

Plainville Public Schools

Anna Ware Jackson Elementary School



Beatrice H. Wood Elementary School



District Reentry Plan

August 14, 2020

Table of Contents

Letter from the Superintendent	4
Executive Summary	6
District Mission.....	7
Reentry Planning Principles.....	7
Reentry Committee	8
Safety Protocols and Plans for In-Person Learning	9
School Attendance Guidelines	9
When a Student or Staff Member becomes Ill	10
Responding to Positive Cases of Covid-19.....	10
If a Student is Symptomatic on the Bus:.....	10
If a Student is Symptomatic at School:	11
Decisions on when to Close School:.....	11
Transportation Protocols.....	12
Building and Facility Plans.....	12
Preparing our Schools	12
Ventilation Considerations.....	12
Windows and Fan Use.....	13
Cleaning and Sanitizing Schools and School Property	14
Cleaning and Sanitizing Restrooms	14
Strategies for Reducing Potential Exposure and Transmission of Germs	14
Personal Protective Equipment (PPE) Preparedness.....	15
District Plan for Fall Reopening	15
Hybrid Model of Instruction-Overview:	16
Schedule:	16
Student Experience:.....	16
Curriculum:	16
Social-Emotional Learning (SEL):.....	17
Time on Learning:.....	17
Assessment:.....	17
Response to Intervention (RTI):.....	17
Attendance and Accountability:.....	18

Technology and Communication:	18
Students Receiving EL Services:	18
Alternate Learning Plans Should Changes Become Necessary	18
District-Wide Remote Learning Model: Overview	18
Schedule and Curriculum:	19
Attendance:	19
Assessment and Reporting:	19
Full Return to In-Person Instruction:	19
Overview of Special Education Supports for All Learning Models & Equity	20
Learning Models	20
Special Education Services – Partnering with Parents/Guardians	21
Identification of High Needs Students	21
Integrated Preschool	22
Other At-Risk Students	22
Parent Meetings and Testing	23
Options for Parents/Guardians	23
Individual Remote Learning Option - Overview	23
Class Assignment/Groupings	24
Social Emotional Learning	24
Individual Remote Learning Option for Students with Disabilities	24
Students Receiving EL Services	24
Schedule and Curriculum	24
RTI and Academic Support Services	25
Attendance	25
Transitioning Between Models	25
School Districts Who Provided Support and Referenced Materials	25

Letter from the Superintendent

Dear Staff and Families,

The Plainville Public Schools has approached the task of planning for the return of students and staff to our school buildings through a process that has included education and collaboration. A good example of this can be seen in the work of the Reentry Committee. The committee reviewed multiple guidance documents, identified areas of concern, and helped craft family and staff survey instruments. They also studied and responded to proposed plans and survey results. In addition to working with the Reentry Committee advice from our local Board of Health was solicited throughout the planning process.

While we have been focused on a safe return to school we have not forgotten that we all continue to face a challenging and difficult time in our community, country, and throughout the world. The Covid-19 health crisis has been devastating in so many ways (lack of housing, childcare issues, job loss, food insecurity, illness, loss of family and friends, etc.). In addition social isolation and lack of connection with others has been hard on all of us and has led to increased anxiety, depression and other mental health concerns among children, adolescents, and adults.

Our country has also experienced terrible acts of social violence, discrimination and hate. This confluence of issues have and will continue to impact our planning as we work to determine the best way to meet the needs (social/emotional and academic) of the children of our community.

We know that students learn best when they are in school, interacting directly with their teachers and peers. We also know the school closure significantly impacts students with special needs, English language learners, and students who are economically disadvantaged. And so, given the resources available to us, the condition of our school buildings and the comprehensive plans we are putting in place, we believe that it is possible for students and staff to safely return to school, thus preventing the significant consequences of keeping students out of school.

We also recognize that some families may not feel comfortable having their children return to in-person instruction at this time and others may be dealing with circumstances that prevent them from accessing in-person instruction. As a result, the district will provide a robust, rich learning environment option for families who choose to have their children learn from home. Both in-person and remote learning programs will focus on supporting the whole child and will thoughtfully address students' academic needs and their social/emotional growth and development.

It is important to note that school plans may change in response to new Covid-19 data and research. The District Reentry Plan Report, which includes this letter, contains information about our hybrid reopening plan as well as safety and health procedures and protocols.

We look forward to work together with our families and staff as we partner to provide the best possible learning experience for our children. We owe it to them to navigate an unprecedented public health crisis in a way that keeps them inspired, positive and hopeful.

Sincerely,

David P. Raiche
Superintendent of Schools

Executive Summary

The Plainville Public School Committee voted on Tuesday, August 11th to move forward with a hybrid model of instruction to start the 2020/21 school year. Reopening plans will be evaluated and reviewed after 6 – 8 weeks of school. The first day of school for students will be Thursday, September 17, 2020. The following is a summary of the District Reentry Plan:

1. Students will be returning to school in a hybrid model which means that they will split their time between learning in-person at school and learning at home remotely. Students in grades 1-6 will attend school for **two** full days each week and will learn remotely for the remaining three days.
2. The district will divide students into two groups (cohort A and cohort B) and students will attend school according to the following schedule:

Cohort A

Monday	Tuesday	Wednesday	Thursday	Friday
In School	In School	Remote	Remote	Remote

Cohort B

Monday	Tuesday	Wednesday	Thursday	Friday
Remote	Remote	Remote	In School	In School

3. Students will follow a similar daily schedule on remote learning days as they follow when they are in school, participating in 5 hours of academic instruction.
4. Kindergarten students will follow a different hybrid schedule based on their age and developmental needs. Kindergarten students will be divided into two groups and will attend In-person learning four days a week during either a morning or afternoon session.

Cohort A

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	In School	In School	Remote	In School	In School
p.m.	Remote	Remote	Remote	Remote	Remote

Cohort B

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	Remote	Remote	Remote	Remote	Remote
p.m.	In School	In School	Remote	In School	In School

5. Students receiving special education or English language academic support services will receive their full array of services through both in-person and remote instruction.

Services will be delivered according to students' Individualized Education Plans (IEPs) or service delivery plans.

6. The district will require students in grades 2 – 6 to wear masks while they are in school buildings. Scheduled masks breaks will be provided throughout the day. The district also highly recommends that students in preschool, kindergarten and grade 1 wear masks. All students in all grades who ride the bus will be required to wear masks.
7. The district will be implementing 6 feet of social distancing between students in classrooms and will limit movement of students throughout the building. Interaction between groups of students will be restricted.
8. Parents who are not comfortable having their children return to in-person learning at this time may select a remote learning option. Students who opt to learn remotely will follow the same curriculum as students learning at school, participating in 5 hours of academic instruction.
9. Social-emotional learning (SEL) and instruction will be a central component of all learning plans and students will receive direct instruction in SEL, as well as having access to counselors and small group support as needed to promote mental and behavioral health.
10. The district has developed alternate plans should the Covid-19 situation change in the Commonwealth or at the local level. These plans include a fully remote learning plan should we need to close physical buildings, as well as a plan for a full return to In-person learning should the public health situation improve.

District Mission

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

Reentry Planning Principles

The Reentry Committee identified the following principles to guide the development of this plan.

1. Health, safety, and the well-being of the school community above all else.

2. Intentional about matters of equity which begins by addressing the needs of our most vulnerable or marginalized student population.

3. Aligns with the district mission statement:

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

4. Builds on our strengths (e.g. strive for 100% of students to have devices and internet connections)

5. Incorporates “reflections” and “lessons learned” during school closure and summer 2020 extended school year periods.

6. Allows for flexibility and fluidity in how we deliver instruction and strives for a continuum of services acknowledging the varying needs of students across the PK-6 range and responding to differences in age-appropriate ways.

7. Takes into account the needs of ALL stakeholders (students, families, and staff).

8. Continuous monitoring with appropriate checks and balances and the ability to adjust as necessary.

9. Ensures that plans are sustainable and takes into account the mental, physical, social and emotional needs of the school community.

10. Ensures students, staff and families remain well informed and feedback is solicited.

Reentry Committee

The Plainville Public Schools established a Reentry Committee to provide guidance to the development of its preliminary and final reopening plans. The Reentry Committee was comprised of members representing diverse views and perspectives including parents, teachers, special educators, administrators, nurses, administrative and student support staff, food service staff, technology staff and facilities staff.

The Reentry Committee met on July 7, 2020 and July 21, 2020. The Committee met as a whole and also in breakout groups. The breakout groups were organized as mixed groups (parents and staff) at times and as separate (parents or staff) at other times. The Committee helped to create staff and family survey documents; helped to identify the district’s planning principles and identified areas of concern that this plan attempts to address. The Reentry Committee reviewed

numerous guidance documents from the Department of Elementary and Secondary Education (DESE) and the Center for Disease Control (CDC).

Safety Protocols and Plans for In-Person Learning

In order to develop these protocols the district referred to the [DESE's Initial Fall Reopening Guidance](#) the [CDC's Guidance for Schools](#), DESE's [Guidance for Courses Requiring Additional Safety Considerations](#), DESE's [Comprehensive Special Education Guidance for the 2020-21 School Year](#) and DESE's [Fall Reopening Facilities and Operations Guidance](#). The following safety protocols will be implemented as part of our safe reopening plan.

- Daily staff screening: self-certification
- Parent/guardian daily student screening: guidelines for when to keep students home-
[Daily Screening Checklist](#)
Protocols for when to send a student to the nurse-Health Office Guidelines
- Isolation spaces in each building for students with Covid-19 symptoms-Isolation Rooms
- Increase frequency of handwashing-Handwashing Protocols
- Requirements for mask/face coverings and mask breaks-Mask Protocols
- Arrival and Dismissal times-Arrival and Dismissal Protocols
- Restroom Use-Restroom Protocols
- PPE Equipment
- Staff training
- List of available testing sites-Covid-19 Testing Sites

School Attendance Guidelines

- Parents/guardians are required to screen students daily for Covid-19 [symptoms](#) and risks prior to sending them to school. Parents should use the daily student screening tool to determine that children are healthy and safe to come to school.
- Students and staff are required to stay home if they do not feel well. This is a critical measure to contain the potential spread of Covid-19.
- Staff members will be required to complete a daily Covid-19 screening and self-certify that they are safe to report to work.
- Students and staff with a temperature above 100.4 degrees should not attend school until they have been fever-free (under 100.4 degrees) for at least 24 hours and without the use of antipyretic medication, such as Tylenol, Motrin, Advil, or Ibuprofen.
- All daily substitutes will report to the nurse's office upon arrival and will be screened for Covid-19 prior to entering the building and reporting for duty.
- Any student or staff member that tests positive for Covid-19 or has been directed to self-quarantine as a result of potential exposure will not be allowed to return to school until they have met the requirements of the Massachusetts Department of Public Health.

- Any student or staff member who has traveled outside of Massachusetts to states other than those defined by the Governor’s office as low risk must follow the Massachusetts State guidelines for self-quarantining upon return to Massachusetts [Covid-19 Travel Order](#)

When a Student or Staff Member becomes Ill

- Staff members and students who present with [Covid-19 symptoms](#) while at school will be isolated in a designated isolation area near the nurse’s office in each building. These individuals will be evaluated by the school nurse and will be dismissed from school immediately. Students will be dismissed directly from the isolation area and will not be allowed to access the school building.
- Nursing staff will advise parents on whether or not they need to seek further medical care based on individual student’s symptoms and clinical presentation.
- If the nurse/school personnel are calling an ambulance or bringing someone to the hospital, they will alert the dispatcher that the person may have Covid-19.
- Parents/guardians will need to provide the school nurse with at least two emergency contacts that are local and available to come to the school and pick up their child if they become sick during the school day. Dismissing children who become ill in a timely fashion (within 30 minutes) is imperative for the safety of all.
- Staff members who become ill will be sent home immediately.
- PreK, kindergarten or grade 1 students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises. Nurses will provide children with a surgical mask.

Responding to Positive Cases of Covid-19

- In the event that a student or staff member becomes ill or presents with Covid-19 symptoms, the district will follow the protocols established by the Massachusetts Department of Elementary and Secondary Education for responding to Covid-19 events- Protocols for Responding to Covid-19.

If a Student is Symptomatic on the Bus:

- If a student appears ill prior to boarding the bus and a caregiver is present, the bus driver will inform the caregiver that they are not permitted to board the bus.
- If a student becomes symptomatic on the bus, the driver will ensure that the student is wearing a mask and will call ahead to dispatch to inform the school. The school nurse will meet the student upon arrival at the bus and will move the student to the isolation area to be evaluated.
- If the student present with Covid-19 symptoms, they will be immediately dismissed from school.

- Students that were seated within 6 feet of the symptomatic student will be sent to the nurse. These students will be considered close contacts and parents will be contacted to pick the students up from school.
- Close contacts are advised to be tested 4-5 days after possible exposure and should remain home until they receive their test results.
- Current Massachusetts guidance is that all individuals with symptoms, even mild symptoms, should be tested.
- Any student who chooses not to be tested must remain out of school for the full quarantine period of 14 days.
- The school bus will immediately be sanitized and disinfected.

If a Student is Symptomatic at School:

- Teachers will ensure that the student is wearing a mask.
- Teachers will call the school nurse's office and the nurse will do a phone screening.
- If the student appears symptomatic, the nurse will come to the classroom to escort the student to the isolation area for further evaluation.
- If the student presents with symptoms of Covid-19, he/she will be immediately dismissed from school.
- The nurse will advise the parent to have their student tested for Covid-19.
- Current Massachusetts guidance is that all individuals with symptoms, even mild symptoms, should be tested.
- Students who do not get tested must remain out of school for at least 14 days.
- The remaining students in the classroom will be permitted to stay at school for the remainder of the day. The classroom will be relocated to another area of the building to allow for immediate cleaning and sanitizing of the space.
- Parents/guardians of close contacts will need to arrange to have their children picked up from school. Close contacts will not be permitted to ride the bus home.
- Close contacts will be advised to get tested for Covid-19 at least 4-5 days after exposure. Students/staff members will need to remain at home until their test results are in.
- Students/staff with negative Polymerase Chain Reaction (PCR) tests who remain asymptomatic and are able to effectively mask may return to school immediately.
- In the case that a classroom of students is required to self-quarantine, students and staff in the class will transition to remote learning immediately to prevent lost instructional time.

Decisions on when to Close School:

- If there is more than one case of Covid-19 in the school, or if there are a series of individual cases within a short period of time, the Superintendent and school nurses will work with the Board of Health to determine if there is potential school-based transmission.
- If school-based transmission is suspected, the Superintendent will work with school nurses and the Board of Health to determine if the school needs to be closed for 2-3 days

for deep cleaning and sanitization or if the district needs to close for a longer 14-day quarantine period.

- In any instance of required school closure, all students and staff members impacted will immediately shift to remote learning.
- The district will also follow the guidelines and recommendations of the Governor regarding community transmission thresholds for school closure.

Transportation Protocols

Additional safety protocols have been put in place for students who ride the bus to school. There will be one child assigned to a seat, with the exception of siblings who are allowed to sit together. Windows will remain open whenever possible to increase air circulation while the bus is in route. Vehicles will be cleaned between runs, focusing on high-touch areas and will also be sprayed with a disinfectant multiple times per day in order to minimize the risk of transmission between groups of students.

Building and Facility Plans

Preparing our Schools

The district conducted an in-person feasibility study. The purpose of the in-person feasibility study was to evaluate classroom spaces in each school to ensure that we had adequate square footage, based on approved social distancing guidelines, to safely seat students and staff. At this time, all classrooms can accommodate a partial return of students abiding by the minimum requirement for 6 feet of social distancing between student desks.

Ventilation Considerations

It is clear that the airborne nature of the Covid-19 virus is a critical consideration in the safety of all members of the community in any indoor setting. It is for this reason that wearing a mask and practicing social distancing (Plainville Public Schools is recommending 6-feet of distance between individuals at all times) are the most important factors in limiting the transmission of the Covid-19 virus. In addition, increasing ventilation and outdoor air exchange is another method for minimizing possible concentrations of airborne particulates indoors.

Working closely with our HVAC consultant, all ventilation equipment is being carefully inspected, cleaned and adjusted to increase air exchange within the available capabilities and limitations of the systems in place. During the summer months all ventilation filters have been changed to improve air quality.

It should also be noted that a new Variable Refrigerant Flow (VRF) heating and cooling system will be installed in two (2) of the five (5) wings of the Anna Ware Jackson Elementary School this fall. The remaining wings are scheduled to be addressed during the 2-4 years.

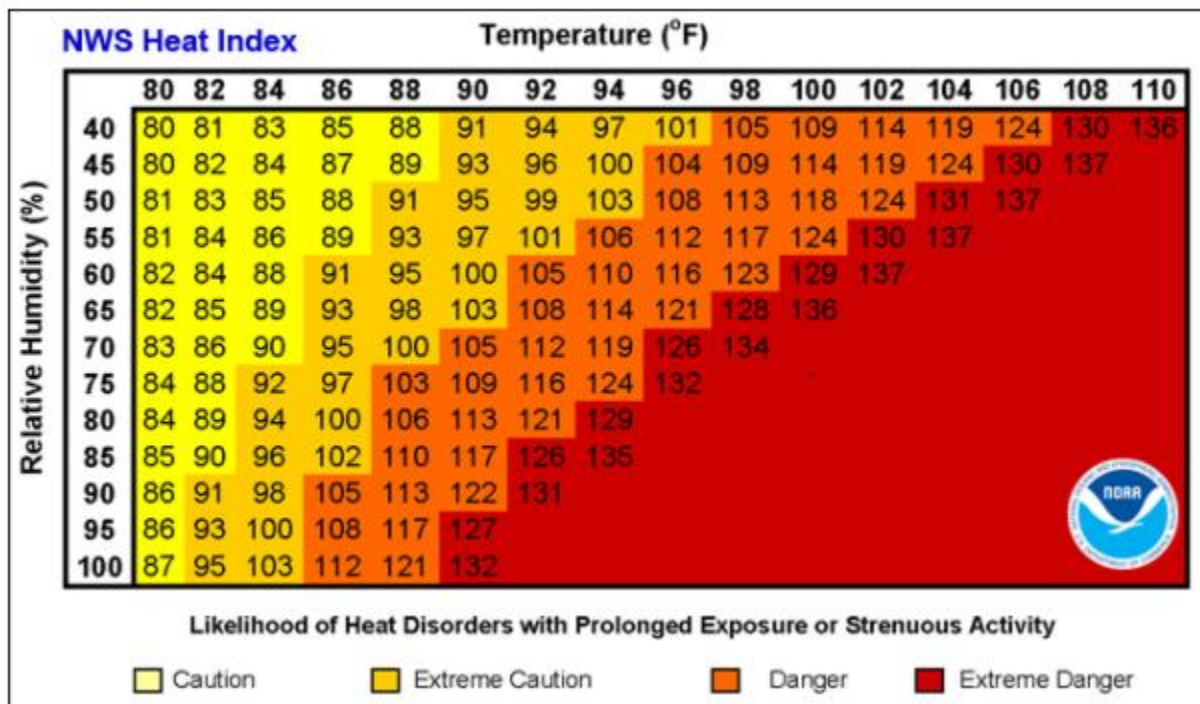
The use of Plexiglas barriers will also be installed in all offices and nursing areas. It will also be used in smaller rooms as needed on a case-by-case basis.

Storage of students' personal belongings will be evaluated at each school. Students will not be permitted to share storage space. Students are encouraged to take their personal belongings home with them every day so they can be properly cleaned.

Windows and Fan Use

- Fans will be located to direct air out of open windows and toward the HVAC intake vents, not to re-circulate air around the classroom.
- We will use the National Weather Services' heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn.
- If the heat index is in the "Caution" or "Extreme Caution" zone, students will be provided with additional mask breaks and additional water breaks.
- Portable AC units are also available and will be utilized in those classrooms most impacted by the heat and humidity.

The National Weather Service's describes the Heat Index in this way:



Cleaning and Sanitizing Schools and School Property

- All school facilities will be cleaned and sanitized nightly with disinfecting products recommended by the CDC.
- The district will increase the frequency of cleaning and disinfecting high-touch surfaces throughout the schools (both daily and in the evenings). This includes restrooms, classrooms, learning areas, meeting rooms, office spaces, cafeteria/kitchen, gyms, staircases, hallways, and entrance ways.
- All student and teacher desks and tables will be wiped daily with a food grade sanitizer that is safe to use on surfaces that will be touched or may come in contact with food that will be ingested.
- Custodial schedules will be adjusted to increase the district's capacity to implement protocols for cleaning and sanitization.
- The district will ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#) including storing products securely away from children.
- The district will provide training for staff and information for families on new school protocols with regard to proper cleaning and disinfecting procedures.
- If an individual becomes sick during the day areas accessed by that individual will be immediately closed for [cleaning and disinfecting](#) and will remain closed for a minimum of 12 hours.

Cleaning and Sanitizing Restrooms

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

- Ensure that we operate with functional sinks and toilets.
- Clean and disinfect restrooms daily or more often if possible using EPA-registered disinfectants that are effective against SARS-CoV-1, the virus that causes Covid-19, particularly high-touch surfaces such as stall doors, sinks, toilets, doorknobs, and paper towel dispensers.
- Post signage/instructions for proper handwashing techniques in all bathrooms.
- Regularly stock bathrooms with soap, toilet paper, and paper towels for washing and drying hands.

Strategies for Reducing Potential Exposure and Transmission of Germs

- Signage—The district will post signs with reminders to wear masks and how to remove them safely, as well as signs with hand washing/hand sanitizing protocols, and physical distancing (6 feet) reminders.
- Student desks and chairs will be spaced a minimum of 6 feet apart.
- Area rugs will be removed from all classrooms.
- Bean bag chairs will be removed from classrooms.

- Shared water fountains will be disabled.
- Highway Patterns: Markings will be placed on floors to manage traffic flow (highway stripes) with plans for one-directional patterns.
- Student materials: Each child will have their own individual materials (i.e.: a caddy) to keep their belongings grades PreK – 6.

Personal Protective Equipment (PPE) Preparedness

During the pandemic the Plainville Public Schools has acquired large quantities of hand-sanitizer, hand wipes, cleaning supplies, sanitizers and disinfectants. See below:

Nitrile and vinyl gloves	Hand soap
N95 Masks	Paper towels/dispensers
Disposable Masks-student and staff	Hand sanitizer dispensers (in all classrooms and common areas)
Face Shields	Hand sanitizer dispensers (standing units, non-touch)
Plexiglas barriers	Hand sanitizer refills
Signage for handwashing (all bathrooms)	Sanitizer/disinfectant wipes
Signs for mask wearing and social distancing	Electrostatic spray machines
Disposable gowns for designated personnel	

All staff members will be required to wear face masks while in the school building. Additional personal protective equipment will be required for school nurses.

District Plan for Fall Reopening

The Plainville Public Schools will begin the 2020-2021 School Year with a hybrid model of instruction. The district will continue to actively monitor state and local data on Covid-19 transmission and reserves the right to shift plans as needed to ensure the safety of students, staff and members of our school community. In addition, the district will review the success and challenges of reopening plans after the first 6-8 weeks of school. Parents, students and staff members will have the opportunity to share comments and feedback. The district will make needed adjustments to our plans based on this feedback, as well as other sources of data.

Hybrid Model of Instruction-Overview:

Hybrid learning combines in-person and online instruction into one cohesive experience. Approximately half of the class sessions are at school, while the other half have students working online. Students would split their learning time between in-person and remote learning. This model offers a unique learning opportunity for all students while allowing schools to implement rigorous safety regulations. In the hybrid model the district is able to implement 6 ft. of social distancing in all classrooms. Students will be learning in smaller cohorts which allows teachers the ability to differentiate the curriculum more readily. The hybrid model also allows greater flexibility in how students engage with material and demonstrate learning. On remote days, students will have the unique opportunity to practice skills previously learned that are tailored to individual needs, enhance their technology literacy through independent exploration, and engage in new learning.

Schedule:

All students in grades 1 through 6 will attend school in-person two days a week and learn remotely 3 days a week. Kindergarten students will attend school in-person part of the day and learn remotely part of the day on Mondays, Tuesdays, Thursdays and Fridays. Wednesdays would be a remote learning day for all students. Kindergarten classrooms will be sanitized between each AM and PM cohort and the entire buildings would be thoroughly cleaned and sanitized with the electro-static spray machine on Wednesdays between the Monday/Tuesday and Thursday/Friday cohorts. Movement breaks will also be built into the remote day schedules.

Student Experience:

Research indicates that having students follow a similar schedule in school and in a remote platform leads to greater success. Predictable routines and expectations help students with independent learning. Sample schedules are being developed and will be shared with families next week.

Curriculum:

We utilize curriculum committees composed of classroom teachers, specialists and mental health staff. The committee members work under the direction of the principals and teacher coordinators to review, adjust and enhance the district's curriculum and assessments in order to ensure that the two formats (remote and in-person) capitalize on each other's strengths in the hybrid model. The goal of each committee is to review skills and concepts taught in each unit in all content areas and determine the most effective platform that the skills should be taught in. The committee will focus on the students' experiences in both platforms to ensure that the students will be engaged and that appropriate supports are in place that will assist the student in accessing the content independently. The committees will also review various methods on how students will be assessed using district screeners, benchmarks, and unit assessments to ensure mastery of skills. Plainville's curriculum, guided by the Massachusetts Frameworks, will be

delivered in its entirety in all content areas (Math, ELA, Science, History and Social Studies and SEL) with the same level of rigor as it would be in a traditional school year.

Social-Emotional Learning (SEL):

[The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), defines SEL as “how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.” CASEL’s framework identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This is the foundation that our school community is built on. In order to support students as they transition into a hybrid model and to give students time to adjust to returning to school under these unique conditions, numerous structures and guidelines will be put into place. The Plainville Public Schools will implement a tiered approach the first few weeks of school in order to build skills necessary for elementary-aged students to learn successfully in two platforms. Teachers will spend a significant amount of time building classroom culture, building routines and habits of mind that support online learning, and providing opportunities for students in both cohorts to make connections.

Time on Learning:

DESE guidelines state that districts will be expected to meet the structured learning time requirements whether they’re providing instruction in-person, remotely, or in a hybrid model (170 days of school; 850 minutes equals 5 hours of structured learning time per day).

Assessment:

Plainville Public Schools benchmark assessments are administered to all students during the school year. Assessment data is used to monitor students’ progress towards mastery of concepts taught and to differentiate instruction to meet the individual needs of our learners in the classroom. Students’ progress will be evaluated using Plainville Public Schools standards-based report cards.

Response to Intervention (RTI):

All students will complete a screening assessment in math and literacy during their first few weeks of school, as well as regular district assessments throughout the school year. These assessments allow teachers to identify skills that students are struggling with or need to review. Teachers use this data to plan targeted instruction to support children in remediating learning gaps.

Attendance and Accountability:

Daily attendance will be taken either through the Google Platform or through another format as determined by the district on both in-person and remote days. Students will also be expected to submit all assignments and projects on the days indicated by the teacher. Students will receive consistent and frequent growth-producing feedback from their teacher on their learning during in-person and remote days.

Technology and Communication:

In order to streamline communication with families and students the district has selected two platforms. Preschool, kindergarten, grade 1 and grade 2 teachers will use SeeSaw and grade 3 to 6 teachers will use Google Classroom. Special education teachers and specialists will be given access to the classroom platforms so that all assignments and announcements are posted in one place. Families will be given access to a parent portal for their child's teacher page (SeeSaw and/or Google Classroom). Also, families will be able to have access to all assignments, announcements and due dates. Every student will receive a district-issued device upon request.

Students Receiving EL Services:

Students who are English Language Learners and are receiving support from the district EL teacher will be able to access these services during both in-person learning and remote learning days. Students who are new to the district and who speak a second language at home will be screened to determine their English proficiency level and to determine if additional instruction and support is needed. The district EL teacher will work with families to arrange a time to conduct the screening. Students who are level 1 EL learners are considered 'high needs' students and will be allowed to attend in-person learning four days a week, with both Cohorts A and B. These students will access direct instruction from the district EL teacher on in-person learning days, as well as remote support and instruction on Wednesdays (the district-wide remote learning day).

Alternate Learning Plans Should Changes Become Necessary

District-Wide Remote Learning Model: Overview

Should the Covid-19 situation change in the Commonwealth, due to an increased spike in transmission rates at the state or local level or due to federal level changes in policy or guidance, it is possible that the district may need to transition to a fully remote platform for learning. Remote instruction will be significantly more robust than during the emergency closure, with more direct teaching across all content areas (ELA, Math, Science, and History and Social Studies). DESE requires that "remote learning programs include regular, two-way communication between students, educators, and families to ensure students and families have

meaningful opportunities to connect regularly with staff. Students must have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports (e.g., semi-weekly office hours, individual check-ins with students bi-weekly, etc.), as they are critical for student academic growth and meaningful student and family engagement.” 603 CMR 27.08(3)(b). In the remote learning model, students will be provided opportunities to work collaboratively on projects and assignments with an emphasis on student “voice and choice”. Students will receive frequent and timely feedback on their learning and be continuously assessed on their progress towards meeting grade-level standards.

Schedule and Curriculum:

The remote learning day will closely mimic the schedule that students would follow during an in-person day. The Massachusetts Frameworks drive Plainville Public Schools’ curriculum for all content areas. The pacing and scope and sequence in certain content areas will be adjusted to fit the students’ learning needs and the delivery model of instruction; all standards will be fully covered through our high-quality rigorous curriculum. As mentioned previously, instruction will be significantly more robust than it was during the emergency closure. Research shows that small group instruction is a more effective method of teaching elementary-aged students. In a smaller group, students tend to be more active learners, more engaged, and the teacher can differentiate the lesson more effectively than in a large group setting.

Attendance:

Daily attendance will be taken either through the Google Platform or through another format, as determined by the district. Student attendance is required on a daily basis.

Assessment and Reporting:

Student progress will be reported using the district’s standards-based report cards. The district will assess student progress using district-specific benchmarks and assessments. This data will be used to monitor students’ progress towards mastery of concepts taught and to differentiate instruction to meet the individual needs of our learners.

Full Return to In-Person Instruction:

If Covid-19 transmission rates in Massachusetts and in Plainville decline significantly, or if new treatments including a vaccine become available, it is possible that the district will be able to return to a full in-person learning program. It remains our goal to bring as many students back to full in-person learning situations as we can, while keeping all members of our community safe. If the district is able to transition to full in-person learning, we will maintain all necessary safety protocols described in depth earlier in this report. The one exception would be shifting social

distancing requirements to 3 ft. of separation between students in classrooms. The district would continue to require a minimum of 6 ft. of distance when students are not wearing masks, such as during snack, lunch or mask breaks.

Overview of Special Education Supports for All Learning Models & Equity

Many students face challenges that impact their ability to equitably access education and instruction. This is further exacerbated with the current school closure, and must be considered on an individual basis as we move forward with our school re-opening planning during the Covid-19 pandemic. To that end, the district is reviewing the needs of several vulnerable students groups: students with disabilities on Individualized Education Programs (IEPs), students on 504 plans, English Learners, and students who face home-stability issues.

In planning for our return to school this fall, one of the most important aspects of our services will include parent engagement. Ongoing communication with families will be critical to a successful start to the year. Parents can expect education teams to communicate at the outset to determine what worked and what did not work this past spring. Teams will gather as much data as possible to assess present areas and levels of need up re-entry.

Providing a free and appropriate public education (FAPE) to the students of Plainville has been the foundation in the development of the two models of learning for the fall of 2020. Each model was developed with a focus on the need to protect the health and safety of students with special needs and those individuals providing education, specialized instruction, and related services, while simultaneously providing appropriate services consistent with students' Individualized Education Program (IEPs) and 504 plans. The district's goal is to ensure the continued academic, social and emotional growth of our students. It must be noted that some variability will be required between buildings as services provided are uniquely designed for students at different developmental levels.

Learning Models

On August 11, 2020 the Plainville School Committee voted to begin school using the “**Hybrid Model of Learning**” which includes in-person instructional opportunities, as well as instruction provided remotely. Following a school-based weekly schedule, special education services as noted in the student's IEP will be provided through in-person instruction on some days and remote instruction on other days. As always, flexibility will be key to ensuring that a model of service fits the individual needs of students. An emphasis is being placed on providing services in-person when possible and remotely when appropriate, as dictated by a student's needs, safety protocols and student/staff schedules. Specialized PPE will be provided when in-person instructional needs require closer proximity.

The “**Remote Model of Learning**” will include instruction through a virtual platform, with no in-person services offered. Instruction will continue to target identified goals and objectives on the students’ IEP. Accommodations identified in the IEP or 504 plan will continue to be provided with close monitoring of student progress and success, and adjustments made in a timely manner.

Special Education Services – Partnering with Parents/Guardians

Special education staff, families and students have a collaborative partnership built to ensure the academic, social and emotional growth of our students with special needs. The district looks forward to continuing this meaningful partnership as it is a critical element to the success of our students during this unprecedented time.

When school closed in the spring of 2020, special education services were a combination of “Resources and Supports” and “Instruction and Services”. As we move into the new school year, the emphasis will be on “Instruction and Services”. This means that services will consist of regularly scheduled and consistent classes, interventions, services and therapies targeted to each student’s individual goals and objectives on their IEP. Right from the start, special education teachers and related service providers will be collaborating with families and others who support children with special needs, ensuring that instruction and instructional strategies are appropriate and accessible whether they occur in-person or remotely. A student’s schedule of services will be memorialized through an N1 representing a full implementation of IEP services, but with flexibility as to how and where the services are to be provided.

The district recognizes the need to evaluate students’ current level of performance and identify skill gaps. This is true for our entire student body but especially for our students with disabilities. Special education staff will be reviewing special education progress reports and data collections on levels of performance towards goals prior to closure and comparing to data collection post-closure in order to identify significant regression. This data will be used to drive decision making for individual students as it relates to providing services and instruction at the level in which they currently present, as well as determining the need for additional or compensatory services.

Students in out-of-district schools will continue to receive their services either remotely or in-person as directed by the individual schools. In partnership with parents, Plainville Public Schools will continue to communicate with schools as to their in-person versus remote status, receipt of a schedule of special education services, and through student progress reports.

As always, please do not hesitate to contact your student’s special education liaison, Team Chairperson or Director of Student Services with any questions or concerns. Please know that we are here for you, and we want to support you.

Identification of High Needs Students

According to the most recent Massachusetts Department of Elementary and Secondary Education guidance, students with significant and complex needs, as well as all preschool

children, will be prioritized for full-time, in-person instruction despite the plan for re-opening in the fall. The criteria they have provided for determining complex and significant needs is as follows:

- Students already identified as “high needs” through the IEP process. **Such students must meet at least two of these criteria:**
 - Services provided outside of the general education classroom
 - Service providers are special education teachers and related service providers- students have multiple special education providers
 - Special education services constitute more than 75% of the student’s school day
- Students who **cannot** engage in remote learning due to their disability-related needs
- Students who primarily use aided and augmentative communication
- Students who are homeless
- Students in foster care or congregate care
- Students who are dually identified as English learners

Integrated Preschool

Preschool students are particularly vulnerable learners as they are at the start of their academic career. The primary method of learning in early childhood is play and socialization which is mostly eliminated with remote learning. Additionally, servicing special education students remotely at this age poses great difficulty as much of direct instruction is hand on/play based. As such, and following state guidelines, Plainville Public Schools will continue to provide the majority of services in-person. Students who receive special education services will receive their full array of services. We are currently finalizing plans for peer models.

Other At-Risk Students

In addition to preschoolers and high needs special education students, the following at-risk students will be considered for greater in-person services:

- Students identified as English Learners
- Students who are homeless
- Students in foster or congregate care

English Learners (ELs) have a particular challenge relative to accessing instruction. In determining the learning model for these students, Work-Class Instructional Design and Assessment (WIDA) data, which assesses a student’s English proficiency, will help to guide the decisions as to how a student receives their instruction. For some, it may be important to prioritize as much in-person instruction as possible in order to receive the support needed to access curriculum as well as improve their English acquisition. For students with greater English proficiency, a more typical hybrid learning model may be appropriate. Teachers and administrators shall regularly communicate with student’s parents and guardians, including

providing interpretation and translation services to limited English proficient parents and guardians, to ensure progress and appropriate support, making modifications when necessary.

Some students within the district may face challenges accessing instruction as a result of their unique living arrangements, such as homelessness or foster support. Students who are homeless or living in foster care environments need stable educational opportunities. In these instances, more in-person instruction may be necessary to ensure equal access. Each student with such a challenge will be individually reviewed to determine the best course of action to support their learning.

Parent Meetings and Testing

In order to limit the number of visitors and support physical distancing in our buildings, IEP meetings will continue to be held remotely. However, alternative arrangements will be considered on an individual basis and in collaboration with parents/caregivers when a remote meeting is not a feasible option for families. The IEP developed at the remote meeting will subsequently be delivered to families through postal mail with several options for parents to respond. A summary of the Team meeting will be issued to parents upon completion of the meeting.

The District will continue to work with families of those students whose initial evaluations or three-year re-evaluations were interrupted due to the closure in March to determine an appropriate timeframe or completion of the assessments. Upon return to school, each child will need to re-acclimate to the new school year and new classes, reacquaint with friends, and become socially and emotionally grounded. Parents are urged to collaborate with school staff and allow for a period of adjustment prior to scheduling any assessment. Parents should feel comfortable reaching out their liaison, Team Chairperson, or Director of Student Services to proactively plan for upcoming assessments based on their child's re-acclimation to school. Evaluations often require close proximity, therefore, specialized PPE will be required by the evaluator and student to ensure the safety of all parties.

Options for Parents/Guardians

Individual Remote Learning Option - Overview

Families that choose not to return to school for in-person learning will have the option of choosing a remote learning platform for their children. Instruction will be robust and based on best practices for remote teaching and learning and require daily attendance for 5 academic hours.

Class Assignment/Groupings

Students who opting out of in-person hybrid learning will not be assigned to a hybrid classroom. Final decisions on how students will be grouped depend largely on how many families select this option. If we have a number of students at each grade level selecting a remote learning platform, then they may be grouped into a remote learning classroom. If there are only a few students learning remotely, then we may create cohorts or groups of students that can work together and participate in shared learning experiences for social emotional learning, read alouds and other appropriate activities as part of their learning programs.

Social Emotional Learning

The district will work to create opportunities for children who are learning remotely to connect with peers who are learning in-person. This will allow teachers to respond to their needs. Students learning remotely will also have access to school counselors and mental health staff as needed.

Individual Remote Learning Option for Students with Disabilities

Students who receive special education services through the district will be able to receive their services through the remote learning platform. Services will include direct time with teachers and guided practice/independent practice supported by an instructional assistant according to their IEPs. Students' progress will be monitored and progress reports and report cards will be issued consistent with the district school calendar.

Students Receiving EL Services

Students who are English Language Learners and are receiving support from the district EL teacher will be able to access these services remotely. Students who are new to the district and who speak a second language at home will be screened to determine their English proficiency level and to determine if additional instruction and support is needed. The district EL teacher will work with families to arrange a time to conduct the screening.

Schedule and Curriculum

The remote learning day will closely mimic the schedule that students would follow during an in-person school day. The remote learning platform and the Plainville Public Schools' curriculum is driven by the Massachusetts Frameworks for all content areas. The remote learning platform scope and sequence will be adjusted as needed to ensure that the pacing of the remote learning platform aligns with the pacing of in-person learning for each grade level and content area.

RTI and Academic Support Services

After the extended period of school closure, we recognize that students may return to school with gaps in their understanding of specific skills and concepts. All students will complete a screening assessment in math and literacy during their first few weeks of school, as well as regular district assessments throughout the school year. Students learning remotely will participate in the same screening process and district assessments as students that are learning in-person. These assessments allow teachers to identify skills that students are struggling with or need to review. Teachers use this data to plan targeted instruction to support children in remediating learning gaps. Teachers when conducting remote learning will also provide the same types of re-teaching and support that students learning in-person receive.

Attendance

Daily attendance will be taken either through the Google Platform or through another format, as determined by the district. School staff will reach out and work with families if students are struggling with engagement in order to develop plans for improving participation. Student attendance is required on a daily basis.

Transitioning Between Models

If families decide part way through the year that they want to transition back to school and have their child participate in in-person learning, they will have the option to do so. Since the curriculum will be consistent between both learning options, students will be able to shift between models without experiencing gaps in learning. Parents will need to notify the schools of their intent to transition **at least a week in advance** so that students can be assigned to a classroom and teachers can prepare to support students with the transition back to school.

School Districts Who Provided Support and Referenced Materials

Dedham Public Schools, Dedham, MA

Fall River Public Schools, Fall River, MA

Norfolk Public Schools, Norfolk, MA

Wrentham Public Schools, Wrentham, MA