaning		Study Island, IXL, Schoology, Newsela, etc...	Schedule Overview		
Academic Teacher Protocols/ Cleaning		Remind	Esped: Use of the Collaboration module/sharing IEP responsibilities		
Recess (Mask Break)			Notice of Procedural Safeguards Esped Learning modules		

Proposed Start of School Year Schedule for Faculty/Staff:

Monday, August 31st - Teacher's First Day

Monday, 8/31 through Friday, 9/4 - Teachers Only PD/Meetings/Curriculum Development/Set-up

Monday, 9/7- Labor Day Holiday Observed

Tuesday, 9/8 through Friday 9/11 - Teachers Only PD/Meetings/Curriculum Development/Set-up

Monday, 9/14- Teachers Only - PD/Meetings/Curriculum Development/Set-up (10th PD Day for Staff)

Proposed Start of School Year Schedule for Students:

CTE:

Tuesday 9/15 through Friday 9/18- Mini-Exploratory - Face-2-Face with freshmen Grade 9

Tuesday 9/15 through Friday 9/18 - Grade 11 Taught Remotely (Welcome back, Schoolwide and program-specific safety procedures and exams, course syllabus review, program expectations, etc.)

Academics:

Tuesday 9/15 through Friday 9/18- Teaching 10/12 Remotely

Tuesday 9/15 - ELA "Meet a Teacher"- Last period Face-2-Face

Wednesday 9/16 - Math ELA "Meet a Teacher"- Last period Face-2-Face

Thursday 9/17 - Science ELA "Meet a Teacher"- Last period Face-2-Face

Friday 9/18 - SS ELA "Meet a Teacher"- Last period Face-2-Face

Monday, 9/21 - Start of regular schedule (grades 10 & 12 in person learning and grades 9 & 11 in remote learning)

REMOTE LEARNING MODEL

In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person full time or through a hybrid model. Structured Learning Time requirements apply to remote learning. Our school will need the ability to pivot between models on short notice.

Assabet Valley will make this model available for individual students who cannot yet return in-person due to documented health-related issues or extenuating circumstances, and for all students, in the event of classroom or school closure due to COVID-19. Regardless of what option we choose upon our return to school, the need for a remote learning platform exists.

In the event a student is unable to participate in the hybrid model due to extenuating circumstances, access to video of live lessons will be made available in CTE spaces. This model may be complimented by alternative assignments. Such conditions are not optimal, given the hands-on nature of career and technical education. There is clear understanding that optimal learning conditions are impacted by the pandemic and that all stakeholders are working

to maximize conditions associated with the remote learning experience with the resources available.

Staffing: In the remote learning model, we will have the ability to continue student learning no matter the contingency. If the school operation is shut down due for any reason (multiple cases of COVID-19 identified locally as an example), faculty and staff will continue to teach from our facility unless health/safety is compromised and/or state guidelines require them to teach remotely from home. In the event of a hybrid model, academic teaching staff will report to school and deliver content or to teach, and if necessary from alternative locations. In the event of hybrid model implementation, paraprofessionals and Special Education instructors will work collaboratively to service our high needs population.

Procedures: In the event of a remote model, inclusive of hybrid or exclusive of any other model, students will be asked to participate in the remote learning by logging on to the internet via their personal device or school-issued Chromebooks to participate in the remote learning model. Each home will be surveyed to identify connectivity and connectivity needs, so that accommodations can be made in the event access is needed.

Attendance: Attendance will be taken daily during remote learning. Absenteeism will be reported and follow up will take place within 24 hours to identify reasons and whether or not a need for intervention and support exists. Attendance will be reported by teachers. Follow up will be organized/supervised by the Assistant Principal and his designated team.

Participation: Full student participation is required for all learning. Students are expected to attend learning sessions with their cameras accessible and microphones working. Any concerns relative to participation should be discussed with the Principal or designee in advance.

Alignment to State Standards: All work, Academic and Career and technical, will be aligned to state standards. Assabet Valley has invested in an online curriculum platform for our Academic teaching staff to support a scope and sequence aligned with state standards. The Massachusetts Association of technical Administrators has organized subgroups that include each of our 17 technical programs. These subgroups have leveraged their respective resources to maximize access to curricular resources for technical instructors statewide, with the knowledge that there is no substitute for the in-person delivery of a technical education.

Assessment: Students will be assessed using the traditional grading system effective immediately upon our return to school in the Fall of 2020, regardless of which model or combination thereof, is utilized upon return.

Regular Communication: The Administration, Faculty and Staff will continue to be available to provide access for parents and guardians to engage in 2-way communication. Instructors will provide office hours during which time they will be accessible to address questions and secure feedback from students, parents, and guardians relative to the educational experience.

Technology: Lessons will be delivered via live or recorded instruction. Assabet Valley just upgraded our bandwidth substantially, from 150 Mbps to 940 Mbps. Additional supports in the academic areas will be provided through use of the Edgenuity platform. Opportunities for teacher-student interaction will take place using platforms such as Google Meets and Zoom technology. Additional platforms may also be utilized.

Assabet Valley was able to respond quickly and thoughtfully to the need for devices this spring. We developed processes for deployment that ensured timely and safe ways for students to obtain devices. This model was highly successful and will be replicated again with slight refinements based on any of the learning models that the district needs to pursue. In the event a student is in need of technology that meets school requirements, a device will be provided. Cell phones are not considered an adequate device for school-related purposes.

While our district was able to offer an extremely high level of access to our students and families this past spring during the extended closure, a primary focus is to ensure 100% of our students have to access Wi-Fi moving forward. The sudden closure of schools across the nation made it extremely difficult for many districts to secure devices for Wi-Fi access. Our district is exploring the availability of portable Wi-Fi devices called “Kajeet” for our students. As a result of our experience this spring, we are working to proactively acquire additional Wi-Fi devices that can help support families during remote learning experiences if needed.

Remote Learning Model – Academics: Remote academic classes will be held (proposed) on Zoom or Google Meets according to a compressed version of our school schedule as mentioned previously. The required live school day meetings will begin at 9:00 a.m. and run for 45 minutes each period. Our goal is to start each live class on the hour before lunch. Lunch will be at 11:45 a.m.-12:15 p.m. each day and then we will continue our 45-minute live online classes at 12:30 p.m. Time on learning requirements will be met via a combination of synchronous and asynchronous learning structures.

Students will meet with all of their academic classes during the day. Instruction, assigned work, and assessments will align as closely as possible with models that would be used if students and staff were present in the school building. Students are expected to be on-time and spend 30 minutes of the 45 minute period online with the teacher each class. The last 15 minutes students can choose to remain online for additional help and support from the teacher or complete a daily assignment on their own.

Students will then have an additional 15 minute break in between mandatory live online classes to organize their previous classwork, have a snack, use the bathroom, and get ready for the next period.

Beginning at 9:00 a.m. with the live online classes allows for instructors to prep, meet with colleagues, and attend important professional development and school meetings. Paraprofessionals will be available during this time (7:30 a.m. – 8:50 a.m) to meet in office

hours or tutoring sessions with students both online and in-person (with those students currently in the building in their technical areas or high needs students).

The afternoon extra-help time (2:30 p.m. to 3:30 p.m.) on Tuesdays, Wednesdays, and Thursdays is yet another opportunity for students to use for extra-support including students who require applied studies in their schedules.

Though still in the planning stages, the intent of the scheduled times is to build a functional model where all academic students can meet with each of their core academic instructors daily in a live remote format, and to include time for more personalized extra help and remediation.

Remote Learning Model – Career and Technical: Remote Learning Model – Career and Technical: Remote career and technical classes will be held on Zoom or Google Meet according to a slightly compressed version of our school schedule. The required live school day meetings will begin at 9:00 a.m., break from 11:45-12:15 for lunch, and continue on to 2:25 p.m. Time on learning requirements will be met via a combination of synchronous and asynchronous learning structures. Technical instructors have requested access to the building in the event of remote student instruction in order to use program specific equipment and technology for optimal teaching in this model. Technical staff will use from 7:30 - 9:00 to provide extra-support for students and to prepare equipment, supplies and technology to produce live lessons, demonstrations and tutorials that will be streamed and/or made available from their Google Classroom. Access will be explored should the need arise. A copy of the proposed remote technical schedule can be viewed below.

Remote Learning Model – CTE Schedule Sample

Grade	Period 1 7:43 - 8:50 AM	Period 2 9:00 - 9:45 AM	Period 3 10:00 - 10:45 AM	Period 4 11:00 - 11:45 AM	Lunch Period 11:45 -12:15 PM	Period 5 12:30 - 1:15 PM	Period 6 1:30 - 2:15 PM	Student Wrap-Up /Organiz ation
9th Grade	Self Study/Extra -Support	CTE/Related Theory	CTE/Related Theory	CTE/Related Theory	Lunch	CTE/Related Theory	CTE/Relate dTheory	Student Wrap-up
11th Grade	Self Study/Extra -Support	CTE/Related Theory	CTE/Related Theory	CTE/Related Theory	Lunch	CTE/Related Theory	CTE/Relate dTheory	Student Wrap-up

Remote Learning Model – Academics Schedule Sample

Grade	Period 1 7:43 - 8:50 AM	Period 2 9:00 - 9:45 AM	Period 3 10:00 - 10:45 AM	Period 4 11:00 - 11:45 AM	Lunch Period 11:45 -12:15 PM	Period 5 12:30 - 1:15 PM	Period 6 1:30 - 2:15 PM	Student Wrap-Up /Organiz ation
10th Grade	Self Study/Extra -Support	Remote Academics	Remote Academics	Remote Academics	Lunch	Remote Academics	Remote Academics	Student Wrap-up

12th Grade	Self Study/Extra -Support	Remote Academics	Remote Academics	Remote Academics	Lunch	Remote Academics	Remote Academics	Student Wrap-up
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*Students who choose the remote model during the technical cycle of our hybrid implementation period will be following live lessons via video. Online attendance will be mandatory. Asynchronous assignments will be given. Cooperative learning opportunities may be delayed for those who are learning remotely. Technical certification/licensure in some areas may also be impacted. **Please note that due to the restrictive schedule, space limitations, restrictive state guidance and budget deficits, physical education, arts and music will not be scheduled at this time.***

OUT OF SCHOOL TIME

Cooperative Employment Program

Prior to our extended closure, the trajectory for our Cooperative Employment Program was on pace to set records for participation across our 17 technical programs. Students in the Senior class have the opportunity to participate in our Cooperative Employment Program and “earn while they learn” during their technical cycle. Our Cooperative Employment Program will resume in the fall at which point students from the Class of 2021 (Seniors) will be able to participate as long as they meet the program requirements. Students from the Class of 2022, will be able to participate in February as long as they meet the program eligibility requirements at that time. For more information relative to our Cooperative Employment Program, please contact Bryant Laflamme, Director of Career and technical Education at blaflamme@assabet.org .

Before and After School Supports

Students can meet from 7:43 a.m. through 8:50 a.m. in 1:1 and small group support meetings every school day morning for any course (online or face-to-face if they are in their shop week)

As mentioned previously students in a hybrid or remote situation will also be able to meet with their teachers for 15 minutes for support at the conclusion of each 30-minute whole class meeting.

Students also have access to their teachers for extra-help and support on Tuesdays, Wednesdays, and Thursdays. Students will be able to schedule appointments with their teachers.

Summer, After School and Fall Focused Remediation

Assabet Valley is currently offering summer support and remediation for rising 10th and 11th graders in ELA and Math online. Selected rising 12th grade students who have not passed a specific area of MCAS have also been targeted for summer support and remediation.

Assabet Valley will implement additional after-school remediation programming for our targeted students. The first phase of the program is intended to boost student competency and preparedness for grade level skills and knowledge needed for academic promotion and MCAS assessments. Fall focus areas will be Math and English Language Arts for incoming juniors.

Parents/guardians of participating students who have been notified are asked to contribute through feedback and engagement in the planning process and program monitoring. This instruction will align with whatever the District's current school day model is.

21st Century Learning Supports

Throughout the initial extended closure period (March-June of 2020), Assabet Valley implemented a schedule that incorporated office hours with instructors and additional supports via email communication and supplemental resources as needed. Student support will be offered via online office hours during remote and hybrid learning periods. Targeted extra help and remediation will be provided during remote sessions at the end of the school day, during regularly scheduled office hours, and by appointment. High needs student populations including ELL, Economically disadvantaged, 504 and Special Education students may be recommended for inperson remedial electives.

HEALTH AND SAFETY

Safety, Wellness, and Social Emotional Supports

How the COVID-19 Virus Spreads

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person.¹ There is preliminary evidence that airborne transmission — in which the virus spreads in the much smaller particles from exhaled air, known as aerosols.² 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. In Massachusetts, however, we have seen evidence that risk can be mitigated if we engage in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year.

¹ Source: Massachusetts Department of Public Health website accessed at 8:32 a.m. on June 27, 2020 <https://www.mass.gov/info-details/about-covid-19>.

² Source: Morawska L., Cao J. Airborne transmission of SARS-CoV-2: the world should face the reality. Environ. Int. 2020;105730 doi: 10.1016/j.envint.2020.105730.

Personal Protective Equipment (PPE) Preparedness

On March 13, 2020, all schools in the Commonwealth closed for a two-week period, which was extended twice by Governor Baker and eventually through the end of the 2019 - 2020 school year. Since the closure in March of 2020, Assabet Valley has secured an additional six electrostatic sprayers (for a total of eight) and a significant stock of PPE and sanitizer to address needs heading into the 2020-2021 school year. Additional measures are being put in place to allow for touch-free operation in the form of kick pulls for doors, touch free sinks, touch free trash bins, and paper towel dispensers, and replacement of water fountains with filling stations. The District can receive reimbursement for supplies through funding made available through the CARES Act. Supplies purchased to date include the following:

- | | |
|--|--|
| <input type="checkbox"/> Gloves | <input type="checkbox"/> Hand Sanitizer & Dispensers |
| <input type="checkbox"/> Electrostatic Sprayers | <input type="checkbox"/> Sanitizer Wipes |
| <input type="checkbox"/> Masks | <input type="checkbox"/> Plexiglass shields |
| <input type="checkbox"/> Face Shields | <input type="checkbox"/> Protective Eyewear |
| <input type="checkbox"/> Scrub tops for designated personnel | |

School Safety Protocols

The Administrative Team has established protocols to keep our students and staff safe. Walkthroughs of the facilities are being conducted in collaboration with the Marlborough Office of Public Health. Assabet Valley staff members will meet for professional development prior to the start of school to learn 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:

- [Protocols for responding to COVID-19](#);
- Handwashing and proper respiratory hygiene;
- Instruction on masks/face coverings (how to do, wear, remove, and store);
- Student transportation options and capacities;
- Safe ways for students to enter and exit the school building and classrooms;
- Safe ways for students to eat lunch (most likely in distanced areas outside, gymnasium, or cafeteria);
- Plans to monitor bathrooms, disable water fountains, provide paper towels;
- Administrator safety protocols and/or procedures - what to do if they are not followed;
- Frequent risk assessment checks by Administrators to ensure that all safety measures are being followed and supplies are in stock.

School Attendance Guidelines

- Face masks will be required from the time the student gets on the bus and all the time while at school. “Mask breaks” will be provided for students and staff in accordance with guidelines.
- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick. The State may release guidance on attendance requirements in the future.
- In August, we will provide staff and families with a checklist that they can use to self-monitor possible symptoms.
- 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 antipyretic medication, such as Tylenol, Motrin, Advil, or Ibuprofen. If a staff member feels well enough, they may still teach remotely.
- 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 the school nurse prior to returning as well. A safe return to school is based on symptoms, duration of symptoms, test results from your health provider, and clearance by the Marlborough Office of Public Health and other affiliated Offices of Public Health of student(s) or staff resident city or town. Please see the full guidance document from DESE on [Protocols for Responding to CoVid-19 Scenarios](#).
- Assabet Valley will have a designated “sick area” located in a remote modular building with a separate ventilation system and 2nd nurse assigned specifically to supervision of the CoVid isolation unit 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. Pick up from the unit is expected within an hour of reporting to avoid congestion or overcrowding within the unit.
- 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 to bring someone to the hospital in the event of an emergency, 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.
- To reduce the spread of the virus, students with accommodations who are not wearing a mask and are showing signs of illness will be asked to wear a mask until they leave the school premises.

Extenuating Circumstances Impacting Students and Staff

- Staff members with concerns relative to the preceding issues should contact Ernest F. Houle, Superintendent-Director at ehoule@assabet.org . Additional information is provided in our Personnel and Staff Support Section.
- Students and families with concerns relative to a return to school, should contact Principal Hollick at mhollick@assabet.org.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

Clean and Sanitized Restrooms

We 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:

- Ensure that we operate with functional toilets.
- [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.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, the school nurse/administrators should notify the Marlborough Office of Public Health and other affiliated Offices of Public Health of student(s) or staff resident city or town and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- The school nurses and Director of Pupil Personnel will work collaboratively with the Marlborough Office of Public Health and other affiliated Offices of Public Health of student(s) or staff resident city or town 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.
- The Assabet Valley Nurses will work closely with the Director of Pupil Personnel and the Administrative Team to identify any COVID-19 cases and any necessary actions.

TRANSPORTATION

The Massachusetts Department of Elementary and Secondary Education (MA DESE) has shared extensive guidance regarding transportation. The following section is an overview of the most pertinent components of that guidance shared by the DESE.

The safe transportation of students to and from school is a critical part of achieving our return. In developing this supplemental transportation guidance, the health and safety of students and transportation staff remain our top priorities.

This guidance focuses on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus, while also maximizing in-person learning:

Core health and safety practices

Several core practices will support safe school bus operations this fall:

- **Masks**

All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance.

- **Distance**

Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Students from the same household may sit together and in closer proximity (e.g., two students per bench). Diagrams are provided later in this guidance.

- **Ventilation**

Keep windows open at all times during operation, unless not possible due to extreme weather conditions.

- **Seat assignments**

Students will be assigned to a single bus and a particular seat.

- **If a student does not adhere to transportation expectations, that student will not be permitted to ride the bus.**

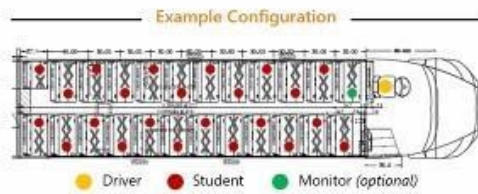
Bus seating configuration

In alignment with the Initial Fall School Reopening Guidance, the following bus configuration (i.e., one student per bench, alternating sides for each row) represents the maximum* school bus occupancy achievable while maintaining approximately 3 feet of physical distance.

***Note:** Students from the same household may sit together and are excluded from the one student per bench requirement.

The diagram below represents a 77-passenger bus. Districts should leave the bench immediately behind the driver's seat vacant to maintain physical distance for the driver. Districts may consider repurposing this bench for a bus monitor, health and safety supplies, or other needs.

Transportation: Operationalizing the guidance



Adjusted Capacity

Bus model	Maximum occupancy*	Percentage of full bus capacity
83-passenger	27	33%
77-passenger	25	32%
71-passenger	23	32%
47-passenger	15	32%
29-passenger	9	31%
26-passenger	8	31%
22-passenger	7	32%
14-passenger	6	43%

*Excluding students who could sit together from same household

Massachusetts Department of Elementary and Secondary Education

Strategies for Managing Capacity Constraints

- 1 Add additional routes to existing bus schedules
- 2 Stagger school day start and end times by cohort
- 3 Encourage parents/caregivers to transport their children
- 4 Encourage or facilitate carpooling within fixed cohorts
- 5 Promote walking and biking to school



Seat assignments and boarding

Assigning specific buses, routes, and seats to students and staff in advance will limit potential exposure and make contact tracing easier to conduct. In addition, to prevent crowding and minimize interaction, students and transportation staff should follow the protocols outlined below when entering or exiting the vehicle.

- **Keep bus staffing assignments as static as possible** by assigning drivers and other transportation staff to a single bus and a specific route.
- **Assign students to a single bus and to an assigned seat.** Students from the same household should be assigned seats together. Seating arrangements should also account for students with disabilities who require close contact from adults.
- **As students board the bus, occupy seats starting from the rear of the bus and fill sequentially to the front.** Upon arrival at school, the bus should be unloaded in a controlled manner, starting from the front of the bus and emptying sequentially to the back.
- **Assign seats with the above boarding order and process in mind** (i.e., based on when students will board during the route). For example, students boarding the bus at the beginning of the route should be assigned seats at the rear of the bus, and students boarding the bus at the end of the route should be assigned seats at the front.

Pick-up and drop-off protocols

We have modified arrival and departure protocols to limit crowding upon student drop-off and pick-up. Procedures have been established for student entry and dismissal, including a plan for traffic, drop-off, and pick-up that complies with physical distancing guidelines.

Arrival: All students will report immediately to their respective technical program or to the cafeteria if they are purchasing breakfast. Students will not be permitted to congregate in the cafeteria if they are not purchasing or eating breakfast.

- **Bussed Students** will enter through door # 35, 41, or 42 in the morning.
- **Student Drivers** will enter through front lobby door # 1 in the morning.
- **Students who are dropped off** will enter through the front lobby door #1

Dismissal: Students will be dismissed at the end of the day in a staggered manner. Students will exit the building from their shop classroom.

- **Student Drivers:** Student drivers will be dismissed by shop.
- **Bussed Students:** Students taking the bus will be dismissed by bus number.
- **Students being picked up** will be dismissed after those driving and those taking the bus have been dismissed, and will walk to the front where they will remain socially distanced during the pickup period.

The following protocols are also in place:

- **During pick-up/drop-off parents/caregivers should remain in their vehicle** while waiting for their child.
- **Parents/caregivers must maintain physical distancing standards and wear masks** if they exit their vehicle.
- **Extra parking spots** will be available for student parking if surveys show that more students will be using personal vehicles.

Symptom screening

Checking for symptoms each morning by families and caregivers, before students arrive at the bus stop, is critical and will serve as the primary screening mechanism for COVID-19 symptoms.

- **Bus drivers or bus monitors (if applicable) will be appropriately trained to observe students upon entry.** If students appear symptomatic, and a parent/caregiver is present to take them home, they will not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, bus monitors will refer students who may be symptomatic to the school healthcare point of contact immediately upon arrival.

- **If a student who may be symptomatic must board the vehicle, they should be spaced at least six feet from other students as feasible.** Close off areas used by the student, and do not use those areas again until after cleaning and disinfecting
- **Signs will be posted at entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.**
- **If students become sick during the day, they will not be permitted to travel home via school bus.**

Masks

Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.

- Adults, including drivers and other transportation staff (e.g., bus monitors), are required to wear masks.
- Students are required to wear masks when on the bus.
- Exceptions to masks for students: Face shields may be an option for students with medical, behavioral, or other challenges who are unable to wear masks. Please see the “physical distancing” section for protocols for families of students who cannot wear masks due to medical, behavioral, or other challenges.
- Masks should be provided by the student/family, but districts must ensure that sufficient extra disposable masks are made available on all buses for any student requiring one.

Physical distancing

As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, students must maintain a minimum distance of three feet from others, unless they are members of the same household. For transportation, this means one student per bench, alternating sides for each row.

The following distancing standards must be implemented in conjunction with strict adherence to health and safety requirements:

- Distancing requirements apply both while **waiting at bus stops and while in transit.**
- **Students from the same household should be seated together** and may be seated two or more students per bench (closer than 3 feet).
- **Students must face forward at all times** and refrain from eating, shouting, singing, or sharing items while in transit.
- **Determine and post maximum occupancy** for each bus while following these distancing guidelines.

- **Students who are not able to wear a mask while riding the bus** should maintain six feet of distance between themselves and other students. If possible, the student should wear a face shield while on the bus. Districts should work with the families of students who are regularly unable to wear a mask regarding possible alternative transportation arrangements (i.e. walking to school or the family transporting the student).

Hand sanitizing

Hand sanitizer dispensers will be installed on buses for students and drivers to clean hands as they board and exit. Alcohol-based hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used.

Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

- **Hand sanitizer dispensers should be placed only at the entrance of school buses** within view of the bus driver or monitor to ensure appropriate use. Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school.
- **During winter months, students wearing gloves upon entry should be encouraged to keep gloves on at all times** during transit to the extent possible. If the student wishes to remove the gloves, they should follow the hand sanitizing protocols outlined above upon entry and exit.

Ventilation

Buses will mitigate airborne transmission by increasing outdoor air ventilation. Doing so helps dilute the concentration or displace the presence of an airborne virus. Opening windows can greatly increase the level of ventilation within a school bus and therefore reduce COVID-19 transmission risk.

- **Keep windows open at all times during operation**, unless not possible due to extreme weather conditions. Even in cold or rainy weather, bus windows should be kept open at least partially (a couple of inches), if possible.
- **Consider keeping roof hatches open** on buses during operation for further ventilation.

Cleaning and disinfecting

Assabet Valley will coordinate with the contracted transportation provider to ensure vehicles are properly cleaned and disinfected. ***At a minimum, high-touch surfaces (see examples below) must be cleaned and disinfected thoroughly after each morning route and after each***

afternoon route using EPA-approved disinfectants. The interior of each vehicle must be cleaned and disinfected thoroughly at least once each day.

- **Clean high-touch surfaces first and most frequently**, including buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.
- **Conduct thorough routine cleaning of vehicles**, including dusting and wet-mopping vehicle floors, removing trash, wiping heat and air conditioner vents, spot cleaning walls and seats, dusting horizontal surfaces, cleaning spills, etc.
- **Routine cleaning outlined above should be completed prior to disinfection** to remove all surface matter.
- **Doors and windows should remain open when cleaning the vehicle.**
- **Staff should be trained to use disinfectants in a safe and effective manner** and to clean up potentially infectious materials and body fluid spills. All sanitizing and disinfecting solutions must be labeled properly to identify the contents and kept out of the reach of students.
- **Drivers and monitors should have adequate supplies** of soap, paper towels, tissues, hand sanitizer, garbage bags, and other critical cleaning supplies.

Precautions for transportation staff

Bus drivers and monitors face potential exposure through close contact with passengers, contact with high-touch surfaces, or by touching their mouth, nose, or eyes. Older individuals and those with serious underlying medical conditions may be at higher risk for more serious complications from COVID-19. To mitigate these risks, all bus drivers and monitors should take the following precautions when transporting students:

- **Avoid touching surfaces** often touched by passengers.
- **Wear masks** covering the nose and mouth at all times.
- **Use gloves if required to touch surfaces contaminated by bodily fluids.**
- **Maintain proper hand hygiene.** Wash hands regularly with soap and water when available for at least 20 seconds and use an alcohol-based hand sanitizer.
- **Don't report for duty if sick.**

DAILY OPERATIONS

Assabet is committed to providing a safe environment following DPH guidelines for students and staff. Students will follow a schedule for in-person learning that will include limited movement in

the building. Entry doors and classroom doors will have signage displaying guidelines and expectations for all occupants including:

- Wearing a face mask
- Hand washing
- Maintaining physical distancing
- Protect your health

Hallways will be clearly marked with signage and directional arrows for 2 way traffic flow while directing students to travel on the right hand side. The school building contains 6 stairways. Three will be designated as up only travel (B2, B4, D2) and three designated down only travel (B1, B3, D1). During an emergency or evacuation situation, all stairways may be used to egress the building.

Pick-up and drop-off protocols

We have modified arrival and departure protocols to limit crowding upon student drop-off and pick-up. Procedures have been established for student entry and dismissal, including a plan for traffic, drop-off, and pick-up that complies with physical distancing guidelines.

Arrival: All students will report immediately to their respective technical program or to the cafeteria if they are purchasing breakfast. Students will not be permitted to congregate in the cafeteria if they are not purchasing or eating breakfast.

- **Bussed Students** will enter through door # 35, 41, or 42 in the morning..
- **Student Drivers** will enter through the front lobby door # 1 in the morning.
- **Students who are dropped off** will enter through the front lobby door #1

Dismissal: Students will be dismissed at the end of the day in a staggered manner. Students will exit the building from their shop classroom.

- **Student Drivers:** Student drivers will be dismissed by shop.
- **Bussed Students:** Students taking the bus will be dismissed by bus number.
- **Students being picked up** will be dismissed after those driving and those taking the bus have been dismissed, and will walk to the front where they will remain socially distanced during the pickup period.

FOOD SERVICE

Upon the opening of school, our nutrition team will be able to adapt to any scenario for reopening. We will be prepared to serve breakfast and lunch five days a week regardless of whether we are remote or in person. The food service team is ready to provide a combination of grab and go and on-site food delivery, dependent upon the needs of our families. Modifications will be required from an operational standpoint to ensure safety. Meals will be made available to both remote and in-person students in the hybrid model as well as pick-up meals if utilizing the remote model.

In-Person Meal Service

We will be prepared to provide breakfast for students upon arrival to school. We will eliminate the idea of congregating in eating spaces and will instead serve meals in a location where students can be socially distanced in accordance with state guidance. We will also be providing the opportunity for touch-free lunch pick up and minimize the exchange of money through a touch-free student identification that will alleviate contact at the register. We plan to use our cafeteria for meal pick up with adjustments made for students to consume meals and socially distance in our cafeteria, gymnasium, and in outdoor locations. We have established safety standards as follows: students will secure their lunches in socially distanced lines using a cohort model, students will sit down in socially distanced areas, students will unmask and eat, students will put their mask back on then will leave in an orderly fashion to ensure they are safe by exiting using our cohort procedure while discarding trash upon their return to cohort learning. Maintenance staff will sanitize tables prior to the arrival of the next group of students.

Remote Meal Service

Our Food Services Department will offer two pick-up days for meals each week. Parents/Students will have the opportunity to pick up meals in a drive through fashion. Parents/Students will not need to leave their vehicle. On the designated days, pick up service will be for multiple days of breakfast and lunch. A survey will be sent to parents monthly to indicate participation in the remote meal pick-up and to assist with any special dietary needs.

SCHOOL FACILITIES

Overcrowding

In recent years, the demand for technical education, and more specifically an Assabet Valley education, has grown considerably. Applications for the Fall of 2020 exceeded 583 applicants for 300 openings for our incoming Freshmen class. Current classroom size has resulted in our inability to accommodate all of our academic classes given the suggested 3-foot guidance issued by the state. Cafeteria space, and other common spaces also are a challenge under general conditions, made significantly worse given the necessity of physical distancing among staff and students.

Variations in size and shape of classrooms have been taken into account in our planning. We are fortunate to have completed a building renovation project within the past four years with the Massachusetts State Building Authority. This effort did not alleviate the current needs associated with space constraints resulting from the pandemic but it does provide us with updated heating, ventilation and air conditioning mechanical systems.

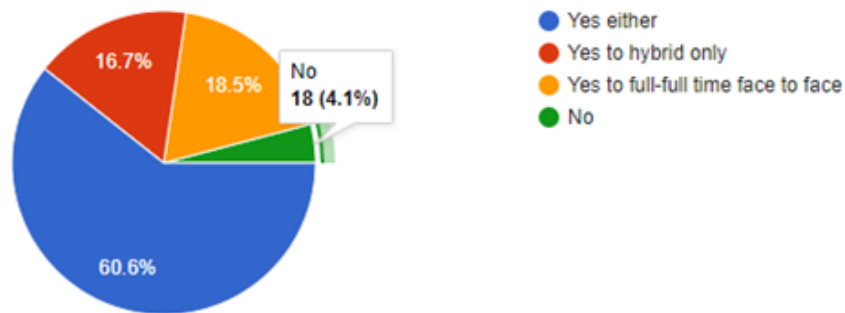
Preparing the School Building

Both families and faculty/staff are eager to return to teaching and learning in the school building. In the most recent parent/guardian survey, when asked, “With adherence to state & public health guidelines, if we are permitted to open the school for face to face instruction in the fall, even in a hybrid model of alternating in school and at home instruction, do you intend to send your child to school, on-site in the fall?” (Blue = Yes, either; Red = Yes to hybrid only; Orange = Yes to full time face to face; and Green = No) we received 437 total responses. The following results were recorded:

With adherence to state & public health guidelines, if we are permitted to open the school for face to face instruction in the fall, even in a hybrid model of alternating in school and at home instruction, do you intend to send your child to school, on-site in the fall?



437 responses



To access the results of the parent/guardian survey, please [click here](#).

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 “Facility Needs Assessment.” The purpose of the Facilities Needs Assessment was to determine the number of teaching spaces and classrooms in school that provide adequate square footage, based on approved DESE social distancing guidelines, to safely seat students and staff. We have analyzed our air handling and filtration system capacity to ensure adequate, safe, and high quality ventilation in teaching spaces. We have conducted walk-throughs to identify additional expanded space for our nurse to separate sick students and staff from others, and care for students or staff in the event they become sick during the day. Finally, we worked to identify, measure, and procure plexiglass screening for high traffic areas, such as our cafeteria and student supports offices, providing enhanced safety for staff and students.

Assessing Air Quality

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. The rooftop controls of the HVAC systems were replaced in 2014-2015. The system is in good working order and is maintained quarterly. The systems are designed to circulate fresh air into the buildings. The Assabet Valley HVAC system is typically operated with dampers open at 10% capacity under normal circumstances. Upon the return to school, dampers will be opened to a 15% in the fall season, resulting in a 50% increase in fresh air transfer. Plans for winter will be discussed, as open dampers will impact our ability to heat the building.

Facilities Use, Visitors, and Production Shops

Visitor access to the building will be limited to essential interactions as determined by the administrative team. Masks must be worn upon entry to the building, social distancing protocols, and hand sanitizing will be encouraged. Per our established security protocols, those individuals requiring essential interactions will be required to sign in with our Receptionist before being directed to our NEW Student Services Suite. Once checked in, individuals will be directed to the Student Services Suite located in the Front Lobby (Old Main Office) where they can access the Principal's Office, Assistant Principal's Office, Special Education Office and the Guidance Office. Protective measures will be put in place to maximize the safety of office staff during interactions.

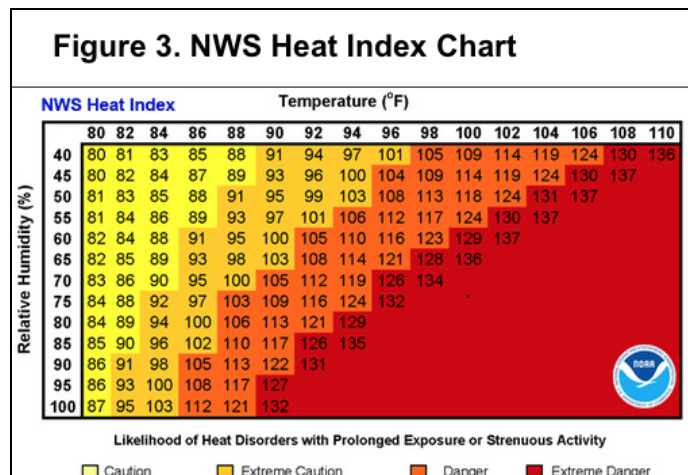
Meetings will be conducted virtually whenever possible. Opportunities for virtual tours, innovative alternatives to production shop access will be determined, and admissions efforts will be discussed as part of the reopening planning process. Guidance relative to a gradual reopening of the building will be determined in correlation with the fluidity of the pandemic and associated trends. Until further notice there will be no access to facilities usage or rentals to third party organizations, our adult education programs will be primarily remote (online) for the Fall semester, and there will be no public access at the current time.

Hot, Humid Days, Windows, and Fan Use

Members of the school community have expressed concern about being able to teach and learn effectively in school buildings when temperatures are extreme. The concern is greater now than in the past in light of the face-mask requirement. We will implement the following practices in the upcoming school year:

- Fans may be placed in strategic locations to maximize air flow and minimize potential for virus circulation.
- Dampers will be opened to 15% (a change from the typical 10%).
- We will use the heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn.
- If the heat index is in the “Caution” zone, educators will be encouraged to teach in a shaded outdoor environment as space allows.
- If the heat index is expected to be in the “Extreme Caution” zone or higher, the Superintendent will call a “Heat Day” and notify the school community that teaching and learning will happen remotely on that day.

A heat index takes into consideration both the temperature and the relative humidity. The National Weather Service describes it this way³: “It’s not the heat, it’s the humidity.” That’s a partly valid phrase you may have heard in the summer, but it’s actually both. The heat index, also known as the apparent temperature, is what the temperature feels like to the human body when relative humidity is combined with the air temperature. This has important considerations for the human body’s comfort. When the body gets too hot, it begins to perspire or sweat to cool itself off. If the perspiration is not able to evaporate, the body cannot regulate its temperature. Evaporation is a cooling process. When perspiration is evaporated off the body, it effectively reduces the body’s temperature. When the atmospheric moisture content (i.e. relative humidity) is high, the rate of evaporation from the body decreases. In other words, the human body feels warmer in humid conditions. The opposite is true when the relative humidity decreases because the rate of perspiration increases. The body actually feels cooler in arid conditions. There is a direct relationship between the air temperature and relative humidity and the heat index, meaning as the air temperature and relative humidity increase (decrease), the heat index increases (decreases).



SPECIAL EDUCATION AND HIGH NEEDS STUDENTS

Overview of Special Education Supports

³ Source: <https://www.weather.gov/ama/heatindex> accessed on June 27, 2020 at 9:32 a.m.

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

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall. Transition planning and services will continue. 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. IEP meetings will be primarily held remotely to limit the risk of exposure. The District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings.

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure.

In-Person Model Overview

Students with disabilities: Co-taught classes in English and Mathematics, Consult or Co-taught classes in Science and Social Studies, Study Skills will be provided.

Academic Consult provided by the Special Education Liaison, Science, Social Studies and or technical Consultation provided by the Special Education Science, Social Studies, and technical Consultants.

Related Services provided by School Psychologist in the form of Behavioral Emotional Support 1-1, Therapeutic Counseling, Group Counseling, and 1-1 Adjustment Counseling provided by Adjustment Counselor. Speech and Language Services Assistive Technology instruction, Occupational Therapy, Vision Services, Physical Therapy, Audiological Consult, Deaf and Hard of Hearing Services provided by the specialist as required by the IEP for individual students. Title I Reading and Title I Mathematics are programs available for the lowest functioning regular education and Special Education students per placement testing and teacher recommendation. Mathematics Strategies, and English Support provided to all regular education and Special

Education students during technical week. Individual tutoring has been provided in specific cases.

After school assistance is provided to all students on Tuesday, Wednesday, and Thursday with transportation available. MCAS classes are required for all students who have been unsuccessful in the on demand testing.

In the past computer devices have been provided to students per their IEP. However, Assabet is looking to provide devices to all students and internet service as required.

Attendance will be taken during the student's first period class. Students will be required to attend classes according to their assigned schedule. Assistant Principals will monitor daily attendance and contact family as required.

Grades will be posted by teachers each trimester. Progress reports will be issued to parents with grades and comments to parents midway through the trimester. Special Education progress reports addressing the student's goals and objectives will be sent to parents at the end of each trimester reporting period.

Details regarding grading are specified in the student handbook.

In-person technical and of Academic instruction will be provided in classrooms that allow for 6 feet of separation between students. Clear Vue Masks will be available for teachers that service and students who are hearing impaired or who may require that type of mask due to speech and language issues.

Student traffic patterns will be controlled through the use of appropriate signage.

Initial and Re-evaluation Special Education testing may take place in school. The school psychologists will utilize iPads with social distancing and remote procedures within the room.

Related service providers such as Speech and Language pathologists and Assistive Technology specialists may utilize a combination of remote and in school remote procedures.

Parents who require students to continue remote learning can have their child participate in each of their classes through zoom during their regularly scheduled instructional period.

Academic and technical curriculum adheres to the State Standards as adopted by the Department of Elementary and Secondary Education.

PPE will be available according to guidelines issues by DESE and the Department of Public Health.

Hybrid Model Overview

Students with disabilities: Co taught classes in English and Mathematics, Consult or Co taught classes in Science and Social Studies, Study Skill. Services will be provided remotely during Academic week with 4 days of remote instruction, 1 day of Google classroom activities and 1 period of in the technical week.

In-person instruction in English, Mathematics, Science, Social Studies, and one elective such as Study Skills, on the technical week. Special Education students would receive 5 days of in person technical instruction less one period on the technical week. In person

In-person technical Consultation is available to assist technical teachers with issues related to specifically identified students.

Academic Consult is provided remotely by the Special Education Liaison. Science, Social Studies is provided remotely by the Special Education Science, Social Studies Consultant. All Special Educators will communicate with other teachers, related service providers, staff members, and parents remotely regarding the student's needs. Staff will utilize email, Zoom conferencing, and telephone communications on a regular basis in accordance with the student's needs and IEP requirements.

Related Services will be provided by School Psychologist in the form of Behavioral Emotional Support 1-1, Therapeutic Counseling, Group Counseling, and 1-1 Adjustment Counseling provided by Adjustment Counselor. Speech and Language Services Assistive, Technology instruction, Occupational Therapy, Vision Services, Physical Therapy, Audiological Consult, Deaf and Hard of Hearing Services provided by the specialist as required by the IEP for individual students. Group Counseling services, Psychological testing, Technology instruction, SocialEmotional Behavioral support, 1-1 Counseling sessions, and specific therapies may be scheduled during the technical week and or in a virtual setting depending on the individual student needs. Speech and Language services will be provided in a virtual setting.

Title I Reading and Title I Mathematics are programs available to the lowest functioning regular education and Special Education students as demonstrated by placement test results and teacher recommendations. These classes will be provided in person during the elective period on the technical week as well as virtually 4 days and 1 day of Google classroom.

After school assistance is provided remotely to all students on Tuesday, Wednesday, and Thursday on both Academic and technical weeks. Special Education staff will establish office hours as well as arrange for time to assist students struggling and or in need of assistance.

Assabet is looking to provide devices to all students and internet service as required.

Attendance will be taken during the student's first period during technical week. Students will be required to attend classes according to their assigned schedule. Zoom classes will be held over a six period day on Academic week. Students will be required to attend Zoom classes according to their assigned schedule during Academic week. Teachers will submit period attendance in the lpass student support system.

Assistant Principals will monitor daily attendance and contact family as required.

Grades will be posted by teachers each trimester. Progress reports will be issued to parents with grades and comments to parents midway through the trimester. Special Education progress reports addressing the student's goals and objectives will be sent to parents at the end of each trimester reporting period.

Details regarding grading are specified in the student handbook.

In-person technical and 1 period of Academic instruction will be provided in classrooms that allow for 6 feet of separation between students. Clear Vue Masks will be available for teachers that service and students who are hearing impaired or who may require that type of mask due to speech and language issues.

Student traffic patterns will be controlled through the use of appropriate signage.

Initial and Re evaluation Special Education testing will take place in school. The school psychologists will utilize l pads with social distancing and remote procedures within the room.

Related service providers such as Speech and Language pathologists and Assistive Technology specialists may utilize a combination of remote and in school remote procedures. Parents who require students to continue remote learning can have their child participate in each of their classes through zoom during their regularly scheduled instructional period.

Parents will receive weekly emails with links to student work as part of the communication with all families during the school year.

Academic and technical curriculum adheres to the State Standards as adopted by the Department of Elementary and Secondary Education.

PPE will be available according to guidelines issues by DESE and the Department of Public Health.

Remote Model Overview

Students with disabilities: Co-taught classes in English and Mathematics, Consult or Co-taught classes in Science and Social Studies, and Study Skills will be provided. Instruction for these classes will be provided remotely via Zoom, to all students, per their school schedule, on Academic week.

Academic Consult will be provided remotely by the Special Education Liaison. Science, Social Studies and or technical Consultation will also be provided remotely by the Special Education Science, Social Studies, and technical Consultant. Special Educators will remotely communicate with other teachers, staff, related service providers, and parents via email, zoom conference calls, and telephone..

Related Services will be provided remotely by School Psychologist in the form of Behavioral Emotional Support 1-1, and Therapeutic Counseling. Group Counseling, and 1-1 Adjustment Counseling will also be provided remotely by Adjustment Counselor. Speech and Language Services Assistive Technology instruction, Occupational Therapy, Vision Services, Physical Therapy, Audiological Consult, Deaf and Hard of Hearing Services provided remotely by the specialist as required by the IEP for individual students.

Title I Reading and Title I Mathematics are elective courses available for the lowest functioning regular education and Special Education students per placement testing and teacher recommendation. These support services will be regularly scheduled for students and provided remotely.

After school assistance is provided remotely to all students on Tuesday, Wednesday, and Thursday. Special Education staff will establish office hours as well as arrange for time to assist students struggling and or in need of assistance.

In the past computer devices have been provided to students per their IEP. However, Assabet is looking to provide devices to all students and internet service as required.

Students will be required to attend Zoom classes according to their assigned schedule during Academic and technical weeks. Teachers will submit period attendance in the iPass student support system.

Assistant Principals will monitor daily attendance and contact family as required.

Grades will be posted by teachers each trimester. Progress reports will be issued to parents with grades and comments to parents midway through the trimester. Special Education progress reports addressing the student's goals and objectives will be sent to parents at the end of each trimester reporting period.

Details regarding grading are specified in the student handbook.

Initial and Re-evaluation testing will take place virtually.

Parents will receive weekly emails with links to student work as part of the communication with all families during the school year.

Academic and technical curriculum adheres to the State Standards as adopted by the Department of Elementary and Secondary Education.

PPE will be available according to guidelines issued by DESE and the Department of Public Health in any cases where students and or staff need to access the building.

Parents and guardians are encouraged to contact Dr. Charla Boles, Director of Special Education at cboles@assabet.org with any questions or concerns.

STUDENT SUPPORT SERVICES

The Student Support Services team is fully prepared to assist and support students to transition back to school, along with continuing to deliver meaningful Academic Advising, Career and College Counseling, and Social-Emotional Counseling. We intend to continue to provide services both in-person and remote, using technology to engage with students and families when they are not in the building. We plan to collaborate with staff and teachers on creating a safe and supportive school environment. It is a clear goal of the Student Support team to ensure that students and families maintain a connection to the school and we look at procedures to help minimize student wait periods, meeting times and reorganize meeting spaces to ensure student safety when delivering counseling and support services. We will provide students and families with support, resources, and education during the year and create partnerships with families to support students' Mental and Physical Health and well-being. We plan to have clear and open communication with families and support all students in their continued education and their future.

School Health and Safety:

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:

- It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission. No single strategy can ever be perfect, but all strategies together will reduce risk. In addition, although we are currently in Phase 3 of Reopening Massachusetts, it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.
- Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home

if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.

- Masks are among the most important single measures to contain the spread of COVID-19. We require students and all staff to wear masks that adequately cover both their nose and mouth. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges that are unable to wear masks/face coverings.
- Hand hygiene is critical. Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- Physical distance greatly reduces the risk of transmission. As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed.
- Cohorts/assigned seating. Students organized in groups/classrooms and other cohorts help mitigate the transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts that minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

FEEDBACK, GRADING, AND ASSESSMENTS

Educator feedback is critical to learning. In order for an educator to provide feedback to a student, that student must be an active participant in the learning process. Feedback to students comes in a variety of forms (both formal and informal) and has a variety of purposes. The most useful for teachers and students is feedback that informs instruction and meets 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.

As curriculum and instruction are modified for the upcoming school year, Assabet Valley is considering the skills and content to be assessed. At this point, we are planning to abandon the pass/fail system of the spring closure and resume use of our grading system using letter grades associated with numeric values as outlined in the Assabet Valley Student Handbook. Consistency and continuity across courses and grade level are key elements of assessment. Families can expect to see common expectations and structures in terms of nature of assignments, length of assignments, feedback tools and executive functioning support for all students.

We anticipate there will be impacts and loss of learning that have resulted from the extended closure from March through June of 2020. We will be working collaboratively to identify benchmarks for where students currently stand, in our efforts to adjust curriculum and remediate moving forward.

FACULTY & STAFF SUPPORT

While ensuring safe conditions for students upon our return to school in the fall, we must remember that our buildings are full of adults as well. Our focus must be on keeping faculty and staff equally safe and well. The collaboration and flexibility exhibited by our entire community during the closure from March through June of 2020, was a model for others to follow. Continued flexibility and collaboration will be necessary given the nature of the many variables that are influencing this fluid situation.

The teaching and learning models require flexibility. This will continue to be true, perhaps at an even greater extent. We will work collaboratively with staff to continuously improve upon each iteration of our blended teaching and learning model. Our expectation is to maintain dialogue through voluntary and scheduled staff meetings to ensure necessary adjustments are made in an effort to maximize service delivery for our students and proper facilitation of this delivery by our staff members.

Faculty or staff should contact the Superintendent-Director, Ernest F. Houle at ehoule@assabet.org or Human Resources Specialist, Ms. Sally Rigney at srigney@assabet.org prior to August 15, 2020 for confidential support with any concerns and/or questions related to a return to school. In addition, members of a union may also reach out to their respective union stewards or officers for confidential support about your rights and the law. We will work with you to review your options in accordance with your rights under contracts as well as state and federal law.

PROFESSIONAL LEARNING

The district is committed to continuous improvements to align with the needs/requirements for the 2020-2021 school year. All professional development will serve as a complement and in alignment to the pre-established action items identified for the school year. There will be a specific focus on enhanced remote learning, curriculum development, and social emotional well-being of our entire school community, and cultural proficiency.

COMMUNITY RESOURCES

The [Clay Center for Young Healthy Minds](#) at **Massachusetts General Hospital** offers free accessible, online educational information on a myriad of mental health topics so that parents and schools can better support their students. A list of resources from MGH are below.

ANXIETY:

How to Help Kids Cope with Situational Anxiety – bitly.com/CC-SituationalAnxiety

Generalized Anxiety Disorder – bitly.com/GADinKids

STRESS:

Stress Awareness: How Parents Can Help Their Children With Stress – bitly.com/StressKids

DEPRESSION:

What If My Child Has Depression? – bitly.com/CC-Depression

SUICIDE:

When Teens Talk Of Suicide: What You Need To Know – bitly.com/CC-SuicidePrevention

CULTURE + SOCIETY:

7 Ways to Support Kids and Teens During the Coronavirus Pandemic – bitly.com/CC-COVID-19

How to Help Young People Cope With Grief and Loss During COVID-19 – bitly.com/CC-COVID_Grief

Gaming Disorder: Is It a Real Illness? – bitly.com/GamingKids

Digital Media and Body Image – bitly.com/Media_BodImage

HEALTHY LIVING for INCREASING RESILIENCE:

The Importance of Sleep for Kids' Emotional Well-being – bitly.com/SleepforKids

Building Mental Wellness in Children: What Parents Can Do – bitly.com/ClayWellness

11 Self-Care Tips for Teens and Young Adults – bitly.com/Teens_SelfCare

LEARNING + ATTENTION ISSUES:

Learning Disabilities 101 – bitly.com/Learn_Dif

The following resources have been assembled from sources other than MGH and are offered in addition to the items listed above.

Accessing Nutrition and Food:

<http://www.projectbread.org/news-and-events/news/covid-19-hunger-food.html>

<http://www.schoolnutritionandfitness.com/index.php?sid=1481937564367&page=lunchapps>

http://www.schoolnutritionandfitness.com/data/pdf/Free_and_Reduced_Meal_Application_FAQs.pdf

<http://www.schoolnutritionandfitness.com/index.php?sid=1481937564367&page=prepaidacct>

<http://www.schoolnutritionandfitness.com/index.php?sid=1481937564367&page=parentstudentteacher>

<http://www.schoolnutritionandfitness.com/index.php?sid=1481937564367&page=nutriandfit>

<http://www.schoolnutritionandfitness.com/index.php?sid=1481937564367&page=wellnesspolicy>

Technology Access:

www.internetessentials.com

<https://www.mass.gov/info-details/frequently-asked-questions-about-telephone-broadband-and-cable-service-during-covid-19>

<https://www.rcn.com/boston/>

Mental/Emotional Health:

<https://namimass.org/> National Alliance on Mental Illness, MA

<https://www.mass.gov/guides/resources-during-covid-19#-domestic-violence-&-sexual-assault-resources->

Student COVID-19 Knowledge and Daily Awareness:

<https://www.youtube.com/watch?v=GoXxmzKdick> BrainPop COVID

<https://www.youtube.com/watch?v=4E7UkDInvZA> Hand Washing vs. Hand Sanitizing

<https://www.youtube.com/watch?v=kGBJK4wYF60> Mask Use

Housing and Utilities Assistance:

<https://www.mass.gov/orgs/department-of-transitional-assistance>

<https://www.mass.gov/how-to/find-emergency-family-shelter>

<https://www.helpsteps.com/hs/home/#/> Multiple resources index

<https://www.citizensenergy.com/assistance-programs>

<https://www.mass.gov/service-details/learn-about-low-income-home-energy-assistance-program-liheap>

[https://www.mass.gov/info-details/financial-assistance-during-the-covid-19-crisis#utility-assistance-](https://www.mass.gov/info-details/financial-assistance-during-the-covid-19-crisis#utility-assistance)

<https://www.mass.gov/info-details/frequently-asked-questions-about-electric-gas-and-water-utilities-during-covid-19>

Emergency Health or Financial Relief:

<https://www.mass.gov/info-details/financial-assistance-during-the-covid-19-crisis>

<https://www.mass.gov/orgs/department-of-unemployment-assistance>

<https://www.mass.gov/doc/ma-reg/download-> debt collection emergency regs.

<https://www.mahealthconnector.org/massachusetts-health-connector-offers-extended-enrollment-for-uninsured-individuals-to-ease-coronavirus-fears?fbclid=IwAR17hjQg3rDtBpDSa18bFJeMf7sol1BtdM63pxp5ZojhRrZxOk-58OjIw88>

<https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=5867d881a9324121839605c56a3d7cc9> State layered map of multiple resources

If you are a community group offering support not already listed in these resources, or you are an Assabet Valley community member who is in need of support, please contact Mark Hollick, Principal at mhollick@assabet.org .

Human Resources: Questions and Answers

If you are a parent or caregiver with questions regarding your child's education or remote learning, our best advice is to first talk with your child's teacher or special education liaison. If you have additional inquiries that do not fall under the category of education or instruction, or require additional assistance, please consider the following contacts:

- Mr. Mark Hollick, Principal mhollick@assabet.org
- Mr. Jerry Gahagan, Assistant Principal jgahagan@assabet.org
- Mr. Patrick O'Rourke, Assistant Principal porourke@assabet.org
- Mrs. Alyssia Berghaus, Dir. Of Pupil Personnel aberghaus@assabet.org
- Mr. Bryant Laflamme, Director of CTE blaflamme@assabet.org
- Mr. Robert McCann III, Dir. of Academics rmccann@assabet.org
- Dr. Charla Boles, Dir. of Special Education cboles@assabet.org
- Mrs. Kelly McKende, Technology Integration Coord. kmckende@assabet.org
- Ms. Dina Wiroll, Director of Nutrition Services dwiroll@assabet.org
- Mrs. Karen Reed, School Nurse kreed@assabet.org
- Mrs. Lori Lahey, School Nurse llahey@assabet.org
- Ms. Linda McGrath, Transportation lmcgrath@assabet.org

OPPORTUNITIES FOR REFLECTION

Over the course of the spring closure, Assabet Valley introduced a multitude of iterations to our learning model. The feedback provided by staff and families helped to strengthen our approach throughout the closure. As we prepare for our fall reopening, we are cognizant of the fact that we will need to remain agile, flexible, receptive and responsive to change: always ready to listen.

The administrative team will continue to work in a facilitative capacity to bridge communication for staff through weekly check-ins, and for families through regularly scheduled electronically posted newsletters and updates. If you have concerns, we encourage you to share them with us in a timely fashion. Please utilize the list above to direct your concerns to the appropriate people.

If something is going extremely well, please remember to articulate those feelings as well, as the positive insights and support we received during the spring closure were an incredible source of fuel for our Assabet Valley team during what may have otherwise been a challenging extended closure. We thank you for your continued support and collaboration and look forward to consistently improving upon all that is Assabet Valley.

FREQUENTLY ASKED QUESTIONS

1. How often can I expect my student to participate in synchronous (live) sessions during remote weeks in the Hybrid Learning model?

You can expect daily interaction with teachers.

2. What are the expectations for learning in a remote setting?

Students are expected to be in attendance with their participation on Zoom or Google Meet with microphones on and/or potentially cameras. Students are expected to be active participants in the learning. Appropriate dress, behavioral expectations, and etiquette remain an expectation.

3. How is the day structured in a remote setting?

Remote academic classes will be held (proposed) on Zoom or Google Meets according to a slightly compressed version of our school schedule. The required "live" school day meetings will begin at 9:00 a.m., break from 11:45am - 12:15pm for lunch, and continue on to 2:25 p.m. Time on learning requirements will be met via a combination of synchronous and asynchronous learning structures. Please refer to the guidance in this document for additional information.

4. How is the day structured in an in-person setting?

Students will be in their technical areas and will be interacting with the teaching staff in a manner that incorporates state guidance and maximized learning.

5. Who is my student working with in a remote setting?

Your student will be working with their teacher of record, unless a substitution is required.

6. Who is my student working with in an in-person setting?

Your student will be working with their teacher of record, unless a substitution is required.

7. When we return to school in the fall, will students earn Pass/Fail or traditional grades?

Grading will return to our A, B, C, D, F model. Grading will not be pass/fail.

8. Families need time to plan. When can I expect to receive instructional materials for my student?

A list of instructional materials will be communicated by the beginning of the school year.

9. How will classrooms be set up to maximize safety for students and staff?

Assabet Valley will be following state guidelines. Students will be seated 6 feet apart in classrooms with masks on. Students will be seated 6 feet apart in our cafeteria or gymnasium during breakfast and lunch.

10. When will I know what my student's schedule is for the Hybrid Learning Model?

Schedules will be shared by the beginning of the school year.

CERTIFICATION OF HEALTH REQUIREMENTS

Certification of health requirements form will be entered here once provided by the MA Department of Elementary and Secondary Education.

The following sources were used for template and language: Old Colony RTHS, *Lexington Public Schools, Minuteman High School, Fall River Public Schools, Massachusetts Department of Elementary and Secondary Education.*