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# Attleboro Public Schools Reopening Plan 2020

Attleboro Public Schools  
100 RATHBUN WILLARD DRIVE



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# ATTLEBORO PUBLIC SCHOOLS

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DAVID A. SAWYER • SUPERINTENDENT OF SCHOOLS

August 10, 2020

Dear APS Families,

On Wednesday evening, August 5, the School Committee voted to adopt our plans for reopening this fall and opted to begin the year in a hybrid mode for learning. The Committee weighed their decision carefully with thorough consideration for both the safety of all involved and the impact on our community. I appreciate that everyone now needs reliable information to now with which to make personal decisions about what is best for individual families.

You can find the [APS Reopening Plan](#) on our [website](#). We have also shared there the [results](#) from the survey completed August 4. Safety plans for each school can be found within the full district plan. You can also find the state guidance and other materials at the [COVID-19 Information and Resources](#) page on the DESE website.

As part of the plan approved last week, the first day of school for grades 1-12 will be September 14 for students assigned to Cohort A and September 15 for Cohort B. Both dates will be half days focused on practicing the procedures from the safety plans and training students in the new protocols under the state's guidelines for in-person learning. September 17 (Cohort A) and September 18 (Cohort B) will be full days. The first day of Kindergarten will now be September 21. The first day for the Early Learning Center will be September 23.

Families should also note that the start times at our middle and elementary schools will be adjusted slightly to accommodate the extra time needed to clean the busses between runs. We will publish exact times soon.

I understand that this moment leaves more questions than answers. And while we must all prepare ourselves for the possibility that conditions may worsen, causing us to change our current course, the decision to start in a hybrid mode gives us the clear direction needed to address the myriad of unresolved issues we still face.

Starting next week, August 17, schools will be reaching out to every family to confirm preferences and develop an individual reopening plan for each student. In the meantime, more information about cohorts, programs, extracurriculars, transportation, and everything else will be forthcoming.

We hope everyone understands the enormity of our current undertaking and the lag created by waiting for further guidance. We appreciate your patience as we strive to provide the details you need as quickly as possible.

Sincerely,

A handwritten signature in blue ink that reads 'D A Sawyer'.

David A. Sawyer  
Superintendent

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## Executive Summary

The health, safety, and well-being of our students and staff is our top priority. As we prepare for the return to school for the 2020-2021 school year, our decision-making and planning is focused on addressing a safe learning environment and meeting the academic and social emotional needs of our students. We must also respond to the learning gaps that occurred in the spring of 2020 when our students were engaged in remote learning due to the emergency school closure. This reopening plan has been developed in collaboration with stakeholders from across the district. Through this collaborative process, we have addressed and resolved many challenges to ensure a healthy and safe learning environment for our school community.

This plan will continue to be revisited and revised as the Massachusetts Department of Elementary and Secondary Education (DESE) and the Department of Public Health (DPH) dictate. This plan is based on guidance received to date by DESE which includes:

- Initial Fall Reopening Guidance (June 25, 2020)
- Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in the Community (July 17, 2020)
- Fall Reopening Transportation Guidance (July 22, 2020)
- Fall Reopening Facilities and Operations Guidance (July 22, 2020)
- Remote Learning Guidance for Fall 2020 (July 24, 2020)
- Guidance for Courses Requiring Additional Safety Considerations for Fall 2020 (July 24, 2020)
- Career/Vocational Technical Education Reopening Guidelines (July 29, 2020)
- At this time, we are still waiting for guidance around athletics which is expected in mid-August. Currently, MIAA has approved September 14, 2020 as the start date for any fall sports that will be allowed to play under the forthcoming state guidelines.

Like our state leaders, we believe the goal for the fall should be to safely bring back as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs. DESE guidance encourages districts and schools to aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet has been established when combined with the other effective preventive measures and used consistently and in combination. These measures include masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.

The complexities of schools are profound. While DESE supports a return of students under the conditions outlined above (3ft., masks, handwashing, etc.) and the community prefers in-person learning, we believe that our physical building space in K-8 can support full in-person learning with safety requirements. However, the ability to provide an optimal learning environment to all students while adhering to the safety requirements, can be better achieved by at least starting the year in a hybrid model. At Attleboro High School, a hybrid learning model is the recommendation due to the differing square footage of class sizes, and the inability to effectively cohort students due to schedules. We also believe that educationally students would benefit from the collaborative experiences that they could engage in on the remote learning day of the hybrid model.

This plan also enables us to bring a subset of students in greatest need of in-person instruction and support, particularly students with disabilities, back to school every day with all other precautions in place. Select English Learners will attend school on all in-person days to shelter content and focus on language goals.

In a hybrid model, the needs of elementary students are very different from those at the middle, and secondary level. Developmentally appropriate schedules for each level were drafted and will be adjusted to support the needs of all students.

In the full remote model, students would remain at home and receive their schooling digitally. It has been noted that a full remote model is the safest model possible from a medical and scientific perspective as students remain home. In this model, however, students are physically disconnected and are required to engage in live and recorded learning sessions each day. We also believe that remote learning cannot replicate or replace face-to-face instruction. However, the District has allocated a significant amount of resources to provide our students with a 1:1 model, and we feel better prepared for the remote learning option. These additional devices will also support a hybrid learning model.

At the August 5th School Committee meeting a recommendation was made and approved to reopen schools K-12 in a hybrid learning model. This brings the students back into our school buildings two days per week for in-person direct instruction in smaller cohorts on a rotating basis. This is combined with remote learning to practice independent learning, collaborate on projects, or prepare for discussions on the days students are not physically present in school.

# MA Department of Elementary and Secondary Education Guidance

The goal of the MA Department of Elementary and Secondary Education (DESE) is to safely bring back as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.

As a result, Attleboro Public Schools (APS) is developing our plan with the most up-to-date medical research and state guidance on school re-opening. The Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE) released [Initial Fall Reopening Guidance](#) for schools on June 25th, 2020. Additional, more detailed guidance continues to be released weekly.

This initial release included significant information about the role children play in the spread of COVID-19. Here is a review of the key points from the research DESE presented on this topic:

- Schools do not appear to have played a major role in COVID-19 transmission internationally
- Rates of COVID-19 infection and transmission are lower for children than for adults
- If exposed, children may be less likely to become infected with COVID-19 than adults
- When infected, it appears children may be less likely to infect others with COVID-19.

Based on the findings from the studies, which you can find citations and more detail about in DESE's guidance linked above, the Commonwealth of Massachusetts is encouraging districts to plan for the safe return of as many children as possible to the in-school setting, with appropriate precautions and protocols in place to prevent infections and the spread of COVID-19 in all communities. We will elaborate on Attleboro's approach to meeting these expectations in the sections that follow.

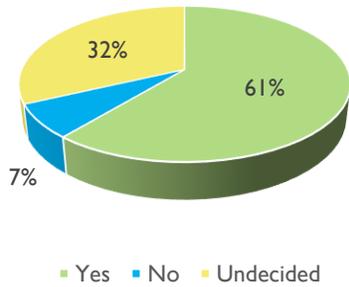
## **Principles and Planning Priorities**

The following guiding principles and priorities were identified to advise our decisions in the creation of the APS District Reopening Plan. Our priority is to ensure the health, safety, and emotional well-being of our school community. This has driven our process in the creation of a plan that includes the ability to fluidly transition between the three modes of learning: In-person with Safety Requirements, Hybrid Learning, and Remote Learning.

1. Health, safety, and emotional well-being of our school community.
2. Provides opportunities to establish, develop, and maintain relationships with students and families.
3. Ensures equity in planning, delivery, and implementation of learning modes for all students.
4. Builds in a system to reflect and modify structures to meet the needs of the school community.
5. Establishes a daily schedule for students and families for each mode of learning.
6. Prioritizes communication with students, families, and the staff to share district, school, and individual student information.
7. Addresses curricular challenges and provides flexibility to focus on essential components related to the MA Curriculum Frameworks.

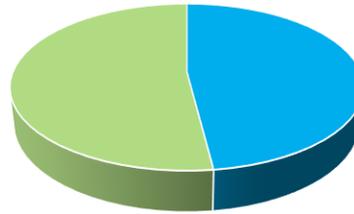
## Survey Results from Early July Survey

If schools reopen in Fall 2020 with the new safety requirements, will your child return to school for full-time in-person instruction?



The state is requiring MA school districts to submit a hybrid model plan where the schools will be split into subgroups and rotations occurring on daily or weekly cycles. Please indicate your preference.

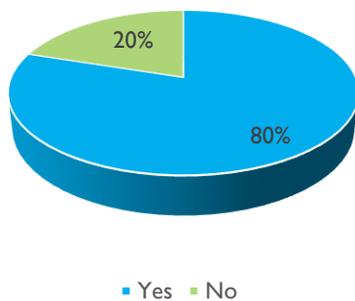
Weekly: One group of students will receive in-person instruction for the full week followed by at least one week of remote/online instruction.  
52%



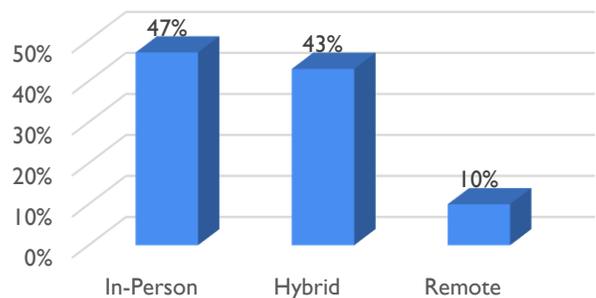
Daily: Only one group of students will receive in-person instruction each day.  
48%

## Survey Results from Early August Survey

Do you intend for your child to return to school in the fall in whichever mode the School Committee decides to follow?



For those planning on returning:  
Which mode would you prefer for the start of the school year?

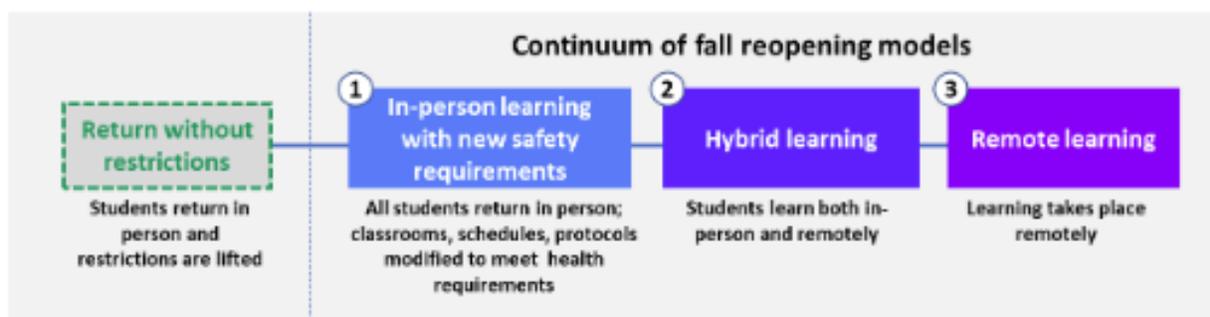


## Communication

APS has purchased Remind for all staff members to be used during the 2020-21 school year. Remind will serve as our primary communication tool for sending school and district-wide all calls, as well as a means of communicating with students and families. There will also be weekly communication from teachers and building principals to families. Central office will also be providing regular updates.

## Preparing for Multiple Scenarios

We are preparing for a safe re-entry for all students, understanding that circumstances may shift and require us to quickly transition into a hybrid model or a fully remote model. We are building flexible approaches that allow students to be in school as much as possible, along the continuum provided by DESE and in accordance with their expectations.



We are preparing to operate on the flexible scale pictured above, which moves students who return to school this fall along a continuum from safe in-person instruction to hybrid learning to remote learning. We will use data surrounding the trajectory of COVID-19 in our area, guidance from state and local health officials, and the phases of reopening or quarantine to guide decisions to move from in-person to either hybrid learning or remote learning for students who return to school. As conditions change, we may also be able to shift from remote to hybrid or safe in-person learning throughout the year.

As directed by the Commonwealth of Massachusetts, we will have a fully remote option for parents who are unable to send their children to school for medical reasons or other extenuating circumstances. We describe this alternative option in the "Attleboro Virtual Academy" section of this document.

## In-Person Learning Model with Safety Requirements

APS established teams of teachers for each of our ten (10) buildings to address health and safety requirements for full-time in-person learning or the hybrid model. The teams developed unique plans based upon the layout of their campuses and buildings. Detailed school building health and safety systems were developed for arrival and dismissal, lunch, recess, transitions through the building, and inside the classrooms.

The In-Person with Safety Requirements Learning Plans for each school building have been linked below:

<b>Elementary Schools</b>
<a href="#">Hill-Roberts</a>
<a href="#">Hyman Fine</a>
<a href="#">Studley</a>
<a href="#">Thacher</a>
<a href="#">Willett</a>
<b>Middle Schools</b>
<a href="#">Brennan Middle School</a>
<a href="#">Coelho Middle School</a>
<a href="#">Wamsutta Middle School</a>
<b>High Schools</b>
<a href="#">Attleboro High School</a>

### Feasibility Study

Based on our feasibility study for an in-person model at the elementary level, students can be spaced at the minimum 3-foot distancing and be cohorted to remain in self-contained classrooms throughout the day. To achieve the above distancing requires the removal of additional furniture; substitution of tables for individual desks in particular grade levels; and utilizing multiple spaces to ensure social distancing. Lunch tables do not allow spacing for more than one student at a table. If students were to eat in classrooms, 6 feet distancing is not possible with a full in-person model. Lunch will have to be staggered between the cafeteria and classrooms.

For students to return to a full-time in-person learning environment, K-4 students would be socially distanced in classrooms at the three-foot minimum standard in self-contained classrooms. Art, music, and technology would be delivered in the classroom with the specialist teachers moving from class to class on carts. Physical education would take place outside, weather permitting, and would be in the gym during

inclement weather days. For all other schools, during inclement weather days students would be spaced out in the gym at 10 feet and instruction and curriculum would be modified to limit movement and contact.

At the middle school level, students can be socially distanced at the minimum 3-foot distancing in classrooms with a full in-person return. The cafeteria, like the elementary schools, cannot accommodate students more than one to a table. Desks will replace tables in the cafeteria and space will also be utilized in other areas like the library. Students can be cohorted in grades five through eight with movement restricted and students placed in self-contained classrooms. Movement will primarily take place within the "cluster area" and be limited for cross-building travel.

At Attleboro High School, due to differing square footage of classrooms and class sizes not all classrooms can achieve 3 foot distancing, and some classes would need to be moved to larger spaces. Cohorting students and restricting movement at the high school is not feasible. At the high school level, students are unable to be cohorted and travel through the school is required due to multiple grade levels grouped together in classrooms. Further, the classrooms are in different areas of the building by department. This requires students to travel from room to room rather than having teachers move.

## **Hybrid Learning Model**

### **Purpose of Hybrid Learning**

The Attleboro Public Schools (APS) have prepared a hybrid learning model that will provide students with educational opportunities in the school setting and remotely at home on a fixed schedule. Hybrid learning has been designed to include half of the students in a school to reduce cohort size and provide both in-person instruction and remote learning that is aligned to the Massachusetts Curriculum Frameworks. As identified in our principles and priorities, our students social-emotional well-being, student engagement, and equity are the core components of our plan. Providing relevant learning experiences that engage, challenge, and inspire students continues to be our Mission and the foundation of our daily work.

### **Stable Cohorts**

Stable cohorts help to mitigate the risk of spreading the virus by keeping the same cohort of students and adults together most of the day in the same room or a limited number of rooms. At the elementary and middle school levels, we will establish stable

cohorts. Due to the complexity of high school scheduling, AHS will create student cohorts where feasible and generally group students within the facility when possible. It is still expected that individuals within stable cohorts maintain as much physical distance as possible. Stable cohorts also provide families with a consistent schedule to plan for childcare needs.

### Hybrid Weekly Schedule

At the elementary, middle, and high school levels, students will be assigned by cohort with most students assigned to either Cohort A or B. Students with significant and complex needs and per the Massachusetts Department of Education's guidance including preschool will be assigned to Cohort C. Students who opt for full remote learning will be assigned to Cohort D.

The hybrid schedule will split student enrollment in half alphabetically by the last name of each student. 50 % will be in Cohort A and 50% will be in Cohort B. Each group will alternate between attending school in-person and working from home remotely. Students that live in the same household with different last names will be assigned to either Cohort A or Cohort B and will attend school on the same days.

**Cohort A** In-Person: Monday and Thursday

**Cohort B** In-Person: Tuesday and Friday

**Cohort C** In-Person: Monday-Friday

**Cohort D** Remote: Monday-Friday

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person Instruction	Remote Instruction	Remote Instruction	In-person Instruction	Remote Instruction
Cohort B	Remote Instruction	In-person Instruction		Remote Instruction	In-person Instruction
Cohort C	In-Person: Monday-Friday (Students with significant and complex needs, Preschool*) *See Special Education Services In-Person: Monday, Tuesday, Thursday, Friday Select English Learners based on level of proficiency/need *See English Language Learners				
Cohort D	Remote Instruction Attleboro Virtual Academy (AVA) and select special population students				

## Synchronous Sessions in a Hybrid Model

Synchronous sessions are those that meet at an assigned time. These are live events conducted for students by the teacher to monitor attendance and check in on student progress. The Google suite of services will be the primary delivery model for these learning sessions.

The frequency of these sessions will vary by level (elementary, middle, high). In general, students and families can expect synchronous sessions to occur at least once a day while students are learning remotely from home.

## Asynchronous Sessions in a Hybrid Model

Asynchronous sessions are those that are premade and can be accessed by the student at any time. These learning experiences can take on a variety of forms and be delivered through a myriad of media. Asynchronous sessions will also be primarily delivered through the Google suite of services, namely Google Classroom. These sessions can also be used to prepare students for the next in-person session.

The frequency of these sessions will vary by level (elementary, middle, high). In general, students and families can expect asynchronous sessions to occur at least three times per week.

## Hybrid Learning Schedules

For Cohort A and B at all levels, learning is organized with two (2) days of in-person learning with safety requirements, and three (3) days of remote learning. Students are divided into two (2) stable cohorts (Cohort A and Cohort B). On alternating days, one half attends remote learning while the other half attends in-person learning. Remote learning in the hybrid model includes activities, such as: synchronous check-ins, asynchronous video lessons, skills practice, special education and related services, and English Language Learner (ELL) support. In-person activities include core content instruction, small group instruction, assessment, and specialist subject areas.

# Sample Elementary Hybrid Schedule

In Person Learning	Remote Learning
<p style="text-align: center;"><b>Starting the Day</b></p> <p style="text-align: center;">All students start the day at the same time with a "Daily Meeting" to greet students, monitor their attendance, and provide an overview of the day.</p>	
<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students are in school for the regular school day.</li> <li>• Students follow their regular schedule for both academic and specialist classes.</li> <li>• Recess and lunch times will be adjusted to adhere to the health and safety requirements for students before, and after eating their lunch. Lunch will be served in the classrooms.</li> </ul>	<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students participate in asynchronous and synchronous activities at a pace that works for students and families.</li> <li>• Teachers suggest completion times for all activities to help guide families.</li> <li>• The bulk of remote work is designed to allow students to work independently, but with support as needed.</li> <li>• As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, specialists, counselors, and Title I literacy teachers).</li> </ul> <p style="text-align: center;"><b>Ending the Day</b></p> <p>All remote students check in to Google Meet for a synchronous session at the end of their school day to prepare for the next in-person school day.</p>

## Sample Middle School Hybrid Schedule

In Person Learning	Remote Learning
<p style="text-align: center;"><b>Starting the Day</b></p> <p>All students start the day at the same time with a daily homeroom, check-in, attendance.</p>	
<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students are in school for the regular school day</li> <li>• Students follow their regular schedule for both academic and specialist classes.</li> <li>• Recess and lunch times will be adjusted to adhere to the health and safety requirements for students before, and after eating their lunch.</li> </ul>	<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students participate in asynchronous activities at a pace that works for students and families.</li> <li>• Teachers suggest completion times for all activities to help guide families.</li> <li>• The bulk of remote work is designed to allow students to work independently, but with support as needed.</li> <li>• As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, specialists, and counselors).</li> </ul> <p style="text-align: center;"><b>Ending the Day</b></p> <p>All remote students attend a synchronous session for an end of the day check in for 30 minutes</p>

## Sample High School Hybrid Schedule

In-Person Learning	Remote Learning
<p style="text-align: center;"><b>Starting the day</b></p> <p>In-person students will start the day by reporting directly to their first period class. Remote students will start the day working on asynchronous/independent learning activities. Attendance will be taken.</p>	
<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students are in school for the regular school day</li> <li>• Students follow their regular schedule for both academic and elective classes.</li> <li>• At this time, options for breakfast and lunch distribution are being planned.</li> </ul>	<p style="text-align: center;"><b>During the Day</b></p> <ul style="list-style-type: none"> <li>• Students participate in asynchronous/independent activities at a pace that works for students and families.</li> <li>• Teachers suggest completion times for all activities to help guide families.</li> <li>• The bulk of remote work is designed to allow students to work independently or in small groups, but with support as needed.</li> <li>• As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, specialists, counselors,).</li> </ul> <p style="text-align: center;"><b>Ending the day</b></p> <p>Students attend a synchronous session (example: Advisory) for an end of the day check in.</p>

# Health and Safety Measures for In-Person and Hybrid Models

## Personal Protective Equipment Guidance

Personal Protective Equipment Guidance: In order to have a safe return to school and support a culture of health and safety throughout the district, the continual use of all mitigating strategies will be used to substantially reduce the possible risk of transmission of COVID-19. "The most effective measures when used consistently and in combination - are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces." (DESE Initial Fall School Reopening Guidance)

## Mask Requirements

Respiratory droplets are the primary route of transmission for COVID-19. Therefore, the use of masks/face coverings when used consistently and correctly is important to slow the spread per MDPH and CDC guidelines.

- Masks /face coverings are required for all students Grades 2 –12+ and must cover the mouth and nose. They should be provided by the student/family. Extra supply for emergencies will be kept in each building.
- Exceptions are made for those of whom it is not possible due to medical condition, behavioral or other health and safety factors. Whenever possible 6 feet distance should be maintained when an individual is not wearing a mask.
- Masks are encouraged to be worn by students in grades PreK – Grade 1.
- All staff and adults will be required to wear masks /face coverings. Being a role model will encourage compliance with all strategies.
- When necessary, shields or transparent masks are an option and may be used to help students, who rely on facial/visual cues or cannot tolerate wearing a mask.
- Mask /Face covering breaks will occur per DESE/MDPH guidelines throughout the day. Students must be a minimum of 6' apart during these breaks. Masks should be placed in individual baskets or bags (not placed on desks). Hand washing should be done after removing the mask and before putting it back on. Education in the proper way to put on, how to wear and remove masks will be provided along with frequent reminders.

## Hand Washing

Hand hygiene or hand washing removes pathogens from the hands. Washing with soap and water for at least 20 seconds is the best option. When not possible washing hands with alcohol-based hand sanitizer may be used.

- Students and staff are required to wash or sanitize their hands at least, but not limited to - upon arrival to school, before eating, before putting on or taking off masks and before dismissal. Other times during the day may require handwashing such as after using the bathroom.
  - Practicing proper sneeze and cough hygiene will be encouraged
    - Covering your mouth/nose with a tissue
    - Through tissues in the trash
    - Cough/sneeze into the crook of your arm or sleeve.
    - Wash hands

## Hand Sanitizer

When washing hands with soap and water are not available, alcohol-based hand sanitizer may be used. Hand sanitizer must meet alcohol content requirements set forth by DESE and MDPH.

- Education on the proper use of hand sanitizer would include the proper way to use by applying to all surfaces of the hands, rubbing hands together for at least 20 seconds for all the sanitizer to dry.
- Age appropriate education, reminders, posters and videos will be used to educate parents, staff and students. These will be available in languages and shared on the district webpages.

## Waiting Room/Isolation Room

Each school building established space identified as the medical waiting/isolation room. Schools have converted classroom spaces, storage rooms, and counseling suites to be able to remove students from their classroom cohort and keep them physically distant within the waiting room. Procedures for sending sick students to the nurse and dismissal will be established and shared with staff.

## Procedures Before Coming to School

Any student or staff member exhibiting COVID-19 like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been identified as a close contact of someone with COVID-19 symptoms or a confirmed or suspected case of COVID-19. Staff and families are asked to report any illness symptoms that precludes them from attending school in order to identify symptom surveillance.

- All families are required to do a daily self-monitoring for COVID-19 symptoms - a checklist with instructions will be provided for parents (in home language) to monitor their children DAILY each morning. If the parent or the child are exhibiting any of the identified symptoms they are to stay home and notify the school nurse's office and their primary care provider for further guidance.
- Staff is required to DAILY monitor for symptoms. A checklist with instructions and symptoms will be provided. If you have any of the described symptoms you are to stay home. Further guidance will be provided regarding who to notify.
- Students and staff with a temperature above 100 degrees (f) regardless of the cause, are not to attend school until they are fever free (under 100 degrees) for (3) days without the use of antipyretic medications such as Tylenol, Motrin, Advil or Ibuprofen (length of time may change depending on MDPH /CDC guidance).

## Education, Information, and Resources

Information will be shared through various ways for staff, families, and students based on grade level.

- Written materials will be available in multiple languages.
- Various signage will be posted throughout each building.
- Resources, links, and learning videos will be sent home to families in the home language.
- Building nurses will be a resource and available for questions.
- Families are encouraged to access the Health Services Webpage as well as the COVID19 resource page of the Attleboro Public Schools website.
- Staff resources will be shared through development of an Aspen page.
- Staff mandated trainings will be online and require completion certification.
- Nurses will present an overview of procedures and protocols and are available for questions.

## Protocols for Responding to COVID-19 Scenarios

The following protocols have been provided by DESE and adjusted by APS for the health and well-being of all students and staff.

<b>APS Protocols for Responding to COVID-19</b>
<b>Student Protocols</b>
<a href="#">Student is Symptomatic at Home</a>
<a href="#">Student is Symptomatic on the Bus</a>
<a href="#">Student is Symptomatic at School</a>
<b>Staff Protocols</b>
<a href="#">Staff is Symptomatic at Home</a>
<a href="#">Staff is Symptomatic at School</a>
<b>Student and Staff Protocol</b>
<a href="#">Close contact of student or staff tests positive for COVID-19</a>
<a href="#">Student or Staff Tests Positive for COVID-19</a>

### Student Travel Protocol

Governor Baker has issued travel orders effective August 1, 2020 that states that all visitors and returning residents entering Massachusetts must follow new travel orders. The Attleboro Public School's Travel Protocol is also in place as a protection for the safety of all our students and staff when someone is returning to school after travel to a high-risk state or from international travel. The full [COVID-19 Student Travel Protocol: Recreational Travel and Mandatory Self-Quarantine](#) can be found on the APS website under the COVID-19 District Updates tab.

## Remote Learning

### Purpose of Remote Learning

The Attleboro Public Schools (APS) have prepared a Remote Learning model that will provide students with educational opportunities at home during a school closure. Our approach to remote learning has been designed to provide both educator-directed and student self-directed opportunities to reinforce skills, deepen learning, and introduce new concepts/skills aligned to the Massachusetts Curriculum Frameworks.

DESE released [Remote Learning Guidance](#) to districts across the Commonwealth on July 24, 2020. The guidance outlines new amendments that the Board of Elementary and Secondary Education adopted, on an emergency basis, in accordance with 603 CMR 27.00.

In particular, the amendments require all remote learning models to meet the following standards:

- Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
- Remote academic work is aligned to state standards; and
- A policy for issuing grades for students’ remote academic work.
- Regular communication with students and families.

## Sample Remote Learning Schedules

The sample schedules below provide an overview of the daily structure that will be provided for students at each level. While there are many details still to be determined, we do know that students will receive a robust, engaging education that is aligned with the MA curriculum standards. The remote learning provided in this plan requires daily live instruction, collaborative learning activities, and independent practice. At the same time, this model will prioritize building strong relationships between teachers and students, and across student cohorts. The sample learning schedules below outline a typical day for a student participating in remote learning and are subject to change as more details become available and the planning process progresses.

### Elementary Remote Learning Schedule

Follow school master schedule with specialists and interventionist/service provider schedules

<p><b>8:00-9:00</b> <b>Office Hours</b></p>	<p>The teacher’s day begins with office hours to connect with families and follow up with questions.</p>
<p><b>9:00-9:30</b> <b>Morning Meeting</b></p>	<p>The student’s day starts with a Morning Meeting led by the classroom teacher. Students greet one another, share with one another to support social-emotional learning, and hear about what to expect on that day.</p>
<p><b>9:30 - 10:30</b> <b>Academic Content</b></p>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Teachers then meet with</p>

<b>ELA/Math</b>	scheduled small groups synchronously (using Google Meets) while other students continue to learn skills asynchronously.
<b>10:30-10:45 Snack/Stretch/Recess</b>	Students take time to have a snack and stretch before starting the next academic session.
<b>10:45-12:00 Academic Content ELA/Math</b>	Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Teachers then meet with scheduled small groups synchronously (using Google Meets) while other students continue to learn skills asynchronously.
<b>12:00-12:50 Lunch and Recess</b>	Virtual small lunch groups scheduled throughout the week with various school staff.
<b>Specials 1:00-2:00 *follow building schedule</b>	Art, Music, PE/Health Specials will follow times listed in the building schedule.
<b>2:00-2:30 Academic Content Social Studies/Science</b>	Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Teachers then meet with scheduled small groups synchronously (using Google Meets) while other students continue to learn skills asynchronously.
<b>2:30-3:00 Academic Content/WIN</b>	The WIN (What I Need) block allows flexibility to provide individualized instruction for students. The teacher may use this time to offer the whole class additional content learning, to run small groups in specific intervention or stretch skills, or for students to spend time learning about topics of high interest to them. This is also a time where students may work with related service providers and interventionists for additional supports.
<b>3:00-3:10 Closing Meeting</b>	The classroom teacher facilitates activities to help students reflect and solidify their learning from the day. Students may set goals for the next day/week, offer peer feedback, or share in a game or read-aloud to build community.

## Middle School Remote Learning Schedule

<b>Homeroom/Advisory</b> <b>8:00-8:15am</b>	<p>Each student is assigned to a Homeroom/Advisory, with a cohort of students and one educator. The educator facilitates the homeroom to offer students an opportunity to build a community within the entire grade level. Homeroom may include social-emotional learning lessons, community-building activities, opportunities to ask questions and offer feedback about the remote learning organizational support for completing work, and more.</p>
<b>Period 1</b> <b>8:15-9:15am</b>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.</p>
<b>Period 2</b> <b>9:15-10:15am</b>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.</p>
<b>Snack/Break</b> <b>10:15-10:30am</b>	<p>Break to stretch, and prepare for next period.</p>
<b>Period 3</b> <b>10:30-11:30am</b>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.</p>
<b>Lunch</b> <b>11:30-12:15pm</b>	<p>Lunch/stretch/break</p>
<b>Period 4</b> <b>12:15-1:15pm</b>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.</p>

<p><b>Period 5</b> <b>1:15-2:15pm</b></p>	<p>Art, Music, PE, Library (Based on grade-level schedule) Can be swapped with any period throughout the day</p>
<p><b>Afternoon Advisory</b> <b>2:15-2:30pm</b></p>	<p>Some days might end with another content time, and 1-2 times per week, students may have WIN time. The WIN (What I Need) block allows flexibility to provide individualized instruction for students. Teachers may use this time to offer small groups in specific intervention or stretch skills, clubs/elective enrichment activities, or for students to spend time learning about topics of high interest to them. This is also a time where students may work with specialists for additional support.</p>
<p><b>Clubs/Office Hours</b> <b>2:30-3:10pm</b></p>	<p>Students meet with teachers to participate in various clubs and/or meet with related service providers for academic and social emotional support.</p>

Schedule will follow school/grade level schedule for in-person/hybrid model

### High School Remote Learning Schedule

<p><b>Advisory</b> <b>7:15 - 7:30</b></p>	<p>Each student is assigned to an Advisory, with a cohort of students and one educator. One function of this time is to allow for the advisor to conduct check-ins with students. The educator facilitates the Advisory to offer students an opportunity to build a smaller community within the larger school. Advisories may include Social/Emotional Learning lessons, community-building activities, opportunities to ask questions and offer feedback about the remote learning, organizational support for completing work, and more.</p>
<p><b>Period 1</b> <b>7:35 - 8:25</b></p>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.</p>
<p><b>Period 2</b> <b>8:30 - 9:20</b></p>	<p>Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to</p>

	students via individual check-ins, small group meetings, or using technology to offer feedback on student work.
<b>Period 3 9:25: 10:25</b>	Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.
<b>Period 4 10:30 - 11:20</b>	Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.
<b>Lunch 11:30-12:15pm</b>	Students break for lunch.
<b>Period 5 12:20 - 1:10</b>	Content is introduced with a live, synchronous mini-lesson (10-30 mins) from the teacher, and students have the opportunity to practice the skill and ask questions. Students continue to work to apply the skills asynchronously, and teachers provide additional instruction or feedback to students via individual check-ins, small group meetings, or using technology to offer feedback on student work.
<b>Advisory / Office Hours/ Clubs 1:15 - 1:50</b>	Students start by checking-in with their Advisory teacher. Then, students may go to a club meeting or office hours. This will be similar to the SSR/AG model.

## Attendance and Grading

Students in the hybrid and remote learning models will be expected to join into synchronous learning opportunities every day. If a student is unable to attend the scheduled synchronous learning session, submitted online assignments will also mark the student as present. If a student does not attend the synchronous session, or submit work, families will be contacted to determine if the student is absent. As during a typical school year, families are asked to contact their child’s school if they will be absent from learning on any given day.

Students in K-4 will be graded on their progress towards, and mastery of, the MA curriculum learning standards. Students in grades 5-12 will receive trimester-end report cards.

High school students will be evaluated on their progress towards, and mastery of, course curriculum standards, skills, and/or content knowledge.

## **Technology and Wi-Fi Access**

APS is committed to maintaining a core group of digital tools in order to make remote learning more accessible to students and easy for families to access and support. These tools will be used at the start of the school year for all students in the event that a transition from in-person to hybrid, or remote learning is required. This core group of tools includes:

- [Google Classroom](#)
- [Google Drive](#)
- [Google Meet](#)

At all levels, additional technology will also be used. For example, platforms such as Remind and Aspen will be used for various types of communications with families.

We are committed to providing a device for every student to be able to support learning standards across all content areas and grade levels. The district currently has approximately 4,000 Chromebook units on site to distribute to our families and students who need a device. All teachers in the district have district supplied Chromebooks to assure their ability to engage students remotely. In May, the district ordered an additional 2,000 Chromebook units, as well as 750 Touch Pads for our preschool and kindergarten students, which will allow for 1:1 deployment of devices for our students. Due to the pandemic, the new devices are not expected to be delivered before October, 2020. We will distribute the units upon their arrival. APS has also secured grant funding to provide internet access to families who do not have a stable connection in their home.

All district schools have had their WiFi infrastructure upgraded and made more robust. ISP agreements have been reworked to allow for more bandwidth to each school. At the end of the 2019-2020 school year, Attleboro upgraded many of the district switches and reconfigured VLANs to allow for more efficient and reliable access to content when on our networks.

## **Privacy and Confidentiality**

Remote learning is new for everyone and we must remain flexible as we are all learning how to adapt to virtual learning platforms. Although remote learning occurs outside the classroom, students and families are asked to review APS Participation in Remote Online Services (on our website in the COVID19 tab). Students and families are also asked to refer to our Empowered Digital Use Policy IJNDB. Students are expected to follow the guidelines provided by staff during virtual meetings. Video conferences may be recorded with consent prior to the meeting. If consent is not provided, an alternative assignment will be provided.

## **Attleboro Virtual Academy (AVA)**

Students that will not be able to return to school due to health factors that place them in the high-risk category or for personal reasons, will be offered an alternative program that will be dedicated to full remote learning. These students will engage in both live and recorded instruction with scheduled sessions for check-ins. Selection of this remote-only alternative will require families to opt-in. If at any time during the school year, the student and/or family would like to return to school, a written request must be submitted to the principal to initiate the transition process. As this remote program is personalized and separate to the remote mode of the general plan, the MA Curriculum Frameworks will guide the instruction.

Students (K-12) who select this alternative will engage in a full remote learning experience designed to maximize the advantages of the model. While APS strongly believes that in-person learning is most beneficial for all students for whom it is a safe choice, we have streamlined our process and dedicated ourselves to ensuring that the virtual learning experience will be successful for students and families who are incapable of or do not yet feel comfortable coming to school in person.

More information and Frequently Asked Questions about the AVA can be found on our [website](#).

## **Special Education Services**

Attleboro Public Schools is committed 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. In addition to school, department, and district communication, Special education and student support staff who know students best will communicate regularly with families and caregivers. The frequency and type of

communication will vary depending on the student's needs, language and technology access barriers families may face, and the preferred mode of communication.

Parent/caregiver communication is particularly crucial when determining if and how special education services will be provided differently as a result of the changes in the overall learning environment associated with any of the three models of instruction. Case Managers will be contacting parents of students on their caseloads at the beginning of the school year to discuss how a given student's IEP services will be delivered, if different than described in a student's Individual Education Program (IEP). Using input from that discussion, Case Managers will provide parents and caregivers written notification of how IEP services will be provided at the start of the school year if provided differently as a result of the changes to the overall learning environment. The Department of Elementary and Secondary Education has indicated that templates will be released for these learning plans, and the district will utilize DESE's templates when possible. All written and oral communication will be provided in the primary language of the home and in language that is understandable to the general public.

### **Delivery of IEP Services**

Students will receive all services documented in their IEPs through in-person instruction, remote instruction, or combination of both (hybrid). Special education and student support staff will continue to collaborate with general educators and English language education staff to implement accommodations and modifications to ensure the least restrictive environment (LRE) is in place for students with disabilities. Special Education and Student Support staff will continue to measure progress and current levels of performance. Data from parents/caregivers on primary areas of needs, their student's ability to access remote learning, and social well-being during the state of emergency will also be essential to determine how to best meet student needs when schools re-open. Due to the unpredictable nature of the COVID-19, Attleboro Public Schools will be prepared to adapt our approach to services based upon current health information and trends at any given time. Please note that if conditions require a school-wide or district-wide closure, remote learning is likely to apply to all students within the school/district. Services in the home will not be offered as students have the opportunity to access in person and remote services.

### **Cohort D: Students with disabilities who cannot attend in person**

Students will follow a consistent schedule of classes, interventions, services and therapies. The schedule will include time spent interacting directly with special educators, therapists, and support staff. The schedule will also include independent work

time, and opportunities for interacting with classmates. Instruction and services will be offered synchronously and asynchronously. There will be structured learning time designed so that students can access state standards as well as frequent interactions with staff members to ensure participation. Special Education and student support staff will assign supplemental independent work beyond lessons taught synchronously or asynchronously.

### Cohort C: In-Person (even if school/district is hybrid)

Based on Massachusetts Department of Elementary and Secondary Education, "Guidance on Fall 2020 Special Education Services", students with disabilities, particularly preschool-aged students and those with significant and complex needs, will be prioritized for receiving in-person instruction during the 2020-2021 school year. Based on the DESE criteria, students will be prioritized as follows:

Highest Level of Need
<ul style="list-style-type: none"> <li>• 75% or more of school day receiving special education services outside of the general education classroom               <ul style="list-style-type: none"> <li>○ Specialized Programs</li> <li>○ Primarily Grid C with minimal inclusion services</li> <li>○ Multiple related service providers (SLP, OT, Counseling, PT, etc.)</li> <li>○ Multiple areas of concern within the classroom (social/emotional, behavior, learning needs)</li> <li>○ Use of AAC system for Communication</li> <li>○ Extended School Year services</li> </ul> </li> <li>• Preschool</li> <li>• Cannot engage in remote learning due to their disability-related needs</li> <li>• Complex medical issues/Complex familial structures</li> </ul> <p>Students in the following programs would return to the greatest extent possible to full-time programming during any hybrid learning time:</p> <ul style="list-style-type: none"> <li>• Network Program</li> <li>• 12+ Program: AHS</li> <li>• ALP Program: AHS/ BMS</li> <li>• Insights: ELC, TES, BMS, AHS</li> <li>• Project Success: TES</li> </ul>

- MDAP: BMS/AHS
- Integrated Preschool: ELC

### Cohort A or B: Hybrid Model

All Students will participate both in-person and remote. In a learning environment that rotates between in-person (location in our school buildings) and remote learning, students will receive their full complement of services. For in-person learning days, this will include flexible solutions for reducing the mixing of student groups to ensure students are receiving services in the least restrictive environment (LRE). This may include when feasible, providing related and/or pull-out services within the student's classroom to the greatest extent possible. If special educators or related service providers are not able to provide special education services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting, those educators or related service providers may schedule services remotely within the school building via Google Meet. Some services will be prioritized during in-person days and to the greatest extent possible not delivered using a remote model while a student is in-person:

- PT
- Orientation and Mobility
- Vision
- OT
- Counselling: Individual

On remote learning days, students will follow a consistent schedule of classes, interventions, services and therapies. The schedule will include time spent interacting directly with special educators, therapists, and support staff. The schedule will also include independent work time, and opportunities for interacting with classmates. Instruction and services will be offered synchronously and asynchronously. Synchronous remote learning platforms allow teachers and students to communicate and interact in real-time. Asynchronous delivery will also be utilized, as students may need synchronous pre-recorded videos of lessons to complete during the

remote component of the day. Special Education and student support staff will assign supplemental independent work beyond lessons taught synchronously or asynchronously.

Attleboro Public Schools will prioritize students in Cohort A or B for some possible in person during remote learning days as follows:

<b>Moderate/High Level of Need</b>
<ul style="list-style-type: none"><li>• Between 25% -75% of school day receiving special education services<ul style="list-style-type: none"><li>• Specialized Programs</li><li>• Partial Inclusion</li><li>• Primarily Grid C services with some inclusion services</li><li>• More than one related service provider (SLP, OT, Counseling PT, etc.)</li><li>• More than one area of concern within the classroom (social/emotional, behavior, learning needs)</li><li>• Extended School Year services</li></ul></li><li>• Intermittent engagement in remote learning due to their disability related needs</li><li>• Intermittent access to remote learning due to familial systems challenges</li></ul> <p>Students in the following programs will participate in hybrid learning and <b>may</b> have the opportunity for further in-person programming during remote learning days:</p> <ul style="list-style-type: none"><li>• LAP: BMS/CMS/ WMS</li><li>• LEAP: WES/WMS</li><li>• SPARK: TES/WES/BMS</li><li>• SSC: SES/CMS/AHS</li><li>• ECP: AHS</li></ul>

### Moderate/Low Level of Need

- Up to 25% of school day receiving special education services
  - Full Inclusion
  - One area of concern within the classroom (social/emotional, behavior, learning)
  - One area of service from related service provider (OT and/or PT, Orientation/Mobility, etc.)
  - Extended School Year services
- Accessing remote services but not consistently demonstrating skills

Students will participate in hybrid learning and **may** have the opportunity to participate for in-person related services on remote days in the following priority:

- PT
- Orientation and Mobility
- Vision
- OT
- Counselling: Individual
- Speech

### Out-of-District Programs

Students in Out-of-District programs will continue to receive their services as directed by the individual program and parent/caregiver choice. Individual programs will provide families/caregivers written notification of how IEP services will be provided at the start of the school year if provided differently as a result of the changes to the overall learning environment. Attleboro Public Schools will continue to communicate with programs and families to monitor student progress and access.

### Special Education Services Only

For students who only receive special education services from Attleboro Public Services or attend Head Start, parents/caregivers will be contacted individually by Special Education staff to discuss how those services will be delivered in collaboration with the parent/caregiver.

## Inclusive Opportunities

It is important that Inclusion opportunities continue for students with disabilities and peers. Inclusion may look different than it has in the past, depending on the structure of the schedule at each level. For example, technology may be used to support peer-to-peer connections while maintaining physical distancing requirements. Decisions around how to best do this will be done within the IEP Team which includes parent/guardian participation.

## Specialized Safety Supplies/Protective Equipment

Attleboro Public Schools in collaboration with staff has utilized DESE guidance on the provisioning of key safety supplies provided on June 5, 2020 to order personal protective equipment (PPE) aligned with the tasks of the staff and classroom needs. These include:

- Face Shields
- Disposable gloves
- Disposable gowns
- Disposable face masks
- Clear face covers
- Partitions/Screens/Dividers

Some students with disabilities require unique supports that may make it less possible to practice physical distancing. The additional PPE ordered will allow staff to support students safely in accordance with DESE recommendations including toileting, hand over hand, discrete trial training, transition, and physical management. In addition, staff will be prepared with the additional protective equipment as unexpected situations arise.

## Initial Evaluations, Reevaluations, and IEP Team Meetings

Team meetings will continue to occur remotely in the fall in order to limit the number of people entering our schools in accordance with state guidelines. We will plan to follow the same protocols established during the remote closure for Team meetings. Teams were unable to meet during the closure for initials and reevaluations for students for whom standardized assessments and school observations had not been completed. We are continuing to work toward the goal of starting testing in August to address any backlog of assessments and meetings while working to adhere to all timelines.

IEP teams will continue to conduct annual review Team meetings in accordance with appropriate timelines. IEP's will be updated to reflect the needs of students when they are attending school full-time in-person. As was the case when schools closed in March, any changes to service delivery will be documented and provided to parents in writing. Any potential change in the delivery of services due to a school's change in learning model, in-person, hybrid, or remote, as a result of COVID-19, does not result in a change of placement. The services outlined in the IEP remain and are considered "stay-put". Attleboro Public Schools will maintain open communication and collaboration with families regarding any potential changes.

## **English Language Learners**

The APS English as a Second Language educators continue to build on the strengths of our students. While instructing in different models, English as a Second Language (ESL) educators will continue to implement research-based best practices.

1. Students at English proficiency levels 1 and 2 will be prioritized for in person learning in the hybrid model in grades K-12. They will attend school on all in-person days for both cohort A and B. Students will have content sheltered in the classroom as well opportunities to address language goals.
2. During in-person and hybrid models, informal assessments will be embedded in instruction. Developing a system of check-ins and small group instruction will also be considered. Former EL students will continue to be monitored through daily classroom instruction and daily conversation with students.
3. During remote instruction, students will attend synchronous sessions with their classroom teachers as well as their ESL teacher.
4. All instruction for English Learners will align with Massachusetts Curriculum Frameworks and WIDA Standards. Students who have limited or interrupted formal instruction (SLIFE) have specific goals that require accelerating their language and content acquisition.
5. English Learner Plans will be created as required as a provision of the LOOK Act.
6. Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
7. ESL teachers will continue to communicate extensively with families around their child's academics, social-emotional well-being, and nutrition. Every effort will be made to communicate essential information to families in their native language.

ESL teachers have established relationships with families that allow for open communication and support.

8. ESL teachers will provide necessary technology resources and services to families to be successful in a remote learning environment.
9. ESL teachers will provide tutorials in their home language to access technology tools and platforms to support learning at home.

## **Career and Technical Education**

Career and Technical Education at Attleboro High School will continue to offer rigorous and relevant programming to our current students as well as incoming freshman. We will be following both the DESE's Reopening Guidance for schools as well as the specific guidelines for reopening Career/Vocational Technical Education Programs.

Items specific to CTE programs at AHS include:

### **Technical Exploratory**

Technical Exploratory programs remain critical to foster student engagement and provide an important opportunity to introduce students to an array of program options. In preparing students to explore vocational technical areas, in-person practical applications and hands-on learning experiences should be utilized where safety permits. However, the safety requirements due to COVID-19 may impact students ability to participate in in-person exploratory programs. As a result, AHS may:

- Revise timelines for exploratory program completion as needed to accommodate students who are not able to complete in-person requirements during the 2020-2021 school year.
- Provide exploratory program content and learning in school. To the extent possible, the exploratory program should be held in school. If program content and learning must take place online, programs may focus on career exploration

and soft skills or essential workplace skills. Remote learning engagement strategies may include:

- Alumni and business owner video presentations or virtual meetings
- Career pathway awareness with student support services/guidance staff
- Career interest surveys
- Student-led video presentations or virtual meetings
- Video lessons with vocational instructors
- Live Zoom lessons from the vocational area
- Ted Talks or other appropriate videos with discussion
- Student-led discussions or project presentations

## **Culinary Arts**

Culinary Arts programs should follow both the DESE reopening guidance and the Massachusetts Safety Standards and Checklist for Restaurants. In implementing these guidelines, AHS Culinary Arts programs will:

- **Limit customers.** Culinary sites should only serve internal guests (e.g., staff and students) within a dine-in restaurant setting for the first two months.
- **Set up online ordering for curbside pick-up for external customers.** This will enable a broader customer base to buy food at the restaurant while limiting the number of external customers entering the building.
- **Designate meal pick-up sites.** In order to further limit interaction with customers, sites should identify a single area where meals will be picked up.
- **Set up disinfecting stations.** These should be available at the front and back of the house for students and staff.

## **Early Education and Care**

Early Education and Care programs should follow **both** the DESE reopening guidance and the Massachusetts Child and Youth Serving Programs Reopen Approach. In implementing these guidelines, AHS Early Education and Care program will:

- **Limit childcare to professional teaching staff.** Students should not participate as direct caregivers for the first two months. Instead, they can conduct observations through observation windows if available or through online professional development materials.

- **No external placements permitted.** Students should not visit offsite childcare centers for the first two months.

## Automotive Technology

Automotive technology programs must abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, the automotive technology program will:

- **Provide appointment-based services only.** For services provided to external customers (i.e., the public), service should be by appointment only to limit interaction.
- **Minimize public entry to the building.** Create drop-off and pick-up procedures that do not require personal interaction, such as key drop-boxes. If customer interactions are needed, they must occur outside of the building.
- **Consider online payment systems.** If feasible and to limit interaction with customers, consider using or creating online booking systems with automotive service signature and credit card payment options.

## Graphic Arts

Graphic Communication programs must abide by both the DESE reopening guidance and the [Massachusetts Reopening Mandatory Safety Standards for Workplaces](#). In implementing these guidelines, graphic communications will:

- **Limit external customers.** For external customers, graphic communications and marketing programs should utilize virtual operations.
- **Provide appointment-based services only.** For services provided to external customers, service should be by appointment only to limit interaction.
- **Minimize public entry to the building.** Create pick-up procedures for graphic communications products that do not require personal interaction.

In some cases, CTE programs at AHS had many of these recommendations in place prior to COVID-19. We will continue to work in a safe and diligent manner to deliver CTE curriculum to our students to prepare them for life after high school.

## Meals and Nutrition

The Attleboro Public Schools employ Whitson's Culinary to deliver our school breakfast and lunch program. With our partner Whitson's, we provided over 13,000 meals during the spring, 2020 shut down. Whitson's used this experience and appointed a special Re-Opening Task Force, comprised of executives and top school nutrition management

professionals, to help Attleboro develop a safe re-opening plan, and ensure a safe food service operation. The reopening plan follows guidelines set forth by the Centers for Disease Control and Prevention and the State of Massachusetts Department of Elementary and Secondary Education. Our training programming will instruct Attleboro's food service teams on:

- Personal hygiene, including handwashing and good respiratory habits.
- Personal protective equipment (i.e., face coverings and gloves).
- Taking digital temperatures and identifying symptoms.
- Enforcing biosecurity and illness policy procedures.
- Adherence to food safety, preparation and sanitation protocols by reinforcing the standards set forth by the USDA, FDA, Department of Health, CDC and HACCP.
- Requiring all managers and executives to be ServSafe COVID-19 re-opening certified prior to opening. All customers and team members will be expected to remain socially distant.

Attleboro will be prepared to serve breakfast and lunch five days per week regardless of whether or not we are remote or in-person or hybrid. We will ensure that the guidelines are met in our food production areas by increasing team member separation and restricting visitors to essential service personnel only. Our plan of service has been modified to eliminate all self-serve and cook-to-order stations. We have increased our offerings of convenient, safe grab and go options and will be providing recovery menus to accommodate a quick change in service without sacrificing quality or innovation. We also encourage the use of technology, such as cashless and/or pre-paid systems, to minimize personal contact. Attleboro has invested in the MySchoolApp, which is a software program allowing for electronic filing of free and reduced lunch applications, eliminating the need for hard copy applications. It also automatically uploads the parent status into our Point-of-Sale (POS) system. Safety reminders will be posted in all of our serveries to reinforce our safety procedures, including face covering, social distancing, CDC health mandates and DESE/State of Massachusetts guidelines. Whitson's will be limiting menu choices to allow for more efficient distribution of meals to students regardless of the mode the students return to school in. In all cases, breakfast and lunch will be served in the building's cafeteria and gym, which allow for 6 feet of spacing between students while eating. Extra custodial staff will be added to specifically address clean up after meals and focus on disinfecting all high touch point areas.

## Facilities and Cleaning Protocols

The Attleboro Public Schools partner with SODEXO, for our facilities management and cleaning. We will follow SODEXO developed protocols and processes in response to the pandemic in our facilities. SODEXO partners with EcoLabs for the development of both materials/chemicals and protocols for disinfecting and cleaning. Please see the links below for the processes and protocols.

[Preventative Process for COVID-19](#)

[Process Map for COVID-19 Cleaning and Disinfection](#)

Hand sanitizer will be in every classroom that does not have a sink available. They will be in all other common spaces in our schools as well (auditoriums, libraries, gyms, foyers, etc.). Hand disinfectant will be at the sinks in classrooms, as well as in all bathrooms via touchless dispensers. Hand sanitizer "stations" (standalone touchless dispensers) will also be placed in key areas (entrances) to make the sanitizer available as well as to reinforce the district's message to regularly clean your hands. All paper towel dispensers in the district are also touchless. Spray disinfectant and paper towels will be deployed in every classroom and office in the district.

Social distancing signage has been placed in all buildings. Plexiglass barriers have been constructed and placed on all personnel desks where there is likely to be interaction with the public, including nurses' offices.

The cleaning and disinfecting procedures have been developed by SODEXO and will be fully compliant with all CDC and DESE guidelines. Focus during the school day will be on high touch point areas and all shared areas, like restrooms, with total cleaning/disinfecting taking place at the end of every school day throughout the district. An additional 10 FTE custodial personnel are being hired to assure full compliance with the disinfecting program.

Our current site-level custodial and maintenance teams will clean our facilities on a daily basis using industry-standard COVID-19 cleaning procedures. In addition to this, each school will receive a deep sanitization process at the end of each day that students and teachers are present.

The Attleboro Public Schools have a variety of commercial HVAC and air handling systems across the district's 11 buildings. These systems differ in their overall capability

and control depending on age and school construction/design. Attleboro has two buildings with windows designed to not open, these facilities rely entirely on their mechanical environmental control systems.

The most important component of the HVAC mechanicals are the air filters which are changed twice per year at each change of the heating and cooling cycle per our preventative maintenance plan. We also clean the cooling and heating coil surfaces, disinfecting them with approved chemicals and methodology. In the HVAC systems that include wall-mounted, or console type induction units, the cabinets and fan compartments are lubricated, cleaned, vacuumed and sanitized as specified by the manufacturer.

Attleboro has undertaken a certification process with a third-party engineering firm, ATC with offices in Pawtucket, RI and Franklin, MA, to ensure that our HVAC systems are operating per the manufacturer's specifications. Commercial HVAC systems are typically designed to produce internal conditions with a relative humidity of 40-60%. Both the manufacturers and the commissioning agents require these standards to be met during installation and are checked on a yearly basis per our preventative maintenance plan.

Attleboro has spent the past eight months working to assure that our environmental systems meet all current American Society of Heating, Refrigerating, and Air-Conditioning (ASHRAE) air quality standards for commercial buildings and we continue to develop projects to improve our ability to control older systems. Working to reduce COVID-19 spreads risks, the district is currently involved with, or recently completed the following COVID-19 specific Capital Improvement Projects:

- Disabled "demand ventilation" in all buildings per DESE guidelines and ASHRAE recommendations and have fixed minimum dampers to assure a mix of fresh air is coming into the room/building at all times.
- New EMS Systems were deployed at CMS, BMS, WES, SES, TES. HFES and HRES had existing systems. WMS has an older EMS system.
- At SES new condensers are being installed in the atrium A/C units and variable drives installed to allow for greater control of our environmental systems in the building.
- CMS and TES will have an EMS upgrades as well as variable drives installed.
- All buildings can now be CO2 monitored in real time.

These capital investments represent an investment of over \$800,000.

## **Transportation**

The Attleboro Public Schools recognize that riding a bus to school is the safest way for a student to get to school under normal circumstances.

Attleboro uses a fleet of twenty-eight (28) full size, 71-passenger busses for the transportation of our students. We employ twelve (12) mini busses to meet the transportation needs of our special needs students, as well as eight (8) district owned and run vehicles for special needs transport. Finally, the district has an agreement through the BICO collaborative to utilize Van Pool for our out of district Special Education and McKinney/Vento transportation needs.

The State of Massachusetts deployed guidelines that call for a maximum of 24 students per 71-passenger bus, which is just under one half of our normal ridership per bus. Within the confines of these anticipated guidelines, the district, in concert with Bloom Bus, has developed approaches to address our transportation needs for both a full attendance model and a hybrid model as well as a mix of the two models across academic levels. We feel that the transportation needs of our students can be met within the confines of the currently available bus fleet for the riders of our 71-passenger vehicles. However, with a full attendance model, our start and end times would have to be altered. We would undertake "double runs" under a full attendance model with each current bus route split in half. This will allow for the bus capacity guidelines to be met, but require a dual start time at each school with a thirty (30) minute gap between the first and the second. A hybrid approach could be accommodated under the anticipated guidelines with the existing route structure but will require careful identification of the two groups of students from a transportation perspective. Our bus fleet is currently scheduled to be sanitized after each run each day.

We need additional information from families in regard to who intends on physically attending our schools to make a valid assessment of our ability to meet the transportation needs of our special education students within the confines of our current mini bus and van fleets. We are also concerned with the economic impacts of the current pandemic and the resulting potential increase in homeless transportation needs.

### **Transportation Details**

Masks are required, covering the mouth and nose, at all times:

- This requirement covers all drivers and students.

- Exemptions for students due to medical and/or behavioral reasons will be reviewed on a case by case basis.
- Drivers will be instructed/trained on how to proceed with students who are determined to be exempt.

#### Staggered seating, loading and unloading:

- Drivers are responsible for seating assignments to students and students are required to load from rear of the bus to the front; unloading will occur from front to the back.
- Students will be assigned to a single bus. Assignments will be placed on a seating chart.
- One student to a seat, alternating between window and aisle.
- Students from the same household can share a seat.

#### Capacities:

- 71-passenger bus = 23 students
- 29-passenger bus = 9 students
- APS mini-vans = 3 students, or 2 students plus a monitor

#### Ventilation:

- Windows will be required to be open, as will roof hatches. In the event of inclement weather, windows and hatches will be adjusted, but not closed.

#### Symptom Screening:

- Drivers trained on identification of COVID-19 symptoms:
  - Fever or chills, cough, shortness of breath, difficulty breathing, fatigue, muscle/body aches, headache, loss of taste or smell, sore throat, congestion, runny nose, nausea or vomiting
  - If a student appears to be symptomatic and if the parent/caregiver is at the bus stop, student will NOT be permitted on the bus.
  - If the parent/care giver is not at the stop, school nurse will be notified of student coming to school with symptoms.
  - If a symptomatic student is transported, driver is required to complete a deep cleaning of the areas on the bus that the student came in contact with before starting next route.

#### Disinfecting of equipment:

- Drivers will disinfect between each school tier run with a PURTAB spray.

- Drivers will deep clean bus interior after each completed AM run and each completed PM run.

## **Out of School Time Plan**

Traditionally, APS offers a variety of summer tutoring and extra-curricular activities to keep students engaged and provide interventions to close achievement gaps. In summer of 2020, we piloted three remote programs that supported our high needs populations and attained positive results. The programs included small group remote interventions for students requiring Title I reading support, ELL small group remote interventions for our English Learners, and middle school academic and Coaching 4 Change (C4C) mentoring support. All three programs had high daily attendance and teachers, students, and families shared that the sessions keep students engaged and held them accountable for their work.

During the 2020-2021 academic year, we will continue to offer remote small group interventions at all levels to provide additional supports for our students' academic and social emotional needs. These services will be offered after school for small groups of students in our high needs subgroup. We will continue to partner with C4C for our middle school after school remote mentoring. The partnership with C4C includes the opportunity for students to establish relationships with college mentors and provide social emotional supports with an APS educator.

## **Student Supports and Professional Learning**

At all levels, targeted professional learning for all staff will start on August 26th and continue through September 11th. The format will be a mix of in-person, synchronous, and asynchronous sessions depending upon the size, content, and purpose of the session. In addition, teachers will collaborate across grades and levels to ensure consistency of platforms used and student expectations. Training and workshop topics may include and are not limited to:

- Health and safety requirements and staff certification
- Technology platforms including the Google Suite
- Curriculum standards alignment and expectations
- Social emotional supports and well-being
- Planning and collaboration for in-person and remote learning in a hybrid model

The first priority for in-person learning will focus on establishing a connection with students and families. September 14<sup>th</sup> and 15<sup>th</sup> will be half days to provide students with the opportunity to learn the health and safety procedures and protocols while in school. The second half of each day will be used to make necessary adjustments and prepare for in-person learning for a full day. The social-emotional well-being of our students will be monitored, and counseling supports will be provided on an as needed basis.

Students will receive training in our platforms including the Google Suite, and other applications that we rely on to support practicing skills independently and transferring knowledge. In addition, they will receive information about digital citizenship and internet safety.

Attleboro applied for and was accepted into DESE's SEL and Mental Health Academy. The goal of the Academy is to help schools and districts build and strengthen effective multi-tiered systems of SEL and mental health supports that are data-driven, evidence-based, culturally responsive, and sustainable. The Academy will be ongoing for 3 years, and we will receive Professional Development and individualized Technical Assistance from EDC and Transforming Education. The district SEL team will participate in the Academy and will share all information through Professional Development and Staff and Leadership faculty and common planning meetings which will support a safe and supportive remote/hybrid teaching and learning environment for staff, students, and families.

Attleboro also applied for and was accepted into DESE's Culturally Responsive Practices Leadership (CRPL) Academy with BlackPrint Education Consulting. The CRPL Academy aims to support district leadership in building internal local capacity to weave culturally responsive practices and a racial equity lens throughout their pedagogy, policies, structures, and systems. The CRPL goals are (1) To guide district leadership teams in learning foundational content of racial equity and culturally responsive practices: (2) To facilitate the creation of customized goals and implementation plans for school districts for the 2021-2022 school year and beyond focused on culturally responsive practices: and (3) To build capacity and create a trajectory for continual growth around cultural responsiveness.

# 2020-2021 Academic Calendar



Attleboro Public Schools  
2020-2021 Academic Calendar (170 days)

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170 School Days

7 District Early Release Days\*

11 PD Days (+2 in reserve)

\*Only utilized if in-person with safety requirements

13 School Vacation Days

5 Snow Days

11 Federal/State Holidays

4 Attleboro Holidays