MARSHFIELD PUBLIC SCHOOLS

FALL 2020 FINAL REOPENING PLAN

“MARSHFIELD MOVING FORWARD SAFELY”
AUGUST 10, 2020

Approved 4-1
SC Meeting 8.10.20
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Letter from the Superintendent

Dear Members of the MPSD Community,

I hope this letter finds you healthy and well. Since March 12, 2020, we have seen a wholesale change to the way education is delivered in our community, and across the nation, due to the worldwide pandemic, we are currently experiencing. The amount of collaboration and cooperation shown by our students, their families, and our staff over the past five months, to help make our “new normal” work, has been remarkable and I can never thank you enough for your patience and understanding.

Throughout these challenging times, we strived to embrace the district message of “Every Student. Every Day. Whatever it takes.” While this has been a challenge due to the unique circumstances we find ourselves in, our staff and our students continued to grow throughout the spring in their efforts to maneuver a remote learning community. With new guidance and expectations offered by the Department of Elementary & Secondary Education (DESE) and the work of state and local health officials, we are excited to move forward safely in September, with a phased-in approach to learning that will safely bring our students into greater contact with their classroom teachers in a more traditional learning environment.

Our plan to open the school year, “Marshfield Moving Forward Safely,” has been created through the hard work of dozens and dozens of educational stakeholders from around our community, through the shared thoughts and ideas of our MPSD families and staff, along with the help and guidance provided by state education and health leaders. While this document will be submitted to the state on August 10th, we will continue to work with our educators and hear from our families so we can continue to make improvements to the plan as needed over the next four weeks.

The District’s mission calls for schools to provide a “safe, healthy, and collaborative learning environment that fosters respect and responsibility, empowering all to achieve their maximum potential.” The efforts made by everyone who helped in this planning document will hopefully ensure we are able to live up to our mission, regardless of the learning plan that is being implemented.

We will continue to work hard on behalf of our students and their families and look to do so in the safest environment we can establish. There may be things out of our control that cause us to pivot in a new direction during the school year, but we are confident that our plans will allow us to change more smoothly if and when it is needed. Once again, thank you for your patience and understanding.

Sincerely,

Jeffrey W. Granatino, Superintendent
B. DISCLAIMER

As the situation facing school districts across the Commonwealth is fluid and ever-changing, based on health guidance and fluctuating virus rates, Marshfield Public Schools reserves the right to change this plan at any time to align with incoming information. The plan we have outlined is specific to the first term of the school year and we stand ready to adapt as needed.

This is an evolving document and school districts have been tasked with ensuring that school districts are able to adapt throughout this planning process, and we intend to be flexible while always prioritizing student and staff safety while enacting a plan. We will proceed with the health and safety of our students and staff as a priority. It should also be noted that when a vaccine is made available, we may be able to deviate from any plan we have set to a learning platform that is similar to what we had before the pandemic. However, any plan we implement and any changes we may make will keep health guidelines for students and staff at the top of our priority list.

C. EXECUTIVE SUMMARY

The Executive Summary for reopening school in Marshfield will provide you with an overview of some of the key MPSD plans for re-entry this fall. It will highlight the work of our four task groups: Teaching & Learning, Buildings & Operations, Special Education, and Social-Emotional Learning (SEL). You will see the model of learning we are looking to implement and will see a great deal of the research that was used to help guide us in our decisions.

It's important to note that any and all decisions made to date, or those that will be made in the upcoming days, will be fluid and as we continue to gather information on the movement of the pandemic and its impact on our schools, it could very well cause us to pivot and move into a new direction at any time during the fall. In addition, our protocols for administering school can always be reviewed and revised based on the newest health guidance we receive from the state’s and nation’s leading medical experts.

INITIAL FALL GUIDANCE FROM DESE

On June 25, 2020, the Commissioner of Education, Jeffrey Riley, released the Department of Elementary & Secondary Education’s Initial Fall Reopening School Guidance. This document provided the foundation for districts across the Commonwealth to build reopening plans that were appropriate for their respective town.

TASK FORCE WORK

In June, four task forces were created to help us plan for the upcoming school year. They focused on four key areas of our school community: Teaching & Learning, Special Education, Buildings & Operations, and Social-Emotional Learning (SEL). The members of these teams represent all of our district stakeholders; teachers, administrators, parents, elected officials, and the work they have done over the past two months has put us in a position where we will be able to open schools this fall.

These groups have been meeting regularly over the summer and the work they have done has looked to mirror the expectations outlined in the Department of Elementary & Secondary Education’s (DESE) Initial Fall Reopening School Guidance and they have also looked to establish protocols that adhere to the
recommendations that have been presented to districts by DESE along with a number of public health and safety resources.

The work of these groups is not complete yet, and we will look to work with all of our stakeholders over the next month to continue to ensure that all elements for an effective and safe re-entry to school are addressed. They have given countless hours on this endeavor and their work is greatly appreciated.

**Teaching & Learning**

*Ellen Martin, Assistant Superintendent*

Emily Baird, Principal SRS
Kristin Brandt, AP, MHS
Patricia Casey, ELA Dept. Chair, MHS
David Cawthorne, Technology Director
Sean Costello, School Committee
Jill Cotreau, Principal, MES
Christina Jacobucci, 2nd-grade Teacher GWS
Lisa Lynch, AP, FBMS
Aimee McAlpine, Coor. Innov, Design, Digital Lng.
Jean Milch, AP, EWS
Annmarie Violissi, K Teacher, EWS
Lynne Walsh, Mathematics, FBMS
Margaret Kenney, ELA, FBMS

**Special Education**

*Amy Scolaro, Dir of SpEd/Pupil Services*

Julia Baggia, FBMS Team Chair
Kendra Stetson-Campbell, SC
Bill Campia, Principal, EWS
Courtney Coutts, Director of Early Childhood Education
Blake Doyle, Innovation Specialist
Mike Fish, School Psych., DWS
Maureen Kemmett, Principal, FBMS
Caitlin Kopp, Special Educator, GWS
Mary Williams, MPSD Special Ed Program Coordinator
Amy Laputz, ELL Teacher
Juliianne MacKinnon, ASD Specialist
Jennifer Landolfi, Out-of-District Coordinator

**Buildings & Operations**

*Tom Miller, Asst. Superintendent Bus./FIn*

Robert Battis, Head Custodian, FBMS
William Battis, Athletic Dir., MHS
Lara Brait, School Committee
Irene Ekstrom, Director of Food Services
Amy Fultz, AP, SRS
Rich Greer, School Committee
Bob Keuther, Principal, MHS
Jane Landry Nurse Leader
Scott Madden, AP, FBMS
Fred Russell, Director of Maint/Facilities
Dan Sylvestre, Principal, DWS

**Social Emotional Learning (SEL)**

*Marybeth Battis, Wellness Coordinator*

Joyce Biagini, Elementary Health Teacher
Brigid Boyd, School Committee
Dominic Centorino, AP, MHS
Jeff Dunn, AP, MES
Karen Hubbard, Principal, GWS
Jennifer Jackson, AP, DWS
Christine Lusardi, 5th Grade Teacher, GWS
Mark McNulty, AP, GWS
Kathleen Murrill, ELA Teacher, FBMS
Jeanine Smith, AP, FBMS
Melissa Wilson, School Adj. Coun. FBMS

Meeting Dates:

**Teaching & Learning**
July 13, 15, 16, 20, 21, 22, 23, 27, 30, August 3, 4

**Facilities & Operations**
July 15, 17, 28

**Social-Emotional Learning**
June 30, July 2, 7, 8, 20, 24, 30, August 4, 12

**Special Education**
July 13, 15, 28, August 4
MEDICAL & STATE OFFICIALS WEIGH IN ON RETURNING TO SCHOOL

Guidance and recommendations for reopening school this fall have been offered to schools across the Commonwealth by a number of medical professionals and health organizations. Below are a few sources that highlight some of the factors we took into consideration during this process:

American Academy of Pediatricians
Center for Disease Control & Prevention (CDC)
DESE Doctors on Back to School in Massachusetts
Massachusetts Department of Public Health- Dashboard
CDC-What We Should Know About Coronavirus
CDC- Frequently Asked Questions
Department of Elementary & Secondary Education-Commissioner Updates
About COVID-19 Testing

SAFETY PROTOCOLS

All faculty and students in grades PK-12 will wear face coverings/masks. They will be highly recommended for those students in PK as well. All students who ride a bus or van will also have to wear a mask. Each school will work “mask breaks” into their schedules and, when possible, they will occur outside. Cleaning protocols are being established across the district that will adhere to the Center for Disease Control & Prevention (CDC) as well as the Environmental Protection Agency. In addition, there will be protocols put in place that adhere to CDC standards for all medical scenarios. Descriptions of those protocols are described later in this document. Each school will also designate an isolated space, separate from the nurse’s office, where students who show symptoms during the school day can stay until they can be picked up.

SCHOOL CALENDAR

The Marshfield Public Schools 2020-2021 calendar is available on the district website. Faculty and staff were originally scheduled to return to school Tuesday, September 1st. In our current calendar students return to school Wednesday, September 2. Based on the announcement from DESE to change the 180-day requirement for student learning time to 170-days, and in order to provide as much time as possible for faculty to prepare for the return of students to in-person learning, the School Committee vote on August 6 to change the calendar to have students start on September 16, 2020. The start date for teachers will now be Monday, August 31st. We will update the district calendar as needed and in accordance with the DESE requirements. Changes to the calendar are subject to School Committee approval. The Superintendent of Schools will email parents and families any information regarding changes to the academic calendar.

Return-to-School Models

Districts were asked by DESE to prepare three models for reopening schools this fall: a Remote Learning Model, a Hybrid Learning Model, and an In-Person Learning Model. To inform our decision making around what model(s) will work in our schools we completed a district-wide “Pressure Test” to assess all of our building spaces. We measured all classrooms, offices, and larger spaces like libraries, cafeterias, gyms, shops, etc.
The current DESE guidelines allow for seating at a minimum of 3 feet apart but we will strive to create distances that are closer to 6 feet apart in our planning.

**FEASIBILITY**

For the past four weeks, school staff assessed each classroom using the CDC promoted “6-foot” distance between student chairs. In addition, they also studied the spacing capabilities while using a “3-foot” distance between the student chairs, which was deemed appropriate by the Department of Elementary and Secondary Education (DESE) as well as assessing alternative learning environments in each building.

When using the 6-foot distance between student chairs, the elementary school classrooms were able to hold less than 15 desks per room. At the Furnace Brook Middle School (FBMS), rooms could support approximately 12 desks per room on average and the high school rooms were also able to hold approximately 12 desks per room.

When using the distance allowed by DESE’s standards, 3 feet chair to chair, at the elementary level, the average number of desks in a typical classroom was 24 desks. FBMS was also able to accommodate up to 24 student desks on average per room. The high school typical classroom also was able to accommodate an average of 24 desks per classroom, with that number growing to 28 to 30 in the larger science rooms.

While a large number of the average class sizes could be addressed using the 3-foot distance between chairs, we have a number of classes, at various levels, that would still not be able to meet under those conditions. There would also be little additional room for supporting a more appropriate learning environment and it could be viewed as less than optimal with regard to the safety of both students and staff. In addition, it appears classrooms may have to be utilized at times for a non-traditional lunchroom setting, with 6-foot distancing. Typical classroom movements, during the course of the day, would be challenging with the 3-foot distance between chairs.

The MPSD Leadership Team noted that from a teaching and learning standpoint and from a health and safety lens, it is more appropriate to allow for 6 feet of separation chair to chair, whenever possible. With that distancing in place, each school would be able to more comfortably hold approximately up to 50% of the students in each classroom. Within those parameters, the district asserts that spacing does not provide for a full in-person learning model at the start of the school year, but it could clearly administer a hybrid model (with half of the students in session at a time), using some non-traditional classroom space for unique scenarios as part of our phased-in opening.

**Survey Data (Family & Staff)**

In the late spring, the District sent out a survey to families and staff to gain an understanding of how Remote Learning went for the last three months of the school year. The feedback we received was extremely useful and helped drive much of the professional development the entire district undertook this summer to prepare us for the upcoming school year.

Earlier in July, we conducted a survey with families and staff to gather the information that would help guide the district's reopening strategy. A summary was shared with our stakeholders and many of the key components of our proposal stem from this survey data. A few of the key points were;
In the family survey, we were thrilled to see that over 2000 families responded. Of these respondents, 60.6% wanted to see a full return to full in-person instruction and another 32 wanted to see a hybrid approach. In addition, another 76.7% of those responding said they would send their child to school if all of the DESE health and safety requirements were in place.

This information was not dissimilar to the staff survey, which noted that 53.3% of the 475 staff who responded wanted to have a full return to in-person instruction and 32% were in favor of a hybrid approach. In addition, over 90% of the staff responding noted that they were “comfortable” or “much more comfortable” with remote learning than when we were forced into remote learning back in March. This mindset, along with productive professional development in this area for all of our staff this summer, will help in unveiling a more robust version of remote learning that will be wrapped in our Hybrid Model this fall.

When asked what were some of the supports needed at home, Chromebook support was the #1 need identified by families. Based on this, we have taken steps to ensure that a 1:1 Chromebook plan will be in place in grades 6-12. In addition, due to these unique circumstances, one will be provided for students K-5, while we are in hybrid or remote learning.

FALL REENTRY PROPOSAL

We are promoting a phased-in Hybrid approach that will create effective in-person opportunities and will provide for a more robust remote element to the plan. We hope that this plan will get “MARSHFIELD MOVING FORWARD SAFELY”.

In this phased-in approach, we look to responsibly and safely transition from one phase to the next as our students and staff reacclimate themselves to education back in our schools. Below is a look at some of the key elements to the initial plan:

All levels (K-12) will move to quarter terms for the full year.

Phase 1: Teachers only

DESE announced recently that the school year for students will be 170 days instead of the traditional 180.

Those 10 days are to be used for staff training and development prior to the start of the school year

- Week 1 (8/31-9/3) - teachers only
- Week 2 (9/8-9/11) - teachers only
- Week 3 (9/14-9/15) - teachers only

Teachers will:
- Receive training on health and safety protocols and procedures
- Receive further training on the development of digital content
- Collaborate with colleagues and plan for hybrid/remote teaching

Phase 2: Students begin modified Hybrid model on September 16-22

- Wednesday, September 16 All Remote
During the first week (9/16-9/22) for students, the focus will be on re-acclimation to the school environment, teaching students about the hybrid model, safety protocols, and technology as well as engaging in a number of SEL activities. There may be additional time built in for in-person specific populations such as Pre K and “High Needs” students. This first week will afford teachers and students the opportunity to gain a stronger working knowledge of new learning models.

**Phase 3: Students follow typical Hybrid schedule starting September 23**

**MHS/FBMS Phase 3:** This phase will last a minimum of 6 weeks (hybrid A/B rotation), after which time we will revisit with the goal of moving to phase 4.

**Elementary Phase 3a:** This phase will last a minimum of 6 weeks (hybrid A/B rotation), after which time we will revisit with the goal of moving to phase 3b

**Elementary Phase 3b:** This phase will last a minimum of 3 weeks (hybrid - 4 full days/1 remote day for all students), after which we will revisit with the goal of moving to phase 4. *This would only be considered if current health metrics showed it was appropriate to move in this direction.*

**Phase 4: REASSESS- Possible Move to All In-Person (goal);**

Timeline TBD, based on recommendations from DESE and state/national health officials along with a review of local and state health metrics.

We understand that there are students and staff who may not be able to take part in the “in-person” component of the Hybrid learning model and thus may need to work fully remotely. So we can plan accordingly for the reopening of school, we ask that families inform their building principals as soon as possible if their child or children will not be returning to school in the fall. Communication will be forthcoming that will allow you to inform the school if students or staff will not be able to return to school in the fall. With that information, we will be better able to plan accordingly to address those needs.

**Other Considerations**

Beyond the experiences of our students, staff, and families, MPSD 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
- The current inventory of personal protective equipment (PPE) and future needs
- Assessment of facilities and spaces
- 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
- Bussing and transportation
D. MODELS OF LEARNING

The health, safety, and well-being of our students and staff is our top priority. It is important to keep in mind that the health metrics may dictate the district changing from one model to another with little to no warning, so everyone should be prepared to make a rapid transition if needed. Conversely, we should not lose sight of the fact that once the virus has run its course or a vaccine is made, we may be able to return to school as we once knew it under pre-COVID-19 conditions.

Since the emergency school closure in March, MPSD has offered and will continue to offer numerous digital learning workshops that have been well-attended by staff who learned new and advanced skills. All district leaders, Technology Innovation Specialists, and newly appointed Digital Learning Coaches are also participating in further training on coaching in order to better assist staff in creating learning experiences that can be delivered both remotely and in person. Now that we have increased our capacity to address our students’ needs in a variety of learning environments, the teaching and learning experience in September will be different, and more rigorous, from the remote learning experienced during the emergency closure that began in March. We will also be tracking attendance and participation and will be assigning grades as we did prior to the spring.

Modes of Learning

It should be noted that students, in all models, will be learning through both synchronous and asynchronous methods. This will allow us the flexibility needed to pivot from one model to another with little disruption in learning.

Asynchronous Learning

Asynchronous learning is a student-centered teaching method widely used in online learning. Its basic premise is that learning can occur in different times and spaces particular to each student, as opposed to synchronous learning at the same time and place with groups of students and their teacher, or one student and his/her teacher. In asynchronous learning, teachers set up a learning path, which students engage with at their own pace. source

Asynchronous learning can take many forms including, but not limited to, participating in text-based discussion forums; participating in video-based discussion forums; contributing to shared documents, slideshows, and spreadsheets where students and teachers can work as a whole class or in groups to collaborate; completing simulations; viewing teacher-created screencasts and videos; creating screencasts and videos; listening to and creating podcasts, and contributing to shared virtual whiteboards.

Synchronous Learning

Synchronous learning refers to all types of learning in which learner(s) and teacher(s) are in the same place, at the same time, in order for learning to take place. This includes live online sessions when the whole class or
smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their teacher who is able to provide support while students are completing tasks and activities.

Examples of synchronous learning activities include: live online sessions for the whole class or small groups, student/staff check-ins, and times to receive support and ask questions. A primary goal of these synchronous activities, beyond their obvious academic value, is the opportunity for students to engage with their classmates and teachers. The regular teacher contact with students helps to build and maintain relationships and provide support as needed.

How do Asynchronous and Synchronous learning work together?

Most online teaching happens asynchronously, with synchronous learning taking place in the form of live check-ins or office hours for live interaction/support, or as a strategy to build community among learners. While it is always good to have synchronous learning opportunities, much of the work can be done asynchronously. source

MPSD LEARNING MODELS

IN-PERSON LEARNING MODEL
This model means:

- Students will maintain a minimum of 3-foot distancing (DESE standards), requiring changes in class locations where needed
- Masks will be required for all staff and K-12 students
- Schedules will allow for staggered entry, transitions, and dismissal times to minimize congestion
- The District will communicate clear and consistent expectations and procedures for mask breaks, bathroom breaks, handwashing, cleaning, as well as protocols for all suspected or positive cases; staff and students will receive training on all expectations, procedures, and protocols
- Students will limit traveling within buildings as much as possible
- Students will have their own materials where possible (including duplicate materials at home); clear procedures for cleaning shared items and shared spaces will be in place
- Students 6-12 will have 1:1 devices. During this unique period of time, the District will strive to provide devices for students in grades K-5 as well as our staff. Students will receive instruction on remote learning practices, and the district will help to ensure internet access for students
- The district will develop and communicate clear expectations for online instruction by staff and online engagement by students
- Teachers will plan for remote learning and digital content, utilizing strategies as learned in summer professional development, and will build upon that content while in-person
- The district will utilize our Canvas Learning Management System for delivering all content, tracking participation, and ensuring assignment/assessment completion
- Faculty will utilize Canvas and Aspen for attendance and grading
- Teachers will follow consistent adherence to the curriculum maps aligned with the DESE Frameworks
- Students will experience more rigor than the spring, with more comprehensive formative & summative assessments
- The district will purchase additional online resources and licenses as able and appropriate

Regarding Canvas Learning Management System and lesson planning:
Each teacher will have their own Canvas course(s) for their students
There will be a consistent course format at each level
Canvas Blueprint Courses or Canvas Commons will be utilized for teachers to create common content and will either share the content or have it pushed out to their courses
Teachers may utilize the common content as well as customize it to allow for teacher autonomy and flexibility
Time will be built into schedules to allow for teacher collaboration and planning

HYBRID (BLENDED) LEARNING MODEL

In *Blended Learning in Action*, Tucker et al define blended learning as, a formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over time, place, path and/or pace;
2. at least in part in a supervised brick and mortar location away from home;
3. and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.

MPSD will utilize a 2/1/2 model: Half the student population will attend school in person M/Tu while the other half is remote, Wednesday will be remote for all, and then groups switch Th/Fr. These groups will be determined by the alphabet (example: A-K and L-Z).

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<td>In-person</td>
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This model means:

- Students’ chairs will be situated 6-feet apart (CDC standard) as much as possible but will never be closer than 3-feet (DESE Standard), requiring changes in class locations where needed
- Masks will be required for all staff and K-12 students
- Schedules will allow for staggered entry, transitions, and dismissal times to minimize congestion
- Pre-school students and students with “significant and complex needs” are prioritized for in-person instruction and services as much as feasible, even if the majority of the students in the district are accessing learning exclusively through a remote or hybrid model
- The district will communicate clear and consistent expectations and procedures for mask breaks, bathroom breaks, handwashing, cleaning, as well as protocols for all suspected or positive cases; staff and students will receive training on all expectations, procedures, and protocols
- Students will limit traveling within buildings as much as possible
- Students will have their own materials where possible (including duplicate materials at home); clear procedures for cleaning shared items and shared spaces will be in place
- Students 6-12 will have 1:1 devices. During this unique period of time, the District will strive to provide devices for students in grades K-5 as well as our staff. Students will receive instruction on remote learning practices, and the district will help to ensure internet access for students
- The district will develop and share clear expectations for online instruction by staff and online engagement by students
- Teachers will plan for remote learning and digital content, utilizing strategies as learned in summer professional development, and will utilize that same content or extend upon that content while in-person with each cohort
- The district will utilize our Canvas Learning Management System for delivering all content, tracking participation, and ensuring assignment/assessment completion
- Faculty will utilize Canvas and Aspen for attendance and grading
- Teachers will follow consistent adherence to the curriculum maps aligned with the DESE Frameworks
- Students will experience more rigor than the spring, with more comprehensive formative & summative assessments
- Live interaction between students and staff will take place through a district-approved video conference tool
- Communication will be maintained via live interaction along with emails, teacher check-ins, asynchronous discussions, or office/coaching hours that may be provided by the teacher or another staff member
- Students will be engaged in learning throughout the school day, but with flexibility during remote learning time
- Instruction will be both synchronous and asynchronous, following schedules developed at each level; the district will provide guidance
- The district will develop clear procedures for technology support for students, families, and staff
- The district will purchase additional online resources and licenses as able and appropriate
- Teachers will be able to convert quickly to the remote teaching and learning model should the health metrics indicate the need to be fully remote

As noted above, students will participate in both synchronous and asynchronous learning while in the hybrid model.

While in-person, students will be engaged in activities to support their online learning, as well as participate in learning that is best conducted live, such as some specialist content, assessment of learning, and opportunities to receive additional instruction. It should be noted that Furnace Brook Middle School will follow a block schedule with fewer, longer class meetings for increased safety, while still allowing students to pursue their full set of core, elective, and support courses.

Regarding Canvas and lesson planning:

- Each teacher will have their own Canvas course(s) for their students
- There will be a consistent course format at each level
- Canvas Blueprint Courses or Canvas Commons will be utilized for teachers to create common content and will either share the content or have it pushed out to their courses
- Teachers can utilize the common content as well as customize it to allow for teacher autonomy and flexibility
- Time will be built into schedules to allow for teacher collaboration and planning

**MPSD Alternative Remote Plan**

The District recognizes that there may be students who are not able to attend school and those who would rather participate in a home-based program. Depending on the number of students who seek this alternative,
along with the staff who may be available, the district will seek to provide an Alternative Remote Plan based on the District’s Remote Learning Model, utilizing MPSD staff. The plan at each level may differ slightly.

**Elementary Level:**

Students in Grades K-5 will be placed in a remote cohort based on their grade level. They will be taught/supported by an MPSD teacher.

There will be a minimum of one cohort per grade, but based on enrollment that may increase. While the student will not be assigned to a cohort specific to his/her school, they will be put together with students in the same grade and taught following a version of the district’s remote model schedule.

This alternative remote schedule will not have specialists figured into it at the start. This may change based on staffing availability/scheduling.

As in any model the District may move forward with, a student’s support services, as articulated in their IEP, will be provided.

Each child taking part in this plan will have a chromebook provided to them.

**Furnace Brook Middle School:**

Students in grades 6-8 will be taught/supported remotely by their grade level, with MPSD teachers. The cohort will be provided instruction in Social Studies, Math, Science, English and World Language (grades 7 and 8 only). They will follow a version of the district’s remote model schedule. This will entail a combination of synchronous and asynchronous learning.

This alternative remote schedule will not have specialists figured into it at the start. This may change based on staffing availability/scheduling.

As in any model the District may move forward with, a student’s support services, as articulated in their IEP, will be provided.

Based on the range of courses/levels that may be needed, FBMS may have to utilize a DESE-approved Online Platform to help augment a student’s schedule.

Each child taking part in this program will have a chromebook provided to them.

**Marshfield High School:**

Students in grades 9-12 will be taught/supported remotely by MPSD teachers. The cohort will be provided instruction in Social Studies, Math, Science, English and World Language. They will follow a version of the district’s remote model schedule. This will entail a combination of synchronous and asynchronous learning.
This alternative remote schedule will not have specialists figured into it to start. This may change based on staffing availability/scheduling.

As in any model the District may move forward with, a student’s support services, as articulated in their IEP will be provided.

Based on the range of courses/levels that may be needed, MHS may have to utilize a DESE-approved Online Platform to help augment the student’s schedule.

Each child taking part in this program will have a chromebook provided to them.

***

As the Alternative Remote Plan rolls out, we will be continually reviewing it to identify areas that can be expanded/improved. Based on the evaluation of the plan, we reserve the right to modify it to better meet the needs of the students. As much as we can, we will also look to find ways to connect students in this plan to their traditional school/grade level cohort.

The MPSD teacher leading the grade/subject specific cohort will be the teacher of record for that cohort even if the district were to move to a fully remote model later in the year.

REMOTE LEARNING MODEL

This model means:

● The District has had to move away from any form of in-person instruction and all students will be learning remotely.
● Students 6-12 will have 1:1 devices. During this unique period of time, the District will strive to provide devices for students in grades K-5 as well as our staff. Students will receive instruction on remote learning practices, and the district will help to ensure internet access for students
● Pre-school students and students with “significant and complex needs” are prioritized for in-person instruction and services as much as feasible, even if the majority of the students in the district are accessing learning exclusively through a remote or hybrid model.
● The district will develop clear expectations for online instruction by staff and online engagement by students
● There may be exceptions to the type of or level of support students may need; more information regarding special education will be forthcoming
● Teachers will plan for remote learning using digital content
● The district will utilize our Canvas Learning Management System for delivering all content, tracking participation, and ensuring assignment/assessment completion
● Faculty will utilize Canvas and Aspen for attendance and grading
● Teachers will follow consistent adherence to the curriculum maps aligned with the DESE Frameworks
● Students will experience more rigor than the spring, with more comprehensive formative & summative assessments
● Live interaction between students and staff will take place through a district-approved video conference tool
● Communication will be maintained via live interaction along with emails, teacher check-ins, asynchronous discussions, or office/coaching hours that may be provided by the teacher or another staff
Students will be engaged throughout the school day, but with flexibility. Instruction will be both synchronous and asynchronous, following schedules developed at each level; the district will provide guidelines. The district will develop clear procedures for technology support for students, families, and staff. The district will purchase additional online resources and licenses as able and appropriate.

Regarding Canvas and lesson planning:
- Each teacher will have their own Canvas course(s) for their students.
- There will be a consistent course format at each level.
- Canvas Blueprint Courses or Canvas Commons will be utilized for teachers to create common content and will either share the content or have it pushed out to their courses.
- Teachers can utilize the common content as well as customize it to allow for teacher autonomy and flexibility.
- Time will be built into schedules to allow for teacher collaboration and planning.

FEEDBACK, GRADING & ASSESSMENTS

Accountability for learning is important and the optional nature of some of the 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 the feedback that helps inform instruction and meets learners where they are. This information also provides needed feedback for students and families so they may also reflect on how they are progressing and make adjustments when needed.

In terms of more formal reporting of grades, we are planning to resume the use of our elementary standards-based report card for next year, with the possibility of minor adjustments based on the actual content on which we are able to teach and fairly assess students. We also plan to return to our traditional grading methods and report cards at both the middle and high school levels.

E. K-12 MPSD SAMPLE DRAFT 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 elementary school (grades PK-5), middle school (grades 6-8), and high school (grades 9-12) have vastly different needs. The sample schedules in this document 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 week for students.

Hybrid Preschool: Student
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Whole Class: Language Arts Center Time</td>
<td>Whole Class: Math Center Time</td>
<td>Whole Class: Science Center Time</td>
<td>Whole Class: Arts Center Time</td>
</tr>
<tr>
<td>10:35-11:00</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Teacher Lunch &amp; Cleaning between groups</td>
<td>Teacher Lunch &amp; Cleaning between groups</td>
<td>Teacher Lunch &amp; Cleaning between groups</td>
<td>Teacher Lunch &amp; Cleaning between groups</td>
</tr>
<tr>
<td>12:30-12:50</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
<td>Whole Class: Arrival Routine</td>
</tr>
<tr>
<td>12:50-1:20</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
<td>Half Class: Outside/Recess (15 min)</td>
</tr>
<tr>
<td>1:20-1:40</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
<td>Half Class: Circle Time (15 min)</td>
</tr>
<tr>
<td>1:25-1:45</td>
<td>Whole Class: Language Arts Center Time</td>
<td>Whole Class: Math Center Time</td>
<td>Whole Class: Science Center Time</td>
<td>Whole Class: Arts Center Time</td>
</tr>
<tr>
<td>1:35-1:55</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
<td>Half Class: Bathroom</td>
</tr>
<tr>
<td>1:45-2:05</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
<td>Half Class: Snack</td>
</tr>
<tr>
<td>2:05-2:20</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
<td>Whole Class: Storytime/Movement Activity</td>
</tr>
<tr>
<td>2:10-2:30</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
<td>Whole Class: Dismissal Routine</td>
</tr>
</tbody>
</table>
### Kindergarten - Grade 5: Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A &amp; B</td>
</tr>
<tr>
<td>8:20-9:00</td>
<td>Pre-recorded Morning Greeting</td>
<td>Pre-recorded Morning Greeting</td>
<td>Pre-recorded Morning Greeting</td>
<td>Pre-recorded Morning Greeting</td>
</tr>
<tr>
<td>9:05-9:30</td>
<td>SEL Opening Meeting</td>
<td>SEL Opening Meeting</td>
<td>Readers' Workshop Mini Lesson OR Writers' Workshop Mini Lesson</td>
<td>Readers' Workshop Mini Lesson OR Writers' Workshop Mini Lesson</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Word Work/Phonics Independent Reading</td>
<td>Word Work/Phonics Independent Reading</td>
<td>Math Mini Lesson (15 Min)</td>
<td>Math</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Math Mini Lesson</td>
<td>Math Independent Practice</td>
<td>Readers' Workshop Mini Lesson</td>
<td>Readers' Workshop Mini Lesson</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Lunch Recess</td>
<td>Lunch Recess</td>
<td>Workshop Mini Lesson</td>
<td>Workshop Mini Lesson</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Check In with teacher (Live Session)</td>
<td>Check In with teacher (Live Session)</td>
<td>Specialist (Live Session)</td>
<td>Specialist (Live Session)</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>12:00-1:30</td>
<td>Readers' Workshop Independent Writing (30)</td>
<td>Writers' Workshop Independent Writing (30)</td>
<td>Writers' Workshop</td>
<td>Writers' Workshop</td>
</tr>
<tr>
<td>1:30-2:15</td>
<td>Lunch Recess</td>
<td>Lunch Recess</td>
<td>Lunch Recess</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>2:15-3:15</td>
<td>Writers' Workshop Specialist (45)</td>
<td>Closing Meeting/Preview for Remote Days</td>
<td>Specialist (45)</td>
<td>Specialist (45)</td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Closing Meeting</td>
<td></td>
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</tbody>
</table>

### Grades 6-8: Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A &amp; B</td>
</tr>
<tr>
<td>8:45 AM</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>C Block (mask break)</td>
<td>Lunch</td>
<td>Live sessions available for Writing Lab, Math Lab, Guidance App, Teacher Check-in</td>
<td>Live sessions available for Writing Lab, Math Lab, Guidance App, Teacher Check-in</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>D Block</td>
<td>H Block (SEL Activity or WIN)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The schedules are subject to change based on school policies and updates.
Grades 9-12:

Student

Remote

Preschool: Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort A</strong></td>
</tr>
<tr>
<td>8:45 am</td>
<td>A Block</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>E Block</td>
<td>A Block</td>
</tr>
<tr>
<td>8:45 am</td>
<td>B Block</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>F Block</td>
<td>E Block</td>
</tr>
<tr>
<td>9:00 am</td>
<td>C Block</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>G Block</td>
<td>B Block</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Lunch</td>
<td>Live sessions available for: Writing Lab, Math Lab, Guidance Apps</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>9:15 am</td>
<td>D Block</td>
<td>H Block</td>
<td>Live sessions available for: Writing Lab, Math Lab, Guidance Apps</td>
<td>Live sessions available for: Writing Lab, Math Lab, Guidance Apps</td>
</tr>
</tbody>
</table>

PK teachers plan on having weekly assignments on Canvas: Monday - Language Arts; Tuesday - Math; Thursday - Science; Friday - Arts/SEL. Additionally, each PK teacher will have a daily Bitmoji classroom which will contain asynchronous materials/activities, including book of the day, calendar, daily songs, and fun game and/or movement activity. Also, PK therapists will add an assignment to the weekly lesson plan on their assigned day: Monday - Speech; Tuesday - PT; Friday - OT. Additionally, each PK therapist will have a weekly Bitmoji classroom which will contain asynchronous activities that address students’ IEP goals. PK therapists will schedule live/synchronous sessions with students individually or in small groups (per student’s IEP).
### Kindergarten - Grade 5: Student

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Morning Meeting</td>
<td>Foundations/SEL (Live Session)</td>
<td>Foundations/SEL (Live Session)</td>
<td>Foundations/SEL (Live Session)</td>
<td>Foundations/SEL (Live Session)</td>
</tr>
<tr>
<td>8:30-10:30</td>
<td>Math Mini Lesson</td>
<td>Math/Mini Lesson</td>
<td>Math/Mini Lesson</td>
<td>Math/Mini Lesson</td>
<td>Math/Mini Lesson</td>
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<td></td>
<td>• Math Mini Lesson</td>
<td>• Math Independent Practice</td>
<td>• Math Independent Practice</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Readers’ Workshop Mini Lesson</td>
<td>• Readers’ Workshop Mini Lesson</td>
<td>• Readers’ Workshop Mini Lesson</td>
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<td></td>
<td></td>
<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Math (Live Session)</td>
<td>Math (Live Session)</td>
<td>Math (Live Session)</td>
<td>Math (Live Session)</td>
<td>Math (Live Session)</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
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<tr>
<td>11:30-12:30</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
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<tr>
<td>12:30-1:00</td>
<td>• Readers’ Workshop Mini Lesson</td>
<td>• Readers’ Workshop Mini Lesson</td>
<td>• Readers’ Workshop Mini Lesson</td>
<td>• Readers’ Workshop Mini Lesson</td>
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<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
<td>• Writers’ Workshop Mini Lesson</td>
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<tr>
<td>1:00-1:30</td>
<td>Small Group ELA (Live Session)</td>
<td>Small Group ELA (Live Session)</td>
<td>Small Group ELA (Live Session)</td>
<td>Small Group ELA (Live Session)</td>
<td>Small Group ELA (Live Session)</td>
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<tr>
<td>1:30-2:00</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
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</tr>
<tr>
<td>2:30-3:00</td>
<td>• Specialists</td>
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<td></td>
<td>• Coaching Time (Live Session)</td>
<td>• Coaching Time (Live Session)</td>
<td>• Coaching Time (Live Session)</td>
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### Grade 6 - 8: Student

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:56</td>
<td>A Block</td>
<td>C Block</td>
<td>E Block</td>
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<td>C Block</td>
</tr>
<tr>
<td></td>
<td>Live Session</td>
<td>Live Session</td>
<td>Live Session</td>
<td>Live Session</td>
<td>Live Session</td>
</tr>
<tr>
<td>8:45-10:05</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
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<td>classes</td>
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<tr>
<td>10:20-10:30</td>
<td>Lunch Break</td>
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<tr>
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<td>Live sessions available for</td>
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<td>□ Guidance Apps</td>
<td>□ Guidance Apps</td>
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<td>□ Guidance Apps</td>
</tr>
<tr>
<td>10:00-1:20</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>12:00-2:02</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
<td>Asynchronous Work for all blocks -</td>
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<td></td>
<td>expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
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<td>□ Writing Lab</td>
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</tr>
<tr>
<td></td>
<td>□ Math Lab</td>
<td>□ Math Lab</td>
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</tr>
<tr>
<td></td>
<td>□ Guidance Apps</td>
<td>□ Guidance Apps</td>
<td>□ Guidance Apps</td>
<td>□ Guidance Apps</td>
<td>□ Guidance Apps</td>
</tr>
</tbody>
</table>

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21
### Grades 9 - 12: Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-9:39</td>
<td>A Block</td>
<td>Live Session</td>
<td>B Block</td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
</tr>
<tr>
<td>9:45-11:09</td>
<td>A Block</td>
<td>Live Session</td>
<td>D Block</td>
<td>Live sessions available for:</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
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<td>Live sessions available for:</td>
<td>Writing Lab</td>
</tr>
<tr>
<td>11:15-12:39</td>
<td>B Block</td>
<td>Live Session</td>
<td>D Block</td>
<td>Live sessions available for:</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>Live sessions available for:</td>
<td>Live sessions available for:</td>
<td>Writing Lab</td>
</tr>
<tr>
<td>12:30-2:02</td>
<td>C Block</td>
<td>Live Session</td>
<td>E Block</td>
<td>Live sessions available for:</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Work for all blocks - expectations will be shared by teachers about work and timelines to engage with asynchronous content for all classes</td>
<td>Live sessions available for:</td>
<td>Live sessions available for:</td>
<td>Writing Lab</td>
</tr>
</tbody>
</table>

### Courses Requiring Additional Safety Considerations:
(chorus, band, theater, musical theater, dance, visual arts, and physical education) The arts, physical education, and other enrichment courses are an integral part of the learning experience for every student at every grade level, and DESE strongly encourages schools and districts to continue providing these classes to students this fall. Adaptations to these courses, however, are necessary to ensure the safety of students and staff.

Those adaptations include:

**Physical Education**

This section contains guidance for physical education classes during the school day. With physical activity, individuals tend to breathe more heavily and speak louder, which increases the potential for dispersal of respiratory droplets. Physical education classes should follow the guidance for courses that require enhanced health and safety measures on page 2 (document linked above) and equipment sharing on page 3 and follow these guidelines:

- No physical education classes can have activities with close physical contact
- Physical education should prioritize activities that do not require shared equipment. For example, consider agility training exercises, bodyweight strength training (such as push-ups), yoga, track and field, running, step aerobics, or racquet activities (as long as racquets are disinfected before and after use)
- Prioritize outdoor activities, whenever possible
- Students should wash or sanitize hands before and after physical education. Particular attention should be paid to washing and sanitizing hands before and after masks are removed and put on, if applicable
- No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes into contact with the nose or mouth is allowed
- If feasible, close communal areas, including athletic locker rooms. If not feasible, stagger locker assignments and access such that students who need to use lockers at the same time (e.g., those in
the same physical education class) will be able to maintain physical distancing. Athletic locker rooms should be cleaned and disinfected at least daily.

- As part of the school cleaning/disinfecting protocols, frequently clean and disinfect high-touch surfaces (e.g., any equipment used) between uses and at least daily

**Band**

As is the case for chorus and singing, some musical instruments carry a relatively higher risk of virus transmission. Instruction for brass and woodwind instruments must follow the guidelines for courses that require enhanced health and safety measures on page 2.

- As noted earlier, instruction for musical instruments that require air blowing (e.g., flute, oboe, clarinet, trumpet, saxophone, trombone) can only occur outdoors when individuals are at least 10 feet apart. These instruments should never be shared.
- Instruction for musical instruments that do not involve air blowing (e.g., strings, percussion, piano) may continue indoors or outdoors as long as health and safety requirements are met. If needed, these instruments can be shared between students in accordance with the above guidance on shared equipment on page 3.
- Students should be encouraged to clean their instruments regularly, especially the mouthpiece and high-touch surfaces, such as finger pads.
- For cleaning guidelines specific to each instrument, the National Federation of State High School Associations, the National Association for Music Education, and the National Association of Music Merchants Foundation have published [COVID-19 Instrument Cleaning Guidelines](#).

**Chorus**

Singing carries a relatively higher risk of virus transmission because voice projection generates respiratory droplets.\[^i^]\ Chorus and singing must use the guidance for courses that require enhanced health and safety measures on page 2.

- Consider what mask types may be most comfortable for singing and whether these masks can be provided to students [ii]
- When outdoors, staff should monitor student volume to prevent harm to students’ vocal cords.
- Consider pursuing musical pieces that are at a lower volume. The lower the volume, the less projection required. Consider, also, the volume of any background music. The higher the volume of background music, the more vocalists will need to project to be heard.
- All students should face in one direction instead of facing one another. Avoid singing in a circle or semicircular formation.
- Students and teachers should avoid sharing materials (e.g., music stands) when feasible. Any sharing of equipment should follow the equipment sharing guidelines on page 3.
- When it is not possible to continue with singing instruction based on the guidelines on page 2 – for instance, when activities cannot be held outdoors due to inclement weather or in colder seasons – courses could focus on other aspects of music instruction, such as the history of music, music theory, or vocal anatomy. These courses could also be conducted virtually [iii]

\[^i^\] Harvard School of Public Health, [Schools For Health: Risk Reduction Strategies for Reopening Schools](#), (2020, June).
Alternative Spaces

To better ensure that we will be able to keep our students and staff at appropriate distances (CDC 6-foot expectations when possible) during our Hybrid approach, our principals are looking at all alternative spaces within each school to possibly use for instruction. This could include instructional time in the libraries, cafeterias, auditoriums, presentation centers (MHS), and possibly in the gymnasiums. In addition, the district has purchased 32 tents so we can provide cover for teachers who need or who would like to use an exterior space for their classes.

F. STUDENT SUPPORTS AND PROFESSIONAL LEARNING

Special Education & Support Services

Comprehensive Special Education Guidance from DESE (July 9)

Considerations For Students With Disabilities and/or “High Needs”

The Marshfield Public School District is committed to providing a free and appropriate public education in the least restrictive environment for all students, consistent with the need to protect the health and safety of students with disabilities and their service providers. We, along with all districts in the Commonwealth, are closely following the DESE Initial Fall Reopening Guidance and the DESE Comprehensive Special Education Guidance for the 2020-2021 School Year.

In keeping with the guidance and the law, students with disabilities in Marshfield will receive all services documented in their IEPs when schools reopen. Depending on the circumstances, of either an individual student/family and/or the District, related to COVID 19, instruction and services may be provided to students in-person, remotely, or through a hybrid model that combines both in-person and remote instruction. If necessary, based on the unique needs of an individual student, it is also possible that instruction and services may be provided on a one to one basis within a student’s home or in a community setting.

The needs of “High Needs” populations (e.g., students with disabilities, students who are currently or formerly ELL, and students who are economically disadvantaged) are factored into the general planning of all three models of instruction Marshfield may implement in the fall: in-person, hybrid, or remote. Collaboration among key stakeholders during planning was guaranteed by the work of representative committees or “Task Forces” which examined guidance, researched options, and created plans specific to Teaching & Learning, Special Education/ Pupil Services, Maintenance and Operations, and Social-Emotional Learning.

In addition to providing maximum access to all instruction and services through general education, MPSD will ensure the following requirements are fully in place for all students with disabilities, as well as, all other “High Needs” populations in the fall.

[ii] Consider masks such as those available here: https://www.broadwayreliefproject.com/singersmask

Full-time In-Person Learning for Students Considered “High Needs”:

- All schedules maximize in-person learning opportunities for students w/ disabilities (SWD)
- All SWD receive specialized instruction and services from qualified professionals
- Flexible solutions are implemented to reduce the mixing of student groups, while also ensuring services are provided in the Least Restrictive Environment (LRE)
- The LRE for individual students is carefully considered prior to the use of alternate school or external facility spaces
- Specialized PPE and additional training is provided for staff who provide direct physical support to SWD
- Strategies to promote peer interaction for students in substantially separate classes are implemented, e.g., inclusion in morning meetings, inclusion in remote check-ins, peer models, etc
- Activities are planned, in partnership with families, to ensure smooth transitions for SWD participating in in-person learning for the first time in a long time or transitioning to a new teacher or school building e.g., social stories, video introductions, recorded tours of new buildings or programs, in-person visits to buildings or programs, practice bus routes, etc
- Pre-school students and students with “significant and complex needs” are prioritized for in-person instruction and services as much as feasible, even if the majority of the students in the district are accessing learning exclusively through a remote or hybrid model
- SWD and other students considered “High Needs” who did not participate in remote learning in the spring or summer (if applicable) are identified and prioritized for in-person instruction and services in the fall

Remote Learning for Students Considered “High Needs”:

- All SWD are provided with a regular and consistent schedule of classes, interventions, services, and therapies as documented in IEPs
- Instruction and Services are offered synchronously (teletherapy, telephone, video conferencing) or asynchronously (pre-recorded videos of lessons to follow at home)
- All SWD engage in direct interaction/instruction, independent work time, and have opportunities to interact with classmates
- Learning time is structured so that all SWD can access state standards
- Interactions with teachers, related service providers, and/or support staff members are scheduled according to individual students’ needs to ensure maximum participation in remote learning
- The district provides the infrastructure needed for “Instruction and Services”, e.g., computer devices, internet connectivity, communication platforms, educator training, parent training (use of devices and electronic learning, troubleshooting technology, expectations for structure learning time, social-emotional learning)
Students with significant and complex needs or other students with “high needs” who are unable or unlikely to engage in remote services independently may work on remote content with supervision, either at school or with live video check-ins at home.

Implement procedures for tracking attendance and participation

Implement procedures for ongoing progress monitoring the goals and objectives documented on IEPs

Establish regular communication with students and families

Hybrid Learning for Students Considered “High Needs”:

- Follow all guidance specific to In-Person
- Follow all guidance specific to Remote
- Implement Hybrid Models for SWD and/or “High Needs”, per guidance from the DESE
- Students with significant and complex needs or other students with “high needs” who are unable or unlikely to engage in remote services independently may work on remote content with supervision, either at school or with live video check-ins at home

Special education teams will ensure specially designed instruction and related services are provided by qualified professionals as documented on a student’s IEP; however, given the restrictive nature of some safety requirements for in-person learning and/or the unique skills required for remote learning, it is important that each student’s unique learning needs be considered in light of the characteristics of each model.

In order to facilitate this process and document individual plans, case managers will collaborate with all members of their students’ teams, including parents/guardians, to develop an updated Notice of FAPE for each student on their caseload. This document does not amend the child’s IEP, but rather is a means to communicate to parents and services providers how the instruction and services documented on the IEP will be provided while health and safety protocols for in-person learning and/or remote learning are in place. The information recorded on the document includes the following: a message to families; specific accommodations the individual student will require if instruction and services are provided “in-person” with safety requirements or “remotely”; a detailed statement and a specific schedule for the provision of services under each model (A Grid, B Grid, C Grid); additional information; and contact information for all service providers.

Family engagement and input is vital to the success of students in the fall. Prior to the students returning to school, each case manager will reach out to individual families to introduce themselves, conduct an informal interview, review the proposed Notice of FAPE, note any adjustments needed to the Notice of FAPE based on feedback from the parent, and consider the need for specific assessments or additional service prior to or at the beginning of the new school year. Families will know that Marshfield educators are available and prepared to support students and families as we negotiate these difficult times together.

Currently, the plan is for all IEP meetings to be held remotely during the 2020-2021 school year to limit the number of people in a building. That being said, exceptions will be made to accommodate the specific needs of families as required. Students in out of district programs will continue to receive their services as directed by the individual schools.
Social-Emotional Learning (SEL)

The 12-person Social-Emotional Learning Task Force has spent the past month working to ensure that SEL supports are well defined and in place for our students and staff as we prepare to begin our Hybrid learning model.

The plan they created is driven by three core expectations, followed by a myriad of action steps (examples listed):

- **Cultivate & deepen relationships within our school community that elevate diverse perspectives and are inclusive & culturally responsive**
  - Explain “Why SEL?” to faculty, staff and parents ([Why SEL Should Be a Daily Routine](#))
  - Provide clear and consistent communication to all stakeholders regarding the safety and re-entry plan
  - Prioritize relationship-building activities among students and staff
  - Develop consistent messaging and talking points for teachers and staff regarding Covid-19, racism, and politics

- **Create safe, supportive and equitable learning environments that promote all students’ social and emotional development**
  - Lead with compassion and empathy
  - Conduct regular student check-ins
  - Provide resources for parents
  - Provide sample lesson plans for teachers that embed SEL into instruction
  - Develop clear and consistent communication to students, families, and staff regarding expectations
  - Provide SEL Choice Boards for staff to use with students (example: [Fall SEL Choice Board](#))

- **Create opportunities for MPSD faculty and staff to connect and build their capacity to support students**
  - Provide clear and consistent communication to staff regarding the re-entry plan and expectations
  - Create a culture that is supportive and encourages a healthy work/life balance for all
  - Create plans for staff check-ins
  - Provide training opportunities for staff around SEL strategies
  - Provide time for staff to plan for re-opening.
  - Create and distribute a monthly Wellness Newsletter for staff.
  - Create a resource list for faculty and staff (example: [SEL Resources for Faculty/Staff](#))

Our MPSD SEL Roadmap is still being revised and the SEL Task Force will be finalizing the components of the plan in August. As students and staff return to school in September, it will be imperative that the social and emotional well-being of both students and staff is addressed along with their academic needs.
Curriculum Development and Planning

In the spring, all educators PK-12 worked to build students’ knowledge and expertise on state-identified “power standards”. Over the summer, many of our teachers have been engaged in professional learning to support instructional methods that are suited to any type of environment from in-person to hybrid to remote learning and flipped learning methodologies. These types of offerings for staff will continue throughout the year.

We are also focused on developing 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 the 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 submitting them for grades, and students engaged in a wider range of activities. Additionally, the various screening tools and diagnostic assessments typically used will continue to be used to identify areas of need for all students.

G. OUT OF SCHOOL TIME PLAN

Specific guidance has not yet been provided by DESE regarding before and after school programming. Currently, the MPSD is affiliated with three organizations that provide either before or after school support to our students.

The District runs programs through Marshfield Recreation that take place at two of our five elementary schools in the afternoon. Their numbers vary from school to school, but the intent is to continue programming and possibly look to expand based on the increased needs of families during our Hybrid model.

In addition, we run morning programs at each of our five elementary schools through our partnership with the Old Colony YMCA. We look to continue with that relationship and ensure that the YMCA staff are adhering to the same protocols we would have for students during the school day.

Finally, the Marshfield Boys & Girls Club has had a long-standing relationship with the MPSD and services hundreds of students a day during the school year. This is in addition to the myriad of summer offerings they provide students at all age levels during the summer. Planning has already begun for the Fall and with the leadership team at the Boys & Girls Club. They have set aside and refurbished some of their “classrooms” so that they can serve as remote learning spaces for students who are in the “remote” mode of their hybrid model. They are preparing to supervise students during the school day when working remotely and continuing to provide services in the afternoon after school is dismissed.

H. CERTIFICATION OF HEALTH & SAFETY REQUIREMENTS

On July 22nd, DESE shared their Fall Reopening Facilities and Operations Guidance with school districts across the state and within that document described health and safety requirements that would need to be followed.

In the Initial Guidance provided for reopening school in the fall, DESE noted that “The health and safety of students and staff are our top priority when making the decision to reopen schools for in-person learning in the fall.”
The health and safety recommendations they have offered schools are based on the collaborative work of infectious disease physicians, pediatricians, and public health experts from the Massachusetts General Brigham Health System and the Massachusetts chapter of the American Academy of Pediatrics.

To that point, there are a variety of health & safety expectations that each school is being asked to adhere to and we have been working throughout the summer to ensure these expectations are able to come to fruition.

What we know about the COVID-19 Pandemic

The COVID-19 pandemic is a serious and deadly illness. As of August 2, 2020, there were 18,278,448 cumulative cases and 693,713 deaths worldwide\(^1\), and 107,210 total cases and 8,417\(^2\) total deaths in Massachusetts, alone (see Figure 1 and Massachusetts COVID-19 Reporting [here](https://www.mass.gov/doc/covid-19-dashboard-8-2-2020/download)). However, recent health metrics in Massachusetts seem to hold promise. When reviewing data comparing current COVID-19 rates with those reported on April 15, 2020, we see:

- A 93% decline in the “7 Day Weighted Average of Positive Molecular Test Rates.”
- A 90% decline in the “3 Day Average of Number of COVID-19 Patients in the Hospital.”
- A 92% decline in the “3 Day Average of COVID-19 Deaths.”

We are aware that the data on pandemic is ever-evolving, but at this time in Massachusetts, and in our neighboring states, have been on a more positive trend over the past few months than other regions of the country.

Know the Symptoms of COVID-19

- Fever or chills
- Cough
- Difficulty breathing
- Shortness of breath
- New loss of smell or taste
- Muscle or body aches\(^2\)
- Fatigue (if accompanied by COVID-19 symptoms)
- Sore throat
- Headache (if accompanied by COVID-19 symptoms)
- Congestion or runny nose (if accompanied by COVID-19 symptoms)
- Nausea or vomiting
- Diarrhea

Preventative Measures

- Social distancing of 3 to 6 feet (mask break, lunch, etc.)
- Wearing a mask
- Cover your cough or sneeze
- Do not touch your face

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\(^1\) Source: [www.worldometers.info](https://www.worldometers.info) accessed on August 2, 2020 at 9:25 am.

● Frequent handwashing with soap and water for at least 20 seconds
● If soap and water is not available - use hand sanitizer for at least 20 seconds
● STAY HOME WHEN YOU ARE SICK

Masks/Face Coverings

Masks and face coverings are among the most critical components of risk reduction for transmitting COVID-19. Masks/face coverings protect the general public against COVID-19 infection, with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset. A growing body of evidence suggests masks protect those who wear them and may drastically reduce the severity of the infection.

All MPSD students, who are in grades PK-12, will wear face-covering masks (that fully cover the mouth and nose) at all times, while in school unless taking a supervised mask break or eating lunch following lunch eating protocols.

All students (PK-12) are required to wear a face-covering mask as they enter the bus (and van) and on the bus at all times.

MPSD staff members are also required to wear a face-covering mask at all times while in Marshfield Public School buildings and the Ventress Administrative Building.

The only exceptions to mask/face covering requirements will be for those individuals who cannot wear a mask/face covering due to medical conditions, disability impact, or other health/safety factors. Mask breaks will be scheduled throughout the day. During mask breaks, students will be six feet apart. Mask breaks will ideally occur during physical movement breaks outside (weather permitting), and under the supervision of an adult. If it is not possible for students to be outside during a mask break, students will be appropriately distanced with windows open for ventilation.

Families are expected to provide masks/face coverings for students. Extra disposable masks will be available in the event a student forgets their mask. Families should wash reusable masks daily. If a family is unable to afford masks, they should contact their building principal. Masks/face coverings must be worn by everyone on a school bus at all times.

PPE for Students with Disabilities

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.

Appropriate use of PPE will be taught and reinforced in classes for students with high needs disabilities using model videos, visuals, and social stories. Some students may have difficulty wearing masks due to their individual health needs and/or disabilities. Proper PPE use and social distancing parameters will continue to be reinforced by staff.
Social Distancing

Physical distancing is an important practice that helps mitigate the transmission of the virus. While the U.S. federal CDC has recommended maintaining a physical distance of six feet between individuals, the World Health Organization guidance states approximately three feet (one meter). There is no precise threshold for safety. Studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. American Academy of Pediatric guidance indicates “spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic.” The Lancet published a systematic review of 172 studies and found that current policies of at least 1 m (3 ft. 3 inches) are associated with a large reduction in infection, and distances of 2 m might be more effective.

While each school will have different systems in place for appropriate distancing, there will be directional markings in all hallways to create a traffic flow for students and staff that will help them maintain appropriate social distancing.

In addition, lockers/closets, when used, will not be shared and will be distanced appropriately.

Protective Measures in Office Space

In addition to the safety and health guidelines that are being adhered to throughout our learning spaces, protective plexiglass barriers will be installed in each office to better ensure a safe environment for our staff and visitors.

Those who are visiting our school offices will not be permitted to go beyond the office unless they are granted specific permission from the school administrator.

Health & Safety/PPE Supplies

The district has ordered standard healthcare supplies in accordance with DESE guidance. Additional safety precautions are required for school nurses and any staff supporting high-intensity students in close proximity when distancing is not possible. These precautions include eye protection and a mask/face covering. Precautions may also include gloves and disposable gowns or a washable outer layer of clothing depending on the duration of contact and especially if the individual may come into close contact with bodily fluids.

<table>
<thead>
<tr>
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<th>Amount</th>
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<tr>
<td>Hand Sanitizer Pump (gallon)</td>
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</tr>
<tr>
<td>Plexiglass</td>
<td>180 pieces</td>
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<tr>
<td>Masks (child 5-9)</td>
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</tr>
<tr>
<td>Masks (child 10-13)</td>
<td>18,000</td>
</tr>
<tr>
<td>Masks (adult)</td>
<td>50,000</td>
</tr>
<tr>
<td>Gowns</td>
<td>2,000</td>
</tr>
<tr>
<td>Goggles</td>
<td>600</td>
</tr>
<tr>
<td>Glasses</td>
<td>50</td>
</tr>
<tr>
<td>Face Shields</td>
<td>600</td>
</tr>
<tr>
<td>Gloves</td>
<td>50,000</td>
</tr>
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Custodial Cleaning/Disinfecting Action Plan

All custodial and maintenance staff will work to adhere to the CDC protocols for clearing found [here](#). Many of the below-stated building cleaning measures are regularly performed on a daily basis throughout the year. However, in response to the pandemic, we are coordinating resources and supplies for additional preventive cleaning/disinfecting that will adhere to CDC standards.

Routine cleaning will be performed on a daily basis by district custodial staff assigned to that building or area. Routine cleaning includes daily cleaning and disinfecting of all classrooms, desks and chairs, offices, restrooms, floors, emptying trash, and other building based tasks. The kitchen and cafeteria area cleaning and disinfecting will be performed by the Food Service Department staff.

A deep cleaning utilizing all available disinfecting tools (spray bottles of disinfectant, electrostatic micro-mist devices) will occur on the chosen full remote day during the week as well as on weekends.

**Routine high touch point cleaning:**

High touch point surfaces will be disinfected a minimum of 3 times per day by day shift staff. Night shift custodial staff will perform more substantial disinfection of all surfaces as stated above. High touch point surfaces include the following areas:

- Desks/Chairs
- Sink Faucets
- Phones
- Door Push Plates
- Water Fountains
- Locker Combos
- Outdoor play areas and items
- Stair Railings
- Fitness Center Weights/Bars

- Door Knobs and Handles (interior/exterior)
- Flush Handles
- Keyboards
- Door Panic Bars
- Light Switches
- Gym Locker Combos
- Refrigerator Door Handles
- Fitness Center Machinery
- Pool Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Tents</td>
<td>32</td>
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<tr>
<td>Desks (Elementary)</td>
<td>180</td>
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<tr>
<td>Desks (Middle)</td>
<td>385</td>
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<tr>
<td>Clear Masks</td>
<td>882</td>
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<tr>
<td>Spray Bottles (MHS)</td>
<td>495</td>
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<tr>
<td>Spray Bottles (K-8)</td>
<td>750</td>
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<tr>
<td>Folding Lap Desks (PK)</td>
<td>165</td>
</tr>
<tr>
<td>Gym Wipes</td>
<td></td>
</tr>
<tr>
<td>Floor Signs</td>
<td></td>
</tr>
<tr>
<td>Nursing Supplies</td>
<td></td>
</tr>
</tbody>
</table>
- Vending Machines
- Copier/Printer and Fax Controls
- Dispensers
- File Cabinet/Drawer Handles
- Pushbuttons
- Shared items (toys, etc.)
- Shared remotes
- Countertops
- Plexiglass dividers
- Face shields
- Mask break areas
- Restrooms are to be disinfected every 2 hours during days of school occupancy
- Trash receptacles emptied twice daily with a new liner inserted (post-lunch period)
- Isolation room(s) serviced on an on-call basis

**Staff Requirements:** Remove all non-essential items and non-school related items. Basic daily housekeeping is essential to assist the cleaning and sanitizing process.

All custodial staff will follow proper PPE (masks, gloves) and chemical/cleaning protocol when working in and around the schools.

**Restroom Safety**

Cleaning and Disinfecting Bathrooms: 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.

Cleaners will 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 Staff and student restrooms will be cleaned daily.

We will regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer.

**Response Protocols for COVID-19 Exposure and Infection**

On July 17, 2020, DESE issued protocols for school districts responding to COVID-19 scenarios in schools, on the bus, or in community settings. MPSD will strictly adhere to these protocols.

Self-isolation for COVID-19 positive cases is a minimum of 10 days. Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

a. gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, or
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days and until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

The single most important thing to do if any of the following symptoms are present is to STAY HOME. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Please STAY HOME if you have any of the symptoms listed below:

- Fever (100.4°F Fahrenheit or higher), chills or shaking chills
- Cough (not due to other known cause, such as a chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.
The Executive Office provides a list of testing sites and an interactive testing map. These resources are updated regularly. People with symptoms should also contact their primary care physician for further instructions. DESE will provide more information related to the availability of testing later this summer.

While specific protocols vary, there are some common elements for each possible COVID-19 scenario:

✓ Evaluate symptoms
✓ Separate from others
✓ Clean and disinfect spaces visited by the person
✓ Test for COVID-19 and stay at home while awaiting results
✓ If the test is positive:
   ● Remain at home at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms
   ● Monitor symptoms
   ● Notify the school and personal close contacts
   ● Answer the call from the local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
   ● Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

Please refer to the following links for information on protocols for possible COVID-19 scenarios that may occur in/around our schools.

Student is symptomatic at school
Student is symptomatic at home
Student is symptomatic on bus
Staff is symptomatic at school
Staff is symptomatic at home
Close contact of student or staff tests positive for COVID-19
Student or staff tests positive for COVID-19
The quick reference sheet below outlines key actions schools should take when responding to a COVID-19 event.

<table>
<thead>
<tr>
<th>Event</th>
<th>Location of Event</th>
<th>Testing Result and Quarantine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual is symptomatic</td>
<td>If an individual is symptomatic at home, they should stay home and get tested.</td>
<td><strong>Negative</strong> - Return to school once asymptomatic for 24 hours</td>
</tr>
<tr>
<td></td>
<td>If an individual student is symptomatic on the bus or at school, 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.</td>
<td><strong>Positive</strong> - 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 a 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.</td>
</tr>
<tr>
<td></td>
<td>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</td>
<td><strong>Not tested</strong> - Remain home in self-quarantine for 14 days from symptom onset.</td>
</tr>
</tbody>
</table>
Individual is exposed to a COVID-19 positive individual

If an individual is at home 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 at school 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.

Negative - Return to school if asymptomatic or once asymptomatic for 24 hours

Positive - 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 local board of health or MA Community Tracing Collaborative. Most people who have a 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.

Not tested - Remain home in self-quarantine for 14 days from exposure.

Protocols for School Closure or District Closure

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, the superintendent will work with the local board of health to determine if it is likely that there is transmission happening in school. For each individual case, the school will follow a specific Protocol: Student or staff tests positive for COVID-19. Note that when there is one isolated case, close contacts will need to stay home and be tested, not the whole school.

When there is suspected in-school transmission the superintendent will consult with the local board of health as to proposed next steps. These steps may include, 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.

Should there be circumstances where there are multiple cases in the district, the superintendent will consult with the local board of health as to proposed next steps. These steps may include 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.

In the event of a municipal or regional outbreak, as determined by the local board of health or DPH, the superintendent will consult with the local board of health to determine if the district should close.

Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.
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 the in-person model should continue.

Prior to reopening the district will check inventory levels of needed supplies and re-order replacement inventory. Upon reopening, all staff and students will review correct hygiene procedures.

**Ventilation**

The district has taken several steps to increase ventilation and improve air quality in our buildings and classrooms. Our practices reflect recommendations from *Schools for Health: Risk Reduction Strategies for Reopening Schools*.

All HVAC units have either had or are in the process of having preventative maintenance (PM) performed. In that process, all filters have been replaced as well. Work will be completed by August 31. All (7) schools have a Building Management System (BMS) that controls the HVAC Equipment. The systems have been reprogrammed so as to allow for quick exhaust of the rooms’ air supplies, along with the regular air movement.

The district has purchased 32 tents for each school to provide outdoor learning and break spaces for students. Teachers will also increase outdoor air circulation by opening windows and doors and using fans when possible. Interior doors will remain propped open during the day to reduce the number of people touching the door and to increase ventilation.

In addition, all classrooms will open windows when weather permits. Fans may be placed in strategic locations to maximize airflow and minimize the potential for virus circulation. Moreover, fans may be placed in classes that have a propensity to heat up on hot/humid days. We will also explore the use of air conditioning units in unique situations.

**Staff Preparation/Training**

All staff will receive training on the District Fall Reopening Plan prior to the arrival of students this fall (between August 31 and September 15). Training will include CDC training modules on PPE and non-pharmaceutical interventions. Staff will also receive training from the school nurse on mitigation procedures, personal hygiene, signs, and symptoms of illness, the referral process for students requiring mental health support, and the use and disposal of health and safety supplies. Staff will have time to carefully review individual student needs prior to the start of hybrid learning.

### I. OTHER RELATED TOPICS

**Transportation**

We have developed transportation procedures in accordance with DESE *Guidance for School Transportation*. The district will implement the following core practices on school buses:

- Masks - All staff and students on the bus, regardless of age, are required to wear masks at all times
- Distance - Students will sit one person per bench, alternating sides per row; children from the same household may sit together on one bench
- Ventilation - Bus windows must remain open at all times unless not possible due to extreme weather conditions
● Seat assignments - Every student will have an assigned seat on their bus; students must remain in their assigned seats at all times facing forward; students may not eat, sing, shout, or share items while on the bus
● Bus monitors - MPSD will make every reasonable effort to provide bus monitors to ensure strict adherence to health and safety guidelines
● Hand sanitizer will be available on all buses

Bus drivers and monitors will receive training from our school nurses on screening for COVID-19 symptoms. It is recommended that a parent or caregiver is present when a child boards the bus in the morning. If a child presents with symptoms, the child will not be permitted to board the bus. The parent or caregiver must contact the school nurse before bringing their child to school. If a student becomes ill with COVID-19 during the school day, the student will not be permitted to ride the school bus home.

All school buses will be cleaned and disinfected between runs and at the end of each day using EPA-approved disinfectants. The cleaning will include thorough touchpoints (buttons, handholds, pull cords, window latches, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions) cleaning and cleaning via a sanitizing mist spray.

Due to the occupancy restrictions on buses, we are requiring students to register for bus transportation. In an effort to adhere to these anticipated restrictions, we are asking families to provide transportation to and from school on a daily basis, when feasible. Due to limited capacity, the District’s goal is to provide transportation to those students that absolutely need it on a daily basis.

In the event the District is unable to accommodate all transportation requests due to capacity, priority will be given to students in accordance with Massachusetts General Law Chapter 71, Section 68 (transportation required for students in grades K-6 outside of 2 miles)."

A more detailed schedule for transportation will be shared with families once we have definite numbers on those students looking to access school transportation. Communication will be forthcoming that will allow you to inform the school if you will be seeking transportation this year.

Classroom Configuration

Students will have assigned seats in every class and on the bus. This is essential in order to provide accurate information in the event of an exposure. To the extent possible, desks will be 6 feet apart (CDC recommendations) but in some situations, they may be closer than 6 but never closer than 3 feet, which is allowed by DESE standards.

Spaces such as the gymnasium, cafeteria, library, and auditoriums may be repurposed to meet the needs of classes that may not be able to fit safely in their traditional room with the safety distance in effect.

Food Services

DESE has mandated that distancing between students during lunch must be at 6 feet. During lunch, masks may be removed as students will be a minimum of 6 feet apart. In the Hybrid learning model, lunch will primarily take place in the classroom although limited sections of the cafeteria may be utilized as well. Appropriate planning will be made for students with food allergies. For those purchasing lunch, the school will offer a "grab and go" option for students to pick up in the cafeteria and return to eat in their classroom.
When meals are consumed in classrooms, proper cleaning protocols will be followed to ensure that students who have allergies are not exposed to contagions, and students with allergies will eat in established allergy free areas. This guidance from Food Allergy Research and Education (FARE) is a good resource for viewing COVID-19 through the lens of individuals who have allergies.

All groups for lunches who are eating in the cafeteria will maintain social distancing while waiting in line. Staff will be on hand to assist students as needed.

All seating will be arranged so as to adhere to the Commissioner’s re-entry group. Students will be a minimum of 6 feet apart and they will not face each other.

All surfaces (touchpoints) will be wiped down by food service staff. Custodians will do deep cleans of the dining space on a daily basis.

When students are at home in their remote portion of the Hybrid learning format, lunch pickup will still be available if they depend on the district for their lunch. The plans are not finalized yet but we may be partnering with the Boys & Girls Club to assist with the meal distribution.

All food service staff will maintain proper social distancing and follow all protocols for serving food. They will be outfitted in the appropriate PPE. In addition, plexiglass shields will be installed near registers to protect students and staff from possible droplet spread if registers are used.

Final lunch schedules along with safety and social distancing protocols will be completed over the next five weeks.

Drinking Fountains

Students will be asked to bring their own full water bottle to school each day. Drinking fountains that require contact for use will be closed. Students may use motion-activated drinking fountains when filling water bottles if a refill is needed during the school day. Bringing a full water bottle from home will decrease the number of trips from the classroom, and reduce hallway congestion.

Visitors

During these unique times, we are looking to minimize the number of visitors to our schools. If you do need to visit the school, you will only enter through the main entrance and must wear a mask. Visitors will only be able to access the walk-up window or the main office. Visitors will not be allowed to travel to any other part of the school unless given specific permission. Visitors who are coming for a meeting will sign in to the visitor log-in in the main office and provide the following information: first and last name of the visitor, the date of the visit, the visitor’s phone number, arrival and departure times, and all areas the visitor entered in the building.

Fall Athletics

As of August 3rd, there has not been a final decision yet made by DESE on the status of fall athletics. The Massachusetts Interscholastic Athletic Association voted last month to abide by whatever decision on fall athletics that is made by DESE and the Governor’s Executive Office of Energy & Environmental Affairs.
At their last meeting the MIAA voted that if fall athletics are allowed, the preseason would not begin until September 14th at the earliest. There should be information forthcoming from DESE in the next two weeks.

We all understand the importance of high school athletics (along with all extracurricular activities) but we need to make sure that we are allowed to run our sports and we need to make sure we have all of the appropriate safety protocols in place to ensure they are meeting all relevant health standards.

As we, and districts around the Commonwealth, engage in conversations surrounding athletics and return to play the following will be our main focal points:

1. Ensure the health and safety of all student-athletes, families, and staff
2. Re-engage all student-athletes as soon as possible for their social, emotional, and mental well-being
3. Keep competition as local as possible for as long as possible
4. Develop multiple return-to-play models to minimize the risk of a canceled season
5. Maintain the ability to pivot to back-up plans when deemed necessary

Any new information related to fall interscholastic athletics becomes available, it will be shared with the community by our MHS Principal and Athletic Director.

Stakeholder Communication & Feedback

Throughout the spring and the summer, the District communicated with its stakeholders to keep them up to date on all aspects of our spring remote learning plan, as well the development of the Fall Reopening Plan. The amount of feedback the district was able to get from families and staff was extremely helpful as we looked to create our plan.

Community/Stakeholder Communications

- COVID-19 Update 3.13.20
- COVID-19 Update 3.15.20
- COVID-19 Update 3.16.20
- COVID-19 Update 3.17.20
- COVID-19 Update 3.19.20
- COVID-19 Update 3.22.20
- COVID-19 Update 3.25.20
- COVID-19 Update 4.2.20
- COVID-19 Update 4.5.20
- COVID-19 Update 4.17.20
- COVID-19 Update 4.21.20
- COVID-19 Update 5.2.20

- COVID-19 Update 5.25.20
- Grab-N-Go Breakfast/Lunch Program
- DESE Initial Fall Reopening Guidelines
- Superintendent Comments on DESE Reopening Guidelines
- DESE- Frequently Asked Questions on Reopening
- Overview of Family/Staff Surveys on Reopening
- DESE Guidance on Special Education for Fall 2020
- DESE Additional Reopening Guidance
- MPSD Preliminary Reopening Plan
- MPSD Fall Reopening Plan (Draft)
- MPSD Fall Reopening FAQs

Feedback

Remote Learning Surveys (Family & Staff) Spring, 2020 (1,600 responses)
Remote Learning Survey (Family & Staff) July, 2020 (2,508 responses)
Remote Learning/Transportation Survey (Family) August, 2020 (2,206 responses)
School Committee Meeting/Forum on Fall Reopening Plan (August 6, 2020)
Clubs and Activities Safety Protocols
Before and After School Clubs and activities may take place dependent on the state of the pandemic. Further information will be forthcoming.

Field Trips
At this point in time, there will be no field trips to outside places that require transportation (due to transportation restrictions) during this school year. However, there will be virtual field trips when appropriate.
J. CONCLUSION

We recognize that planning for reopening our schools is a challenge for everyone, and there is no easy answer. Depending on who we speak to, we see stakeholders who want in-person, hybrid, or remote learning models. That is the challenge facing every community in the Commonwealth.

To have a successful school year, we will all have to be problem solvers, flexible and responsive to data, and willing to course-correct as necessary, as this pandemic can go in a number of different directions. DESE and DPH will continue to issue guidance and update protocols to help schools respond to new challenges that COVID-19 may present to us and keep the community safe.

While we are cognizant of the concerns associated with COVID-19, as we look at how we can bring students back to school, we are also aware of the challenges that exist if students are not in school. While our faculty and staff, students, and families did an excellent job of teaching and learning during the school closure period last spring, there is no substitute for in-person instruction when it comes to the quality of students’ academic learning. In-person instruction plays an equally important role in our ability to support students’ social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma.

Bringing students back into school with their teachers is a goal that each district is striving to reach. While we all want to eventually see the return of “traditional” in-person instruction, we also must keep the health and well being of our students and staff at the forefront of all of our decisions. The Marshfield Public schools are ready to move forward, but we must do so safely and in a measured manner.

Thank you again for your continued patience and understanding. This has not been easy for anyone and we appreciate what all of our stakeholders have done to get to this point. Our students are amazing and our staff cares greatly about each and every one of them. And as we look to implement our plans this fall, we will continue to do so while adhering to our district message of: “Every Student. Every Day. Whatever it Takes.”