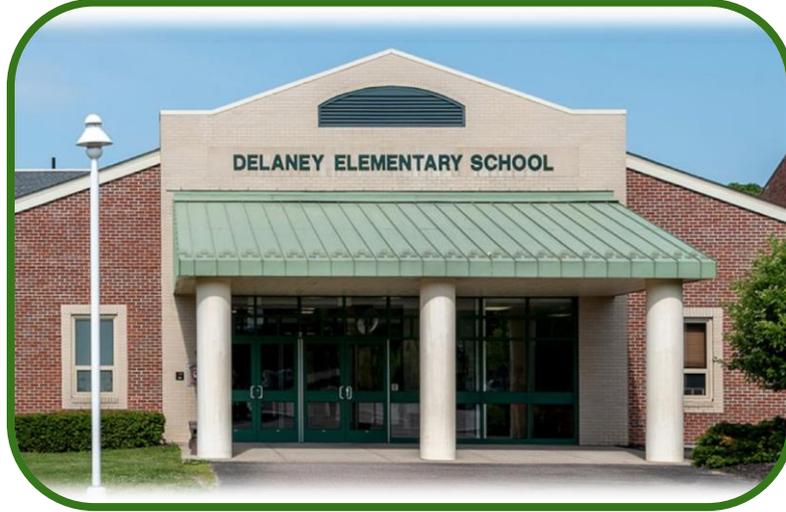




Wrentham Public Schools Return to Learning Plan Fall 2020



Presented by Superintendent Allan Cameron and approved by the
Wrentham School Committee on Tuesday, August 4, 2020

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LETTER FROM THE SUPERINTENDENT

Dear WPS Families and Staff Members,

I am pleased to share the Wrentham Public Schools' plan for learning in the fall of 2020. The plan was created by administrators, teachers, nurses, mental health professionals, paraprofessionals, and students' parents. It is the culmination of many hours of work and is an outstanding guide for returning to learning in the fall in a safe and effective manner.

Wrentham Public Schools is planning to return to school with the Hybrid Learning Model. We selected this model because it is the best way to balance safety with the need for interpersonal connections among students and teachers. The Hybrid Learning Model reduces the number of students in the buildings by about fifty percent. This allows us to meet or exceed the distancing guidelines and indoor person limits set by the state; implement the operating, medical, and cleaning protocols necessary to protect students and staff members; and provide students with more individual attention in the classroom. We are excited by the potential of the Hybrid Learning Model and look forward to the return to school.

The following pages provide details about the Hybrid Learning Model and the Remote-Only Alternative Learning Model. We also provide an overview of the two learning models that the district may adopt this school year, depending on the virus and needs of our community, the In-Person Learning Model and the Remote Learning Model. We will share more details about these two models if the district changes to one of them from the Hybrid Learning Model.

This school year is going to be unusual, but our students and staff members are going to have safe and positive experiences. Please let me know if you have any questions.

Yours truly,

Allan Cameron, Superintendent of Wrentham Public Schools

camerona@wrenthamschools.org

ACKNOWLEDGEMENTS

The following people worked to make the start of the school year a success. Everyone listed below generously gave their time and effort for the benefit of our community. They represent the outstanding spirit of Wrentham.

Return to School Committee Members

School Committee Members

- Erin DeStefano, Veronica Gonzalez, Tracey Murphy

Students' Family Members

- Nathan Ackman, Kate Anderson, Kristen Apicerno, Karen Becker, Stephanie Canavan, Meghan Castaneda, Danielle Childers, Jennifer DePillo, Erin DeSimone, James Dow, Julie Etter, Chris Gallo, Katlyn Gallo, Erin Greeney, Laura Hanrahan, Phil Jordan, Jen Kelly, Chelsea Kennedy, Jennifer Larrabee, Andrew Lenz, Kristin Longobardi, Caite Lopes, Chris Milici, Jaime Moore, Kathianne Pennini, Christine Ragan, Bill Sheehan, Rachel Todd, Heather Wilanson

Staff Members

- Kathy Ahern, Sean Ahern, Vanessa Beauchaine, Marleigh Brown, Donna Burt, Julie Cashman, Maura Crowley, Lori DeTrolio, Jodi Fownes, Heather Fox, Kelly Foxx, Glenn Gillespie, Jill Goddard, Jude Haughey, Diane Kelley, Mandi Kelley, Sara Lazzaro, Kathleen Maloney, Kevin Martes, Kristen McLellan, Karen McNamara, Christina Monti, Jenn Moon, Lynne O'Toole, Toni Rando, Kerry Richardson, Christine Walsh, Judy White, Laura White, Robert Worth

Return to School Planning Sub-Committees

Building Procedures

- Patty Burke, Sheri Coleman, Maura Crowley, Lori, DeTrolio, Jodi Fownes, Heather Fox, Kelly Foxx, Deb Hanewich, Jude Haughey, Allie Horne, Jen Jones, Lauren Keefe, Diane Kelley, Mandi Kelley, Merri Lamb, Gretchen Lopez, Andrea Lovely, Kathleen Maloney, Kevin Martes, Melanie Mariotti, Tracey Mazur, Jenn Moon, Daniela Paparo, Tracy Phipps, Sarah Shaw, Rachel Thornton, Christine Walsh, Judy White, Robert Worth

Classrooms and Buildings (Facilities)

- Patty Burke, Maura Crowley, Glenn Gillespie, Jude Haughey, Tracey Mazur, Sarah Shaw, Christine Walsh

English Learners and Vulnerable Families Engagement

- Vanessa Beauchaine, Kelley Christy, Maura Crowley, Lori DeTrollo, Laurie Ellis, Yvonne Jeffries, Sara Lazzaro, Kathleen Maloney, Kevin Martes, Deb Poirier, Judy Stanford, Sunita Stocking

In-Person and Remote Learning

- Sean Ahern, Vanessa Beauchaine, Sheri Coleman, Lauren Keefe, Diane Kelley, Mandi Kelley, Yvonne Jeffries, Gretchen Lopez, Kathleen Maloney, Melanie Mariotti, Kevin Martes, Lynne O'Toole, Tracy Phipps, Kristin Pitman, Deb Poirier, Judy Stanford, Laura White

Medical Guidance

- Julie Cashman, Ashley Lomuto, Christina Monti, Kerry Richardson, Robert Worth

Preschool Plan Development

- Kathy Ahern, Laurie Fernandez, Annie Marcet, Kathleen Maloney, Karen McNamara

Professional Development

- Sean Ahern, Vanessa Beauchaine, Heather Fox, Deb Poirier, Sarah Tracy, Laura White

Social and Emotional Support for Students and Staff:

- Vanessa Beauchaine, Sheri Coleman, Michele Ennis, Stacey Farrell, Jen Jones, Stephanie LaVigne, Sara Lazzaro, Kelly Foxx, Karen McNamara, Daniela Paparo, Raffaella Paparo, Dorothy Pearl, Laura White

Special Education

- Kelley Christy, Sara Lazzaro, Ashley Lomuto, Karen McNamara, Daniela Paparo, Raffaella Paparo, Kristin Waterman

Staff Return Policies

- Patty Burke, Jodi Fownes, Yvonne Jeffries, Melanie Mariotti, Shannon Shepherd

Technology and Communication

- Sean Ahern, Heather Fox, Lauren Keefe, Stephanie LaVigne, Jennifer Moon, Sarah Tracy, Christine Walsh

Transportation

- Shannon Shepherd, Rachel Thornton, Robert Worth

Joint Leadership Team Members

Administrators

- Sean Ahern, Vanessa Beauchaine, Glenn Gillespie, Kathleen Maloney, Kevin Martes, Karen McNamara, Shannon Shepherd, Robert Worth

Wrentham Teachers' Association Leaders

- Jodi Fownes, Christine Walsh, Laura White

Superintendent Partners

- Ingrid Allardi, Norfolk Public Schools
- David Raiche, Plainville Public Schools
- Paul Zinni, King Philip Public Schools

EXECUTIVE SUMMARY

The COVID-19 pandemic has significantly impacted American public education. Educators and leaders from across the country are developing plans to maintain the health of their communities while educating students. The Massachusetts Department of Elementary and Secondary Education (DESE) directed school districts to develop three potential plans for returning to learning in the fall of 2020: In-Person Learning Model, Remote Learning Model, and Hybrid Learning Model. In addition, DESE required all districts to develop a Remote-Only Alternative Learning Model for families who do not want to send their children to school for in-person learning.

The Wrentham School Committee voted to implement the Hybrid Learning Model to start the school year. The district is starting with the Hybrid Learning Model because it best way to provide students with engaging learning experiences, support students' social and emotional needs, and protect the health of students, staff members, and families during the COVID-19 pandemic.

The Hybrid Learning Model combines in-person and remote learning. The students will be separated into two groups, Cohort A and Cohort B. Students in both cohorts will learn in-person in the school buildings two days a week (Cohort A on Mondays and Tuesdays, Cohort B on Thursdays and Fridays) and remotely three days a week. The students will learn the standards outlined in the [Massachusetts Curriculum Frameworks](#) and participate in social skills development lessons when learning in-person and remotely. Students will be expected to participate in all in-person and remote lessons unless they are ill. Teachers will take attendance, monitor students' participation, and grade students' work.

The in-person portion of the Hybrid Learning Model will be like traditional school days in many ways. Students will have academic and special subject classes, eat snack and lunch, and enjoy recess. The district developed operating, medical, and cleaning protocols to ensure all students and staff members are safe when learning in the school buildings. All students and staff members will be required to wear masks when in the buildings, remain distant from other people, wash their hands frequently, and remain home from school when ill. Teachers and administrators will work with students to help them understand the new protocols.

The details of the remote learning portion of the Hybrid Learning Model are being negotiated by the Wrentham School Committee and the Wrentham Teachers' Association. District and union leaders are working together to develop a robust remote learning experience for students that includes interactions between students and teachers, synchronous instruction, student-to-student interaction, collaborative assignments, and teacher feedback. The district will share the remote learning expectations with students' families and staff members as soon as they are complete.

Students who receive special education services, students who are learning English, and students who have general education interventions may receive additional support based on the students' needs. Administrators and teachers will work with the families of these students to develop individual plans for the students.

Families may choose to have their children participate in the Remote-Only Alternative Learning Model if they do not want their children to return to learning in the school buildings. Students in this model will have their own remote-only classes and teachers. They will complete assignments that align with state standards and the work being done by students in the Hybrid Learning Model. Families may transfer their children into the Hybrid Learning Model by contacting the principal. The transfer will happen as quickly as possible and no later than four weeks after receiving the request.

The district will offer two surveys, one for families and one for staff members, to understand everyone's plans for the fall. Please complete the appropriate survey by Sunday, August 16, 2020. The principals and directors will use the information to create new class lists, develop Cohorts A and B, and prepare to implement the Hybrid Learning Model and the Remote-Only Alternative Learning Model.

The district may shift from the Hybrid Learning Model to the Remote Learning Model or the In-Person Learning Model during the school year. The decision to shift learning models will be based on the status of the virus, guidance from state and local leaders and public health officials, feedback from students' families and staff members, and the needs of our community. Superintendent Allan Cameron will notify the community of the change in learning model through email and notification on the district's website. Families may select the Remote-Only Alternative Learning Model for their children at any time regardless of the district's primary learning model.

The 2020-2021 school year will be unlike anything we have experienced. The students, staff members, and families of Wrentham are ready for the challenge.

HYBRID LEARNING MODEL

The Hybrid Learning Model is a combination of in-person and remote learning. Students will be separated into two groups, Cohort A and Cohort B, and alternate between in-person and remote learning each week.

Students in Cohort A will learn in-person in the school buildings on Mondays and Tuesdays and learn remotely on Wednesdays, Thursdays, and Fridays. Students in Cohort B will learn remotely on Mondays, Tuesdays, and Wednesdays and in-person on Thursdays and Fridays. Students in both cohorts will have about 40% of their school experience in-person and 60% remote if we use the Hybrid Learning Model for the entire 2020-2021 school year.

Separating the students into two cohorts has benefits for health, learning, and safety. The Hybrid Learning Model will reduce the number of students attending school in-person by half. The average class size of the two cohorts, and the preschool, will be 12 students. The smaller class size allows for greater social distancing and fewer people in the buildings, which will reduce the risk of coronavirus infection. The smaller class size will also allow for more teacher-student interaction and individual attention. Finally, having fewer students in the schools will make it easier to implement the operating protocols, such as arrival and dismissal, medical protocols, and cleaning protocols.

Hybrid Model Schedule, Kindergarten through Grade 6

Cohorts A and B will each have about half of the total student population. The cohorts will be diverse, inclusive, and have students with a variety of strengths and needs. Students from the same family will be placed in the same cohort. The district will consider family requests for cohort placement; however, creating cohorts is a complex process and we cannot promise to fulfill requests.

Hybrid Model Weekly Schedule Grades Full-Day K-6

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|---|---------|------------------------|---------------------------|--------|
| | Whole Class Meeting/Attendance at Assigned Times (TBD) | | | | |
| Cohort A | In-School Learning | | Remote Learning | | |
| Cohort B | Remote Learning | | | In-School Learning | |

Students will participate in academic lessons, special subjects (Art, Health, Library, Music, P.E., and Technology), and social interactions when learning in-person and remotely. They will learn through teacher-directed lessons, whole-class and small group work, and independent assignments in both platforms. The in-person and remote learning lessons will be robust and complementary to ensure a positive and productive experience for the students.

Wrentham offers a free half-day kindergarten program and a tuition-based full-day program. The students in the half-day program will be dismissed at 11:30 on in-person learning days and will be assigned lessons for a half day of learning when they learn remotely. Students in the full-day program will be in school until 2:45 on in-person days and have a full day of learning on days when they learn remotely.

We recognize paying tuition for full-day kindergarten is a hardship for many families. We reduced the tuition this year to \$300 per month and will work with families with financial needs. Please contact Business Manager Shannon Shepherd at shepherds@wrenthamschools.org to discuss tuition reductions, waivers, and payment plans.

Students who receive support through special education, English as Second Language, or a building-based intervention plan may receive additional in-school support to meet their needs. Director of Student Services Karen McNamara and/or Director of Curriculum, Instruction, and Assessment Vanessa Beauchaine will work with families to determine whether the student's needs require this level of support.

Teaching and Learning, Hybrid Learning Model

Educators will teach the standards outlined in the [Massachusetts Curriculum Frameworks](#) to the students when they are learning in-person and remotely.

In-Person Learning in the Hybrid Learning Model

In-person learning will be similar to how school was before the pandemic, with safety measures in place and fewer students in the classroom. The Hybrid Learning Model will have about half of the students in the buildings at one time, so there will be ample space for distancing and opportunities for interactions among students and teachers.

Remote Learning in the Hybrid Learning Model

The remote learning experience will be more robust this school year than it was at the end of the last school year. The Massachusetts Department of Elementary and Secondary Education's final document on remote learning states, "Remote learning programs will include regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect

regularly with staff. Students will have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports (e.g., semi-weekly office hours, individual check-ins with students bi-weekly, etc.), as they are critical for student academic growth and meaningful student and family engagement.” The School Committee, administrators, and teachers’ union leaders are discussing what this will look like in Wrentham. You will receive additional information as we get closer to the start of the school year.

Attendance, Student Engagement, and Grading

Students will learn most effectively if they participate in all aspects of the Hybrid Learning Model. Students are expected to attend all in-person and remote sessions, participate in activities, and complete all assignments while learning in-person and remotely unless they are ill. Teachers will take attendance, monitor student participation, provide feedback, and grade student work.

General Education Academic Support

Curriculum Specialists will work with students who need additional math or literacy support in short-term intervention groups, including students who were not engaged in remote learning in the spring and need additional support.

Teachers will select students for additional support at certain times during the school year. Administrators and teachers on the Data Team will review the students’ scores on common assessments, which are tests that are given to all students in the grade. Students who do not perform as well as their peers on the common assessments, and who do not receive special education support, may receive a short-term intervention to help them learn the knowledge and skills.

Special Subjects

The special subjects, Art, Health, Library, Music, P.E., and Technology are essential to the students’ education. Special subject classes will be 40 minutes long and specialists will have 10 minutes between classes to travel between classrooms.

For Cohort A, the specials scheduled on Monday and Tuesday will be held in-person while Cohort B will attend their specials remotely. On Wednesday, all specials will be conducted remotely. Cohort B will have specials in-person on Thursday and Friday and Cohort A will attend their specials remotely. At the midpoint of the year, the specials schedule will flip to allow the students to have the specials they had remotely for the first part of the year in-person. The specials on Wednesday will always be remote unless we return to all in-person learning.

- **Delaney:** Art, Technology, Music and Health, (40-minute blocks) travel to each classroom on a cart to start the school year. P.E. will occur outside as much as possible. In the event of inclement weather, P.E. will occur in the Gibbons Gym or the Delaney Cafeteria.
- **Roderick:** Art, Technology, Health, and Library (40-minute blocks) travel to each classroom on a cart to start the school year. P.E. will occur outside as much as possible. In the event of inclement weather, P.E. will occur in the Gibbons Gym or in the Delaney Cafeteria.

Instrumental Music (Grades 4-6) will be provided remotely to students in the Hybrid Learning Model and the Remote-Only Alternative Learning Model. Unlike P.E., Health, Library, Art, and Technology, which have a separate time in the day separate and apart from the classroom schedule, Instrumental Music is an additional elective. Students must leave their classroom to attend their instrument lessons. To limit the amount of out-of-class time, all lessons will be scheduled on each cohort's remote learning days. Some classes may also be scheduled before and/or after school hours by allowing the instrumental music teacher to flex hours.

Chorus (Grades 4-6) will be planned in two sessions during the school day, one day a week. In a typical year, Chorus is an after-school program. However, in an effort to limit intergroup-mingling, coupled with the fact that it is extremely difficult to conduct a virtual choir experience, Chorus will only be held outside, with students ten feet apart and scheduled to overlap with the lunch or recess period to minimize lost class time.

Planning and Instruction

Staff members will have time to work with colleagues to plan for both in-person and remote learning. They will have time to develop strategies to connect with students, communicate with their families, and provide meaningful feedback. Each Wednesday, teachers will have collaborative planning time when their students are learning remotely. The planning time will help teachers make sure students have comparable experiences in different classes in the same grade and whether learning through the Hybrid Learning Model or the Remote-Only Alternative Learning Model. Teachers and therapists of students with disabilities will be afforded additional time to connect with families and create individual plans for their students during the first few weeks of school.

Preschool Schedule

Due to the small class sizes of the 2-day and 3-day preschool programs, the classes will not need to be split into separate cohorts. All preschool programs will run as they have in the past. Additional information will be provided directly to families whose children are enrolled.

Preschool Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 2-Day Program | | In-School Learning | | In-School Learning | |
| 3-Day Program | In-School Learning | | In-School Learning | | In-School Learning |

OPERATING PROTOCOLS FOR THE HYBRID LEARNING MODEL

The district created or modified several operating protocols to ensure the safety of students, staff members, and families when learning in the buildings.

Student Orientation

The in-school experience this school year is going to be quite different for students. Staff members understand that we need to be patient, supportive, and kind as we help students transition back into school. Part of the transition will involve explaining the new operating protocols to the students.

We will work with the students on the following:

- Arrival and dismissal routines
- Bus expectations
- Snack, lunch, and recess procedures
- Proper techniques for hand washing, mask wearing, and remaining 6 feet apart
- Walking in the hallways and using the stairs
- Using bottle-filling stations and bathrooms

We want to help students and families who are new to the district to feel welcome. We are developing on-line resources to help new students and families tour the buildings and meet staff members. The principals will send more details later in the summer.

Student Arrival

We expanded the arrival time window and added drop-off locations to ensure social distancing among the students when they are walking to and from their classrooms and ease traffic flow in the parking lots and streets around the schools.

All locations will be supervised by staff members. Hand sanitizer will be placed at all building entrances. Students will follow arrows on the floor to get to classrooms and maintain social distancing. Teachers will monitor hallway movement while greeting students at classroom doors. The School Resource Officer will be on campus during arrival and dismissal to help with traffic.

Arrival: Family Drop-Off

Delaney School Students

- The arrival time for students in kindergarten through grade 3 is from 8:00-8:30. Families may drop-off students at Delaney any time in that window.
- All students must wear a mask when exiting the vehicle and walking into the buildings.
- Students in kindergarten and grade 1 will be dropped off at the Delaney School main entrance.
- Students in grade 2 and grade 3 will be dropped off at the Delaney Annex entrance.
- Families with students in both kindergarten or grade 1 AND grade 2 or grade 3 will drop-off their students at the Delaney School cafeteria. This will prevent families from having to make two stops.
- Families may drop-off preschool students between 8:30-8:45 either in front of the Delaney School or in front of the Annex. Class assignments will dictate drop-off locations, and parents will be informed ahead of time.

Roderick School Students

- The arrival time for students in grade 4 through grade 6 is from 8:00-8:30. Families may drop-off students at Roderick any time in that window.
- All students must wear a mask when exiting the vehicle and walking into the buildings.

- Roderick students will be dropped off at the Randall Road entrance to Roderick School, across from the Fiske Library.

Delaney and Roderick Students

- Families with children in both schools should drop-off Roderick students first then drive to Delaney School for drop-off. This will prevent the students from congregating, allow for less traffic in the Delaney parking lot, and reduce traffic in the center of town.
- The school buses will use the Bus Loop and drop-off students at Roderick School and Delaney School.

Students Who Are Late to School

Family members are asked not to enter the buildings. If a student is late, we ask parents to call the office and notify staff members that the student is coming to the building. Caregivers, wearing a mask, may walk the student to the building door. Staff members will make sure the student gets to class.

Student Dismissal

We made several changes to the dismissal process to ensure the safety of students and staff members and to ease traffic around the schools. Students will be dismissed from school at 2:45.

Dismissal: Family Pick-Up

- The dismissal time is 2:45.
- Families who pick-up students from school will have a school issued sign to display in the vehicle windshield with the child's name. Families will not leave their vehicles to meet their students. Staff members will call students to be dismissed as cars pull up in front of designated areas.
 - Students in kindergarten and grade 1 will be dismissed from the Delaney Cafeteria (doors facing the playground).
 - Students in grades 2 and 3 will be dismissed from the Gibbons Gym (front half) and exit the doors at the Annex entrance.
 - Students in grades 4 through 6 will be dismissed from the Randall Road entrance of Roderick School, across from the Fiske Library.

- Roderick and Delaney students with siblings at Delaney will join the youngest sibling in their assigned locations so parents can pick up at one location.
- The floor in dismissal locations will be marked with stickers to indicate 6 feet of separation for students. This will help students maintain social distance while waiting to be dismissed.
- Bus dismissal continues at the bus circle for both Delaney and Roderick students. Staff members will be assigned to collect students from each grade level and take them out to the bus circle.

Students Who Are Dismissed Early from School

- Students who are dismissed early should bring a note to school from a caregiver with the dismissal time and the person dismissing the student. When the caregiver arrives to dismiss the student, the caregiver should call the school office. The student will be called to the office at that time and a staff member will escort the student from the office to the school entrance. We ask caregivers to remain in their vehicles or remain outside of the building and wear a mask.
- Students who are released during the day must remain out of school for the remainder of the day.
- Since it takes time to prepare for dismissal, we will not be able to dismiss students from the office after 2:00. Families must plan accordingly if they want to dismiss students early from school.

Bus Transportation

The Massachusetts Department of Elementary and Secondary Education (DESE) implemented several safety protocols for bus transportation. One student is allowed to sit on each bench (children from the same family may sit together), all students must wear masks covering their nose and mouth, all windows must be open (weather dependent), and all students must use hand sanitizer (provided) prior to entering and exiting the bus.

The seating expectation significantly reduces the number of students who may ride a school bus. The district surveyed families to determine the expected ridership for the school year and modified routes and stops based on the feedback. We will consider bus ridership when placing students into cohorts to maximize the number of students who can use the bus.

The district contracts with Holmes Transportation of Norfolk for our bus transportation and Van Pool for transportation of some of our special education students. Both companies are going to clean and disinfect their vehicles in between every run and sanitize them nightly.

Bus drivers are going to assess students for symptoms prior to allowing them to board the vehicle. They will ask them if they are sick or have COVID-19 symptoms. Students who are symptomatic of COVID-19 will not be allowed to board the bus.

To help students and families understand the new bus procedures, the district is going to create a transportation video. The video will provide information about the guidelines and show what changes on the bus and around school will look like. The video will be posted on social media and the district website.

Responding to a Student with COVID-19 Symptoms on the Bus

If a student has symptoms of COVID-19 on the bus, the driver will ensure that the student is wearing a mask and will call ahead to dispatch to inform the school. The school nurse will meet the student upon arrival at the bus and will move the student to the medical isolation room to be evaluated. If the student presents with COVID-19 symptoms, the student will be immediately dismissed from school.

[The CDC defines close contact with a person with COVID-19 as being closer than 6 feet for at least 15 minutes.](#) Students that were seated within 6 feet of the symptomatic student for 15 minutes or more will be considered close contacts. The student will be sent to the health office and the students' families will be contacted to pick the students up from school. Close contacts are advised to be tested 4 days after possible exposure and should remain home until they receive their test results. Any student who chooses not to be tested must remain out of school for the full quarantine period of 14 days. The student will be shifted to remote learning during the quarantine period. The school bus will be sanitized and disinfected after dropping the students at school.

Movement Through the Buildings

All doors will be opened during arrival and dismissal. We marked the hallway floors with directional arrows to indicate the flow of travel. The stairway closest to the Gibbons Gym will be used to travel up to the 3rd grade classrooms and the stairway at the far end of the hallway will be used to travel down. For classes with multiple teachers, like grade 6, the teachers will switch classrooms (ELA/Math) and the students will stay in the classroom. Counseling groups, related services, and special education pull-out services will remain in small groups outside of the classroom setting with sanitizing between student groups. Roderick students will use the back entrance of the Gibbons Gym to enter and exit P.E.

Student Belongings and Classroom Materials

We will post the students' name tags on the front of the desks. Delaney students will place belongings on the back of their individual chairs, on labeled hooks in the back of the classrooms, or in labeled cubbies in the back of the classrooms. Roderick students will place belongings on the back of their individual chairs.

Students will have personal bags/cases for supplies such as pencils, pens, crayons, colored pencils, glue sticks, and scissors. Students in preschool through grade 1 will have individual manipulative boxes. Students will be assigned a specific Chromebook for classroom use. Students will have their own leveled reading books, reference books, and workbooks that are not shared with other students. All hands-on materials will be designated for each student before the lesson begins.

When classroom materials must be shared, students will wash their hands both before and after using materials.

Bathroom Use

Students will be allowed to use the bathroom when necessary, and teachers will schedule bathroom breaks for younger students. Bathroom stall doors will be cleaned by custodians regularly throughout the day. Sinks and stalls will be blocked off to allow for social distancing in the bathrooms. Bathroom monitors will be assigned during high frequency times, lunch, and recess.

Lunch and Snack

Students will eat lunch in the classroom or other space that allows at least 6 feet of distance from other people. Students will remove their masks to eat and socialize. Teachers will have students wash their hands before and after eating. Lunch will be delivered to classrooms from the cafeteria by cafeteria staff and paraprofessionals. Paraprofessionals will supervise students during lunch. The school nurses will work with classroom teachers and families to ensure lunches brought from home follow allergy-aware guidelines. Teachers will have students wash their spaces at the end of lunch.

Recess

Students will be allowed to remove their masks during outdoor recess if they remain at least 6 feet apart. Paraprofessionals and administrators will supervise recess. Principals will place classes in different areas around the district to help them remain distant from one another. Students will not be allowed to play on the structures or share equipment with their hands, such as playing catch. They will be allowed to run, talk, kick balls together, and play non-contact games. Staff members will help students find ways to have fun during recess.

MEDICAL PROTOCOLS FOR THE HYBRID LEARNING MODEL

The medical protocols are among the most important aspects of a safe return to in-person learning. The following procedures will guide how the district responds to a medical situation; however, every case is unique and may require a different course of action. Please contact the school nurse if you have any questions.

Wrentham Public Schools is fortunate to have three school nurses. The Delaney School Health Office has two nurses, Mrs. Cashman (cashmanj@wrenthamschools.org) and Mrs. Richardson (richardsonk@wrenthamschools.org), and the Roderick School Health Office has one nurse, Mrs. Monti (montic@wrenthamschools.org). They work closely with each other, staff members, students' families, and the Wrentham Public Health Department to provide a safe environment in the schools. They work with students and staff members who have acute, or sudden, medical issues and people with chronic, or long-term, conditions that require regular medical attention.

The following information was developed to promote the health and safety of all students, staff members, and the community. The procedures comply with local, state, and national guidelines and align with best medical practices.

What to Do in an Emergency

Staff members will call 911 immediately if there is an emergency. After making the call, they will stay with the ill or injured person and send someone to notify a school nurse.

Mask Wearing

All students in preschool through grade 6 and all adults must wear masks that cover their nose and mouth when they are on the school bus, in the school building, and fewer than 6 feet away from another person. Students families are responsible for providing the students' masks. [This is a link for how to make a mask from the CDC](#). Families who cannot provide a mask should contact the school nurse for assistance.

The PTO bought lanyards to hold the students' masks when they are not wearing them when eating, taking a mask break, and during recess.

Recommendations for Preventing Communicable Disease

- Stay home when you are ill.
- Avoid close contact (less than 6 feet space for greater than 15 minutes) with people who are ill.

- Cover your cough or sneeze into your elbow or a tissue. Throw the tissue in the trash and wash your hands.
- Avoid touching your eyes, nose, and mouth. If you do, wash your hands afterwards.
- Wash your hands with soap and water for 20 seconds at least every 2 hours and the start of day, and before and after eating a meal or snack. Soap and water handwashing is mandatory if it is available. If it is not available, use hand sanitizer.
- Promote non-contact methods of greeting, like saying hello and waving.
- Promote up-to-date vaccinations, including the flu vaccine, in accordance with Massachusetts state law.

Sick Day Guidelines

[Students' families must perform a home assessment to identify signs or symptoms of illness before taking the student to the bus stop or to school.](#) Students who are ill must not be sent to school.

Please **do not** send your student to school for at least 72 hours if they have any of the following symptoms of illness:

- **Fever** is a temperature of 100 degrees Fahrenheit or higher.
- **Vomiting** is the forceful expulsion of stomach contents through the mouth.
- **Diarrhea** is a sudden onset of three or more loose stools in a day.

Students will be sent home if they come to school with any of the above symptoms.

Supporting Student Health in School

To respond to people with COVID-19 symptoms and protect the school environment, the district developed three levels of medical support: Classroom Support, Health Office Support, and Medical Isolation Room Support.

Classroom Support

Staff members are going to help students with minor health issues in the classroom. All classrooms will have first aid kits with gloves, masks, bandages, ice packs, tooth boxes, anti-itch cream, and vomit bags. Students will receive support for the following conditions in the classroom:

- Paper cuts, small abrasions, picked scabs
- Minor nosebleeds
- Lost tooth
- Minor headaches and/or fatigue but student is not acting ill
- Mild indigestion and/or upset stomach especially immediately after lunch or recess
- Localized bug bite
- Soiled underwear or clothing

Staff members will call the Health Office if they have questions or concerns about a student and if a student has symptoms of COVID-19.

Health Office Support

Students will visit the Health Office if their immediate medical needs cannot be met in the classroom and/or if they require regular medical support for conditions like diabetes. Students with symptoms of COVID-19 will be seen in a Medical Isolation Room.

- Staff members will call the Health Office to review the situation with the school nurse. Nurses will evaluate the student's needs based on their symptoms.
- Students who require support from the nurse in the Health Office will walk by themselves, if appropriate, to the health office. If one or more of the following symptoms are present, the student will stay in place with the staff member for an in-person evaluation by the nurse:
 - Confusion/ disorientation
 - Decreased level of consciousness
 - Shortness of breath
 - Dizziness
 - Spinal cord or head injury
 - Vision impairment
 - Diabetic low blood sugar

- Students with COVID-19 symptoms will be met by a nurse and escorted to a Medical Isolation Room.

Medical Isolation Room Support

Students with symptoms of COVID-19 will be escorted to a Medical Isolation Room for evaluation and monitoring.

- The district has Medical Isolation Rooms near the Health Offices at Delaney School and Roderick School. Medical Isolation Rooms look like the Health Office with beds, chairs, and medical equipment. They are comfortable spaces for students and staff members to be evaluated and monitored by nurses for COVID-19 symptoms. They are necessary to keep the Health Office free from contamination.
- Nurses will wear masks, gloves, face shields, gowns, and other PPE when assessing and monitoring people in the Medical Isolation Rooms.
- Students with symptoms of COVID-19 will be dismissed immediately from school.
- Students will wait for their caregivers in the Medical Isolation Rooms. Students' caregivers should call the office when they arrive to dismiss the student. The student will be escorted from the Medical Isolation Room to the students' caregiver who will wait outside the building and wear a mask.

Symptoms of COVID-19

According to the CDC, the following symptoms may indicate the person has COVID-19:

- Fever of 100 degrees Fahrenheit or higher
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat

- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Please do not send your student to school with any of the above symptoms and contact your child's primary medical provider for further guidance.

People in Close Contact with a Person with COVID-19 Symptoms

The following medical guidance is detailed and can be confusing. Please call the school nurse if you have questions about your situation.

- [The CDC defines close contact as being within 6 feet of an infected individual for at least 15 minutes.](#)
- People who come in [close contact](#) with someone with COVID-19 symptoms **outside of school** must not come to school. They must quarantine for 14 days if they have no symptoms. If they have symptoms, they must quarantine for 14 days plus an additional 72 hours after the symptoms go away without medication. If they get a COVID-19 test, they will need to remain at home until their test results are back and negative for COVID-19 and they are symptom free.
- It is unlikely that someone will come in [close contact](#) with a person with COVID-19 symptoms **while at school**. The Hybrid Learning Model allows for 6 feet of social distancing and everyone will wear masks covering their nose and mouth for most of the day. When they remove their masks, for example when eating or at recess, the students will be at least 6 feet apart.
- The nurses will work with teachers to determine whether students or staff members were in close contact with someone with COVID-19 symptoms. Being in the same room does not mean close contact. Close contact is closer than 6 feet for 15 minutes or longer.
- The students and staff members who were in the same classroom [and in close contact](#) with a person with COVID-19 symptoms will be dismissed from school. They will wait in a Medical Isolation Room until they are dismissed. Students who come in close contact with someone with COVID-19 symptoms will not be allowed to ride the bus.
- People who came in close contact with a person with COVID-19 symptoms will be advised to get tested. They will need to remain at home until their test results are back and they are symptom free. If they do not get a test, they must remain

quarantined for 14 days. They may return to school after 14 days if they have no symptoms. If they have symptoms, they must remain out of school for 14 days and 72 hours after the last symptom goes away without medication.

- If a person tests positive but does not develop symptoms, that person may return to school 14 days from the day that the person was tested. People who are quarantined with no symptoms will shift to remote learning/working until they can return to school. Students will be placed in the Remote-Only Alternative Model until they can return to school, when they will return to the Hybrid Learning Model. Staff members will work with their principal to develop a remote work plan until they can return to work in the buildings.
- People who test positive and have symptoms may return 14 days from the start of symptoms and when the symptoms have gone away without medication for 72 hours. People who are ill do not need to learn or work remotely. They should focus on resting and getting better.
- Staff members and students who return to school after illness or quarantine must meet with the nurse and provide necessary medical documentation. The school nurses will talk with families about the required medical documentation depending on the situation. Students must be accompanied by a caregiver for the meeting with the nurse before returning to school. Please contact the school office to schedule a time to talk with the nurse.
- Wrentham Public Schools does not perform contact tracing. The Wrentham Public Health Department conducts contact tracing for people who test positive for COVID-19. They will speak with people who test positive, ask them with whom they have had close contact, and contact those people to notify them of the potential exposure to the virus. Please email or call the Wrentham Public Health Department with questions about contact tracing. The email address is PHNurse@wrentham.ma.us and the phone number is 508-384-5485.
- The district will notify the families and staff members of the students in the class that there was a potential close contact with someone with COVID-19 symptoms.

People NOT in Close Contact with a Person with COVID-19 Symptoms

- The students and staff members who were in the same room, but not in close contact, with a person with COVID-19 symptoms will be allowed to stay in school. The class will be relocated to another area of the building to allow for immediate cleaning and sanitizing of the room.

Whole Class Quarantine

Although very unlikely in the Hybrid Learning Model, it is conceivable that an entire class of students must quarantine to ensure the virus does not spread. If that happens, the students and teacher of that class will transition to remote learning. They will remain in quarantine for 14 days or until the health office and public health nurse determine it safe to return to school.

Closing School

The superintendent will work closely with the Wrentham Public Schools Health Offices, Town of Wrentham Public Health Department, Massachusetts Department of Public Health, and Wrentham School Committee to determine when it is necessary to close school because of the virus. The following are guidelines that the superintendent will use to decide how to proceed. The superintendent will notify families and staff members of the closure via email.

- [The Massachusetts Department of Public Health shares COVID-19 infection rate data by town.](#) Towns with a two-week average daily infection rate of greater than 8 people per 100,000 are at higher risk for infection. Towns with a two-week average daily infection rate between 4 and 8 people per 100,000 are at moderate risk, and towns with fewer than 4 daily infections are at low risk. Superintendent Cameron will follow the DESE guidelines below when considering which learning model to use in Wrentham.

| New color-coded metric* | | DESE expectation for learning model |
|-------------------------|---|---|
| RED | Average daily cases per 100,000 is greater than 8 | Remote |
| YELLOW | Average daily cases per 100,000 is between 4 - 8 | Hybrid OR Remote (if extenuating circumstances) |
| GREEN | Average daily cases per 100,000 is less than 4 | Full-time in-person OR Hybrid (if extenuating circumstances) |
| UNSHADED | Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases. | |

*Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard

- All classrooms will be deep cleaned and sanitized after exposure to a person with COVID-19 symptoms.
- If there is one confirmed case of COVID-19 in the district, the schools will be deep cleaned and sanitized. Superintendent Cameron will work with the medical professionals to determine whether, and for how long, to close the district.
- If there are two or more confirmed cases of COVID-19 in the district at the same time, Superintendent Cameron will close the buildings for a deep cleaning and sanitization. The superintendent will work with medical professionals to determine the length of the closure.
- All students and staff members will shift to remote learning if the buildings are closed for deep cleaning. They will return to the Hybrid Learning Model once it is safe to return to school as determined by the superintendent with guidance from medical professionals.
- Superintendent Cameron will work with medical professionals to determine when to reopen school after a COVID-19 infection or an average two-week daily infection rate of greater than 8 people per 100,000.

Health Expectations for Staff and Students

- Staff will be trained during professional days prior to school reopening on the following:
 - Universal precautions
 - First Aid
 - COVID-19 transmission, signs, and symptoms
 - Proper use of PPE
 - Proper handwashing, cleaning, and disinfecting
 - Process for alerting the nurses of students who are presenting with symptoms
- Students will be taught during the first days of school on the following:
 - COVID-19 basics
 - Hand washing

- Social distancing
- Need for PPE by nurses and teachers
- Mask wearing

Daily Home Screening Checklist

Families are expected to determine whether students have symptoms of COVID-19 before sending them to school every day. [This checklist is a helpful tool](#) for families to use each morning. Students do not need to bring the form to school. It is for family use only.

CLEANING PROTOCOLS FOR THE HYBRID LEARNING MODEL

Wrentham Public Schools will provide students and staff members with a clean and safe school environment during the COVID-19 pandemic. The following cleaning and sanitizing procedures were developed based on guidance from federal, state, and local government agencies.

Facilities Manager Glenn Gillespie developed a schedule for the routine cleaning and disinfecting of work surfaces, equipment, tools and machinery, and all areas of the school buildings, including restrooms, break rooms, lunch rooms, meeting rooms, checkout stations, common areas, and drop-off and pick-up locations. Custodians will frequently clean and disinfect high-touch areas, including phones, keyboards, touch screens, controls, door handles, panels, railings, and copy machines. They will use effective cleaning and disinfecting supplies in accordance with product labels, safety data sheets, and manufacturer specifications.

Building Air Quality

Wrentham Public Schools partners with [A. J. Roberto Mechanical](#) to make sure the air exchange systems and filters are working properly. All building air systems are routinely inspected and maintained. Every classroom has a system that circulates and filters fresh air. The health offices are equipped with medical grade filters.

Daily Cleaning and Disinfecting Products

Custodians will use the following products and procedure to clean and sanitize surfaces and objects. First, the custodian will clean the surface or object with [Envirox Fresh Concentrate 118](#) and wipe with paper towels. Then, the custodian will disinfect the surface or object with [Green Klean Chlorinated Disinfecting Tablets](#). Disinfecting wipes will be provided near high-touch areas so that staff members may disinfect before using.

Daily Cleaning and Disinfecting Procedures

Custodians will use the following procedure to clean classrooms, break rooms, lunchrooms, meeting rooms, common areas, and drop-off and pick-up locations:

- Trash will be removed.
- Rooms will be vacuumed.
- Tile floors will be mopped as needed.
- Lunch tables, sinks, soap dispensers, and paper towel dispensers will be cleaned and disinfected.
- Cleaning supplies (disinfectant wipes, Envirox Fresh Concentrate 118 spray bottle, paper towels, hand soap) will be restocked.
- Students' desks will be cleaned and disinfected every Wednesday and Friday/Saturday in between the two cohorts.
- Preschool classrooms will be disinfected between morning and afternoon sessions.

Custodians will use the following procedure to clean bathrooms:

- Bathrooms will be cleaned and disinfected nightly.
- All bathroom sinks, toilets, partitions, paper towel dispensers, and door handles will be sprayed with Envirox Fresh Concentrate 118 and wiped down with paper towels.
- Supplies will be restocked.
- Floors will be wet mopped with Envirox Fresh Concentrate 118.
- Once a bathroom is cleaned, it will be disinfected with Green Klean Chlorinated Disinfecting Tablets using a Victory Electrostatic Sprayer.

Cleaning and Disinfecting After Potential COVID-19 Exposure

Custodians will use the following procedure to clean and disinfect after a person is suspected and/or confirmed to have COVID-19:

- Close off areas visited by the ill person. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfecting the area.
- The custodian will clean the area with 118 Fresh Heavy Dilution and then disinfect all areas with Green Klean Chlorinated disinfecting tablets using a Victory Electrostatic Sprayer.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

ADDITIONAL RESOURCES

Academic Support

Title I Fall support program In-Person (postponed from the summer) Since we will be using the Hybrid Learning Model at the beginning of the school year, Title I services that were originally designed to occur in person will instead begin in a remote format. These sessions will be scheduled outside of the hours of a typical school day. Families of students who receive Title I support services will be contacted by Director of Curriculum, Instruction, and Assessment Vanessa Beauchaine.

Summer/Vacation Learning Grant: “Wrentham Summer Workshop” Wrentham Public Schools received a grant to fund the Wrentham Summer Workshop. The program will provide additional learning opportunities for students who were disengaged during the spring remote learning period. To ensure the health and safety of our students and staff members, we were unable to run the program in-person in the summer. Director of Curriculum, Instruction, and Assessment, Vanessa Beauchaine will amend the grant to provide the same services remotely before the students’ first day of school or after school hours during the month of September. Families of students who will be eligible for support through this grant will be contacted by Dr. Beauchaine.

Wellness and Social/Emotional Support

Wrentham Public Schools prioritizes the safety, wellness, and emotional health of our students, staff members, and families. To that end, the district is implementing a variety of supports for students and staff members.

Student Support

- The district increased the number of mental health professionals in the anticipation of the increased social-emotional support that students will need as we adjust to the new learning environment.

- The Social/Emotional Learning Committee will look for ways to support students through Responsive Classroom and other resources. In addition, the Social/Emotional Committee will have a subcommittee that works to promote justice and educational equity in the district.
- School Adjustment Counselors will work with teachers and families to support students who are struggling with the return to school.
- Principals will work with families to remove barriers to learning, such as food insecurity and access to technology.

Staff Support

- The district will allow staff members with documented medical reasons to work remotely, will allow staff members to take partially paid leaves to care for family members, and will allow staff members to take a year of unpaid leave. Please see Business Manager Shannon Shepherd to discuss your specific needs and options.
- Administrators will continue to work in close collaboration with the Wrentham Teachers' Association leadership and the Return to School Subcommittees to ensure a manageable workload for staff and will remain flexible as mid-course adjustments may be required.
- Administrators will work with teachers and teacher union leaders to understand and address staff members concerns about in-person learning.

Technology Resources

Students need to have access to a device and the internet to participate in remote learning. Last spring, the district loaned over 200 Chromebooks to families and worked to ensure all families had access to the internet. Families who need to borrow a device so that students can access remote learning should [complete this form](#) or email Director of Technology Sean Ahern at aherns@wrenthamschools.org.

Full In-Person Learning

During full in-person learning, students in kindergarten through grade 6 will be assigned a specific Chromebook to be used to support their learning in the classroom. This device will not be shared. Additionally, students that have been assigned a different device, such as an iPad, through an IEP will have access to that device. Occasionally the device may be shared with other students. The device will be cleaned and sanitized between uses following the recommended cleaning guidelines.

Hybrid Learning

During hybrid learning, students in kindergarten through grade 6 will be assigned a specific Chromebook to be used to support their learning in the classroom. This device will not be shared. During periods of remote learning, families may borrow a device for use at home for remote learning. The device will not travel to and from school; rather, it will be left at home until requested by the district. Additionally, students that have been assigned a different device, such as an iPad, through an IEP will have access to that device. During in-person periods of learning the device may be shared with other students. The device will be cleaned and sanitized between uses following the recommended cleaning guidelines.

Remote Learning

During remote learning, students in kindergarten through grade 6 may borrow a Chromebook to use at home. Additionally, some students are assigned a different device, such as an iPad, through an IEP. will have access to that device. Occasionally the device may be shared with other students. During periods of remote learning the best effort will be made to provide each student with such a device to use remotely that has comparable apps or software.

Technology Integration

Technology Instruction

The librarian will team with the technology teachers to provide lessons that develop students' ability to use technology to learn. It is important for students to increase their level of independence as they engage in the remote learning opportunities in the Hybrid Learning Model.

Collaboration and Creation

Teachers and specialists will use online tools, including Google Classroom, to enhance student learning and allow students to create and collaborate with others. Students can work collaboratively through other Google Apps as well as other apps such as Piktochart, drawing tools, photos and videos, as well as many others.

School Calendar and Professional Development Plan

The typical school year is 180 days for students. The Massachusetts Department of Elementary and Secondary Education (DESE) reduced the number of school days for students to 170 for the 2020-2021 school year. The district calendar has been revised and will be voted on by the School Committee on August 18. The first day for students

will be the week of September 14, 2020. We will post the calendar on the district webpage and Superintendent Allan Cameron will share it in a WPS Update.

DESE made the calendar change to allow staff members time to prepare for the new learning format caused by COVID-19. The professional development opportunities will include, but will not be limited to the following:

Health and Safety

- Safety precautions (mask wearing guidelines, cleaning protocols)
- COVID-Related protocols
- Traffic flow patterns within the building

Remote Teaching and Learning

- Google Classroom - For all teachers, specialists, and paraprofessionals
 - Building consistency among the team (schedule should be similar, with a complimentary format)
 - Establishing teacher partners or teams - if Teacher A is absent, then Teacher B takes over for remote assignments.
- Google Drive
- Google Slides
- Google Meets: Running Successful Group Sessions
- Bitmoji Virtual Classroom
 - Special subject teachers developing BitMoji classrooms through Google
 - Creating Bitmoji classrooms for K-2 for easy navigation for students and families.
- Screencastify - interactive online teaching tool; Recording lessons
- Grading Options - Examples include Google Classroom Gradebook, Google Grading Template
- SeeSaw, TeacherEase for existing users

- Interactive Sites and Apps (Ex: EdPuzzle)
- Flipped Learning/Video Creation
- iPad Doc Camera - Epoc Cam HD
- BridgesEducator Site (K-3)
- IM Virtual Tools - Virtual manipulatives, Nearpod, PearDeck, Slack (4-6)

Support Staff Members

- Mindful Mentoring PD
- Mindfulness in Teaching

COMMUNICATION WITH FAMILIES

In keeping with the core values of Communication and Collaboration, Wrentham Public Schools will continue its robust plan to foster family engagement.

Teacher Email

Teachers work closely with the parents of our students to help all students succeed. They will use Google Classroom to post assignments, encourage discussion, and promote family participation in their children's education. Please email your child's teacher when you have questions or concerns.

Delaney School and Roderick School Administrators

Delaney School Principal Kathleen Maloney, Roderick School Principal Kevin Martes, and Vice Principal Robert Worth can be reached via email and by calling the school offices. They will work with families on several issues, including food insecurity, access to technology or the internet, language support, or other issues. The administrative assistants in all the offices are wonderful and caring people. They are ready to help too.

Health Offices

The school nurses are amazing resources for students, families, and staff members. Please email or call them if you have any health questions or concerns.

WPS Updates

Superintendent Allan Cameron will send families and staff members information about the district every week throughout the duration of the pandemic. The WPS Updates will

be housed on the [COVID-19 page](#) of the WPS website. These messages will automatically be translated on our website to the home language the families select.

WPS Website

The district website is the hub for all COVID-19 information and communication. In addition, the website provides information about the district's vision, mission, core values, and strategic objectives; staff member contact information; School Committee policies; and a lot of other great information.

Aspen Data Management System

Important notices and opportunities for families to provide feedback such as surveys will be translated into home languages of families as indicated in Aspen.

Superintendent's Contact Information

Staff members and students' families are invited to contact Superintendent Allan Cameron with any questions or concerns. His email address is camerona@wrenthamschools.org and his mobile phone number is 508-641-0764.

EDUCATIONAL EQUITY AND JUSTICE

The vision of Wrentham Public Schools is for our students to become reflective, lifelong learners, who are respectful and responsible contributors to a global society. One aspect of achieving that vision is teaching our students to engage positively with all people. The district created a subcommittee of the Social/Emotional Learning Committee to advise the superintendent on how to teach students to identify and reject prejudice and advocate for justice.

Wrentham Public Schools is committed to creating welcoming and inclusive schools. Regardless of where the students are learning, in-person or remotely, we will teach them how to be positive members of their local, national, and global communities. We will embrace diversity, ensure equity for all, and acknowledge the importance of teaching students about justice using age-appropriate language.

Reopening Models for Students with Disabilities

According to DESE Guidance on Fall 2020 Special Education Services, districts must:

- Ensure a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students and staff members.

- Prioritize as much in-person instruction as possible for students with significant, complex disabilities, including preschool-aged students, regardless of the learning model.
- Provide all students with the services documented in their IEPs.
- Communicate regularly with students' families to develop comprehensive learning plans, notifying parents in writing if IEP modifications are necessary.

1. In-person learning with new safety requirements

- a. Schedules for special educators and related service providers will be developed to maintain social distancing, either within their classroom/therapy rooms, or within inclusion classrooms.
- b. With parent agreement, students with more significant, complex disabilities may initially spend more time in sub-separate special education classrooms to reestablish routines and address social-behavioral concerns, then gradually be included into general education classrooms.
- c. Additional health and safety training will be provided for those staff members who need to be in close physical proximity with students who have more significant, complex disabilities.
- d. Students with disabilities whose parents choose remote learning will be provided with the model described below.

2. Hybrid learning

- a. Students with disabilities who are primarily fully included in general education will attend school on the same days designated for their peers. They will be provided with direct, related service therapies and/or instructional services in-person for the days they are in school, and/or remotely on the remaining days. When they are attending in-person instruction, teacher/paraprofessional support will be provided within the general education classrooms to ensure opportunities for peer interactions, and access to grade level standards according to their IEPs.
- b. Students with significant, complex disabilities, including those who primarily receive their core academic instruction within a substantially separate special education classroom, may attend in-person for more than two days each week, as determined by their IEP teams. In addition, they will be provided with some of their instruction and services through remote learning. These students will be provided with inclusion opportunities with

peers to the extent possible based on their IEPs, and as appropriate to maintain health and safety requirements.

- c. Additional health and safety training will be provided for those staff members who need to be in close physical proximity with students who have more significant, complex disabilities.
- d. Remote learning will include direct interactions between special educators/paraprofessionals, related service providers, and students, as well as work for students to complete independently, on the days that the students are not in school.
- e. Parents will be notified of their child's individual hybrid learning schedule.

3. Remote learning

- a. Students with disabilities who are primarily included within general education will receive all of their direct services from special educators and related service therapists remotely, as well as paraprofessional support to access and participate in classroom Google meets and to complete grade level assignments.
- b. If feasible, students with significant, complex disabilities, including those who primarily receive their core academic instruction within a sub-separate special education classroom, may attend for some in-person sessions each week, as determined by their IEP teams. In addition, they will be provided with direct specialized instruction, therapy from related service providers, and parent consult/coaching remotely.
- c. Additional health and safety training will be provided for those staff members who need to be in close physical proximity with students who have more significant, complex disabilities.
- d. Parents will be notified of their child's individual remote learning schedule.

Reopening Models for English Learners

In all three of the learning models for 2020-2021, English Learners (ELs) will be provided with English as a Second Language (ESL) instruction commensurate with their proficiency level from ACCESS 2020 or the WIDA screener for newly enrolled students.

1. In-person learning with new safety requirements

- a. ESL instruction will be in person whenever possible. It may switch to a remote model to ensure that all ELs are afforded equal opportunity for access to ESL instruction.
- b. The district will make modifications to the delivery of in-person ESL instruction to protect the health of students and staff members. In-person instruction will take place outside or in well-ventilated spaces with students and staff members 6 feet apart and facing the same direction.
- c. Additional health and safety staff training will be provided for those staff members who are in close contact with students due to high levels of need.
- d. ELs who are not able to attend school in person will be accessing instruction through Google Classroom, including online meetings and asynchronous learning using their grade level English Learner Learning Grid.

2. Hybrid learning

- a. The district will place English Learners in the same cohort to the extent possible. The ESL teacher will teach in-person when students are in school and remotely when students are not in school, adhering to the same timelines according to the current proficiency levels of the students.
- b. ELs may attend school in-person more than two times per week depending on the needs of the students and the safety of the students and staff members. Director of Curriculum, Instruction, and Assessment Vanessa Beauchaine will work with the families of students who may require additional in-person learning.
- c. ELs who are not able to attend school in person may access instruction through Google Classroom, including online meetings and asynchronous learning using their grade level EL Learning Grid.

3. Remote learning

- a. ESL instruction will be in-person when possible but may need to switch to a remote model to ensure that all ELs are afforded equal opportunity for access to ESL instruction.
- b. ELs who are transported to school by bus or by their families will attend at the appointed times on their weekly schedules.

- c. ELs who are not able to attend school in person will be accessing instruction through Google Classroom, including online meetings and asynchronous learning using their grade level EL Learning Grid.

Former English Learners

Progress of Former English Learners will be closely monitored throughout the year. Students may revert to English Learner status if necessary. If that happens, the students will follow the outline above for English Learners.

Supporting Economically Disadvantaged Students and Students with Limited Engagement

Principals have identified students that had limited engagement during the extended school closure in the spring. These students, along with students with economic disadvantages, will follow building-based plans that ensure additional learning opportunities for these students. This will prevent or lessen achievement gaps.

REMOTE-ONLY ALTERNATIVE LEARNING MODEL

Families with children in kindergarten through grade 6 who cannot return to in-person learning, and families who prefer not to send their children to school for in-person learning, may participate in the Remote-Only Alternative Learning Model.

Students in the Remote-Only Alternative Learning Model will be placed in fully remote classes. They will be taught by Wrentham Public School teachers who are working with students in the Remote-Only Learning Alternative Model. The students will learn the same content and skills as students in the Hybrid Learning Model. They will participate in teacher-directed lessons, large and small group sessions, and independent work. Students in the Remote-Only Learning Alternative Model will be expected to participate in lessons and complete their independent work as if they were participating in in-person learning. The teachers will take attendance and monitor students' progress, and issue grades for their work.

Students in the Remote-Only Alternative Learning Model will be in a separate remote class. They will not be in the same class as students participating in the district's primarily learning model.

Students who must quarantine due to close contact to someone with COVID-19 symptoms will be placed in a Remote-Only Alternative Learning Model class for the duration of the quarantine. The student will return to the Hybrid Learning Model class when allowed to resume in-person learning.

Families may transition their students from the Remote-Only Alternative Learning Model into the district's primary learning model. Families interested in making this transition should contact Delaney Principal Kathleen Maloney maloneyk@wrenthamschools.org or Roderick Principal Kevin Martes martesk@wrenthamschools.org. The principals will complete the transition process as quickly as possible within four weeks of receiving the request.

Students receiving support through special education, English as a Second Language, or a building-based learning plan who want to participate in the Remote-Only Alternative Learning Model should contact Student Services Director Karen McNamara mcnamarak@wrenthamschools.org or Director of Curriculum Instruction, and Assessment Vanessa Beauchaine beauchainev@wrenthamschools.org.

TRANSITIONING TO OTHER LEARNING MODELS

The district will shift to either the In-Person Learning Model or the Remote Learning Model depending on circumstances. Superintendent Cameron will communicate any changes to the learning model with the staff and families through a WPS Update.

IN-PERSON LEARNING MODEL

The In-Person Learning Model has all students and staff members in the school buildings as in a typical school year. Wrentham Public Schools will employ the In-Person Learning Model if the circumstances are safe and appropriate.

All students and staff members will follow safety measures to minimize risk of the spread of the coronavirus. The safety measures include all students and staff members wearing masks when in the buildings, spacing desks at least 3 feet apart, hand-washing throughout the day, adjusting how people walk in the hallways, having lunch in the classroom or other places with at least 6 feet of space between people, and modifying how many students are able to ride the school bus.

Teachers will implement protocols to minimize risk of virus transmission in the classroom. They will adjust center activities so that the materials will be rotated to the students as opposed to the students rotating to different centers in the room. In addition, shared materials such as math manipulatives, will only be used when stringent handwashing protocols are in place so students wash their hands before and after using the materials. Teachers will teach and practice handwashing and sharing protocols prior to using any shared materials.

When possible, students will retain their own set of materials, such as pencils and books in the classroom and in all special subjects (Art, P.E., Music, Technology, Health, and Library). All special subjects will be 40-minutes long and will allow 10 minutes for

special subject teachers to move from one class to the next or to allow the teachers to clean desks and supplies between classes.

Curriculum specialists, special educators, and related service providers with small groups of students will also follow the social distancing guidelines. If it is not possible to service students within the guidelines, a larger space will be used or they may meet with their students in the classroom if space allows, or remotely.

The district will release additional information to families and staff members prior to shifting to the In-Person Learning Model. The additional information will include operating, medical, and cleaning protocols that are based on the state of the virus at the time.

REMOTE LEARNING MODEL

Wrentham Public Schools may have to use the Remote Learning Model depending on the virus and needs of the community. The remote learning experience will be more robust this school year than it was at the end of the last school year. The students' teachers will teach their classes remotely through a combination of live teacher-student lessons, recorded lessons, and teacher provided activities the students will complete independently. Curriculum specialists, therapists, special education teachers, and paraprofessionals will lead student groups and communicate with families remotely.

The Massachusetts Department of Elementary and Secondary Education final document on remote learning for the fall of 2020 states, "Remote learning programs will include regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff. Students will have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports (e.g., semi-weekly office hours, individual check-ins with students bi-weekly, etc.), as they are critical for student academic growth and meaningful student and family engagement." The School Committee, administrators, and teachers' union leaders are discussing what this will look like in Wrentham and will share specifics as we get closer to the start of the school year.

Teachers will participate in professional development before the start of school to ensure they are prepared to teach in this way. Teachers will assign work and provide feedback on lessons and assignments through Google Classroom, FlipGrid, PearDeck, EdPuzzle and other tools.

Students will be expected to attend all remote sessions unless ill, participate in activities, and complete all assignments while learning remotely. Teachers will take attendance, monitor student participation, and grade student work. Remote assessment practices may include uploading photographs of student creations, providing video

responses via FlipGrid, completing online exit tickets, answering daily questions posed through the Google Classroom discussion stream and other online platforms. Student individual and collaborative group work may be completed within student journals or workbooks to be graded when students return to school or work may be completed in a digital format through Google Docs, Slides, or Sheets, or other tools and submitted via Google Classroom.

CONTACT LIST

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Wrentham Public Schools Website

<http://www.wrentham.k12.ma.us/>

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