

MAYNARD PUBLIC SCHOOLS

RE-ENTRY PLAN



2020-2021 School Year

July 29, 2020

Dear Maynard Community,

We are providing you with a more detailed re-entry plan based on the culmination of weeks of meetings and collected feedback. We appreciate your involvement and the commitment of members of the multiple re-entry committees. We believe that students are best served when schools, families, and community work collaboratively and are committed to open communication and mutual respect. Everyone involved in this effort did it with a focus on keeping everyone safe, engaged in learning, and trying our very best to meet the needs of all of our students.

We share in the concern that the health and safety of everyone, the children, the staff, the families, and the community at large, involved in the education of our children are paramount right now. We also know that you support the staff, teachers, and leaders who make our schools in Maynard successful. The plan we are presenting in this document has been the collaborative effort of staff, parents, community members, and the school committee, all of who share similar priorities.

Even using all the efforts of our talented staff on multiple committees, guidance from numerous sources both educational and medical, and input from staff and families, we know that school re-entry this year will be challenging and complicated like never before. For some families it is childcare and student supervision, for others it is helping your child engage in asynchronous learning opportunities. We recognize that the learning needs of elementary-aged children differ from the learning needs of middle or high school-aged children and we have taken all of these issues into consideration. Our distinct scenarios for each school address the changes in students' independence level, ability to understand and follow safety guidelines, and their social-emotional needs.

Please visit the district's website <https://www.maynard.k12.ma.us/> for on-going updates and information regarding the opening of schools in our district.

Respectfully,

Brian Haas, Superintendent

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MAYNARD PUBLIC SCHOOLS VISION

All students achieve their full potential in an interconnected technological world.

MAYNARD PUBLIC SCHOOLS MISSION

The Maynard Public Schools are committed to a superior academic experience for Maynard's students that prepare them to be productive citizens in an interconnected technological world.

We will achieve this through the incorporation of 21st-century learning skills and opportunities across disciplines and establishing high academic standards that encourage students and teachers to achieve their full potential. We will ensure that the professional staff, the curriculum, and the facilities function in unison to achieve the best possible learning environment for the students.

We will also provide an educational environment that is supportive of individual differences where all people are valued and respected. Parents and community members are our partners in the educational process and require frequent communication on the state and activities of the Maynard Public Schools. We will constantly pursue a path of continuous improvement in all of our efforts to keep pace with an ever-changing world.

DISTRICT PLAN DEVELOPMENT

As we continue to navigate the “new normal” in public education, and in accordance with the [Massachusetts Department of Elementary and Secondary Education guidance of June 25, 2020](#), Maynard Public Schools has developed three educational plans that will guide us as we continue to watch the public health trends during this time of COVID-19. As required by DESE, these plans include fully in-person, hybrid, and fully remote. The process for developing these plans has been inclusive and thoughtful, and focused on the following guiding principles:

- Safety and well-being of students and staff
- Meaningful learning and relationships
- Flexibility and communication
- Balance of competing demands
- Recognizing that each choice is complex and that it comes with pros and cons.
- Recognizing that no plan will be perfect and that it may need to be adapted as the situation and experience changes

We are grateful to the families who have provided their input via our district surveys, and to the teachers, staff, and school committee members who have participated in the district's re-entry committees. Despite the unprecedented challenges of the spring, they have persevered into the summer, stepping up to give generously of their time and talent. Over the past few weeks, they have remained engaged in conversation, asked critical questions, and provided valuable input. Their commitment to ensuring a successful and safe education for our students is evident, and their contributions are very much appreciated.

The committee members have planned for the following six areas:

1. Student/Family Communication/Supports (Mental Health and Trauma, Parent Input)
2. Health and Safety Protocols
3. Physical Space
4. Pupil Services and Special Education Considerations
5. Instructional Impacts
6. Transportation

Thank you to all who served on the Re-Entry Committees, as well as the GMES, FMS and MHS, MEA Representatives, teachers, community members, and others who have provided background and insight. Please note that this plan is coming from the District administration. While we have worked to incorporate input from many teachers, the MEA, and school committee members, this plan is not yet endorsed by any of those groups.

GMES Re-Entry Committee Participants: Lois Cohen, Melissa Ryan, Charlotte Jones, Deb Holly, Heather Campbell, Jane Vasta, Jennifer Fioretti, Jennifer Jones, Karen Ditto, Katie Krasinski, Lisa DiSalvatore, Patty Toohig, Sarah Bernardi, Sarah Paisner, Susan Arcelay, Terri Morrison, Viviane Viros, Rob Rouleau

FMS Re-Entry Committee Participants: Amanda Bailey, Angela Reyes, Brenda Sullivan, Chris Kitchell, Cindy Rockel, Dayna Archibald, Jessica Giberson, Katie Bratica, Karen Murphy, Lauren Giunta, Mindy Skura, Maria Soler, Ned Banta, Sean Perham, David Harrison, Dayna Archibald, Mike Barth

MHS Re-Entry Committee Participants: Sherry Trainque
Jamie Boda, Janet Lamy, Janice Lind, Jean LaBelle, Jennifer Adams, Kate Sullivan, Kevin Caruso, Kevin Kozik, Mark Minasian, Melissa Berger, Michael Waldron, Nicole Fernald, Olga Doktorov, Regan Thompson, Rita Murphy, Rochelle Lerner, Sandi LeBlanc, Stephanie Steigerwald, Steve Caloggero, Chuck Caragianes

District Re-Entry Committee Participants: Brian Haas, Adam Steiner, Charles Gobron, Jennifer Gaudet, Wayne White, Carol Gahan, Jeff Ferranti

The plans below have been developed with extensive conversations and contributions from stakeholders, including families, students, teachers, administrators, and community members. While no one plan can completely match the desires of all of the parties, we have worked to incorporate all that we could from all of the many ideas, questions, and concerns that were shared. We recognize that these plans were prepared using current data and may need to be amended or adjusted as we put them into action. Changing circumstances may require a pivot at any point. We will continue to monitor the situation and will update resources on the SCHOOL REOPENING INFORMATION of the District Website.

Each option comes with its own Pros and Cons. A few are listed below. We have worked to

address these as much as possible and realize that different families and individuals weigh these benefits and risks differently. Where possible, we are striving to provide choice while maintaining a focus on community health and safety.

Fully In-Person	Hybrid	Fully Remote
<ul style="list-style-type: none"> ● More familiar school routine ● Access to materials ● Balance of screen time / human time ● Potential for connections/relationships ● Structure to the day ● Support of parents' ability to return to work ● Ability for in-person introduction of Google Classroom/other tools for future hybrid/remote ● Masks for long periods, especially in heat ● Struggle/Conflict in enforcing rules and boundaries at school ● Highest transmission risk, potential for needing to transition to another model sooner ● Conflict with developmentally appropriate practices ● Cleaning/transitions disrupt flow of instruction ● Least physical distancing in buildings 	<ul style="list-style-type: none"> ● Many of the Pros listed above ● Introduction of topics/work in person ● Smaller groups, more physical space ● Schedule complexity for parents ● Mixture of synchronous and asynchronous learning ● Less in-person teaching time 	<ul style="list-style-type: none"> ● Least transmission risk (no masks needed) ● Potentially quicker return to full in-person school ● Same model for all students ● Potentially more time for instruction (no cleaning, transition, and transportation time) ● Hardest to support all students ● Varying home support/structure ● Highest amount of screen time ● Highest isolation ● More onus on parents for work completion

Based on lessons learned and feedback provided during the spring of 2020, the district recognizes the need to keep any remote learning as streamlined and user friendly as possible.

With this in mind, and in order to offer the most complete and consistent academic experience to our students, the district will be investing time and resources this summer to develop training for staff, students, and families in the use of Google Classroom. We are also reviewing using See-Saw at the elementary school. The Google Classroom platform will serve as “command central”, providing a nearly uniform experience for families and students in FMS and MHS.

Student and Family Communications and Supports

In order to make sure that all community members are informed, the District and School administration will continue to have Zoom Parent Meetings (Building and District) both before and after school. The administration will also provide regular updates via email, create videos with the assistance of WAVM to help students and families with new expectations prior to the start of school, use focus groups and surveys with students and families in assessing plans and in making crucial decisions where appropriate, and use Google Classroom with consistent classroom elements to support students and families.

Health and Safety Protocols

We understand that school will look and feel differently to our teachers and students if and when they physically return to school this fall. To ease this transition and to begin preparing our community, prior to the opening of school, students and families will receive communication about the new safety protocols and expectations that will be in place for a physical return to the building. The goal is to allow students to preview expectations and families to discuss their importance in providing a safe learning and working environment for students, faculty, and staff. As we begin the school year, in addition to our normal rituals of getting to know each other and establishing classroom routines and expectations, practicing and reinforcing these new protocols for navigating our building will be a school-wide focus.

Students will be provided time for either handwashing or hand sanitizer upon arrival to the building, before and after lunch (when and if it occurs at school), recess, and snack. Handwashing is preferred but must be balanced with increased movement throughout the building for those classes that do not have sinks in their classrooms.

We need families to put an added emphasis on only sending children to school when they are well. Please see the [DESE Guidelines for further details](#), including symptoms to watch for, listed below:

Please STAY HOME if you have any of the symptoms listed below: Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- Fever/temperature (100° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell

- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms

Staff and students who have symptoms should contact their primary care physician for further instructions. If the individual is unable to be tested, that individual must self-isolate for 14 days from the onset of symptoms. If staff or students have any of these symptoms, we strongly recommend they must get a test for active COVID-19 infection prior to returning to school. [A list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Otherwise, the individual must self-isolate for 14 days from the onset of symptoms.

Families will be provided with a checklist of symptoms they should screen for, prior to sending their student to school each day. Please do not medicate your child in order to mask or manage symptoms and then send them to school. Managing symptoms does not reduce the spread of infection. We understand the competing demands on parents, and now more than ever ask for your support and cooperation to keep students home when they or someone close to them is ill and to reinforce the message that masks are required when students are in school. This will help us limit any potential spread and keep the schools open for all. Please begin now to help your child find a mask that is comfortable for them and practice wearing them for extended periods.

We have designated a “care room” specifically for students who show potential COVID symptoms. They will be isolated in the care room until their parents come to pick them up. Policy on the return of any individual with potential symptoms or who has been exposed to a known carrier are outlined in the [DESE Guidelines](#) and will be further reviewed by our local nursing staff for application and follow through.

Community Commitment

The viability of any re-entry plan is the community commitment to the success of the schools. We need your help to keep your children, other students, the staff, other family members, and by extension our community as safe as possible. Please teach your children not only how to wear their mask correctly and distance themselves from others, but why it is important, especially in the school setting. Please have them consider that some are more vulnerable to viruses than others. We are wearing masks and distancing to keep ourselves and others safe and to enable schools to open and remain so. While families have made decisions about the strictness of mask-wearing and interactions with others at their own homes, we are putting policies and standards in place for school time that are likely to be more restrictive than your home practices. Your partnership with us is needed for the reinforcement of these measures detailed in the plan.

Please do not travel to areas experiencing high levels of community transmission and comply with current state quarantine requirements. If such travel is unavoidable, please contact the school and quarantine those who may have been exposed. The school will work with you to continue your child's access to learning during such precautionary quarantines.

Cleaning Procedures

Classrooms will each be equipped with EPA approved neutral disinfectant & detergent recommended for use in hospital & school facilities, this disinfectant spray can be used to clean any shared surfaces or areas that become soiled. Common, high touch areas, such as (hallways, student restrooms, office, etc.) will be disinfected throughout the day, and all classrooms will be disinfected by the facilities team in the evening. All lavatory will be actively stocked and monitored daily with hand soap and disinfectant products for both students and staff to perform proper personal hygiene techniques.

Our custodial team is procuring additional equipment and training to sanitize classrooms in the evening, including the addition of several Electrostatic sanitizing sprayers that disperses a fine mist of disinfectant that can cover larger surface areas with disinfect. This will be used in classrooms multiple times per week when students are not in the building. Our DPW and nursing departments are collaborating on the selection of disinfectants and other cleaning products to find products that are both effective and safe for use in a school setting, as well as address any specific allergy concerns, such as advanced foaming hand sanitizer stations.

We have reviewed and serviced all HVAC systems in the district including upgrade and replace filtration with MERV 8+. All non-air ducted rooms throughout the district have been equipped with Air purification units that have been recommended for use from ASHRAE. These units provide four advanced technologies for purification 1. Advanced dielectric barrier ionization 2. Needlepoint ionization 3. Electrostatic filtration 4. Advanced photocatalytic oxidation (PCO). Staff is also encouraged to open windows wherever possible to further increase fresh air supply.

Masks

Students (PK - 12) are required to wear masks throughout the day except during designated mask breaks. All teachers and staff will also be wearing masks throughout the day, with similar mask breaks.

We encourage you to find a mask that is comfortable for your child. We are reviewing several variants of masks, including masks that have a clear panel to view facial expressions and face shields that include a cloth border to seal to the face. As you consider mask options, also consider masks that can stay connected to the student when not in use during mask breaks, such as those with straps that can hang around the neck or scarf- type masks that can be left around the neck.

Transportation (Including Riding the Bus)

DESE has recently released [guidance on transportation](#). These include requirements that masks be worn at all times on the bus, windows be left open except in extreme weather, and students sit one student or family per bench. Please see the linked document for further details.

We are working with our bus service provider to implement these guidelines. We will use results from the next parent survey to evaluate bus routes and capacities. We encourage parents to consider alternative means of transportation, such as carpooling and walking or biking where feasible to reduce both the demand on buses and the traffic in the center of town. We may need to stagger start and end times for some bus students if bus demand is higher than can be accommodated in single runs.

Visitors

We need to limit the number of visitors to the building and minimize large gatherings of adults. As such, parent meetings, including IEP meetings, will be held remotely whenever possible. Teachers and staff who are in the building may join remotely from a separate room. We will begin the year without parent/community volunteers and will revisit this as the year progresses.

When non-school personnel do need to enter the building, they will be required to wear a mask. Self-screening questions will be posted at the entrance and reviewed by visitors.

Social-Emotional Well-Being

School personnel will be prepared to recognize and address students' social and emotional needs. They will provide consistent opportunities to build classroom community, with priority being given to facilitating conversations and fostering connections and relationships between students. For those families needing additional support, the BCBA, counselor, school psychologist, and school administration will serve as resources. They will be available to speak with families and will also provide opportunities to meet with small groups or one-on-one as needed.

Regression and Assessment

Given the sudden school closure in the spring, the pace of learning was impacted. Combine this with the fact that there were variations in the extent to which families were able to direct and support their children's at-home learning, the reality is that students will be returning to us in the fall with some potential gaps in their learning. While this is to a greater extent than a typical year, it is not new to our teachers. Once students have settled back into school and become acclimated to the new normal, one of our top priorities will be to determine where they are at academically. Teachers will communicate with one another, and within the first 4-6 weeks of school, students will be evaluated, and assessment results will be used to differentiate teaching according to student needs.

Special Education Services

For special education services provided at the school, health and safety requirements will be in place. Time will be scheduled between groups to allow for disinfecting of shared spaces, and where possible, groups will be created from within a student's homeroom cohort to minimize the number of social contacts. Services will be provided as established in the current Individual Education Program (IEP).

English Learner Services

Tutorials for English Learners will also be provided in school. When possible, small groups will be created from the student's cohort to minimize social exposure. Disinfection of the space will occur between groups.

Preschool Tuitions

Tuitions will be collected on a trimester schedule. Parents will need to commit and pay for each trimester as it approaches. Tuitions may be prorated in a hybrid model, as determined by the School Committee. In the upcoming parent survey, parents of Preschool students will have an opportunity to confirm or adjust their previous intent.

Before/After School Programs

Excel will operate using the same safety guidelines as the school implements during the day. As much as possible, students in the Excel program will be made into similar cohorts, corresponding to their school cohorts and siblings. If you anticipate participating in the Excel program please contact Lois Cohen directly at Lcohen@maynard.k12.ma.us

Substitute Coverage

We are working on establishing a staffing plan to provide internal coverage if substitutes are not available.

Return to School Plans

Scenario 1- Full In-Person Return to School (Not Recommended at this Time)

This option would allow for all students who are able to return to school with three feet physical distancing in classrooms. Sample classroom layouts were designed for each building. Given the enrollment of Maynard Public Schools and the expected 15 percent of students selecting all remote instruction, section sizes would be similar to the normal class section sizes during a traditional year. In order to prevent the spread of the virus, students would be scheduled into a cohort group and would progress through their learning day with that group. Current thinking

allows for this model in preschool through grade 8. High school reopening groups are examining ways of creating cohorts that both maintain academic programming and ensure safety. In general, the district will seek to prevent large groups of people moving in the hallways at any given time. Given this, the district is considering how Specials programs like music, physical education, art, library, and technology would be run safely. Specific arrival, dismissal, and movement procedures are being developed at the building level.

The district will seek to limit the number of adults that come in contact with each other throughout the day. For this reason, Special Education and other services will be provided to students as indicated through their individual needs. The district procedures will seek to prevent different adults from moving in and out of the cohorts in order to prevent the spread of the virus. This may require the individual or small group of students move to the classroom or office to receive the services by the provider.

As we are not able to maintain a six-foot distance in classrooms, lunch will need to be held in the cafeteria or other open spaces. Given the need for increased lunch sections and increased time between lunches, lunches would likely occur throughout the day, rather than at the preferred mid-day time frame.

The district is continuing to develop protocols that follow the state safety requirements. These will be used should the district return for full in-person instruction.

Scenario 2- Hybrid

The hybrid model would allow the district to return approximately 50 percent of students to in-school instruction with six feet of physical distancing. This would require that the district engage in a Hybrid model of education where all students participate in some in-person instruction and some remote learning, prioritizing full in-person instruction for specific groups. Students will participate in two days of in-person instruction and two days of remote instruction. All students will participate in independent remote learning on Wednesday. Faculty and staff will use this time for collaborative planning, pandemic related training, and professional development on distance learning. During the remote learning time, students will deepen their skill level and understanding by practicing skills taught during in-person instruction, conduct inquiry, and experiential learning experiences, and have small group check-ins with faculty and staff. The same health and safety requirements that will be implemented for in-person learning will be implemented for hybrid learning.

Two day In-School Learning /Three Day Remote Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-School Learning		Independent	Remote Learning with both synchronous and	

		Remote Learning	asynchronous learning experiences
Group B	Remote Learning with both synchronous and asynchronous learning experiences		In-School Learning

- Students will be enrolled in either group A or B. Students in the same family will be enrolled in the same group
- Students in group A will attend in-person instruction on Monday and Tuesday. Thursday and Friday Group A will participate in remote learning
- Students in group B will participate in remote learning Monday and Tuesday. Thursday and Friday Group B will attend in-person instruction.
- All Students will participate in independent remote learning on Wednesday

Phase I: Half Day, A/B Cohort 4 days per week in person

The preschool schedule will not change for the 2020-2021 school year. Students will attend their scheduled Morning, Afternoon, or Full day session. Students in Kindergarten will attend four hours of in-person instruction every day but Wednesday and participate in specials remotely each afternoon.

Students in grades one through 12 will attend eight hours of in-person instruction on either Monday and Tuesday or Thursday and Friday. The remainder of the week will be remote instruction. Further details on student schedules are provided in the individual school sections below.

Phase 2: Full Day, 4 Days per Week in Person

The district will reassess the local health data in mid-October and pending a review of the phase I hybrid model and public health data, will transition to full-day in-person instruction for all students, maintaining the A/B cohort model. Wednesdays will remain a remote learning day for all students, to allow for a deep clean of the building between cohorts and for collaboration between remote and in-person instruction.

Scenario 3- Full Remote

Students selecting the Maynard Remote Education Pathway (MREP) experience will engage in remote instruction for their entire school day. This instruction will be provided by professional educators. Remote learners can expect daily connections with their classroom teacher for content instruction, skill assessment and development, and emotional support. During the daily instruction teachers will facilitate learning activities, which may be synchronous or asynchronous

at the discretion of the teacher. Elementary students in grades Kindergarten through grade five will be provided with a daily schedule, showing times the student will be required to participate in live or synchronous lessons. Students in grades six through twelve will follow their daily schedule during the defined school day hours. This may be different than the schedule provided in the spring. An updated schedule may be provided for each student in the fall. Students will be expected to engage in See-Saw or Google Classroom for each course daily and teachers will be connecting with students daily. These daily connections will be the way student attendance is recorded. Students will submit work to their classroom teacher on a regular basis and students will be provided ongoing feedback. Work will be submitted through the online portal determined by the district. Students will also be given report cards similar to their peers. The grade/assessment on that report card will be based on the breadth of work throughout the term.

Students who receive specialized services through the Special Education or English Learner Education department will receive those services either remotely or through in-person instruction. If there are services that are required to be provided in person, the district will work with families and staff members to schedule those services.

This Pathway will be the basis for whole district remote learning should we be required to close one or more schools based on health data during the academic year.

Students and families who select the Maynard Remote Education Pathway will be asked to remain in that program until the end of the year or such times as the COVID-19 safety requirements are removed from the district.

The district is committed to meeting the needs of our community. Should an individual student or family situation change, we ask that the family contact the principal of Curriculum, Instruction & Assessment to discuss program changes.

The district is committed to continuously reviewing and improving our remote programming. As such, each student will provide weekly feedback in the form of surveys. This district will use this data to evaluate the remote learning program and make necessary adjustments.

Google Classroom Capabilities

The MREP will utilize Google Classroom as a space where classroom teachers can post announcements and assignments, including videos and lessons, as well as a place where teachers and students can communicate with one another, and where students can link easily to other on-line curriculum resources used by classroom teachers.

Special Circumstances/Equity

The district is committed to making this successful for all students in all situations. We recognize that remote learning places a huge burden on families, and the district is aware that some

families may need additional support. In the event that a family needs a device, the district will do its best to supply one. For those students receiving free and reduced lunch, the school will continue to provide meals on a weekly basis. In circumstances where parents are not able to support their child's engagement during the school day, please communicate with your school administration to discuss options.

School Specific Plans

GREEN MEADOW ELEMENTARY SCHOOL

GMES: HYBRID

Given the COVID-19 school closure, students have been at home for a substantial period of time. When they return, they will need to adapt to school and learn some new ways of being including the wearing of masks, physical distancing, and sitting in assigned seats. In order to ease the transition, and help them to build stamina, the idea of phased re-entry seems most age-appropriate and in line with the social-emotional needs of our students. The hybrid model for GMES will be rolled out as a gradual re-entry in two phases:

Phase 1: Half Day, 2 Days per Week in Person

From the start of the year until mid-October, 2020, students will be in the school building on a Half Day schedule (**Sample Schedules provided below**) Monday, Tuesday, Thursday, and Friday of each week. Lunch will not be served but will be provided as a take-home option for those qualifying for free or reduced lunch. Students will be able to eat snack during mask breaks, and we encourage families to send enough snacks for these two breaks. There will not be in-school recess, but mask breaks and outdoor learning will still be provided as much as possible. Afternoons will include remote asynchronous activities assigned by their classroom teacher as well as synchronous or asynchronous activities with specialist teachers.

Wednesdays will be a remote learning day for all students. This will allow for a deep clean of the building. Students will have a combination of synchronous and asynchronous learning activities for a full day.

Four day In-School Learning

Preschool Full Day Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 8:45	Enter School Building	Enter School Building		Enter School Building	Enter School Building
8:45 - 9:00	Morning Meeting	Morning Meeting		Morning Meeting	Morning Meeting
9:05 - 9:30	ELA: Reading / Writing	ELA / Reading		ELA / Reading	ELA / Reading
9:35 - 10:00	Mask Break / Bathroom Break	Mask Break / Bathroom Break		Mask Break / Bathroom Break	Mask Break / Bathroom Break
10:05 - 10:25	Recess	Recess		Recess	Recess
10:30 -	Mathematics	Mathematics		Mathematics	Mathematics

11:00					
11:10 - 11:20	Dismissal	Dismissal		Dismissal	Dismissal
11:20 - 11:50	Teacher's Lunch	Teacher's Lunch		Teacher's Lunch	Teacher's Lunch
12:10 - 12:15	Enter School Building	Enter School Building		Enter School Building	Enter School Building
12:15 - 12:30	Morning Meeting	Morning Meeting		Morning Meeting	Morning Meeting
12:35 - 1:00	ELA: Reading / Writing	ELA: Reading / Writing		ELA: Reading / Writing	ELA: Reading / Writing
1:05 - 1:30	Mask Break / Bathroom Break	Mask Break / Bathroom Break		Mask Break / Bathroom Break	Mask Break / Bathroom Break
1:35 - 2:00	Recess	Recess		Recess	Recess
2:05 - 2:30	Mathematics	Mathematics		Mathematics	Mathematics
2:40	Dismissal	Dismissal		Dismissal	Dismissal

Kindergarten sample schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40	Enter School Building	Enter School Building	Remote Indep. Work	Enter School Building	Enter School Building
8:40 - 9:00	Breakfast: Cafe or To Go	Breakfast: Cafe or To Go		Breakfast: Cafe or To Go	Breakfast: Cafe or To Go
9:05 - 9:20	PBIS / Morning Meeting	PBIS / Morning Meeting		PBIS / Morning Meeting	PBIS / Morning Meeting
9:25 - 10:25	ELA Reading / Writing	ELA Reading / Writing		ELA Reading / Writing	ELA Reading / Writing
10:25 - 10:40	Mask Break/ Bathroom Break	Mask Break/ Bathroom Break		Mask Break/ Bathroom Break	Mask Break/ Bathroom Break
10:40 - 10:55	Recess	Recess		Recess	Recess
11:00 - 11:45	Math	Math		Math	Math
11:50 -	Social	Social		Social	Social

12:20	Studies/Science	Studies/Science		Studies/Science	Studies/Science
12:30	Dismissal	Dismissal		Dismissal	Dismissal
1:15 - 2:50	Remote Specials	Remote Specials		Remote Specials	Remote Specials

Hybrid Sample Schedule Grades 1-3

Group A:	In-School Days			Wednes day	Remote Days		
	Times	Monday	Tuesday		Times	Thursday	Friday
	8:30 - 8:40	Enter School Building	Enter School Building	Remote Independent Work	8:30 - 8:40	WAKE UP	WAKE UP
	8:30 - 8:55	Breakfast: Cafe or To Go	Breakfast: Cafe or To Go		9:00 - 9:45	Phys ED	Computers
	8:55 - 9:05	Classroom Travel and Hand Washing	Classroom Travel and Hand Washing				
	9:05 - 9:30	Fundations / Reading / Writer's Workshop	Fundations / Reading / Writer's Workshop		9:50 - 10:35	Guidance	Library
	9:35 - 10:20				10:40 - 11:00	Break	Break
	10:25 - 11:15	Mathematics	Mathematics		11:05 - 11:50	Mathematics Independent Work	Mathematics Independent Work
	11:15 - 11:25	Mask Break / Snack	Mask Break / Snack		11:55 - 12:25	Lunch	Lunch
	11:25 - 11:45	Science	Social Studies		12:30 - 2:00	ELA Block: Reading, Writer's Workshop, Fundations	ELA Block: Reading, Writer's Workshop, Fundations
	11:45 - 11:55	Bathroom Break / Mask Break	Bathroom Break / Mask Break		2:05 - 2:50	Remote Core Content Check in	Remote Core Content Check in
	12:00 - 1:15	To Go Lunch/ Transportation	To Go Lunch/ Transportation				

1:15 - 2:00	Remote ART	Remote MUSIC				
2:05 - 2:50	Remote Core Check In	Remote Core Check In				
Group B:	Remote Days			In-School Days		
Times	Monday	Tuesday	Wednesday	Times	Thursday	Friday
8:30 - 8:40	WAKE UP	WAKE UP		8:30 - 8:40	Enter School Building	Enter School Building
9:00-9:45	Phys Ed	Computers		8:30 - 8:55	Breakfast: Cafe or To Go	Breakfast: Cafe or To Go
				8:55-9:05	Classroom Travel and Hand Washing	Classroom Travel and Hand Washing
9:50-10:35	Guidance	Library		9:05 - 10:20	Fundations / Reading / Writer's Workshop	Fundations / Reading / Writer's Workshop
10:40-11:00	Break	Break				
11:05-11:50	Mathematics Independent Work	Mathematics Independent Work	Remote Independent Work	10:25 - 11:15	Mathematics	Mathematics
11:55-12:25	Lunch	Lunch		11:15 - 11:25	Mask Break / Snack	Mask Break / Snack
12:30-2:00	ELA Block: Independent Work	ELA Block: Independent Work		11:25 - 11:45	Science	Social Studies
2:05-2:50	Remote Core Content Check in	Remote Core Content Check in		11:45 - 11:55	Bathroom Break / Mask Break	Bathroom Break / Mask Break
				12:00 - 1:15	To Go Lunch / Transportation	To Go Lunch / Transportation

				1:15 - 2:00	ART	Music
				2:05 - 2:50	Remote Core Content Check in	Remote Core Content Check in

Transitioning to New Teachers

We recognize that the end of last year was disrupted, overriding many of our normal year-end routines. Start-of-year social events will be held virtually or in small groups that are socially distanced rather than in grade level cohorts.

Lunch

For students attending school for the full day, lunch will be served in the cafeteria, with seating spaced 6 feet apart utilizing the Cafeteria and Courtyard (weather permitting) to maximize distancing and minimize interaction between cohorts of students. The start and end of lunch will be staggered to avoid long lines and intermingling. Students who have brought their lunch will go directly to the section assigned to their classroom. Students purchasing lunch will keep their masks on and remain at least 6 feet apart while getting lunch and will only remove their masks once they are seated.

Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination. Recycling, composting, and trash stations, as well as tray returns, will be distributed throughout the cafe to avoid congregating in large groups.

Recess

During recess, students will remain with their homeroom cohort and be assigned an area outside of the building for just that group, rather than combining with other classes. Students can play on their own or in small groups while maintaining social distance (such as soccer, catch, etc.). Students will wash their hands or use hand sanitizer before and after going to recess.

Classrooms

Much of the furniture will be stored to free up floor space, including removing classroom rugs. Students will be spaced out as far as possible. Our standard classroom can fit 12 students spaced at **6 feet**, so we expect that all or almost all students will be at least 6 feet apart, or very close to it. This is dependent on the number of students who return full time, versus selecting a remote option (see below).

Student Materials

Lists of materials to be provided by families will be updated with an emphasis on avoiding shared materials. All students must have a mask and preferably a second one in their bag. The

school will have masks available for students who either forget or soil their mask. School-provided student materials/books will be sanitized or quarantined between student use to avoid transmission.

Health and Safety Protocols

Throughout the first weeks of school, all students will be taught lessons regarding proper handwashing, the reasons for mask-wearing, and physical distancing. These lessons will be integrated into our normal start-of-year social/emotional framework. The goal, especially at the elementary level, is to provide clear information to students and build good hygiene habits.

Mask Breaks

All classes will have 3-4 mask breaks during the day. We are aware that weather may impact the ability to remain outdoors and are working on alternate plans for poor weather days.

- Snack will be held outdoors without masks and students at least 6 feet apart when possible
- Lunch (PK - K)
- One outdoor working mask break (for example, students might do an independent reading block outdoors) when possible
- Recess

Transitions/Hallways

Hallways will be designated as one way where possible, and marking will be placed in the hallways to remind students and staff of physical distancing of 6 feet when in the halls. All students and staff in hallways and common areas will be wearing masks. Intervention services will be held in or near the homeroom where possible and pull out groups will be coordinated to minimize the mixing of cohorts wherever possible. In accordance with state requirements, high contact surfaces will be disinfected multiple times per day.

Specials

Students will still have specials each day. In most instances, Specials will be provided via remote instruction.

Arrival/Dismissal

Arrival and dismissal procedures will be staggered to minimize potential crowding in hallways. Bus unloading and loading will be spaced out, as will parent pick-up (parent drop-off is naturally spaced out). Specific procedures will be provided to families at the end of August.

Student and Family Supports and Services

All procedures outlined above will also be followed in a hybrid model, with the following modifications. The majority of Special Education services will be provided in person during time that students are in the building, with some remote asynchronous activities provided by the

special education staff where needed. During phase I, an extended day may be considered for students whose IEP services cannot be delivered within a half-day schedule. IEP meetings and assessments will be conducted in the afternoons wherever possible to allow more time for in-person instruction in the mornings.

Balancing On-line with Off-line Activities

In the interest of limiting screen time for our youngest students, the district will work with teachers to develop a plan that provides opportunities for a mixture of on-line and off-line activities. Online curriculum programs will be those which have been vetted by the district, and, as much as possible, will be ones with which students are familiar.

GMES: Remote Learning Education Pathway

Students participating in the Remote Learning Education Pathway will be assigned a teacher who will be responsible for the remote program. At the elementary level, Remote teachers will host an all-class meeting to start the day & provide some direct instruction on a critical skill or concept. Students will then engage in independent practice or activities. During this time, the teachers will be scheduling small group sessions via Google Meet. Students will participate in a daily special lesson in the area of art, music, physical education, library, or technology. During this time, remote teachers will be available to parents or caregivers for support or guidance. After a scheduled break for lunch and free play, teachers will host another all class meeting providing direct instruction on a concept or skill. Following that instruction students will engage in independent practice while the teacher hosts scheduled small group sessions.

In the event that the schools are closed due to COVID, the district will transition to a fully remote model where the Remote Learning Education Pathway principles will serve as the basis for remote learning across the district. They will use See-Saw or Google Classroom to communicate with students and families, to post lessons and assignments, and to assess student work. The expectation is that students will be involved in learning during regular school hours, understanding the need to limit screen time, and include movement and breaks.

Students and families who select the Maynard Remote Education Pathway will be asked to remain in that program until the end of the year or such times as the COVID-19 safety requirements are removed from the district. The district will re-evaluate programming in October and January.

The district is committed to meeting the needs of our community. Should an individual student or family situation change, we ask that the family contact the principal of Curriculum, Instruction & Assessment to discuss program changes.

K-5 **Sample** Daily Schedule - This is for sample purposes only. Actual Schedule may differ

8:30	All Class Google meet	Teachers will host an all class meeting to start the day & provide direct instruction on a critical skill or concept.
9:00	"Station Rotation"	Students will engage in independent practice or activities at virtual "stations". One or more of those stations will be a small group lesson/activity with the teacher or other staff member.
11:00	Specials class	Students will participate in an all group introduction and then complete an activity related to the special of the day.
12:00	Lunch, Recess, Free play	
1:15	All Class Google meet	Teachers will host class meeting, regrouping after the morning session and will provide some direct instruction on a critical skill or concept.
1:30	"Station Rotation"	Students will engage in independent practice or activities at virtual "stations" one of those stations will be a small group lesson/activity with the teacher.
2:00	Specials Class	Students will participate in an all group introduction and then complete an activity related to the special of the day.

Synchronous v. Asynchronous Opportunities

There will be a mix of both synchronous and asynchronous teaching. Google Classroom will be the central communication for all students PK-12 and will be the place where students and families can access announcements and assignments. Asynchronous lessons will be sourced from a variety of high quality, on-line curriculum programs including, in some cases, teacher-created videos. Schedules will be provided by the district, and times will be built into the schedule to ensure that students have opportunities to access and engage teachers (via office hours, for example) to clarify and discuss asynchronous learning/lessons. Students who receive special education services will receive these services remotely as established by their current IEP.

FOWLER MIDDLE SCHOOL

FMS: HYBRID

Schedule for In Person Days

Period	Gr. 4 & 5 4 cohorts	Gr. 6-8 4 cohorts
1	Academics Teachers in Grade 4 & 5 will be self-contained in 4 cohorts, teaching the core academics through their 4-hour block. Snack and mask breaks will be scheduled.	Cohort 1: ELA Cohort 2: For. Lang. Cohort 3: History Cohort 4: Science Remote Only Students: Math
2		Cohort 1: Math Cohort 2: ELA Cohort 3: For. Lang. Cohort 4: History Remote Only Students: Science
3		Cohort 1: Science Cohort 2: Math Cohort 3: ELA Cohort 4: For. Lang. Remote Only Students: History
4		Cohort 1: History Cohort 2: Science Cohort 3: Math Cohort 4: ELA Remote Only Students: For. Lang.
5		Cohort 1: For. Lang. Cohort 2: History Cohort 3: Science Cohort 4: Math Remote Only Students: ELA
Student Travel Time & Lunch		
Remote 6	Specials	Specials
Remote 7		

Schedule for Remote Days

Period	Gr. 4 & 5 4 cohorts	Gr. 6-8 4 cohorts
1	Remote Specials	Remote Specials
2		
3		
4		
5		
Student Lunch & Break		
6	Academic Remote Check In	Academic Remote Check In
7	Academic Remote Check In	Academic Remote Check In

Transitions from Last Year (Social and Academic)

We recognize that the end of last year was disrupted, and that impacted many of our normal end-of-year routines such as Ice Cream Socials and end of year field trips. We will strive to revisit some of those routines provided that we can host those events either virtually or later in the year when it is deemed safe.

Academic

One of the top priorities of each class will be to meet students where they are at academically. Subject area teachers will communicate with each other to see where the previous year's curricula ended and where the new teachers should start. In addition to this communication, a variety of student assessments will be used to adjust the curricula accordingly.

Sharing Materials and Surfaces

Classrooms typically have many school supplies, such as pencils, colored pencils, highlighters, and calculators that are available for use. In an effort to reduce the necessity of sharing materials, we are encouraging families to send individual kits of school supplies with their child. Lists of recommended supplies specific to courses will be made available to families. In addition to these efforts, wherever possible we will provide students individual-use special materials (ex. lab goggles), and any shared equipment (ex. microscopes) will be cleaned after each use. For shared use surfaces, such as chairs and tables, routines will be established for cleaning the space before leaving the area.

Classroom Spaces

Most FMS classrooms can hold a maximum of 15 students wearing masks with the guideline of 6 ft spacing in all directions with students all facing in the same direction and a 6 ft teacher space at the front of the classroom. Excess furniture will be removed from classrooms to provide additional space for movement. Students will be assigned seats to minimize movement, create optimal spacing, and establish consistency.

Students will move between classrooms, but consideration has been given, where possible, for cohorting students. Reducing movement of all students throughout the building will be incorporated into the scheduling of students and classes. We anticipate that we will also stagger passing times to minimize the number of students in the hallways.

All classes will have cleaning stations and supplies. Students will be expected to clean their personal space before exiting the room.

Offices

The Main Office and Counseling Office waiting area will have distancing reminders to help people maintain distance from administrative assistant work areas. In an effort to reduce the number of visitors through the Main Office, the main office will be locked. Parents and students will come to the window, which will have a plexiglass barrier. Parents are discouraged from dropping off forgotten materials throughout the day.

Smaller offices have been arranged to provide 6 ft of distance so that people may converse face-to-face while wearing a mask.

Hallways and Stairwells (Transitions)

One-way traffic patterns will be established with priority being placed on narrower hallways and stairwells. We continue to examine ways for cohorts of students to travel together whenever possible. Transition times have been increased to allow for staggering the movement of students between classes in an effort to reduce the number of students in the hallways at any given time. In addition, markings will be placed in the hallways to remind students and staff of physical distancing of 6 ft. All students and staff in hallways and common areas will be wearing masks. Middle School Specialists will travel to the Middle School Wing to further reduce student movement in the hallways.

Arrival and Dismissal

Arrival and dismissal procedures will be staggered to minimize potential crowding in hallways. Bus unloading and loading will be spaced out, as will parent pick-up (parent drop-off is naturally spaced out). Specific procedures will be provided to families at the end of August.

Lunch/Cafeteria

At this time, we decided it is best for students to eat lunch in the cafeteria **when school is in session for an entire day**. The number of students allowed in the cafeteria at once has been reduced by approximately 50% to ensure that students are spaced 6 feet apart while they are eating. More lunches may be scheduled so that we can reduce the number of students in any one lunch period. Students will sit and face the same way as recommended by the DESE guidelines. The start and end of lunch will be staggered to avoid long lines and intermingling. New traffic patterns will be established for entering and exiting the space to reduce crowding and contact between students at entry and exit points. Students who have brought their lunch will go directly to the section assigned to them. Students purchasing lunch will keep their masks on and remain at least 3 feet apart while getting lunch and will only remove their masks once they are seated. Students will be responsible for cleaning their personal area before exiting the cafeteria. Surfaces will be cleaned and sanitized after every lunch period.

Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination. Self-service will no longer be a possibility. Recycling, composting, and trash stations, as well as tray returns, will be distributed throughout the cafe to avoid congregating in large groups.

Library, Auditorium, and Gymnasium

Depending upon need, for example, where enrollment exceeds regular classroom capacity for safe distancing, these additional spaces may be used for classes. Additionally, due to their larger size, these spaces may also be used flexibly for “mask breaks” when weather prohibits outside breaks. Classroom cleaning, spacing, and mask protocols will also apply in these spaces.

Schedule

The guiding principles of the Re-Entry committee were to reduce the number of transitions, reduce contact among different people, and consider best practices in instruction. Another key consideration was to set a schedule that could transition easily to a remote or hybrid schedule.

FMS: REMOTE OPTION FOR FAMILIES

Students who select remote learning will engage in the Maynard Remote Learning Pathway. Students selecting the remote learning experience will engage in remote instruction for their entire school day. This instruction will be provided by professional educators. Remote learners can expect daily connections with their classroom teacher for content instruction, skill assessment and development, and emotional support. During the daily instruction, teachers will facilitate learning activities, which may be synchronous or asynchronous as determined by the district and by grade level/ content area needs.

Students in grades six through eight will follow a daily schedule during the *defined school day hours*. This will likely be different than the schedule provided in the spring. An updated schedule may be provided for each student in the fall. Students will be expected to engage in Google Classroom for each course daily and teachers will be connecting with students daily. These daily connections will be the way student attendance is recorded. Students will submit work to their classroom teacher on a regular basis and students will be provided ongoing feedback. Work will be submitted through the online portal determined by the district. Students will also be given report cards similar to their peers. The grade/assessment on that report card will be based on the breadth of work throughout the term.

Period	Gr. 6-8 MREP Sample Schedule
8:00-8:47	Remote Only Students: Math
8:49-9:33	Remote Only Students: Science
9:35-10:19	Remote Only Students: History
10:21-11:05	Remote Only Students: Lang.
11:07-11:51	Remote Only Students: ELA
11:51-1:05	Lunch/break
1:05-1:49	Special
1:51-2:38	Special

Students and families who select the Maynard Remote Education Pathway will be asked to remain in that program until the end of the year or such times as the COVID-19 safety requirements are removed from the district. The district will re-evaluate programming in October and January.

The district is committed to meeting the needs of our community. Should an individual student or family situation change, we ask that the family contact the principal of Curriculum, Instruction & Assessment to discuss program changes. with opportunities to reassess in mid - October and January.

Assessment

Remote students will be expected to complete and submit all work assigned by their courses for feedback and assessment and will be issued the same report card with grades as in-person students.

Google Classroom Capabilities

The Remote Academy will utilize Google Classroom as a space where classroom teachers can post announcements and assignments, including videos and lessons, as well as a place where teachers and students can communicate with one another, and where students can link easily to other on-line curriculum resources used by classroom teachers.

FMS: DISTRICT-WIDE REMOTE

In the event that the schools are closed due to COVID, the district will transition to a fully remote model. In this case, the classroom teachers will continue to follow their daily schedules with their assigned classes, with a combination of synchronous and asynchronous learning opportunities. They will use Google Classroom to communicate with students and families and to post lessons and assignments and to assess student work. The expectation is that students will be involved in learning during regular school hours, understanding the need to limit screen time, and include movement and breaks.

Synchronous v. Asynchronous Opportunities

There will be a mix of both synchronous and asynchronous teaching. Google Classroom will be command central for all students grades 6-12 and will be the place where students and families can access announcements and assignments. Asynchronous lessons will be sourced from a variety of high quality, on-line curriculum programs including, in some cases, teacher-created videos. Schedules will be provided by the district, and times will be built into the schedule to ensure that students have opportunities to access and engage teachers (via office hours, for example) to clarify and discuss asynchronous learning/ lessons. Students who receive special education services will receive these services remotely as established by their current IEP.

MAYNARD HIGH SCHOOL

MHS: HYBRID

Transitions from Last Year (Social and Academic)

Student Orientation Weeks: As we approach the start of the school year in late August and early September student orientations will be held with small groups of students to distribute necessary materials, meet their teachers, and be informed of expectations for proper building and personal etiquette required during the current pandemic. Remote question and answer sessions for students and families will also be held. Details of the schedule of these orientation and informational sessions are being developed at this time and will be sent out in mid-August. If we open using a Hybrid Learning Plan these orientation sessions will have a particular focus on such a plan.

Academic

One of the top priorities of each class will be to meet students where they are at academically. Subject area teachers will communicate with each other to see where the previous year's curricula ended and where the new teachers should start. In addition to this communication, a variety of student assessments will be used to adjust the curricula accordingly.

Sharing Materials and Surfaces

Classrooms typically have many school supplies, such as pencils, colored pencils, highlighters, and calculators that are available for use. In an effort to reduce the necessity of sharing materials, we are encouraging families to send individual kits of school supplies with their child. Lists of recommended supplies specific to courses will be made available to families. In addition to these efforts, wherever possible we will provide students individual-use special materials (ex. lab goggles), and any shared equipment (ex. microscopes) will be cleaned after each use. For shared use surfaces, such as chairs and tables, routines will be established for cleaning the space before leaving the area.

Classroom Spaces

Most MHS classrooms can hold a maximum of 12 students wearing masks with the guideline of 6 ft spacing in all directions with students all facing in the same direction and a 6 ft teacher space at the front of the classroom. Excess furniture will be removed from classrooms to provide additional space for movement. Students will be assigned seats to minimize movement, create optimal spacing, and establish consistency.

Outdoor teaching spaces have also been determined and a system will be devised to provide equity of use among classes.

Students will move between classrooms, but consideration has been given, where possible, for

cohorting students. Reducing movement of all students throughout the building will be incorporated into the scheduling of students and classes. We anticipate that we will also stagger passing times to minimize the number of students in the hallways.

All classes will have cleaning stations and supplies. Students will be expected to clean their personal space before exiting the room.

Offices

The Main Office and Counseling Office waiting area will have distancing reminders to help people maintain distance from administrative assistant work areas. In an effort to reduce the number of visitors through the Main Office, parents are discouraged from dropping off forgotten materials throughout the day.

Smaller offices have been arranged to provide 6 ft of distance so that people may converse face-to-face while wearing a mask. These offices will also have plexiglass barriers for further protection.

Hallways and Stairwells (Transitions)

One-way traffic patterns will be established with priority being placed on narrower hallways and stairwells. We continue to examine ways for cohorts of students to travel together whenever possible. Transition times have been increased to allow for staggering the movement of students between classes in an effort to reduce the number of students in the hallways at any given time. In addition, markings will be placed in the hallways to remind students and staff of physical distancing of 3 ft. All students and staff in hallways and common areas will be wearing masks.

Arrival and Dismissal

Arrival and dismissal procedures will be staggered to minimize potential crowding in hallways. Bus unloading and loading will be spaced out, as will parent pick-up (parent drop-off is naturally spaced out). Specific procedures will be provided to families at the end of August.

Lunch/Cafeteria

At this time, we decided it is best for students to eat lunch in the cafeteria when school is in session for an entire day. The number of students allowed in the cafeteria at once has been reduced by approximately 50% to ensure that students are spaced 6 feet apart while they are eating. More lunches will be scheduled so that we can reduce the number of students in any one lunch period. Students will sit and face the same way as recommended by the DESE guidelines. The start and end of lunch will be staggered to avoid long lines and intermingling. New traffic patterns will be established for entering and exiting the space to reduce crowding and contact between students at entry and exit points. Students who have brought their lunch will go directly to the section assigned to them. Students purchasing lunch will keep their masks on and remain at least 3 feet apart while getting lunch and will only remove their masks once

they are seated. Students will be responsible for cleaning their personal area before exiting the cafeteria. Surfaces will be cleaned and sanitized after every lunch period.

Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination. Self-service will no longer be a possibility. Recycling, composting, and trash stations, as well as tray returns, will be distributed throughout the cafe to avoid congregating in large groups.

Library, Auditorium, and Gymnasium

Depending upon need, for example, where enrollment exceeds regular classroom capacity for safe distancing, these additional spaces may be used for classes. Additionally, due to their larger size, these spaces may also be used flexibly for “mask breaks” when weather prohibits outside breaks. Classroom cleaning, spacing, and mask protocols will also apply in these spaces.

Schedule

At each grade level, 9-12, students will be separated into two groups, an A Group and a B Group, for scheduling purposes based on an alphabetic split. This is to reduce the number of people each student will come into contact with each week.

A group of students with specific, documented educational requirements will attend school and be in classes on all 4 in class days, both “A” and “B” days, to have those needs met. This group will be in for the full school day as described in Phase 2 below and constitutes approximately 20% of our student population.

Students in Group A will attend school in person Mondays and Tuesdays and work remotely on Wednesdays, Thursdays and Fridays. Students in Group B will attend school in person on Thursdays and Fridays and work remotely Mondays, Tuesdays and Wednesdays. Students will be following a class schedule throughout the week be they learning in person or learning remotely. Attendance will be taken for all scheduled class periods be they in person or remote and grading will be done based on student participation and academic performance.

Hybrid Learning can occur within a day that involves mornings in school for each cohort on their designated days with remote learning in the afternoon. This would be a Phase 1 Hybrid Plan at MHS. Hybrid Learning can also occur for students as a full day in school for each cohort on their designated days. This would be a Phase 2 Hybrid Plan at MHS. Further descriptions of each Phase follows.

MHS: Phase 1

Given current conditions, and conditions can change rapidly as we know all too well, we would begin our Hybrid Learning Plan in Phase 1.

Under this plan students in Group A would arrive at Maynard High School at 7:45am on Mondays and Tuesdays, attend 4 classes for four hours until 11:45am, and take a grab and go lunch if they wish on their way home. At 1:00pm they would sign in to classes at home for 3 twenty-five minute classes. On Wednesdays students in Group A would work remotely from home. On Thursdays and Fridays students in Group A would work remotely at home all day with 4 one hour classes from 7:45am to 11:45am and 3 twenty-five minute classes from 1:00pm until 2:25pm. Classes rotate each week to equalize in person time and remote time for all classes a student is taking.

Student Group A					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1			Remote		
2	In Person Learning			Remote Learning	
3	4 Scheduled Classes			4 Scheduled Classes	
4					
5	Grab & Go Lunch and Travel Time		Independent	Break	
6	Remote Learning 3 Scheduled Classes			Work	
7					
8					

Also under Phase 1 students in Group B would work remotely at home on Mondays and Tuesdays all day with 4 one hour classes from 7:45 to 11:45 and 3 twenty-five minute classes from 1:00pm until 2:25pm. On Wednesdays students in Group B would work remotely from home. On Thursdays and Fridays students in Group B would arrive at Maynard High School at 7:45am, attend 4 classes for four hours until 11:45am, and take a grab and go lunch if they wish on their way home. At 1:00pm they would sign in to classes at home for 3 twenty-five minute classes. Classes rotate each week to equalize in person time and remote time for all classes a student is taking.

Student Group B					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1			Remote		
2	Remote Learning			In Person Learning	
3	4 Scheduled Classes			4 Scheduled Classes	
4					
5	Grab & Go Lunch and Travel Time		Independent	Break	
6	Remote Learning 3 Scheduled Classes			Work	
7					
8					

Phase 1 of our Hybrid Learning Plan would continue until health conditions allowed for an increase in student hours at school. At that point in time, hopefully by mid-October, students at Maynard High School would shift to Phase 2 of our Hybrid Learning Plan.

MHS: Phase 2

Under Phase 2 of our Hybrid Learning Plan students would remain in their A & B Groupings and attend school in person on the same days as under Phase 1. They would also work from home on the same days. The difference is that on the days they do attend in person, they would stay for a full school day and have lunch at school. They would attend two classes before lunch, and two classes after lunch. Classes would rotate each week to ensure equal educational hours for in person and remote instruction.

Phase 2 Hybrid Reopening Student Schedules					
Student Group A					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	In Person Learning First Academic Period (Periods Rotate Weekly)		Remote	Remote Learning First Academic Period (Periods Rotate Weekly)	
2	In Person Learning Second Academic Period (Periods Rotate Weekly)			Independent	Remote Learning Second Academic Period (Periods Rotate Weekly)
3	LUNCH		Work		BREAK

4	In Person Learning Third Academic Period (Periods Rotate Weekly)			Remote Learning Third Academic Period (Periods Rotate Weekly)	
5	In Person Learning Fourth Academic Period (Periods Rotate Weekly)			Remote Learning Fourth Academic Period (Periods Rotate Weekly)	
Student Group B					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Remote Learning First Academic Period (Periods Rotate Weekly)		Remote Independent Work	In Person Learning First Academic Period (Periods Rotate Weekly)	
2	Remote Learning Second Academic Period (Periods Rotate Weekly)			In Person Learning Second Academic Period (Periods Rotate Weekly)	
3	BREAK			LUNCH	
4	Remote Learning Third Academic Period (Periods Rotate Weekly)			In Person Learning Third Academic Period (Periods Rotate Weekly)	
5	Remote Learning Fourth Academic Period (Periods Rotate Weekly)			In Person Learning Fourth Academic Period (Periods Rotate Weekly)	

MHS: REMOTE OPTION FOR FAMILIES

Students who select remote learning will engage in the Maynard Remote Learning Pathway. Students selecting the remote learning experience will engage in remote instruction for their entire school day. This instruction will be provided by professional educators. Remote learners can expect daily connections with their classroom teacher for content instruction, skill assessment and development, and emotional support. During the daily instruction, teachers will facilitate learning activities, which may be synchronous or asynchronous as determined by the district and by grade level/ content area needs.

Students in grades nine through twelve will follow a daily schedule during the *defined school day hours*. This will likely be different than the schedule provided in the spring. An updated schedule may be provided for each student in the fall. Students will be expected to engage in Google Classroom for each course daily and teachers will be connecting with students daily. These daily connections will be the way student attendance is recorded. Students will submit

work to their classroom teacher on a regular basis and students will be provided ongoing feedback. Work will be submitted through the online portal determined by the district. Students will also be given report cards similar to their peers. The grade/assessment on that report card will be based on the breadth of work throughout the term.

Gr 9-12 **Sample** Remote Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
7:45	French III	Writing & Lit II	Modern World Hist.	Concert Band	Algebra II H	Forensic Science	Honors Bio
8:45	Modern World Hist.	Concert Band	Algebra II H	Forensic Science	Honors Bio	French III	Writing & Lit II
9:45	Algebra II H	Forensic Science	Honors Bio	French III	Writing & Lit II	Modern World Hist.	Concert Band
10:45	Honors Bio	French III	Writing & Lit II	Modern World Hist.	Concert Band	Algebra II H	Forensic Science
Break							
1:00	Writing & Lit II	Modern World Hist.	Concert Band	Algebra II H	Forensic Science	Honors Bio	French III
1:30	Concert Band	Algebra II H	Forensic Science	Honors Bio	French III	Writing & Lit II	Modern World Hist.
2:00	Forensic Science	Honors Bio	French III	Writing & Lit II	Modern World Hist.	Concert Band	Algebra II H

Students and families who select the Maynard Remote Education Pathway will be asked to remain in that program until the end of the year or such times as the COVID-19 safety requirements are removed from the district. The district will re-evaluate programming in October and January.

The district is committed to meeting the needs of our community. Should an individual student or family situation change, we ask that the family contact the principal of Curriculum, Instruction & Assessment to discuss program changes.

Assessment

Remote students will be expected to complete and submit all work assigned by their courses for feedback and assessment and will be issued the same report card with grades as in-person students.

Google Classroom Capabilities

The Remote Academy will utilize Google Classroom as a space where classroom teachers can post announcements and assignments, including videos and lessons, as well as a place where teachers and students can communicate with one another, and where students can link easily to other on-line curriculum resources used by classroom teachers.

MHS: DISTRICT-WIDE REMOTE

In the event that the schools are closed due to COVID, the district will transition to a fully remote model. In this case, the classroom teachers will continue to follow their daily schedules with their assigned classes, with a combination of synchronous and asynchronous learning opportunities. They will use Google Classroom to communicate with students and families and to post lessons and assignments and to assess student work. The expectation is that students will be involved in learning during regular school hours, understanding the need to limit screen time and include movement and breaks.

Synchronous v. Asynchronous Opportunities

There will be a mix of both synchronous and asynchronous teaching. Google Classroom will be command central for all students PreK-12 and will be the place where students and families can access announcements and assignments. Asynchronous lessons will be sourced from a variety of high quality, on-line curriculum programs including, in some cases, teacher-created videos. Schedules will be provided by the district, and times will be built into the schedule to ensure that students have opportunities to access and engage teachers (via office hours, for example) to clarify and discuss asynchronous learning/ lessons. Students who receive special education services will receive these services remotely as established by their current IEP.

Resources:

Centers for Disease Control and Prevention

[Coronavirus](#)

[Decision-Making Tool for Deciding How to Go Back to School](#)

Massachusetts Department of Public Health

[COVID-19 Public Health Guidance and Directives Reopening Massachusetts](#)

June 5, 2020

Massachusetts Department of Elementary and Secondary Education

[Guidance on Required Safety Supplies for Re-Opening Schools](#)

June 25, 2020

Massachusetts Department of Elementary and Secondary Education

[Initial Fall School Reopening Guidance](#)

July 9, 2020

Massachusetts Department of Elementary and Secondary Education

[Guidance on Fall 2020 Special Education Services](#)

July 17, 2020

Massachusetts Department of Elementary and Secondary Education

[Protocols for responding to COVID-19 scenarios](#)

July 22, 2020

Massachusetts Department of Elementary and Secondary Education

[Fall Reopening Facilities and Operations Guide](#)

[Fall Reopening Transportation Guidance](#)

July 23, 2020

Massachusetts Department of Elementary and Secondary Education

[Guidance on Fall 2020 Special Education Services](#) edited on 7/23/20

July 24, 2020

Massachusetts Department of Elementary and Secondary Education

[Remote Learning Guidance for Fall 2020](#)

[Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#)