



WESTPORT COMMUNITY SCHOOLS BACK-TO-SCHOOL REENTRY PLAN

August 2020

SUPERINTENDENT'S MESSAGE

August 5, 2020

Dear Westport Schools Community:

On March 15, 2020 Governor Charlie Baker made an announcement that would have a long-standing impact on schools across the Commonwealth, indicating that schools would be shut down for a short period of time in response to concerns around COVID-19. As we all know, the closure of schools was then extended twice, with the final announcement indicating that all Massachusetts public schools would be closed through the end of the school year. This type of notification was not unique to Massachusetts, as schools across the country and throughout the world were also implementing similar closures.

As a result, school staff were asked to implement remote learning. For many educators, including educators in Westport, this was very new and different and they were being asked to implement instruction seamlessly in a manner that they had little to no training on. They rose to the challenge, developing lesson plans and activities for students and also looking for ways to support students and families around social/emotional/health needs. Remote learning was also new for many of our students and families. For some students, the flexibility and structure of remote learning was relatively easy and the transition was smooth. For others, it presented challenges in a variety of areas: technology access, lack of engagement in instruction, difficulty with meeting the academic demands in an online environment, finding the academic demands were not challenging or robust enough, and feelings of isolation from not being able to connect meaningfully with classmates and school staff. For some parents/caregivers, issues of child care were present, as some of our families were still working in jobs where they were identified as essential workers and there was a struggle between work commitments and care of their children at home. This conflict was also experienced by some of our staff members who tried to balance providing remote instruction to their students, while at the same time caring for their own children. It wasn't perfect and we learned a lot along the way about what was successful and areas that we would need to adjust if we were confronted with a similar challenge ever in the future.

We are now confronted with the challenge as we shift into the 2020-2021 school year. The coronavirus pandemic has not subsided, despite all of the work in Massachusetts and throughout the world to minimize transmission (physical distancing, masks, shutting down businesses, etc).

Massachusetts released its "Initial Fall Reopening Guidance" on June 25, 2020, with plans to deliver additional school guidance in August. In brief, the Massachusetts Department of Elementary and Secondary Education (MA DESE) requires students and staff to maintain social distances of at least three feet, to wear face-masks (grades 2-12), and to re-examine schedule structure and transitions at the middle and high school levels by cohorts to minimize interaction.

The guidance, endorsed by medical professionals, sets the expectation that children need to be back in school this fall, while minimizing risk. The State's new guidance, based mainly on studies from outside of the United States, relaxes safety protocols for schools, which is concerning for many individuals across the Commonwealth.

The School environment is a complex structure. Our buildings are filled with children as young as 3 and up to the age of 21. Translating guidelines from the state, even those that are developed by experts in the field, is a daunting task, as no guidance document can accurately reflect the individual needs of each community or student. In Westport, we are fortunate to have been working with a team of students, parents, educators, administrators and other staff members to develop a plan that we feel will best support the wide range of student and family needs during this difficult time.

Under the state's direction, our district has developed three models for student instruction for the 2020-2021 school year. We recognize that the unpredictable trajectory of the coronavirus could impact our ability to safely implement any of these options, so it is essential that we thoughtfully develop various learning models that we could quickly transition to based on the status of the pandemic. The first model is for completely remote instruction, where students and staff would continue to work from home, but instruction would be more robust than what was provided in the spring. The second learning model prioritizes full reentry of students with extended precautions and safeguards for our students and staff. The final model is a hybrid option which incorporates aspects of both remote and in-person instruction with students attending school in some form of a rotating schedule.

This document takes many variables into account and provides the framework for what a safe return-to-school will look like for us. We appreciate the challenge and concern that each of these plans will present for families and are committed to working together with you to provide instructional opportunities for the children of Westport that meet or exceed state safety standards.

We are the Westport Community Schools!

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary Reese', with a stylized, cursive script.

Dr. Gary S. Reese
Superintendent of Schools

ACKNOWLEDGMENTS

A collaborative approach that provides opportunities for multiple voices to be heard can result in a more comprehensive, thoughtful plan; however, it can also extend the time it takes to develop a plan, as you want to make sure you have considered all thoughts and opinions. For this plan, we sought input from students, parents and other family members, community members, educators and other school staff, building-based and central office administrators, and school committee members. We conducted a variety of online surveys to better understand your concerns about the return to school in the fall. Additionally, we enlisted the support of over sixty individuals representing each of the previously listed groups to discuss the state guidelines and develop a plan that would best meet the needs of the Westport school community.

I am appreciative of the support and insight of a variety of individuals in the community who provided direction/consultation in the plan development and reviewed the plan once written, including Matthew Armendo (Westport Director of Public Health), Linda Pierce (Public Health Nurse), Dr. Erin Bromage (Associate Professor of Biology at UMass Dartmouth), the Westport School Committee, and Tim King (Town Administrator).

I would be remiss if I did not acknowledge the efforts of our facilities department to prepare our buildings for opening in the fall. Under the direction of Michael Duarte (Director of Facilities) and Kimberly Ouellette (Supervisor of Custodians), they have been busy extensively cleaning the buildings, installing new safety measures, and training on new cleaning and sanitization procedures for the fall.

Many thanks to the following members of our Westport Public Schools Fall Reentry Subcommittee for working with me and their thoughtful dialogue and discussion that helped to frame this reentry plan:

- Norman Abrahamson, Educator
- Amy Arruda, Clerical
- Thomas Aubin, Westport Junior Senior High Principal
- Donna Bedard, Teaching Assistant
- Adeline Berry, Parent
- Cheryl Carvalho, Parent
- David Cass, Parent
- Laura Charette, Assistant Principal
- Jennifer Chaves, Extended Day Director
- Leah Chesney, Assistant Principal
- Kathy Clark, Parent
- Erin Connors, Educator and Parent
- Celia Da Luz, Educator
- Diane DaPonte, Nurse Leader
- Leah DeFusco, Parent
- Deena Desmarais, Parent

-
- Michael Duarte, Director of Facilities
 - Michelle Duarte, Parent
 - Kimberly Duclos, Nurse Leader
 - Shannon Dufresne, Parent
 - Stacey Duquette, Westport Elementary Principal
 - Darren Elwell, Director of Curriculum
 - Jodi Ferreira, Educator
 - Kathryn Flanagan, Parent
 - Jennifer Gargiulo, Educator
 - Cheryl Greeson, Macomber Elementary Principal
 - Ann Hathaway, Educator
 - Julie Jodoin-Krauzyk, Parent
 - Rebecca Krzyszton, Parent
 - Maeve Leary, Student
 - Heather Madsen, Parent
 - Melissa Maltais-Avila, Educator and Parent
 - Amanda Mazzaferro, Parent
 - Kristin McDaniel, Human Resources Director
 - Kerri McKinnon, Assistant Principal
 - Jennifer McMahon, Parent
 - Tina Medeiros, Parent
 - Jennifer Merchant, Educator and Parent
 - Wendy Miranda, Student Services Team Coordinator
 - Julia Moisiades, Educator
 - Julie Morotti, Educator and Parent
 - Kimberly Ouellette, Supervisor of Custodians
 - Terry Pacheco-Majhoory, Educator and Parent
 - Trisha Paiva, Educator
 - Corrina Pereira, Parent
 - Tracy Pereira, School Nurse
 - Kristina Pontes, Educator
 - Jessica Randall
 - Michelle Rapoza, Business Manager
 - Bree Reynolds, Parent
 - Elaine Santos, Director of Special Education and Pupil Personnel
 - Karen Sigman, Educator
 - Anthony Tomah, Director of Technology
 - Amelia Van Saun, Student
 - Maria Van Saun, Parent
 - Say Van Saun, Student
 - Susan Viveiros, Educator and Parent
 - Suzanne Walinski, School Nurse
-

It is also important for me to acknowledge the collaborative nature of superintendents across the Commonwealth and the support of the Massachusetts Department of Elementary and Secondary Education, in particular Mr. Jeff Riley, Commissioner. As a superintendent group, we often meet to discuss ‘like’ concerns, to share ideas, and to work together in an attempt to prevent duplicative efforts across the state. As districts have developed plans for submission to the state, many of them shared their progress which has helped districts such as ours to decrease the amount of time reinventing the wheel. The organization of this plan is based on LExington Public Schools Blueprint. I am very thankful to superintendent Dr. Julie Hackett for not only sharing her plan, but providing input and insight into its development at our recent Massachusetts School Superintendents Association annual conference.

Thank you as well to the students, family and staff for your patience and support since the spring. I know that this has not been easy for all involved; the experiences of everyone involved truly exemplifies the saying, “It takes a village to raise a child”. I am so appreciative to the community of Westport for its continued support of our educational program.

—*With gratitude,*
Dr. Gary Reese

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EXECUTIVE SUMMARY

The executive summary provides a brief overview of the complete plan and what students, parents, school staff, and community members can expect for school reentry in the fall. Please know that these plans may be adjusted as we get more guidance and direction from Governor Baker's office, the Massachusetts Department of Elementary and Secondary Education, the Center for Disease Control (CDC) and the Massachusetts Department of Public Health.

1. The School Committee approves any modifications to the school calendar. The commissioner of education has adjusted student learning time (required number of days/hours) for the 2020-2021 school year from 180 days to 170 days in order to allow for additional professional development training for staff to prepare for all potential learning models for this school year. At the school committee meeting on Thursday, August 6th, the committee approved a revised school calendar. The first day of school for all students will be Wednesday, September 16, 2020 for students. **A link to the proposed 2020-2021 WCS School Calendar is [here](#).**
2. Whenever possible, all students and staff will practice six (6) feet of social distancing and wear face-masks in grades K-12, but will be at least three (3) feet apart from one another at all times. **As outlined in our guiding principles found [here](#), the health, safety, and well-being of our students and staff is our top priority.** The State issued initial health guidance on June 25, 2020, requiring students and staff to maintain social distances of three to six feet, to wear face-masks (grades 2-12), and to organize students at the middle and high school levels by cohorts to minimize interaction. It is our understanding that the State plans to release more guidance (now in August) on transportation and other matters. We plan to serve meals in the cafeteria with "grab and go" breakfast and lunch options ensuring safe social distancing will be available for students; however, this may need to be adjusted based on the capacity of the cafeteria to seat students safely during the lunch periods.
3. As required by DESE, this document includes plans for three types of instruction: full in-person instruction, full remote instruction, and a hybrid learning model. Based on the needs of our community and the capacity to provide in-person instruction according to state guidelines and what we believe to be in the best interest of our students and staff, we are implementing the hybrid learning option for all students, which combines both in-person and remote learning on a rotating schedule. We recognize that some students/families may prefer a fully remote option due to personal circumstances. Additionally, we also understand that some of our more vulnerable population of students will require increased in-person instruction, strategies and supports that will be in place, such as students in pre-kindergarten (including students who receive special education services and their typical peers), students with disabilities in substantially separate special education programs, and others determined to be at risk.
4. Any type of remote instruction that students and staff may need to engage in will be much more robust than the experiences that many families and staff had in the spring. The past few months have provided us with the opportunity to better understand what was successful/unsuccessful from spring instruction and to establish a more thoughtful plan for fall

instruction, which includes additional training for our school staff, as well as increased access to technology for our students and staff.

5. Our school staff will begin their work year according to the original school schedule. This will allow additional time for professional development, curriculum work and training for our staff to be better prepared for the return of students. Staff will learn about instructional strategies to best meet student needs, educational platforms to provide a more robust opportunity with students, ways to support the social emotional needs of our students during this time period, and safety measures specific to their role in the school.
6. We plan to start the 2020-2021 school year this fall with two teaching and learning models:
 - Hybrid Learning Model: This option provides students with a combination of in-person instruction and remote learning experiences.
 - Remote Learning Model: This option is available to any WCS student in grades PK-12. This model is designed to respond to the needs of those students and families who are immunocompromised, as well as others who thrive in a remote learning environment.
7. Everyone should be fully prepared for a return to remote learning if necessary, and understand that it could be a decision that must be made at a moment's notice. Some epidemiological studies suggest we could experience a "second wave" or a resurgence of the pandemic, which other states and countries have experienced. We must be ready for the possibility that all of our classes will be fully remote at some point.
8. While we recognize that it is difficult to make any concrete determinations about a learning model with so many uncertainties. As part of this plan:
 - any student can participate in remote learning,
 - doctors notes are not required, and
 - families will not be locked into one particular learning model for the entire school year. If your family circumstances change, you have a change of heart, or have yet to submit a preference, any parent/caregiver may reach out to your child's building administrator to discuss your concerns. In January, if we are still not fully in school, we will establish a process to check in with families and staff about their teaching and learning assignments. Similarly, staff members can contact Human Resources if they wish to discuss potential changes in assignments.
9. We reserve the right to make changes to any and all aspects of this WCS Reentry Plan, as we consider community feedback, additional guidance from the State, and continue to monitor COVID-19 trends.

GETTING STARTED—HERE'S WHAT YOU NEED TO KNOW

A Disclaimer

We reserve the right to change this “WCS Reentry Plan” at any time. Because of the unpredictable nature of this pandemic, we need to be prepared to make adjustments to best meet the health and safety needs of our students and staff. It is our understanding that the Massachusetts Department of Elementary and Secondary Education (MA DESE) plans to issue additional return-to-school guidance in August. We began our planning process in June. Since that time, we have been engaging the Westport Community Schools’ stakeholders to obtain input and develop this plan. It may be necessary to adjust this plan when the State’s final guidance is made available in August 2020 and as we gain a better understanding of the trajectory of the coronavirus in our community and across the commonwealth.

Because of the unpredictable nature of this pandemic, we need to be prepared to make adjustments to best meet the health and safety needs of our students and staff.

When does school start?

The School Committee approves any modifications to the school calendar. On July 27, 2020, the Massachusetts Department of Elementary and Secondary Education Commissioner Jeff

The recommended school start date for Westport Community Schools this fall is Wednesday, September 16, 2020.

Riley announced that he was adjusting the school year time requirements for the 2020-2021 school year to 170 days (from 180 days) in order to allow districts to use the first ten days engaging staff in professional development and curriculum activities related to the impact of the pandemic on student learning, social-emotional development, and health/safety. The recommended school start date for the Westport Community Schools this fall is Wednesday, September 16, 2020. If the School Committee chooses to adopt the proposed calendar, we plan to bring all pre-kindergarten (special

education and typical peers), all students with disabilities in substantially separate programs, and students identified as at-risk to school for orientation, beginning Monday, September 14, 2020. A link to the proposed 2020-2021 WCS School Calendar is [here](#).

A September 16, 2020 start date would enable us to do the following: provide more educator planning time for the upcoming school year; address special education evaluations that need to be completed; provide compensatory services for students with disabilities with the greatest need; provide intensive support to our most vulnerable students, reacclimating them to in-person school prior to the official start date; learn more about COVID-19 as new studies emerge; and (depending on the trajectory and timing of the virus in the Northeast), we may also

avoid the back-to-school stops and starts that others in the nation have experienced with a resurgence of the virus.

A later school start date for students also would help us avoid the primary elections on September 1, 2020 that may require public access to school facilities.

Initial State Guidance on the Reopening of School

We continue to await final State guidance on back-to-school plans, and it is our understanding that the Massachusetts Department of Elementary and Secondary Education (MA DESE) now plans to issue final guidance in August. On Thursday, June 25, 2020, Governor Baker shared State guidelines for Massachusetts' school re-opening in the fall. A link to the Governor's press conference is [here](#); a link to the MA DESE initial reopening of school guidance is [here](#). During the Governor's press conference, the spokesperson for the Massachusetts Chapter of the American Academy of Pediatrics stated that they "share [the MA DESE] goal of bringing most children in the Commonwealth back to in-person learning this fall, while minimizing risk to them, the school staff, and their families."

The MA DESE guidance sets forth the several guidelines for public schools, including but not limited to the following:

- All students in grades 2 through 12 will wear face-masks in school;
- All students and staff will stay three to six feet apart;
- We should organize students at the middle and high school levels by cohorts to minimize interaction.

Your Back-to-School Options

The health, safety, and well-being of our students and staff is our top priority. As noted in the [Your Health, Safety, and Well-Being](#) section of this plan, we are working with the local Board of Health and Town health officials to plan the safest return-to-school in the fall. The public health COVID-19 indicators show that Massachusetts maintains a downward/level trend. We are paying close attention to case numbers and rates in Bristol county. The Westport Health Office provides weekly situation reports that document the cases by age, gender, and race in Westport and comparison case numbers of neighboring communities. We closely monitor these data, and we should be prepared to move rapidly to full-time remote learning should numbers increase.

Until such time as we are able to return all students safely to full-time in-person school, we are providing two options for teaching and learning for the fall of the 2020-2021 school year: (a) Remote Learning; or (b) Hybrid Learning Model. After weighing the pros and cons of many models of learning it was determined that these two back-to-school options are the safest for us at this time. Students on IEPs and 504s will receive their required services with either option. These services will take place either remotely or in-person, depending on individual

circumstances. The other model considered, but not included as an option for families, was the full in-person model. We have presented plans for this model in this document but opted not to offer it at this time as we did not feel we could safely get all students and staff back into the buildings full time, meeting the safety guidelines and in consultation with our local Board of Health and other experts.

Any time a decision is made for a large group of individuals, it is likely to have the Goldilocks effect. Some people will think we have not done enough to return our students and staff to 'normal' school instruction... Others will think we are rushing the reentry into school... And then there will be those that feel that the decision and subsequent plan is 'just right'...

We recognize how difficult it has been for our school community to make a choice now for a preferred model of teaching and learning, given so many uncertainties. The Commissioner of Education indicated in recently released [FAQs](#) that parents/caregivers can choose to keep their children at home learning remotely. Now that we have authorization from the State, we are providing families with the following opportunities with regards to selecting an option for learning: (1) any student can participate in remote learning, (2) doctors notes are not required, and (3) families will not be locked into one particular learning model for the entire school year.

If family circumstances change or a parent/caregiver has concerns about the model of learning that they selected for their child, please contact your child's building principal to discuss your concerns. Please know that children can not repeatedly switch back and forth between models, as it will disrupt the learning of your child and the other students in the class. Additionally, when students switch between the learning models, it may result in a change of teacher/courses. If we are not back to full-time in-person schooling by January, we will establish a process to check in with families about their learning assignments. Additionally, staff members can contact Human Resources at any time if they wish to discuss any individual concerns or needs while instructing under these unusual circumstances.

The Macomber Elementary School will provide learning in a manner tailored to the needs of our preschool children with and without special learning needs. Class groupings will maintain the necessary integration ratios but will remain small. **These small class groups will run daily and will not alter week to week, providing these young children the structure, routine and predictability that is at the center of good Early Childhood programming..** Staff will also work to incorporate technologically based learning opportunities that can be utilized should there be another round of school closure in the future.

Our school community approached this plan thoughtfully - incorporating data, research and input from stakeholders. Because some of the data and information collected is more subjective, we use it to inform our plans, but we are ultimately responsible for making the decisions of how we will proceed. As such, the plans are not a one size fits all. Any time a decision is made for a large group of individuals, it is likely to have the Goldilocks effect. Some people will think we have not done enough to return our students and staff to 'normal' school instruction. Others will think we are rushing the reentry into school and will worry about the resurgence of COVID-19 cases. And then there will be those that feel that the decision and subsequent plan is 'just right'

for the current needs of our community. Please know that we value everyone's opinions and concerns and have used that information, along with research and feedback from the experts to guide our decision making.

Option A—Remote Learning

Remote Learning (RL) is designed specifically to respond to the needs of those students, families, and staff who are immunocompromised. We recognize concerns from families about the health of their child or family members in high-risk categories. Students and staff who are thriving in the remote learning environment and prefer a non-traditional school experience can also participate in the RL if they so choose.

Many have asked for more details about the RL, and the specifics are in development. It is our understanding that the State is exploring the possibility of an online learning platform for Massachusetts schools. Some Westport families expressed a desire for this type of online learning tool for their children, and we have been exploring options. If the State adopts an online learning tool, we will review this opportunity and determine if it is the most supportive for our students. For the fall, the Westport Community Schools community plan to implement a robust learning model utilizing the Google Classroom platform. In addition, we also know from school community input that there are students and staff who thrive in a less-structured remote learning setting and enjoy the flexibilities and innovations that non-traditional approaches to education can provide, such as theme- and project-based, interdisciplinary units that tap into students' interests, mastery-based grading, and solving real-world problems. We are in the process of exploring ways that we can offer both approaches to remote teaching and learning to our students and staff.

Remote Learning (RL) is an entirely remote, PK-12 virtual learning option available to students and families for the 2020-2021 school year. Remote Learning is designed to respond to the needs of those students, families, and staff who are immunocompromised. Students and families who are thriving in the remote learning environment and prefer a non-traditional school experience also may wish to consider this option.

A general overview of the RL follows:

- Younger Elementary (PK-6) students begin their day with a synchronous learning experience that starts at 8:45 a.m (9:00 am for pre-k students). Students will be placed in fully remote classes, with a curriculum that aligns to the Massachusetts State Curriculum Frameworks and parallels the learning that will be occurring during in person instruction.
- Instruction for Grades prek-6
 - Teachers will be encouraged to schedule their instruction so that 2 days a week are ELA, 2 days mathematics, 1 day SS/Science. The schedule is designed to be a combination of direct instruction with small flexible groups. Teachers can adjust the class to provide more direct instruction as needed.
 - Inclusion SPED teachers should be included in the whole group instruction and provide IEP support during small group instruction.
 - Interventionists will be able to provide small group instruction flexibly throughout the day with different grade levels with this model.
 - Sub-separate teachers will develop a schedule with this framework in mind but with the understanding that they may need to provide short, 1:1 instruction throughout the day as tolerated by their students.
 - PT/OT/SLP should plan therapies during small group sessions or during office hours whenever possible.
 - ST Math/Lexia can be used as a resource during Small group sessions and also used as assignments to support student learning and to be used as data points to inform small group and office hours.
- Students in Grades 7-8 will begin their day with a synchronous learning experience that starts at 8:30 a.m. Students will follow class schedules as described below.
- High School (9-12) students begin their day with a synchronous learning experience that starts at 8:30 a.m. Students will follow class schedules as described below.
- Students participating in Remote Learning will have the option of demonstrating what they know and can do through traditional or non-traditional grading systems. More details will be provided later this summer.
- Technology Platform - We recognize the importance of providing a consistent platform for families and students to use during remote learning instruction. Google Classroom will be the primary platform for student learning and communication. Other platforms are currently being reviewed. We understand the importance of consistency for families that may have children in more than one grade and the challenges that were encountered by families in the spring when their children were utilizing different learning platforms. Any additional platforms used will be clearly communicated to families and appropriate training will be provided. In addition to the use of Google Classroom as the core learning

platform, students in the elementary grades will continue to access online tools such as XLMath, Lexia, and ST Math as assigned by their classroom teacher.

- **COMMON PLANNING TIME (prek-6)** Teachers will meet a minimum of three times a week with their grade level team to do intentional planning for the following week to ensure consistency of standards/skills to be taught. Lessons should be shared with the understanding that some teachers will choose to use different material as long it is aligned with the same standards. Grade levels may opt to have a “point person” to develop lessons for different grade levels and create a database of lessons to share. Teachers will meet with administration one time a week during CPT.
- **TEACHER OFFICE HOURS** During this time, teachers will be available to students and parents to support student learning. The teacher will be present for the entire hour. Teachers may use this time to provide 1:1 instruction, conferencing with students on assignments, or as a “drop in” time if parents or students have a question about assigned work.
- Staff will report to the schools and conduct the remote learning sessions from an assigned class space. This will allow our staff to utilize the various tools and resources that are located in the school buildings and enable the administration to more effectively support and supervise staff.
- The curriculum that the educators will utilize will address specific learning standards for each grade level that are in alignment with the Massachusetts Curriculum Frameworks, and specifically, standards that the state has identified as being essential learning standards within each grade level during the period of spring school building closure.
- Remote learning will not just be computer screen time for students. We are currently reviewing which materials and resources students might need to have in their homes to complete hands-on lessons and activities. When appropriate, we will provide families with those materials for pick up from the school (or to be mailed home to families).
- If we are in a remote learning model, we understand that some of our high needs students may still require some level of in school instruction. The special education department and school administration will work with those families to establish an individualized plan for providing instruction in school, when appropriate and safe for the students and staff.

Sample Learning Schedules

While there are many details still to be determined, depending on students and families opting into Remote Learning, as well as staffing, we do know that students will receive a robust, engaging education that is aligned with the curriculum their peers will be experiencing in the In-Person Learning Model option. While instructional practices will look different, due to the entirely online nature of RL, students will be provided with a rigorous learning experience that recognizes the social nature of learning, as well as the unique challenges and opportunities of effective online instruction and learning. At the same time, the program will prioritize building strong relationships between teachers and students, and across student cohorts. The sample learning schedules below outline what a typical day might look like for a student participating in Remote Learning and are subject to change as more details become available and the planning process progresses.

PK/Preschool Sample Learning Schedule

9:00 Morning Meeting	Each day starts with a Morning Meeting led by the teacher(s). The principal's message will include a social/emotional learning lesson. Within the individual classrooms, students greet one another, share with one another, hear about what to expect on that day, and possibly play a game to develop the class community. Attendance will be taken at this time.
9:15 - 9:30 Academic Content - Mini Lesson	Content is introduced with a live, synchronous mini-lesson from the teacher, and students have the opportunity to practice the skill and ask questions. Content taught in RL is aligned with what students in the in- person model are learning.
9:30 - 10:00 Academic Content - Small, flexible groups	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. This is also a time where students may work with specialists for additional support.
10:00 - 10:15 Academic Content - Mini Lesson	Content is introduced with a live, synchronous mini-lesson from the teacher, and students have the opportunity to practice the skill and ask questions. Content taught in RL is aligned with what students in the in- person model are learning.
10:15 - 10:45 Academic Content - Small, flexible groups	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. This is also a time where students may work with specialists for additional support.
10:45 - 11:00	Specialists Mini Lesson
11:00 - 11:30 Closing Meeting	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.

Elementary (K-6) Sample Learning Schedule

8:45 Principal Message	Each day starts with a morning message from the Principal. The principal's message will include a social/emotional learning lesson.
9:00 Morning Meeting	Each day starts with a Morning Meeting led by the classroom teacher(s). Students greet one another, share with one another, hear about what to expect on that day, and possibly play a game to develop the class community. Attendance will be taken at this time.
9:15-9:30 Academic Content - Mini Lesson	Content is introduced with a live, synchronous mini-lesson from the teacher, and students have the opportunity to practice the skill and ask questions. Content taught in RL is aligned with what students in the in- person model are learning.
9:30 - 9:50 Academic Content - Small, flexible groups	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. This is also a time where students may work with specialists for additional support.
9:50-10:10 Academic Content - Small, flexible groups	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. This is also a time where students may work with specialists for additional support.
10:10 -10:40	SPECIALS: Art, Music, PE, STEM, Computer
10:40 - 11:00 Academic Content - Small, flexible groups	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. This is also a time where students may work with specialists for additional support.
11:00 - 11:30 Closing Meeting	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.
11:30 - 12:00 Lunch	Teacher Lunch Optional virtual lunch groups may be offered to allow students an opportunity to eat with their friends!
12:00 - 12:45	Common Planning Time for Teachers Independent work time for students
12:45 - 1:45	Teacher Office Hours - opportunity to meet with individual students, conversations with parents, provide additional small group reinforcement as needed
1:45 - 2:30	Teacher Prep Period Independent work time for students

Grades 7-8 Sample Learning Schedule

Learning Type	Monday	Tuesday (Odd)	Wednesday (Even)	Thursday (Odd)	Friday (Even)
"Morning Meeting" 8:30-8:50	Check email and Google Classroom for important information related to the objectives and expectations for the day. Administration will hold virtual class meetings.				
Asynchronous Time 9:00-9:30am	1 Office Hours/Objectives 9:00-9:20	1	5	2	4
Synchronous Time 9:40-10:10am	2 Office Hours/Objectives 9:30-9:50	4 Online meeting	2 Online Platform meeting	5 Online Platform meeting	1 Online Platform meeting
Synchronous Time 10:20-10:50am	3 Office Hours/Objectives 10:00-10:20	5 Online Platform meeting	3 Online Platform meeting	6 Online Platform meeting	2 Online Platform meeting
Synchronous Time 11:00-11:30am	4 Office Hours/Objectives 10:30-10:50	6 Online Platform meeting	1 Online Platform meeting	4 Online Platform meeting	3 Online Platform meeting
Asynchronous Time 11:40-12:10pm	5 Office Hours/Objectives 11:00-11:20	2	6	3	5
Asynchronous Time 12:20-12:50pm	6 Office Hours/Objectives 11:30-11:50	3	4	1	6

Senior High Schedule - Remote

Learning Type	Monday	Tuesday	Wednesday	Thursday	Friday
"Morning Meeting" 8:30-8:50	Check email and Google Classroom for important information related to the objectives and expectations for the day.				
Asynchronous Time 9:00-9:50am	D Office Hours/Objectives 9:00-9:30	A	D	B	C
Synchronous Time 10:00-10:50am	A Office Hours/Objectives 9:45-10:15	C Online Platform meeting	B Online Platform meeting	D Online Platform meeting	A Online Platform meeting
Synchronous Time 11:00-11:50am	B Office Hours/Objectives 10:30-11:00	D Online Platform meeting	A Online Platform meeting	C Online Platform meeting	B Online Platform meeting
Asynchronous Time 12:00-12:50pm	C Office Hours/Objectives 11:15-11:45	B	C	A	D

Office Hours for both junior high and high school schedules entail required Online Platform meetings for all students and teachers. The purpose of office hours is to clearly articulate the expectations for the week and to set the stage for student learning.

Administrative Expectations for Teachers and Students

Administrative Expectations for Teachers:

- Post weekly schedule for each class by 8:00am Monday morning that identifies student curriculum objective(s) and necessary learning materials for the week
- Monday Online Platform meetings will be used to articulate the student course expectations for the week.
- In the complete remote learning schedule:
 - Tuesday through Friday Online Platform meetings will be utilized for direct instruction and class practice related to curriculum topic reinforcement.
 - Be available during asynchronous student learning sessions to answer questions via email and/or to participate in meetings such as faculty meetings and IEP or 504 meetings.

Administrative Expectations for Students:

- Check email and Google Classroom during the daily “Morning Meeting” time.
- Participate in all Online Platform meetings.
- Utilize asynchronous learning time to complete independent assignments for the respective course.
- Communicate with teachers during office hours for additional support such as receiving answers to questions about curriculum material or assignment completion.

Independent Study

High school students in Remote Learning will be provided the opportunity to design and complete a semester-long independent study project. The time devoted to academic content noted in the sample learning schedule above may be used for instruction in content areas not specifically addressed in the independent study project, and/or it may be used to give the student the skills and information to move forward with their project.

Student work time may include:

- Independent research and work towards independent study goals.
- Small group or individual academic content work with teachers
- Targeted group workshops to support speaking, arguing, and writing skills, civic understanding and engagement, and leadership skills

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- Meeting with independent study advisor
 - Online coursework through state-recommended virtual learning platform
 - A virtual internship, job, or community service role
 - Early in the semester, this time will be more structured; when a student has fully developed their independent study plan of action and timeline, this time will gradually become more self-directed.

To Start the Year

Back-to-School will necessarily look very different this year, and we are preparing a comprehensive orientation to Remote Learning for students at all levels. This orientation will include:

- Technology Skills Overview (How do I use the tools and apps needed for remote learning?)
- Digital Citizenship Lessons (How do I engage safely and responsibly in online learning?)
- Strategies for Remote Learning Success (this includes organizational skills, what to do when there's a problem, monitoring and mitigating distractions (YouTube videos, a pet, a sunny day...), how to reflect on learning and advocate for support when needed, etc.)
- *IF* the COVID-19 context allows, optional outdoor, distanced back-to-school meet and greets with teachers and learning cohort.

Parent and guardian education will be available in these topics as well!

Additional Opportunities

We are exploring a number of ways to offer students social engagement and support in their learning, including:

- All support services available to students in a typical school setting will be provided in RL, including special education supports, support for English language learners, counseling, occupational and physical therapy. These services will look differently than they would in the typical school setting, as we will be utilizing teletherapy and other innovative approaches to make sure students are receiving the appropriate support to be successful in learning. Students with IEPs and 504s will receive those services, and our special education team will work closely with families as students adapt to their schedule. Parents and guardians will be notified as to how IEP services will be delivered in this remote environment.
 - Having older students support younger students through mentoring, conducting read-alouds for small groups, or supporting students who are learning another language with social language practice
 - Optional virtual lunch clubs
 - Guest speakers and virtual field trips across content areas
 - Using office hours flexibly to address learning gaps from the previous year, and to provide enrichment opportunities
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Attendance and Grading

Students in Remote Learning will be expected to join into synchronous learning opportunities every day. If a student does not attend the Morning Meeting or Advisory, parents/guardians will be contacted to determine whether the student is absent. As during a typical school year, parents/guardians are encouraged to contact the RL administrator if their child will be absent from learning activities.

Students in Remote Learning will be graded on their progress towards, and mastery of, learning standards. Students will receive the same report cards as their peers in the in-person live model.

Switching into Remote Learning

If a switch to Remote Learning is necessary due to new illness or immunocompromised status of a student or within the family, it will be made swiftly with as little disruption to student learning and routines as possible. Families should contact their child's building principal to discuss the transition.

How can parents and families get involved?

There are lots of ways for parents and families to stay updated and be involved in the teaching and learning in Remote Learning!

- The administration will provide weekly updates on remote learning.
- School and district administration will hold monthly virtual coffees on different topics
- Families can provide input via the district's formal collection of feedback every few weeks throughout the fall; remote learning feedback will be included in that data collection and will absolutely be used to improve the student and family experience.
- Educators will explore incorporation of real-world experts and mentors for independent study projects.
- Families can provide opportunities through their companies or organizations for virtual internships, shorter-term projects that could be student-led, or community service projects for students.
- Parents and families can serve as Lunch Club volunteers and host a social virtual lunch group.
- Remote learning participants and their families may engage in safe social-distanced meetups. Depending on the COVID-19 context we are in throughout the year, there may be opportunities to provide optional, outdoors, distanced, small group, masks-on

meetups for students. If the opportunity arises, parent volunteers would be needed to help plan and execute safe meetups for students.

Regular Communication with Parents

Each Monday, educators will post information about learning expectations and assignments for the week. They will identify the learning standards that will be addressed during the week. This will provide parents/caregivers with an opportunity to understand the work for the week. Additionally, during office hours, parents can reach out to teachers via email and through the online platform (Google Meet room) to ask questions. Parents can certainly email throughout the day and evening, but teachers will not be expected to respond to email communications until the next scheduled office hour period. In some cases, it is recognized that a parent may have limited availability during the day due to work schedule. As is the case when school is in 'typical' operation, our staff is very flexible and supportive of families. They can schedule a mutually agreeable time to have a conversation that may fall outside of the school day. Parents should communicate with the staff members should they need this consideration.

Communication Strategies for Limited English Proficient Parents and Guardians

The school has contracted with outside providers that offer services to families that have self identified as needing additional support with translations. These providers receive information from our EL staff, including notices and verbal communications. The translators will continue to be available and work with families, either by phone or through an online platform. We believe in the importance of parental involvement and will ensure that language barriers do not interfere with a family's ability to adequately access and support their child's education.

Option B—Live In-Person Learning Model

The "Live In-Person Learning Model" provides an opportunity for students to return to school full time with additional safety procedures in place. In the [School Reentry FAQs](#), you will find more information about how we plan to address curricular gaps, synchronous and asynchronous lessons, and what a sample schedule may look like for a WCS student. Once this plan is finalized, staff members and families can arrange daycare and finalize plans for the fall. There are many additional details that are either under development or noted elsewhere in this plan. Families have expressed a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings on the same schedule.

General understandings under the live in-person model include:

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1. Families of preschool students will be contacted regarding class placement, teacher assignments and preschool specific schedules.
 2. Teacher assignments and student groupings may be adjusted to meet the staffing needs in order to keep groups small.
 3. Some families may wish to have their child work remotely due to health concerns for the child or an individual in the household. We will permit those families to opt for remote learning, even if our primary learning model is live in-person. For those families wishing to exercise this right, we will provide:
 - An online learning platform such as Edgenuity or one available through DESE.
 - Students will need to complete the work under the direction of their parents.
 - There will be school staff that will oversee the completion of the courses that have been assigned.
 - Students that are completing remote learning will be able to access all special education and other services. The special education team will communicate with the family to determine the most effective way to provide special education and other support for students during the remote learning period.
 - If a situation changes for a family, they can work with the school administration to transition their child from remote to in-person or vice versa.
 4. Physical distancing - In a full in-person return to school, our goal would be to space desks as far as possible from one another to promote safe distancing. Guidance from DESE has suggested that students should be seated at least 3 feet apart from one another, with desks facing all in the same direction. Our goal would be to place desks further apart than that, but it may not be possible given class sizes. We are also exploring the use of some type of clear desk shields to help mitigate student exposure between desks.
 5. Masks - all students, staff and anyone entering the building will be required to wear masks at all times. Each school will schedule mask breaks for students and will identify locations within the school where students can take off their mask for a short time period. In those areas, students will be required to remain at least six feet apart from one another. We recognize that the state guidance is for mask wearing by students beginning in second grade, but we feel strongly that for the safety of all of our students and staff, masks will need to be worn by all individuals in the buildings.
 6. Mask wearing compliance - We take the safety of our students and staff very seriously. Masks are to be worn at all times unless otherwise directed by faculty or staff. In the
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event that a student removes his/her mask or does not wear his/her mask without permission, we will follow the following process:

- Teacher gives verbal redirection in class
- Teacher conferences with student in hallway and reviews the expectation and how refusing to comply causes harm to members of the school community
- If non-compliance continues, the student will be sent to the office and sent home for the remainder of the day (suspension).
- The student will not be able to return to school until they are willing to comply with the mask wearing regulation. In lieu of continuing a suspension from school, the parent will be given the option to have their child learn remotely.

Live In-Person Learning Schedules

The needs of students at each grade level vary considerably—just as no two students are alike, neither are two grade spans. Students in lower elementary school (grades PK-4), upper elementary/middle school (grades 5-8), and high school (grades 9-12), have vastly different needs. The following sample schedules are designed to be responsive to the developmental needs of learners in a particular age group. For each grade span, we provide a general outline of the day.

Preschool Learning Model

- Students are in school for the regular school day
- Students follow their regular schedule for both academic and specialist classes.
- A schedule and procedure for regular mask breaks throughout the day will be established in all buildings.

Macomber Primary (grades k-2) Learning Model

- Students are in school for the regular school day
- Students follow their regular schedule for both academic and specialist classes.
- Recess and lunch times may be adjusted to provide for additional time between lunches for cleaning of the cafeteria and for students to have time to wash hands
- A schedule and procedure for regular mask breaks throughout the day will be established in all buildings.

Westport Elementary Learning Model

- Students are in school for the regular school day
- Students follow their regular schedule for both academic and specialist classes.
- Recess and lunch times may be adjusted to provide for additional time between lunches for cleaning of the cafeteria and for students to have time to wash hands
- A schedule and procedure for regular mask breaks throughout the day will be established in all buildings.

Westport Junior Senior High School Learning Model

Junior High (grades 7 and 8)

- Eliminate homeroom or have students report to homeroom following temperature check and homeroom teacher reports to homeroom at 7:15 (subject to administrative/WFT agreement)
- Change instructional time to 40 minutes rather than 56 minutes to allow for cleaning, handwashing, mask breaks, and staggered passing times (subject to DESE approval).
- Change the student lunch period to 20 minutes rather than 24 minutes to allow for cleaning, handwashing, and stagger passing times (subject to administrative/WFT agreement).
- Blocks
 - Block 1: (7:40 report time) 7:45-8:25 class time
 - Block 2: 8:40-9:20
 - Block 3: 9:35-10:15
 - Block 4 (lunch block):
 - Group 1 (1st lunch): 1st lunch: 10:30-10:50; class: 11:10-11:50
 - Group 2 (3rd lunch): class: 10:30-11:10; 3rd lunch: 11:30-11:50
 - Block 5: 12:10-12:50
 - Block 6: 1:05-1:45
- Extra time between blocks and lunches as well as the additional 15 minutes at the end of the school day is to allow for cleaning, handwashing, mask breaks, staggered passing/release times, and general announcements.
- Unknown: If the number of lunch periods will need to be increased to allow for sufficient social distancing. This can be determined once we know which learning model will be utilized, how many students will elect in-person learning, and if Plexiglass will be installed to separate student lunch eating areas. We may also need to order additional cafeteria tables and assign seats.

High School Students (grades 9-12)

- Change instructional time to 60 minutes rather than 90 minutes to allow for cleaning, handwashing, mask breaks, and stagger passing times (subject to DESE approval).
 - Change the student lunch period to 20 minutes rather than 24 minutes to allow for cleaning, handwashing, and stagger passing times (subject to administrative/WFT agreement).
 - Blocks
 - Block 1: (7:40 report time) 7:45-8:45 class time
 - Block 2: 9:15-10:15
 - Block 3: (lunch block):
 - Group 1 (2nd lunch): class: 10:30-10:50; lunch: 11:00-11:20; class: 11:35-12:15
 - Group 2 (4th lunch): class: 10:30-11:30; lunch: 12:00-12:20
 - Block 4: 12:30-1:40
 - Extra time between blocks and lunches as well as the additional 20 minutes at the end of
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the school day is to allow for cleaning, handwashing, mask breaks, staggered passing/release times, and general announcements.

- Unknown: If the number of lunch periods will need to be increased to allow for sufficient social distancing. This can be determined once we know which learning model will be utilized, how many students will elect in-person learning, and if Plexiglass will be installed to separate student lunch eating areas.

Preparing your Child for a Return to School

As you think about the return to school for your child and preparing him/her during this transition back into the building, there are some activities you can do to help promote increased safety. The document below was developed by Cedar Road Elementary School in Virginia. While the graphics and suggestions may seem geared more towards younger children, the suggestions are still important and helpful to review with any student that will be returning to the school building in the fall.

Families Choosing to Have their Child(ren) work fully remotely while district is in this option

We recognize and appreciate that some families may wish to have their child participate in full remote learning when the district is fully in person or in a hybrid learning model. We know that this is a difficult decision to make and one in which will be guided by a family's concerns about the pandemic, particularly if there is someone in the household that is at higher risk of contracting the coronavirus. We respect the rights of the family to make those decisions. If a family chooses this option, we will continue to support your academic needs, including providing any special education/other specialized support to your child in a remote setting. In this situation, learning would be structured in the following manner:

- All students working fully remotely when the district is either in a hybrid or full in-person learning model would be assigned a homeroom/core teacher.
- Students will be able to participate in morning meeting activities with their classmates.
- Students would participate in learning using a learning management system, Edgenuity, under the direction of a Westport Community Schools staff member. Edgenuity offers courses with curriculum that has been approved by and is being used by districts in Massachusetts to prepare students for college and career success. At the junior/senior high school level, the Courseware has over 200 Common Core and Massachusetts Standards aligned core curriculum, honors, AP®, credit recovery, and elective courses. For students in grades k-5, Edgenuity has partnered with Accelerate Education, to offer elementary school online curriculum with over 30 standards-aligned courses. Courses supply age-appropriate, engaging lessons and tools for students to succeed. Give your youngest learners a well-rounded, high-quality education, along with the opportunity for

students to own their learning path. Students will be assigned specific courses based on grade level / school recommendations and will complete the coursework remotely.

- Students will be expected to participate daily and will receive grades for the coursework completed.
- If families choose to have their child work remotely or shift between learning models throughout the year, we will work with you to promote a smooth transition.



10 things you can do to prepare for returning back to school

1 Practice Hand Hygiene often throughout the day. Teach them to sing their ABCs or have them count for at least 20 seconds ensuring they wash front, back, & in-between their fingers.



6 Update Immunizations/Physical. Each are required to enroll for the school year. Contact your child's pediatrician for an appointment. Immunizations can also be obtained at the Health Dept.



2 Practice Putting Mask On/Off. Your child will be required to wear a mask on the bus, upon entering school, & within the hallways. Teach them to not touch the inside of their mask when taking it off.



7 Change Aerosolized Medication. Nebulizers & inhalers without a chamber cannot be administered in school. Speak with your child's pediatrician to obtain the proper equipment & to update the Asthma Action Plan.



3 Practice 6ft of Distance. Measure the distance on the floor. Consider temporarily laying pieces of paper down for a visual.



8 Purchase Reusable Water Bottle to be brought to school. Water fountains will not be in service.



4 Purchase a Thermometer Check your child's temperature every morning. If 100.4 or higher, they must stay home until fever free (without the use of Tylenol/Motrin). If they develop a fever at school, they will be required to remain out of school for 3 days.



9 Verify/Update Emergency Contacts. If your child presents with COVID-like symptoms, they will be placed in an isolation room and will need to be picked up immediately. Please ensure a contact can be reached at any given time.



5 Make/Purchase Extra Masks. When possible, masks should only be used one time. Consider making or buying multiple masks to give you proper time to wash them between use.



10 Stay Informed. Educate yourself from reliable sources such as the CDC, Virginia Department of Health, and the Chesapeake Public School websites.



Option C—Hybrid Model

As indicated earlier in this document, the state has asked us to prepare for three models of learning. Option C is a hybrid model option, which combines aspects of both live in-person instruction with remote learning. Essentially, students would be identified for one of two cohort groups and would attend school according to an alternating schedule. On days that they are not in school, they would work from home remotely under the direction of the classroom teacher. The information below describes how this model would operate. As indicated earlier, this is the core model that the district plans to implement in the fall.

In this model, all students would be working on a two week rotation, where they would have the opportunity to be in person in the school setting two days one week and three days on the alternating week.. When in school, the expectations and guidelines identified under Option B - Live in-person will be implemented and followed. When at home, the expectations and guidelines identified under Option A - Remote learning will be implemented and followed.

It is understood that If we are in a hybrid learning model, some of our high needs students may require additional in school instruction. The special education department and school administration will work with those families to establish an individualized plan for providing that additional instruction in school, such as allowing the student to participate in person for the entire week.

It is also understood that some families may wish to have their child participate in complete remote learning during a period when the district is in a hybrid learning model. In this scenario, students will be able to either participate in a self-directed remote learning platform as described in the remote learning section of this plan or they may participate remotely with their classmates that are involved in the hybrid learning model, completing all classroom learning (instruction and activities) remotely.

Hybrid Rotation Schedule

PreK Students

Two cohorts of students-

Cohort A - students in the 4 year old program

Cohort B - student in the 3 year old program

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A 4 year olds	In Person	In Person	In Person	No Classes Opportunity	No Classes Opportunity

				for at home practice will be encouraged	for at home practice will be encouraged
Cohort B 3 year olds	No Classes Opportunity for at home practice will be encouraged	No Classes Opportunity for at home practice will be encouraged	No Classes Opportunity for at home practice will be encouraged	In Person	In Person

Students in grades k-12

Two cohorts of students- **Cohort A**

Cohort B

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Person	In Person	In Person	Remote	Remote
Cohort B	Remote	Remote	Remote	In Person	In Person

Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Person	In Person	Remote	Remote	Remote
Cohort B	Remote	Remote	In Person	In Person	In Person

- This rotation would continue throughout the Hybrid approach. For weeks with holidays, a schedule will be identified at the beginning of the school year if there are going to be any adjustments to the in-person vs. remote schedule. It would be established at the start of school and continue until full in-person instruction can take place or in the event of having to shift to full remote learning.

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- Cohorts would be built upon bus routes in order to capture families to ensure that all students were on the same rotation (unless parents asked for students to be on different rotations).
 - Students with IEPs and other high risk, would be in school for the entire week. Students' services could be provided on the "replicated" educational days so as to not interrupt Core instruction.
 - Students will have materials that will go home with them nightly or at the end of the in person rotation to do at home learning as well as to be prepared if we have to go into emergency Remote Learning.
 - See Appendix D for the full year hybrid learning rotation which will be followed whenever we are in a hybrid learning model.

Families Choosing to Have their Child(ren) work fully remotely while district is in this option

We recognize and appreciate that some families may wish to have their child participate in full remote learning when the district is fully in person or in a hybrid learning model. We know that this is a difficult decision to make and one in which will be guided by a family's concerns about the pandemic, particularly if there is someone in the household that is at higher risk of contracting the coronavirus. We respect the rights of the family to make those decisions. If a family chooses this option, we will continue to support your academic needs, including providing any special education/other specialized support to your child in a remote setting. In this situation, learning would be structured in the following manner:

- All students working fully remotely when the district is either in a hybrid or full in-person learning model would be assigned a homeroom/core teacher.
 - Students will be able to participate in morning meeting activities with their classmates.
 - Students would participate in learning using a learning management system, Edgenuity, under the direction of a Westport Community Schools staff member. Edgenuity offers courses with curriculum that has been approved by and is being used by districts in Massachusetts to prepare students for college and career success. At the junior/senior high school level, the Courseware has over 200 Common Core and Massachusetts Standards aligned core curriculum, honors, AP®, credit recovery, and elective courses. For students in grades k-5, Edgenuity has partnered with Accelerate Education, to offer elementary school online curriculum with over 30 standards-aligned courses. Courses supply age-appropriate, engaging lessons and tools for students to succeed. Give your youngest learners a well-rounded, high-quality education, along with the opportunity for students to own their learning path. Students will be assigned specific courses based on grade level / school recommendations and will complete the coursework remotely.
 - Students will be expected to participate daily and will receive grades for the coursework completed.
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- If families choose to have their child work remotely or shift between learning models throughout the year, we will work with you to promote a smooth transition.

WCS GUIDING PRINCIPLES AND PLANNING PRIORITIES

In the initial stages of the “back-to-school” planning process, we identified guiding principles that would drive our decision-making and the key features we hope to incorporate in the WCS Return to School Plan. At the top of the list of priorities that inform our planning and thinking is health, safety, and the well-being of our school community. This priority has shaped every aspect of our planning process, including the remote learning and live in-person models of learning that we will use to start the school year.

Westport Community Schools Back to School Planning Guiding Principles

1. Health, safety, and well-being of our school community above all else.
2. A plan that values input from students, parents/caregivers, and staff in both the development phase as well as provides ongoing reflection and feedback to ensure continued opportunities for student/family/staff voice.
3. Incorporates “reflections” and “lessons learned” during this period of school closure.
4. Allows for flexibility and fluidity in how we deliver instruction and strives for a continuum of services (e.g. All learning done remotely→all learning done in school buildings), acknowledging the varying student needs across the PK-12 range and responding to differences in age-appropriate ways.
5. A plan that incorporates a compilation of what leading experts from various disciplines have all proposed (see <https://covidpathforward.com/> for more on this).
6. A plan that evolves to address the curricular challenges all educators face if remote learning becomes a longer-term reality.
7. A plan that takes into account the needs of ALL stakeholders (students, families, and staff) and builds in continued flexibilities (e.g., high-risk families/staff, daycare needs, etc.).
8. Ensure that plans are sustainable and take into account the mental, physical, social, and emotional needs of the school community.
9. A plan that provides for academic learning needs, but also values fine/performing arts, athletic, and extra-curricular opportunities for our students.

Data Sources Informing our Plans

Over the past several months, the Westport Community Schools has collected a variety of information to better understand the school community's remote learning experience and

implementation challenges. We gathered data through various means, recognizing that this is a complex situation that needs to be understood from many perspectives, and acknowledging that each methodology has its own strengths and drawbacks. We valued the feedback received through surveys, email communications, phone calls and small group virtual meetings; further we recognize that no plan will precisely meet the needs of each child, but it is our obligation to develop a plan that best meets the needs of the greatest number of Westport students and is flexible enough to accommodate individual concerns whenever possible. Further, we take the present COVID-19 context—the assumption that the pandemic likely will remain well into the 2020-21 school year—and factor it into the analysis. The lessons learned during the 2019-2020 school year, along with further developments over the summer, will continue to inform our planning for the upcoming school year.

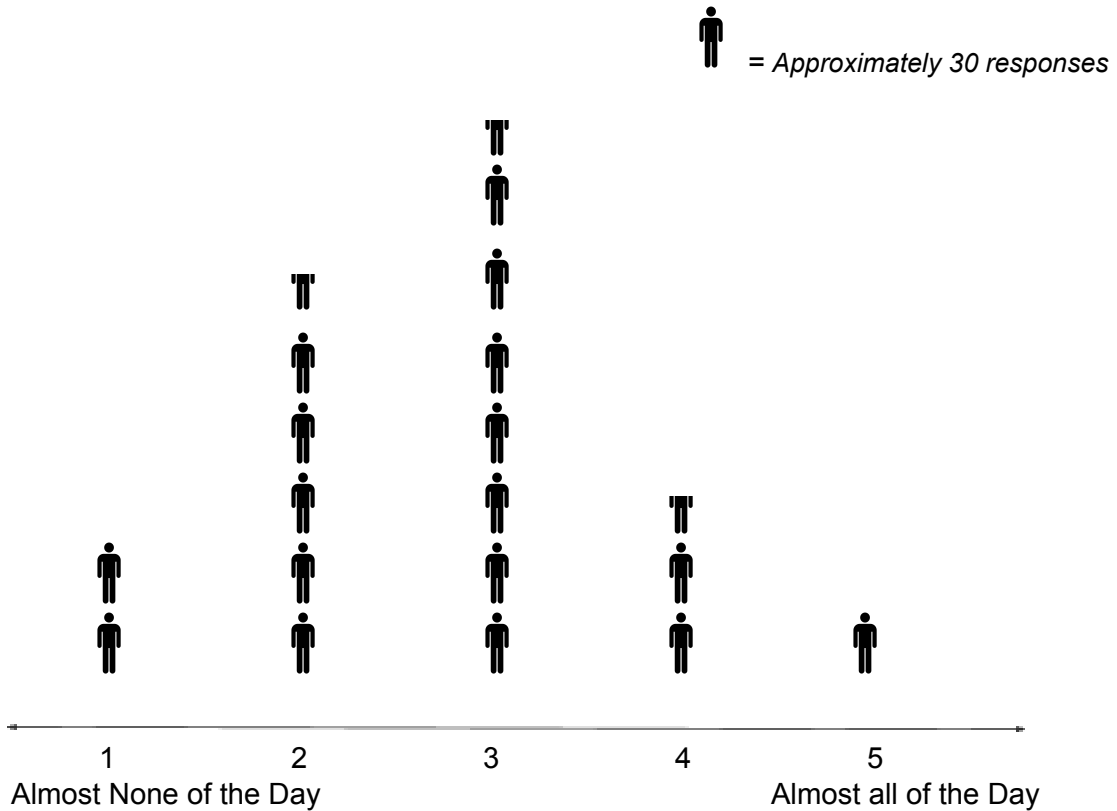
Staff and Parent Surveys

Surveys were administered throughout the spring and used as a tool to gather perspectives from a broad range of stakeholders. In June, the district administered an online survey through Google Forms for families to gain feedback about family experience with spring remote learning, as well as to better understand the driving concerns about fall reentry to school, including feedback in the areas of academics, social/emotional needs, transportation, and child care. WCS also received staff feedback focused on staff experiences with remote learning, their ability to return to the buildings in the fall, and technology needs through informal discussions with building based and central office administrators. We administered two parent surveys, one in April and another in June 2020.

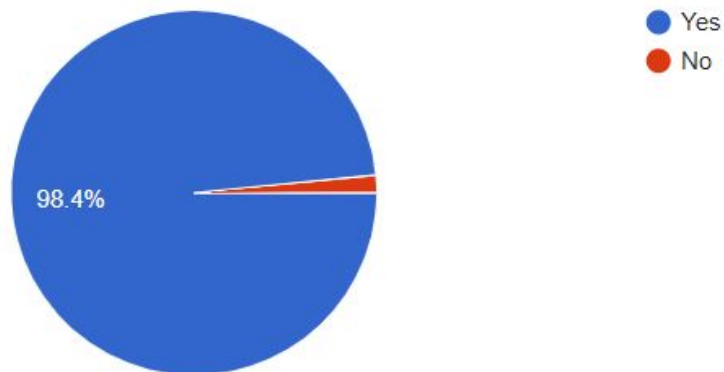
The family survey administered in June 2020 received 590 responses. Those responses represented the opinions of families with students entering all grade levels [26.6% - students in Macomber Elementary grade levels (prek-2); 36.0% - students in Westport Elementary grade levels (grades 3-6); 37.5% - students in WJSHS grade levels (grades 7-12). Additionally, there was a good range of families whose children receive specialized services/supports that completed the survey (40.5% of respondents have a child that receives special education services; 37.6% of respondents have a child that receives Title I support services; 34.6% of respondents have a child that receives accommodations through a 504 Plan; 2% of respondents have a child that is supported through a medical plan; and 1% of respondents have a child that receives supports through our English Language Learners program). The key findings from the survey are highlighted on the following pages:

Spring Remote Learning Assessment Results

How much of the day did your child spend participating in remote learning this spring (on a scale of 1 to 5; 566 responses)?

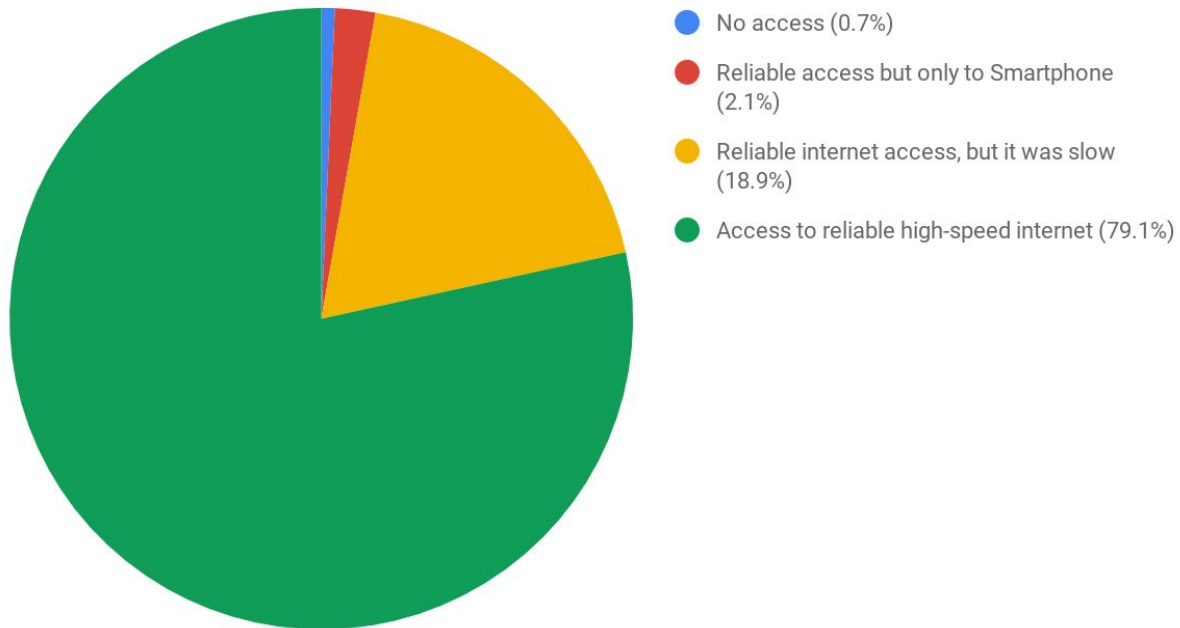


Did your child have reliable access to a tablet, laptop, computer or smartphone (570 responses)?

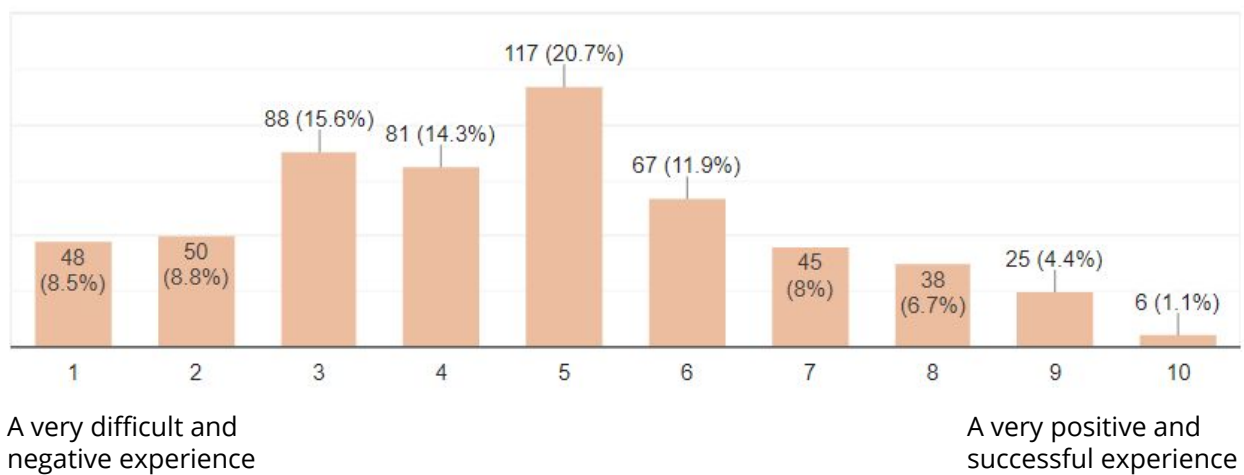


What was your child's experience with regards to Internet access (570 responses)?

Access to Internet



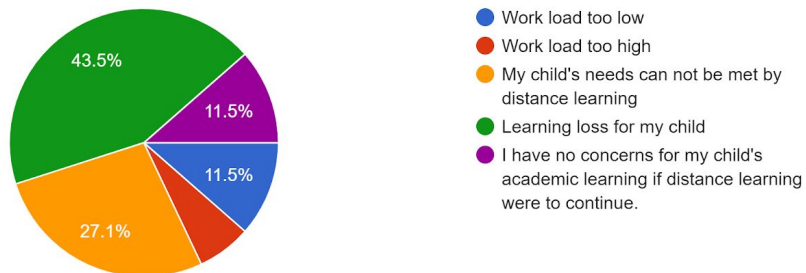
Rating of Spring remote learning for your child (On a scale of 1 - 10; 565 responses)



Fall Reentry Planning Results

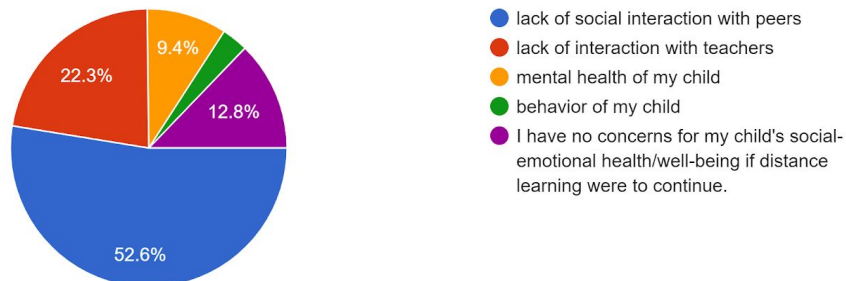
What is your most important concern for your child's academic learning if distance learning continues.

584 responses



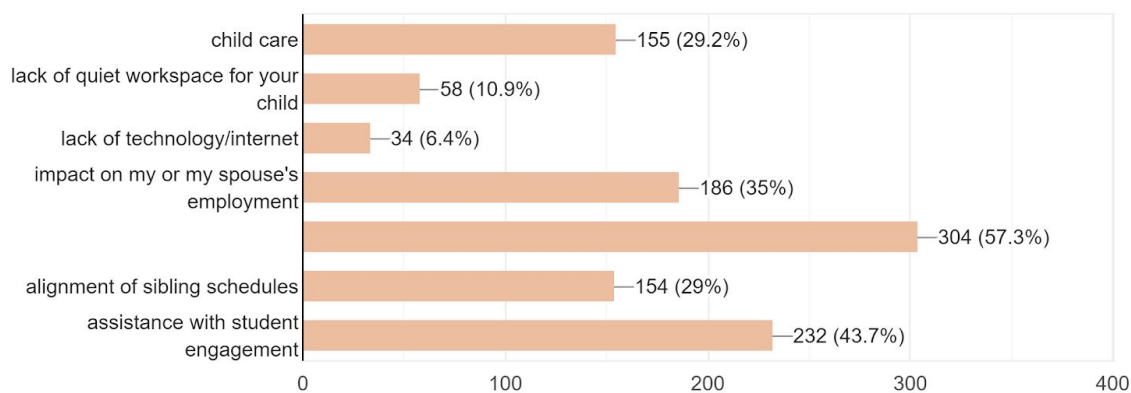
What is your most important concern for your child's social emotional health/well-being if distance learning continues.

588 responses



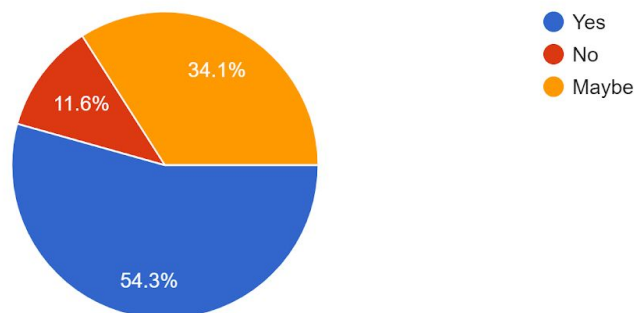
What barriers are you concerned about if distance learning continues?

531 responses



Are you comfortable with your child(ren) returning to school in the fall?

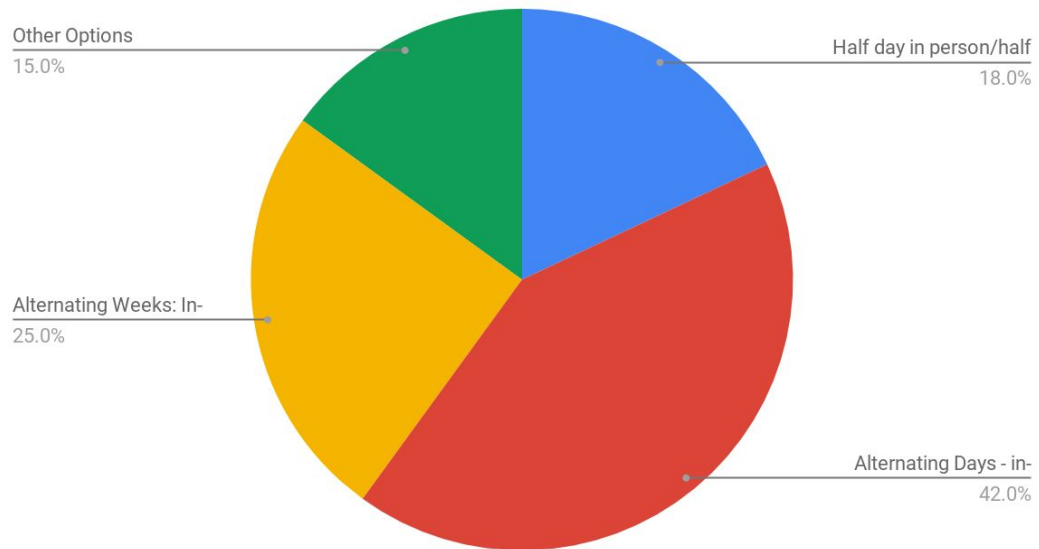
587 responses



While we are still awaiting guidance from the state regarding scheduling for next year, if the direction from the state is for some sort of hybrid model, which structure would be most preferential?

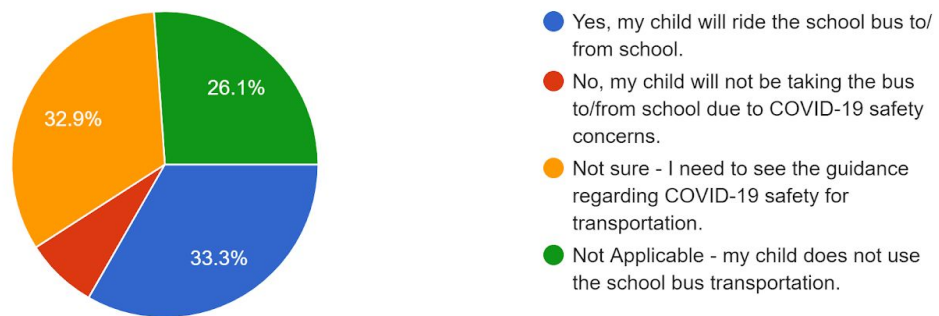
575 Responses

Preference for hybrid model (should that be implemented)



While we are still awaiting guidance from the state regarding bus transportation guidelines for next year, do you plan on sending your child on the school bus next year?

589 responses



August 2020 Surveys and Feedback

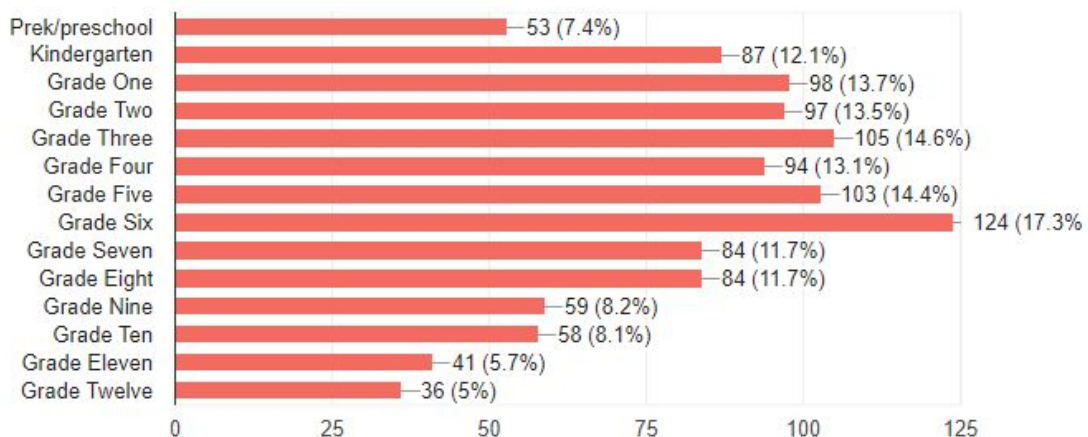
At the beginning of August, the district sent out a follow up survey to both families and staff to gain a better understanding of the family's current thinking about learning models, transportation, and child care concerns. The school staff were also sent a survey to determine their preferred instructional model and to identify concerns that they might have about the different plans, and professional development needs. As of Wednesday, August 5, 2020 at 10 am, 717 families had responded to the survey and 195 staff members had responded to the survey. This is greater than 50% of our family and staff populations. Additionally, during the week of August 3rd - 7th, students, families, and staff were invited to participate in a listening session to learn more about the plans and to identify questions and concerns to help with plan development. The results of these surveys and workshops/meetings are summarized below:

Family Survey

I have children entering the following grades in the fall:

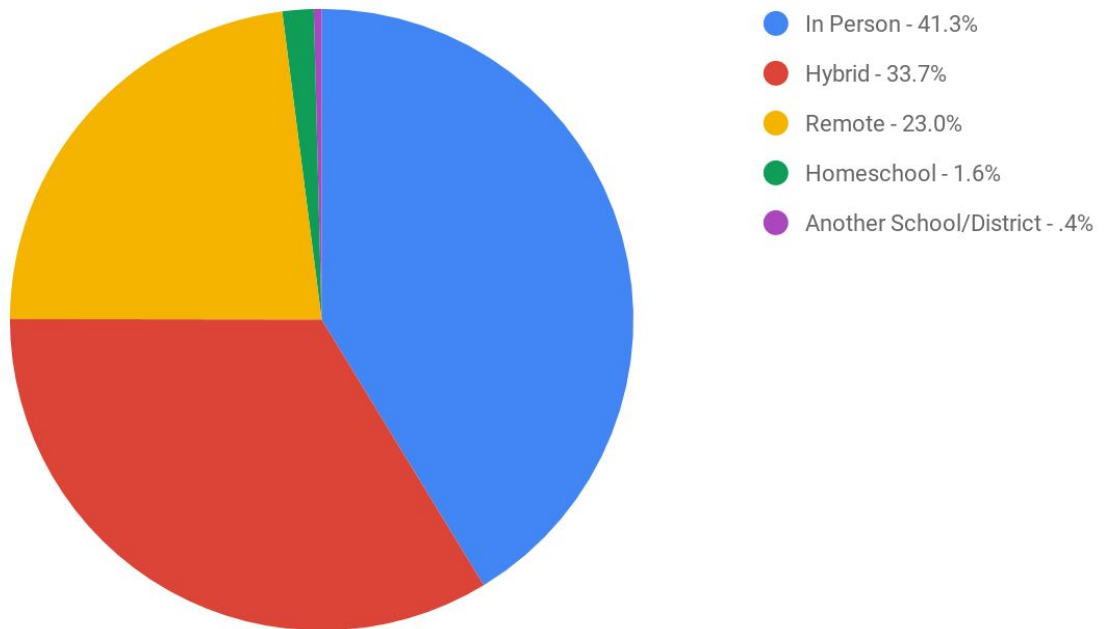


717 responses

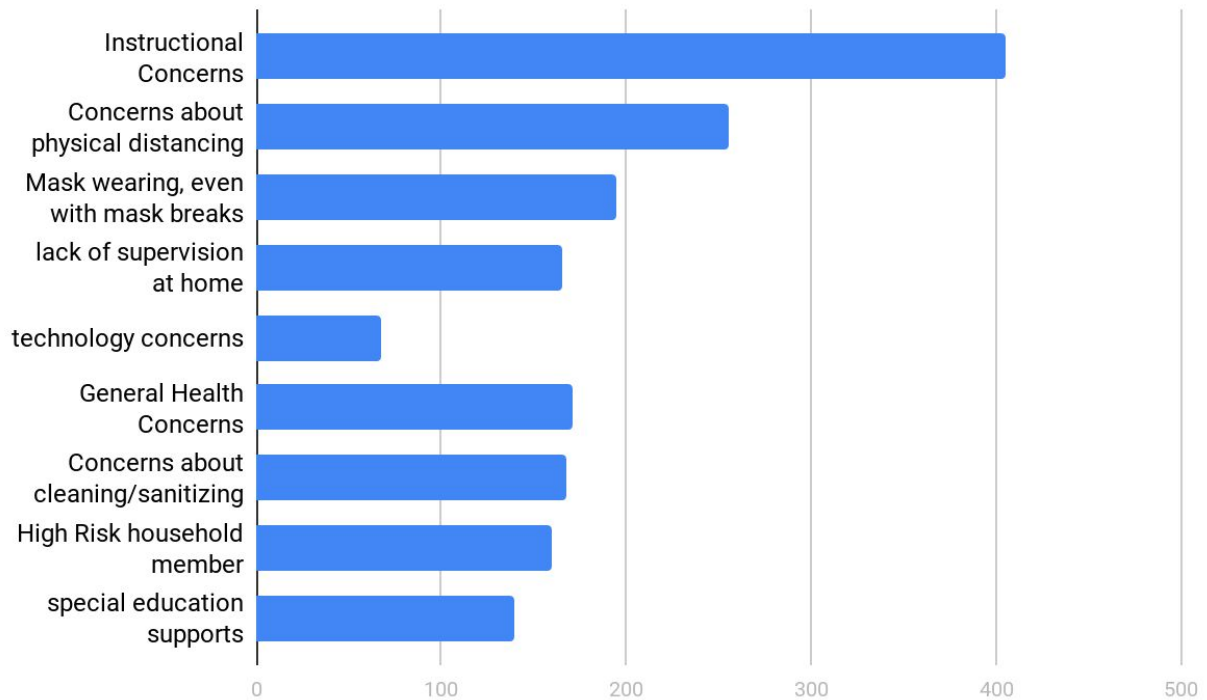


Based on the brief description of each learning model (hybrid, remote, in-person), my preference for fall learning for my child/ren would be:

Learning Model Preference

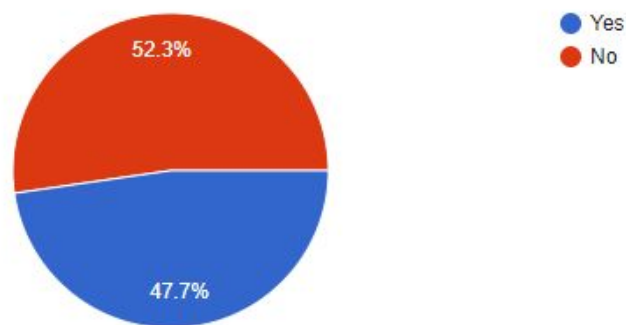


My decision about a preferred learning model is based on:



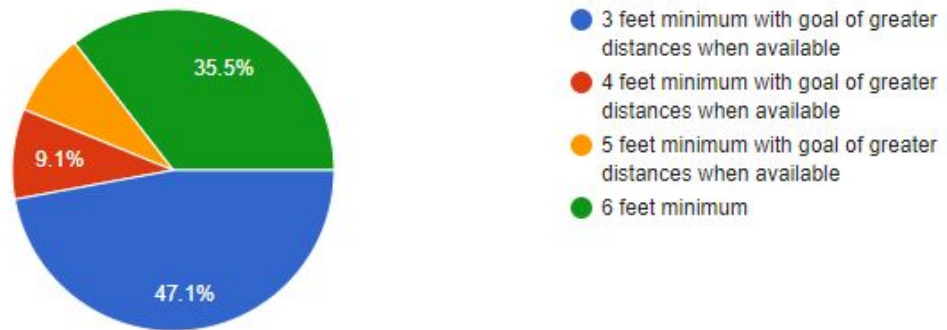
The state is requiring masks for all students grade two and above. We plan to implement mask wearing for all students (with appropriate mask break opportunities). If you have a child entering prek-grade one, would this requirement impact your decision - would you send your child to school?

434 responses



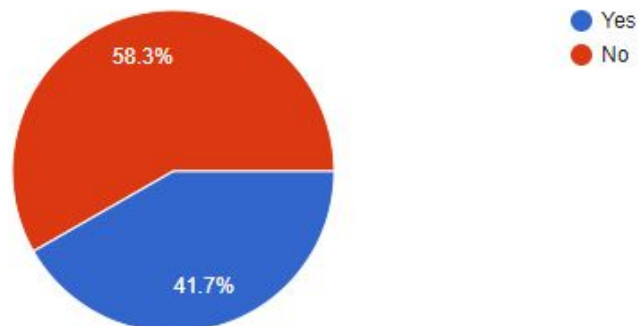
If my child were attending school, I feel the safe distance that student desks/chairs should be placed apart is (state is suggesting minimum three feet distance):

707 responses



I have child care issues/concerns for the fall if students are in the hybrid or remote learning option.

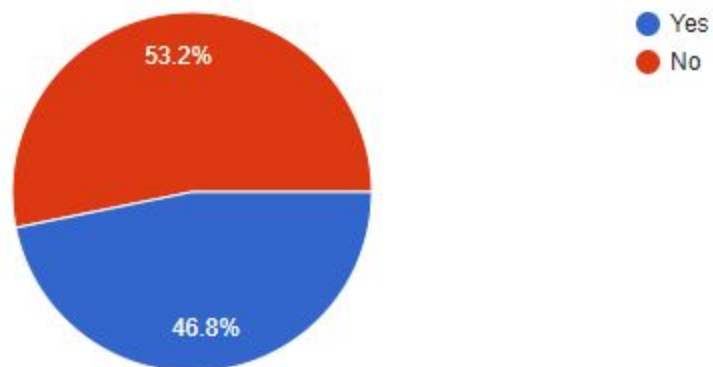
707 responses



Transportation

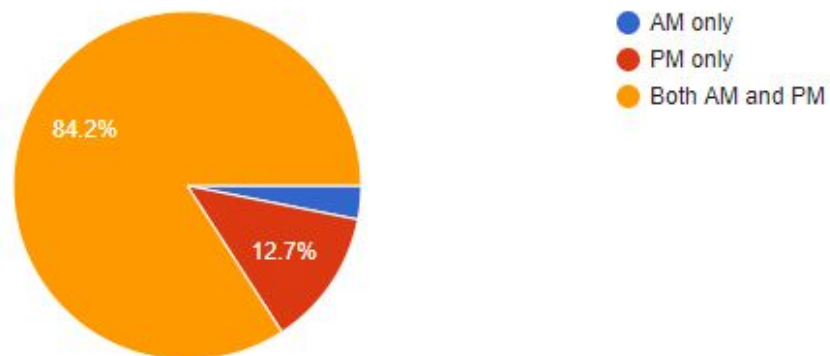
I would like my child to ride the bus.

707 responses



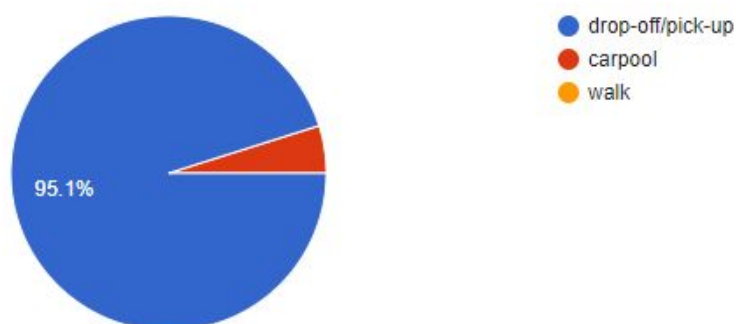
My child will need to ride the bus

322 responses



If you are choosing not to take the bus, what is your plan for transportation for the upcoming school year?

82 responses



Educator Survey

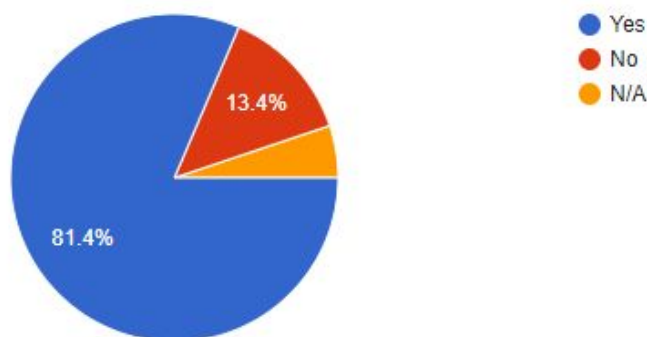
If the buildings reopen in the fall, what best describes how you are currently feeling about returning?

193 responses



Do you have adequate technology access at home (ie. computer and internet) if you would require this technology to do instruction in an online learning environment?

194 responses



Parent, student and Staff Virtual Meetings - Listening Sessions

During the week of August 3rd - 7th, the district engaged students, families and staff in a number of meetings to hear more about concerns, questions, and general feedback. For the first round of meetings, there were 15 students that participated, over 80 parents/caregivers that participated and over 40 staff members that participated. The table below summarizes some of the key points that were expressed during these meetings.

Remote Learning		
Strengths	Weaknesses	Concerns
<ul style="list-style-type: none"> Learning was fun, enjoyed the videos and the meetings with teachers Addressed health/safety concerns Addressed social/emotional concerns about going back to school Teachers reached out to students 	<ul style="list-style-type: none"> Inability to see friends / social concerns Challenges with focusing (ie. younger sibling at home, distractions, etc) Overwhelmed by number of communications Difficulty with managing behavior/expectations Inconsistent student experiences Little structure 	<ul style="list-style-type: none"> What is the expectations for parents How do parents monitor children / work demands How do you deal with multiple kids in the house What type of technology will be available How will standards be communicated What type of training will

	<ul style="list-style-type: none"> • Not enough work/limited assignments • Technology access • Little direct instruction • How to handle students not doing the work • Varied experiences by child • Lack of coordination between teachers • Kids on computer too much 	be provided for staff <ul style="list-style-type: none"> • Attendance • Grading • How will students with special learning needs be supported • How will special education evaluations occur • How will curriculum be delivered • What role can teaching assistants play
In-Person Learning		
Strengths	Weaknesses	Concerns
<ul style="list-style-type: none"> • Core instruction face to face with teacher • Ability to get supports from SPED/ELL • Social Opportunities • Access to specialists • Eliminates issues of supervision of children 	<ul style="list-style-type: none"> • Physical distancing - not being six feet apart • Having to wear masks • Additional safety/health concerns • May be difficult to hear teachers wearing masks 	<ul style="list-style-type: none"> • What safety measures will take place prior to and when students are in the building • How will physical distancing be established and monitored • What are the consequences of non compliance with masks, distancing, etc
Hybrid		
Strengths	Weaknesses	Concerns
<ul style="list-style-type: none"> • Blends aspects of both other plans • Reduces class size and increases spacing between desks • Increases staff/student safety • Gets students in front of educator for part of time 	<ul style="list-style-type: none"> • Child care issues for families • Difficulty for educators to facilitate live and remote learning simultaneously 	<ul style="list-style-type: none"> • Will we need additional teachers/space • How will teachers handle both live and remote instruction simultaneously • What technology will be available • Could the rotation be one week on/week off

School/Community Conversations

As this plan is fluid, it is critical to continue to receive feedback from students, families and staff about any adjustments or implementation concerns for the plan. We recognize that feedback from surveys does not always provide an opportunity for rich dialogue. Therefore, the leadership team established the following opportunities for students, staff and families to provide input into the plan and share any concerns that they may have about reentry in the fall:

Parents/Caregivers/Community Members

- Monday, August 3rd from 2:00 pm - 3:30 pm
- Wednesday, August 5th from 6:30 - 8:00 pm
- Friday, August 7th from 8:00 - 9:30 am

LOGIN Information

meet.google.com/qkr-vimk-ewh or (US)+1 402-542-0151 PIN: 907 139 995#

Students

- Macomber Students: Monday, August 3rd from 12:00 - 1:30 pm
- Westport Elementary Students: Wednesday, August 5th from 12:00 - 1:30 pm
- WJSHS Students: Friday, August 7th from 12:00 - 1:30 pm

LOGIN Information

meet.google.com/bwp-xcuy-mjd or (US)+1 575-378-3280 PIN: 409 114 820#

Staff

- Macomber Staff: Monday, August 3rd from 4:00 - 5:30 pm
- Westport Elementary Staff: Wednesday, August 5th from 4:00 - 5:30 pm
- WJSHS Staff: Thursday, August 6th from 4:00 - 5:30 pm

LOGIN Information

meet.google.com/pvq-mdet-oay or (US)+1 505-738-2384 PIN: 923 253 370#

Other Considerations

Beyond the experiences of our students, staff, and families, the Westport Community Schools also considered information from many other sources and consulted experts across disciplines, as we developed “back-to-school” plans for the upcoming school year. Examples include:

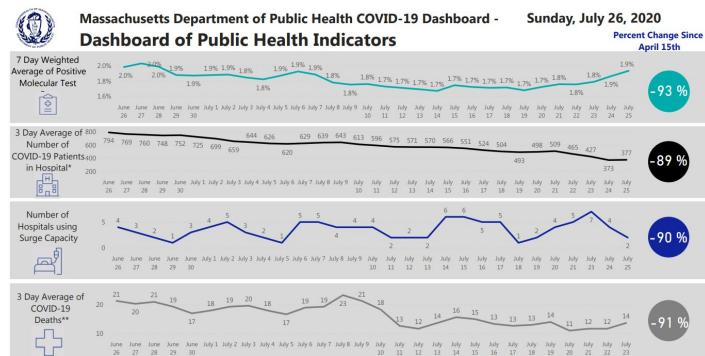
- COVID-19 cases and trends
- Best practices from our nursing staff, the local Board of Health, the MA Department of Health, and the CDC
- Current inventory of personal protective equipment (PPE) and future needs
- Assessment of facilities and spaces
- Enrollment and allowable class sizes
- Curriculum, instruction, and assessments
- Budgetary and fiscal constraints
- State and federal guidelines and requirements
- Examples of plans from other states, districts and countries
- Special population needs
- Developmental needs of students
- Busing and transportation
- Food Services
- Staffing patterns and personnel
- Technology

YOUR HEALTH, SAFETY, AND WELL-BEING

What we know about the COVID-19 Pandemic

The COVID-19 pandemic is a serious and deadly illness. As of July 26, 2020, there were 16,446,326 cumulative cases and 652,846 deaths worldwide¹, and 108,3800 total cases and 7,874² total deaths in Massachusetts, alone (see Figure 1 and Massachusetts COVID-19 Reporting [here](#)). Michael Osterholm, Head of the Center for Infectious Disease Research and Policy, University of Minnesota indicates that the pandemic shows no signs of weakening in the United States. He also acknowledges that there is no one answer regarding school reentry across the country and it will vary according to state and community. Recent health metrics in Massachusetts seem to hold promise. At a press conference held on July 2, 2020, Governor Baker announced positive trends based on data comparisons from mid-April, including the following:

- A 94% decline in the “7 Day Weighted Average of Positive Molecular Test Rates.”
- A 79% decline in the “3 Day Average of Number of COVID-19 Patients in the Hospital.”
- An 86% decline in the “Number of hospitals in surge”



¹ Source: www.worldometers.info accessed on July 27, 2020 at 6:44 a.m.

² Source: <https://www.mass.gov/doc/covid-19-dashboard-july-26-2020/download> accessed on July 27, 2020 at 6:47 a.m.

How the COVID-19 Virus Spreads

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person.³ There is preliminary evidence that airborne transmission—in which the virus spreads in the much smaller particles from exhaled air, known as aerosols.⁴ Because of this, it is important to do what we can to improve ventilation of indoor spaces and encourage outdoor activities when possible. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated if we practice our core value of “caring for ourselves and others,” by engaging in good respiratory hygiene, proper handwashing, maintaining appropriate social distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020 - 2021 school year.

Testing and Protocols for Responding to COVID-19 Scenarios

On July 17, 2020, the Commissioner of Education sent Superintendents a document that can be accessed [here](#), outlining protocols to responding to COVID-19 scenarios in school, on the bus, or in community settings. While there are multiple challenges associated with implementing the State protocols, the guidance is extremely helpful, and we plan to follow these procedures. The guidance answers the following questions:

- What should a district do if there is a symptomatic individual—at home, on the bus, or at school?
- What should a district do if someone in the community tests positive for COVID-19—be it a student, teacher, staff, bus driver, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?

Many have asked about testing, tracing, and isolation, which are important questions also addressed in the State guidance as follows:

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. **All test results, both positive and**

³ Source: Massachusetts Department of Public Health website accessed at 7:07 a.m. on July 27, 2020 <https://www.mass.gov/news/reopening-massachusetts-baker-polito-administration-initiates-transition-to-third-phase-of>.

⁴ Source: Morawska L., Cao J. Airborne transmission of SARS-CoV-2: the world should face the reality. *Environ. Int.* 2020;105730 doi: 10.1016/j.envint.2020.105730.

negative, are reported to the Massachusetts Department of Public Health (DPH).

When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate or quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the schools.

Finally, it is important to note that school systems in Massachusetts do not arrange COVID-19 testing—these are the responsibilities of Massachusetts Department of Public Health (MA DPH) and health care providers. For more information, the July 2020 MA DPH guidance on testing of persons with suspect COVID-19 is [here](#). The COVID-19 Test Site Locator is [here](#).

So what are the guidelines/protocols should there be a suspected case of COVID-19 in the schools?

Individuals who test positive for COVID-19 will need to self-isolate for **at least 10 days**. Any student or staff member who tests positive will be required to stay out of the school building for a minimum of ten days and can return to school once they have:

- gone for three days without a fever
- Experienced improvement in other symptoms
- Received clearance from the Westport Board of Health

If individuals have been in close contact (within less than 6 feet of a COVID-19 case for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity) or having direct contact with infectious secretions of a COVID-19 case, they should be tested. Additionally in classrooms where students travel or remain as a cohort (ie. elementary), all students/staff should be tested as they may have been within 6 feet of the person with the positive test result. Possible close contacts **will not** be allowed to return to school until either they have been tested (with a negative test result) or after 14 days if they elect to self quarantine.

Specific protocols (for different scenarios) have been developed by DESE in accordance with CDC recommendations. These protocols will be followed under the direction of the school nursing staff and in consultation with the Westport Board of Health. Full descriptions of each scenario can be found in [Appendix B](#). Scenarios include:

- Protocols for individual exposure or individual positive test, when:
 - a staff or student tests positive

-
- in close contact of a staff or student that tests positive
 - A student is symptomatic on the bus
 - A student is symptomatic at school
 - A staff member is symptomatic at home
 - A staff member is symptomatic at school
 - Protocols for potential school closure (partial or full) or district closure
 - Presence of multiple cases in the school or district
 - Presence of significant number of new cases in a municipality
 - Statewide regression to a previous reopening phase

Personal Protective Equipment (PPE) Preparedness

On March 16, 2020, all schools in Westport closed for a two-week period, which was extended by Governor Baker twice and eventually through the end of the 2019 - 2020 school year. Westport Community Schools has placed a substantial order for supplies that will help to keep us healthy and safe. The District can receive reimbursement for supplies through funding made available through the CARES Act. Supplies purchased to date include the following:

- | | |
|---|---|
| ● Nitrile and vinyl gloves | ● Pulse Oximeters |
| ● N95 Masks | ● Infrared Thermometers |
| ● Masks (adult and child-size) | ● Hand Sanitizer Dispensers (Classroom) |
| ● Reusable face masks | ● Hand Sanitizer Dispensers (Standing) |
| ● Face Shields | ● Hand Sanitizer Refills |
| ● Plexiglass barriers | ● Sanitizer Wipes |
| ● Safety Examination suits for designated personnel | ● Disinfecting Spray guns |

The acquisition of Personal Protective Equipment (PPE) may be a challenge for school systems, as we will compete with other public school districts in Massachusetts and throughout the world. As we track the pandemic, we will plan to place an additional order in September, and we will continue to closely observe the lead times of consumables to ensure that the supplies will be available as needed.

Cleaning and Sanitization Protocols/Procedures

The following procedures will take place in our school buildings in the fall. These procedures will be clearly posted in each building and custodial staff will complete a checklist daily for each of these tasks which will be turned into administration daily:

Classroom/Small group Instructional spaces/Offices (Daily)

- Empty waste baskets and replace liners
- Dry mop floors
- Vacuum carpets in areas with wall to wall (no area carpets allowed)
- Spot wash floors
- Check and replace light bulbs
- Clean and disinfect sink areas
- Refill paper towel dispensers in classrooms
- Refill hand sanitizer dispensers in classrooms and common areas
- Clean glass on a rotating basis within section
- Dust all window sills and flat surfaces on a rotating basis within section
- Close and lock all windows
- Spray room with electrostatic sprayer
- Turn off lights and lock door

Bathrooms/Locker Rooms/Lockers/Water Coolers (Daily)

- Empty waste baskets and replace liners - spray with disinfectant
- Refill paper towel, toilet paper, feminine products and soap dispensers
- Clean mirrors
- Clean and disinfect wall/partition surfaces to remove any foreign matter
- Remove any graffiti from walls or partitions
- clean/disinfect all toilets and urinals, under seats, bottom of toilets, and flushometers
- Check and replace light bulbs
- Sweep and wash floors
- Spray room, water coolers, and lockers with electrostatic sprayer
- Check windows and turn off lights

Gym/Cafeteria/Media Centers/Hallways (Daily)

- To be determined based on use
- The custodial staff will be cleaning/disinfecting all high touch surfaces multiple times throughout the day

Sanitization Techniques

The Westport Community Schools have purchased Protexus Electrostatic Sprayers. Earthsafe Protexus Sprayers disinfect and wrap around surfaces and reach nooks and crannies on all surfaces. We have purchased two varieties, a hand held version of smaller applications and a larger, backpack model for larger applications.

The product is safe to use per OSHA and EPA standards. A MSDS is attached to the chemical container as well as printed out and stored in the custodian room in each school, nurse's office in each school and the office of the Supervisor of Facilities.

In addition to the electrostatic sprayers, the District also purchased a germicidal detergent which is a cleaner/disinfectant that can be used in classrooms for staff to clean desks/tables on a more frequent basis. This product is also used to clean restrooms and water coolers.

Room Analysis

Following walkthroughs and feedback from Dr. Erin Bromage and Matthew Armendo, the district conducted a review and rating of all classroom/learning spaces for the following conditions:

1. The room has both appropriate HVAC system/ventilation and exterior windows
2. The room has either appropriate ventilation/HVAC **or** exterior windows, but not both
3. The room does not have ventilation or windows

At the Macomber Elementary, all rooms rated as a '1', with the exception of two classrooms (one rating as a '2' and one rating as a '3'). At the Westport Elementary, all classroom/learning spaces rated as a '1', with the exception of the gym areas (rated as a '2') and five smaller learning/meeting spaces, two of those spaces rating as a '2' and three of the spaces rating as a '3'. For the Westport Junior Senior High School, most classroom/learning spaces rated as a '1', with the exception of the gym and auditorium spaces (both rating as a '2') and 10 classroom/learning spaces (nine of them rating as a '2' and one room rating as '3').

School Safety Protocols

The district is developing protocols to keep our students and staff safe. Walk-thrus of facilities are being conducted in collaboration with the Westport Board of Health and local COVID-19 experts. Westport Community Schools staff members will meet prior to the start of the school year for students to learn and review safety protocols, ensuring that we create the safest return to school possible. As recommended by the Centers for Disease Control (CDC) [safety protocols](#) are being developed to address a variety of situations as identified below.:

Illness of Students/Staff During the School Day

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

-
- b. Obtain History: onset of symptoms, type of symptoms, anyone sick at home, any recent exposure to anyone with COVID-19, any recent travel? If so, where and when?
 - c. Assessment: Temperature, RR, physical appearance, pulse oximeter reading, mental status
 - d. If temperature above 100 degrees or pulse ox below 98%, dismiss immediately and refer to PCP.
 - e. If it is a student, the child will be provided a mask, if they are not already wearing one. If it is a staff member, they should notify their supervisor immediately and the nurse should collaborate with the Westport Health Department and school administration to evaluate the disposition of the students in the staff member's classroom.
 - f. Assess if the individual needs further medical evaluation and guide the staff member or family on how to proceed. If the person is having difficulty breathing, has any chest discomfort, mental status changes, lethargy/unable to stay awake, and/or cyanotic- call 911. Inform dispatcher the person has symptoms consistent with COVID-19 and will need further evaluation.
 3. Follow up with family/staff members to see how they are feeling and if they were tested for COVID-19.
 4. If the individual is tested and is COVID positive, the nurse will notify the Lead Nurses and the Westport Board of Health. The Lead Nurse will immediately inform the Superintendent of a positive case/suspected case. Families and employees need to be informed of exposure while confidentiality of the individual is maintained. The school nurses will collaborate with the Westport Health Department for contact tracing and guidance for when the individual can return to school.

Hand Washing Instructions

How to wash your hands? Follow these five steps every time.

- **Wet your hands** with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather your hands** by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- **Scrub your hands** for at least 20 seconds.
- **Rinse your hands** well under clean, running water.
- **Dry your hands** using a clean towel or air dry them.
- **Wash your hands** frequently with soap and water frequently for at least 20 seconds.

Handwashing should be done often, but always:

-
- **After** blowing your nose, coughing, or sneezing
 - **After** being in a public place
 - **Before** eating and/or preparing food
 - **Before** touching your eyes or putting in contact lenses
 - **After** using the toilet
 - **Before** and **after** treating a cut or wound
 - **After** touching an animal, animal feed, or animal waste
 - **After** touching garbage

If you are unable to wash your hands and/or use an alcohol-based hand sanitizer - Hand Sanitizer, please contact your child's school nurse to discuss alternatives.

Additional Information:

- [Your Health is in Your Clean Hands](#)
- [Handwashing Poster](#)
- [Hand Washing and Hand Sanitizer \(2 pages\)](#)
- [Stop Germs: Wash your Hands](#)
- [Germs Are All Around You](#)

Face masks or cloth face coverings:

- [How to Wear a Face Covering Poster](#)
- [How to Wear a Face Covering Video](#)
- [CDC Face Masks Link](#)
- [Poster on Safely Wearing Face Masks](#) (CDC)

How to put on a face mask:

- Ensure your face mask is clean, dry and not damaged
- Wash and dry your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face- no gaps
- Make sure you can breathe easily
- Wash and dry your hands

While wearing a face mask:

- Do not touch the front of the face mask. If you do, clean your hands and dry thoroughly.
- Avoid touching your face, as infection can still be introduced by touching your eyes or if you are not wearing your face mask correctly.

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- Face masks should not be moved during use. This includes being pulled up or pulled down below your chin. If you need to remove your mask (for example, to eat) - remove it safely, dispose of it appropriately (or wash if a home-made facial covering or cloth mask) and clean your hands.
 - Replace the face mask if it becomes damp, damaged, or soiled.

To safely remove your mask:

- Clean your hands with soap and water or use hand sanitizer (containing at least 60 percent alcohol). Ensure your hands are dry.
- Remove the face mask from behind (do not touch the front of the mask) by untying ties or removing loops and pull it away from your face. Be careful not to touch your eyes, nose, and mouth when removing your mask
- Clean, store or dispose of it appropriately
- Clean your hands again (as above)

Practice good sneeze/cough hygiene.

- Cover your mouth/nose with a tissue
- Throw the tissue away immediately in a trash can, and then wash your hands.
- If no tissue is available, cough or sneeze into the crook of your arm on your sleeve.
- [Cover Your Cough \(CDC\)](#)

Avoid touching your face, eyes, nose, and mouth, where it is easy to spread the virus to yourself.

Clean frequently touched surfaces daily, including door knobs, counters, tables, tablets, keyboards, phones, bathroom fixtures.

Observe Physical “Social” Distancing Guidelines

- The CDC recommends 6 feet of distance between individuals.
- Per the CDC, the more closely you interact with others and the longer the interaction time the higher the risk of COVID-19 spread.
- [Poster for Social Distancing](#)
- [Poster Social Distancing for Middle and High School Students](#)
- [Video for Teens on Social Distancing \(30 seconds\)](#)

General COVID-19 Education

- [Stop the Spread of Disease Poster \(6 ways\)](#)
 - [Stop the Spread of Germs Video \(1 minute\)](#)
 - [CDC how to don and doff PPE Posters](#)
 - [COVID-19 CDC Fact Sheet](#)
-

General ways to stay healthy

Practice preventative health measures:

- Eat well-balanced meals
- Get enough sleep
- Exercise
- Stay hydrated
- Manage your stress- take a break from the media
- Wash your hands frequently

School Arrival

- Students will go directly to their classrooms
 - Multiple doors will be utilized for entry to allow for physical distancing
 - Entry/Dismissal doors will be assigned by each school
 - Individuals will be stationed to direct students
- A. Buses
- Disembarked in a staggered manner
 - Each bus will be emptied by row
- B. Walkers/Drivers
- Students will be lined up maintaining at least 3-6 feet for arrival/dismissal
 - **Families/Visitors will NOT be allowed into the school** so please plan accordingly

Classroom Set-Ups

- Classrooms will strive to maintain 6 feet, but no less than 3 feet of social distancing guidelines
- Classes will be encouraged to go outside when feasible
- Desks will be arranged in rows, at a minimum of 3 feet between desks
- Staff will be encouraged to keep a seating plan to assist with contact tracing if necessary
- Tape will be placed to “mark off” 3-foot increments for visual cues
- Posters and infographics will be displayed in the classroom to assist students in understanding the need for social distancing.

Playground Structures

- Playground Areas will operate at a reduced capacity and students will wash their hands at the end of the play period
- Masks per DESE guidelines will be required for grades K and up

Classroom Special Considerations

- Students should not share supplies- pens/pencils/crayons
- Anything that is passed around the class should be discouraged, such as a microphone

Hallway Passing

- When feasible, hallways will be designated as “one way”
- Where feasible, stairways will be designated as “one way”
- In Emergency Situations/Evacuations the quickest evacuation route will be used
- Students will be encouraged to adhere to social distancing guidelines when walking in the hallways
- Staggered transition/changing times will be discussed at the school level

Cafeteria

- Business Manager (who handles food services) is currently discussing options with public health officials and school staff
- May need shorter lunchtimes, but more lunch periods to allow for greatest social distancing options

Dismissal

- Reverse of arrival to school procedure
- Walkers/Drivers dismissed in a staggered fashion
- Buses loaded in a staggered fashion
- Will use multiple exit points of school to expedite dismissal and loading buses.

Special Considerations

- No gathering of large crowds - students or staff (or families/community meetings)
- Physical Field Trips are on hold
- Virtual Field trips are allowed
- Out of state and out of country travel is on hold
- Limit Nonessential visitors to schools

Education will be provided to Westport Community Schools staff prior to the start of the school year during the professional development days at the beginning of the school year. Family education will be ongoing and will begin prior to the start of school. Student education will be ongoing and visual cues, such as posters and infographics will be placed around the school to remind the student ways to stay healthy and prevent the spread of COVID-19. The modes of education will include: videos, PowerPoints, posters, infographics, etc. Examples of trainings include:

- Proper handwashing procedures
- Instruction on masks/face coverings (how to do, wear, remove, and store);
- Student transportation options and capacities;
- Safe ways for students to enter and exit the school building and classrooms;
- Safe ways for students to eat lunch;
- Plans to monitor bathrooms;
- Administration of safety protocols and/or procedures - what to do if they are not followed;
- Frequent risk assessment checks by Administrators to ensure that all safety measures are being followed and supplies are in stock.

School Attendance Guidelines

- Flexible attendance policies will be implemented, and all students and staff must stay home when sick.
- Staff and family procedures you must follow before coming to school:

School Personnel

- Every day prior to coming to work staff will be asked to complete an attestation of wellness.
- If a staff member has any symptoms, they should call their supervisor and report the symptoms and stay home from school.

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- Staff should follow up with their PCP for further evaluation. They will be allowed to return to school based on their symptoms, further evaluation, and, when appropriate, clearance from the Westport Health Dept.
 - Staff who become ill while at school will be sent home immediately.

Students

- **Before** coming to school or getting on the bus, families should assess their child's state of wellness before leaving home for school.
- If the student has any symptoms of COVID-19, they should not attend school. The family should notify their school nurse that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by the school nurse and/or the Westport Board of Health.
- It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case until determined otherwise.

These symptoms include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain
- If a child becomes ill at school, families will be notified and for everyone's safety asked to pick up the child within 30 minutes.

Students and Staff

- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick. The State may release guidance on attendance requirements in the future.
 - Many higher education institutions are utilizing staff attestations forms with a daily self-checklist to review COVID-19 symptoms. In August, we
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will provide Westport Community Schools staff with a checklist that they can use to self-monitor possible symptoms.

- Students and staff with a temperature above 100 degrees should not attend school until they have been fever-free (under 100 degrees) for three (3) days and without the use of antipyretic medication, such as Tylenol, Motrin, Advil, or Ibuprofen.
- Students and sick staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health (MPDH) to [discontinue home isolation](#) and [quarantine](#). Students and staff will check with their school nurse prior to returning as well. A safe return to school is based on symptoms, duration of symptoms, test results, and clearance by the Westport Board of Health.

When a Student or Staff Member becomes Ill

- On July 17, 2020, the Department of Elementary and Secondary Education released new protocols that we will follow when a student or staff member becomes ill. You can access them [here](#).
- Any student or staff member exhibiting COVID-19-like symptoms must stay home. Staff and families should not come to school if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case. Staff and families will be asked to report any illness symptoms that precludes them from attending school, to be able to identify symptom surveillance.
- Staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school will be separated from well students/staff. Individuals who are sick will be triaged by the school nurse and asked to either go home immediately or to a healthcare facility depending on the severity of the symptoms. Any individual who becomes sick at school will be triaged for further medical assessment and testing based on their symptoms. They will be asked to follow [CDC guidance](#) for caring for oneself and others who are sick.
- Each school will have a designated “sick area,” where staff and/or students will be triaged and assessed for an appropriate disposition. Sick students and staff will be separated from well students and staff who are well.
- School nurses and other healthcare providers should use [standard and transmission-based precautions](#) when caring for sick people. See also [what healthcare personnel should know](#), a protocol that explains what we need to know about caring for patients with confirmed or possible COVID-19 infection.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have COVID-19.
- Families need to provide the school nurse with at least four emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they

become sick during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.

- PreK students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.

Clean and Disinfect

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

Clean and Sanitized Restrooms

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

- Ensure that we operate with functional toilets.
- [Clean and disinfect](#) regularly using [EPA-registered disinfectants](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms daily or more often if possible.
- Instructions for proper hand washing will be posted in restrooms.
- Follow the [guidance for cleaning and disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

Notify Health Officials and Close Contacts

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

Transportation Safety and Other Considerations

There are no easy answers for transportation during a pandemic when social distancing is necessary. “The Centers for Disease Control (CDC) Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again” found [here](#), raises more questions than answers. The CDC guidance (05-22-2020) poses significant challenges for school systems, and the practical implications of the guidance could result in bus ridership being capped at 12 students, which is impractical at best. Moreover, with 12 passengers per bus, we would not be able to bus all students without adding more bus runs - leading to a financial strain that the district can not bear without loss of staff.

On July 22, 2020, DESE released further guidelines which provided some relief to the limitations on the number of students that could ride on a bus. Based on the size of our busses and the number of seats, we can fit no more than 25 students on each bus. All students will need to wear masks on the busses and all windows must remain open for the duration of the ride. Family members (living in the same household can sit together in one seat; otherwise, only one student will be permitted per seat. Additionally, the commissioner suggested districts adopt the following strategies:

- follow the medically-advised health and safety requirements for school bus transportation;
- address bus capacity challenges created by the physical distancing requirements by considering strategies such as adding bus routes, staggering schedules, and pursuing a waiver for student learning time requirements if needed; and
- take proactive steps to promote safe alternative transportation options for students, including family-provided transportation, walking, and biking, as appropriate.

The transportation subcommittee reviewed these guidelines and have established the following expectations regarding bus transportation:

- All students will be required to wear a mask on the bus
- Symptom Screening - Checking for symptoms each morning by families and caregivers, before students arrive at the bus stop, is critical and will serve as the primary screening mechanism for COVID-19 symptoms:
 - Bus drivers or bus monitors (if applicable) should be appropriately trained to observe students upon entry. If students appear symptomatic, and a parent/caregiver is present to take them home, they should not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, bus monitors should refer students who may be symptomatic to the school healthcare point of contact immediately upon arrival.

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- If a student who may be symptomatic must board the vehicle, they should be spaced at least six feet from other students as feasible. Close off areas used by the student and do not use those areas again until after cleaning and disinfecting.
 - Signs will be posted at bus entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever
 - If children become sick during the day, they should not be permitted to travel home via school bus.
 - **Masks - Face Coverings** - Everyone on the bus and waiting at bus stops must wear masks that cover the nose and mouth at all times.
 - Adults, including drivers and other transportation staff (eg. bus monitors) are required to wear masks
 - Students are required to wear masks, regardless of age, when on the bus
 - Exceptions - face shields may be an option for students with medical, behavioral or other challenges who are unable to wear masks.
 - Masks should be provided by the student/family, but we will ensure that sufficient extra disposable masks are made available on all buses for any student who needs them
 - **Physical Distancing** - As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, students must maintain a minimum distance of 3 feet from others, unless they are members of the same household. This means one student per bench. The following distancing standards must be implemented in conjunction with strict adherence to health and safety requirements.
 - Distancing requirement apply both while waiting at bus stops and while in transit
 - Children from the same household should be seated together and may be seated two or more students per bench
 - We will be examining the potential of marking off ground at bus stops where students can wait at 6 feet of physical distance from one another (if not wearing masks)
 - Students should face forward at all times and refrain from eating, shouting, singing, or sharing items while in transit
 - Maximum occupancy will be posted for each bus.
 - If a student is unable to wear a mask while riding the bus must maintain 6 feet of distance between themselves and other students. (If possible, the student should wear at least a face shield while on the bus).
 - **Hand Sanitizing**
 - Hand sanitizers will be placed on each bus for students and drivers to clean hands as they board and exit. (Alcohol-based hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content)
 - Hand sanitizer should be applied to all surfaces of the hands in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
 - Hand sanitizers will only be at the front of the bus to be monitored by the driver/monitor
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- During winter, students wearing gloves can either wear their gloves at all times during the bus ride or follow sanitizing protocols should they wish to remove their gloves
 - Ventilation - The focus is on increasing outdoor air ventilation, which helps to dilute the concentration or displace the presence of an airborne virus. Opening windows can greatly increase the level of ventilation within a school bus and therefore reduce COVID-19 transmission risk
 - Windows will remain fully open at all times during bus operation. In **extreme** weather conditions, the windows should still be partially open (a couple of inches).
 - We will be discussing with the bus company regarding keeping roof hatches open on buses during operation for further ventilation
 - Cleaning and disinfecting - we will be meeting with our bus transportation vendors to ensure that vehicles are properly cleaned and disinfected. High touch surfaces will be cleaned and disinfected thoroughly between morning and afternoon routes and at the end of the afternoon routes using EPA-approved disinfectants. The interior of each vehicle will be cleaned and disinfected thoroughly at least once each day
 - High touch surfaces will be cleaned first and most frequently
 - Vehicles will be dusted and wet-mopped, trash removed, heat and air conditioning vents cleaned, spot cleaning of walls and seats, dust horizontal surfaces, clean spills, etc
 - Cleaning will be completed prior to disinfection of surfaces
 - doors/windows will remain open when cleaning the vehicle
 - Staff training will be provided to use disinfectants
 - Drivers and monitors should have adequate supplies of soap, paper towels, tissues, hand sanitizer, garbage bags and other cleaning supplies
 - Precautions for Transportation Staff - bus drivers and monitors face potential exposure through close contact with passengers, contact with high-touch surfaces, or by touching their mouth, nose or eyes.
 - Avoid touching surfaces often touched by passengers
 - Wear masks covering the nose and mouth at all times
 - Gloves will be required to be worn when touching surfaces contaminated by bodily fluids
 - Proper hygiene practices will be encouraged and reinforced
 - Drivers should not report to work if sick
 - Only one student to a seat (exception - family members living in the same household)
 - All windows need to remain down for the duration of the bus ride
 - Students can have only one drop off and pick up location - we will not be able to permit different drop offs by day of the week or morning/afternoon runs
 - Busses will load from back to front and exit from front to rear
 - Students will have assigned seats that they need to maintain for the school year
 - Implementation of routine cleaning of busses
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Our ability to work together with administrators, special educators, and parents will be critical to a successful year. Considerations need to be given to the following groups of riders and the specific challenges expected for each.

Westport Transportation Considerations

Consideration	Additional Details
Regular Bus	<ul style="list-style-type: none">• Managing number of runs needed to meet a one child/seat goal• Managing masks and seating compliance during the ride• Loading bus from back-to-front based on stop order• Assigned seats to avoid confusion and aide in contact tracing• We could be facing a shortage of buses and/or substantial financial obligations that were not budgeted for
Special Education: In-District	<ul style="list-style-type: none">• Critical to obtain a list of students who are attending in-person learning and need transportation• We could be facing a shortage of vans (due to lower capacity limits)• What alternatives can we consider? Parent transport? Regular bus (with WCS staff) for a program with students who could ride a bus?
Special Education: Out of District	<ul style="list-style-type: none">• Obtaining a timely list of students attending Out-of-District (OOD) programs and managing schedules may be difficult, as each school is using different models and bringing students in based on needs. This may make it difficult to share vans with other districts as we normally do• Financial impact and/or shortage of vehicles will need to be considered, but it is difficult to quantify at this time• Examine additional parent transport opportunities
Traffic Concerns	<ul style="list-style-type: none">• Buses could run late, especially at the beginning of the year until we are able to work out any unforeseen issues• Due to COVID-19, an increase in the number of buses planned for late start time may interfere with additional car traffic.• All buildings may want to coordinate with Safe Routes to School for ideas on alternate drop off locations to keep cars off school property
Policies/Procedures	<ul style="list-style-type: none">• Any policies/procedures put in place by the district regarding mask wearing should apply to all transportation. Clear guidelines will be needed for what will happen if a rider or driver tests positive for COVID-19

We strongly encourage families to drop children off, carpool, or walk with their child to reduce possible exposure on buses, traffic congestion, and carbon emissions. One of the best ways to reduce traffic congestion is to increase the rate that children are walking to school. Whenever possible, we strongly encourage families to walk to school and increase participation in various neighborhood walking clubs.

Westport Community Schools does not have bus monitors: each bus will hold 26 students. (yellow dot)



SCHOOL FACILITIES

Preparing our Schools

A number of families and staff are eager to return to teaching and learning in their school buildings. We have taken a number of school safety measures to minimize risk to all members of our school community to ensure we can safely return to school while the COVID-19 risk remains. When initial guidance was provided by the state on potential adjustments to the physical distancing guidelines for students in classrooms, we conducted a classroom-by-classroom assessment to determine the number of teaching spaces and classrooms in each school that provide adequate square footage, based on approved social distancing guidelines, to safely seat students and staff. We are in the process of analyzing air handling and filtration system capacity to ensure adequate, safe, and high quality ventilation in teaching spaces. We have conducted walk-throughs with the Westport Board of Health to evaluate our buildings; review transition and school entry routes; and help identify additional expanded space for nursing staff to separate sick students from well students, and care for students or staff in the event they become sick during the day. Finally we worked with our facilities and maintenance department to identify, measure, and procure plexiglass screening for high traffic areas, such as administrative offices, providing enhanced safety for staff and students.

Assessing Air Quality Risk

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. HVAC systems are designed to circulate fresh air into the buildings, and the Facilities Department has indicated that the systems in the school buildings are effective and efficient and circulate the levels of fresh air to keep the inhabitants of the buildings safe. Additionally, the facilities department has taken the following actions to promote increased safety:

1. We have hired Air Duct Services and Restoration, a member of the National Air Duct Cleaners Association (NADCA), to complete a professional cleaning and disinfecting of the air ducts in all buildings. This service includes:
 - a. Cleaning of all air handling units and wall mounted units - supply and return plenums, blowers, blower housing, coils and interior surfaces of each unit
 - b. Cleaning of supply and return ductwork associated with the system, including main trunks, risers and branch ducts
 - c. Cleaning of existing unit ventilators in classrooms and offices
 - d. Cleaning of turning vanes, splitters, and dampers
 - e. Removal and cleaning of all supply vents, diffusers, and return grilles
 - f. Disinfecting of the duct system after cleaning, using Benefect disinfectant.

The work will be completed under the following conditions

- a. All source removal duct cleaning will be completed in accordance with NADCA Standard ACR 2013 and related ASHRAE standards.
 - b. Work will be performed by a member of NADCA and supervised at all times by a technician that has been certified by NADCA as an Air Systems Cleaning Specialist (ASCS).
 - c. Ductwork will be isolated to ensure no recontamination of previously cleaned ductwork
 - d. Work will consist of using a push-pull extraction system utilizing HEPA filtration collection systems, electric powered rotary cable brush system, and direct contact to remove dirt, debris, and contaminants from systems
 - e. To ensure complete source removal, access panels (made of sheet metal type at 22 gauge thickness) will be installed throughout systems in accordance with NADCA standard 05-2004.
2. We are reviewing information about UVC lamp technology as a tool to mitigate the spread of coronavirus. We have consulted with Air Masters HVAC Services of N.E., Inc. regarding installation of Ultraviolet (UVC) lamps inside the HVAC systems/associated ductwork to provide additional in-duct air/surface disinfection. According to a Filtration and Disinfection report published by the ASHRAE Epidemic Task force (5/4/20), “Ultraviolet Energy (UV-C) inactivates viral, bacterial, and fungal organisms so they are unable to replicate and potentially cause disease”. These systems “create UV-C energy with an electrical discharge through a low-pressure gas enclosed in a quartz tube, similar to fluorescent lamps”.
 3. Air filters have been purchased and replaced using MERV filters, where possible, to improve unit ventilators in the buildings.

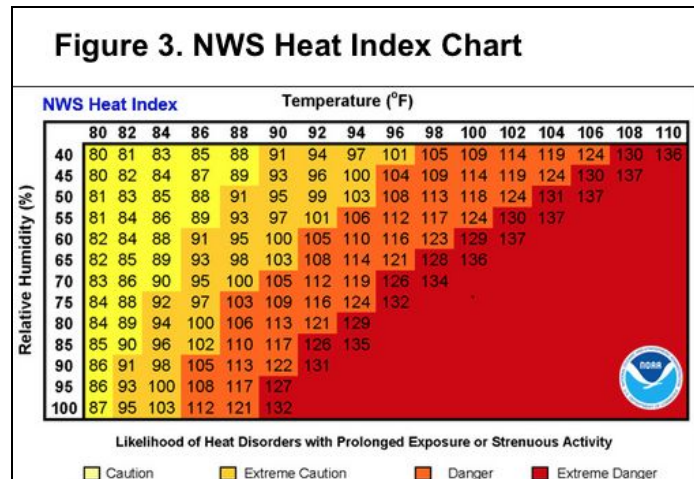
Hot, Humid Days, Windows, and Fan Use

Our school buildings are not air conditioned and get unbearably hot in the fall and spring. Members of the school community have expressed concern about being able to teach and learn effectively in school buildings when temperatures are extreme. This concern was echoed by members of our health and safety subcommittee in consultation with Dr. Erin Bromage from UMass Dartmouth. The concern is greater now than in the past in light of the face-mask requirement as well as initial indications that the virus might be more persistent in the air and on surfaces at higher temperatures. We consulted with local public health officials on this matter, and we will implement the following practices in the upcoming school year:

- Fans may be placed in strategic locations to maximize air flow and minimize potential for virus circulation.
- We will use the heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn.

- If the heat index is in the “Caution” zone, educators will be encouraged to teach in an outdoor environment. The District is in the process of exploring whether outdoor canopies may be feasible and provide additional outdoor classroom spaces.
- If the heat index is expected to be in the “Extreme Caution” zone or higher, the Superintendent will call a “Heat Day” and notify the school community that teaching and learning will happen remotely on that day.

A heat index takes into consideration both the temperature and the relative humidity. The National Weather Service describes it this way⁵:



⁵ Source: <https://www.weather.gov/ama/heatindex> accessed on June 27, 2020 at 9:32 a.m.

STUDENT ENGAGEMENT

During this period of school closure, some students and families have been more vulnerable than others. The development of our plan for the coming school year maintains a focus on the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups.

It is our collective responsibility to ensure that all students get what they need to learn and thrive. The coming school year will push us to expand our understanding of success beyond traditional notions of student achievement and will provide us unique possibilities to pursue the elements of a comprehensive, high quality education.

Westport Community Schools will continue Town and community partnerships to provide necessary support for families. We also will continue to adapt our provision of specialized supports for our students who need them, including the introduction of teletherapy for students with disabilities this fall.

English Language Learner (ELL) Supports

Westport's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families. These home-school relationships were an important factor in enabling the families in our program to make the transition to remote learning.

During the 2020-2021 school year, the ELL Department will continue to assist our English learners in their language acquisition and support students in developing the linguistic skills to succeed in their content classrooms through the provision of language instruction via a variety of methods, whether in-person or remotely, depending on student and family needs and circumstances. New students may need to have their English skills assessed. You will be contacted by the ELL department to set up a time for testing if needed.

SPECIAL EDUCATION

Overview of Special Education Supports

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

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Resource students will receive support to access the curriculum both in-person and remote. Transition planning and services will continue. Specialized PPE will be provided when the instructional needs require closer proximity. As we consider social distancing requirements, the District will factor in the additional special education personnel who enter classrooms to provide accommodations and modifications. IEP meetings will be held mainly remotely to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary.

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression. We anticipate further guidance from the State which will provide public schools with a process for identifying how compensatory services will be determined and how Districts should be thinking about delivering in-home services.

Students in Out of District Schools will continue to receive their services either remotely or in-person as directed by the individual schools. Westport Community Schools will continue to receive remote learning plans and progress reports on all students as appropriate.

As always, please do not hesitate to contact the special education department with any questions or concerns. Please know that we are here for you, and we want to support you.

More In-Person Opportunities for Sub-Separate and At-Risk Youth

Throughout the period of closure, feedback from parents, students, and staff has consistently conveyed the school community's profound sense of loss with the inability to deliver in-person instruction and maintain close connections during the COVID-19 pandemic. Optimizing the amount of in-person opportunities with in-person instruction is a priority, as we further develop the special education component of the back-to-school plan.

Massachusetts Department of Elementary and Secondary Education (MA DESE) has focused on having districts make at-risk youth or students with disabilities a high priority for in-person instruction when developing plans for re-opening in the fall. MA DESE recommends considering the following when prioritizing students for in-person instruction:

- Students with multiple disabilities;
- Students who will need time to learn new procedures and protocols to increase their successful reentry to school in the fall;
- Students whose level of engagement with remote learning during closure was low.

The Live in-person learning model will provide the highest level of support for these student populations. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students and families, especially within the remote environment.

A focus on in-person instruction will be the delivery of related services, such as speech and language, occupational therapy, physical therapy, and reading. Protective Personal Equipment (PPE) and training for staff will be required prior to beginning any in-person instruction.

Depending on individual student/family needs, some services and instruction may be delivered synchronously through online platforms that allow for optimal instruction, communication, and observation between therapist and student. Following are some examples of what form this may take in Westport:

- Therapies will be provided in-person when possible and remotely when appropriate, as dictated by a student's needs and schedule. Individual staff situations may also affect in-person instruction.
- Special educators and related service providers may spend a portion of their day supporting some students in-person and another portion of their day providing students remote asynchronous support.
- Special Education evaluations will be conducted in-person whenever possible, whereas IEP meetings will likely be conducted remotely, to limit the number of people in a building, and as agreed upon with parents and guardians.

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

Guidelines are forthcoming from State and local authorities for in-home services. We will share more information soon.

In-Person vs. Remote Services

In many cases, the individual circumstances of staff and student health and safety may dictate the availability of in-person services, including speech, occupational therapy, physical therapy, orientation/mobility, visual, hearing, and reading support. However, there will certainly be times when teletherapy services are safest and most appropriate.

To prepare for this contingency, the District has been exploring tools that staff could use to provide teletherapy services. Multiple potential tools have been identified, and the District is in the process of establishing the necessary student data privacy agreements. Impacted services providers will need to complete appropriate teletherapy training prior to utilizing any new remote learning tool. Additionally, quiet rooms will need to be assigned to individual therapists in buildings and equipment, such as headphones and Personal Protective Equipment (PPE) for closer distance instruction provided. Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group. Parents of children participating in the Remote Learning Model will work with the service provider to determine the most effective delivery of therapy services (in person or remote teletherapy) based individual student needs.

Districtwide Special Education Programs

Westport has a variety of Special Education programs for students with specific learning profiles. **Students within each of these programs will be encouraged to participate in full-time, in-person schooling**, although some services may be provided via teletherapy when appropriate. In the event of another full school closure, the District will plan on trying to maintain as much in-person therapies as is safely possible.

The district will be working with our transportation providers to implement proper safety protocols and capacity limits on the vans and buses we contract for our students, who attend both in-district and out-of-district programs, in accordance with State and Federal Guidelines. In addition to reviewing routing options and van capacities, we also are actively examining cleaning and sanitizing schedules, Personal Protective Equipment (PPE) requirements for drivers and riders, and ventilation protocols. If the State and Federal guidelines do not change, it may not be possible to transport the same number of students with disabilities with the current fleet of vans.

Preschool/PreK

The District recognizes that remote learning is especially difficult for preschoolers, and in many cases, not at all appropriate for their learning. Preschool students in Special Education will be encouraged to participate in in-person schooling (if option is available) commensurate with their IEPs. Additionally, related services for young children (Speech, Occupational Therapy, Physical Therapy, English Language Learner support) are most effective when children and adults are together in the same space, and our little ones can manipulate materials, see the adult's face, and receive immediate, in-person, feedback. Given the small-group nature of preschool, Westport Community Schools will be offering consistent programming, while keeping groups small enough to ensure safety protocols. Currently, we are in the process of scheduling students for IEP services and inclusion opportunities that meet safety protocols and guidelines.

Four year olds will attend school in person on Monday and Tuesday and will participate remotely on Wednesday. Three year olds participating in the program will attend school on Thursday and Friday.

Staff will be utilizing professional learning time to further enhance our capacity for appropriate and engaging remote learning activities and plans should there be a need for another district closure during the school year. If another closure becomes necessary, the District will make every effort to provide limited and safe in-person instruction. More information will be provided directly to families of enrolled preschoolers once available.

REIMAGINING TEACHING AND LEARNING

On March 13, 2020, the Superintendent of Schools announced a two-week school closure amidst the COVID-19 pandemic. Two days later, [Governor Baker extended the period of school closure through April 5, 2020](#), and on March 25, 2020, [he announced closures through May 4, 2020](#). During this period of time, the Westport Community Schools first paused to thoughtfully plan the approach to learning, with no sense of the duration of school closures. On April 21, 2020, Governor Baker announced that schools would be closed through the end of the 2019-2020 school year.

Given the differences between a remote and in-person approach to learning and the suddenness of the closures, the District has engaged in evolving and adapting teaching and learning throughout the spring, continuing this work over the summer months. The transition to remote learning in some capacity necessitates a redesign of our curriculum, significant adaptation or creation of new teaching materials, and creating new professional learning opportunities to enhance the capacity of our approximately 300 staff members. In doing so, we also had to take into account that as a community, Westport residents and our staff were experiencing significant and traumatic disruptions to their own lives.

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

Although remote learning was challenging for some, parents and students shared several positive examples of effective approaches (e.g., how some staff organized and shared materials with students, executive functioning supports and tools, and engaging, multi-disciplinary project-based learning opportunities). Families also reported that remote learning provided more communication with educators/support staff and the opportunity to see what their child is learning. The switch to remote learning led more staff to adopt technology-based learning management tools to communicate and exchange learning materials with students and families. The sudden nature of the school closure in the spring presented challenges for staff who were less proficient with technology and not adequately trained to instruct in an online manner. We acknowledge these challenges and have taken the time over the past couple months to be more thoughtful and deliberate with planning and professional development for our staff.

An In-depth Analysis of Learning Models

In the MA DESE guidance released on June 25, 2020, the State asked school systems to consider a range of options, from a full return to school, to a hybrid learning model, to full remote learning. MA DESE and the American Academy of Pediatrics suggest that school systems begin the planning process by thinking about what a safe return to school would look like and by working with the local Board of Health to plan, which we have done.

The two options that were considered for a safe return to school at this time are the remote and the hybrid models of learning detailed in depth in previous sections. We also analyzed an in-person model. While we value the positive impact of live in-person instruction and firmly believe that there is no substitution for the type of learning that can occur in-person between educators and students as well as between students, we also recognize that some families may not be able to send their children back to school full time yet due to personal health issues; therefore, we believe the remote learning option provides those families with the opportunity to receive a high quality learning experience in their home that parallels the learning experiences of their classmates. Additionally, due to spacing issues, we would not be able to accommodate the full in-person learning model while also complying with state and local guidelines.

A survey will be forthcoming for both families and staff to indicate their preferred model for learning/teaching. The human resources department has already reached out to staff asking them to self-identify if there are any concerns so that the human resource department can work with these individuals to develop appropriate and reasonable accommodations/supports.

Our goal is to keep our staff members working, so that we can continue to provide the highest quality education for our students. To the best of our ability, we are going to attempt to accommodate student and staff choice. The State has provided a structural framework and initial guidance; however, it remains unclear what Massachusetts public school systems can expect in the State's final guidance for the 2020-2021 school year that will be released later this summer. Moreover, the health metrics in the fall may dictate the type of teaching and learning model that we are able to use.

We also heard clearly that consistent and predictable schedules and routines that are not optional and easily navigable are critical for families in the fall. Feedback collected through open-ended survey items suggests that staff and families desired more consistent schedules and routines. Families also reported that this would help students re-establish their routines and momentum, and it would enable them to better maintain a work-life balance. At the same time, staff and families reported that they appreciated the built-in flexibility and hope to see it continue.

Student Orientation to New Learning Models

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

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

Classroom Spaces

The Department of Elementary and Secondary Education (DESE) provided all Superintendents with a series of class size examples on June 30, 2020. In one of the examples DESE provided, they indicate that 32 students can fit into a 750 square foot room—an undersized classroom by most standards. By comparison, the Massachusetts School Building Authority uses a standard classroom size of approximately 950 square feet today, so newer school buildings are likely to exceed DESE's 32 student estimate. The DESE three (3) foot example—absent any feasibility study—clearly demonstrates that for the most part, all students in any school would fit into their designated classroom spaces.

Given our current class sizes and the potential for reduced student enrollment due to families selecting the remote learning model, we believe that we would be able to set up classroom spaces that meet the three foot minimum. However, after designing a classroom to visually represent the space with three foot distances between chairs, we did not feel that this adequately protects our students and staff. It will be our goal to have students **at least 4 ½ feet** apart from one another. This additional spacing does not negate the need and requirement of wearing masks.

A Process for Identifying Learning Gaps

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

In the spring, all educators PK-12, DESE identified “bridge standards”—those standards that they felt were essential for students to focus on at the end of the year, helping to smooth their entry to the next grade this fall. In September, staff will further the process of curriculum realignment and determine the essential standards of focus for the coming year given that 1) the overall time for learning will not be as great as it would be under pre-COVID-19 conditions; and 2) that some learning can happen more effectively in a remote setting than others. Educators also will also determine appropriate assessment tools to help identify students who struggled in the spring, or were disengaged or disenfranchised. The needs of these students will be a primary focus area for educators in the fall. During the first two weeks in September (when teachers are in the schools, but the school year for students has not officially begun) educators will begin to modify their lessons and activities to account for these significant variables. They will be engaged in professional learning to support their choices in instructional methods that are best-suited to remote learning and flipped learning methodologies. This process will continue throughout the year, with the expectation that regular educators work collaboratively with their special education and English Language Learner (ELL) counterparts to co-plan lessons that support learning for all students.

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

Differentiated Learning

Differentiation benefits all learners. It provides for different paces of learning, varied resources to match learning styles and interests, and varied products to demonstrate learning. It allows for students who want to stretch to try new things in new ways, and it provides options for students who want or need to take more time on a topic or skill.

Differentiation also requires that our teachers work together to co-plan and organize instruction that meets the needs of all students. Special educators and teachers of English Language Learners (ELL) bring a wealth of knowledge and skill to designing effective learning for their students and regular education teachers, and all students benefit from co-constructing lessons rather than adapting them after the fact.

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

Feedback, Grading, and Assessments

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

We also know that meaningful educator feedback is critical to learning. Feedback to students comes in a variety of forms (both formal and informal) and has a variety of purposes. The most useful for teachers and students is feedback that helps inform instruction and meet learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments.

In terms of more formal reporting of grades, as curriculum and instruction is modified for the upcoming school year, Westport is considering the skills and content to be assessed. Those standards will be identified in September by educators working under the direction of the Director of Curriculum and will drive what we report out on and inform any adjustments we need to make to report cards. At this point, we are planning to resume use of our current report card formats for each school for next year, with the potential of minor adjustments based on the actual content on which we are able to teach and fairly assess students.

A key element in the process will be more consistency and continuity across grade spans and across schools at the same level. Families can expect to see common expectations and structures in terms of nature of assignments, length of assignments, feedback tools and executive functioning support for all students.

Performing Arts, Physical Education/Health, and Visual Arts

The Visual and Performing Arts and Physical Education, Health and Wellness are integral to the comprehensive education that students receive in the Westport Community Schools along with delivering and supporting socio-emotional learning and we value them equally as other subject areas.

Families and staff have been wondering how we will be able to sustain our Arts and Physical Education/Wellness classes given the need for social distancing. The K-12 specialists will plan to deliver rich curricula within both remote and in-person learning models. They will be able to be extremely flexible in how the curriculum is delivered and want to be mindful of the safety of the students, our staff and the entire Westport school community. Teachers will prepare modified lessons, keeping in mind social distancing, equipment, class space and the weather for potential outdoor activities. Staff will also collaborate with our school nurses to provide instruction regarding hygiene and safety to promote safe interactions among students. Specific strategies and modifications to be employed by our Performing Arts, Visual Arts and Physical Education teachers for the 2020-21 school year include:

- Focus instruction on outdoor activities (weather permitting) that promote lifelong fitness, stress relief, and healthy diet whenever possible. This focus is more important now than ever as we see the rise in the effects of COVID-19 in people with comorbidities.
- When indoor activities are unavoidable,
 - The specialist teacher may travel to the classroom for instruction to mitigate unnecessary travel of students around the building and minimize interactions between students between classrooms
 - Performing Arts, Visual Arts and Physical Education teachers may divide students into smaller groups and spread activities across multiple class spaces
- At the end of each class the environment and equipment will be disinfected
- Performing Arts, Visual Arts and Physical Education teachers will maximize opportunities to avoid sharing any equipment among students along with encouraging students to provide their own equipment to use when possible (e.g., instruments, sticks/mallets, paint brushes).
- If sharing of equipment is necessary, it is permitted with the following modifications:
 - Students should wash and/or sanitize hands before and after using equipment
 - Frequent hand washing should be encouraged
 - Increase shared equipment cleaning
 - If possible, equipment should be wiped down/cleaned before and after

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- each use, using an EPA approved disinfectant
 - Shared equipment will be cleaned and disinfected at least daily as part of the building cleaning schedule
 - Instruments that do not come in contact with the mouth can be shared
 - Objects/equipment that are hard to clean or disinfect should not be shared
 - Some students will need art supplies for home use. The Visual Art department can provide many of these materials for students and will ensure opportunities to access art materials families may not have in their home.
 - Chorus, singing and using brass or woodwind instruments (for band):
 - Can take place outdoors only at this time
 - Masks should be encouraged, if possible
 - There must be at least **10 feet** of distance between individuals
 - For non-musical theater:
 - Outdoors, **without** masks required - There must be at least **10 feet** of distance between individuals
 - Outdoors, **with** masks required - There must be at least **6 feet** of distance between individuals
 - Indoors, **with** masks required - There must be at least **6 feet** of distance between individuals
 - Chorus and singing instruction:
 - Masks must be worn
 - Staff should consider musical pieces that are at a lower volume
 - All students should face in one direction (avoid singing in a circle or having students face one another)
 - Avoid sharing materials (ie. music stands, sheet music, etc)
 - When outdoor instruction is not feasible, instruction should focus on other aspects of music instruction, such as history of music, music theory or vocal anatomy
 - Theater
 - Be intentional about the selection of artistic works that may facilitate reduced in-person interaction
 - Avoid sharing equipment
 - Rental materials should be thoroughly disinfected upon receipt and before returning, as well as being cleaned and disinfected regularly during use
 - Band/musical instruments
 - Instruments that require air blowing can only be used outdoors when individuals are at least 10 feet apart
 - Instruments that do not require air blowing can be used indoors and outdoors, following safety guidelines
 - Students should be encouraged to clean their instrument regularly
 - For cleaning guidelines for musical instruments go to the National Association for Music Education website - there are guidelines specifically developed in response to COVID-19
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- Physical Education
 - No physical education classes can have activities with close physical contact
 - Activities that do not require sharing of equipment should be prioritized
 - Outdoor instruction should be prioritized
 - Students should wash or sanitize hands before and after physical education
 - No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes in close contact with the nose or mouth
 - If possible, locker rooms should be closed. If not possible, access should be staggered to help maintain appropriate physical distancing
 - High touch areas/equipment should be cleaned between uses and at least daily
 - Visual Arts
 - Disposable protective covers should be used when available (ie. for cameras)
 - Prioritize activities that require minimal supplies
 - Avoid sharing of supplies
 - Emphasize outdoor time for courses

TECHNOLOGY

The Westport Community Schools Technology department played a significant role supporting remote teaching, learning, and working during the spring school closure period. The department provided devices to students and families to facilitate remote learning. The department also provided devices for support staff and other stakeholders which allowed them to support students in the classroom and also helped the district to continue to operate smoothly during the closure. Additionally, the technology department, with support from the building administrators, identified students that did not have internet access at home and provided mobile hotspots to those families so that the online learning could be accessed.

In addition to providing devices and technical support, the Technology Department collaborated with the curriculum office to support teaching and learning across the PreK-12 continuum.

Like all districts across the Commonwealth, the sudden school closure required Westport to quickly adapt teaching and operations to a remote environment, with our technology tools as a cornerstone. This was particularly challenging for our district as we did not have a 1:1 technology initiative in place. We are very fortunate that the town has been supportive of shifting to a 1:1 device model and we were able to purchase enough Chromebooks this spring and summer so that all students in grades 5-12 will be provided with their own Chromebook to facilitate learning.

According to survey data, overall family access to reliable technology also continues to be a strength. The majority of families reported they have reliable access to a tablet, laptop, computer or smartphone at home (98.4%) and access to the internet at home (98%) all or most of the time, although there were some concerns about the reliability of the internet access expressed by some families. With support from the community and through grants, Westport is better positioned to provide technology to families in need going into the 2020-21 school year, and we will continue to work to ensure access for 100% of our families.

Tech Tools You Can Use

In looking ahead and reflecting upon our remote schooling experience this spring, the Technology Department, along with other staff across the district, are looking at the tools that we used and how we can best improve our delivery of instruction in the event that remote or hybrid learning environments are part of our future.

Educators will continue to have access to Google's suite of collaboration and communication tools which greatly support teaching and learning in a remote environment. These tools allow students to demonstrate learning and acquire new skills, easily complete assignments, communicate with the teacher, maintain a sense of community, and collaborate with peers in a safe environment. Additionally, based on family and teacher feedback, the District and Technology Department are looking to provide increased student access to additional tools

which will support further collaboration for students related to group projects, help support peer relationships and continue to provide a sense of community.

The Technology Department and staff continue to collaborate in the planning of curriculum to ensure that we have the right tools and resources to support students in all learning environments. Teams working on curriculum and instruction planning will receive training in the fall to ensure desired tools and digital materials are:

- Aligned with curriculum and instruction of the Westport Community Schools
- Appropriate for use with students
- Are not duplicative with other available WCS tools
- Can be supported by other departments, as needed
- Can be fiscally sustained
- Can be made available in time for instruction

Our district 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. Strategic focus on a core set of tools (i.e. a less is more approach) can help achieve consistency, enhance the ability of staff to provide critical support and open up the opportunity to achieve deeper capacity and skill building among staff to effectively use tools. The district is exploring other options for staff to be able to effectively instruct students and communicate with families. In addition, the state is currently reviewing potential learning platforms that would be available to districts across the Commonwealth. Should additional learning platforms become available for staff use, mandatory training will be provided on how to securely use the platforms and control access to meeting rooms in order to minimize known challenges, learning from other districts who have been able to successfully and safely use this tool with students.

Educators also will continue to have access to communication tools which will allow them to share information with parents and families through websites, email and conferencing tools.

Our learning from this spring has resulted in our looking to also provide learning opportunities for families to better understand the digital learning tools that their children use and how they can support students in a variety of ways in a remote learning environment. This may include opportunities to learn about devices, software, and how to help students be successful in a remote or hybrid learning environment.

Student Data Privacy

As a district, we will continue to follow student data privacy laws which help keep our students safe during their online experiences. Educators will continue to work with the technology department to investigate tools that most appropriately support the curriculum and are safe for students to use. We understand that students need tools that promote engagement and learning while at the same time, ensure a level of safety while working online. Our district

continues to maintain and refine processes for using software and apps and how to request the use of those software/apps, as we work to protect student data. Digital literacy content will be part of the first week of school activities—before academic and specialist classes begin—to help make students safe users and consumers of digital tools and resources. In addition, we are planning continued professional learning opportunities for parents and families around technology and curriculum and instruction.

Deploying 1:1 Devices for Students

Our district and the Technology Department were able to respond quickly and thoughtfully to the need for devices this spring. We developed processes for cleaning and deployment that ensured timely and safe ways for students to get devices. We also developed safe ways for the technology staff to support remote learning if additional technology needs arose for students and staff.

For this fall, all students in grades 5-12 will be provided with a Chromebook for educational use as part of our 1:1 technology initiative. More information will follow regarding the distribution of the devices, training for students and families, and policies/procedures for acceptable use and handling of the school devices.

ATHLETICS

The MIAA, in conjunction with DESE and the EEA, have adopted September 14th as the new start date for fall sports that are allowed to be played. MIAA is the state organization that oversees all interscholastic sports programs in Massachusetts. Districts must comply with their rules and regulations with regards to our athletics program.

While we do not have much additional information at this time regarding the athletics program offerings, we will keep you informed of updates from MIAA as they become available to us. Questions about athletics should be directed to our athletics director, Jason Pacheco, at

jpacheco@westportschools.org While we are still waiting for confirmation of which sports will be allowed to be played this fall and under what conditions, we are pleased to announce that we will begin a new co-op football program with Atlantis Charter School this coming fall. More information will be coming about this opportunity.

All fall sports tryouts will begin on Monday, September 14th. Sports registration paperwork is available on the district website and for pick up in the main office of the WJSHS during normal business hours. Paperwork must be handed in by Friday, September 4th.

SOCIAL EMOTIONAL LEARNING

SEL has been an integral part of schooling over the last several years as research continues to support students' emotional health as necessary for their overall success in academics and in life. SEL focuses on helping students develop skills in five key competencies as defined by CASEL: self-awareness, self-management, social awareness, relationship building, and decision making. As we have gone through and continue to go through a national trauma in regards to the Pandemic and the resulting school closure, the key to student success will be an increased emphasis on providing students with the opportunity to focus on each of the key components of their emotional well-being.

- In all schools, daily or weekly meetings (Morning Meetings at lower grades, Advisory Meetings (or Restorative Meetings) at the upper grade levels) with an emphasis on SEL specifically on CASEL 5 Key Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making). These could align with agreed upon tenets at each school and could also align with some of the new protocols in place due to Covid.

<https://casel.org/core-competencies/>

- To create a district-wide initiative to include Zones of Regulation to teach students to self-regulate their needs as well as their emotions and impulses. This aligns with the CASEL competencies in all areas.

<https://www.zonesofregulation.com/index.html>

Staff training for all staff in intentionally embedding SEL into their instruction and daily routines as well as on the Key Competencies and Zones of Regulation

PERSONNEL AND STAFF SUPPORT

While ensuring planning for making students safe when we come back to school in the fall, we also need to remember that our buildings are full of adults, and our focus is also on keeping staff safe and well.

The teaching and learning models require flexibility. In the spring, members of all bargaining units were called upon to complete tasks that were out of their typical scope of work and that they may not otherwise have been asked to complete in a 'typical' learning environment. This will continue to be true, perhaps at an even greater extent, for instruction as we enter into the 2020-2021 school year. Staff will not do it alone, though. Working conditions like class sizes and hours of work will likely also be different. The district recognizes the need for additional supports and training and will provide these to help ensure staff success.

As referenced in prior sections, the district has reached out to staff members to ask them to identify any personal concerns about reentry. The human resources office is currently working with those individuals to determine reasonable and appropriate accommodations to help facilitate a safe work environment for staff. Additionally, we will be soliciting input from staff with regards to their preferred work environment (remote or in-person) as we may need to shift some staff members to a different instructional environment based on student and staff needs. While we hope to be able to support all staff and accommodate requests, we will have to review these requests within the context of student learning needs. All requests for accommodations are currently being vetted by the Human Resources office. We are using a two-step process to determine eligibility for a remote learning accommodation for staff. First, we are following the Centers for Disease Control (CDC) guidelines for determining which health-related concerns rise to the level of immunocompromised. Next, we will consult with the local Board of Health on any requests for a remote teaching/work assignment if the request was an outlier or the answer was not readily found in the CDC guidance.

If you have questions or would like to discuss concerns about your fall work assignment, Please contact Kristin McDaniel, kmcdaniel@westportschools.org for confidential support. In addition, members of the WFT may reach out to Melissa Parker, mparker@westportschools.org, WFT President and members of the AFSCME bargaining unit may reach out to Kathy Cummings, kcummings@westportschools.org, Westport AFSCME President, for confidential support about your rights and the law.

Employees can also find information about paid sick leave and expanded Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

PROFESSIONAL LEARNING

Planning for the 2020-21 School Year

The entire Westport faculty and staff will participate in professional learning and development leading up to the start of the school year, between August 31st and September 15th. On these days, educators will learn about safety practices and procedures related to the pandemic, culturally responsive social-emotional supports, and trauma-informed teaching for students in the context of current events. Professional learning will be provided to help educators adapt to the pedagogical shifts required for our remote plan and effective teaching in the scheduling and learning shift for live in-person instruction. Teachers will work collaboratively to develop classroom structures and content, as well as common tools for assessing student learning in remote settings. Technology training will be provided on the key tools listed in the Technology section of this plan and our technology department will be supporting teachers to use technology effectively in instruction, feedback, and assessment. Educators new to Westport will participate in a revised New Educator Orientation to prepare them for the expectations of the new learning structure, with continued programming throughout the year to offer just-in-time support.

Parent and Family Professional Learning

The circumstances of the past few months have required students, staff, and families to make incredible shifts in practices, routines, and expectations—it has not been easy! As educators and students learned new technologies to support learning, we have reached out to parents and families to provide assistance in understanding how best to help their children navigate the demands of remote learning. Now that we have a better understanding of what remote learning looks like, and what challenges our students may encounter, we are working to further develop the parent and family professional learning to make sure everyone has the tools needed to succeed. We are planning to offer training opportunities for parents and caregivers on remote learning platforms, as well as resources for asynchronous learning. The professional development committee has made the following recommendations with regards to parent/family needs which will be implemented for the 2020-2021 school year:

- A consistent platform for parent communication will be identified for the grade/school level.
- Parent/family orientation will be provided on:
 - Google Platform
 - Chromebooks
 - Other applications that students/families may access at home

Substitutes

While we will be minimizing entry to the building for anyone other than school staff, there will be times when a staff member is absent and we will need to have a substitute enter the building. The district currently provides annual required training to all substitutes. This training will be adjusted and enhanced for this year to include topics such as health/safety and use of technology.

Tiered Professional Development Approach

As indicated earlier in this plan, the state has announced that the school year for students will be reduced by ten days in order to permit for professional development of staff. This will allow our district to better prepare our staff for the reentry of students, as well as other approaches to educating students for this upcoming year. We will implement a multi-pronged approach to professional development during those opening days for our staff.

Tier 1: Required Health and Safety Procedures - All Faculty and Staff

- Understanding how to keep yourself and students safe
- Cleaning/Sanitizing your classroom
- Strategies to educate students about Hand washing, mask wearing, etc
- Trauma Informed Practices
- Behavior Management in an Online Platform

Tier 2: Required “Westport Google Academy” - All faculty and instructional support staff

- Mandatory Training for staff on the Google Platform, including:
 - Meet
 - Forms
 - Classroom
 - Slides
 - Docs
 - Sheets
- Other trainings to be provided including:
 - Video embedding
 - Edit features

Tier 3: Content, Grade Level, or Station-Specific Curricular and Instructional Topics - All Faculty and Instructional Support Staff

- Training on programs that teachers may use during remote learning, such as:
 - Lexia
 - ST Math
 - Studies Weekly
 - BrainPOP Jr / BrainPOP
 - Next Generation Science

-
- *Khan Academy*
 - *Manga High Math*
 - *Xtra Math*
 - *Footsteps to Brilliance*
 - *Epic*
 - *Think Central*
 - *Training on use of online texts and other resources provided by textbook publishers*
 - *Curriculum review - grade/content level discussions*
 - *Curriculum/assessment review/development*

PROBLEM RESOLUTION

When a parent or caregiver experiences a frustration with their child's school experience, it can be challenging to know where to turn to get help and support. Some post their frustrations on social media, while others contact an elected official, Town offices, or District administrators. You certainly have a right to contact whomever you choose whenever you choose. If you are a parent or caregiver interested in solving a problem that involves your child's education or remote learning, our best advice is to first talk with your child's teacher or special education liaison and try to work out the issues together. If you feel that the problem is still unresolved, or you are uncomfortable working directly with those individuals, feel free to reach out to your child's principal, assistant principal, or counselor. If the issue is still unresolved or you would prefer to speak to someone outside of your child's building, please feel free to contact the Director of Student Services, the Superintendent of Schools, or the School Committee.

EXTENDED DAY

The district has offered its own internal extended day program for a few years. This program allows students at the Macomber and Westport Elementary Schools to come into school early and remain after school until later in the day. This fee based program is helpful for families that need child care that extends beyond the regular school hours. The program also runs during school vacation periods.

As we go into an alternative school structure for the fall, we recognize the importance of providing childcare support to families, particularly for those that may be involved in the remote or hybrid learning models. We will be meeting with the extended day director over the next couple of weeks to determine how our extended day program may help meet the needs of our families during our fall learning.

OUT-OF-SCHOOL TIME PLAN

The district has applied for and received a grant to help support students that may need extra instruction due to the school closure in the spring. This grant will provide for coursework to occur on Saturdays and during the school breaks to help address learning gaps and weaknesses.

In addition, we continue to work with our extended day program to identify learning opportunities for our students beyond the school day.

FOOD SERVICES

Good Nutrition and learning go hand in hand!

The Nutritional Services department is made up of a team of food and nutrition professionals that are dedicated to students' safety, health, and their ability to learn. We support learning by promoting safe and health habits for lifelong nutrition practices.

- Business Manager has been working with School Lunch staff to provide additional safety protocols for the service of School Breakfast and Lunches that follow all Local Health Department, United States Department of Agriculture, and the Department of Secondary and Elementary Education Nutritional Guidelines and protocols.
- The Nutrition program also has been working with our contracted Food Safety and Sanitation Company to ensure the process of maintaining safety protocols in the cafeteria and kitchens.
- The Food Service department will continue to work closely with the local Board of Health to ensure a safe breakfast and lunchtime experience.
- Students will line up staying 6' apart. All students and staff must wear facial covering in order to be served. Students and staff must wash hands prior to entering the cafeteria and when exiting. Sanitizing machines will be available in all cafeterias. Floor markers signs will be placed 6' apart to remind students and staff to social distance.
- Hot and cold serving containers will be used when serving meals that will provide a self-contained safety option. Students will not be able to serve themselves.
- Individually packaged utensils and napkins will be handed to each student.
- All water fountains and dispensers will be covered and not be available.
- Plexiglass shields have been installed at all food service lines across the three schools to ensure a safe service.
- Additional lunchtimes will be added to allow all students more ample time.
- School Lunch tables will have dividers to provide a safe lunchtime environment.
- Students may remove their face coverings once at their lunch table.

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- Students wishing to have breakfast will need to go to the cafeteria and get breakfast then eat either in the cafeteria or in their first classroom of the day. All safety precautions will remain at all times and places.
 - Students will have full access to free and reduced meals; students that may choose a remote option will need to pre order meals and pick up during assigned pickup times.
 - Students and Staff that place orders for meals will need to order via email to the appropriate Food Service Managers email address that will be provided at a later date.
 - School Meals will have limited options but will continue to follow the United States Department of Agriculture and the Department of Secondary and Elementary Education Nutritional Guidelines. .
 - Lunchtimes will be reduced to allow for social distancing.
 - Westport Community Schools Food Service department will continue to receive professional development that will provide the highest safety protocols for the safety of students, staff and community.

REFLECTION, MID-COURSE CORRECTION, NEXT STEPS

As public school educators, the rate of change we have experienced in the last three months or so is probably greater than the rate of change school systems have seen in the last two decades. Now, more than ever, we are going to need to be patient, suspend disbelief, trust, and open our hearts and minds to one another's perspectives. With more changes on the horizon, and the implementation of new systems and models of teaching and learning in the fall, we are building in opportunities for conversation and mid-course corrections from the outset. Principal Chats and Superintendent Chats will be offered on a regular basis to elevate the voices of students, staff, and families who are experiencing new ways of teaching and learning, to hear what is working well and what needs work, and to problem-solve together. The input you have provided during the past several months has been invaluable, and we want to continue to hear and learn from you!

Check your email for updates from the Superintendent's Office with details and information about the varied opportunities for input and support.

THRESHOLD FOR TRANSITION BETWEEN MODELS

Ultimately, we would like to see all students and staff be in school, receiving quality, in-person instruction. However, we also need to ensure that this is done in a safe manner. To that end, our plan, barring any adjusted recommendations from the state, would be to return to school in the fall under the hybrid model. At the end of October (32 learning days for students), we will re-evaluate the learning model and current conditions of the pandemic and will make a recommendation for any shift in learning models accordingly.

Based on recommendations by Dr. Erin Bromage, we will be examining the current infection rate within the community, as well as within Bristol County and Statewide to determine if any shifts in learning models should be implemented. While our focus will be on the infection rates in Westport specifically, we will also examine regional and statewide data as that could impact our decision (given that we have staff that live outside of the community that could be located in areas of higher risk).

Dr. Bromage has recommended the following Westport thresholds for consideration, which we will use as a general starting point, along with data from the region and the state:

<i>If the current infection rate (percentage) in Westport is:</i>	<i>Student learning will be implemented according to the:</i>
Less than 3%	Full in-person learning model
3% or greater, but less than 6%	Hybrid learning model
6% or greater	Remote learning model

CERTIFICATION OF HEALTH AND SAFETY REQUIREMENTS




The Westport Community Schools hereby certifies that this plans meets or exceeds all health and safety requirements identified by the Massachusetts Department of Elementary and Secondary Education within the following documents:

- Initial Fall School Reopening Guidance
- Fall Reopening Facilities and Operations Guidance
- Comprehensive Special Education Guidance
- Guidance for Courses Requiring Additional Safety Considerations for Fall 2020
- Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings
- Career/Vocational Technical Education Reopening Guidelines
- Fall Reopening Transportation Guidance

<u>Requirement</u>	<u>Westport Meets Standard</u>	<u>Westport Exceeds Standard</u>
<i>Masks/face coverings</i>		
<ul style="list-style-type: none">• Students in grade 2 and above are required to wear a mask/face covering that covers the mouth and nose. Students in kindergarten and grade 1 should be encouraged to wear a mask/face covering.		<div><input checked="" type="checkbox"/></div> <p>All students will be required to wear a mask/face covering that covers the mouth and nose.</p>
<ul style="list-style-type: none">• Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for	<div><input checked="" type="checkbox"/></div>	

deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues.		
<ul style="list-style-type: none"> Adults, including educators and staff, are required to wear masks/face coverings. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford 	<input checked="" type="checkbox"/>	

<p>masks/face coverings should endeavor to provide masks for students.</p>		
<ul style="list-style-type: none"> Masks/face coverings are required to be worn by everyone on the bus during school bus transportation. 	<input checked="" type="checkbox"/>	
Physical Distancing		
<ul style="list-style-type: none"> As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed. Schools should seek to maximize physical distance among individuals within their physical and operational constraints. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Classroom and facility configuration: To the extent possible, aim for desks to be spaced six feet apart (but no fewer than three feet apart) and facing the same direction. Again, schools should seek to maximize physical distance between desks within their physical and operational constraints. 	<input checked="" type="checkbox"/> <p>For in-person learning model, desks will likely be 3 feet apart with a goal to increase the distance in classes with a smaller number of students.</p>	<input checked="" type="checkbox"/> <p>For remote learning model, desks will be at least 4 ½ feet apart with a goal to increase the distance of classes with smaller numbers of students.</p> <p>This issue is not applicable in a remote learning situation.</p>

<ul style="list-style-type: none"> Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible. In these larger spaces, establishing consistent cohorts/ classes with separation between the cohorts/ classes provides another option to maximize these spaces safely. 	<div style="text-align: center;">  </div> <p>The district is exploring this option, but also wants to make sure that no space is repurposed preventing instructional opportunities in that content area (ie. loss of physical education).</p>	
<ul style="list-style-type: none"> For School nurses and/or any staff supporting students with disabilities in close proximity - eye protection (e.g., face shield or goggles) and a mask/face covering will be provided. Precautions may also include gloves and disposable gowns or washable outer layers of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids. 	<div style="text-align: center;">  </div>	
Student Groups		
<ul style="list-style-type: none"> Cohorts: Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to 	<div style="text-align: center;">  </div>	

isolate cohorts of students and prevent inter-group contact to the extent feasible.		
<ul style="list-style-type: none"> Capacity: There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. 	<input checked="" type="checkbox"/>	
Screening		
<ul style="list-style-type: none"> Screening upon entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Screening procedures are not required at the point of entry to the school. However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact. 	<input checked="" type="checkbox"/>	

<ul style="list-style-type: none"> temperature checks are not recommended as screening for all students due to the high likelihood of potential false positive and false negative results. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> (While the district does not have plans at this time for temperature checks for entry, we are exploring this option)
Hand Hygiene		
<ul style="list-style-type: none"> Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Handwashing: When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Hand sanitizing: If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together 	<input checked="" type="checkbox"/>	

for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).		
COVID-19 Related Isolation Space		
Schools are required to designate a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided. A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member. More information about steps to safely discharge students will be provided in future guidance.	<input checked="" type="checkbox"/>	
COVID-19 Testing in Schools		
<ul style="list-style-type: none"> Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, health providers strongly recommend all students and staff get their regular flu vaccine. Whereas for COVID-19 it appears children are less likely to be infected with 	<input checked="" type="checkbox"/>	

<p>and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters.</p> <ul style="list-style-type: none"> Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will be issuing updated guidance regarding vaccines for schools and parents. 		
<ul style="list-style-type: none"> In-school testing is not recommended. Students' families should discuss testing with their health care provider. 	<input checked="" type="checkbox"/>	
Health and Safety / PPE Supplies		
<ul style="list-style-type: none"> Schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities). 	<input checked="" type="checkbox"/>	

APPENDIX A

School Reentry - Frequently Asked Questions

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

It is expected that students will complete all assignments and attend any synchronous lessons during their remote learning week so they are prepared to participate in the hands-on lessons the following week. All teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

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

Students will be participating in synchronous (live) sessions throughout the day in a remote setting, but not constantly throughout the day. Like the typical school day, synchronous sessions will also be led by a variety of educators and for a variety of purposes. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators as appropriate (e.g. special educators, ELL educators, specialists, counselors, math coaches, or literacy specialists). Our goal is to provide the support students need, the connections to the entire class of students while maintaining enough flexibility to make it work for families at home. **You should expect a minimum of two (2) synchronous sessions of some kind per day while in a remote setting for all grades PK - 12.**

3. What are the expectations for learning in an in-person setting?

It is expected that students will complete all in-class and homework assignments. As with learning in a remote setting, All teachers - academic and specials - will be assessing student progress and report cards will be issued for each term.

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

Students will receive the learning plans and activities the Friday preceding the remote learning week. Suggested times to complete each activity will be noted by the teachers on the remote learning plans. A combination of asynchronous (not live) and

synchronous (live) lessons, activities, and support will be provided for students. Families will have the flexibility to pace their child's day to fit their schedule with the exception of common Daily Morning and Daily Closing Activities. Your child's teachers may have scheduled times during the week where students who are working remotely join the in-person group for selected activities and remote students are expected to attend these sessions. The expectation is that students are working without constant classroom teacher support, but they may sometimes be working in small group live sessions with other educators (see below).

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

Students at the school will follow an assigned class schedule for academic classes, specials, as well as lunch (and recess at the PK-6 level). Counseling needs will be determined based on individual and group needs across both remote and in person learning environments. WCS staff are currently developing school schedules designed for Remote Learning. The schedule students chose last spring may or may not be possible as we develop schedules that work with in-person and remote learning. All administrators will do their best to honor selections already made, and we ask parent and student understanding if changes do need to be made.

6. Who is my child working with in a remote setting?

Remote work is designed to allow students to work independently as well as with a content specific educator. They will be challenged but not frustrated. Students may also be supported and taught by a variety of educators (special educators, ELL educators, specialists, interventionists, counselors, etc.) as appropriate. Counseling needs will be determined based on individual and group needs across both remote and in person learning environments.

7. Who is my child working with in an in-person setting?

Classroom teachers will be working with your student in person in the classroom along with other educators as appropriate.

8. What does learning look like in a remote setting? What is the purpose of remote learning activities?

These lessons and activities are designed to introduce students to the work they will do

the following week during their in-person week (e.g., reading/activities to introduce content and skills, watching taped lessons or other videos, academic support, ELL language support, practice of skills). This time may also be used to provide additional support for students who typically receive it, as well as remote students joining their in-person classmates virtually for whole class activities and lessons.

9. What does learning look like in an in-person setting, and what is the purpose?

Students attend their regular academic subject areas and specialist subjects. Hands-on learning and application of skills are a primary focus of the instructional activities, and projects, workshop model learning are often used as well. Assessments (formal and informal) will be given during in-person learning.

10. What technology will teachers be using to deliver instruction and communicate with students?

The primary tool for *delivering synchronous instruction* in a remote setting from classroom teachers, specialists and support staff, will be Google Classroom. This tool provides the capacity for teachers to live stream lessons and to record lessons for playback by students at a later date if they choose.

A single tool to deliver instruction has been chosen to provide consistency and continuity across grades for students and families. Other products that have been vetted by Westport Community Schools administration may also be used for particular purposes at teachers' discretion. Most families will be familiar with these products as they were used last spring during our emergency school closure.

The primary tool for *students to use when they are working remotely on assigned group work, discussions, team projects*, and the like will be Google Chat. Westport will also be concurrently using software in conjunction with Google Chat that will monitor all student chats and provide immediate alerts to staff in the event intervention is needed.

For *communicating asynchronously with students, sharing assignments, and collecting assignments*, teachers will be using a variety of means including, among others, email, SeeSaw and Google Classroom. Google Classroom has been used effectively at the secondary level (prior to the emergency school closure last spring) and both staff and students are familiar with how it works. As Google continues to improve its products, Westport will update staff and provide professional learning to ensure teachers are maximizing its capacity.

11. What will science lab classes at the middle and high school look like?

Lab sciences at both the middle and high school level pose challenges for both instructional and logistical reasons, particularly for Remote Learning.

Logistically speaking, for the Live in-person learning, we need to consider the social distancing of lab partners, the actual space in labs to accommodate distancing students, the fact that different science labs require different lab spaces due to safety requirements (e.g., fume hoods are required in chemistry classrooms but not in biology classrooms), so not all lab classes are created equal. This also informs us that not all labs will be possible in all settings from a safety standpoint, and curriculum planning is taking this into consideration. This impacts the remote learning logistically as well.

Instructionally speaking for the Remote Learning model, hands-on learning is clearly preferable for any lab, and often demonstration lessons are required or helpful as well. Demonstration lessons can be accomplished for all models and staff have already begun planning for those, with one option being to have teachers record themselves doing the lab demonstration and then sharing it with other teachers and students. The science department will be developing plans to put together individual lab kits to be used by students at home in the event of a return to another emergency school closure and for remote learning students to use as well. We are also curating websites that provide options for lab demonstrations for students.

Flexibility and continued creativity will be a key to success as we continue to plan for meshing remote learning settings with our science curriculum.

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

Students at all grade levels will receive grades beginning in September 2020. The grading systems used in June 2020 were temporary and in response to the sudden and unplanned conditions.

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

All teachers will be sharing assignments for the following week on the preceding Friday.

15. What type of feedback can I expect my child’s teacher to provide on both remote and in-person assignments?

Feedback during Spring 2020 was primarily designed to provide contact and communication with students and to support them from a social-emotional standpoint during a very trying time for all members of the WCS Community. Beginning this fall, while supporting students will remain an important part of the process, feedback will also include a focus on academics.

In terms of the format of feedback, it will vary. You can expect to see everything from traditional written comments to emails to video messages and everything in between. Regardless of the format of the feedback, you can expect to see specific, meaningful and timely feedback that lets students know where they did well and why, as well as what they need to focus on to grow.

Lastly, some teachers will be working in coordinated teams to plan and deliver content and instruction, so your child may find that they are getting feedback from a variety of teachers for the same content area. If this is the case, please know that every teacher involved in those teams will be on the same page. It is also a wonderful way for teachers to get to know all of the students on a team.

16. Will my child be sharing materials and instructional resources with other students?

We will limit sharing and assign each student materials that they alone will use. We may need to rely on parents helping to supply some of these materials. Library materials, textbooks and the like and other items must be wiped down or left dormant for about 3 days before they can be safely handled. Depending on the surface material it appears the virus only survives for a relatively short time. This is primarily a respiratory virus, so that is the major concern for transmission.

Our educators PK-12 will explore ways to create ‘kits’ for students where possible for students to use individually - both for the live in-person model and the RLA model. In many cases we utilize e-textbooks, so the need to handle actual textbooks is reduced to some extent.

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

Classrooms will be set up according to the guidance established by CDC and our local health authority. Using these guidelines we will establish adequate space for both staff and students to occupy classrooms and other instructional space to maximize safety, which will include, setting desks up in rows, limiting the number of staff and students in

each space, maximizing the distances between student desks and between staff members in each classroom, and equipping each space with the proper PPE to safely allow student-teacher engagement.

18. How will my child be assessed?

Traditional assessments will continue to be given as they were under pre-COVID-19 conditions. Students will be in familiar classroom settings under normal circumstances. Screening assessments will also be administered in person. For students participating in the Remote Learning model, assessments will include traditional as well as alternative assessments.

19. Will my child have homework?

Yes, students will be assigned homework in keeping with the Westport Community Schools' Homework Policy.

20. What about conferences? Back-to-School nights?

We are in the process of developing a process for remote conferences and back to school nights for all grades PK-12 for this year. More information will be shared as it becomes available.

21. What are the start and end times for students participating in the Live In-person Learning Model? Do students in the Remote Learning Model go to school for the same time as those students attending school In-person?

Below are the times that school will generally begin and end by level. Currently, we are in the process of exploring staggered drop-off and pick-up times at schools to reduce crowding at these times. This could mean your students will arrive or be dismissed slightly before or slightly after the times listed below. Your child's school will be in touch before school begins to clarify all times for your child.

The live in-person schedule for students in each building has not changed.

Students who are participating in the Remote Learning model are expected to attend all synchronous sessions during the day. Your child will receive a schedule from their teacher each week letting you know those times. The expectation of teachers is that they strive to make these synchronous times as consistent as possible during the week so parents can plan accordingly.

22. When will I select our preferred learning model (Live In-Person or Remote) for my family?

We will be sending out information to families regarding the selection of either remote or live in-person learning for each child in their family after this plan has been reviewed and approved by the school committee and submitted to the state.

Any student can participate in remote learning and doctors notes are not required. **We will send out verification of the learning model selected in August to ensure our records accurately reflect family choices.**

Families will not be locked into one particular learning model for the entire school year. If your family circumstances necessitate a change, you find the model you chose is not a good fit for your child, or have yet to submit a preference, any parent/caregiver may complete a Student Learning Change Request Form.

We do reserve the right to make changes to any and all aspects of this Westport Community Schools Reentry Plan, as we consider community feedback, additional guidance from the State, and continue to monitor COVID-19 trends.

23. Is the curriculum the same in the Remote Learning and Live In-Person learning models?

The learning standards will be the same in each model and the pace of instruction will move consistently across both models as well. Students within a grade span will be assessed with the same report card, so content and skills will be the same across both models.

24. What if my child begins the year in the Hybrid Learning Model but WCS needs to close schools and switch to a fully remote setting? How will the transition be made to fully remote learning?

Educators are developing contingency plans for this eventuality. Should the need arise to close schools and have students in the Live In-Person Learning Model switch to fully remote, a model similar to the existing Remote Model will be used.

24. Why isn't a hybrid option currently listed as an option parents can choose for the Fall in the Westport Community Schools Reentry plan?

We believe strongly in getting all students and staff back to school, but doing so in a manner that is safe. We are offering the remote learning option to meet the needs of families that may have health and safety concerns about reentry at this time in order to continue to provide their children with an education through Westport.

Due to staffing limitations, it would not be feasible to provide families with a choice of three different models; therefore, we selected the two that best represented what we believed to be primary interests of families, based on the survey data from June.

25. The MA Department of Elementary and Secondary Education is requiring districts and schools to prepare a reopening plan that addresses three possible learning models for this fall. The Westport Public Schools Learning Plan only discusses two (the remote and live in-person learning)—is Westport in violation of MA DESE requirements?

No, Westport is not in violation of MA DESE requirements. We will have information available for the state regarding a hybrid model, along with the challenges associated with that model for our district. In the meantime, we need to develop a plan **now** that is actionable, and this plan involves the opportunity for families to select from one of two options - In-Person or Remote learning.

26. The American Academy of Pediatrics issued a statement on June 25, 2020, about an in-person return to school; has the District taken this guidance into consideration?

Yes, the District has reviewed the AAP's guidance, and we feel confident that our reentry plan is well-aligned. The American Academy of Pediatrics (AAP) strongly advocates that all policy considerations for the coming school year should start with a goal of having

students physically present in school—and we wholeheartedly agree. Our students need to get back to school as safely as possible, and the Westport Community Schools Learning Plan achieves this goal. The Plan also provides a safe option for students and staff who cannot be in school due to public health mandates or unique medical needs. According to the AAP, “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.” The Westport Community Schools Learning Plan explicitly addresses the key principles outlined in the AAP statement, along with those additional aspects of schools that are fundamental to child and adolescent development.

Frequently Asked Questions for Westport Personnel

1. What should I do if I become sick or are caring for a sick family member

First, and foremost, if you are feeling sick, do not come to work. Staff who become sick or are required to care for a sick family member, have a multitude of options for leave during their period of illness. These options are outlined below. HR is available to work with you on which leave option is best for your situation. These are all supplemented by the use of your contractual leave. If you are in need of additional leave time, you may utilize your accrued leave bank, petition the sick leave bank or contact HR to apply for COVID leave use by the Superintendent (up to 30 days) if you have exhausted these leave types.

You may qualify for:

Family Medical Leave Act (FMLA): (also contractual) includes 12 weeks, use paid leave, 1250 hour work requirement waived during Pandemic, for serious medical conditions of staff or immediate family and must be certified by a physician. The following forms are required: [Request for Leave](#) and [FMLA Physician Certification](#)

Americans with Disabilities Act (ADA): Westport must make a “reasonable accommodation⁶”, after an interactive process, to enable a qualified staff with a disability to perform essential job functions; can be used after FMLA and contractual leaves are exhausted. If accommodations cause “undue hardship” for the Westport Community Schools, the employer is not required to provide them. ADA accommodations can follow exhaustion of FMLA entitlements, if appropriate.

⁶ *modification or adjustment to the job or work environment that will enable a person to perform essential job functions.*

Families First Coronavirus Response Act (FFCRA): Employees can find information about paid sick leave and expanded Family and Medical Leave Act under the Families First Coronavirus Response Act [here](#).

Emergency Paid Sick Leave Act (EPSLA): provides two weeks of paid or partially paid sick leave if employee: (1) is subject to a Federal, State, or local quarantine or isolation order related to COVID-19; (2) has been advised by a health care provider to self-quarantine related to COVID-19; (3) is experiencing COVID-19 symptoms and is seeking a medical diagnosis; (4) is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); (5) is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or (6) is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

In terms of pay, an employee taking leave for reasons 1-3 (under quarantine or experiencing Covid-19 symptoms) is entitled to up to 80 hours of paid leave over a 2-week period, at his or her regular rate of pay or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 total over the 2-week period. Employees taking leave for reasons 4 or 6 “are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).” Finally, employees taking leave for reason 5 “are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period).”

Westport cannot require an employee to exhaust contractual leave or to take contractual leave concurrently with EPSLA. An employee may agree to take the leaves concurrently, however, in which case WCS will be required to pay the entire contractual rate of pay.

If applicable, employees should complete: [FFCRA Request for Emergency Paid Sick Leave Form](#).

Emergency Family Medical Leave Expansion Act (EFMLEA): extends FMLA to employees who can not work due to Covid related lack of child care. This is available to staff who have worked at least 30 calendar days. The first two weeks of EMFLEA leave are unpaid. Employees may elect to access paid EPSLA leave (based on reason 5, discussed under the **Emergency Paid Sick Leave Act (EPSLA)**), however, to earn 2/3 of their pay during those initial two weeks. The remaining 10 weeks of EFMLEA leave are paid at the employee’s regular rate of pay, up to a total of \$200 per day or \$10,000 total. In addition, during the first two weeks, Westport Community Schools and the employee can agree to supplement the EPSLA leave with the employees accrued, paid contractual leave. FMLA use of 12 weeks of leave may impact employee’s eligibility for

this leave. If applicable, employees should complete: [Request for Emergency Paid Sick Leave Form](#).

To either supplement the leaves stated above or to be used independently, Westport Community Schools staff have these options. Please consult your collective bargaining agreement or contact Human Resources:

Contractual Leave: Please refer to your collective bargaining agreement for information on additional leave options. Non Union Staff should refer to Human Resources.

2. What if I am not sick yet do not wish, or am not able, to return to the buildings?

While the District will do our best to accommodate you, there are limited options available.

If you are unable to return due to an underlying medical condition(s) or are caring for someone in your home who has an underlying medical condition(s), you will be asked to provide medical documentation. Under these circumstances, the district may be able to assign you to fulfill your work obligations remotely. If leave or remote work is approved, your benefits will not be interrupted. **Please contact HR for guidance in these situations as each case will be examined separately.**

My situation	Possible Remedy
<ul style="list-style-type: none">Employees with Underlying Medical Conditions	<ul style="list-style-type: none">May be eligible for contractual leave, FMLA or ADA;Remote work possible
<ul style="list-style-type: none">Employees Otherwise at Risk	<ul style="list-style-type: none">Remote work possible
<ul style="list-style-type: none">Employees Who Are Simply Uncomfortable	<ul style="list-style-type: none">Remote work possible
<ul style="list-style-type: none">Employees Caring for Individual for Medical Reasons	<ul style="list-style-type: none">May be eligible for FMLA or Contractual Leave;Remote work possible
<ul style="list-style-type: none">Employees Who Have Concerns About Safety of Another	<ul style="list-style-type: none">May be eligible for contractual Leave;Remote work possible

3. What are staff requirements related to masks, PPE and social distancing?

ALL staff will be required to wear a mask while on school property and maintain a distance of at least six feet from others. This includes parking lots. Meals will be eaten at your desk in the classroom or in the teacher's room if distancing can be held. PPE will be provided but must be worn at all times and maintained by the staff member.

APPENDIX B - Protocols for Responding to COVID-19 Events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested. If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure. If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Section 1: Protocols for individual exposure or individual positive test

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (e.g. a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).
3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
 - a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
 - b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
 - c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.
4. **ELEMENTARY SCHOOL (e.g., student has self-contained classroom throughout the day):**
 - a. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 - b. Communications sent to families/staff should:
 - i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
 - ii. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting

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- next to the student, plus any others who also had close contact with the student.)
- iii. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 - iv. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.⁷
 - v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 - vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
- i. Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 - ii. The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
 - iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 - iv. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days⁸) and are asked to communicate their test results to the school.
- d. As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until the individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.

5. MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):

- a. The school should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was

⁷ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁸ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

- b. Follow the communication and other relevant Elementary School protocols above.
- c. Close contacts should be tested for COVID-19 at one of Massachusetts's test sites.⁹ Sites may require pre-screening, a referral, and/or an appointment.
- d. Instruct the student or staff member to isolate while waiting for the results of their test.
- e. An individual who does not wish to be tested should instead quarantine for 14 days¹⁰ and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. **ALSO FOLLOW:** "Protocol: Presence of multiple cases in the school."

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

⁹ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

¹⁰ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Close contact of student or staff tests positive for COVID-19

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.¹¹
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites.¹² Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days¹³ and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results. Ability to mask is critical, so if the close contact cannot mask or is in K-1 and not masking they should not return for 14 days.
4. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.
5. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

¹¹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹² [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

¹³ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Student is symptomatic at home

1. Families should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 - a. **IF NO SYMPTOMS:**
 - i. Send student to school.
 - b. **IF ANY SYMPTOM:**
 - i. Do not send the student to school.
 - ii. Call the school's COVID-19 point of contact and inform them that the student is staying home due to symptoms.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹⁴ An individual who does not wish to be tested should instead isolate for 14 days¹⁵ and until asymptomatic.
 - iv. The student should get tested at one of Massachusetts's test sites.¹⁶ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹⁷ **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

¹⁴ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁶ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁷ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students. Note: This will require training for bus drivers (and bus monitors, if applicable).
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow the student to board the bus. Caregiver should then **FOLLOW:** “Protocol: Student is symptomatic at home.”
3. If a student is already on the bus, ensure the student is masked and keeps the mask on. Ensure other students keep their masks on. Ensure that the student keeps the required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
5. School nurses (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, students with possible symptoms should exit the bus first.
6. Bus should be cleaned / disinfected.
7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end

of the day to be picked up by the caregiver. The student should not go home on a school bus with other students.

- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹⁸ An individual who does not wish to be tested should instead isolate for 14 days¹⁹ and until asymptomatic.
 - iv. Students should get tested at one of Massachusetts's test sites.²⁰ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 - 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Students stay home until asymptomatic for 24 hours.
 - 2. **IF POSITIVE:** Students should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²¹ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student to class.

¹⁸ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁰ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

²¹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.)
2. Teacher ensures the student is wearing a mask that fully covers his nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by the caregiver. The student should not go home on a school bus with other students.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²² An individual who does not wish to be tested should instead isolate for 14 days²³ and until asymptomatic.
 - iv. Students should get tested at one of Massachusetts’s test sites.²⁴ Sites may require pre-screening, a referral, and/or appointment.

²² <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²³ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁴ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

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- v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 - 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Students stay home until asymptomatic for 24 hours.
 - 2. **IF POSITIVE:** Students remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁵ **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.”
 - b. **IF NO SYMPTOMS:**
 - i. If the evaluation shows the student does not have symptoms, send the student back to class.

²⁵ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).
 - a. **IF NO SYMPTOMS:**
 - i. Come to work.
 - b. **IF ANY SYMPTOM:**
 - i. Do not come to work.
 - ii. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁶ An individual who does not wish to be tested should instead isolate for 14 days²⁷ and until asymptomatic.
 - iv. The staff member should get tested at one of Massachusetts’ test sites.²⁸ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff members stay home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff members should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁹ **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

²⁶ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²⁷ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁸ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

²⁹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms.
 - a. **IF NO SYMPTOMS:** The staff member should follow the school's standard protocols for being excused due to illness.
 - b. **IF ANY SYMPTOM:**
 - i. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.³⁰ An individual who does not wish to be tested should instead isolate for 14 days³¹ and until asymptomatic.
 - ii. The staff member should get tested at one of Massachusetts's test sites.³² Sites may require pre-screening, a referral, and/or appointment.
 - iii. Isolate at home until test results are returned.
 - iv. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff members should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.³³ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19".

³⁰ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

³¹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

³² <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

³³ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Section 2: Protocols for potential school closure (partial or full) or district closure

Protocol: Presence of multiple cases in the school or district

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

Contacts:

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6. If the decision is made to close for some number of days, the school and/or district should send clear information and instructions to families and staff:
 - a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
 - b. Noting that there may be more potential cases that are not yet symptomatic
 - c. Recommending students quarantine and not have contact with others
 - d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)

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- e. Reminding families of the list of COVID-19 symptoms for which to monitor
 - f. Ensuring that remote learning is immediately provided to all students
7. Before bringing students back to school:
- a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
 - b. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
 - c. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

Protocol: Presence of significant number of new cases in a municipality

1. In the case of significant municipal outbreak, as determined by the local board of health or DPH, the superintendent and school leaders must consult with the local board of health to determine whether it is appropriate to close a specific school, schools, or an entire district.
2. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

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Protocol: State-wide regression to a previous reopening phase

1. Massachusetts is tracking its overall statewide reopening in phases according to the [Reopening Massachusetts](#) plan. Currently, Massachusetts is in Phase 3 of reopening, where even more businesses can resume operations with specific guidance.
2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with school districts and schools to determine whether in-person school should continue.

APPENDIX C

Revised
8/6/20

WESTPORT COMMUNITY SCHOOLS 2020-2021 School Year Calendar

August 28	New Teacher Orientation/AFSCME Training
August 31	Staff Convocation
September 1-15	Staff Training Days
September 7	Labor Day - No School
September 8-10	Kindergarten Screening
September 14-15	Kindergarten and Pre-K Orientation
September 16	First Day of School Grades Pre-K through 12
October 12	Columbus Day
November 3	Staff Training Day / Election Day
November 9	First Term Ends - Marks Close
November 11	Veterans' Day
November 25	Half Day-Thanksgiving Break
November 26-27	Thanksgiving Break
December 3	First Trimester Ends (MAC/WES)
December 23	Early Release Students & Staff
December 24-January 1	Winter Break
January 14	Early Release / Staff Training
January 18	Dr. Martin Luther King Jr. Day
January 26	Second Term Ends - Marks Close
February 15-19	President's Day/Winter Vacation
March 3	Early Release / Staff Training
March 16	Second Trimester Ends (MAC/WES)
April 2	Good Friday
April 7	Third Term Ends – Marks Close
April 13	Early Release / Staff Training
April 19-23	Patriot's Day/Spring Vacation
May 31	Memorial Day
TBA	Last Day of School for Seniors
June 8	Early Release / Staff Training
June 12	High School Graduation
June 17	Last Day for Grades K-11/ Early Release for Students
	Fourth Term Ends - Marks Close
	Third Trimester Ends

The School Committee has approved a 170-day school year calendar with an additional 5 days for emergencies, in accordance with the advisory from DESE on July 27, 2020. The actual last day of school for grades K-11 will be no earlier than June 17th. and no later than June 30th. Early release for seniors may be no sooner than 12 school days before the close of the school year.

APPENDIX D: Hybrid Learning Schedule Rotation

Week of:	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9/14/20	No School	No School	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
9/21/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
9/28/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
10/5/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
10/12/20	No School	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
10/19/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
10/26/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
11/2/20	Cohort A - Live Cohort B - Remote	No School	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
11/9/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	No School	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
11/16/20	Cohort A - Live	Cohort A - Live	Cohort A -	Cohort A -	Cohort A -

	Cohort B - Remote	Cohort B - Remote	Remote Cohort B - Live	Remote Cohort B - Live	Remote Cohort B - Live
11/23/20	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live (½ Day)	No School	No School
11/30/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
12/7/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
12/14/20	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
12/21/20	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live (½ day)	No School	No School
12/28/20	No School	No School	No School	No School	No School
1/4/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
1/11/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live (½ Day)	Cohort A - Remote Cohort B - Live
1/18/21	No School	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
1/25/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
2/1/21	Cohort A - Live	Cohort A - Live	Cohort A -	Cohort A -	Cohort A -

	Cohort B - Remote	Cohort B - Remote	Remote Cohort B - Live	Remote Cohort B - Live	Remote Cohort B - Live
2/8/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
2/15/21	No School	No School	No School	No School	No School
2/22/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
3/1/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote (½ Day)	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
3/8/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
3/15/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote (½ Day)	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
3/22/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
3/29/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	No School
4/5/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
4/12/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote (½ Day)	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
4/19/21	No School	No School	No School	No School	No School

4/26/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
5/3/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
5/10/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
5/17/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
5/24/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
5/31/21	No School	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
6/7/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote (½ Day)	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live	Cohort A - Remote Cohort B - Live
6/14/21	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Live Cohort B - Remote	Cohort A - Remote Cohort B - Live	