

The Fall River Public Schools

September 2020 Proposed School Reopening Plan



A Phased-In Hybrid Model of Returning to School

A Practical Commonsense Approach to Reopen Safely, Responsibly, Equitably and Intentionally in order to meet the Needs of Students, Families, Faculty, and Staff.

Presented By Matthew H. Malone, Ph.D., Superintendent of Schools
To the School Committee of the Fall River Public Schools



Background: On July 20, 2020, we presented our initial dynamic school reopening planning document for discussion with the School Committee. This first draft document outlined the required planning information for the three opening scenarios requested by the Department of Elementary and Secondary Education (DESE). Each scenario was analyzed and pressure tested from the frames of learning and teaching, social emotional development, and school operations. The pros and cons of each scenario were also articulated and weighed. Based on medical science and current research, state guidance, in-district pressure testing, the recommendations of our Reopening Task Force, and the feedback received from both internal and external colleagues, we proposed a phased hybrid reopening model as our pathway forward to 100% in-person face-to-face learning.

Since that July School Committee meeting, we have engaged in more intensive planning activities to gather additional information and provide details regarding our reopening posture. Our School Reopening Community Advisory Committee met to “poke holes” in our planning and to make recommendations that would further inform our reopening planning. We also convened meetings of both Special Education and English Learner Parent Advisory Councils (PACs) to speak directly with parents and gather more information from their diverse perspective. Additionally, discussions with our major labor unions and other employee groups have provided us with valuable input and real-time two-way communication to problem solve and address concerns. We also gathered more detailed and specific feedback through the use of surveys of both parents/families and employees. All of this information was gathered, culled, synthesized and used to inform the development of our proposed plan to reopen our schools.

On July 31, 2020, as required by DESE, we uploaded our three scenario opening plans for state level review. As DESE guidance for specific targeted areas of education have been released, we have maintained a record of all guidance documents, highlighting changes and adjustments that impact our planning. DESE has required local districts to finalize their reopening plans and submit them for review on August 10, 2020 – now extended to August 14, 2020.

Note: We recognize and agree that any reopening planning that changes the working conditions of the collective bargaining agreements that we have in place with our labor unions are subject to impact bargaining under M.G.L., Ch150e. Each of our labor unions has requested impact bargaining in anticipation of the actions of the School Committee on August, 10, 2020, and we plan to meet with them in the days immediately following.

Superintendent’s Intent: Our school system will reopen for adult professional learning on Tuesday, September 1, 2020, and for student learning on September 16, 2020. Our goal is to open as safely as we can, with as many students as possible back in school for face-to-face (F2F) learning, providing all necessary and needed supports, and taking extraordinary (COVID-19 safety) measures in order to minimize risk while furthering student learning. Safety will always be paramount, as our students and our employees remain our greatest assets. We will improve student achievement in academics and social-emotional learning domains while increasing student growth and development. To accomplish this, our most vulnerable students will be at the forefront of our planning; these students will include our students with disabilities in substantially separate programming and our English learners at proficiency levels 1, 2, and 3 in our foundational classrooms. We have developed and articulated a reopening plan designed to support three potential opening contingencies: 100% in-person, face-to-face learning; 100% remote-learning operations; and a hybrid option blending the first two scenarios. As your Superintendent, working with our Reopening Task Force, Senior Staff, our Executive Team, the inclusive and diverse Community Advisory Committee, and based on the advice of medical/scientific experts, state guidance, and ongoing conversations with state leadership, state associations, and labor union leadership, I proposed to the School Committee on August 10, 2020, **ONE** cogent, practical, and strategic plan for opening. The core values of equity, access, justice, and achievement will drive our planning and reopening operations to ensure that we are prepared to meet the needs of ALL of our learners while keeping everyone safe. Our reopening plan is designed to provide nimble flexibility, enabling us to adapt and adjust along a continuum of learning options as the impact of the pandemic changes the context of our ability OR inability to provide a safe environment for learning and teaching.

Qualitative and Quantitative Data, Constituent Feedback, and Engagement: Our entire planning process has been based on data-driven decisions and the inclusive feedback of thousands of stakeholders. Our plan was not written in a vacuum nor was it developed by one person. Our plan was developed over two months involving the inclusion of myriad interests and positions regarding the composition of our reopening model. Our plan is a great example of true collaboration and group-think. Consensus is virtually impossible to reach in any such large-scale endeavor, but this plan, our plan, is the product of tremendous effort to ensure all voices were heard and all input respected. Not all recommendations or feedback we received have been included in this proposed final plan, but as you read, you will see the deep consideration given to all facets of the feedback received.

In late July, Fall River Public Schools utilized digital surveys of families and staff to gain a better understanding of stakeholders' preferences as we planned for reopening in the fall. Prior survey results, pressure tests of buildings, and analysis of transportation costs, and recommendations from the Remote Learning Task Force and the Community Advisory Committee, coupled with health and safety guidance from DESE and the CDC, had been used to inform our choice of a hybrid model for reopening. These "final" surveys were intended to further inform our decision-making and aid in the eventual selection of a *specific* hybrid model. An overview of survey questions and results follows.

Our survey of families (available in three languages) sought answers to the following questions in regards to the preferred hybrid model for reopening:

- 1 - What percentage of students would return if we were to open in a hybrid model?
- 2 - Which hybrid model did families prefer - alternating one week in-person with one week remote learning, or alternating two days of in-person learning with three days of remote learning?
- 3 - Would families commit to the hybrid model even if their model preference was not employed?

In our survey of staff, using prompts similar to those we used with families, we sought to answer the following:

- 1 - What percentage of staff members were planning to return to their positions in a hybrid model?
- 2 - Which hybrid model did staff members prefer?
- 3 - How many staff members preferred to work in a remote model?
- 4 - How many staff members would resign their positions if we opened in a hybrid model?

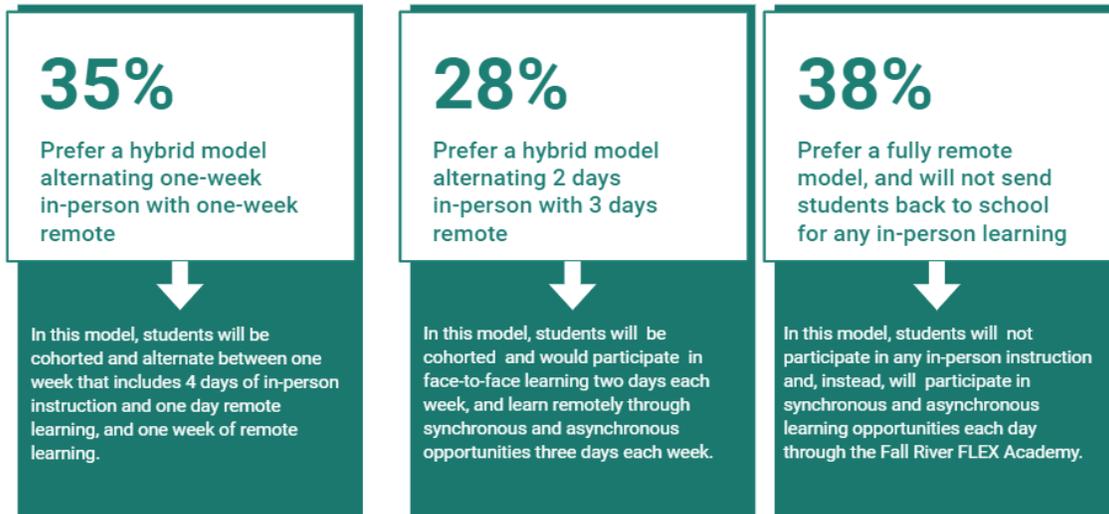
In both surveys, we were also able to collect identifying data (e.g. students' names, grade, and school; staff members' names, bargaining unit, and assignment) that will further inform our thinking about how the selected hybrid model could be rolled out at individual schools. Additionally, in the family survey, we were able to collect information around transportation needs of those families intending to return students in the hybrid model (see p. 26).

Survey Results: Which Hybrid Model Is Preferred?

While the survey prompts for both family and staff surveys framed the options for the hybrid model, they also offered respondents the opportunity to state a preference for learning and teaching in a fully remote model over hybrid. Families were given three choices for student learning, including two hybrid models and one remote. Teachers were given the option to choose one of the remote models or state a preference to be assigned to a fully remote caseload of students. What follows is the data gathered from the two surveys with respect to hybrid model selection and the option to learn/teach remotely.

The following graphic shows the breakdown of selections made by families, including a description of each of the three models:

The Fall River Public Schools will reopen in September utilizing a hybrid schedule of alternating time for face-to face learning and remote learning from home. Which would you prefer?

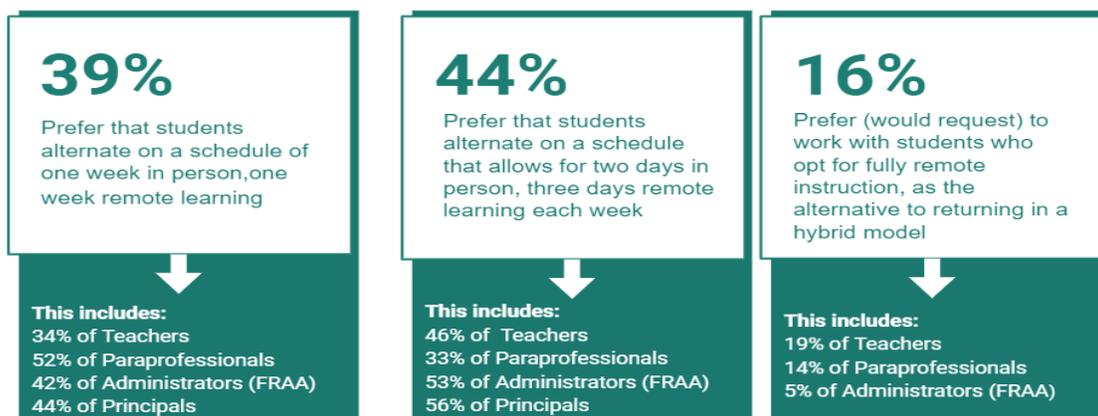


It is important to note the following in examining the data collected from families:

- 4,259 family responses were received, a 40% response rate.
- In their responses, 38% of parents chose fully remote learning over the hybrid model; in some schools, that percentage was upwards of 40% and even near 50%, while in some schools that percentage was closer to 30%.
- Of the 2,683 families who chose one of the hybrid models over the fully remote option, 56% chose the alternating week model, while 44% chose the model that alternated between two days in-person and three days remote.
- While the information is not captured in the previous graphic, the vast majority of families who chose a hybrid model expressed that they would not opt out of hybrid if their model preference was not adopted.

The following graphic shows the breakdown of the selections made by the staff group overall and also offers some insight as to how members of particular bargaining units responded:

The Fall River Public Schools will reopen in September utilizing a hybrid model that will cohort students into groups that will alternate between face-to face and learning and learning from home. Staff will be expected to work from their school buildings every day. As you plan for teaching and learning in the coming year, which would you prefer?



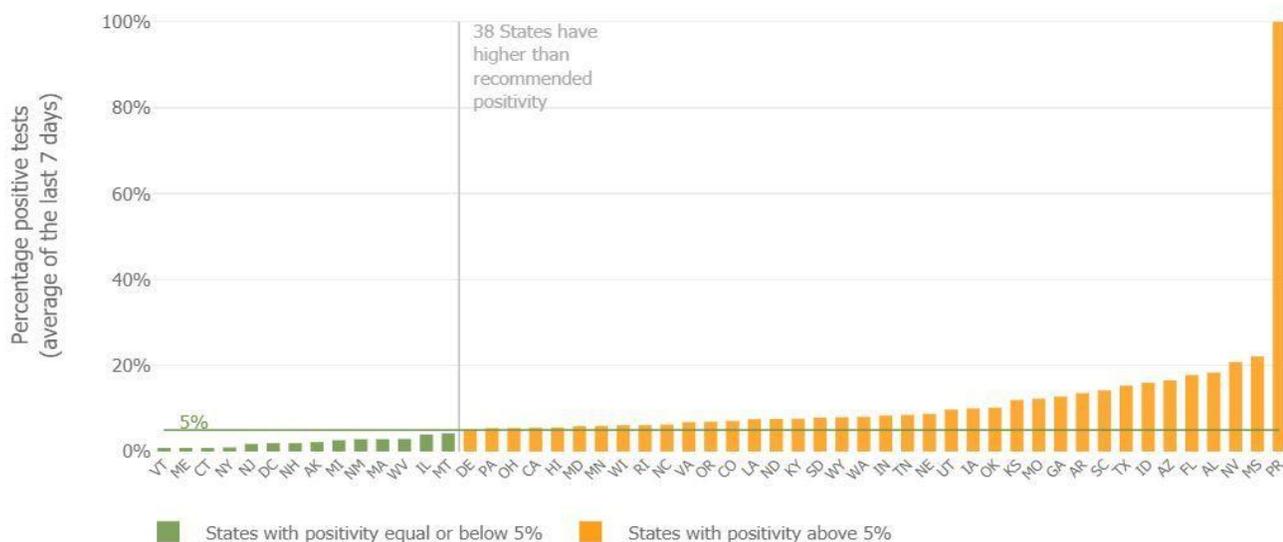
It is important to note the following in examining staff data:

- 1,012 responses were received, a 70% response rate.
- When the data is disaggregated to examine responses from individual staff groups, teacher responses outweighed all others, as they made up nearly 70% of all respondents.
- With the exception of the paraprofessionals group, there was an expressed preference from every staff group for the two days in-person/three days of remote learning option.
- While not highlighted in the previous graphic, there were only three staff members (all paraprofessionals) who said they would resign their positions if we return in a hybrid model.

What we learned from this survey in regards to model preference was that families preferred the model offering alternating weeks of in-person and remote learning, while staff showed a preference for the model offering two days of in-person instruction each week. Comments offered by staff suggested that the preference for the two days in person/three days remote model was linked to staff recognition of the need for regular contact with students that the weekly rotation of in-person and remote did not seem to offer. Additionally, some expressed concerns over what planning would look like when planning for a full week of in-person instruction along with planning for students working remotely during the same week. Finally, staff expressed concerns for families having to secure child care during the remote weeks.

Given the conflicting feedback from families and staff, the decision to move forward with the hybrid model offering students a rotating schedule of one week of in-person instruction and one week of remote instruction was not an easy one, but we are confident that with attention to DESE and CDC guidelines and messaging, consideration and application of feedback from staff, and an overall commitment to our students, we can safely return students and staff to schools in the selected model.

COVID-19 Pandemic Status: On May 12, 2020, the World Health Organization (WHO) advised governments that before reopening, rates of positivity in testing (i.e., out of all tests conducted, how many came back positive for COVID-19) should remain at 5% or lower for at least 14 days. In the United States, Johns Hopkins University & Medicine are tracking the positive results percentage from the total number of tests given in each state based on multiple sources of data available. More detailed information regarding methodology and updated spread percentages can be reviewed at <https://coronavirus.jhu.edu/testing/testing-positivity>. The graph below compares states' rate of positivity to the recommended positivity rate of 5% or below. States meeting the WHO's recommended criteria appear in green, while the states not meeting the positivity benchmark are in orange. As of Thursday, August 6, 2020, the positivity rate in Massachusetts was 2.88% and, in the City of Fall River, our rate was 3.55%.

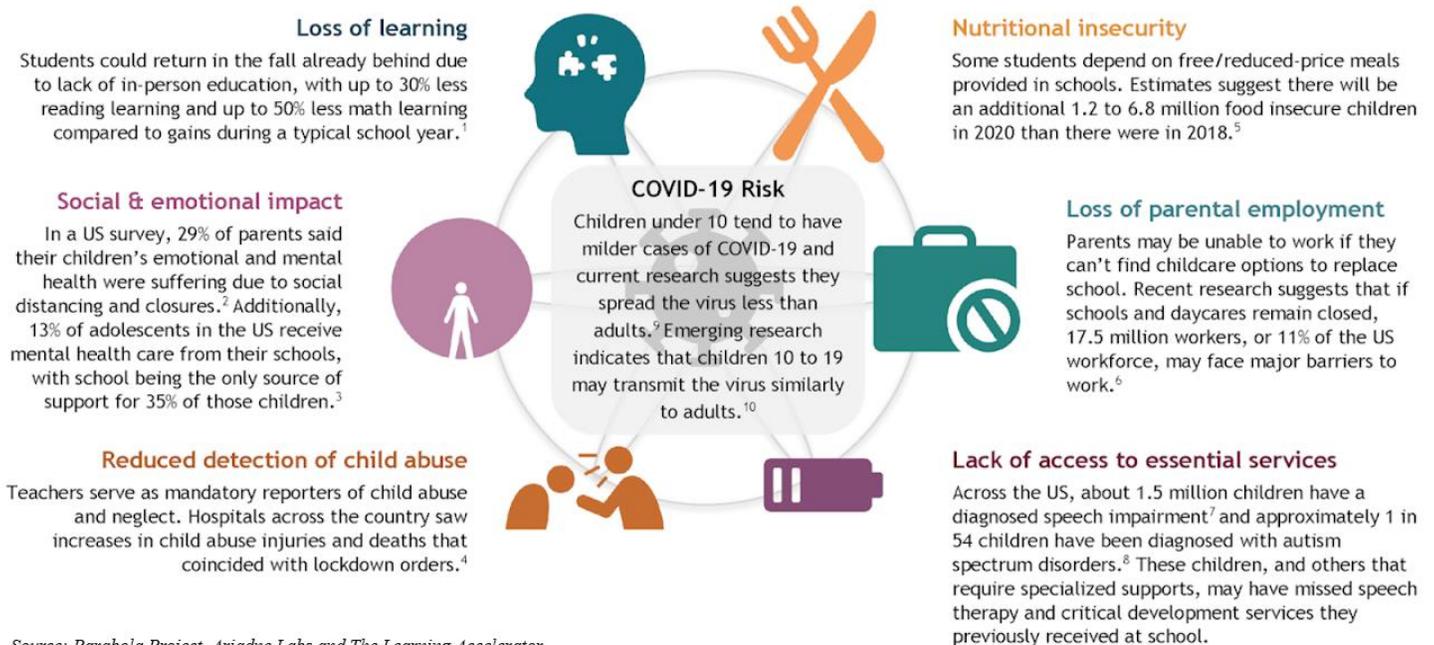


The reopening of school and the return to work during the COVID-19 pandemic will never be without risk. There will never be a 0% chance of the spread of the virus, nor will there be a “perfect plan” that will make reopening safe and easy to accomplish. As such, our plan has been developed within a philosophy of creating a new culture of commonsense safety and precaution actions and measures that we can all take collectively on a daily basis to minimize risk to the fullest extent possible. We cannot just implement one mitigation strategy, but by implementing a combination of all the prevention and precautionary strategies detailed herein, we will be best positioned to substantially reduce the risk of transmission. No single strategy can ever be perfect, but all strategies together will reduce risk. In addition, although we are currently in Phase 3 of Reopening Massachusetts, it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19. We must stay hyper vigilant in these efforts, and our planning must remain nimble in order to toggle up or down our safety operating posture.

Our daily risk assessment, based on virus status indicators locally and regionally, coupled with frequently updated state and national spread metric data, will drive our decision making during each stage of our phased opening plan. Yes, there is risk, but our planning and our actions will remain dynamic and fluid – critical functionality components of our menu of mitigating strategies. Expert opinion and guidance are also used in our decision making chain. For example, The Parabola Project, a collaborative endeavor between Ariadne Labs and The Learning Accelerator, and philanthropically funded by the One8 Foundation, draws on expertise from both the education and health communities with the goal of minimizing health risks to students, staff, and teachers, while maximizing learning for all students. The tools and resources that they have developed provide a strong set of additional tools to our well-used toolbox.

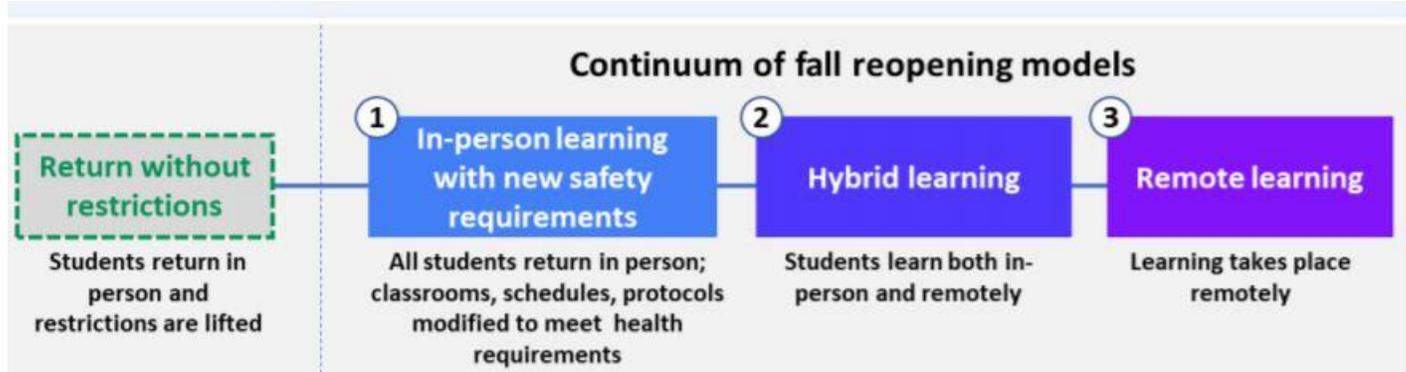
A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.



Superintendent Malone's Proposed Reopening Plan

In order to safely and competently open the Fall River Public Schools for learning in September 2020, we are proposing a phased-in approach, much like that of the phased opening of the Commonwealth. Known as the **Fall River Public Schools Phased-In Hybrid Model of School Reopening**, our plan is based on state guidance, medical science, the recommendations of our faculty, staff, student, and community partners, as well as the practical commonsense approach embedded in the ethos of our city. Our plan will provide us with maximum flexibility within our operational capacity to adjust and move along the continuum of opening postures as determined by the status of COVID-19 pandemic conditions.



Four Cohorts: The proposed hybrid learning model is based on a four-cohort configuration of student groups and designed to support 10-day learning cycles. We have a total of 10,400 students currently enrolled in the Fall River Public Schools. The student cohort groups within our hybrid learning model will be configured as follows:

Cohort A: Will include students who spend 60% or more of their learning day in substantially separate special education classrooms (we currently have 793 students in said programs), and English learners (EL) in foundational classrooms (we currently have 676 students in said programs), for a total Cohort A enrollment of 1,469 students. **Note: Cohort A can expand to serve more students based on the needs of the lowest-performing 25% of students as well as professional school-based recommendations.*

Cohort B: Will include students who (by way of parent/guardian) self-select into our fully remote virtual learning option, the Fall River Flex Learning Academy. These students will receive 100% of their instruction using an on-line virtual learning model into which we will build rigid expectations for performance, engagement, and accountability. Parents/guardians will self-select this option using an on-line form in mid-August. Options to exit Fall River Flex and re-enter one of our in-person learning cohorts will be provided at the end of the first semester and at other transition dates throughout the year. These opportunities are subject to space availability, transportation capacity, and individual student learning needs.

Cohort C & D: Will include students not enrolled in either Cohort A or B. These students will be divided into two groups and assigned to Cohort C or Cohort D. We will assign siblings, families, and child care pods to the same cohort to make things more manageable for parents, where possible, and will work with parents and families who contact us with personal concerns.

Note: The size of cohorts C & D are entirely driven by the total percentage of parents/guardians who select the fully remote option (Cohort B), as their learning model. The remote learning model, outlined later in this plan, is an option for every child in the Fall River Public Schools. We will implement a commitment process for parents/guardians in mid-August, and will base our assignments to in-person cohorts on the total number of students requiring placement at each school.

Reopening Timetable and schedule Cycle: The Fall River Public Schools will open on September 1, 2020 for 9 days of professional development and training for ALL faculty and staff. These days will be used to orient staff to hybrid operations, safety protocols, technology distribution, and to coordinate outreach and supports to students

and families. The first day for ALL students in every cohort will be Wednesday September 16, 2020. ALL students will begin their first day of instruction remotely, allowing each teacher to have ALL of their students together on the 1st day, to set learning routines, explain the new COVID-19 safety procedures, discuss the 10-day hybrid model learning cycle, and to practice remote learning expectations. Students in cohorts A and C begin in-person face-to-face instruction on September 17, 2020 for week one of the 10-day cycle. Week two of the 10-day cycle will commence on September 21, 2020. **See chart below and the September Calendar on page 35.*

For most of our students (Cohorts C & D) our hybrid learning plan features a weekly rotation of in-person and remote learning, with each Wednesday designated as a fully remote day offering differentiated supports for ALL students. From the perspective of faculty and staff providing face-to-face instruction, this hybrid plan features the weekly rotation of students present for in-person instruction, with Wednesdays designated as a day for remote support for all students, as well as much needed planning and their own professional learning to improve proficiency in delivering instruction and support in the hybrid model. We will plan for teaching and learning using a ten-day planning cycle. During each two-week cycle:

- Cohort A will receive 8 full days of in-person instruction and two full days of remote learning & self-directed inquiry.
- Cohort B will receive 8 full days of virtual instruction and 2 full days self-directed learning, electives and enrichment instruction, and remote check-in with faculty
- Cohorts C and D will receive 4 full days of in-person face-to-face instruction, four full days of remote learning, and 2 full days of remote check-in with faculty & self-directed learning.

From a medical perspective, our hybrid model provides us the precautionary benefit of having a maximum number of students out of buildings for nine consecutive calendar days at a time (M-F plus two weekends). This will more likely enable us to track potential exposure and identify students who may experience COVID-19 symptoms before possible exposure to school communities. It is imperative that families keep home any children who have a fever or experience of the common COVID-19 symptoms, and that they contact the school immediately for further guidance.

See the graph below to conceptualize what our cohort model will look like at the district/school level using the Week-1/Week 2 rotation and the 10-day learning cycle.

WEEK 1

Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A In person F2F	COHORT A In person F2F	*ALL STUDENTS WILL BE IN REMOTE LERARNING for -Differentiated Groups -Enrichment / Electives -Unified Arts -Small group support -Student-Directed Learning -Wellness Faculty & Staff ½ day student engagement ½ day planning in PLC’s, grade-level teams, & content departments	COHORT A In person F2F	COHORT A In person F2F
COHORT B Virtual Full-Time Remote	COHORT B Virtual Full-Time Remote		COHORT B Virtual Full-Time Remote	COHORT B Virtual Full-Time Remote
COHORT C In person F2F	COHORT C In person F2F		COHORT C In person F2F	COHORT C In person F2F
COHORT D Remote Learning	COHORT D Remote Learning		COHORT D Remote Learning	COHORT D Remote Learning

WEEK 2

Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A In person F2F	COHORT A In person F2F	*ALL STUDENTS WILL BE IN REMOTE LERARNING for -Differentiated Groups -Enrichment / Electives -Unified Arts -Small group support -Student-Directed Learning -Wellness Faculty & Staff ½ day student engagement ½ day planning in PLC's, grade-level teams, & content departments	COHORT A In person F2F	COHORT A In person F2F
COHORT B Virtual Full-Time Remote	COHORT B Virtual Full-Time Remote		COHORT B Virtual Full-Time Remote	COHORT B Virtual Full-Time Remote
COHORT C Remote Learning	COHORT C Remote Learning		COHORT C Remote Learning	COHORT C Remote Learning
COHORT D In person F2F	COHORT D In person F2F		COHORT D In person F2F	COHORT D In person F2F

As a remote learning day for ALL FRPS students, **Wednesday** provides a unique opportunity in our reopening plan to carry out activities to meet multiple needs. These include:

- Providing small group instruction based on student performance data. Similar to a WIN block (What I Need), students will be grouped based on need and receive individualized personal instruction for a portion of the day via scheduled remote meetings and/or learning sessions.
- Providing all faculty and staff with necessary planning time and professional development to effectively plan 10-day cycles and manage the content scope, learning objectives, and formative assessments needed to effectively deliver high quality learning standards.
- Providing ongoing support and training for faculty and staff to ensure effective delivery of instruction in the hybrid model.
- Allowing us an additional day for deep cleaning in the middle of the week to fully sanitize schools buildings. If necessary, we have the financial ability to appropriate yet-to-be allocated funding from the operational budget for cleaning equipment and supplies or personnel to allow for enhanced 2nd shift cleaning.

We will remain in the blended in-person/remote cohort rotation (Week 1/Week 2) using the hybrid model for the remainder of September, all of October, and half of November. If, depending on safety conditions, medical science, future state guidance, and all of the science-based state tracking, metrics improve by November 1, 2020, we will then plan to move to 100% full in-person learning for November 16, 2020 using 3-6 foot distancing described in DESE guidelines. **Note: A move to 100% in-person learning will be predicated on the total number of students and families who choose full remote learning. As we pressure test our ability to get to 100%, we predict we will be somewhere between 3- 6 foot spacing distance in classrooms.*

If we cannot move safely to 100% full in-person learning, we will remain in the hybrid model for as long as necessary. Clearly, we feel this model provides the most flexibility because we can move with confidence along the reopening continuum from 100% remote learning to 100% in-person learning as the health situation on the ground at the local and state level dictates. *Note: Clearly, we will be working very closely with our local Board of Health (who have been excellent to work with) and state public health officials, using the scientific metrics to drive future decisions.*

Learning and Teaching in the Hybrid Model

With feedback and recommendations from various stakeholder groups, Fall River Public Schools has designed a hybrid learning model that will combine in-person instruction with remote learning. As recommended by DESE, this hybrid model will prioritize our high needs students, offering the Cohort A students in-person instruction four days each week. The remaining students, with the exception of those who opt for a fully remote experience, will be assigned to either Cohort C or Cohort D, and will alternate between in-person and remote learning on a weekly basis. To the extent possible, Fall River Public Schools will pair Cohort C/D siblings in the same cohort, unless a request is made otherwise. Students who are not able to return to school in the hybrid model will be assigned to Cohort B and will participate in our remote-only option which we are calling the Fall River Flex Learning Academy.

The Fall River Public schools will attempt to maximize the number of students included in Cohort A while remaining attentive to the following:

- DESE's recommendation to prioritize students in the "high needs" subgroup
- DESE's health and safety requirements and related guidance for in-person learning
- Physical capacity at each of our sixteen schools
- School based recommendations for student prioritization

All families can expect the following as we transition to a hybrid model in the fall:

- Families will be contacted in regards to student cohort placement.
- Families of students prioritized to attend in-person four days each week will have the option of daily in-person instruction as part of Cohort A, to participate in the fully remote Cohort B, or to participate in the hybrid model as part of Cohort C/D.
- Students placed in Cohort C and Cohort D will alternate between in person learning and remote learning. Remote weeks will offer students both synchronous and asynchronous lessons.
- Attendance will be taken daily in all cohorts, whether students are attending in person or working remotely.
- All student work will be graded using traditional FRPS grading policy and metrics.
- All students will learn remotely on Wednesdays. On these days, teachers will check in with students and deliver small group personalized-instruction remotely. Students will also participate in enrichment/elective programming, and/or engage in self-directed remote learning. Wednesdays will be designated as transition days, allowing schools to be thoroughly cleaned with deep sanitization cleaning for a total of two deep cleans per week.
- During weeks of in-person learning, all students will be expected to adhere to safety guidelines such as:
 - Wearing masks (except during designated mask breaks)
 - Maintaining appropriate social distance - 6 feet apart
 - Frequent hand sanitizing
 - Staying within cohorts

Elementary Hybrid Model: At the elementary school level, students will alternate one week of in-person instruction and one week of remote learning with ALL students learning remotely on Wednesdays. During the remote learning week, students will engage in application of prior learning, independent reading and writing tasks, digital learning using programs such as iReady/Dreambox/ST Math (and other content-specific platforms), and complete work or projects in preparation for the in-person learning week. Students will be required to submit work to their teachers via Google Classroom/Seesaw upon completion. During the in-person learning week, students will engage in their typical learning activities including core academic instruction, interventions, and specialist subjects like advisory, art, music, physical education and health. Counseling, special education, and EL services will be delivered both in-person and remotely, pending individual needs.

Expectations for the hybrid elementary school model are as follows:

DAILY EXPECTATIONS IN THE HYBRID MODEL

PK-5 In-Person Learning Week	PK-5 Remote Learning Week
<p>During their in-person week:</p> <ul style="list-style-type: none">• Students will attend in-person instruction four days each week, and remote instruction one day each week.• All students will be assigned to a school-based cohort and remain in that cohort throughout each day.• Students will attend school for their regularly scheduled day.• Attendance will be taken daily.• Students will begin their day with Morning Meetings.• Students will be learning using FRPS curricula.• Learning materials and supplies will not be shared - they will be assigned to individual students.• Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible.• Mask breaks will be built into the schedule.• Students will have lunch in the cafeteria if safety allows and social distancing can be maintained.• Students will follow safety protocols for using bathrooms, using a classroom log to document their transitions.• Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus, unless warranted by extreme circumstances.• Students will attend Specialist classes as a cohort. Where possible, Specialist teachers will travel to assigned classes.• Hallway transitions will be explicitly taught and adhered to. Students will observe social distancing guidelines.	<p>During their remote week:</p> <ul style="list-style-type: none">• Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled.• Attendance will be taken daily.• Students will begin their day with synchronous Morning Meetings.• Students and teachers in PK-2 will use Seesaw to assign/submit work and provide/receive feedback. Students in grades 3-5 will use Google Classroom.• Students will be required to log into CLEVER to get into their personalized page.• Students will be learning using FRPS curricula.• Students will independently complete work from in-person sessions, as well as additional digital work assigned by their teacher.• Google Meet will be used for synchronous meetings/teaching.• Student work will be graded and feedback will be offered as if they were in school.• Classroom teachers will provide support during remote learning via digital mediums, phone, email and/or video.• Faculty will make contact with students and small groups will be established for differentiated supports.

Elementary School Model Sample Schedules

COHORT A – 4 days in-person learning, 1 day remote learning

IN PERSON	IN PERSON	REMOTE	IN PERSON	IN PERSON
Monday	Tuesday	Wednesday	Thursday	Friday
MORNING MEETING				
ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH
LUNCH & RECESS				
SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS
PERSONALIZED LEARNING TIME				
SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS

COHORT B Schedule – See p. 21

COHORT C - WEEK 1 – 4 days in-person learning, 1 day remote learning

IN PERSON	IN PERSON	REMOTE	IN PERSON	IN PERSON
Monday	Tuesday	Wednesday	Thursday	Friday
MORNING MEETING/ ATTENDANCE				
ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH
LUNCH & RECESS				
SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS
PERSONALIZED LEARNING TIME				
SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS

COHORT C - WEEK 2 – 5 days remote learning

REMOTE	REMOTE	REMOTE	REMOTE	REMOTE
Monday	Tuesday	Wednesday	Thursday	Friday
MORNING MEETING/ ATTENDANCE				
ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH
LUNCH & RECESS				
SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS
PERSONALIZED LEARNING TIME				
SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS

COHORT D - WEEK 1 – 5 days remote learning

REMOTE	REMOTE	REMOTE	REMOTE	REMOTE
Monday	Tuesday	Wednesday	Thursday	Friday
MORNING MEETING/ ATTENDANCE				
ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH
LUNCH & RECESS				
SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS
PERSONALIZED LEARNING TIME				
SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS

COHORT D - WEEK 2 – 4 days in-person learning, 1 day remote learning

IN PERSON	IN PERSON	REMOTE	IN PERSON	IN PERSON
Monday	Tuesday	Wednesday	Thursday	Friday
MORNING MEETING/ ATTENDANCE				
ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH
LUNCH & RECESS				
SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS	SCIENCE/SS
PERSONALIZED LEARNING TIME				
SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS

Middle School Hybrid Model: At the middle school level, students will alternate between one week of in-person instruction and one week of remote learning, with ALL students learning remotely on Wednesdays. During the remote learning week, students will engage in application of prior learning, independent reading and writing tasks, digital learning using programs such as MATHia/iReady/PLTW (and other content-specific platforms), and completion of work or projects in preparation for the in person learning week. Students will be required to submit work to their teachers via Google Classroom upon completion. During the in-person learning week, students will engage in their typical learning activities such as core academic classes, interventions, and specialist subjects including advisory, art, music, physical education and health. Counseling, special education, and EL services will be delivered both in-person and remotely, pending individual needs. Expectations for middle school hybrid learning are as follows:

DAILY EXPECTATIONS IN THE HYBRID MODEL	
Grades 6-8 In-Person Learning	Grades 6-8 Remote Learning
<p>During their in-person learning week:</p> <ul style="list-style-type: none"> • Students in grades 6-8 will be assigned to a school-based cohort and remain in that cohort for all classes, wherever possible. • Students will attend in-person instruction four days each week, and remote instruction one day each week. • Attendance will be taken in every class. • Students will be learning using FRPS curricula. • Learning materials and supplies will not be shared - they will be assigned to individual students. • Classrooms will be set up with student 	<p>During their remote learning week:</p> <ul style="list-style-type: none"> • Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled. • Attendance will be taken daily. • Students and teachers will use Google Classroom to submit and assign work and to receive/provide feedback in grades 6-8. • Students will be learning using FRPS curricula. • Students will be required to log into CLEVER to get into their personalized page. • While remote, students will

<p>desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible.</p> <ul style="list-style-type: none"> • Masks breaks will be built into the schedule. • Students will have lunch in the cafeteria if safety allows and social distancing can be maintained. • Students will follow safety protocols for using bathrooms, using a classroom log to document their transitions. • Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. Students will not be allowed to change bus, unless warranted by extreme circumstances. • Students will attend Specialist classes as a cohort. Where possible, Specialist teachers will travel to assigned classes. • Hallway transitions will be explicitly taught and adhered to. Students will observe social distancing guidelines. 	<p>independently complete work from in-person sessions as well as additional digital work assigned by their teacher.</p> <ul style="list-style-type: none"> • Google Meet will be used for synchronous meetings/teaching. • Student work will be graded and feedback will be offered as if they were in school. • Classroom teachers will provide support during remote learning via digital mediums, phone, email and/or video. • Faculty will make contact with students, and small groups will be established for differentiated supports.
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Middle School Model Sample Schedules

COHORT A – 4 days in-person learning, 1 day remote learning

In-Person Learning		Remote	In-Person Learning	
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Unified Arts	Unified Arts	Unified Arts	Unified Arts	Unified Arts

COHORT B – See p. 21

COHORT C - WEEK 1 – 4 days in-person learning, 1 day remote learning

In-Person Learning		Remote	In-Person Learning	
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Unified Arts	Unified Arts	Unified Arts	Unified Arts	Unified Arts

COHORT C – WEEK 2 – 5 days remote learning

Remote Learning				
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Unified Arts	Unified Arts	Unified Arts	Unified Arts	Unified Arts

COHORT D - WEEK 1 – 5 days remote learning

Remote Learning				
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Unified Arts	Unified Arts	Unified Arts	Unified Arts	Unified Arts

COHORT D - WEEK 2 – 4 days in-person learning, 1 day remote learning

In-Person Learning		Remote	In-Person Learning	
Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Unified Arts	Unified Arts	Unified Arts	Unified Arts	Unified Arts

High School Hybrid Model: At the high school level, students will alternate between one week of in-person instruction and one week of remote learning. During the remote learning week, students will engage in application of prior learning, independent reading and writing tasks, digital learning using programs such as MATHia/College Board AP & PreAP (and other content-specific platforms), and by completing work or projects in preparation for the in person learning week. Students will be required to submit work to their teachers via Google Classroom upon completion.

During the in-person learning week, students will engage in their typical learning activities such as core academic classes, interventions, and specialist subjects including advisory, art, music, physical education and health. In an effort to reduce the number of transitions on a given day and allow for more time on learning, the high school will double the length of each instructional block while maintaining the integrity of their master schedule extending their six period schedule over two days. Counseling, special education, and EL services will be delivered both in-person and remotely, pending individual needs.

Expectations for high school hybrid learning are as follows:

DAILY EXPECTATIONS IN THE HYBRID MODEL	
Grades 9-12 In-Person Learning	Grades 9-12 Remote Learning
<ul style="list-style-type: none"> ● Wherever possible, students in grades 9-12 will be assigned to a school-based cohort and remain in that cohort for all classes. ● Teachers will rotate through cohorted classes to the extent possible. ● Students will attend in-person instruction four days each week, and remote instruction one day each week. ● Attendance will be taken in every class. ● Students will be learning using FRPS curricula. ● Learning materials and supplies will not be shared - they will be assigned to individual students. ● Classrooms will be set up with student desks in rows, with 6 ft. distance between seats, and facing in the same direction where possible. ● Masks breaks will be built into the schedule. ● Students will have lunch in the cafeteria if safety allows and social distancing can be maintained. ● Students will follow safety protocols for using bathrooms using a classroom log to document their transitions. ● Students will follow safety protocols for using the bus; masks will be worn at all times while in transport. ● The HS will attempt to group students as a cohort in order to minimize transitions; where possible, specialist teachers will travel to assigned classes. ● Hallway transitions will be explicitly communicated, taught, and adhered to. Students will observe social distancing guidelines. 	<p>During their remote learning week:</p> <ul style="list-style-type: none"> ● Students will attend synchronous instructional meetings on Wednesdays and at other times, as scheduled. ● Attendance will be taken daily in every class ● Students and teachers will use Google Classroom to submit and assign work and to receive/provide feedback. ● Students will be learning using FRPS curricula. ● Students will be required to log into CLEVER to get into their personalized page. ● Students will independently complete work from in-person sessions as well as additional digital work assigned by their teacher. ● Google Meet will be used for synchronous meetings/teaching. ● Student work will be graded and feedback will be offered as if they were in school. ● Classroom teachers will provide support during remote learning via digital mediums, phone, email and/or video. ● Faculty will make contact with students, and small groups will be established for differentiated supports.

High School Sample Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 9:35 Block 1 (100 mins)	Period 1	Period 4	Remote Learning	Period 1	Period 4
9:40 - 11:20 Block 2 (100 mins)	Period 2	Period 5	Remote Learning	Period 2	Period 5
11:25 - 12:55 Block 3 (90 mins)	WIN/LUNCH	WIN/LUNCH	Remote Learning	WIN/LUNCH	WIN/LUNCH
1:00 - 2:40 Block 4 (100 mins)	Period 3	Period 6	Remote Learning	Period 3	Period 6

COHORT A - 4 days in-person learning, 1 day remote learning

Monday	Tuesday	Wednesday	Thursday	Friday
ELA II	French II	Remote Learning	ELA II	French II
CP Biology	Algebra II	Remote Learning	CP Biology	Algebra II
WIN/LUNCH	WIN/LUNCH	Remote Learning	WIN/LUNCH	WIN/LUNCH
Ceramics	USW History II	Remote Learning	Ceramics	USW History II

COHORT B – See p. 21

COHORT C – Week 1 - 4 days in-person learning, 1 day remote learning

Monday	Tuesday	Wednesday	Thursday	Friday
ELA II	French II	Remote Learning	ELA II	French II
CP Biology	Algebra II	Remote Learning	CP Biology	Algebra II
WIN/LUNCH	WIN/LUNCH	Remote Learning	WIN/LUNCH	WIN/LUNCH
Ceramics	USW History II	Remote Learning	Ceramics	USW History II

COHORT C - Week 2 – 5 days remote learning4 days in-person learning, 1 day remote learning

Monday	Tuesday	Wednesday	Thursday	Friday
ELA II				
CP Biology				
Ceramics	Ceramics	WIN Check In	Ceramics	Ceramics
French II				
Algebra II				
USW History II				

COHORT D - Week 1 – 5 days remote learning

Monday	Tuesday	Wednesday	Thursday	Friday
ELA II				
CP Biology				
Ceramics	Ceramics	WIN Check In	Ceramics	Ceramics
French II				
Algebra II				
USW History II				

COHORT D - Week 2 – 4 days in-person learning, 1 day remote learning

Monday	Tuesday	Wednesday	Thursday	Friday
ELA II	French II	Remote	ELA II	French II
CP Biology	Algebra II	Remote	CP Biology	Algebra II
WIN/LUNCH	WIN/LUNCH	Remote	WIN/LUNCH	WIN/LUNCH
Ceramics	USW History II	Remote	Ceramics	USW History II

FRPS Fully Remote Learning Model: Fall River Public Schools has designed the Fall River FLEX Virtual Academy, a fully remote learning academy to support students and families in grades PK-12 who are unable to attend schools in a hybrid format for various reasons. In order to maintain consistency in instruction, students who opt into the fully remote model to start the school year will be asked to commit to the model for the entirety of the 1st semester (Jan 29, 2021). At the conclusion of the first semester, students who opted into the remote model to start the school year may opt out of remote and into the hybrid model for the start of the next term pending space availability and transportation capacity. During the 2nd week of January 2021, we will provide parents with a mechanism to notify their school principal of their intention so that appropriate arrangements for transportation and class assignments can be made.

Fall River Public Schools Flex Academy

- Students will be required to log into CLEVER to get into their personalized page.
- Students will follow a virtual program of studies facilitated by a FRPS teacher and aligned with state and local curriculum.
- Edgenuity will be leveraged for students in grades 6-12, while students in grades PK-5 will access Pearson Connexus.
- Students in PK-5 will begin their day in homeroom with a synchronous learning experience such as Morning Meeting.
- Students will follow an assigned schedule for all classes.
- Attendance will be taken daily.
- Students will be assessed, graded, and receive feedback as if they were attending school in person.
- Students will be expected to participate in synchronous instruction daily for all classes.

FLEX Academy Sample Schedules

COHORT B – Elementary Fully Remote Learning Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting/ Attendance				
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Lunch & Recess				
Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
Personalized Learning Time				
Specials	Specials	Specials	Specials	Specials

COHORT B – Middle School Fully Remote Learning Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social Studies				
Unified Arts				

COHORT B – High School Fully Remote Learning Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
Period 3	Period 3	Period 3	Period 3	Period 3	Period 3
Period 4/Lunch	Period 4	Period 4	Period 4	Period 4	Period 4
Period 5	Period 5	Period 5	Period 5	Period 5	Period 5
Period 6	Period 6	Period 6	Period 6	Period 6	Period 6

Meeting Tech Needs in a Hybrid Model: Readyng our school community for opening in the proposed hybrid model will require 1:1 access to technology for both students and instructional staff. Currently, FRPS has 9,900 chrome books distributed (or available for distribution) to students and instructional staff across its sixteen schools. This includes 2300 wifi-enabled laptops that will be made available to middle school students through our Digital Promise Verizon Innovative Learning Schools (VILS) partnership. As part of our initial move to support students in their remote learning in the spring and throughout the summer months, 3,500 of our 9,250 student chrome books were distributed to students across the district for home use. These chrome books are scheduled to return to schools in the next couple of weeks so that they can be cleaned, serviced, and readied for redistribution for SY21. Given the current and anticipated availability of technology, we are about 1,500 chrome books short of providing 1:1 access to technology for students and instructional staff across the district.

Special Education: All of our students with substantially separate placements (over 240 minutes of C grid services per day) will be provided the parent/guardian option to attend school in-person for 4xweekly face-to-face instruction by joining our Cohort A. In particular, these are students who are placed in our Autism Spectrum, Community Based, Language Based, and Social Emotional Classrooms. Students whose placements are for Full or Partial inclusion (80% or less of B' grid services) will attend school in-person for face-to-face instruction by joining either Cohort C or Cohort D. All students' families will have the option for them to attend school remotely by joining our Fall River FLEX Learning Academy, also known as Cohort B. No matter which placement a child is in or which reopening posture our school system is in, the Office of Special Education, in collaboration with district schools, will provide all of the services in Individualized Education Plans (IEPs).

For our students who are attending our Hybrid model, we will plan strategically to provide as many of their services as we do when they are attending school in-person. Schools and services providers (Speech, OT, PT, ABA) will collaborate with parents/guardians on this as it may require a modified service delivery model. An example of this might be: *Student X is attending in the hybrid model, and has Speech and Language Services 1x30min per week in their IEP. The child's school assigned Speech and Language Pathologist may reach out proposing 2x30 bi-weekly so they can receive all speech services in person.*

When it is not possible for our schools to provide all services in person, services will be provided remotely. All of our service providers have participated in the necessary training for telehealth services and will be ready to serve students. An example of this may be as follows: *Student A has small group Speech and Language services 1X30 per week, and a Social skills group 1x30 per week, along with academic services. Student A will have their Speech services and Social skills in person when attending and remotely when at home. Services will continue to be provided in either setting.*

For students attending remotely, all services will be provided remotely at predetermined scheduled times. Our services providers (including 1:1 paraprofessionals) will contact parents to notify them of these times and work in a collaborative manner to schedule during the school day.

In addition to services, the Special Education department is collaborating with school sites and the Facilities Department to ensure that students continue to have access to sensory rooms, de-escalation spaces, and rooms for pull-out services. All aspects of the child's Special Education programming prior to school closure will remain in place, to the extent possible and as safety will allow.

For our students with disabilities who will be attending school in-person weekly (Cohort A), the Office of Special Education has created safety guidelines and trained school personnel on the following areas: toileting, feeding, and physical management of students. The purpose of these guidelines is to preserve the health and safety of both students and staff during the COVID-19 pandemic. The safety guidelines will be posted on the special education homepage and posted in classrooms.

Evaluations have resumed this summer and will continue throughout the school year. Students will be evaluated when they are in-person at schools and results will be reviewed virtually. For students attending remotely, assessors (School Psychologists, Speech and Language therapists, Occupational therapists etc.) will contact parents to set up times for individual in person testing.

Lastly, all IEP meetings will be held virtually until further notice. The Special Education Department experienced great success with virtual meetings during last spring's closure and plan to keep this momentum going for the reopening of school. We will continue to assess the efficacy of this model throughout the school year.

Social and Emotional Learning and Supports: The return to school this year will be unlike any other and will be emotionally charged for students and adults. In this context, the goal of Social-Emotional Learning in Fall River Public Schools will be to deliver a comprehensive Social-Emotional Learning curriculum with opportunities for social-emotional skill development within all parts of the school day. This includes engaging in explicit SEL instruction, participating in instructional activities that integrate SEL into academic learning, and engaging with the entire school staff as well as community partners through the provision of a variety of social and emotional supports. Regardless of whether students are physically present in classrooms or engaging in remote learning, relationships among teachers, school administrators, support staff, families, and community providers will shape student learning environments as well as their social, emotional, and academic growth.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created 5 core social and emotional competencies to promote this growth situated within the contexts of classrooms, schools, and communities. These include: Essential skills include Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible decision making. Beginning last school year, taking these skills in mind, a review of research, evidenced practices for supporting learning, survey data, and the SEL strengths and needs of our students was conducted. As a result of this review, Fall River Public Schools introduced *Choose Love*, a PreK-12 SEL curriculum tied to CASEL core competencies. *Choose Love* is broken into four pillars: Courage, Gratitude, Forgiveness and Compassion in Action. All pillars are linked to outcomes listed below. Parents can also join the choose love curriculum at home: <https://chooselovemovement.org/at-home/>

The Choose Love curriculum along with other modes of delivery such as *Responsive Classroom*, *Open Circle* and *PBIS*, will be integral in helping create safe, supportive schools and an inclusive school community. All students will have access to a Multi-Tiered System of Support (MTSS). School teams will work together to support students who need a tier 2 level of targeted support and/or a tier 3 level of intensive support through check-ins with students and their respective guardians, teacher collaboration, and partnerships with families. School adjustment counselors, guidance counselors and/or outside agencies will directly support students needing more intensive support. All three levels of support will be designed to leverage social and emotional learning to promote equity and inclusive practices.

SEL PLAN PRIOR TO START OF SCHOOL
Bolstering Supports for all Students, Staff, and Families

Engaging Students and Families:

- Students will be assigned an advisor or morning meeting teacher so they have one advocate to support their academic and SEL success throughout the year.
- All students/families will receive an SEL check-in by a designated school-based support person (who speaks the home language) prior to the beginning of the school year. Check-in's will assess how families are doing, best methods of communication, update contact information and language preferences, and to discuss individual student SEL needs.
- Individual schools will work to create and share resources to introduce new protocols, new staff, and show

students new classroom design/set up.

- Virtual Orientations for students and families new to schools will take place during the two weeks preceding the beginning of the school year.
- Students and Parents/Guardians will be sent information and training on the *Remind* communication system and how it can be used to support students' learning.
- Letters will be sent to all parents in August (in home language), including a list of frequently asked questions regarding return to school, safety regulations, and important contact numbers of school personnel.

Supporting Staff:

- Staff will engage in professional development and have opportunities to reconnect with their educational teams before students enter the buildings.
- Professional learning will be delivered on adult strategies for managing stress (self-care), responding empathetically to challenging emotions and behaviors from students, and building positive relationships.
- Interested staff will have opportunities to assist with the school specific plans for reopening.
- Letters will be sent to all staff in August with a list of frequently asked questions regarding return to school, safety recommendations, and what changes to expect when students return to school.

SEL PLAN WHEN SCHOOL BEGINS

Maintaining Supports for all Students, Staff, and Families

<p>In Person (Cohort A) & Hybrid (Cohorts C & D)</p>	<p>Remote (Cohort B)</p>
<p><i>Building school culture</i></p> <ul style="list-style-type: none"> • All students will have in-person synchronous morning meetings (K-5) and/or advisories (6-12) • Schools will plan and conduct team-building activities to help transition students back to school • All students will be provided the opportunity to learn and practice new protocols (i.e. masks, handwashing) • An <i>Incredible Kid</i> week will take place within the first month of school. Celebrations of students will take place throughout the year 	<p><i>Building school culture</i></p> <ul style="list-style-type: none"> • All students will have virtual morning meetings (K-5) and/or advisories (6-12) through Google Hangout platform. • Teams will plan and conduct virtual team-building activities designed to introduce students to remote instruction and virtual classmates. • An <i>Incredible Kid</i> week will take place within the first month of school. Celebrations of students will take place throughout the year
<p><i>Engaging Families</i></p> <ul style="list-style-type: none"> • All families will be provided with a resource guide that will include self-care strategies, social-emotional skill builders, and community resources to provide SEL support. • Counseling staff will work to connect families to community-based mental health and family support resources as needed. • A schedule for virtual parent conferences will be developed within the first two months of school. 	<p><i>Engaging Families</i></p> <ul style="list-style-type: none"> • All families will be provided with a resource guide that will include self-care strategies, social-emotional skill builders, and community resources to provide SEL support. • Counseling staff will work to connect families to community-based mental health and family support resources as needed. • Monthly progress monitoring meetings will take place to assess students' SEL and academic strengths and needs.

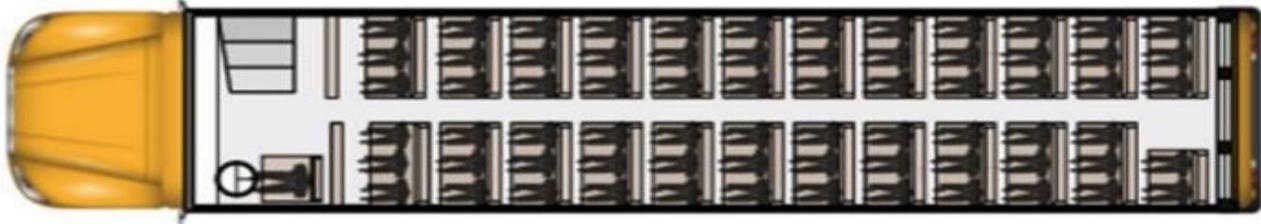
	<ul style="list-style-type: none"> • A schedule for virtual parent conferences will be developed within the first two months of school.
<p><i>Supporting Students</i></p> <ul style="list-style-type: none"> • As students transition back, schools will welcome them back with energy and enthusiasm, spending time introducing students to new routines and procedures. • Students will participate in morning meetings and/or advisory to build community, and develop SEL and academic skills. • Students will engage in synchronous SEL virtual and in-person lessons around the Choose Love Curriculum, Responsive Classroom and Zones of Regulation. Students will get 4-6 lessons of <i>Choose Love</i> in the first 45 days of the school year • School Guidance Counselors and Adjustment Counselors will provide academic and SEL support as well as college/career development both in-person and through remote learning platforms such as <i>Google Meets</i>. • Individual schools will develop a schedule of in-school counseling support by outside counselors (i.e. telehealth), and will provide space to assure confidentiality. • School guidance counselors and school adjustment counselors will create SEL groups based on student needs and the MTSS framework. • Schools will work with students to set up a schedule of opportunities for physical activity and mask breaks for students and staff. 	<p><i>Supporting Students</i></p> <ul style="list-style-type: none"> • The first week of remote learning will be dedicated to welcoming students back with energy and enthusiasm, and orienting students to remote learning. • Students will participate in virtual morning meetings and/or advisory to build community, and develop SEL and academic skills. • Students participating remotely will be able to engage in synchronous lessons around the Choose Love Curriculum, Responsive Classroom and Zones of Regulation. • For the students who will be learning remotely, the School Adjustment Counselors and School guidance counselors will provide academic and SEL support as well as college/career through remote learning platforms such as <i>Google Meets</i>. • School guidance counselors and school adjustment counselors will create virtual SEL groups based on student’s needs and the MTSS framework.
<p><i>Supporting Staff</i></p> <ul style="list-style-type: none"> • Educators will be provided professional development on new protocols and will be given time to practice. • Educators will be provided with additional time in their schedule (i.e. Wednesday remote days) for team collaboration around the ten-day planning cycle. • Educators will be provided with professional development on secondary trauma and the importance of teacher self-care. • Educators will be provided with professional development regarding cultural proficiency. 	

District Operations

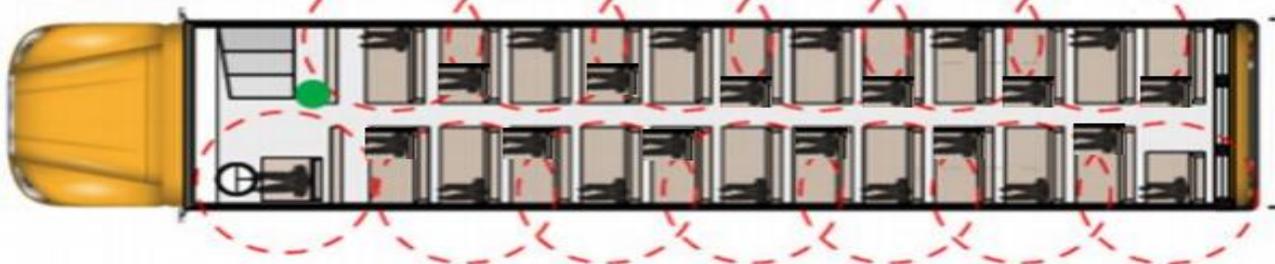
Transportation Operations: Transporting students in the hybrid model, we will employ the 3-foot seat distancing guidance offered by DESE. To do so, we have tiered out bus schedules and will continue to work on adjusting routes in preparation for our fall opening. Because we will be transporting fewer students on a daily basis, in-district transportation costs are not expected to increase. We do anticipate an increase in out-of-district transportation costs; however, as vehicle size and capacity can become restrictive and will likely require additional vehicles to accomplish the task. Contracted bus services include the sanitization of all vehicles between tiered runs and at the conclusion of each day. *Note: From the analysis of our survey data, families who indicated that they would return their students to school in a hybrid model were asked a follow-up question as to whether or not they would utilize FRPS transportation in the coming school year. Specifically, they were asked, “Will you utilize FRPS transportation when schools reopen (in a hybrid model), in the fall?” Overall, only 26% of families who indicated they would return in a hybrid model also indicated they would return utilize FRPS transportation.*

The following graphics illustrate a comparison of seating arrangements on our largest vehicles as we plan to employ 3-foot distancing on all of our routes.

71 students



24 students



Food Service Operations: FRPS is prepared to serve breakfast and lunch five days per week to all of our students, including those working remotely and those participating in in-person instruction. Our team is ready to provide a combination of grab & go and on-site food delivery system, making modifications to current operations to ensure safety. Food service will include our after the bell “breakfast in the classroom” program PreK-12, but we will eliminate the “share table” for community sharing of food. Instead, students will be able to place unused and untouched food items in their backpacks directly to take home. We will continue to use our cafeterias for lunch service, adhering to 6-foot distancing. Specifically, we have established entrance and exit protocols, as well as procedures for lunch delivery, cleanup, and sanitization of shared spaces in the cafeteria.



Building Sanitization: Our 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 engage in a deep sanitization process every Wednesday during face-to-face operations (100% in person or hybrid model). In addition to performing regularly scheduled wipe-downs of tables, chairs and other surfaces, as well as emptying trash, cleaning restrooms, vacuuming and cleaning floors, custodians will engage in specialized cleaning routines. These routines will include:

- additional daily disinfection of all touchpoints*
- the use of new electro-static sprayers which have been deployed as a supplemental safety measure
- the use of specialized cleaning products, including a concentrate specifically mixed at a level designed to mitigate germ transfer (to be used only by trained staff while rooms are not occupied)
- the use of other approved, pre-mixed disinfectants to clean up common school issues
- the installation of wall-mounted and free-standing hand sanitizing stations in various location at all schools

*Touchpoints include:

- Computer keyboards and touch screens
- Door handles & push bars & push plates everywhere
- Light switches
- Handrails

- Classroom door windows
- Classroom sinks and faucet handles, counters
- Classroom tables/chairs
- Elevator push buttons
- Water fountains/bottle filling stations
- Restroom doors, handles and push plates
- ADA Bars
- Toilet and urinal handles
- Sanitary napkin dispensers
- Sink and faucet handles
- Toilet paper, soap, and paper towel dispensers and handles



HVAC Air Quality Systems: The sixteen school buildings of the Fall River Public Schools have a variety of commercial HVAC systems, differing depending on age and school construction/design and we work to ensure that all of our HVAC systems have been properly and officially commissioned and are operating correctly. We recognize HVAC systems as an integral component in our safety planning to reduce potential COVID-19 transmission rates, and have made it part of our broad-based multi-modal district-wide infection control strategy.

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 vacuumed and sanitized as specified by the manufacturer. 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.

In modulating outside-air systems, or systems that allow for adjustments to be made in outside air intake, we will be increasing the current rate of outside air (or changes of air). These rates are currently at 3-5 times per hour, and, using building-based operating controls, we will take steps to increase the rate to 4-6 times per hour as an average across the District. This process requires increasing the system's exhaust air rate which, in turn, dilutes the percent of contaminants in the circulating air.

**Note: Increasing the outside air rate or ventilation rate will likely result in increased energy usage (and related costs) and may result in mechanical difficulties to maintain the desired temperature and humidity within a building.*

In summation, FRPS has taken prudent and practical preventative measures to improve air quality in our buildings. We will continue these practices as described and will engage in these activities to further reduce COVID-19 spreads risks:

1. HVAC preventative maintenance will be conducted as prescribed by the recognized industry standards and the preventative maintenance procedures we have established.
2. Building maintenance staff will confer with service providers to ensure timely service is delivered to our buildings.
3. We will remain ever vigilant in checking and increasing outside air rates.
4. Maintain and review with regularity all preventative maintenance and inspection records to ensure and confirm that duty of care has been provided.
5. Upgrade and replace air filters with greater regularity to reduce COVID-19 transmission potential.
6. In buildings with windows that open, we will open windows for regular air flow during the day and in the evening when possible.

Across our district, we have over 3,000 individual filters within our HVAC systems. Changed twice per year, we will use 9,000 separate individual filters in any given year.

Note: Two district schools, Durfee High School and Talbot Middle School, were designed with windows that do not open. We have addressed issues of air quality in these two buildings for years. We have a specific strategy moving forward during COVID operations where we will use a system of additional fans and more frequent air exchanges, plus enhanced maintenance of our air conditioning filter systems to address issues of air quality in these two buildings.

COVID-19 Specific Capital Improvement Projects: Across the district, we are also engaging in construction projects to provide further safeguards for students and staff. Projects at all sixteen schools and our Parent and Community Engagement Center will ensure that all of these district spaces have secure entry systems that offer electric locks on interior vestibule doors, as well as speaker systems and pass-through doors. These measures will allow for no-contact communication and the drop-off/pick-up of school-related items. Additionally, “storefront systems” of plexi-glass on Main Office Desks and countertops will provide an extra layer of protection when parents and visitors must enter the building to communicate with school and office staff.

PERSONAL PROTECTIVE EQUIPMENT: As guidance continues to evolve and funding becomes available, we will continue to purchase industry standard PPE for our students and our employees. The district has purchased or intends to purchase the following items:

- Face masks for adults and students
- Face shields
- Vinyl gloves
- Isolation gowns
- Hand sanitizer refills for every classroom
- Gojo foaming hand soap refills-hand cleaner for adults
- Acrylic 24"x36" Countertop shields for small group work
- Green Seal Hypoallergenic facial tissues for classrooms
- Soft Soap with dispensers for classrooms/bathrooms

In addition, we have also purchased for custodial cleaning/sanitizing:

- Handheld electrostatic sprayers (15) with the electrostatic backpacks
- Disinfecting wipes
- Disinfecting spray
- Chlorine tablets for bathrooms
- Non-latex gloves

We will provide faculty and staff members with appropriate PPE including face shield and masks plus more restrictive clothing for nurses and substantially separate special education staff.

Non-Negotiable Standard Operating Procedures (SOP): Throughout our planning process, we received tremendous and critical feedback from our constituents and stakeholders. We have used this feedback to develop a set of very clear and sacrosanct SOP that will be norm across all of our school sites.

1. ALL students PreK-12 will be required to wear masks to the extent possible, with the exception of eating breakfast/lunch or during water breaks. This means every student and staff member and any visitor to the building must have a mask on in order to allow entry. **Note: NOBODY WILL BE ALLOWED IN OUR SCHOOL BUILDINGS WITHOUT A MASK OR FACE COVERING.**

Face coverings (aka Masks) will be required to be worn by all PK-12 students and staff unless they have provided a doctor's note documenting a medical or disability exemption. Face coverings can be disposable or reusable and must:

- fully cover the nose and mouth and secure under the chin
- be made with at least 2 layers of breathable material
- fit snugly but comfortably against the side of the face
- and be secured with ties or earloops

Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate face coverings. If a staff member or student does not have a face covering they will be provided with a face covering by the Fall River Public Schools. Nobody will be allowed access into any of our school buildings or facilities without proper face covering. *Note: See mask-specific policy in appendices & new language in student handbook, adopted 8.10.20.*



2. FRPS will provide needed PPE (to include masks/face coverings), hand sanitizer, and other preventative materials to schools and classrooms on a daily/weekly basis.

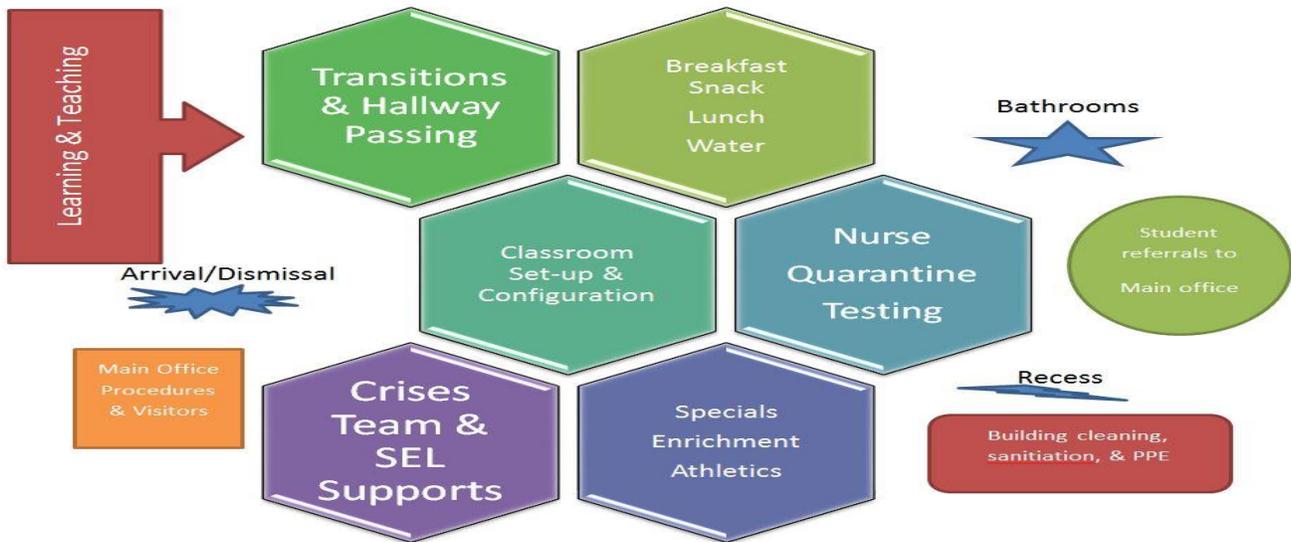
3. Schools will be cleaned and sanitized each day. Each facility will receive a deep cleaning process each Wednesday of the week (fully remote learning differentiation / PLC day), and each Friday of the week.
4. Outside groups will not be allowed to rent school spaces to avoid contamination of previously cleaned communities unless said renter also pays for all costs associated with the a deep cleaning process in the areas used during the rental.
5. All visitors will only be allowed in main office areas of the building, only, with the exception of pre-approved outside service providers who must meet the school-level SOP.
6. Student classrooms will operate as cohorts to the extent possible; students will stay grouped together from start to finish. This is problematic to achieve at the secondary level due to the comprehensive nature of secondary schools / leveling, but this will be a priority in scheduling.
7. Specialist teachers will teach in the cohort classroom to decrease hallway transitions, to the extent possible, or as state guidance allows and determined buy our capacity to clean common spaces after every use.
8. Breakfast will continue to be served in-the-classroom, while lunch will be provided in our cafeteria/lunch rooms with 6-foot distancing employed. Thus, each school will have to establish new master schedules to compensate for the additional time needed to accomplish this.
9. Faculty and staff will work out of their assigned school location on all remote learning days unless an employee (due to medical exemption covered under FMLA) is allowed to work from home, OR the Commonwealth of Massachusetts is directed to close schools down and move back to work from home posture as the result of a pandemic uptick.
10. Faculty and staff will be provided with technology and training needed for remote learning as needed and ongoing throughout the year.
11. Students in all four learning cohorts will be provided with a Chromebook and hotspot connectivity device as needed.
12. We will use 6-foot physical distancing of faculty and staff, and make other arrangements when that is not possible. For example, staff meetings may be held in-person spaced out by 6 feet, or will be held using Google Meet. Faculty and staff will eat their lunch in their assigned workspace to the extent possible to avoid unnecessary grouping and exposure.
13. Communication is critical and we will leverage REMIND and its capabilities to improve our school to home communication. We will implement our new REMIND two-way parent communication system across any language to support hybrid, remote, or in-person learning.
14. Each school will develop a school-specific safety plan and protocols based on the DESE guidance (attached) to address the necessary actions to be taken when a student or adult has COVID-19 symptoms or tests positive.
15. Six-foot spacing will be used in classrooms, lunchrooms, offices, and common areas.





School Site-Level Planning to Operationalize the Reopening Plan: Upon approval of the FRPS Reopening Plan and submission to the DESE, site-based leadership teams will begin the work of operationalizing the necessary protocols and procedures for a safe reopening at the annual Administrator Institute. Due to the current COVID-19 health crisis, this year’s Administrator Institute will be site-based so that all teams are able to customize procedures and protocols for individual buildings. Each site-level leadership team will use a formatted template based on the graphic that follows to develop site specific procedures and protocols.

FRPS SITE-LEVEL DAILY SCHOOL OPERATIONAL PLAN FOR REOPENING



Matt Malone 7.7.20

The school-level leadership teams will use the district operational framework (including the non-negotiable SOP) and the recommendation feedback we have received to articulate a clear, focused, iteration of the specific procedures and protocols that address the following areas:

- Operations and Safety procedures include :
 - Arrival and Dismissal
 - Buses
 - Hallway Transitions
 - Sanitization between classes
 - Breakfast, Lunch and Recess
 - Bathroom protocols
 - Fire Drills and Lockdown

- Masks ND PPE
- Main Office Protocols
 - Visitors
 - Late Students
- Health and Management
 - Nurse's Office protocols
 - Identifying Isolation Room
 - Sick student visits/quarantining
 - Medication distribution
 - Parent communication
- Learning and Teaching
 - Scheduling
 - Classroom Set-Up
 - Establishing Rituals and Routines:
 - Remote Learning
 - In-person Learning
 - Small Group Instruction Procedures
 - Materials Distribution
 - Class Transitions
 - Students Leaving Room
 - Co-Teaching Procedures
 - Shared Classroom Spaces
 - Scheduled Mask Breaks
 - Office Referrals
 - PLC's/Prep Time
 - Faculty Meetings
 - Professional Development
 - Student and Staff Orientations
 - Assemblies
 - Parent Meetings
- Specials, Arts and Athletics-scheduling for:
 - Unified Arts
 - Technology
 - World Language
 - Sports
 - After-School Clubs/Activities
- Crisis Teams/Social Emotional Support
 - Identify and Assemble Crisis Teams
 - Crisis Preparation/Drills
 - Morning Meeting/Advisory
 - SEL Support
 - Identify "at risk" students
 - Establish groups
 - Procedures for SEL support

Once site leadership teams have operationalized procedures, they will articulate them with faculty, staff and school councils, revise as needed based on feedback and then develop a clear training professional development schedule that they will implement over the first full adult-only 9 days of the school year.

Human Capital & Labor/Management: We know there are many labor issues to be worked out and we know there will more guidance on this topic coming from DESE. In keeping with our commitment for safety for all students and staff, we will meet and bargain with our labor unions to establish clear expectations for working conditions. We anticipate the need to enter into agreements (MOA's) with our labor unions to ensure all members clearly understand defined safety protocol requirements and conditions. *Note: All plans are subject to change based on pandemic virus metrics and/or additional state guidance.*

Under M.G.L., Ch. 150 Sec E, all changes to working conditions (both real and perceived) must be impact bargained. We are committed to good-faith bargaining with our labor unions. Said notice to bargain has been received by the FRPS and we are waiting for the deliberations of the School Committee prior to entering into impact bargaining. It is our hope to begin bargaining sometime during the week of the August 10th.

Operational Specific Virus Hypotheticals: There are and will be many very specific “what-if” questions regarding our planning and preparation for opening. Please refer to Appendix # 4, the state guidance on such specifics for the protocols that we will use. Also, as this is a dynamic plan, one must understand that we will change and adapt our plan as more information becomes available. There are many things we do not fully know, but we will solve them as they appear on the horizon in the manner used to develop our reopening plan – through clear, thoughtful, practical, and prudent planning coupled with common sense.

Thank You: This plan is the result of inclusive strategic engagement, collegiality, transparency, and the active two-way communication to seek feedback and address concerns. The faculty, staff, and students who have helped with this plan deserve recognition as do the community partners involved in our feedback looping. The parents and guardians who completed our surveys, sent email, called, or tweeted at us, are also appreciated. Our FREA and FRAA leadership teams are duly noted for their genuine collaboration and honest, straight communication. Educational colleagues and association from across the Commonwealth of Massachusetts and our partners in the Department of Elementary and Secondary Education have been extremely helpful in sharing and processing detailed plans and procedures for reopening. Special thanks to the Worcester Public Schools for sharing their bus capacity graphics. Our partners in the leadership of the City of Fall River administration, from the Mayor's office and throughout City Hall, especially the Board of Health – thank you. Our local elected state delegation and their colleagues on Beacon Hill have been very helpful to our efforts. Of course, the School Committee members of the Fall River Public Schools, who have been exceptional in shaping the planning process and providing guidance as needed while also ensuring the tools and resources needed to support our schools, are each applauded for their leadership. Finally, this plan would not be possible without our school principals and our district administrators at both the site and central levels for all of their teamwork, and their practical, candid suggestions to inform planning. With gratitude and admiration for their indomitable detailed effort, very special thanks are extended to the Superintendent's senior staff: Ken Pacheco, Chief Operating Officer; Kevin Almeida, Chief Financial Officer; Tom Coogan, Executive Director of Human Resources; Ann Dargon, Asst. Supt of Student Services; Michael Losche, Asst. Supt of Special Education; Maria Pontes, Asst. Supt of Schools/Chief Academic Officer; Deb Cabral, Executive Assistant to the School Committee; Paula Soares, Executive Assistant to the Superintendent; and Dr. Tracy Curley, Director of Data, Assessment, Research, and Accountability.

The appendix to follow includes very important information including policies in need of School Committee Approval.

1. Mask Policy (Appendix SC1a)
2. 2020-2021 School Calendar (Appendix SC1b)
3. School Start and end times 2020-2021(Appendix SC1c)
4. Protocols for responding to COVID-19 scenario's in school
5. Community Feedback Committee recommendations

September 2020

M	T	W	Th	F
	1 DESE Add'l Staff Training Days	2 DESE Add'l Staff Training Days	3 DESE Add'l Staff Training Days	4 No School
7 Labor Day Holiday	8 DESE Add'l Staff Training Days	9 DESE Add'l Staff Training Days	10 DESE Add'l Staff Training Days	11 DESE Add'l Staff Training Days
14 DESE Add'l Staff Training Days	15 DESE Add'l Staff Training Days	16 FIRST DAY OF SCHOOL for Grades 1-12 Cohorts A,B,C,D Fully Remote	17 Cohort A & C In-person F2F	18 Cohort A & C In-person F2
21 Cohort A & D In-person F2F	22 Cohort A & D In-person F2F *FIRST DAY for PK	23 Cohorts A,B,C,D Fully Remote	24 Cohort A & D In-person F2F	25 Cohort A & D In-person F2F *FIRST DAY for Kindergarten
28 Cohort A & C In-person F2F	29 Cohort A & C In-person F2F	30 Cohorts A,B,C,D Fully Remote	1 Cohort A & C In-person F2F	2 Cohort A & C In-person F2