

**Concord**  
PUBLIC SCHOOLS

**Concord-Carlisle**  
REGIONAL SCHOOL DISTRICT

## Handbook for Reopening Schools



2020-2021 School Year



Alcott School

# Table of Contents

Introduction from Dr. Hunter

Vision

Letter from Principal

## **HEALTH and SAFETY**

Face Covering

Physical Distancing

Hygiene Protocols

Health Office Use

Bathroom Usage

Cohorting and Assigned Seating

Student and Parent Contracts

Screening

Illness

School Closure

## **OPERATIONS**

Transportation

*Arrival and Departure*

Eating, Food Service

Cleaning Protocols

Maps

Use of Indoor Space

Use of Outdoor Space

Shared Spaces

Inside Building Traffic Flow

Community Access to Facilities

No Visitors

School Calendar

## **BLENDED INNOVATIVE LEARNING**

Philosophy

Schedule

Learning Platforms  
Pedagogy  
Adaptive Learning Tools  
Response to Intervention  
Inquiry Based Learning Tools  
Assessment and Progress Reporting  
Learning Luggage  
Community and Culture Building Events  
Cultural Competency and Equity  
Special Education  
English Language Learning

### **WHOLE CHILD**

Social-Emotional Well Being, Learning and Culture  
Social Emotional Curriculum  
Extracurriculars and Athletics

### **RESOURCES**

Report of the [District COVID-19](#) Task Force  
COVID Parent [Contract](#) (includes Technology Acceptable Use Policy)  
ZOOM [Guidelines](#)

## **INTRODUCTION**

July 27, 2020

Dear Members of the School Community,

This document is created with great care and commitment to providing the best possible learning scenario for the 2020-2021 school year in a time where an ideal situation is impossible. Input and feedback are at the core of the recommendations for safety, learning, operations and holistic wellness of the children in our schools. Consultation and guidance was reviewed from the Massachusetts Department of Elementary and Secondary Education (DESE), federal, state and local officials as well as community members in the medical and science fields. Parents and teachers both offered a passionate dedication to the needs of students. Student voices are the heart of the plan.

As has happened since the beginning of the pandemic, choices were often very difficult. The plan is meant to be an overall direction for the aggregate group of students with an understanding that individual needs will require adjustments and modifications. The plan reflects the intent to maximize in-person learning for all students at the start of the school year given current health data. The fluid nature of the situation may require revision and changes. Flexibility and adaptability are foundations of our approach so that delivery models are fluid. Further details of the plan and information relative to specific age groups will be forthcoming throughout the summer.

It will not be easy or perfect but it will be productive, positive and purposeful. We have never valued the school and family relationship more.

Best,

Dr. Laurie Hunter

Superintendent of Schools

## **VISION**

We developed a future-oriented vision to help us be ambitious and student-centered throughout the planning and implementation of the 20-21 school year.

At the end of the 2020-2021 school year, we envision a school community that developed relationships built on support, trust, and communication as a result of an approach that was thorough, flexible, and adaptive, yet clear and consistent. The changing landscape was viewed not just as a loss, but as an opportunity for innovation.

All students, parents, and teachers will have felt supported, seen, and heard.

All students feel connected to their teachers and classmates. They all progressed academically and found satisfaction and pride and joy in their learning since engagement was a priority. All students feel safe, and have had a trusted mentor or adult they could turn to when things were difficult. Equity for all was a focus in an improved learning environment. Ongoing activities outside of the classroom fostered student growth in areas beyond academics.

All parents will have satisfaction and pride in their role and ability as a partner teacher. They will have felt comfortable balancing home, work, and school. They will feel that their child was safe, and achieved acceptable progress.

All teachers feel supported by school administration in the ongoing development and execution of teaching and learning. They have satisfaction and pride in their teaching and feel growth in their teaching skills. They feel connected to their students and fellow teachers. They feel safe in their working environment.

All administration feel they have supported the school community and have done all they could to meet the needs of all their students, teachers, staff, and parents. Communication at all levels ensured reliability and predictability for all stakeholders.

The district thrived on maintaining the familiar traditions and milestones. The schools achieved the critical balance between the health and safety effects of the virus itself, and the health and safety sequelae associated with isolation, loneliness, decreased preventive care, and high-risk home environments. Everyone in the school community will have felt able to balance work and home while also feeling satisfaction and pride in their accomplishments during unprecedented times.

## **LETTER FROM PRINCIPAL**

August 17, 2020

Dear Alcott Community,

If you had told me a year ago as I was preparing for my first school opening as the principal of Alcott that not only would I be acclimating to a new school community but also learning how to lead during a global health pandemic, I certainly wouldn't have believed you.

However, one year later, that is exactly what I spent my first year at Alcott doing: learning how to navigate uncharted waters with a community that I was only just getting to know. And while I may have missed out on valuable in person time during the 2019-2020 school year, one thing that this unprecedented spring clearly illuminated for me was what an amazing, strong, supportive and resilient community Alcott is. With incredible community input, we learned how to do something we never expected we would need to do, namely how to teach in a completely remote environment. The spring was a time for reacting, a time for grieving, and a time for growth. We have taken what we learned from our experiences this spring and developed a plan for reopening that will meet students' academic and social/emotional needs while also meeting health safety guidance.

We may not return to "normal" anytime soon. However, through collaboration with teachers and families, we have a plan that outlines a fluid continuum of learning options, from in person to full remote, as health data dictates. This document outlines details of these plans, from instructional delivery models to operational protocol intended to keep students and staff safe. Though the upcoming school year will undoubtedly be challenging, I am confident in our ability to persevere together.

I feel incredibly proud and humbled to be the leader of Alcott during this time.

Warmly,

Naomi Krakow

Alcott Principal

## HEALTH AND SAFETY

The public health emergency requires a prioritization of safety measures and protocols. The goal of the plan is that a combination of mitigation efforts reduce the exposure and spread of the virus. Some state guidelines were made more conservative at the local level. As thorough as this list appears, additional practices and protocols will evolve during the remainder of the planning process.

### Face Covering

Students: The same [DESE guidance](#) indicates that students over grade 2 need to wear masks and strongly encouraged under that K-grade 1 wear masks. At a local level, we will require that **all students wear masks**. Mask wearing will be enforced. Safe opportunities for mask breaks will be provided as part of the daily schedule at all levels.

Staff: The [Department of Elementary and Secondary Education released guidance June 2020](#) that all staff must wear masks at all times. The district purchased transparent masks for all staff.

Please refer to this [link](#) for the full CPS face mask policy.

### Physical Distancing

In its [Initial Reopening Guidance](#), DESE outlined a physical distance (the committee's preferred choice of language over socially distanced), of 6' between students with no less than 3'. Investigation began as to the impact of the range of distance. Classrooms were set in each building for review and decisions made as a result of the outcome of the staging as well as common practices in the classroom and the viability of operating effectively. The local recommendation is to maximize rather than minimize physical space between students.

### **The district concludes that a 6' distance will be maintained between students and staff.**

Other spaces were also reviewed for the same 6' practice. This results in modifications to at least the following routines at each school. Upcoming building-based documents will provide additional information.

- Scheduling and space during hallway travel
- Limitations to the capacity of restricted use of common spaces (some to be repurposed)
- Restructuring arrival and dismissal of students to avoid large groups

### Hygiene Protocols

The [DESE Initial Reopening guidance](#) outlines regular hand washing schedules such as upon arrival and before the lunch. The committee recommends that regular hand washing be routinized in the elementary classrooms.

Given the structure and availability of sinks, the committee recommends that hand sanitizer be easily and readily available especially at CMS and CCHS so students can frequently apply. Hand sanitizer will be placed in every classroom space and in common areas.

## Health Office Use (Alcott Specific)

*Medical Waiting Room:* The main health office will be used as the COVID isolation space.

*Non COVID Health Space:* The faculty room will be converted into a space for any non COVID related issues requiring support of the nurse.

*Minimizing Traffic to the Health Office:* All classrooms will be equipped with a “BooBoo Bag” so that minor issues can be addressed in the classroom without sending a student to the health office.

### *Protocol for Access to Health Office*

1. Staff call the Health Office (Ext. 2304) or the Faculty Room (Ext. 2375) to notify the nurse that they are sending a student. They should let the nurse know the reason they are sending the student to the health office. The nurse will then direct them a) send the student to the medical waiting room, b) send the student to the non COVID health space, or c) remain in the classroom so that she can meet the student there.
2. If there is no answer in either health space, staff will call the main office (Ext. 2302 or Ext. 2303). The main office staff will contact the nurse by walkie-talkie for direction.
3. The teacher will direct the student to wash/sanitize his/her hands before leaving the classroom.
4. The teacher will make sure that the student’s mask is covering his/her nose and mouth before sending the student out of the classroom.
5. Any student who presents with the following COVID-19 symptoms will be directed to the medical waiting area (health office near the main office):
  - Fever (100.0° Fahrenheit or higher), chills, or shaking chills
  - Cough (not due to other known cause, such as 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*
6. The nurse will assess the student. If there are no symptoms, the student will return to class after washing his/her hands. If there are COVID-19 symptoms present, the child will remain in the medical waiting room. The nurse will call the parent or

designated emergency contact for student pick up and direct that family to follow district protocol for COVID symptoms. If feeling up to it, the student may work on school activities while awaiting pick up.

- All students in the medical waiting area will be spaced at least 6 feet apart.
  - Strict mask wearing covering the nose and mouth at all times for every person in the room.
7. Once a student is sent home for COVID symptoms, the school will follow guidance from the Board of Health and Department of Education with respect to their return to school.
  8. Students that are *not* presenting with COVID-19 symptoms will be directed to the medical area near the auditorium. The nurse will assess the student. The nurse will treat the symptoms/injury, and the student will then return to class.
    - All students in the health office will be spaced at least 6 feet apart.
    - Strict mask wearing covering the nose and mouth at all times for every person in the room.

Please see separate [document](#) on the district's response protocols for different COVID scenarios.

## **Bathroom Usage (Alcott Specific)**

*Signage:* Signs will be prominently displayed inside the bathroom to remind students of appropriate hand washing techniques.

*Touch Free Bathrooms:* Most student bathrooms already have touch free sinks and paper towel dispensers. In bathrooms without touch free faucets, timers will be increased to prevent students from having to push the faucet multiple times and to encourage hand washing for an appropriate length of time. Trash cans will be placed near doors to encourage students to open doors with paper towels.

*Managing Bathroom Capacity:* Bathrooms will be limited to 2 students at a time. Students will have individual bathroom passes which they will leave on one of two hooks outside the bathroom. If both hooks are full, this will indicate that the bathroom is at capacity. As all bathrooms are visible from their assigned classrooms, teachers will not send a student to the bathroom if there is already someone waiting in the hallway. Tape will be placed on the floor to create a visual for where to wait.

### *Student bathroom assignments*

- Kindergarten: Classroom bathrooms
- Half of Grade 1 (MG, KM) and all of Grade 2: Bathrooms at the top of the 1st and 2nd grade hallway
- Half of Grade 1 (CC, MW): Bathrooms outside cafeteria
- Grades 3 and 4: Bathrooms at the top of the 3rd and 4th hallway
- Grade 5: Bathrooms at the top of the 5th grade hallway

## **Cohorting and Assigned Seating**

Elementary classrooms will be considered a cohort. Students will remain with their classmates throughout the school day. Students on a school bus will also be considered a cohort. Cohorting students at the middle and high school is not realistically possible. Whenever possible, students will be given assigned seating.

## **Student and Parent Contracts**

It is critical that adherence to these safety measures be consistent and a commitment from the entire school community. Secondary students will receive a contract to review and sign to indicate their understanding of these obligations. All parents will also be asked to sign a contract that they will discuss and enforce this message with their child in an age appropriate way.

## **Screening**

Staff will utilize an electronic form in Aspen to daily report any symptoms and make the determination to stay home in alignment with [CDC](#) and [DESE guidelines](#).

Parents will also complete a daily electronic form on Aspen to determine the appropriateness of attendance at school. This is outlined in [DESE guidelines of July 2020](#). The district is enhancing this list in accordance with the [CDC list of COVID-19 symptoms](#) and will exclude children actively presenting with any of these symptoms from in-person learning so ask parents to proactively keep children at home. Remote learning will immediately be available to ensure there is no disruption to education.

Temperature checks will not be conducted per this same guidance. Any staff or student demonstrating symptoms must refrain from attending the school setting. Any staff or student with such symptoms will be referred to the school nurse, isolated, and parent called to remove the student only to return after discussion with the nurse and compliance with DESE protocols. [DESE released guidance in July 2020 relative to this process](#). Children with symptoms will rest 10' apart in the designated isolation area until they are released to their parents.

## **Illness**

Should a student or staff be positively confirmed with COVID-19, the Concord Health Director and Public Health Nurse will be immediately contacted. They will direct the determination of close contacts (those within 6' for over 15 minutes) in cooperation with the family and school staff. Close contact will be contacted as a part of the contact tracing process, all coordinated through the Public Health Nurse (not public schools). Students in close contact to someone with COVID-19 should quarantine for 14 days. Remote learning will be available throughout that period to allow for continual access to instruction. The [Department of Elementary and Secondary Education issued guidelines in regard to responding to illness on July 17, 2020](#).

Please see the district's [response protocol](#) for various COVID scenarios.

## School Closure

With new color-coded metric from COVID Command, DESE is issuing additional guidance for selecting a learning model

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

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

Fewer cases than noted above will be determined in consultation with local health officials dependent on the context, contact tracing and number of individuals requiring quarantine.

## **OPERATIONS**

An important and critical aspect of the return to school is a review of the operational aspects that become the infrastructure of a school system and must now meet safety protocols and procedures. The district's goal is that a reorganization of these processes allows for a streamlined approach that supports the continuity of teaching and learning.

### **Transportation**

[DESE released guidance relative to transportation on July 22, 2020.](#)

Highlights of this guidance and recommendation from the Operations Working Group include:

#### **Masks**

All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons and associated protocols are further described later in this guidance.

#### **Distance**

Students should be seated *no more than* one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench). This reduces bus capacity approximately  $\frac{1}{3}$  of typical ridership.

#### **Ventilation**

Keep windows open at all times during operation, unless not possible due to extreme weather conditions.

#### **Seat assignments**

Students should be assigned to a single bus and a particular seat.

#### **Sanitation and Training**

- Driver training planned for August
- Face masks for students and drivers (face shields for drivers optional)
- Hand sanitation dispenser on buses (require final placement approval from RMV)
- Sanitizing wipe containers on buses (touch points frequently cleaned during the day)
- Bus window open for air circulation (weather permitting)
- Deep clean every night when buses return to terminal (electrostatic sprayer)
- Signs posted bus office and garage entry points.
- Procedures for deliveries of supplies and services (garage)

The outcome of these safety protocols requires parental assistance with transportation. An initial survey indicates that approximately 52% of parents can assist. In early August, parents will be asked to waive student seats in order to then determine routes and ridership for the start of school.

## Arrival and Departure of School (Alcott Specific)

**Bus Drop Off:** Staff will unload buses in a staggered manner by grade level from K through 5th. Students will be seated on the bus by grade level to facilitate social distancing, cohorting and smooth dismissal from the bus.

**Car Drop Off:** Cars will continue to unload at the regular drop off location along the visitor parking area. Laurel Street will be closed for parking during school hours. All drop off traffic during arrival must turn right onto school grounds from Laurel Street. Cars will not be allowed to drive straight from Stow Street or to turn left off of Laurel to prevent traffic jams at the entrance of the school. When exiting school grounds, all traffic will need to go straight down Stow Street or turn right onto Laurel Street. A staff member will be stationed at the stop sign to control the flow of traffic into the drop off area and ensure that buses are able to enter. Additional staff will be stationed at drop off to help children depart their cars quickly. Parents will be asked to remain in their cars and have their children ready to get out of the car when they pull up to the curb.

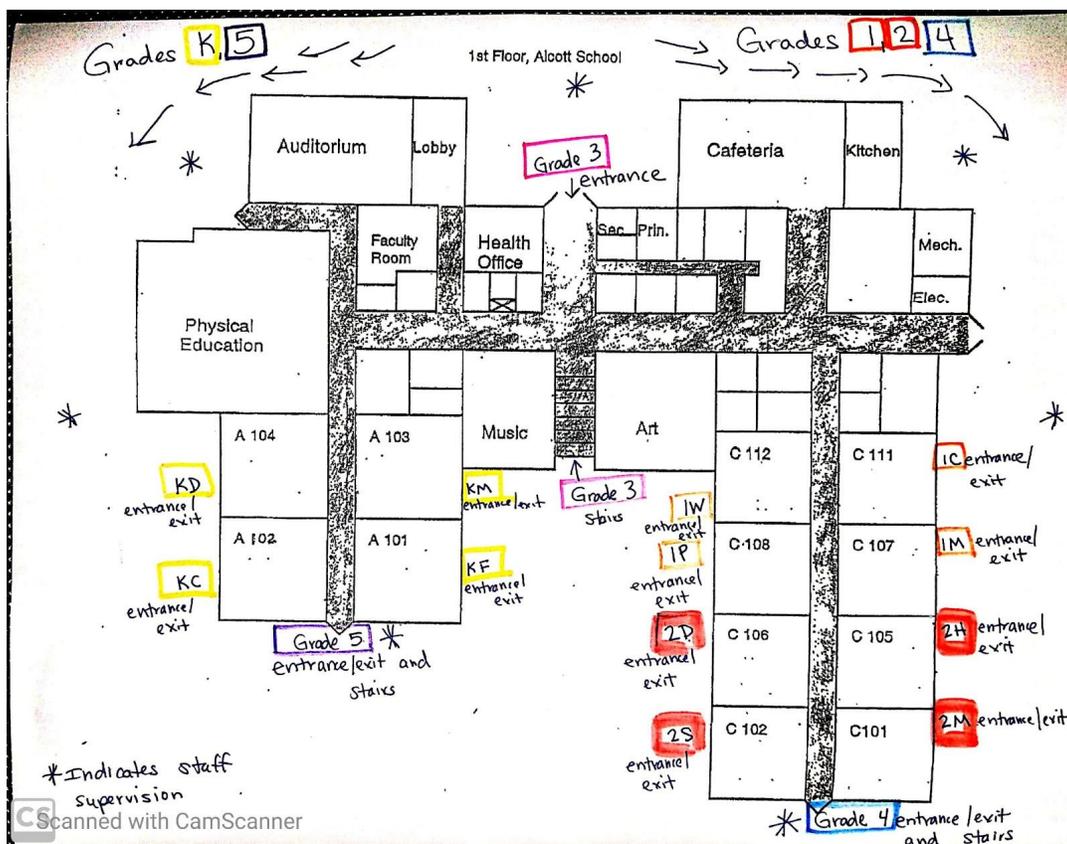


*Entering Building:* Staff will be stationed around the outside of the building to supervise students and ensure that they sanitize upon entry into the building. Students entering directly into their classrooms will sanitize at the door of their classroom. Students entering through the main entrance and two back stairways will sanitize using sanitizing stations at each entrance.

*For Reluctant Attenders:* There will be a designated spot for students exhibiting reluctance coming into the building that will be staffed and located in a place that offers students privacy while also enabling social distancing. Parents/guardians should park their cars and escort their student to this area.

*Entrance locations:*

- Grade K - walk past the gym doors and enter the school through individual classrooms
- Grade 1 - walk past the loading dock and enter the school through individual classrooms
- Grade 2 - walk past the loading dock and enter the school through individual classrooms
- Grade 3 - enter through the main entrance and walk up the main stairway
- Grade 4 - walk past the loading dock, enter through the back entrance and proceed up the stairs at the end of the 1st and 2nd grade hallway
- Grade 5 - walk past the gym doors, enter through the back entrance and proceed up the stairs at the end of the K hallway



## ***Alcott Dismissal Protocol***

### *Students remaining at school (for any reason)*

- These students will travel inside the school building
- They will be met outside their classrooms and will walk to their designated after school locations.

### *Departure from Building*

- Classes will exit through the same doors they enter the building, with the one exception being Grade 3. Grade 3 will exit from the main stairway into the courtyard so that it can travel in the same direction as all of the other classes.
- All grades will dismiss at the same time to expedite the parent pick up process. However, 3rd, 4th and 5th grade will stagger their departures from their classrooms so that there is only one class in the hallway at a time.
- All classes should file around the building in a clockwise manner, dropping off parent pick up students first before proceeding to the buses.

### *Car Pick Up*

- Pick up will be done "camp-style" where staff bring students to their cars while adults remain in the car.
- Each car in the pickup line will have a dashboard sign with their child's name and grade level written on it.
- Designated staff will announce cars as they arrive while "runners" will bring students from their lines to their cars.
- Students will remain grouped by grade level and classroom.

### *Walkers/Bikers*

- Students being met by a walking or biking parent will report to the same line as car pick ups. A staff member with a walkie-talkie will be in an area designated for pickups not arriving in cars. These names will be announced in the same manner that cars are being announced.
- If a child is dismissing on their own, they may walk along the main walkway and exit school grounds when their class reaches the pick up location.
- Bikes will be locked on the fence along the outside of school grounds to allow for adequate spacing between bikes. Bikers can report directly to the fence once dismissed by their teacher.

### *Buses*

- Buses will be loaded from the rear of the line to the front
- Any students who are left over after walking down the line will cross the loading dock with their teacher and await further instructions. Additional staff will be stationed in this area to receive the students from any late buses.
- Once homeroom teachers load all of their students onto buses, they should report to the field and assist with camp style parent pick up.

# Dismissal Map



## **Eating and Food Service**

### **Snacks and Lunch (Alcott Specific)**

With proper hand hygiene, sanitizing of personal space, and appropriate social distancing, snacks can occur safely in the classroom.

- Snacks will be stored inside the classroom as cubbies are not being used. Teachers will decide on their own method for storage, so long as they are accessible while maintaining social distance and not stored on top of one another.
- Students wash their hands prior to snack
- Students eat snack outside or in their classrooms, at their own desk area
- Snacks may not be shared due to food allergies and the need for social distancing
- Teachers will monitor students during snack
- Students clean their snack area/throw out trash one at a time
- Students wash their hands again after eating snack
- If snack occurred indoors, adult disinfects surfaces after snack
- Certain classes may need to be made nut free or other allergen free spaces depending on the severity of any allergies in the room

*Lunch in Classrooms:* For students who order a school lunch but are going home at 12:25, they will be delivered to classrooms shortly before 12:30. For students remaining a full day, lunches will be delivered to the space where they are eating. Lunches will be prepackaged with single use utensils and trays.

*Lunch Routine (for students remaining for full days)*

- After students transition to their afternoon locations, they will sanitize their new spaces and wash their hands
- Students eat at assigned tables or desks (depending on the location) to ensure six feet of separation since masks will be off. In nice weather, students remaining for full days are encouraged to eat lunch outside.
- Students clean their lunch area/throw out trash one at a time
- Students wash their hands again after eating lunch
- If lunch occurs indoors, staff will leave trash barrels close to the door so that custodians can easily remove trash after lunch time with minimal entry into the classrooms

*Lunch Supervision:* Lunch for students remaining for full days will be supervised by tutors or classroom assistants.

The Operations Working Group drafted a plan regarding food service:

### **[Covid Kitchen Training](#)**

This includes:

## Contactless Ordering and Payment

- NutriSlice, desktop & mobile platforms. Access to menus and daily, weekly and monthly ordering ability. Eventually nutritionals as well.
- Location assignments as sub category per ID number

## Meals

- Packaged and labeled with ingredients and allergens
- Complete, reimbursable and able to be eaten from the container they are packed in.
- Production based on pre-ordering model

## **Cleaning Protocols**

### **Prior to school opening**

- Custodian hours will be reworked to have more cleaning help during the first shift when the buildings have the most occupancy.
- Laminated signage and posters will be installed reminding staff and students to use social distancing and proper hygiene.
  - The district will use age appropriate signs at each level.
- Proper training and instruction will continue to be provided to all custodians and maintenance staff around additional cleaning in **common spaces, classrooms, and restrooms**.
- Custodians will be trained on the use of electrostatic backpack sprayers.

### **Common Spaces**

- Common spaces will be wiped down multiple times throughout the day with disinfectant including high touch areas (i.e. railings and door handles).
- Disinfectant wipes will be located in conference rooms and office areas for employees to use.
- Where possible, we will eliminate high touch areas by propping open doors or installing foot door openers.
- Elevator use will continue to be limited to authorized people only. Hand sanitizer will be installed in elevators.

### **Classrooms**

- Wall mounted hand sanitizers will be wall mounted in every classroom.
- Hand sanitizer buckets will be placed in every classroom for students and teachers to wipe down their areas after every classroom change.
- Custodians will perform a daily deep clean of every classroom using the new backpack electrostatic sprayer each school received.

### **Restrooms**

- Restrooms will receive extra cleaning and sanitization in the daytime combined with a deep cleaning during off hours.

- Student bathrooms open from the inside by pushing. Students should use shoulders or feet to eliminate touching the door with hands
- Each student and staff restroom will have disinfectant wipes in restrooms so teachers and students can wipe down fixtures prior to touching.
- Multifold paper towel dispensers will be installed.

### **Use of Indoor Space**

Space throughout the schools will be reviewed and repurposed as necessary. Large common spaces will be closed, highly structured and monitored or used for a different need.

### **Use of Outdoor Space**

We believe the outdoor space to be a specific opportunity during at least the fall and winter months. Large tents will be provided at school. Discussion as to additional outdoor classrooms and methods to further utilize the space on our beautiful campuses is underway.

### **Recess Guidance (Alcott Specific)**

#### Kindergarten Locations

- Courtyard (or little play structure when structures are reopened)
- Basketball court
- Outdoor space near outdoor classroom
- Field next to big play structure

#### Grades 1 through 5 Locations

- Baseball diamond (or big play structure and basketball court when play structures reopen)
- Outdoor space near outdoor classroom
- Field next to big play structure (split in half for two)

#### *General Recess Guidelines*

- Only one class will be allowed in each area at a time
- Recess will be supervised by the classroom teacher and any support staff assigned to the class at that time
- If equipment (jump ropes, balls, etc) is used, it must be sanitized before giving it to a different student
- Play structures are currently closed for use, but if they reopen, the following protocol will be implemented:
  - Play structures will be sanitized before school starts
  - Students will wash/sanitize immediately before entering structure area
  - Masks will be worn at all times when using play structures
  - Students will wash/sanitize immediately after leaving structure area

### **Shared Spaces (Alcott Specific)**

In all shared spaces, please be mindful of social distancing. If a space is too small to remain six feet away from someone and still use the space effectively, capacity to that space will need to be limited.

Please limit the following shared spaces to a capacity of 1 individual at a time:

- Copy/mail room
- Main office
- Book room

The following spaces may be able to safely accommodate more than one adult. However, please pay attention to where you position yourself so that there is room for people to pass at a distance of six feet:

- Supply room
- Tutorial spaces

#### *Main Office Copy Protocol*

- Staff should call down to the main office to see if the copier is available. If it is not, Kristin Corliss will create a copier waiting list and will call as soon as it is available. This is to avoid lines and prevent staff from having to continuously check to see if the copier is available.

### **Cubby Usage (Alcott Specific)**

Cubbies and lockers will not be used for daily storage. It is too difficult to implement a protocol for the entire class to safely use cubbies several times a day when cubbies are so close together and require that students share such small spaces. In addition, cubby usage brings large numbers of students into the hallway with less supervision. During a time when we are trying to keep cohorts together and minimize hallway traffic, cubbies cannot be used for their traditional purposes. They may be used for long term storage (i.e. extra sets of clothing) or other purposes that do not require frequent student access.

There is the potential to phase in cubby use later in the year. When we know our final numbers of remote learners and after students have become familiar with social distancing routines at school, it may be possible to develop safe and efficient routines for socially distanced cubby usage. However, for the initial reopening of school, all teachers will implement plans for storing belongings within the classroom itself.

#### *Plan for Storing Student Belongings*

- School will encourage parents to send students with just the necessities. That being said, with COVID requiring schools to limit the sharing of materials, students will be traveling to and from school with basic school supplies and storage of these will need to occur in the classroom. Students who will be enrolled in afternoon programming will also need their specialty learning luggage with them.
- Student belongings will be stored in the classrooms. One possibility is for jackets and bags to be stored on the backs of chairs and lunches stored underneath chairs.

## **Inside Building Traffic Flow (Alcott Specific)**

In general, there will be very little travel throughout the building with lunch and specials occurring at home in the afternoons.

*Designated stairways and exits:* When first floor classrooms leave the building, they exit through their classroom doors. When 2nd floor classrooms need to use the stairs, they always use the same stairs

- Grade 3 - main stairwell
- Grade 4 - back stairwell at the end of the 1st and 2nd grade wing
- Grade 5 - back stairwell at the end of the K wing

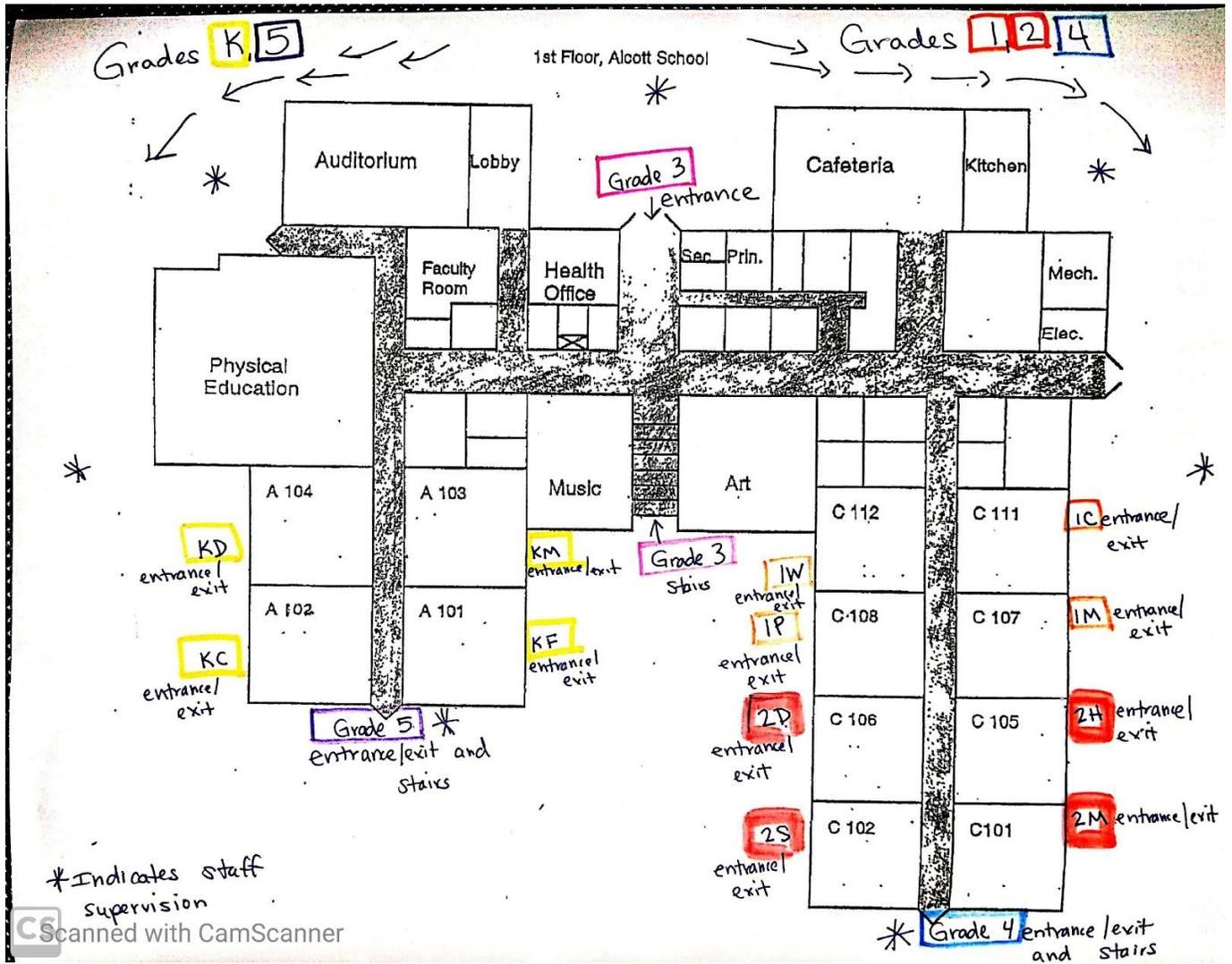
Each grade level will develop a consistent staggered schedule for exiting the building for recess and dismissal. The class closest to the stairwell will go first.

*Hallway Movement:* For all other times when students need to leave the class, an adult will confirm that the hallways are empty before sending the child to avoid a student from one class getting caught in the filing of another. Similarly, if your class is able to file at your scheduled time but there are students in the hallway, you should wait until the hallway is empty before filing to your destination. Hallways will not be designated as one way as they are wide enough for people to pass by each other at a distance of 6 feet and we expect very little filing to occur anyway.

### *Elevator Usage*

- Students always ride the elevator with a staff member
- Masks must be worn at all times
- Staff are the only ones who may touch the buttons
- Staff should sanitize/wash hands before pushing elevator buttons as well as upon exiting the elevator
- Inside the elevator, staff and student should position themselves on opposite sides of the elevator

## Outside Building Traffic Flow (Alcott Specific)



### Community Access to Facilities

In order to minimize additional exposure, the school buildings will not be available to outside groups. The grounds and fields are being used on a limited basis in alignment with Governor Baker's Phase 3 guidance.

### No Visitors

Access to the school by visitors including parents will be very limited. Processes will be created for common needs such as school day arrivals and departures and dropping of materials or lunches to students. Parent meetings with school staff will be conducted virtually.

## **Main Office Traffic (Alcott Specific)**

### *Late Students*

- Late students will be greeted outside by a staff member who records their arrival time and notifies the classroom teacher

### *Changes to Dismissal Plans*

- Families should email Norma Jean Atkinson, Kristen Corliss and the classroom teacher with any dismissal changes.
- Classroom teacher will reply to all to indicate that the message was received
- If teacher does not acknowledge email by 11am, office staff will call classroom to confirm message was received
- Whenever possible, dismissal changes should be emailed before school starts.
- Any last minute (after 11am) emergency changes should be communicated by phone.

### *Attendance and Lunch Counts*

- We will not be using the attendance/lunch order folders this year.
- Lunch orders can be placed in Aspen with no need to send paper to the office.
- If the classroom teacher is absent, the substitute teacher or classroom assistant will call the office directly by 9:30 AM with any absences.

### *Early Pick-Ups*

- Parent contact to office, staff contact to classroom, staff watches child exit the building and records dismissal in Aspen

### *Forgotten Items*

- Encourage all items arrive with student
- Accept only jacket, lunches or medication (if medication, the nurse will need to meet the family member outside)
- Parent leaves forgotten item in a receptacle outside of the front door. Parent rings the doorbell to alert the main office that an item is outside. Staff collects the item and gets it to the classroom.

## **School Calendar**

Review of the 2020-2021 calendar is in process. The current recommendation is to provide additional time for staff to receive training and establish protocols and have students return virtually on September 3 with in-person return beginning on September 8, 2020 (pending review and updates of virus transmission at the time). Wednesdays are expected to be a weekly early release day for all schools. Parents will be directly notified upon confirmation of these changes and any subsequent ones. The district will update this information regularly on the [School Calendar Webpage](#).

## **BLENDING INNOVATIVE LEARNING**

The core of our work focuses on learning for all students. A review of schedules, structures, tools, instructional approaches, curriculum, materials and assessment led to the recommendations that follow.

### **Philosophy**

As we move into the next phases of blended and remote learning, the Concord Public Schools and Concord-Carlisle Regional School District continues its commitment to embrace an "Inquiry Based Blended Learning" model that employs highly engaging, innovative teaching practices, supports the physical, social and emotional well-being of all community members, and maintains relationships to support all of our students.

Our goal is to turn challenges into opportunities for educating our students in these unprecedented times, and to create deeper learning experiences that provide opportunities for our students to become independent and effective learners. Most importantly, we strive to continue building and sustaining our communities and cultures in a manner in which each member feels safe and supported.

### **Schedule**

[COVID Elementary Schedules 2020-2021](#)

[COVID CMS Schedule 2020-2021](#)

[COVID CCHS Schedule 2020-2021](#)

### **Learning Platforms**

The first pillar of Inquiry Based Blended Learning is that all students (preK-12) have a common electronic learning platform to access tools, communicate with educators, receive feedback, collect and reflect on their work. All K-2 students will use Seesaw. All students grades 3-12 will use Google Classroom. As we move into the next phase(s) of blended and remote learning, use of a common learning platform will continue to be essential to providing clear instruction and communication to support both synchronous and asynchronous learning.

While we rely on online platforms to provide the structural basis of teaching our students, creating strategies to support students with a sense of emotional, cognitive, and instructional presence in their online communities will be essential.

Part of this support will come through live, synchronous learning. Our school system will continue to use ZOOM as a way to connect. We are dedicated to providing access to all students and staff to this tool, with appropriate privacy settings and acceptable use policies in place.

ZOOM [Guidelines](#)

## **Pedagogy**

As stated in our strategic plan, we aim to “Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.” Whether classes are in-person or remote, we recommend that teachers incorporate pedagogies that emphasize choice-driven, skills-based, asynchronous learning. This may include approaches such as inquiry-based learning, project-based learning, choice boards, hyperdocs, and independent reading opportunities.

Instead of focusing on missing content from last year, we recommend that teachers move forward with grade level skills and standards, addressing missing key content as needed. Teachers may find it helpful to focus on “teaching to the edges,” by providing extension activities to challenge strong students and scaffolding activities to support struggling students. The wide range of online tools and experiences available provide opportunities for teachers to expand their classroom boundaries by exploring the world virtually. All schools should keep fine and performing arts instruction accessible and relevant through choice-based activities, virtual ensemble and creation opportunities, while embracing the National Standards for the Arts.

We also recommend that teachers choose pedagogies that emphasize building relationships with and among students, especially at the beginning of the school year. Teachers should use the first few weeks to intentionally build classroom community; this could be done by having students introduce themselves using Flipgrid or Google Slides, by involving students in creating class expectations, and by establishing class rituals through opening & closing activities. Teachers could facilitate connections between students through activities such as class scavenger hunts or virtual field trips. Teachers should also be allowed to use some remote class time to work with students in small groups (by using Zoom breakout rooms or by scheduling students to log in at different points in the class); this will strengthen connections between teachers and students while supporting learning. Creating opportunities for small group work and group projects will promote conversation and interaction between students. Teachers should create manageable feedback loops with students by using the features available in Google Classroom and Seesaw (and by instructing students in how to use those features effectively).

The coming year will be a challenging one, and teachers will have to focus on pedagogical approaches that are reasonable and manageable for them. Teachers will still need to rely on their previously existing materials; it is not possible to change the entire curriculum or pedagogical approaches in the time available. Instead, building and teaching teams should discuss and decide which goals and approaches to prioritize.

## **Adaptive Learning Tools**

The second pillar of the Inquiry Based Blended Learning involves adaptive learning tools and techniques, which support each student in building the next set of skills needed on the continuum of learning. The crux of educational practice has always been a teacher evaluating where each student in a class is on the continuum of learning important content and skills, assigning work to learn and practice, and then giving individual and group feedback to move students along that continuum of mastering important content and skills.

While there is no replacement for a teacher's instruction and feedback, some of the lower level learning can come by use of adaptive technological tools. Consider the same group of fifth graders working on using correct grammar and conventions in their writing. Their teacher assigns them an assessment in the online writing tool, NoRedInk. From this assessment, it is known exactly which concepts and skills each student needs to practice. In the online writing tool, some students are assigned work on subject-verb agreement, while others work on capitalization and punctuation. All of the students get immediate feedback and celebrations of progress.

**List of software applications used at this school:** STARS 360, Lexia Core 5 and Power Up, No Red Ink, Keyboarding without Tears, Typing Club, Dreambox, EM4 Online, IXL, Delta, Pear Deck, Kahoot, Gimkit, Senor Wooly, Flip Grid, Overdrive/Sora, Discovery Education, World Book, Brain Pop, Generation Genius, Pebble Go Next

### **Response to Intervention**

Another level of adaptive techniques is the use of tiered levels of support; at our schools, this system is called, "Response to Intervention." Once assessed as not meeting benchmark in reading, writing, math or social emotional skills, students can receive Tier 1 instruction in the classroom or tier 2 support outside the classroom to bring their skills up to grade level standards. Objective 1.1 in the Strategic Plan is, "Expand PK-12 tiered levels of support to meet the academic needs of each student." The manner in which these levels of support are given will be worked out at each building level, depending on how schools open in the fall (all in, hybrid, or remote). It is likely that small group sessions will run via ZOOM.

### **Inquiry Based Learning Tools**

The third pillar of Inquiry Based Blended Learning embraces an "inquiry approach" that emphasizes the student's role in the learning process. An inquiry approach is a form of active learning that promotes student engagement by triggering curiosity. It encourages students to fully engage in their learning by making connections that lead to better understanding, and transfers the authority of skill acquisition and mastery of content from the teacher to the student. Expanding the inquiry approach in our student learning is consistent with Objective 1.3 of the strategic plan, which advocates an inquiry model that is broadened and used more consistently so that students experience more "innovative, interdisciplinary, and engaging pedagogy."

If teachers have limited time for face-to-face interactions with the continuation of remote and/or hybrid learning, the value of our inquiry based learning tools increases exponentially. Our online information platforms, such as library subscriptions to online research databases, Overdrive/SORA (eBooks and audiobooks), BrainPop, and Discovery Education (to name a few), are valuable technological tools that support and enhance the inquiry process (a complete list of technological tools that support inquiry is included in the tech tools list hyperlinked in the reference section of this document). Use of these adaptive technological tools will be expanded in all curricular areas using an inquiry approach.

### **Assessment and Progress Reporting**

During a remote or blended learning situation, when teachers have limited in-person time with students, formative assessments provide essential information for both teachers and

students. Tools such as Lexia, Dreambox, EM4, Kahoot, Quizziz, Quizlet, NoRedInk, Edpuzzle, PearDeck and Google Forms give students immediate feedback and help teachers track student progress. Tools such as Seesaw and FlipGrid allow students to demonstrate their knowledge in varied ways. Teachers can use these tools as formative assessments to measure student progress, identify learning needs, and create feedback loops with students. Teachers can use these tools and other strategies to guide students to regularly set goals, assess their own work, and reflect on their growth. Students would benefit from opportunities to revise and resubmit their work after receiving feedback.

In blended and remote learning environments, we recommend that teachers use more projects and portfolios for summative assessments, rather than traditional tests. However, some grade levels and subjects may need to find ways to effectively administer tests in a remote environment.

Grades will be given in a normal fashion at the secondary level. Standards-based reporting will happen as usual in the elementary schools.

### **Learning Luggage**

With the likely possibility that they will be engaged in remote learning at points throughout the year, students will need access to materials comparable to what they would have been using in school in order to continue their learning such as math workbooks, science journals, small whiteboards and markers as well as individual sets of art supplies. Some of these materials are items most families have at home or could easily get (these materials would be provided for families with financial need). Other materials, such as math workbooks, are bought through the schools; these materials will be provided to students in bags, or “learning luggage.”

### **Community and Culture Building Events**

Rituals and routines are important ways of building and sustaining school cultures in which every member feels seen, known, and respected. In regular school days, these rituals and routines can be seen in classroom and school practices, such as welcoming every student into the building in the morning or “get to know you” games played in elementary morning meetings or secondary advisory groups. There are milestone events that students look forward to over the school year. Some of these are related to our curriculum, such as the release of the Blanding’s turtles at grade 4. Others of these milestone events are because of where the students are in their schooling or developmental stages, such as the graduations at grades 5, 8, and 12. As we did in the spring of 2020, building-based faculty and parent groups will work to find and implement creative replacements for these milestone events.

### **Cultural Competency and Equity**

As we continue to navigate the global pandemic and the changes it has wrought in public education, we must examine every instructional choice we make through the lenses of cultural competency and equity. Both the coronavirus and the school closures have had deeply inequitable impacts. The district must ensure that our Black, Indigenous, and People of Color (BIPOC) families from Boston, Concord, and Carlisle have a voice at every stage of our planning/reopening process and throughout the school year. It is especially important that we commit to educational equity for our students from Boston, so that they are not

excluded from important learning opportunities like clubs and sports by the shift to remote and blended learning.

## Special Education

[DESE released guidance regarding special education services on July 9, 2020](#). Highlights of that document include the following. Additional information will be provided in August.

### Delivery of IEP Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements.

#### 1. Full-time In-person Learning (while meeting current health and safety requirements)

- Considerations for maximizing in-person learning for students with disabilities should be made when developing schedules.
- When considering staffing alternatives for reducing class size, students with disabilities must receive specialized instruction and support from qualified professionals.
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.
- When considering the use of alternative school spaces or external facility spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized.
- When planning for full-time in-person learning, schools and districts should carefully consider the specific needs of their students with disabilities. While having classes outdoors may be a possibility for many students, this option may not be suitable for some students with disabilities. For example, students with visual impairments may have light sensitivity and/or outdoor settings may be too distracting.
- Identify staff trained in various areas of special education to be included in the COVID-19 Response Team.
- Provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing disposable gowns, face shields, etc.
- Consider using strategies to pair peer models with students with disabilities to promote social interaction.

#### 2. Remote Learning

All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. This model must be available for individual students who are not returning in-person, and for all students in the event of future classroom or school closures due to COVID-19. Remote learning in

the school year 2020-2021 is expected to be more robust than the models of remote learning implemented in the Spring of 2020 when schools and districts did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures.

- During the Spring of 2020, the Department (DESE) described two models of service delivery that could be used to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports (e.g., sending packets and assignments home coupled with frequent communication with parents) and Instruction and Services (e.g., structured learning time, teletherapy and video conferencing). With the ability to plan for the possibility of remote service delivery during the 2020-2021 school year, schools and districts must be prepared to provide services through “Instruction and Services” mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the school or district has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.
- In accordance with 603 CMR 27.08(3)(b), as adopted by the Board of Elementary and Secondary Education on June 30, 2020, remote learning models shall include the following requirements:
  - Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
  - Remote academic work aligned to state standards; and
  - A policy for issuing grades for students’ remote academic work. Teachers and administrators shall regularly communicate with students’ parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- For school year 2020-2021 Instruction and Services must include the following components:
  - A regular and consistent schedule of classes, interventions, services and therapies as required by the student’s IEP, offered synchronously or asynchronously;
  - Structured learning time designed so that the student can access state standards; and
  - Frequent interactions with teachers and other staff members to ensure participation.

### **3. Hybrid Learning**

- When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Preschool-aged students with disabilities and students with significant and complex needs should be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, schools should consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities should also be included to ensure inclusionary services.
- Learning and services provided remotely via a hybrid learning model must follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person must follow guidance provided in the section above

on Full-time In-person Learning while meeting the current health and safety requirements.

- In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs, can also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of remotely.

When planning for the physical distancing requirements for students and adults in a classroom, schools and districts should be mindful of the additional special educators and related service providers who will need to enter the classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment.

### **Parent Engagement**

The Department strongly recommends that schools and districts cultivate excellent two-way communication with families. We believe in this approach and continually look to create these connections.

### **Initial Evaluations, Reevaluations and IEP Team Meetings**

IEP Teams must continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time. As was the case when schools closed in March, any changes to service delivery should be documented in writing to the parent.

## **WHOLE CHILD**

A balanced approach focused on the well-being of children's emotional and social needs serves as the umbrella to all of the other plans. The district had deemed the need to critically focus on mental health prior to the school closure. That priority remains as high as we return knowing the needs may result from the impact of the extended health crisis.

### **Social-Emotional Well Being, Learning and Culture**

During the extended school closure, the Massachusetts DESE reminds us that "The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community. We are focused not only on physical health, safety, and nutrition, but also on social-emotional and mental health needs, which could intensify during this time. This crisis disproportionately affects our most vulnerable students, including students with disabilities and English learners, in terms of their physical and mental health as well as academically. Equity needs to be a top consideration in local planning efforts, especially as districts and schools make plans to manage an extended closure. Maintaining connections between school staff, students, and families is paramount, particularly for the most vulnerable members of our school communities."

The Inquiry Based Blended Learning Model is predicated on building and sustaining communities and cultures in our classrooms and schools where each member feels safe and supported. Strategic Objective 2, "Establish and commit to ensuring student achievement through student well being." Strategic Objective 3 reads, "Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner."

Social-Emotional Learning is a cornerstone to all learning. Especially in varied learning scenarios, it is critical that time is allotted for direct social-emotional instruction, relationship building and the development of school and classroom culture. Conscious emphasis on creating and fostering connections and relationships that can translate across learning models will combat the increased stressors and transitions that result from the pandemic. All choices must be thoughtfully considered through the lens of social-emotional health, bearing in mind our BIPOC and LBGTQ community members. School will be radically different regardless of which model we adopt; to ensure accessibility, students' social and emotional well being will need to remain at the forefront.

### **Social Emotional Curriculum**

At each level, K-12, there is a platform designed to focus on social-emotional curriculum. While the methodology and specific content will differ, there are some central concepts and norms. These groups must meet regularly and become a visible priority from day one. SEL instruction should be thoughtfully addressed at the beginning of the school year in order to

create a consistent vocabulary and school culture. It is crucial that these groups continue to be implemented and developed regardless of the learning model.

### **Extracurriculars and Athletics**

On July 21, 2020, MIAA voted to begin the fall season no sooner than September 14 and to remain aligned with allowable activity in the Governor's reopening plan. MIAA meets again during the first week in August. The district is committed to providing athletic and extracurricular opportunities for students. A creative, safe approach will ensure a range of choices where students can connect around areas of interest and community. As appropriate to current safety guidance, these activities will occur in typical format, a modified in-person format or virtual environment.

### **RESOURCES**

Report of the [District COVID-19](#) Task Force

COVID Parent [Contract](#)

ZOOM [Guidelines](#)