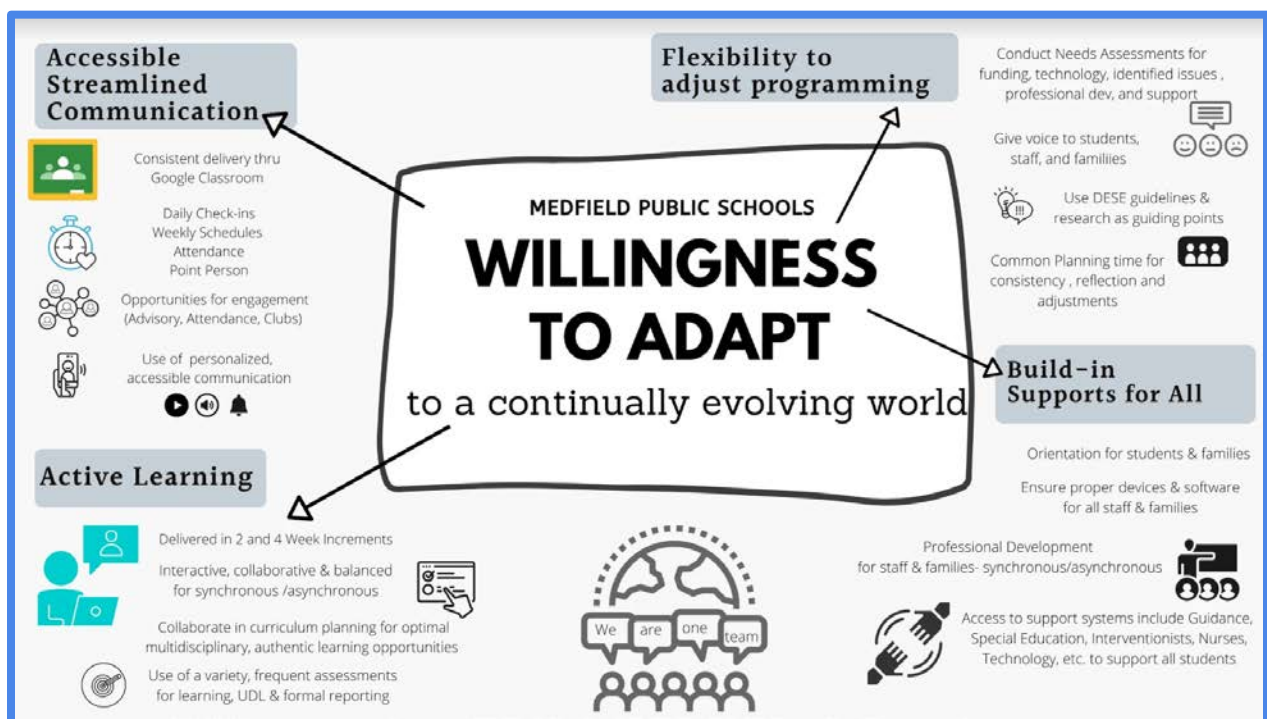


Medfield Public Schools

2020-2021 Reopening Plan



Graphic created by Diane Horvath, Blake Middle School

November 5, 2020

PREVIOUS DRAFTS

August 6, 2020
August 12, 2020
August 18, 2020
August 21, 2020

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SUPERINTENDENT'S MESSAGE

Dear Medfield Community,

The Department of Elementary and Secondary Education released its “[Initial Fall Reopening Guidance](#)” on June 25, 2020. Within this guidance, every school district in the Commonwealth was required to develop a reopening plan with three scenarios for reopening: Full - In-Person, Hybrid, and Full Remote. We have spent an enormous amount of time in the past five weeks developing plans for each scenario.

In July, we enlisted students, teachers, parents, nurses, teacher assistants, custodians, our school physician, a member of the Medfield School Committee, a member of the Medfield Board of Health, the entire leadership team, and other staff to begin the process of planning the three scenarios. Building-Based Teams were established and met every Wednesday and Thursday, while our District Advisory Committee met every Tuesday. The District Advisory Committee made recommendations based on the Building-Based Team's weekly presentation. At the end of July, we had draft plans (and a lot of questions) for each scenario in all five schools.

Over the past few months, there's been no shortage of opinions related to the opening of our schools. Schools are complex organizations on a good day, nevermind during a pandemic. Since June we have transformed the layouts of our classrooms, revised schedules, adjusted transportation, and changed everyday aspects of “school life” to meet physical distancing guidelines. These changes along with the use of face coverings, frequent hand washing, cleaning, and sanitizing facilities, all enable us to bring students and staff back to school in ways that minimize transmission. *Although the goal all along has been to bring back students full time, I am recommending a start to the 2020-2021 school year with a hybrid model.* A hybrid model along with the 10 days of professional development at the beginning of September is an important first step to get our community back to the important business of teaching and learning.

We will begin the year with distinct cohorts of students (A and B) that will attend school for two consecutive days. When a cohort is not in-person, they will learn remotely. We also have another cohort of students (C) that we have identified as “high risk” that will have the option to attend every in-person day. Lastly, we have a fourth cohort of students (Cohort D) whose parents have

chosen a fully remote model. Those students will be assigned a self - paced online platform that will be provided through a partnership between DESE and the Medfield Public Schools.

It's important to note that Massachusetts General Laws require that many aspects of this plan were collectively bargained. Chapter 150E identifies this as "a change in working conditions" that had to be negotiated with the Medfield Teachers' Association. That process was completed prior to the start of the school year.

It is understandable that many of you are disappointed with the district's decision to start the school year in a hybrid model. Our goal all along was to bring back all students to an in-person model for September 2020. I understand that any option that isn't full in-person is problematic for many families, however, the hybrid model allows for a safer transition to face-to-face learning and student engagement.

Sincerely,

Jeffrey J. Marsden

Superintendent of Schools

ACKNOWLEDGMENTS

Many people were involved in the development of the Medfield Public Schools Reopening Plan. The reopening process illuminated the complexity of our task- to open schools during a pandemic. Special thanks to the members of the Medfield School Committee for their support, encouragement, and dedication to the students of Medfield, the Medfield Board of Health for their medical perspective on the reopening of our schools, and to the Building-Based Teams and District Advisory Committee for their critical input in July. Members of the Building- Based Teams and District Advisory Committee include:

Name	Title
Aimie Keigan	School Nurse, Wheelock
Allison Pollock	Grade 1 Teacher
Amanda Spears	Teaching Assistant, Wheelock (LMC/Math)
Amy Colleran	Facilities Director
Ann Buckley	Special Education Leader
Anne Gilberti	Teaching Assistant, General Ed
Annie Thomas	Teaching Assistant, Wheelock
Athena Polechronis	Student: Grade 7
Beth DiGregorio	Secretary, Wheelock
Beth Ladouceur	Data Manager
Beth Sancher	English teacher
Bethany Sager	Grade 5 Teacher
Bonnie Wren-Burgess	English Teacher, HS
Brenda Perachi	Math Specialist
Brian Gavaghan	Grade 7 ELA Teacher
Brittany Hardiman	School Nurse, HS
Caitlin Fahy	Food Service Director
Chris Paget	Grade 1 Teacher
Christine Power	Director of Instruction and Innovation
Christy Callahan	Reading Specialist
Dave Worthley	Director of Social-Emotional Learning
Deb Manning	Grade 7 Social Studies Teacher

Diana Mileszko	Behavior Tech, MS
Diane Horvath	Tech Integration
Donna Sutherland	Behavior Tech, Memorial
Eileen Hurley	Grade 6 ELA Teacher
Ellen Gelinas	Wellness Teacher
Emily Callahan	Grade 3 Teacher
Emma Catalano	Student: Grade 7
Eoin OCorcora	Director of Technology
Erin Kearney	Grade 8 Math Teacher
Erin Watson	Grade 3 Teacher, MTA Vice President
Guillet Lozano	District EL Specialist/Program Coordinator
Heather Mandosa	Assistant Principal, HS
Holli Caulfield	Wheelock Principal
Irene McNeil	Secretary, Memorial
Jeff Marsden	Superintendent of Schools
Jeff Sperling	Assistant Principal, HS
Jess Mulligan	Occupational Therapist (Grades 4-12)
Joan Dion	Grade 2 Teacher
Jack Commane	Student: Grade 8
Juli Dalzell	Grade 7 Science Teacher
Julie Colantoni	Grade 1 Teacher
Karey Curley	Special Education Team Leader
Karin Hauptman	Behavior Tech, Dale Street
Kate Jones	K-12 Dept Chair, Art
Kathy Bockhorst	Guidance Counselor
Kathy Thompson	School Nurse Leader
Kelly Campbell	Assistant Principal, MS
Kerry Lynch	Science Teacher, HS
Kimberly Estes	Teaching Assistant, Kindergarten
Kristin Corcoran	School Psychologist
Kymberli Brenton	Behavior Tech, HS

Laura McCullough	School Physician/Parent
Lesley Scier	Grade 1 teacher
Luanne Galt	Math Teacher, HS
Mairi Nawrocki	Dale Street Wellness
Marcia Robitaille	Parent
Marie Pendergast	Grade 1 Teacher
Mariessa Theodorou	Integrated Preschool Teacher
Marissa Foley	Technology Integration Specialist
Mary Bruhl	Director of Student Services
Mary Salamone	Educational Team Leader
Matt Frazier	Custodian, MS
Maura Condon	Grade 5 Teacher
Maura Fitzgerald	Secretary, HS
Meg Nelson	Special Education Team Leader
Meghan Glenn	School Committee/Parent
Michael LaFrancesca	Director of Finance and Operations
Minta Hissong	Parent
Missy Bilsborough	Principal, Memorial
Mrissa Gumas	Grade 7 Math Teacher
Nancy Deveno	Art teacher, 6th, 7th, and 8th
Nancy Giammarco	Educational Team Leader
Nat Vaughn	Principal, MS
Neal Sonnenberg	Technology Integration Specialist
Nicole Hall	Parent
Orla Berry	Science Dept Chair/Teacher
Perry Oasis	Social Studies Teacher, HS
Robert Parga	Principal, HS
Ryan Dexter	Music Teacher
Sabrina Lee	Student: Grade 12
Sarah Hevey	Library Media Specialist
Shannon MacDonnell	Grade 4 Teacher

Sharon Skerry	Secretary, MS
Shayn Robitaille	Custodian, Wheelock
Stephen Resch	Board of Health Member/Parent
Steve Grenham	Principal, Dale Street
Tracey Babin	Art teacher, Wheelock and Memorial
Tracy Allen	School Counselor
Tricia Williams	School Nurse, MS

I am also grateful for the many talents of our Leadership Team. This outstanding group of principals, assistant principals, and directors put their summer plans and their own lives on hold in order to develop this plan for the students and staff of Medfield. I am especially thankful for the work of Christine Power, Michael La Francesca, and Mary Bruhl. Lastly, thank you to the many members of our community that answered multiple surveys that helped us gather some critical information for the reopening process.

With gratitude,

JJM

EXECUTIVE SUMMARY

Throughout July and August, 2020, members of the Medfield Public School Leadership team as well as an advisory group composed of students, teachers, parents, school committee members, health care professionals, and others met to unpack how best to reopen Medfield Public Schools this fall. The result of these meetings is this document, which provides comprehensive information on all aspects of the Medfield Public Schools reopening.

GUIDING PRINCIPLES

Throughout the plan development process, District Advisory and Building Based teams were governed by the following seven guiding principles:

- *Safety of students and staff is a priority*
- *Every student will have daily, impactful learning experiences whether in-person or remote*
- *Education will take a whole-child approach- valuing the developmental, emotional, and academic needs of each child-we need to strike a balance*
- *Teaching and learning will continue in all formats to exceed DESE guidelines, frameworks, and expectations*
- *Students will receive consistent experiences within the grade, across the school, and throughout the district*
- *Curriculum will support learning in a broad range of disciplines and provide diverse perspectives*
- *Decisions will be based on evolving state directives using real-time data - we have to adapt*

These represent our collective goals in developing plans that best support the entire Medfield Public Schools community and will continue to govern our practice this upcoming year-- a year that will likely be like no other in modern times. As such, it is structured as to adapt to any potential changes to structure by providing multiple pathways in which to pivot, streamlining processes, and making explicit essential operational aspects of schooling such as transportation, room configuration, and cleaning protocols.

Below, the main features of the Reopening Plan are highlighted. Details for each are provided within the text of the larger document.

HEALTH AND SAFETY

- Health and safety protocols are of paramount importance to Medfield Public Schools. As such, the district has planned for the provision of Personal Protective Equipment (PPE), will establish medical tents in each building, created cleaning and COVID-19 case protocols, reconceptualized transportation to and from school, and more.
- Protocols have been established to outline behaviors that improve safety, such as the wearing of masks and physical distancing.

TEACHING AND LEARNING

- The first day in the 2020-2021 school year was **Wednesday, September 16, 2020**. This will kick off a school year of 170 days- ten fewer days than usual. The ten days were used to support hybrid/remote learning via time for curriculum planning and professional development. As such, the first day for teachers was **September 1, 2020**.
- Three plans were developed by the advisory teams- hybrid, in-person, and remote. **On Thursday, August 6, 2020, the MPS School Committee voted unanimously to adopt the hybrid model for the start of the school year.**
- Within this hybrid plan, most students within the district were assigned to either Cohort A or Cohort B. With very few exceptions, cohorts are alphabet-based (Cohort A= Last names A through K; Cohort B= Last names L through Z) to ensure a balanced split between the cohorts and to ensure that families are on the same schedule. Students in Cohort A attend **in-person full-day** on Mondays and Tuesdays and participate remotely on Wednesdays through Fridays. Students in Cohort B participate remotely on Mondays through Wednesdays and attend school **in-person full-day** Thursdays and Fridays.
- At-risk students are assigned to Cohort C, providing them access to face-to-face instruction Mondays, Tuesdays, Thursdays, and Fridays. Students eligible to participate in Cohort C will be notified by the Office of Student Services. K-8 children of

Massachusetts public school teachers may also be eligible to enroll their children in Cohort C.

- During the week, students could engage in a mix of Zoom meetings, synchronous learning experiences that engage students at home and in school, and/or student-directed activities. Students in the Hybrid Plan will engage in a minimum amount of synchronous instruction, asynchronous instruction, and/or student-directed activities, in addition to instruction that occurs in a face to face classroom environment.
- Google Classroom (2-12) or See-Saw (K-1) are used to share and receive curriculum material. In addition, students in K-8 utilize Digital Notebooks to provide an overview of the learning expectations for the week/two weeks periods.
- As with all plans outlined within this document, students will demonstrate an understanding of each subject via a variety of assessment methods. Students will earn grades for their work, reflecting the grading systems already in place.

COHORT D

- In case a parent/guardian opts out of any of the Medfield Public Schools Learning Plans outlined within this document, the Cohort D option is available. Those students will participate in an option that is approved by the Massachusetts Department of Elementary and Secondary Education and the Medfield Public Schools. For most students, Cohort D experiences are stand-alone and are not connected to the experiences of the other cohorts. All eligible students who take part in the Cohort D have the opportunity to receive student support services from Medfield Public Schools. For additional information, please see Appendix C- Cohort D.

SUPPORTING ALL STUDENTS

- Our plan focuses on the historically marginalized and the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups. As such, students will receive the technology, education scaffolds, and socio-emotional support so at-risk students are successful no matter the format of schooling.

THE YEAR AHEAD

On March 12, 2020, Medfield Public Schools plunged headfirst into uncharted waters. With the unanticipated spread of the COVID-19 coronavirus, the decision was made to temporarily close all academic buildings and pivot to a remote learning environment. Over the ensuing weeks and months, students, families, teachers, and administrators alike adapted to this ‘new normal’. Our first tentative foray into remote learning was fraught with anxiety and unease for all involved. However, with time, the Medfield Public School community collectively grew. Zoom, slide decks, Google Classroom - all became part of our collective vocabulary. Newfound skills for developing screencasts and participating in online chats emerged. A unique ‘*School from Home*’ classroom culture blossomed everywhere, incredibly different from those in a brick and mortar school.

Since the end of the school year, many in the district reflected upon the Spring 2020 *School from Home* experience in an effort to build upon best practices and to improve in areas that fell short. The plans outlined below are the product of this work, celebrating our collective growth as learners in this new environment while acknowledging the importance of continuous improvement and a willingness to create dynamic, engaging, and adaptive learning environments that support all learners.

START OF THE SCHOOL YEAR

On July 27, 2020, Massachusetts Department of Elementary and Secondary Education Commissioner Jeff Reilly announced that due to COVID-19, there would be a reduction of required school days for students from 180 to 170. The ten days are to be used by districts for the purposes of professional learning and curriculum development. As such, the start of the academic year for students was **Wednesday, September 16, 2020** to accommodate this additional teacher development period. Teachers participated in formal professional learning and curriculum development activities starting on **September 1, 2020**.

INITIAL STATE GUIDANCE ON THE REOPENING OF SCHOOL

Throughout the Summer of 2020, the Department of Elementary and Secondary Education issued advisories that helped us shape this document. It is important to note that our current learning context is ever-changing, thus this is a living document, evolving as new state advisories and district policies emerge. This is the plan as of October 5, 2020, as virus transmission numbers can change in a short period of time, we reserve the right to make adjustments based on updated science, data, advisories, or guidance.

Below are links to the Department of Elementary and Secondary Education advisories that will govern the 2020-2021 school year.

- [Guidance on Required Safety Supplies for Re-Opening Schools \(June 8, 2020\)](#)
- [Initial Fall School Reopening Guidance \(June 25, 2020\)](#)
- [Additional Guidance on Fall Reopening Plans \(July 10, 2020\)](#)
- [Fall Reopening FAQs \(July 10, 2020\)](#)
- [Two-Step Process for Fall Reopening Plans \(July 15, 2020\)](#)
- [Protocols for Responding to COVID-19 Scenarios in School, on the Bus, or in Community Settings \(July 17, 2020\)](#)
- [Fall Reopening Transportation Guidance \(July 22, 2020\)](#)
- [Fall Reopening Facilities and Operations Guidance \(July 22, 2020\)](#)
- [Remote Learning Guidance for Fall 2020 \(July 24, 2020\)](#)
- [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020 \(July 24, 2020\)](#)
- [MOU- Additional Staff Training this Fall \(July 27, 2020\)](#)
- [Creating Positive Learning Environments: Recommendations and Resources to Support the Social-Emotional Well-being of Students, Staff, and Families \(August 3, 2020\)](#)
- [Supplemental Information for Science Courses and Laboratory Work for Fall 2020 \(August 3, 2020\)](#)
- [Joint Memo \(w/ DPH\) Clarifying Key Health and Safety Requirements for Schools \(August 19, 2020\)](#)
- [Supplemental Guidance for Student Groups and School Events for School Year 2020-2021 \(August 31, 2020\)](#)
- [Protocols for Responding to COVID-19 Scenarios \(updated September 14, 2020\)](#)
- [Reporting Requirement for District/School Positive COVID-19 Cases and Mobile Response Overview \(September 19, 2020\)](#)

FALL REOPENING PLANS

According to the Department of Elementary and Secondary Education's [Two-Step Process for Fall Reopening Plans \(July 15, 2020\)](#), district and school-level teams worked together to create three learning plans that detail aspects of the reopening process. In Medfield, district and

building-based teams met for a total of ten meetings between July 7th and July 28th, 2020 to develop the plans and to discuss their merits. Details about these meetings are contained in the MPS Guiding Principles and Planning Priorities section starting on page 33.

Below are the outcomes of these multiple planning meetings, developed more fully with the guidance of the Medfield Public Schools Leadership Team.

HYBRID LEARNING PLAN

The Medfield Public Schools Hybrid Learning Plan provides all students an opportunity to participate in two days of face to face instruction coupled with three days of remote learning experiences. Results from our August Parent Reopening Survey #2 (N=1067) indicates that approximately 36.9% of respondents prefer a hybrid learning experience this September. The August 2 Faculty/Staff Reopening survey (N=334) indicates that 45.5% of respondents prefer a hybrid approach- the most popular choice of the three plans. With this model, most district students are assigned to one of two cohorts (A or B) and are required to wear masks, seated at least 6' apart, and experience adjustments to lunch periods and class schedules during all in-person learning experiences. When students are assigned to a remote experience, students may experience learning in a variety of ways including video segments, games/interactives, and synchronous learning activities.

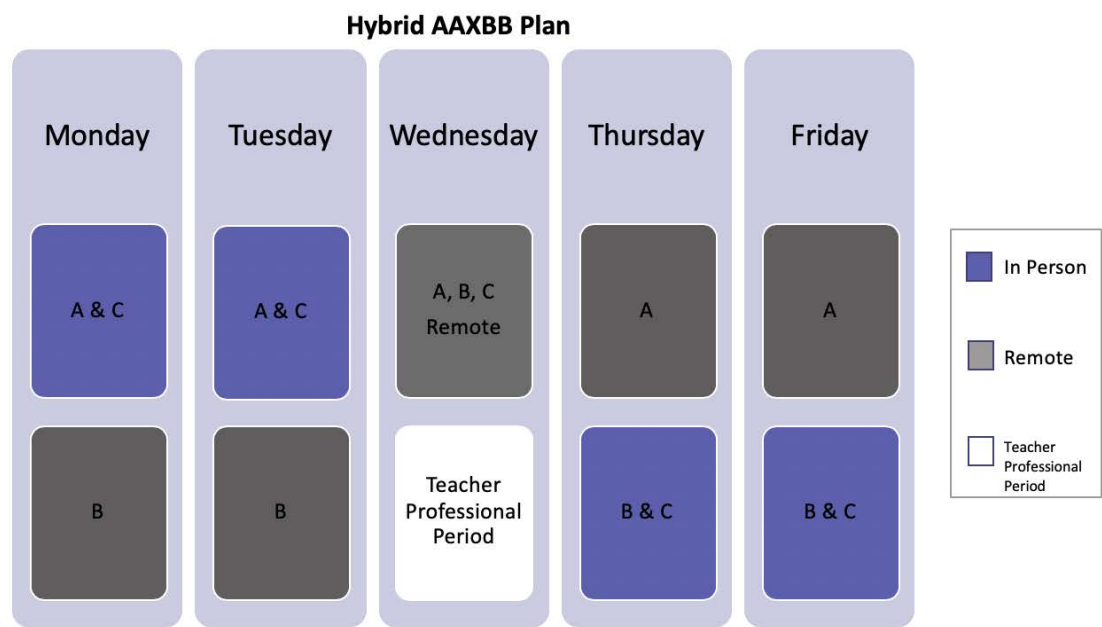
In this plan, students utilize Digital Notebooks (Grades K-8) and Google Classroom (Grades 2-12) to support a structured and interactive learning environment. Digital Notebooks are an iterative platform that provides students with daily lesson plan objectives coupled with supporting activities and assignments. Known as 'Slide Decks' last Spring, these MPS teacher-created learning tools were utilized by Memorial, Wheelock, and Dale Street teachers with great success. Blake Middle School is using these best practices to create a developmentally-appropriate version for core academic classes. Google Classroom will be used by all teachers (Grades 2-12) to streamline the collection and distribution of digital documents, whether in-person or remote. In addition, Grades K-1 will continue to use SeeSaw as the primary means of curriculum delivery.

A general overview of the Hybrid Learning Plan is as follows:

- Most students within the district will be assigned to either Cohort A or Cohort B. With very few exceptions, cohorts are alphabet-based (Cohort A= Last names A through K;

Cohort B= Last names L through Z) to ensure a balanced split between the cohorts and to ensure that families are on the same schedule. Students in Cohort A will attend **in-person full day** Mondays and Tuesdays and participate remotely on Wednesdays through Fridays. Students in Cohort B will participate remotely Mondays through Wednesdays, and attend school **in-person full day** Thursdays and Fridays.

- At risk students are assigned to Cohort C, providing them access to face to face instruction Mondays, Tuesdays, Thursdays, and Fridays. Students eligible to participate in Cohort C will be notified by the Office of Student Services.



- For K-8 students, the beginning of the week will kick off with a full class Zoom meeting on Wednesdays. This is an opportunity for teachers to introduce content, reinforce concepts, and support learning with the entire class present. K-5 teachers interact with their students via Zoom on Wednesdays for at least 125 minutes. For example, teachers may use this time to engage students in Morning Message, small group meetings, closing meetings. Middle School students use this time for a variety of experiences such as cluster meetings, advisory meetings, and breakout groups by class/advisory with their core cluster teachers, or take part in student support opportunities. High school students

(Grades 9-12) meet each of their classes for 30 minutes or may use the time to participate in abbreviated class periods or take part in student support opportunities. These meetings follow a regular weekly schedule and are a combination of small-group and whole class learning experiences.

- During Wednesday afternoon, teachers participate in common planning activities. Additional teacher planning and meeting time will occur after school on Mondays, Tuesdays and Thursdays.
- During the rest of the week, students engage in a mix of learning activities that may include Zoom meetings, synchronous learning experiences, and/or student-directed activities. The method of lesson delivery will depend on the goals and objectives of the lesson itself, therefore may vary from day to day. Students in the Hybrid Plan will be expected to engage in the following minimum amount of synchronous instruction, asynchronous instruction, or student-directed activities **from home per week**. This is in addition to instruction that occurs in a face to face classroom environment.

Building	Minimum Hours of Remote Instruction/Week (Hybrid Plan)
Memorial	13.5
Wheelock	13.5
Dale Street	13.5
Blake	13.5
High School	15

- Synchronous check ins will occur in all elementary and secondary environments. In elementary and middle school environments, teachers (K-5) or cluster point persons (6-8) will connect with their students via Zoom for no more than 15 minutes during each non-Wednesday remote day. At the high school, each period teacher will administer at least a five minute Zoom check in during one of the two non-Wednesday remote days.

-
- Digital Notebooks (K-8) will be structured for either one week or two week periods, commencing on Wednesdays and finishing on Tuesdays. Most classes will utilize this notebook to support lesson plan objectives, pacing, and facilitate feedback opportunities.
 - As with all plans outlined within this document, students will demonstrate an understanding of each subject via a variety of assessment methods. Students will earn grades for their work, reflecting the grading systems already in place.
 - **It is important to note that every student within the district will have access to age appropriate technology (ipads/chromebooks)/connectivity to engage in our hybrid learning plans, if needed.** Please contact Andrea Moores (amoores@email.medfield.net) for more information.

SAMPLE HYBRID LEARNING SCHEDULES

Hybrid learning in Medfield Public Schools meets or exceeds the standards outlined by the Massachusetts Department of Elementary and Secondary Education. Drawing upon best practices learned in Spring 2020, students engage in a variety of learning experiences that leverage deep and meaningful understanding. All students experience a variety of curricular experiences that prioritize relationship building, supports student, faculty, and staff socio-emotional wellbeing, and aligns to Massachusetts Department of Elementary and Secondary Education Frameworks. Moreover, instruction is designed to support independent learning and organizational skills, so that all learners can thrive in this evolving environment.

Sample Elementary (K-5) Hybrid Plan Learning Schedule

Monday/Tuesday (Thursday/Friday) Remote Student Check in	For remote kids, today starts with a Zoom check in and teachers setting expectations. Attendance is taken during this time.
Monday/Tuesday (Thursday/Friday) In person Morning Message	For in-person kids, teachers provide an overview of the day ahead. Morning Message may also feature social/emotional learning opportunities such as reflecting upon a prompt or playing a game to build relationships.
Monday/Tuesday (Thursday/Friday)	Within the classroom, content across all the subjects is shared and

<p>9:10 - 2:45 (times vary)</p> <p>Academic Content/ Specials/Snack Break</p>	<p>students have the opportunity to practice the skill and ask questions. Cohort A and AC experience the lesson live, where students in Cohort B engage with the same content via their Digital Notebook. Eligible Cohort BC will access support services and/or engage in their Digital Notebook under the oversight of a Medfield Public Schools educator. Moreover, they will participate in a Lexia/Freckle focused activities on all remote days.</p> <p>Elementary teachers may choose to engage students at home and in person via synchronous instruction if they wish. This decision can be driven by a variety of factors including the alignment of the day's lesson plan objectives to the teaching method.</p> <p>Feedback is provided in a variety of ways, using both paper and digital formats.</p> <p>During this period, students will have a snack, following all Department of Public Health protocols.</p>
<p>Monday/Tuesday (Thursday/Friday)</p> <p>Mask Break (times vary)</p>	<p>If the weather permits, in person students are led outside for an opportunity to play and remove their masks. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. Mask breaks occur twice a day.</p>
<p>Monday/Tuesday (Thursday/Friday)</p> <p>Lunch (times vary)</p>	<p>If the weather permits, in person students are led outside for an opportunity to have recess and remove their masks. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. In-person students will have lunch in their classrooms at their desks following all Department of Public Health protocols.</p>
<p>Monday/Tuesday (Thursday/Friday)</p> <p>3:00</p> <p>Dismissal</p>	<p>In-person students are dismissed for the day. All students may choose to participate in remote-based extracurricular activities, or complete homework.</p>

Sample Elementary Wednesday Schedule (Hybrid Plan)

<p>Wednesday</p> <p>9:00</p> <p>Morning Message/Socio-Emotional Learning Block</p>	<p>All students will join in a Zoom-based morning meeting. During this time teachers provide an overview of the day and week ahead. Morning Meeting may also feature social/emotional learning opportunities such as reflecting upon a prompt or playing a game to build relationships.</p>
<p>Wednesday</p> <p>9:00-11:45</p>	<p>Students may be assigned to a virtual small group during which the teacher will go over important concepts and check for understanding. Students who are not engaged in a small learning group will work on</p>

Academic Content/Small Group Meetings/Specials	their Digital Notebooks or meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).
Wednesday Afternoons (students) Structured Academic Activities	Students engage in structured academic activities guided by their digital notebooks.
Wednesday (teachers)	Teachers engage in common planning time.

Sample Blake (6-8) Hybrid Plan Learning Schedule

Monday/Tuesday (Thursday/Friday) Advisory Meeting (GO Block)	In person students will be in the classroom with their advisory teacher and Cohort B will be meeting at home via Zoom with cluster 'point people'. After morning announcements, advisory teachers with in-person cohorts will help students to frame their day and provide an overview of what will be happening at school. Teachers who are overseeing remote advisories will help students to frame the day for work at home, answer questions about anything that students need clarity about, and spend some time checking in on students. The purpose of this period is both relationship-building and executive functioning support.
Monday/Tuesday (Thursday/Friday) 8:10- 2:05 Academic Content/ Related Arts (times vary)	In-person students will learn content across all the subjects, including related arts and World Language, using a variety of instructional methods. Students will experience seven classes a day, with the majority located within their cluster, thus keeping mixing of students to a minimum. Remote students will work on their Digital Notebooks focused on academic and enrichment topics. Feedback is assessed in a variety of traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.
Monday/Tuesday (Thursday/Friday) Mask Break (times vary)	If the weather permits, in-person students are led outside for an opportunity to stretch and remove their masks after B period under the supervision of their B period teacher. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. Mask breaks occur twice a day.
Monday/Tuesday (Thursday/Friday) Lunch/Advisory (times vary)	In-person students will have lunch in three different spaces by cluster, ideally outside if weather permits, otherwise in large indoor spaces, separated at least 6' apart with doors/windows open. Lunch has been extended to 30 minutes to allow for handwashing, etc. Students will attend midday advisory with their advisory teacher. This time may be used for relationship building, recess, mask breaks, team building games and activities, and social emotional check ins.
Monday/Tuesday (Thursday/Friday)	Students are dismissed in a staggered fashion for the day. Students may

In person Dismissal	choose to participate in remote-based extracurricular activities, or extra help.
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Sample Blake Wednesday Schedule (Hybrid Plan)

Wednesday Class or Small Group Meetings (times vary)	Students will experience shortened virtual meetings with each of their cluster teachers to receive an overview of the week ahead. Students may also meet with advisors, or with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week)
Wednesday Advisory/Extra Help	Students will meet with their advisors for cluster-wide or school-wide meetings, check-ins, relationship building, and support. In addition, this time may be used for students to check in with their teachers for extra help and support in their academic classes.
Wednesday Afternoons (teachers)	Teachers engage in common planning time.
Wednesday Afternoons (students) Structured Academic Activities	Students engage in structured academic activities guided by their digital notebooks.

Sample High School (9-12) Hybrid Plan Learning Schedule

Monday/Tuesday (Thursday/Friday) 7:30 - 1:21 Academic Content/Electives (times vary)	In-person students will learn content across all the subjects including electives, using a variety of instructional methods. Students experience seven classes a day with the majority taught within their grade level wing, thus keeping hallway transition time to a minimum. Classes could be synchronous and students working from home may have opportunities to engage in learning concurrently with the in-person cohort (e.g. 5 minute check in or other activities). Feedback is provided in traditional and digital ways, utilizing projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.
Monday/Tuesday (Thursday/Friday) Snack/Mask Break	In-person students (Monday/Tuesday- Cohort A & C; Thursday/Friday- Cohort B) will have an opportunity to obtain a snack from one of the three snack stations located throughout the building during one of the four designated times. If the weather permits, students can go outside for an opportunity to remove their masks and consume their snack. In inclement weather, students are provided an opportunity to eat their snack indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. Mask breaks occur twice a day.
Monday/Tuesday (Thursday/Friday)	Students are dismissed for the day. Students may choose to select a

Dismissal/Lunch	grab-and-go lunch option at one of the lunch stations outside of the school before heading home. When at home, students may choose to have lunch, participate in remote-based extracurricular activities, or complete homework.
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Sample High School Wednesday Schedule (Hybrid Plan)

Wednesday 7:30-12:00 Zoom-based classes (30 minutes)	Students experience shortened virtual classes with each of their teachers to kick off the unit, unpack a challenging concept, or provide an opportunity to reinforce important content. Students may meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).
Wednesday afternoon (teachers & students)	While teachers engage in common planning time, all students engage in self-directed learning activities within Google Classroom.

IN-PERSON LEARNING PLAN

In-person learning provides all students a face to face learning experience similar to learning and teaching prior to the COVID-19 shutdown. Within this model, students would return to the classroom and receive in-person instruction from Medfield teachers. Results from our August Parent Reopening Survey #2 survey indicates that approximately 51.4% of families prefer in-person learning experience- the most popular choice. 16.5% of teachers/staff prefer this model. As what was shared with all respondents within the survey, students in an in-person model are required to wear masks at all times, sit at least 6' apart, and experience adjustments to lunch periods and class schedules. While the plan employs the highest standards of student, faculty, and staff safety, unfortunately, because of space limitations, it is difficult to operationalize a full return to the classroom using the 6' metric.

A general overview of the In-Person Learning Plan is as follows:

- Elementary (PK-5) students begin their day with their teacher at 9:00 a.m. Students will be in their assigned classroom for most of the day and will participate in all their subjects, including mathematics, reading, science, and social studies. In addition, students will experience enrichment opportunities such as art, music, health/wellness, and world language. Student lunches will occur in the classroom.

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- Blake students in grades 6-8 will arrive at school at 7:50 a.m. and participate in an Advisory-based Go Block in specially designated portions of the building. In addition, students will engage in an advisory period, art, music ensembles, health/wellness, and world language. Passing periods will be monitored following detailed protocols and student lunches will be staggered. Please see the *Blake Middle School In-Person Learning Plan Bell Schedule* on page 74 for more details.
 - High School (9-12) students begin their day at 7:30 a.m. and participate in seven classes each day. These classes will be held in grade-level wings as much as possible in order to limit interaction within the hallways. All high school students will be dismissed at 1:21 p.m., with no loss of academic learning time. Given this early dismissal time, students will have the option of taking a grab-and-go lunch to eat outside and/or go home for lunch. Moreover, a staggered snack/mask break for all students will occur during the third class period (between 9:08 a.m. and 10:05 a.m.) Please see the *High School In-Person Learning Plan Bell Schedule* on page 74 for more details.
 - As with all plans outlined within this document, students will demonstrate an understanding of each subject via a variety of assessment methods. Students will earn grades for their work, reflecting the grading systems already in place.

Sample In-Person Learning Plan Schedules

Learning and teaching in Medfield Public Schools is aligned to meet or exceed the standards outlined by the Massachusetts Department of Elementary and Secondary Education, and this will hold true with the in-person plan. Students will experience a variety of curricular experiences that adhere to current state framework standards. While every effort will be made to retain pre-COVID 19 classroom environments and curricular experiences, there will be some changes made to support student and faculty safety. For example, students will not experience small-group activities and will be required to bring in their own art supplies. Moreover, wellness and music classes will be adapted so that they meet the Department of Elementary and Secondary Education health and safety standards. Although learning and teaching in this plan will look

slightly different, all efforts will be made to prioritize relationship building and socio-emotional wellbeing.

Sample Elementary (K-5) In-Person Learning Schedule

9:00 Morning Message	Each day starts in the classroom led by the students' teachers. After morning announcements and attendance, teachers provide an overview of the day. Sometimes Morning Meeting will provide Social/Emotional learning opportunities such as reflecting upon a prompt or playing a game to build relationships.
9:30 - 11:00 Academic Content/ Specials	<p>Content across all the subjects is introduced and students have the opportunity to practice the skill and ask questions. Content may be delivered by the classroom teacher or by one of the many specials teachers, such as the art or music teacher. This is also a time where students may work with specialists for additional support.</p> <p>Feedback will be assessed in traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom and other software (e.g. Padlet, etc.)</p>
11:00-11:20 Mask/Snack Break	If the weather permits, students are led outside for an opportunity to play and remove their masks. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. Students will have an opportunity to consume a snack following Department of Public Health guidelines.
11:20-2:45 Academic Content/ Specials/Mask Break	<p>Content across all the subjects is introduced and students have the opportunity to practice the skill and ask questions. Content may be delivered by the classroom teacher or by one of the many specials teachers, such as the art or music teacher. This is also a time where students may work with specialists for additional support.</p> <p>A second mask break will occur in the early afternoon.</p> <p>Feedback will be assessed in traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom and other software (e.g. Padlet, etc.)</p>
Recess and Lunch	During the late morning or early afternoon lunch will occur. If the weather permits, students are led outside for an opportunity to have recess and remove their masks. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. Students will have lunch in their classrooms at their desks.
2:45-3:00 Closing Meeting	Classroom teachers facilitate conversations during which students reflect upon their day. Teachers also provide an overview of the next day's learning experiences and provide reminders and/or supports to those in need.

3:00 Dismissal	Students are dismissed for the day. Students may choose to participate in remote-based extracurricular activities, or complete homework.
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Sample Blake (6-8) In-Person Learning Schedule

7:50 Advisory Meeting (Go Block)	After morning announcements, advisory teachers will help students to frame their day and provide an overview of what will be happening at school, answer questions about anything that students need clarity about, and spend some time checking in on students.
8:10 - 9:25 Academic Content/ Specials	<p>Content across all the subjects, including related arts, is introduced using a variety of instructional methods. Students will experience seven classes a day with the majority located within their cluster, thus keeping student mixing to a minimum.</p> <p>Feedback will be assessed in a variety of traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.</p>
9:25-9:40 Mask Break	If the weather permits, students are led outside by their B period teachers for an opportunity to stretch and remove their masks. In inclement weather, students are provided an opportunity to remove their masks indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows.
9:45-12:40 Academic Content/ Specials	<p>Content across all the subjects, including related arts, is introduced using a variety of instructional methods. Students will experience seven classes a day with the majority located within their cluster, thus keeping student mixing to a minimum.</p> <p>Feedback will be assessed in a variety of ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.</p>
11:05-11:35 11:40-12:10 12:10-12:40 Lunch Mid-Day Advisory	<p>In-person students will have lunch in multiple different spaces by cluster, ideally outside if weather permits, otherwise in multiple large indoor spaces, separated at least 6' apart with doors/windows open. Lunch has been extended to 30 minutes to allow for handwashing, etc.</p> <p>This mid-day Advisory time may be used for relationship building, recess, mask breaks, team building games and activities, and social emotional check ins.</p>
12:40-2:05 Academic Content/Specials	<p>Content across all the subjects, including related arts, is introduced using a variety of instructional methods. Students will experience seven classes a day with the majority located within their cluster, thus keeping student mixing to a minimum.</p> <p>Feedback will be assessed in a variety of traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.</p>

2:05 Dismissal	Students are dismissed for the day in a staggered fashion. Students may choose to participate in remote-based extracurricular activities, extra help, or complete homework.
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Sample High School (9-12) In-Person Learning Schedule

7:30 - 9:03 Academic Content/Electives	<p>After morning announcements and attendance, content across all the subjects is introduced using a variety of instructional methods. Students will experience seven classes a day with the majority located within their grade-level wing, thus keeping hallway transition time to a minimum.</p> <p>Feedback will be assessed in traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.</p>
9:08-10:05 Snack/Mask Break	Students will have an opportunity to obtain a snack from one of the four snack stations located throughout the building. If the weather permits, students may go outside for an opportunity to remove their masks and consume their snack. In inclement weather, students are provided an opportunity to eat their snack indoors, taking precautions to remain physically distant in a room with fresh air provided by open windows. There are four snack break opportunities between 9:08-10:05 with students assigned to a specific time as to support social distancing).
10:10-1:21 Academic Content/Electives	<p>Content across all the subjects is introduced using a variety of instructional methods. Students will experience seven classes a day with the majority located within their grade-level wing, thus keeping hallway transition time to a minimum.</p> <p>Feedback will be assessed in traditional and digital ways, such as projects, quizzes, worksheets, presentations, etc. utilizing Google Classroom.</p>
1:21 Dismissal/Lunch	Students are dismissed for the day. Students may choose to select a grab-and-go lunch option at one of the lunch stations outside of the school before heading home. When at home, students may choose to have lunch, participate in remote-based extracurricular activities, or complete homework.

REMOTE LEARNING PLAN

The Medfield Public Schools Remote Learning Plan provides all students an opportunity to learn from home utilizing a variety of instructional methods including Zoom meetings, screen recordings, reflection assignments, activities, and more. Our August Parent Reopening Survey #2 (N=1067) indicates that approximately 11.7% of families prefer a remote learning experience

this Fall - the least popular among the three plans. The August Faculty/Staff survey (N=334) indicates that 38% of respondents prefer this plan.

Throughout the Remote Learning Plan experience, students will utilize Digital Notebooks (Grades K-8) and Google Classroom (Grades 2-12) to support a structured and interactive learning environment. Digital Notebooks are an iterative platform that provides students with daily lesson plan objectives coupled with supporting activities and assignments. Known as 'Slide Decks' last Spring, these MPS teacher-created learning tools were utilized by Memorial, Wheelock, and Dale Street teachers with great success. Blake Middle School teachers have built upon these best practices and created developmentally-appropriate versions for core academic classes since September 2020. Google Classroom will be used by all teachers (Grades 2-12) to streamline the collection and distribution of digital documents, whether in-person or remote. In addition, Grades K-1 will continue to use SeeSaw as the primary means of curriculum delivery. **It is important to note that every student within the district will have access to age appropriate technology (ipads/chromebooks) or connectivity to engage in our remote learning plans.** Please contact Andrea Moores (amoores@email.medfield.net) for more information.

A general overview of the Remote Learning Plan is as follows:

- For most teachers, Wednesday will mark the beginning of the week, and the whole class/cluster will meet virtually together to introduce content, reinforce concepts, and support learning with the entire class present. Following this 45-60 minute meeting, K-8 students will experience small group breakout meetings and opportunities to meet with teachers. (Elementary 9:00 a.m.-12:00p.m.; Secondary 8:00a.m.-12:00p.m.).
- Digital Notebooks (K-8) will be structured for either one week or two week periods, commencing on Wednesdays and finishing on Tuesdays. All students will utilize this 'notebook' to support lesson plan objectives, pacing, and facilitate feedback opportunities.
- During the rest of the week, all students will engage in Synchronous Learning Sessions with their teacher every day. This schedule will mirror the traditional in-person schedule to the extent possible.

- As with all plans outlined within this document, students will demonstrate an understanding of each subject via a variety of assessment methods. Students will earn grades for their work, reflecting the grading systems already in place.

Sample Remote Learning Plan Schedules

Remote learning in Medfield Public Schools will meet or exceed the standards outlined by the Massachusetts Department of Elementary and Secondary Education. As such, teachers will create engaging remote learning environments that support deep student understanding. All students will experience a variety of curricular experiences that prioritize relationship building, supports student, faculty, and staff socio-emotional wellbeing, and aligns to Massachusetts curriculum frameworks. Moreover, instruction will support independent learning and organizational skills, so that all learners can thrive in a remote environment.

Sample Elementary (K-5) Remote Plan Learning Schedule

9:00 Morning Message/Socio-Emotional Learning Block	All students will join in a Zoom-based Morning Message. During this time teachers provide an overview of the day and week ahead. Morning Meeting may also feature social/emotional learning opportunities such as reflecting upon a prompt or playing a game to build relationships.
9:45 - 11:00 Small Group Meetings	Students may be assigned to a virtual small group during which the teacher will go over important concepts and check for understanding. Students who are not engaged in a small learning group will work on their Digital Notebooks or meet with student support faculty such as interventionists, special educators, school counselors, etc.(Student support staff can meet with students throughout the week).
11:00-12:00 Extra Help/Lunch	Teachers will be available to meet virtually with students to provide additional instructional support.
12:00 - 1:00 Specials	Students will have opportunities to engage in special classes including Health, Wellness, Art, Music, and World Language. Classes range from 20-40 minutes in length.
1:00 - 2:45 Small Group Meetings	Students may be assigned to a virtual small group during which the teacher will go over important concepts and check for understanding. Students who are not engaged in a small learning group will work on their Virtual Notebooks or meet with student support faculty such as interventionists, special educators, school counselors, etc.(Student support staff can meet with students throughout the week).
2:45-3:00	Classroom teachers facilitate conversations during which students

Closing Meeting	reflect upon their day. Teachers also provide an overview of the next day's learning experiences and provide reminders on upcoming assignments.
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Sample Blake (6-8) Remote Learning Schedule

7:50 Advisory Meeting (GO Block)	All students will join in a Zoom-based Advisory meeting. During this time teachers take attendance, share morning announcements, provide an overview of the day's tasks and may also feature social/emotional learning opportunities such as reflecting upon a prompt or playing a game to build relationships. Students will have support with framing their work day at home.
8:05-11:00 Small Group/Whole Class Meetings	Students will experience virtual meetings with each of their teachers or meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).
11:30-12:15 Extra Help/Lunch	Students have an opportunity to meet virtually with teachers if they are in need of extra help.
12:15-2:05 Small Group/Whole Class Meetings	Students will experience virtual meetings with each of their teachers or meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).

Sample High School (9-12) Remote Learning Schedule

7:30-11:00 Academic Periods	Students will experience virtual meetings with each of their teachers or meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).
11:30- 12:15 Extra Help/Lunch	Students have an opportunity to meet virtually with teachers if they are in need of extra help.
12:15-2:10 Academic Periods	Students will experience virtual meetings with each of their teachers or meet with student support faculty such as interventionists, special educators, school counselors, etc. (Student support staff can meet with students throughout the week).

COHORT C

As mentioned above, some students have the option to attend in-person hybrid learning for four days. Eligibility is determined by need for student services OR parent employment in a PK-12

Massachusetts Public School as a teacher or administrator¹. Students who are in Cohort C will follow the schedule of either Cohort A or B and will attend in-person classes with these cohorts. During the remote periods, however, Cohort C students who receive student services, will meet onsite with special educators, speech therapists, occupational therapists, etc. K-8 Cohort C students who are children of public school teachers and administrators will work on their Digital Notebook in the library or similar location on their 'remote' days under the supervision of a Medfield Public Schools educator.

COHORT D

In case a parent/guardian opts out of any of the Medfield Public Schools Learning Plans outlined within this document, the Cohort D is available. Those students will participate in an option that is approved by the Massachusetts Department of Elementary and Secondary Education and the Medfield Public Schools. For most students, Cohort D experiences are stand alone and are not connected to the experiences of the other cohorts. All eligible students who take part in the Cohort D will be provided the opportunity to receive student support services from Medfield Public Schools. For more information, please see Appendix C.

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PRE K AND KINDERGARTEN

Four Day Preschool/Kindergarten

Per the latest DESE recommendation, preschool students are to be prioritized for in-person learning when possible. As such, the four day extended program will occur Mondays, Tuesdays, Thursdays, and Fridays. The four day AM program will occur on these same days. The three day PM program will occur on Monday, Tuesday, and Friday and the two day PM program occurs on Tuesdays and Thursdays. On Wednesday, all Medfield Public School buildings will be closed to allow for deep cleaning of all classroom and public areas.

¹ MPS K-8 students only.

There will be no remote learning for Pre K students unless the district switches to an entirely remote model.

Half Day Kindergarten

Half day Kindergarten students attend in person from on their assigned cohort days:
Monday/Tuesday- Cohort A; Thursday/Friday- Cohort B. During their remote days, they will access their digital notebooks and participate in a Math (Freckle) and ELA (Lexia) focused activities.

On Wednesdays, Half day Kindergarten students will follow the same virtual schedule as full day Kindergarten students.

MPS REOPENING GUIDING PRINCIPLES AND PLANNING PRIORITIES

Throughout the plan development process, District Advisory and Building Based teams were governed by the following seven guiding principles:

- *Safety of students and staff is a priority*
- *Every student will have daily, impactful learning experiences whether in-person or remote*
- *Education will take a whole child approach- valuing the developmental, emotional, and academic needs of each child-we need to strike a balance*
- *Teaching and learning will continue in all formats to exceed DESE guidelines, frameworks, and expectations*
- *Students will receive consistent experiences within the grade, across the school, and throughout the district*
- *Curriculum will support learning in a broad range of disciplines and provide diverse perspectives*
- *Decisions will be based on evolving state directives using real time data - we have to adapt*

Together, these represent our collective goals in developing plans that best support the students, families, teachers, staff, and administrators of Medfield Public Schools and were used by our teams to evaluate each plan that was developed.

DATA SOURCES INFORMING OUR PLANS

Artifacts from each of the ten meetings are listed below, capturing not only the challenging discussions and complex tasks at hand, but also the collaboration, thoughtfulness, and reflection required to produce each recommendation.

7/7/20 - [District Advisory Committee Kick Off Meeting Slides](#)

7/7/20- [District Advisory Committee Membership](#)

7/7/20- [Abbreviations, Terms, Shared Definitions](#)

7/7/20- [Building Team Facilitator Guide](#)

7/14/20- [Education Lingo](#)

7/14/20- [District Advisory Committee - Remote Presentations](#)

7/14/20- [Elementary Remote Graphic Organizer](#)

7/14/20- [Blake Remote Graphic Organizer](#)

7/14/20- [High School Remote Graphic Organizer](#)

7/14/20- [CP Breakout Discussion Feedback](#)

7/14/20- [MB Breakout Discussion Feedback](#)

7/14/20- [ML Breakout Discussion Feedback](#)

7/14/20- [Remote Google Form Feedback](#)

7/21/20- [District Advisory Committee- Hybrid Presentation](#)

7/21/20- [Elementary Hybrid Graphic Organizer](#)

7/21/20- [Blake Hybrid Graphic Organizer](#)

7/21/20- [High School Hybrid Graphic Organizer](#)

7/21/20- [CP Breakout Discussion Feedback](#)

7/21/20- [MB Breakout Discussion Feedback](#)

7/21/20- [ML Breakout Discussion Feedback](#)

7/21/20- [Hybrid Google Form Feedback](#)

7/28/20- [District Advisory Team -In Person Presentation](#)

7/28/20- [Elementary In-Person Graphic Organizer](#)

7/28/20- [Blake In-Person Graphic Organizer](#)

7/28/20- [High School In-Person Graphic Organizer](#)

7/28/20- [CP Breakout Discussion Feedback](#)

7/28/20- [MB Breakout Discussion Feedback](#)

7/28.20- [ML Breakout Discussion Feedback](#)

7/28/20- [Remote Google Form Feedback](#)

HEALTH, SAFETY, AND WELL-BEING

Protocols for responding to COVID-19 scenarios ([Stop/Start Protocols](#)) were sent to all superintendents by the Department of Elementary and Secondary Education on July 17, 2020. These protocols outline how districts will respond to COVID-19 scenarios in a school, on a bus, or in our community and were a response to the lack of standardization for schools last March. A copy of the protocols was shared to both our school nurse leader and school physician.

The purpose of these protocols are to answer the questions on the minds of many parents and staff including:

- What does the school district do if there is someone that is symptomatic at school, at home, or on the bus?
- Who gets tested for COVID-19 and when?
- What does the district do if someone in the community tests positive and they are in close contact to a student or staff member?
- What are the circumstances that students or staff would need to quarantine?
- How do districts monitor COVID-19 in their community?

Staff and parents have also asked questions around testing, contact tracing and quarantine/isolation. The guidance does highlight the procedures, as well as the responsibilities for these important issues. It is important to note that health care providers and the Massachusetts Department of Public Health are charged with testing. At this time school districts are not responsible for testing, although that may change in the future.

PERSONAL PROTECTIVE EQUIPMENT (PPE) PREPAREDNESS

The district has purchased personal protection equipment to protect our students and staff. This equipment was purchased using funds for the CARES Act of 2020. In action, we have purchased items to prevent infection in our schools. This is the current list of items purchased for the 2020 reopening.

- Nitrile and vinyl gloves
- N95 Masks
- Masks (adult and child-size)
- Reusable face masks
- Face Shields

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- Disposable shoe covers
 - Level I and II isolation gowns

In order to support the prevention of infection as well as to be prepared to control the spread of COVID-19 if a positive case or suspected positive case arises, the district has further purchased the following:

- Hand sanitizer
- Free standing hand sanitizer dispensers
- Touch free wall mount hand sanitizer dispensers
- EPA approved disinfectant
- 5 backpack electrostatic disinfectant sprayers
- 10 20x20 tents for outdoor learning/mask breaks
- 5 Medical Grade Isolation Tents
- Plexiglass barriers
- Desk dividers
- Hands free biohazard trash receptacles
- Resting cots for tents
- Medical supplies for medical tents
- Medical grade air purifiers for all teaching spaces at the Dale and Wheelock Elementary Schools

SCHOOL SAFETY PROTOCOLS

If a student starts to feel ill during the day, the teacher will call the nurse. After triaging the student, the student will be escorted to the designated medical waiting room/medical tent area, which will be available at each school. Students will be required to wear a mask in the medical waiting area. Nurses will be fully equipped in Personal Protective Equipment while working with students in the medical tent area. Parents/Guardians will be informed to pick up students at the designated medical area. Parents/Guardians must wear a mask when picking up their student.

The following information details the overarching logistics of the use of the medical tents and the cleaning protocols involved in their maintenance.

Medical Tents

The medical waiting room is a space just outside of the medical tent. Medical tent spaces are designated spaces separate from the nurse's office. The medical waiting area and medical tent

will be used when a student presenting with COVID-19 symptoms needs to be separated. Each medical waiting area and medical tent is a self-contained space, near an exit/entrance. Each school has a tent located on its premises. When occupied, the medical waiting area is always monitored by appropriate staff. The following safety parameters are put into place within and around the medical tent.

- Masks are always strictly required in this space. The individual supervising this space must always maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles. Staff will be equipped with face shields or appropriate goggles. Nurses and other staff will be equipped with N-95 masks, nitrile gloves and isolation gowns. If a student is unable to wear a mask, there will be no other students in the waiting area.
- Hand sanitizer is available in the medical area and is required when entering and leaving the space.
- When possible, medical space will have windows that open and exhaust directly into the outdoors.
- The waiting area is large enough to accommodate several individuals at least 10 feet apart, however only one student at a time will be allowed in the medical tent. All people in the COVID-19 waiting area will be separated as far apart as possible and no less than 10 feet apart.

Cleaning and Disinfection Protocols:

- Staff will close off the Medical Tent and Waiting Area (if applicable) until after cleaning and disinfecting.
 - Once the Medical Tent and Waiting Area (if applicable) previously occupied by a sick person is vacant, custodial staff will immediately enter the area, clean and disinfect all items affected.
- Teachers will remove all students from the classroom until after cleaning and disinfecting.
 - After teachers remove all students from the classroom with the sick student. Custodial staff will immediately clean and disinfect the classroom. The teacher and students will be allowed to return to the classroom 10 minutes after the disinfection process.

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- For restroom cleaning and disinfection, the district will follow the Center for Disease Control guidelines:
 - Ensure that each restroom has functional toilets.
 - [Clean and disinfect](#) using [EPA-registered disinfectants \(EPA #87742-1\)](#) that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
 - Follow the [guidance for cleaning and disinfecting](#) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.

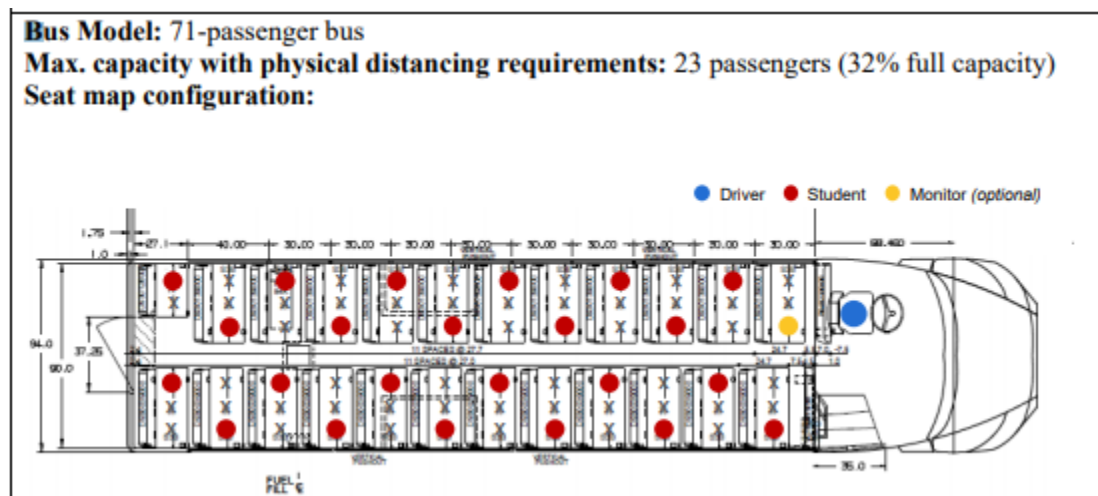
Positive COVID-19 Case Protocol:

- In accordance with state and local laws and regulations, school nurses/administrators should notify the Medfield Board of Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality.
- The MPS Nursing staff will work collaboratively with the Medfield Board of Health to identify individuals who have tested positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.

Transportation Safety and Other Considerations:

Medfield Public Schools will follow the Center for Disease Control and Massachusetts Department of Elementary and Secondary Education Guidelines for transportation. We have collaborated with Michael J. Connolly & Sons Bus Company to ensure that our students are transported in the safest way possible. Bus routes are being developed and school schedules are being adjusted to assure limited ridership on each route. Parents are asked to perform an at-home pre-screening prior to students boarding the bus including conducting a temperature check and a check for any respiratory symptoms. For the health and safety of all, we ask that parents/caregivers please use an abundance of caution when determining whether or not your child should attend school. MPS will be implementing the following transportation requirements when transporting students to and from school:

- All staff and students on the bus, regardless of age, will be required to wear masks at all times. **Student masks are to be provided by the student/family.** Extra disposable masks will be available if needed.
- Any student appearing ill or showing signs of respiratory illness will not be permitted to enter the school bus.
- Any individual at a bus stop should wear a face mask covering both the nose and mouth and practice social distancing.
- Signs will be posted at bus entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- If children become sick during the day, they will not be permitted to travel home via school bus. A parent or caregiver will be notified to pick the student up.
- Students will be assigned seats and be seated *no more than* one student per bench, alternating sides for each row. This 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)



**Note- Children from the same household may sit together and are excluded from the one student per bench requirement.*

- Windows will remain open at all times during operation, unless not possible due to extreme weather conditions.
- Students will be assigned to a single bus and a particular seat. No bus changes will be

permitted.

- Hand sanitizer will be available near the bus driver.
- No eating or drinking on the bus.
- Maximum occupancy of each bus with appropriate social distancing requirements included will be posted on each bus.
- Every bus will be cleaned/disinfected after each route.
- Every bus will load from the back to the front and unload from the front to the back.
- Students riding the bus will be dismissed from their classroom.
- One bus will be loaded per location before students from another bus are called down.
- Each school will have students/staff entering and exiting the building from a minimum of two different locations.

Our bus staffing assignments will remain as static as possible by assigning drivers and other transportation staff to a single bus and specific routes.

SCHOOL FACILITIES

In order to minimize the risk to all members of our school community, The Director of Facilities and the Director of Finance and Operations conducted a facility needs assessment in late June and early July. Each building and learning space was reviewed. These assessments led to the identification of three areas of critical importance in maintaining the health and well being of our students and staff. These three areas are: behaviors that improve safety, school cleaning and disinfecting, and air quality.

BEHAVIORS THAT IMPROVE SAFETY

Face Masks/Face Coverings:

Wearing masks/face coverings at all times has been shown to be one of the most effective means to limit the transmission of COVID-19. As a result, the following parameters will be put in for masks/face covering in the District:

- Masks are mandatory on "School Grounds" which includes the parking lot and to be worn into and out of the school. If a parent is dropping off something for their child, as masks must be worn in the parking lot and outside the main entrance.
- Signage at the front of each school will state that masks are required before entering the building.
- Masks will be required at all times for all staff and students in grades PreK-12. The only exceptions to the mandatory masks are for meals/snacks, mask breaks, and medical exemptions. The mask must cover the nose and mouth and follow district guidelines.
- For visual support on adherence to this procedure, additional signage will be hung in several areas of the school with reminders to wear masks, how to remove them safely and where and how to dispose of them properly. Student masks are to be provided by the student/family. Extra disposable masks will be available if needed.
- Failure to comply with the seating/mask requirement on the bus will result in suspension of bus riding privileges. Public Health is our top concern. Noncompliance cannot be tolerated as it places other children at risk.

If you are looking for more information to support the proper usage and rationale for wearing a mask, please visit the following resources: [How to Wear a Face Covering Poster](#), [Information on the use of Face Masks from the CDC](#), [Poster on Safely Wearing Face Masks from the CDC](#)

Handwashing and Hand Sanitizing:

To ensure all staff and students enter the school with sanitized hands, hand sanitizing stations will be located at the entrance of each school with signage that hand sanitizing is required before

entering the school. Additionally, each school classroom,

bathroom, eating area, and stairwell exit will be provided

with either a hands-free hand sanitizing dispenser, sink

with soap and paper towels and/or a bottle of hand

sanitizer. There will be signage reminders to wash/disinfect hands frequently.

Students and staff need to wash/sanitize hands

- **After** blowing their nose, coughing, or sneezing
- **After** being in a public place
- **Before** eating and/or preparing food
- **Before** touching their eyes
- **After** using the toilet



- **Before** and **after** treating a cut or wound
- **After** touching garbage

If someone is unable to wash their hands, he/she should use an alcohol-based hand sanitizer

The following resources provide more information regarding hand washing and the appropriate way to wash/sanitize:

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

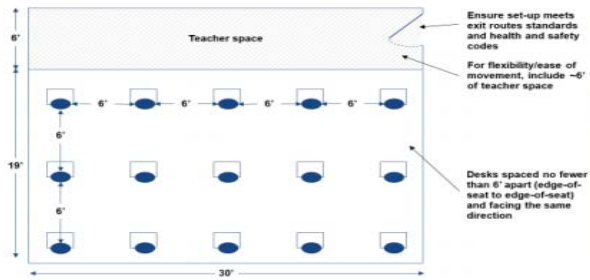
Physical Distancing:

Physical distancing is a critical component in mitigating the transmission of the virus. The Medfield Public Schools has adopted a physical distance of 6 feet. Classroom desks will have a minimum distance of 6 feet between students. During meals, mask breaks, and other times when masks are not worn, a minimum of 6' distance is required with a preference of 10 feet.

To help calculate the classroom capacity for students & teachers at a 6-foot spacing between work spaces we used the below [cannon design model](#) for guidance.

Example A5: Fits ~15 students with 6' physical distancing

(Dimensions: 750 sq. ft., 25' x 30')



- Estimated 750 ft² capacity: ~15 students
- Capacity estimates will vary depending on classroom shape, desk size/type, immovable furniture, storage capabilities, etc.
- In this scenario, calculated 6' distance based on edge-of-seat to edge-of-seat (desk-to-desk measurement would decrease classroom capacity)¹

¹ Assumed 1.5' seat width, 2' desk width



**All schools are set up with 6-foot
spacing between students.**



Desk Dividers

Desk dividers will be used to provide additional separation for all elementary students, especially during mealtimes.

School Cleaning and Disinfecting:

School cleaning and disinfecting will be conducted by the following schedules.

Daily Cleaning & Disinfecting Schedule (Day Shift)		
Area/Item	Method	Frequency/Comments
High touch surfaces: Door handles, light switches, handrails etc.	Clean with EPA approved product using a clean cloth	Hourly throughout the school day
Restrooms: Faucets, sinks, paper towel dispensers, soap dispensers, toilet stalls	Clean with EPA approved products using a clean cloth. Then the entire restroom will be disinfected with EPA approved product	Every two hours during the school day
Hand Sanitizer Dispenser	Clean with EPA approved products using a clean cloth and fill dispensers as needed.	Throughout the day

Nightly Cleaning & Disinfecting Schedule (Night Shift)

Area/Item	Method	Frequency/Comments
High touch surfaces: Door handles, light switches, handrails etc.	Clean with EPA approved product using a clean cloth	Hourly throughout the school day
Restrooms: Faucets, sinks, paper towel dispensers, soap dispensers, toilet stalls	Clean with EPA approved product using a clean cloth. Then the entire restroom will be disinfected with EPA approved product	Every two hours during the school day
Hand Sanitizer Dispenser	Clean with EPA approved products using a clean cloth and fill dispensers as needed.	Throughout the day
Classroom Floors	Swept and washed with EPA approved product	Nightly
Classroom high touch surfaces (Desks and chairs)	Disinfected with EPA approved product	Nightly

Classroom disinfecting	Will be disinfected with EPA approved product	Nightly
Common Areas/ Hallways/Stairwells	Will be cleaned and disinfected with EPA products. Floors will be swept and washed.	Nightly

Wednesday Deep Cleaning & Disinfecting Schedule		
Area/Item	Method	Frequency/Comments
High touch surfaces: Door handles, light switches, handrails etc.	Clean with EPA approved product using a clean cloth	Wednesday
Restrooms: Faucets, sinks, paper towel dispensers, soap dispensers, toilet stalls	Clean with EPA approved products using a clean cloth. Then the entire restroom will be disinfected with EPA approved product	Wednesday
Hand Sanitizer Dispenser	Clean with EPA approved products using a clean cloth and fill dispensers.	Wednesday

Classroom floors	Swept and washed with EPA approved product	Wednesday
Classroom desk	Clean with EPA approved product using a clean cloth	Wednesday
Classroom high touch surfaces	Clean with EPA approved product using a clean cloth	Wednesday
Classroom disinfecting	Will be disinfected with EPA approved product	Wednesday
Common Areas/ Hallways/Stairwells	Will be cleaned and disinfected with an EPA approved product. Floors will be swept and washed.	Wednesday
Walls	All walls throughout the school will be wiped down and washed with EPA approved product and disinfected.	Wednesday
Classroom desk/chairs	All classroom desks and chairs will be cleaned with EPA approved product using a clean cloth and disinfected.	Wednesday

Cleaning/Disinfecting Protocols

Based on CDC Guidelines, facilities staff will follow the procedures below in regard to cleaning/disinfecting:

For all cleaning, staff will

- Wear disposable gloves to clean and disinfect.
- Clean surfaces with an EPA approved cleanser and then disinfect using [EPA approved disinfectant](#).
- Routine cleaning of frequently touched surfaces will be performed throughout the day.

These include

- ☐ Light switches
- ☐ Countertops
- ☐ Door handles
- ☐ Desks
- ☐ Keyboards
- ☐ Toilets
- ☐ Faucets
- ☐ Sinks

For disinfection, staff will

- Use an EPA approved disinfectant throughout the schools.
- Follow the instructions on the label to ensure safe and effective use of the product (dwell time).

A 3-6 month supply of all required cleaning supplies is on hand at all schools. Custodians have individual carts where they have all required cleaning supplies and cleaning products. All products used on site are EPA approved. Custodial closets are locked and only accessible by the school custodians. The Material Safety Data Sheet (MSDS) will be posted in each custodial office, this document details the active ingredients in the disinfectant.

A detailed schedule will be provided to each Head Custodian based on the final building / classroom schedule. The following is a guideline that will be used for cleaning the following areas.

- Classrooms will be cleaned and disinfected daily - at the end of each day. Desks will be

wiped down and the entire room will be disinfected with a solution (Bioesque) that is EPA approved to kill the COVID-19/SARS/Flu viruses in 4 minutes.

- Common Areas High Touch Surfaces and Restrooms will be cleaned and disinfected throughout the day. Staff will conduct continuous cleaning through the hallways, door pulls, and other high touch surfaces (see list above).
- All common areas, high touch surfaces and restrooms will be thoroughly cleaned and disinfected at the end of the day.
- Restrooms will be regularly stock with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

Every school has been provided a backpack sprayer along with a hand held sprayer to support constant disinfecting throughout the day. The EPA approved solution that will be applied over all surfaces has a 4 minute virus kill time. A schedule has been developed for the custodians to follow for both day and night cleaning and disinfecting.



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Air Quality/Ventilation:

We have begun the process of conducting indoor air quality testing in all five schools to get a baseline air quality and we will share those results with the Medfield Board of Health. These reports will focus on 4 key areas of indoor air quality (IAQ) improvement Dilute, Exhaust, Contain and Clean.

- **Dilute:** (to increase ventilation with outdoor air)
 - Raising the minimum outdoor air-dampers setpoints.
 - Operating mixed-air air-handling units with 100% outdoor air when outdoor air conditions allow.
 - Keeping ventilation systems operating 24/7 even if at lower airflows.
 - Implementing a pre-occupancy purge sequence to flush the building with outdoor air.
- **Exhaust:** (keep local exhausts running)
 - Keep restroom exhausts operating 24/7
 - Air ventilation systems will be set to intake approx 25% of fresh air in lieu of using recirculated air or the typical minimum of 15% fresh air intake.
 - Open windows and doors to allow fresh air when it is safe to do so and weather is appropriate.
- **Contain:** (control indoor humidity)
 - Install humidity sensors and update control sequencing to limit indoor humidity to less than 60% relative humidity.
 - Disable discharge-air temperature reset for systems during humid
- **Clean:** (use air cleaning technology as appropriate)

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- Upgraded filters to MERV-13 (medical grade filters) and ensure effective air seals
 - Clean ductwork as necessary

SUMMARY OF MAJOR FACILITY CHANGES

There are a significant number of changes in facilities for this year. These are detailed below:

- All student desks will be at a minimum of 6' apart.
- Every classroom teacher will have a 6' "buffer zone" between them and the first row of student desks.
- Teachers will be supplied with masks as needed along with a face shield.
- Elementary school classrooms will have a custom made 3-sided barrier attached to each student's desk. These barriers will be clear on 3 sides so students can still see their teacher/surroundings.
- New signage will be visible throughout the schools for visual reminders for staff and students to include (see below for examples):
 - "How to" wash hands at hand washing stations.
 - Reminders to wash hands frequently.
 - Reminders to keep physical distance of 6'.
 - Floor signage for directional hallways.
 - Proper mask removing and reapplying procedures.
- Hands-free sanitizer dispensers as well as free-standing hand sanitizer stations and sanitizer bottles will be installed throughout classrooms and hallways throughout the school district.
- A walkthrough will be conducted at each school with the Medfield Fire Chief and Medfield Building Inspector before the opening of school to ensure all fire code regulations and building safety guidelines have been met/addressed. Desks will not block means of egress in the event of an emergency. When appropriate and approved by the Medfield Fire Chief, interior doors will be propped open to improve air circulation and reduce the number of times people touch door handles.
- Plexiglass barriers have been installed at the main office at each school. This will be in

place for when visitors are invited back into the buildings.



BUILDING PROTOCOLS

Both families and staff at Medfield Public Schools are eager to return to teaching and learning in their school buildings. We have taken a number of school safety measures to minimize risk to all members of our school community by establishing specific building protocols. This section will outline specific changes that students and staff should expect when returning in the Fall.

Arriving at School:

- Staggered arrival times.
- Students will go directly to their classrooms.
- Multiple doors will be utilized for entry to allow for physical distancing.
- Entry/Dismissal doors will be assigned by each school.
- Individuals will be stationed to direct students.
- Walkers, bikers and drivers will have staggered arrival and dismissal times and assigned entry and dismissal doors. Only students will be allowed into the school buildings.

Classroom Set-Ups:

- All individuals in a classroom will maintain 6 feet social distancing.
- Classes will be encouraged to go outside when feasible.
- Desks are arranged in rows, at a 6 foot distance from each other.
- Desks will all face the same way, to avoid any student facing another student.
- Staff will be encouraged to keep a seating plan to assist with contact tracing if necessary.
- Signage will be placed to “mark off” 6-foot increments for visual cues.
- Posters and signage will be displayed in the classroom to assist students in understanding the need for social distancing.

Lockers:

- Locker use will be suspended for the start of school to eliminate additional touch surfaces.

Signage:

- Age-appropriate signage will be posted in highly visible locations throughout school property, reminding students and staff to follow proper health and safety protocols. Example signage on how to wear masks and reminders to wash hands are provided by both the DPH and CDC.

Spaces for Mask Breaks:

- Two tents will be provided at each school for outdoor mask breaks.
- Spaces for mask breaks will have a mandatory spacing of at least 6 feet apart for all students. Hand washing facilities or hand sanitizer / signage on proper removal/disposal of masks will be displayed.
- Principals will schedule two mask breaks per day (e.g. mealtime and recess) for each class.

Hallway Passing:

- When feasible, hallways will be designated as “one way”.
- When feasible, stairways will be designated as “one way”.
- In Emergency Situations/Evacuations the quickest evacuation route will be used.
- Students will be encouraged to adhere to social distancing guidelines when walking in the hallways.

Dismissal:

- Staggered Dismissal - reverse of arrival to school procedure.
- Walkers/Drivers/Bikers will be dismissed in a staggered fashion.
- Buses will be loaded in a staggered fashion from the back to the front.
- Will use multiple exit points of school to expedite dismissal and loading buses.

Special Considerations:

- No gathering of large crowds - students or staff (or families/community meetings).
- Physical field trips are on hold.

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- Out of state and out of country travel is on hold.
 - No visitors are allowed at the schools.
 - Students will not share supplies- pens/pencils/crayons.
 - Items should not be passed around the class. For example, microphones, displays, papers, etc.

Visitor protocols:

The Center for Disease Control and the Department of Elementary and Secondary Education have strongly recommended that schools cut down on the number of people coming into the buildings each day. To this end, Medfield Public Schools will not have visitors in the buildings (Only exceptions will be for necessary contractors who will comply with social distancing and mask requirements). If parents need to drop off supplies/items to students, they will need to call the main office and let them know that they are dropping something off. The item should be clearly labeled with the student name, grade and homeroom teacher name. Storage bins will be available outside each school for parents to drop off any necessary items. Office staff will go out to retrieve items and get them to the students. Parents will be asked to limit dropping off items to the school unless it is an emergency or necessary to get through the school day.

MEMORIAL, WHEELLOCK AND DALE STREET SCHOOLS RECESS PROTOCOLS

At Memorial, Wheelock and Dale Street schools, the playground areas will operate at a reduced capacity and students will wash their hands at the end of the play period. Masks will be required for grades PreK and up. Recess will be made up of Cohorts of 3 classes in the hybrid model and each will play in a different location. Six staff members will be responsible for supervising the recess to ensure that safety protocols are being followed.

- Possible Recess blocks:
 - 11:00 - 11:25
 - 11:30 - 11:55
 - 12:00 - 12:25

FOOD PREPARATION AND SERVING SPACE PROTOCOLS

Medfield Public Schools is committed to following all safety protocols while maintaining meal availability for all students. Since March's unexpected closure the food service department served a total of 7,061 meals. We will continue to provide meals for all students. Food Service Staff will follow all measures, as recommended by the CDC. In addition, the following procedures will be followed:

- Masks will be worn by food service staff at all times while preparing and serving food.
- Kitchen work spaces will face the same direction or will be facing a wall.
- Vendors making food service deliveries will be asked to wear a mask while making the delivery. If they are unable to do so, they will be asked to leave the delivered items on the loading dock, or an agreed upon area.
- Food service workers will be required to complete training before the start of the school year that will cover topics including allergies, food safety and how coronavirus affects food service.
- The proper germicidal cleaner will be used on all food preparation surfaces.

For in school meal service, students or parents/guardians will be asked to pre-order their meals online in order to assure the proper number of meals are produced and to ensure contactless ordering procedures are taking place. Meals will be individually packaged for each student and then packed up and delivered to each classroom for the elementary. Packaged, pre-ordered lunches will be delivered to the food stations at the middle and high school. A meal serving distribution schedule will be established to limit interactions between classrooms and avoid risk of contamination of food items or meal distribution areas. For instance, schools may schedule classroom deliveries or set times for each classroom to pick-up their meals from a central location.

The following schedules will be used for lunches at each school:

Lunch - Elementary:

- Student lunch in the classroom

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- 11:30 - 11:55
 - 12:00 - 12:25
 - 12:30 - 12:55

Blake Middle School and Medfield High School:

- Blake Middle School
 - 11:05-11:35 8th grade
 - 11:40-12:10 6th grade
 - 12:10-12:40 7th grade
 - Lunch will be served by cluster, outdoors when possible, in 3 different spaces, or indoors in 3 different large gathering areas separated at least 6 foot apart with doors/windows open.
- Medfield High School
 - 1:21 - Students may choose to select a “grab & go” lunch at one of the lunch stations before heading home.

If at any time, the district moves to remote learning, schools will continue to offer meals to eligible students who are learning remotely from home. Meals for remote learners will be served in a drive-through format, curbside pick up at a specified time. Multiple days’ worth of meals may be provided in one pick up.

EQUITY AND STUDENT ENGAGEMENT

During this period of school closure, some students and families have been more vulnerable than others. COVID-19 has exacerbated systemic inequities that have existed for decades. Our plan will focus on the historically marginalized and the most vulnerable groups in our schools, while closely monitoring the impact on traditionally successful groups.

As a District, we continue to hold true to the belief that all children need to experience success and that sentiment remains true even during these difficult times. Our portrait of a graduate needs to expand and our support for students needs to alter in a myriad of ways. We want students to create, question, explore, think deeply and explore material in ways they never have before. MPS will continue to partner with families to support all students. Our services and interventions for students who need them, will continue to grow and adapt through this partnership.

ENGLISH LANGUAGE LEARNER (ELL) SUPPORTS

Medfield's English Language Learner (ELL) teachers have consistently connected with our English Learners (ELs), and their families. These home-school relationships were an important factor in enabling the families in our program to make the transition to remote learning. Over the summer English Learners were provided with added resources to continue to support student learning throughout the summer. Mary Bruhl, Director of Student Services, will be available via email at mbruhl@email.medfield.net during the summer months for families needing support or information.

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

SPECIAL EDUCATION

Overview of Special Education Supports

Special educators often form close connections with students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will continue to collaborate with families, related services providers, teaching assistants/behavior technicians, general educators and others who support children in Special Education, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP programming and services. Staff will build upon collaboration practices that were successful in the Spring, continue to assess their efficacy and improve on these practices with time.

The District is dedicated to providing a Free and Appropriate Public Education (FAPE) to our students, coupled with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction and related services. How these services are delivered will vary depending upon the model.

- **In-Person Learning:** Services will be provided in accordance with the IEP while maintaining the safety and protection of all students and staff. Special educators and related service providers will schedule groupings to provide safe-distance in special education settings. Spacing and/or use of table top dividers will be utilized as needed. General education setting service scheduling will plan for no more than one additional special staff member to be included in a classroom, when possible.
- **Hybrid Learning Model:** The District will prioritize in-person services for students for all students with IEPs. However, in order to allow for full access to the curriculum, there may be some services which continue to remain remote. Special populations of students will be identified and will likely be attending school on all in-person days, rather than following a school's hybrid schedule. The option for additional in-person services and supports may be offered during the remote half day on Wednesdays as well.
- **Remote Learning Model:** Special Education Staff will continue to consider remote instructional and engagement strategies provided. Each student's IEP providers will consult with parents to gather input for students' Special Education Remote Learning

Plans addressing all IEP goals and outlining services. Continued collaboration with families and school personnel will exist continuously throughout the period of remote learning. If considered safe to do so, special populations of students will be identified and will likely be attending school in-person.

IEP meetings will be held remotely to limit the number of people in a building and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. The backlog of testing and Team meetings will be swiftly scheduled in consultation with families, including some testing completed over the summer.

Students placed in Out of District schools will continue to be provided with their education program either remotely or in-person as determined by their respective schools. MPS will continue to monitor their education program and progress reports and will work to ensure that students' and parents' needs are considered and responded to.

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

More In-Person Opportunities for Special Populations

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

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

- Students with multiple disabilities;

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

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

TEACHING AND LEARNING CURRICULUM

Last Spring, the Massachusetts Department of Elementary and Secondary Education modified the curriculum to accommodate the disruptions caused by school closures statewide. Although present DESE advisories have prescriptively outlined K-12 Framework modifications, work is underway to accommodate the upcoming school year.

For example, in August 2020, the Medfield Public Schools Leadership Team convened to review current curriculum frameworks and outline goals in streamlining the curriculum to meet the 170 day school year (850 elementary hours/ 935 secondary hours). It is important to note that all Medfield Public Schools exceed the state minimum number of hours of [structured learning time](#) through a combination of directed study, independent study, and technology-assisted learning.

In addition, the district is in the process of creating curriculum maps that will support this atypical academic year. Although DESE framework requirements were NOT modified, these new maps will provide a foundation for teachers to share with stakeholders objectives, assessments, and approximate pacing schedules that will support learning in all formats- hybrid, in-person, and remote. Work on this project started in August, and will be completed by the end of October 2020. This information will be posted on the district website and the MPS [Remote Learning website](#).

DIFFERENTIATED INSTRUCTION

Both prior to and during closure, students and families expressed a need for more differentiated learning opportunities. Differentiation involves modification of content (the what), process (the how), the product (the result) and the learning environment (the where). Each of these can be altered in multiple manners to allow for students' success. As we work to eliminate systemic barriers in our schools, we believe this approach holds promise. What may appear to be a small change in our instructional practices can have a big impact when it comes to student equity and access.

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

We also know that students' equity and access needs are varied in a remote learning environment. Technology-based instruction offers new ways to enhance student access, but we must be intentional when designing instruction to fully achieve this benefit. To this end, a variety of professional learning opportunities were offered this past spring and will be provided throughout the coming year to support educators in differentiating lessons at all grade levels, as well as the effective and purposeful use of technology to enhance accessibility for a wide range of students. Additionally, in both the remote and hybrid models, staff will have time on the early release Wednesdays to work collaboratively and plan for instruction. General educators will have an opportunity to work with and learn from special education staff and teachers of English language learners. Moreover, They have had the opportunity to share expertise on how to design instruction that is accessible for students with special needs and this will continue to a greater degree for the 2020-2021 school year.

PROFESSIONAL LEARNING

Throughout the shutdown, professional learning has been central to the Medfield Public School remote learning experience. In addition to grade level, department, and building level professional development projects, the Technology Integration team also provided daily professional learning opportunities to district teachers. Moreover, they worked closely with building administrators to provide support to students and their families.

This school year, the team will continue their efforts focusing on impactful professional learning experiences that leverages deep learning. In August 2020, the Technology Integration team developed intensive technology and learning design-focused seminars aimed to support teachers in hybrid and remote learning environments. These sessions were offered to district teachers during the ten-day preparation period. Additional technology-focused professional development offerings as well as offerings in other critical areas of need (e.g. supporting English Learners, culturally relevant curriculum development, and more) will be offered throughout the 2020-2021 school year.

FAMILY PARTNERSHIPS AND SUPPORTS

Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with the varied resources necessary to engage in learning amidst this pandemic.

During the closures, MPS staff served lunch each day and served approximately 200 meals per week throughout the spring. Staff also took inventory of who needed a device to access remote learning and these were provided to each and every student that expressed interest so as to assure equity in access to learning. MPS further elicited feedback from families through surveys and the thrillshare platform. The data from these surveys was used to help to guide the District's decisions and actions for the Spring and will continue to do so moving toward the Fall.

MPS further offered multiple parent information sessions during the spring that addressed topics of interest that families indicated through surveys. These topics ranged from parenting during the pandemic to executive functioning support to technology 101. Multiple staff members throughout the district presented and the final session partnered with the Director of Medfield Youth Outreach to support families as they entered the uncertainty of the summer. These sessions will continue to be offered with some regularity during the 2020-21 school year.

COMMUNITY RESOURCES

The Medfield Public School's website continues to update and share [COVID 19 Resources](#) and [COVID 19 updates](#). The [Community Links](#) section offers information on many community organizations within Medfield. The Medfield Social Emotional Learning (SEL) website has also added a plethora of [SEL resources](#) that are broken down for elementary, secondary and educator subsections. The town of Medfield website also regularly provides updates to its [Coronavirus Information](#).

FREQUENTLY ASKED QUESTIONS- COHORTS A, B, C

STUDENT/FAMILIES

Is it safe to return?

We have been working all summer to create the safest environment possible for students, teachers, and staff within Medfield Public Schools. Besides following all CDC and DESE issued health, safety, disinfecting protocols, we have tried to go above and beyond by installing hospital grade MERV air filters, providing air purifiers where appropriate, and having months of approved PPE for staff and students at the ready. Details of these preparations are outlined on pages 35-52.

Will there be a possibility of returning back to school full time?

Yes, it is absolutely possible! While it is a hope of everyone in the Medfield Public Schools community to go back to ‘normal’, determinations on whether or not resume in person school depends on the status of the virus within Medfield. The same holds true to any switch to a full remote model. The Medfield Public Schools and the Medfield Board of Health will monitor the [DPH metric](#) released on August 10, 2020. This information will be updated weekly and will assist in any recommended adjustments to the learning format accordingly.

I've been assigned to Cohort A but my friends are in Cohort B. Can I switch?

Every school year poses the possibility that you will not be in the same class as your friends. In that respect, this year is much like any other. We hope that you are able to form friendships within any cohort you are assigned to. Because of bussing and in-class physical distancing regulations, it is unfortunately difficult for us to accommodate individual requests for specific cohorts. We are sorry about this! If it is difficult for you in this cohort, we encourage you to reach out to your teacher, guidance counselor, or principal. They are there to help.

My child opted for Cohort D, however I want to switch back to Medfield Public School's hybrid model. Can I do that?

Yes. Parents/guardians can request a switch at the end of each trimester/quarter. Transfers only will be allowed at this time. The Medfield Public Schools will send out additional information shortly about this process.

My child opted for Cohort D, does he/she have access to Student Services?

Yes. all eligible Medfield students on an IEP or 504 will continue to receive services/accommodations-- regardless of cohort (A/B/C/D).

Will my child have the same teacher that he/she was assigned to last spring?

We hope so! We are doing everything we can to try to keep students with the teacher with whom they were assigned. That said, given the complexities of scheduling and the possibility of some teachers working only remotely, this may be impossible. We hope that you understand that this is a logistical challenge and we are doing our best.

***I'm not feeling well, should I go to school? I don't want to fall behind.
(Parent: should my child go to school if feeling ill?)***

We understand that you do not want to fall behind, however it is important to keep in mind the health and safety of your classmates. Therefore, we ask that you tell your parent/guardian and stay home if you aren't feeling well. Your parents/guardians are expected to monitor your health everyday, including taking their temperature before they depart for school. Medfield Public Schools will adjust the school attendance policy to ensure that the focus remains on the health and safety for all.

Do I have to wear a mask?

For the health and safety of fellow classmates, teachers, and staff-- Yes. Students (PK-12) are required to wear a mask at all times on the bus, on school grounds, and in the building. Students can only remove the masks during snack/mask breaks and lunch. Exemptions from this policy are possible, but rare. Only students with documented mask-related medical reasons are exempt from the mask requirement. The Medfield Board of Health has developed policies regarding approved mask types, mask breaks, exemption policies, etc.

What should I do if I am falling behind?

As in any year, we are here to help! Please reach out to your teacher and explain what is going on and ask for support. If you continue to have concerns, you are encouraged to visit the guidance office for additional help. Together, we are there for you.

What happens if I fall ill/quarantined?

Students who will not be able to attend school in person will have the option to join Cohort D. Guidance counselors will work with families to ensure a smooth transition to that cohort.

I'm a high school student in Cohort A, will Advanced Placement classes be held this year?

Yes. We will run AP classes as planned, adapting to the model in place.

Will there be grades this year?

Yes. All students will receive feedback on their day to day assignments. These assignments can take many forms including activities, worksheets, quizzes/tests, essays, and more! As with any year, every student will receive a report card at the end of the trimester/quarter following grading protocols already in place.

It is important to note that Medfield Public Schools will consider exemptions/modifications of the grading policy in individual extreme circumstances, such as households experiencing COVID-19 illness.

Will extra-curricular activities and school sports be held this year?

Any and all efforts will be made to ensure that students can continue to participate in various afterschool clubs and activities - these are incredibly important to our students! These meetings may be a mix of socially distant in-person and online experiences that will follow CDC guidelines.

The resumption of school sports is under the purview of the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Executive Office of Energy and Environmental Affairs (EEA) who consult with health officials and the Massachusetts Interscholastic Athletic Organization (MIAA). Information will be shared with Medfield Public Schools before the start of each season.

FACULTY/STAFF

Is it safe to return?

We have been working all summer to create the safest environment possible for students, teachers, and staff within Medfield Public Schools. Besides following all CDC and DESE issued health, safety, disinfecting protocols, we have tried to go above and beyond by installing hospital grade MERV air filters, providing air purifiers where appropriate, and having months of approved PPE for staff and students at the ready. Details of this are outlined on pages 35-52.

Will there be a possibility of returning back to school full time?

Yes, it is absolutely possible! While it is a hope of everyone in the Medfield Public Schools community to go back to ‘normal’, determinations on whether or not resume in person school depends on the status of the virus within Medfield. The same holds true to any switch to a full remote model. The Medfield Public Schools and the Medfield Board of Health will monitor the [DPH metric](#) released on August 10, 2020. This information will be updated weekly and will assist in any recommended adjustments to the learning format accordingly.

I have a school-aged child, and I have to return to work, what should I do?

Medfield Public Schools allows K-8 children of Massachusetts public school teachers and administrators to attend in person as much as possible. Eligible teachers and administrators who are residents of Medfield should contact Superintendent Marsden.

How will teaching in a hybrid model work? Aren't I doing twice the work?

Teaching will be different from years past, but not double the work! We anticipate that teaching in a hybrid model will look slightly different from school to school, however in general, it would be a combination of full group experiences combining in person and remote students such as morning meeting, read alouds, teacher-led demonstrations, socratic seminars, etc.. In addition, there could be experiences where students both in-person and at home work on self-directed assignments. The Medfield Public Schools Incubation Lab has launched to explore best practices

in synchronous instruction. Interested teachers should contact Christine Power (cpower@email.medfield.net) for more details.

I have a medical condition and I am unsure about returning to the classroom. What should I do?

Please contact the Superintendent's Office as soon as you can to discuss next steps. We will support our medically vulnerable teachers, following the Americans with Disabilities Act and CDC advisories to inform teaching assignments and accommodations.

Will I have the same students that I was assigned to last spring?

We hope so! We are doing everything we can to try to keep students with the teacher with whom they were assigned. That said, given the complexities of scheduling and the possibility of some teachers working only remotely, this may be impossible. We hope that you understand that this is a logistical challenge and we are doing our best.

If I am not feeling well, should I attempt to go to school?

It is important to keep in mind the health and safety of everyone within the school, therefore, we ask that you follow Medfield Public School teacher absence protocols if you feel ill.

Do I have to wear a mask?

For the health and safety of students and fellow colleagues-- Yes. Faculty, staff, and students (PK-12) are required to wear a mask at all times on the bus, on school grounds, and in the building. MPS faculty, staff, and students can only remove the masks during breaks and lunch. Exemptions from this policy are possible, but rare. Only faculty, staff, and students with documented mask-related medical reasons are exempt from the mask requirement. The Medfield Board of Health has developed policies regarding approved mask types, mask breaks, exemption policies, etc.

Will there be grades this year?

Yes. All students will receive feedback on their day to day assignments. These assignments can take many forms including activities, worksheets, quizzes/tests, essays, and more. As with any year, every student will receive a report card at the end of the trimester/quarter following grading protocols already in place.

It is important to note that Medfield Public Schools will consider exemptions/modifications of the grading policy in individual extreme circumstances, such as households experiencing COVID-19 illness.

Will extra-curricular activities and school sports be held this year?

Any and all efforts will be made to ensure that students can continue to participate in various afterschool clubs and activities- these are incredibly important to our students! These meetings may be a mix of socially distant in-person and online experiences that will follow CDC guidelines.

The resumption of school sports is under the purview of the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Executive Office of Energy and Environmental Affairs (EEA) who consult with health officials and the Massachusetts Interscholastic Athletic Organization (MIAA). As of August 12, 2020, there has been no determination whether or not sports will resume this Fall, however information is expected soon.

The status of the Winter and Spring seasons will also depend on the determination by DESE and the EEA. Information will be shared with Medfield Public Schools before the start of each season.

APPENDIX A- BELL SCHEDULES

Blake Middle School Hybrid Bell Schedule

A		A		ALL REMOTE		B		B	
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
30 Block in Advisory	7:50 - 8:05	GO Block in Advisory	7:50 - 8:05	Cluster Zoom Meeting	7:50-8:05	GO Block in Advisory	7:50 - 8:05	GO Block in Advisory	7:50 - 8:05
A	8:10 - 8:45	A	8:10 - 8:45	Class or Small Group Meetings	8:10-11:15	A	8:10 - 8:45	A	8:10 - 8:45
B	8:50 - 9:25	B	8:50 - 9:25	Extra Help	11:15- 12:00	B	8:50 - 9:25	B	8:50 - 9:25
				Teacher PD, Students engaged in asynchronous learning activities using Virtual Notebooks.					
Snack/Mask Break	9:25 - 9:40	Snack/Mask Break	9:25 - 9:40		12:05-2:05	Snack/Mask Break	9:25 - 9:40	Snack/Mask Break	9:25 - 9:40
C	9:45 - 10:20	C	9:45 - 10:20			C	9:45 - 10:20	C	9:45 - 10:20
D	10:25 - 11:00	D	10:25 - 11:00			D	10:25 - 11:00	D	10:25 - 11:00
E	E Period Lunch Advisory	E	E Period Lunch Advisory			E	E Period Lunch Advisory	E	E Period Lunch Advisory
6th grade		6th grade				6th grade		6th grade	
E period	11:05-11:35	E period	11:05-11:35			E period	11:05-11:35	E period	11:05-11:35
lunch	11:40-12:10	lunch	11:40-12:10			lunch	11:40-12:10	lunch	11:40-12:10
Advisory	12:20-12:40	Advisory	12:20-12:40			Advisory	12:20-12:40	Advisory	12:20-12:40
7th grade		7th grade				7th grade		7th grade	
Advisory	11:05-11:25	Advisory	11:05-11:25			Advisory	11:05-11:25	Advisory	11:05-11:25
lunch	12:10-12:40	lunch	12:10-12:40			lunch	12:10-12:40	lunch	12:10-12:40
E period	11:30-12:05	E period	11:30-12:05			E period	11:30-12:05	E period	11:30-12:05
8th grade		8th grade				8th grade		8th grade	
Lunch	11:05-11:35	Lunch	11:05-11:35			Lunch	11:05-11:35	Lunch	11:05-11:35
Advisory	11:40-12:00	Advisory	11:40-12:00			Advisory	11:40-12:00	Advisory	11:40-12:00
E period	12:05-12:40	E period	12:05-12:40			E period	12:05-12:40	E period	12:05-12:40
F	12:45-1:20	F	12:45-1:20			F	12:45-1:20	F	12:45-1:20
G	1:25-2:05	G	1:25-2:05			G	1:25-2:05	G	1:25-2:05
35 min classes		35 min classes				35 min classes		35 min classes	

High School Hybrid Bell Schedule

A		A		ALL REMOTE		B		B	
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
1	7:30 - 8:14	1	7:30 - 8:14	7	7:30 - 8:00	1	7:30 - 8:14	1	7:30 - 8:14
2	8:19- 9:03	2	8:19- 9:03	6	8:10 - 8:40	2	8:19- 9:03	2	8:19- 9:03
3 w/ snack (13)	9:08 - 10:05	3 w/ snack (13)	9:08 - 10:05	5	8:50 - 9:20	3 w/ snack (13)	9:08 - 10:05	3 w/ snack (13)	9:08 - 10:05
4	10:10-10:54	4	10:10-10:54	4	9:30 - 10:00	4	10:10-10:54	4	10:10-10:54
5	10:59- 11:43	5	10:59- 11:43	3	10:10 - 10:40	5	10:59- 11:43	5	10:59- 11:43
6	11:48-12:32	6	11:48-12:32	2	10:50 - 11:20	6	11:48-12:32	6	11:48-12:32
7	12:37- 1:21	7	12:37- 1:21	1	11:30 - 12:00	7	12:37- 1:21	7	12:37- 1:21
44 min classes				30 min classes					

APPENDIX B- MPS THREE LEARNING MODELS - SEPTEMBER 2020

	HYBRID (Cohort A & B)	4-Day (Cohort C)	MEDFIELD VIRTUAL ACADEMY (Cohort D)
Description	<p>Students are placed in one of two cohorts</p> <p>Two days of in person instruction and 2 ½ days of remote instruction</p>	<p>Eligible students only (at-risk, children of Massachusetts public school teachers and administrators)</p> <p>Four days of in-person instruction and a ½ day of remote instruction</p>	<p>For children whose parents/ guardians opted out of Hybrid or 4 Day.</p> <p>Four 1/2 days of remote learning</p>
Curriculum	Curriculum is developed by Medfield Public School teachers and is aligned to the Massachusetts Curriculum Frameworks	Curriculum is developed by Medfield Public School teachers and is aligned to the Massachusetts Curriculum Frameworks	Varies- Please see Appendix C for details
Instruction & Assessment	<p>Classes are taught and assessed by Medfield Public School teachers</p> <p>Instruction will utilize in person, synchronous, and streaming technology</p>	<p>Classes are taught and assessed by Medfield Public School teachers</p> <p>Instruction will utilize in person, synchronous, and streaming technology</p>	<p>Medfield Public School educators will provide support and oversight.</p> <p>Please see Appendix C for more details</p>
Student Support	Eligible students will have access to all student services in person and remote (when necessary)	Eligible students will have access to all student services in person and remote (when necessary)	Eligible students will have access to all student services remotely

APPENDIX C- COHORT D

The Cohort D option is for families that opt out of our hybrid model. For K-8 students, Medfield Virtual Academy experiences are taught by Medfield teachers using Medfield curricula in groups of other Medfield students. All eligible students who take part in Cohort D will be provided the opportunity to receive student support services from Medfield Public Schools.

Sample Elementary (K-8) Medfield Virtual Academy Learning Schedule

9:00 Morning Message/Socio-Emotional Learning Block	All students will join in a Zoom-based Morning Message guided by their classroom teacher- a licensed Medfield Public Schools educator. Together with their class, students receive an overview of the day and week ahead. In addition, students will engage with their peers (other Medfield Cohort D students from their grade/building) in a variety of socio-emotional learning opportunities such as reflecting upon a discussion prompt or playing an education-enrichment game.
9:45 - 11:00 Small-Group Meetings	Students may be assigned to a virtual small group during which the MPS teacher will go over important concepts and check for understanding. Students who are not engaged in a small learning group will work on their Digital Notebooks (off-line) or meet with student support faculty such as interventionists, special educators, school counselors, etc.(Student support staff can meet with students throughout the week).
11:00-11:30 Lunch	Students will have lunch with their family/caregiver at home.
11:30 - 1:00 Specials	Students will have opportunities to engage in specials (e.g. Health, Wellness, Art, Music, and World Language) with fellow Cohort D students from their grade/building via a combination of Zoom and asynchronous learning opportunities.
1:00 - 2:45 Small-Group Meetings	Students may be assigned to a virtual small group during which the MPS teacher will go over important concepts and check for understanding. Students who are not engaged in a small learning group will work on their Digital Notebooks (off-line) or meet with student support faculty such as interventionists, special educators, school counselors, etc.(Student support staff can meet with students throughout the week).
2:45-3:00 Closing Meeting	A Medfield Public Schools classroom teacher will facilitate conversations during which students reflect upon their day. Teachers also provide an overview of the next day's learning experiences and provide reminders on upcoming assignments.

Sample High School (9-12) Remote Learning Schedule

Due to the complexity and individuality of a high school experience, Medfield Virtual Academy students in Grades 9-12 will engage in the TECCA Connections Academy Core Curriculum and Electives via synchronous and asynchronous learning. Courses are developed and taught by Massachusetts certified teachers. Click [here](#) a video highlighting a typical day for a TECCA student.

APPENDIX D- COHORT D FREQUENTLY ASKED QUESTIONS

STUDENT/FAMILIES

My child opted for Cohort D, however, I want to switch back to Medfield Public School's hybrid model. Can I do that?

Yes. Parents/guardians can request a switch at least two weeks prior to the end of the trimester (Dec, March) or quarter (Nov, Jan, March). This will allow sufficient time to coordinate scheduling, room assignments, bus assignments, etc. Transfers only will be allowed at this time.

My child opted for the Medfield Virtual Academy, does he/she have access to Student Services?

Yes. all eligible Medfield students on an IEP or 504 will continue to receive services/accommodations-- regardless of cohort (A/B/C/D).

Why can't my child be with their friend in Cohort A but stream the classes from home?

Cohort D is a stand-alone experience- separate from Cohorts A-C. By design, K-8 Cohort D students will interact with other Medfield kids in their class while being instructed by Medfield teachers. Like in brick and mortar schooling, students stay with their assigned teachers-- not loop into other teachers' classes.

Will my K-8 Cohort D student have an opportunity to socialize with other Medfield Public School classmates?

Yes! All K-8 students will be assigned to classes comprised solely of Medfield Cohort D children from their school. Classes are structured so that there will be opportunities for students to interact online via Zoom as well as via other software (e.g. Padlet, Google Classroom, etc.)

Will my 9-12 Medfield Virtual Academy student have an opportunity to socialize with other Medfield Public School classmates?

Yes! HS Students enrolled in MVA will have the opportunity to interact with Medfield students and students across Massachusetts via the TECCA learning platform. Classes feature live

discussions as well as asynchronous message boards. Moreover, 9-12 Medfield Virtual Academy students will have daily opportunities to socialize with other Medfield Virtual Academy students in advisory, led by a Medfield educator.

Is the curriculum exactly the same as in Medfield Public Schools?

In K-8 the curriculum is developed and implemented by Medfield Public School educators. In grades 9-12, the curriculum is developed and implemented by Massachusetts certified Connections Academy faculty. It aligns with the Medfield High School Program of Study. This is similar to the Virtual High School model we have been using for years.

Will my K-8 Cohort D student participate in specials?

Yes! Students will engage in specials/enrichment classes in both online and Zoom formats.

I'm a high school student in Cohort D, will Advanced Placement/ world language/ other classes be held this year?

Yes! TECCA offers a wide variety of [electives](#).

Why doesn't the MVA high school option use Medfield Public Schools educators and curriculum?

Given the complexity of course offerings, licensure regulations, etc. it is very challenging to offer the variety of courses offered at Medfield High School in a 100% virtual format. Therefore, Medfield Public Schools has partnered with TECCA/Connections Academy, a respected virtual school to offer 9-12 course offerings.

Is attendance taken? Does it count?

Per 603 CMR 27.08(3)(b)Massachusetts Department of Elementary and Secondary Education regulations, student attendance policies are in effect. Attendance will be taken by all teachers every day and all Medfield Public Schools attendance policies will be followed. *This includes students that attend the hybrid model as well.*

Will there be grades this year?

Yes. All students will receive feedback on their day to day assignments. These assignments can take many forms including activities, worksheets, quizzes/tests, essays, and more! As with any year, every student will receive a report card at the end of the trimester/quarter following grading protocols already in place.

It is important to note that Medfield Public Schools will consider exemptions/modifications of the grading policy in individual extreme circumstances, such as households experiencing COVID-19 illness.

What should I do if I am falling behind?

As in any year, we are here to help! Please reach out to your teacher (K-8) or advisor (9-12) and share what is going on and ask for support. Medfield school personnel will work with you and your family. Together, we are there for you.