MENDON-UPTON REGIONAL SCHOOL DISTRICT

We empower all learners to thrive.

AUGUST 2020

INSPIRED LEARNING
in Unimagined Times

A PLAN TO RESUME TEACHING AND LEARNING DURING THE COVID-19 HEALTH CRISIS

A MESSAGE
FROM THE SUPERINTENDENT

This is, by far, the most challenging time for public PK-12 education in my lifetime. Since the COVID-19 crisis closure on March 13, we have had to be flexible and agile, adapting to teaching and learning strictly in a virtual environment. While it has had its ups and downs, our community has been fortunate that we have had a dedicated team of educators, committed parents, and sufficient technological resources to continue the delivery of instruction.

The first steps toward bringing our community of learners together in-person are represented in this draft plan. This plan, which will be formally approved by the Mendon-Upton Regional School Committee, is a blueprint on how we can safely return to school given necessary health and safety provisions. The three models - in-person, remote, and hybrid- required by the state are outlined in general terms. This draft does not provide specific detailed information for each school building; rather, it is a district level framework and a roadmap for the work that needs to be completed at each school. As there is still a great deal of uncertainty with regard to the progression of the virus, I anticipate that this plan will evolve over time.

The Initial Guidance on School Reopening from the MA Department of Elementary & Secondary Education (DESE) Massachusetts Department of Education (June 25, 2020), guidance documents on transportation, special education, safety supplies, and elective/special content areas as well as updated information from the Center for Disease Control and Prevention (CDC) have been incorporated into our plan. Because all is not known about COVID-19, we anticipate that there will be state and medical updates that may require us to make changes. Our District Reentry Advisory Committee, consisting of 70 members from administration, faculty, staff, parents, and students, provided the basis for the guidance that follows. I cannot thank the committee members enough for their dedication and thoughtful work; this would not have been possible without the steadfast work of this outstanding committee.

I would like to express my gratitude to all of our staff, students, and families for their patience and support. Your dedication and responsiveness makes the MURSD the very special place that it is. I am honored to work alongside you in ensuring a safe and high quality education for all.

Cordially,

Joseph Maruszczak, Ed.D.

Superintendent of Schools

EXECUTIVE SUMMARY

The complexity of planning for three learning models for the 2020-21 School Year and our initial reopening is extensive. The following list provides a summary of information that is found in more detail in the plan below.

- The health, safety, and well-being of our students and staff is our top priority and we clearly recognize that an in-person learning model is our key objective as our students need the academic and social-emotional programming to truly thrive as learners. However, the MURSD will be implementing **a measured, phased-in approach**, starting the school year on September 16 with **a full remote model**. We will aim to transition to a **hybrid model** for October 13, should state health metrics be favorable and there are no widespread cases/quarantines in schools across the state. In the hybrid model we will prioritize students with the greatest needs for full-time instruction.

- Based on our initial feasibility study, we confirmed our capacity to meet the accepted CDC standard of physical distancing recommendations and set up classrooms with *at least* **6 feet or more of separation for all students and staff**. Additionally, with the limitations that the state has established for bus capacity (at most with a ⅓ to ½ capacity, depending on age), the most viable solution for in-person instruction at the appropriate time is the implementation of a **hybrid model**. However, we are also cognizant that some families may not opt for in-person instruction, and thus we will offer a stand-alone remote option as well.

- Focusing on social connections and social-emotional wellbeing for all school community members is a core value and top priority. This plan outlines the recommendations and resources needed to support students' emotional health.

- Technology is a critical component for both remote and hybrid learning. We are fortunate that we have been a 1:1 district at the secondary level for the past 7 years, with all students having constant access to their own iPad. For the coming 2020-21 school year, all elementary students will also have access to their own device (also an iPad), thanks to the use of Municipal CARES Act funding provided by our two communities. As remote learning is fundamentally different from in-person learning, changes based on the spring 2020 experiences with remote learning will be implemented to strengthen the model.

- Curriculum and instruction are central to the mission of education. The alignment of the written, taught and tested curriculum is key to a well functioning educational system and critical in ensuring that all learners in a school receive equitable access to the intended learning outcomes of the district. The *Educational Programming* section of this plan identifies the structures and strategies that will ensure that students at all grade and ability levels gain access to the supports that they need regardless of the mode of delivery.

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INTRODUCTION

When we shut our doors this spring, we knew that staying connected and building upon the strong relationships we have with one another would help us as we grappled with unfamiliar online learning platforms, worried about reaching all students, and strived to provide quality educational experiences. While our hearts and minds helped to lead the way, it was hard, really hard. On-line teaching was uncharted territory for many of us, and our staff spent countless hours learning new platforms, developing different kinds of lessons, and finding ways to stay connected with students, all while trying to cope with personal responsibilities amidst the COVID-19 crisis.

Now, as we enter the 2020-21 School Year, we are tasked with determining how to provide and sustain quality learning and engagement for all of our community members while ensuring physical health/safety and social-emotional wellbeing for all. While these programming challenges seem daunting, we believe that through a responsive and collective approach, we can effectively address our students' diverse learning and social-emotional needs. We are committed to taking the right steps to address stress, cultivate productive coping and problem-solving, and maintain academic engagement and rigor. Ultimately, we desire to support a generation of resilient students who have the needed skills to effectively address personal, local, and global challenges. This philosophy is central to the development of our three model plans.

Our plans are based on the following shared beliefs:
- The safety, health, and well being of our students, staff, and families come first.
- We will make decisions that are based upon expert and local public health data and recommendations, medical research, and best practices.
- We will design programming with intentionality around access, equity, and inclusion for all students.
- We will actively engage all community stakeholders in conversations about reopening including health officials, administrators, teachers, staff, parents, and students.
- We will address student academic and social-emotional needs in all models.
- We will creatively reimagine learning experiences for our students, building off lessons learned from remote learning.
- We will design flexible solutions to meet student, family, and staff needs.

The following reopening plan embraces these beliefs and reflects the work of the District Reentry Advisory Committee. This initial plan is considered a draft district framework. Continued development of this plan and implementation at each school are our next steps. This work will continue over the summer and across the school year in anticipation of the changing COVID-19 landscape.

This plan reflects the adaption of the three models required by the state to meet the specific needs of our learning community. We want to provide well-thought out options in support of our students, families, and staff.

We look forward to working with you in our shared efforts to support the health, wellness, and learning of all students.

COMMUNICATION PLAN

Our district prides itself on its consistent communication to families and the community.   Engaging with our school community and keeping everyone informed of ongoing changes is a hallmark of our practice. The following is an outline of our communication plan related to the reentry to school.

JUNE 11: REQUEST FOR MEMBERS TO JOIN THE DISTRICT REENTRY ADVISORY COMMITTEE

JUNE 26: DESE DRAFT GUIDANCE RELEASED

JULY 7: PARENT AND STAFF SURVEYS SENT OUT

JULY 9: REENTRY ADVISORY COMMITTEE LAUNCH MEETING

JULY 12-AUGUST 4: RE-ENTRY WORKING GROUP MEETINGS AND STEERING COMMITTEE MEETINGS

THURSDAY, JULY 30: STUDENT FEEDBACK FORUM ON ACADEMIC PROGRAMMING AND REMOTE LEARNING

FRIDAY, JULY 31: STUDENT FEEDBACK FORUM ON ACADEMIC PROGRAMMING AND REMOTE LEARNING

MONDAY, AUGUST 3: TOWN HALLS WITH NIPMUC HS STAFF AND MISCOE HILL MS STAFF

TUESDAY, AUGUST 4: TOWN HALLS WITH MEMORIAL ES STAFF AND CLOUGH ES STAFF

WEDNESDAY, AUGUST 5: TOWN HALL WITH THE MURSD COMMUNITY

FRIDAY, AUGUST 6: COFFEE HOUR WITH MURSD STAFF

MONDAY, AUGUST 10: SCHOOL COMMITTEE MEETING--PLAN REVIEWED BY MURSD SCHOOL COMMITTEE

TUESDAY, AUGUST 11: APPROVED REENTRY PLAN POSTED TO MURSD WEBSITE & COMMUNICATED VIA EMAIL. FAQ FORM FOR PARENTS CREATED ON MURSD WEBSITE AND FACEBOOK

REQUIRED PLANNING FOR REOPENING

The Department of Elementary & Secondary Education (DESE) is requiring each school district to plan for three possibilities on the continuum for reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. Focused plans to serve special student populations across each model are essential.

1. In-person Learning with New Safety Requirements: Our primary objective remains the return of all students for in-person instruction when it is safely possible for all students and staff. Information on health and safety procedures related to COVID-19, changes to our day-to-day school operations including physical distancing, student groupings/classroom design, and the wearing of face coverings, supports for social-emotional growth and well being, considerations for special populations, and important information regarding curriculum/instruction and technology is outlined in the plan.
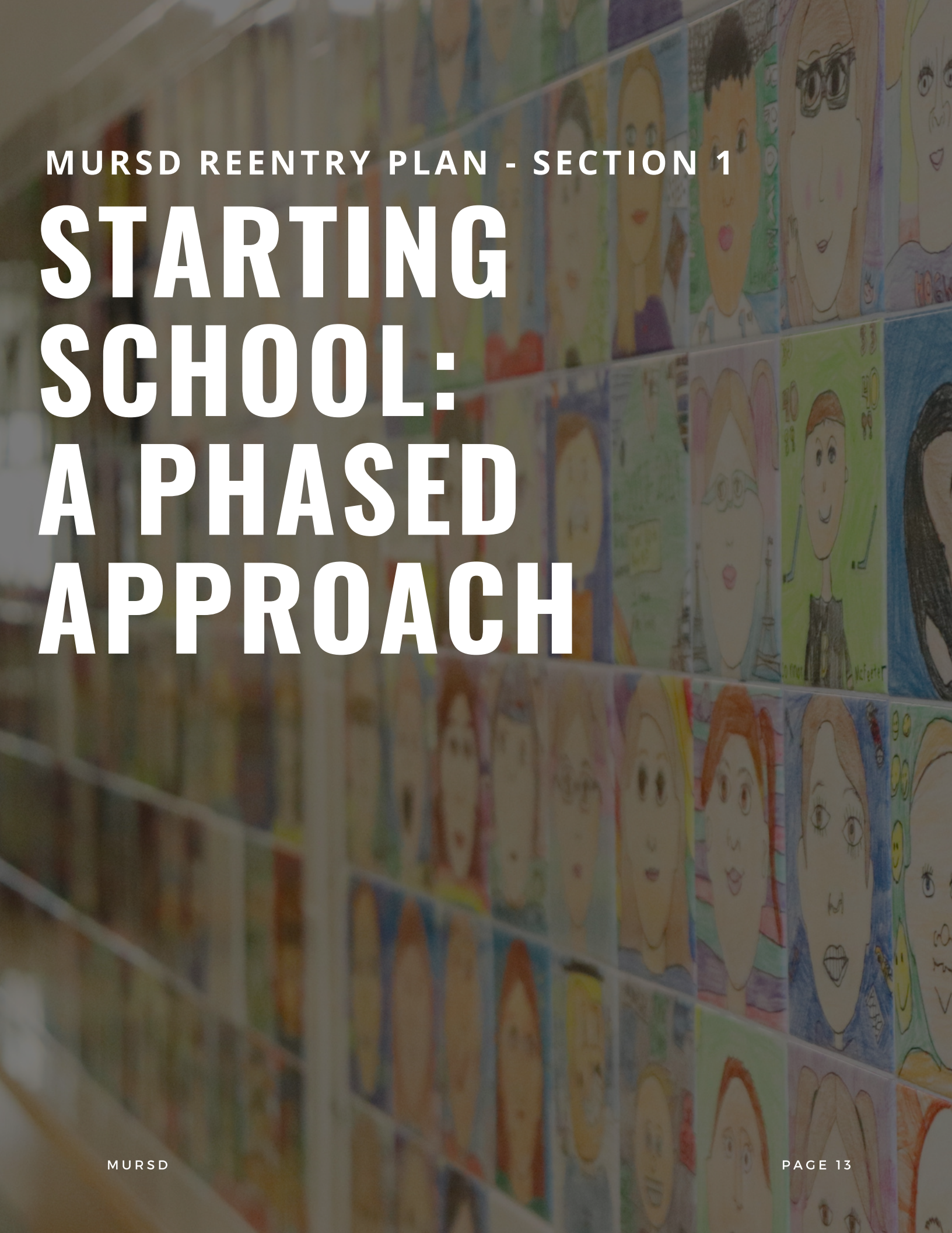
2. Hybrid Learning: The implementation of a hybrid model, where students alternate between in-person learning and remote learning, provides a phase where there may be a resumption of in-person learning while also maintaining physical distancing standards in the classroom. While there will be many logistical challenges in creating a hybrid system, it will provide a means to deliver instruction and services in a manner closest to normal.

3. Remote Learning: Given the shifting health landscape and student/family needs, remote learning options will continue throughout the COVID-19 crisis. We have reviewed the successes and challenges that were experienced this spring and have gathered important information through surveys from families, students, and staff to guide improvements and professional development. Remote learning options will be available for individual students who cannot yet return in-person, for students and families who choose this option, and also for all students in the event of future classroom or school closures due to COVID-19.

Considerations for Special Populations: The MURSD is committed to providing a free and appropriate public education (FAPE) to students with disabilities while protecting the health and safety of students, educators, and service providers. Following DESE guidance, the district will make every effort to prioritize and maintain in-person instruction for students identified as "high needs", particularly those with complex and significant needs and preschool-aged students. For additional information, please refer to the "Equity and Access" section on page 46.

The graphic below depicts the continuum of fall reopening models during the on-going COVID-19 pandemic. Assuming a favorable public health data progression prior to a successful vaccine, the goal of the MURSD is to move in phases from the far right (#3- remote learning) to the left (#1- in person learning with new safety requirements).

Continuum of fall reopening models

Return without restrictions	**1** In-person learning with new safety requirements	**2** Hybrid learning	**3** Remote learning
Students return in-person and restrictions are lifted	Students return in person; classrooms, schedules, protocols modified to meet health requirements	Students learn both in-person and remotely	Learning takes place remotely

Student groups with remote learning needs

• Individual students who require or choose a full-time remote learning option • Symptomatic students who need a short-term remote learning option during isolation • Asymptomatic students who came into contact with a COVID-19 carrier and need a short-term remote learning option during isolation	• All students who will be in-person part-time and remote part-time • Individual students who require or choose a full-time remote learning option • Symptomatic and asymptomatic students who need a short-term remote learning option during isolation	• All students - required to be remote due to school closures caused by severe COVID-19 conditions

STARTING SCHOOL: A PHASED APPROACH

STARTING SCHOOL: A PHASED APPROACH

The MURSD will be taking a **measured, phased-in approach** for fall reentry. While it has been our steadfast goal for in-person instruction since the closure last March, that will not be the immediate case. In putting the health and safety of our students, staff, and community at the forefront of our work, the Steering Committee of our District Reentry Advisory Committee has come to the conclusion that to begin the school year with a full return to school is simply not in the best interest of our students, faculty, and staff at this time. Similar to the state's reopening of the economy, the district will reenter to full in-person instruction in three phases.

The state has mandated that the first ten days of the school year will be dedicated to training, preparation, and professional learning of faculty and staff. This pre-entry phase of ten days will be critical for staff to learn integral safety and health provisions. With this change, the Mendon-Upton will begin the 2020-21 school year for students on **Wednesday, September 16**. The district will open the school year with a full-remote model. Per the DESE Guidance on Remote Learning, the program will be more robust than last spring, featuring more synchronous learning and student contact time with teachers. No earlier than **Tuesday, October 13**, based upon local and state metrics on virus progression, the district will transition to a hybrid model that is described in the following pages of this plan.

RATIONALE

At the time of this writing (early August) there is an uptick in COVID-19 cases in Massachusetts. As the progression of the virus is constantly evolving, so are the state's plans for reopening. On Friday, August 7, Governor Baker announced that he was slowing the reopening process, halting indefinitely the next stage of Phase 3. Concomitantly, several Massachusetts colleges and universities have recently announced that they are reversing course on the resumption of in-person classes. While the risk mitigation strategies forwarded by DESE and described in this plan are recommended as efficacious by both the CDC and the American Academy of Pediatrics, the reality of less than rapid COVID-19 testing system still exists. There is still a great deal of uncertainty regarding the potential prospect of positive test cases in both students and staff, and the resulting cascade of quarantines that would have to be put into effect. Thus, a conservative approach to school reentry is recommended.

TIMELINE
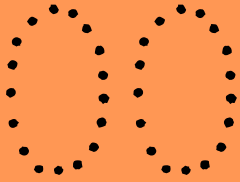
00 PRE-OPENING

AUGUST 31 - SEPTEMBER 15

- FACULTY & STAFF RETURN FOR HEALTH/SAFETY TRAINING AND PROFESSIONAL DEVELOPMENT
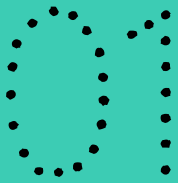
01 PHASE 1

BEGINS SEPTEMBER 16

- REMOTE INSTRUCTION FOR GRADES K-12
- IN PERSON ACTIVITIES (E.G. ORIENTATION) FOR SPECIFIC GROUPS
- IN PERSON INSTRUCTION FOR SELECTED HIGH NEEDS STUDENTS (E.G. STAR PROGRAM)
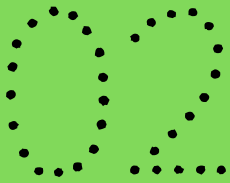
02 PHASE 2

BEGINS NO SOONER THAN OCTOBER 13

- HYBRID MODEL FOR ALL STUDENTS GRADES PK-12
- IN PERSON DAILY INSTRUCTION FOR SPECIFIED HIGH NEEDS STUDENTS
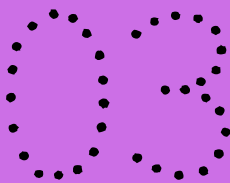
03 PHASE 3

DATE TBD

- TRANSITION TO FULL IN-PERSON INSTRUCTION, PRIORITIZING GRADE SPANS AND STUDENTS WITH GREATEST NEEDS WHILE STILL ADHERING TO ALL HEALTH AND SAFETY PROTOCOLS.

PHASE 1: REMOTE LEARNING

REMOTE INSTRUCTIONAL MODEL

The remote learning model provides opportunities for students to learn at home until we are able to return to a hybrid or in-person model of learning. Remote learning includes synchronous/live virtual lessons, asynchronous lessons, independent work time, and technology-supported collaboration. Each level - elementary, middle, and high - schools will provide a schedule for learning activities, student support, opportunities for feedback, resources, and grade-level learning experiences. When students are attending remote learning five days per week, students at each level will receive a schedule designed to meet their needs and guide their studies.

Although the majority of students will participate in learning from home during Phase 1 of the district's re-entry plan, in-person instruction at respective schools will take place for selected high needs students with complex and significant needs.

In spring 2020 our school community experienced remote learning for the first time during the initial school closure. The remote plan for the current school year will build off the successes and the lessons from that experience. Students and parents will notice some differences from the spring.

Some of the key aspects of remote learning include:

- Learning will align with DESE structured learning time requirements or "time on learning" guidelines put forth by the state, providing a more robust learning experience from the spring.
- Students will have daily opportunities to engage with instructors for live, virtual learning sessions. While remote learning includes participating in virtual learning experiences, time on learning includes activities that students explore independently.
- The remote learning plan will look for opportunities to limit screen time so that students have opportunities to take breaks from their use of technology.
- Students will receive feedback on their learning and grades.
- Attendance will be taken daily and reported to students and parents through PowerSchool.
- A clearly defined communication system that supports regular communication with students and families, including translation of communications as required.

PHASE 2: HYBRID LEARNING

HYBRID INSTRUCTIONAL MODEL

After beginning the year in a remote learning model, students and teachers will transition back to school for partial in-person learning using the hybrid learning model. This phase of re-entry will begin no earlier than October 13, 2020, will proceed if both state and local health metrics are favorable and the experience with the hybrid model in districts across the state has not resulted in a multitude of positive test cases and quarantines. In this model, students will follow a structured schedule on all school days, which alternates between in-person and remote learning. The hybrid model limits the number of students who are learning at school each day by organizing all students into two cohorts identified as the "green" and "white" teams. These two teams will be identified by students' last names for child care and remote learning planning. These cohorts will be determined and shared with students and families in the coming weeks.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-person and Remote Learning	In-person and Remote Learning	Remote Learning for All Students	In-person and Remote Learning	In-person and Remote Learning
Students in **COHORT #1** attend in-person.	Students in **COHORT #1** attend in-person.	All students participate in synchronous remote learning.	Students in **COHORT #2** attend in-person.	Students in **COHORT #2** attend in-person.
Students in **COHORT #2** participate in remote learning.	Students in **COHORT #2** participate in remote learning.	Educators participate in professional learning & collaboration.	Students in **COHORT #1** participate in remote learning.	Students in **COHORT #1** participate in remote learning.

**Families/siblings across all schools will be assigned to the same cohort and will attend in-person learning at school on the same day.

In the hybrid model, students in Cohort 1 will participate in in-person learning at their respective schools on Monday and Tuesday. On Wednesday, they will participate in synchronous remote learning sessions with their teacher, members of their cohort, and classmates from Cohort 2. On Thursday and Friday, they will participate in asynchronous learning activities.

Similarly, students in Cohort 2 will participate in remote learning on Monday and Tuesday. On Wednesday they will participate in synchronous remote learning sessions with their teacher, members of their cohort, and classmates from Cohort 1. On Thursday and Friday, they will participate in in-person learning at their respective schools.

PHASE 3: IN-PERSON LEARNING

IN-PERSON INSTRUCTIONAL MODEL

The final phase of our re-entry plan is the in-person learning model in which students and educators return to school full time to engage in in-person instruction. The transition to this phase will be coordinated with local health officials and be driven by public health data that validates the safety of returning to school in a more traditional setting. The district will adhere to guidance from the Department of Elementary and Secondary Education and seek feedback from students, parents, and educators as a key component of shifting to this phase. The general approach will also be phased, as the greatest priority will be to bring back our youngest learners (early childhood, PK-2) and those learners with disabilities or academic/social-emotional difficulties. Next in progression will be upper elementary (grades 3 & 4) students followed by those students in transitional grades (grades 5 & 9), and then all middle school and high school students to complete the transition.

ANOTHER OPTION: STAND ALONE REMOTE

STAND ALONE REMOTE LEARNING MODEL

There will be circumstances that prevent some of our students from participating in any form of in-person learning during this health crisis. As a result, a stand-alone remote learning option will be made available to families where there is a child who is immunocompromised, or who otherwise do not feel comfortable sending their child to school in the hybrid model, due to concerns related to COVID-19. The Stand Alone Remote Program will require a period of commitment from families to participate for a full semester. Due to the curriculum and structure of developing a Stand Alone Remote Program, the complexity of staffing, and the need to provide students with a coherent educational experience, transitioning a student to a different model will require a phased approach to entering a different model.

We are still in the process of developing the final details of the Stand-Alone Remote Option. The specifics regarding the structure and implementation of this program will depend on the number enrolled and their learning needs as well as staffing availability. The model is subject to further development and change based on these factors. However, the following elements will be part of the programming:

ELEMENTS OF STAND ALONE REMOTE OPTION

The following elements will be part of the Stand-Alone Remote programming:

- A full remote option for families who select this model.
- MURSD teachers and assigned staff will be the facilitators of this model whenever possible.
- In some unique cases, some of the curriculum may be delivered by non-MURSD instructors through online instructors.
- All instruction and learning activities will align to the MA Curriculum Frameworks for the designated grade-levels.
- Students will be issued an at-home device (iPad).
- Students will be accountable for their learning.
- Students will maintain a structured schedule of classes.
- Students will receive grades.
- Students will have online contact with a designated MURSD educator as well as opportunities to engage online with peers.
- Students that participate in the Stand Alone Remote Program who have special education needs will receive special education services under this model.
- A plan will be created by the District for delivering English Learner Education for students in the Stand Alone Remote Program for English learners.

SCHEDULING PRIORITIES & CONSIDERATIONS

Having made the decision to conduct a phased opening, Mendon-Upton Regional School District will be developing a plan to address the following priorities and considerations that relate specifically to students at each of the levels.

- ***Move flexibly between remote, hybrid, and in-person models.*** Each school will provide a schedule that allows students to meet with their specific courses/content areas on a consistent basis with regular opportunities for synchronous learning activities regardless of the instructional model.

- ***Address time on learning requirements.*** The Department of Elementary and Secondary Education requires that schools provide a minimum number of hours of scheduled learning activities during the 2020-2021 school year (elementary level = 850 hours, secondary level = 935 hours). The schedules at each level - whether using the remote, hybrid, or in-person model - will meet the DESE time on learning guidelines.

- ***Support the health and safety of all while offering a range of courses and learning experiences.*** One of the complexities of the high school schedule is the challenge of limiting the exposure of students and teachers to larger cohorts of students. Unlike the elementary level where small groups of students often work with one teacher for the majority of the school day or the middle school level where students are grouped into smaller teams, high school students participate in a wide range of individually selected courses.

MURSD REENTRY PLAN - SECTION 2

HEALTH & SAFETY PROTOCOLS

HEALTH & SAFETY PROTOCOLS

> "IT IS NOT ONE MITIGATION STRATEGY BUT A COMBINATION OF ALL THESE STRATEGIES TAKEN TOGETHER THAT WILL SUBSTANTIALLY REDUCE THE RISK OF TRANSMISSION. NO SINGLE STRATEGY CAN EVER BE PERFECT, BUT ALL STRATEGIES TOGETHER WILL REDUCE RISK"
>
> DESE REENTRY GUIDELINES

Above all, the safety, health, and well being of our students, staff, and families is our priority. With an eye toward in-person learning, the MURSD certifies that the following health and safety requirements as detailed by DESE have been met in advance of the return of any students or staff members to our schools.

CAPACITY OF SCHOOL BUILDINGS/FEASIBILITY STUDY

MURSD administration and maintenance staff assessed each district classroom using the CDC standard 6-foot distance between student chairs. In addition, they also studied the spacing capabilities while using a 3-foot distance between the student chairs, which was deemed appropriate by DESE, as well as assessing alternative learning environments in each building. The district also assessed all common areas and outdoor spaces to determine feasibility of use in the return to school. When using the 6-foot physical distance between student chairs, the elementary school classrooms were able to hold approximately 15 students/desks in the average classroom. Miscoe Hill Middle School and Nipmuc Regional High School had similar results, being able to support approximately 12-14 student desks in the average class, with variations due to irregularly shaped classrooms in each building.

When using the distance allowed by DESE's standards, 3-feet physical distance from chair to chair, the average number of students/desks in a typical classroom increased to approximately 18- 22 students/desks per classroom. These numbers were fairly consistent at the middle and high school levels. While some classes could be addressed using the 3-foot distance between chairs, there are a number of classes, at various levels, that could not be accommodated under 3-foot conditions using existing space. There would also be little additional room for supporting a more appropriate learning environment and it would be less than optimal with regards to the safety of both students and staff.

There are also a variety of services that need to be provided to students outside of the classroom. These spaces are typically much smaller than a typical classroom and may need to be relocated to a larger room. Although 3-foot physical distancing would allow for the majority of our students to attend on a daily basis, it became clear that this setting would be unfeasible with only a 3-foot distance between students/chairs. The Reentry Advisory Committee has determined that from a teaching and learning standpoint, with a focus on the health and safety of both students and staff, **the more appropriate spacing in the classroom would be to allow for 6 feet of physical distancing, wherever possible**. With 6-foot physical distancing in place, each school would be able to safely accommodate approximately 50% of our students in each classroom. Utilizing these parameters, the district has determined that current spacing does not provide the most appropriate setting for a full in-person learning model at the start of the school year, but with schedule and room adjustments, we believe that the district will be able to safely implement a hybrid model (with approximately half of the students in session at a time), with the additional use of non-traditional classroom spaces being used as part of our phased-in opening.

PROTECTIVE MEASURES IN OFFICE SPACES

The district will change many standard operating procedures when in-person instruction resumes. Visitors to the schools are not permitted beyond each school's reception area. Contact information will be taken for any non-employee that enters the building using our Raptor ID system. Physical barriers such as plexiglass have been installed where administrative assistants will interact with any members of the public.

SANITIZING AND DISINFECTING PROCEDURES

We will follow the guidance below from the Centers for Disease Control (CDC) and will take the appropriate precautions. Custodians will clean and disinfect regularly using EPA-registered disinfectants that are effective against SARS-CoV-2, the virus that causes COVID-19, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.

Custodians will utilize the spray sanitizer nightly in all spaces occupied during the day. Playgrounds will be sanitized between use by cohorts. A working sink or sanitizing station will be available in every classroom. Sanitizers will be made available in all schools at all entrances and exits.   and sanitizing protocols will be explicitly taught at the start of the school year either in person or through a tutorial video with repeat instruction as necessary.

The following protocols will be addressed: sanitize upon entering and exiting the building, before and after eating and before removing and reapplying masks. Instructions for proper hand washing will be posted in restrooms. All restrooms will be cleaned and disinfected daily or more often if possible. Bathrooms will be regularly stocked with supplies for hand washing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.

Guidance for cleaning and disinfecting will be followed to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19. Areas used by a sick person will be closed off and will not be used until 12 hours after cleaning and disinfecting.

ROUTINE HIGH TOUCH CLEANING

High touch point surfaces will be disinfected multiple times per day by day shift staff. Night shift custodial staff will perform a more substantial disinfection of all surfaces as stated above. High touch point surfaces include but are not limited to the following areas.

- Desks/Chairs
- Sink faucets
- Phones
- Door push plates
- Water fountains
- Doorknobs and handles
- Flush handles
- Keyboard
- Light switches
- Refrigerator door handles

- Stair railings
- Push buttons
- Shared remotes
- Copier/Printer and fax controls
- File cabinet/drawer handles
- Shared items (toys/etc.)
- Counter tops
- Plexiglass dividers
- Outdoor play areas and items
- Eating surfaces

VENTILATION

Schools can mitigate airborne transmission by increasing outdoor air ventilation or filtering air that is recirculating within a room or building. All windows in our schools are in good working order and when the weather is not inclement, windows in classrooms should be open to promote fresh air ventilation. Consistent with the recommendations with the recommendations in School Ventilation for COVID-19 by the Collaborative for High Performing Schools, the HVAC control systems will be programmed or manually overridden change to increase the times that the ventilation systems and fans are running, to the recommended complete air exchange rate of 2 times per hour. Also, improved filtration will be implemented, as it is recommended as an effective tool in removing respiratory droplets from the air, a critical aspect of maintaining healthy classrooms. It is recommended that all filters in HVAC systems be changed to a minimum MERV (Minimum Efficiency Reporting Value) 13 filter of the greatest depth allowed by the equipment, typically 2". Additional recommendations such as running ventilation systems for a minimum of 2 hours in occupied mode, with the peak outside air rate, before teachers arrive each day will be implemented.

To ensure that appropriate ventilation measures have been taken, the district will conduct ongoing air quality testing (monthly to start the school year), where metrics such as CO_2 levels will be monitored and reported.

MASKS

Masks are among the most important single measures to contain the spread of COVID-19. We require **all** students in all grades and staff members to wear masks that adequately cover both their nose and mouth. Parents of younger children should ensure that they are ready to wear a mask for an extended period of time. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Department of Public Health COVID-19 protocols will be carefully observed. Parents and guardians are encouraged to supply masks to their child for use at school, and cloth masks they are used in public settings are appropriate. Additionally, one mask per week per student will be provided by MURSD.

PHYSICAL DISTANCING

The initial guidelines for physical distancing from the Massachusetts COVID-19 Command Center Medical Advisory Group stated that, "schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed." Although these guidelines suggest that three feet of physical distance is acceptable, MURSD will follow the guidance published in the Harvard University School of Public Health report Schools for Health: Risk Reduction Strategies for Reopening Schools. This report encourages schools to adhere to the following guidelines on the next page.

- *Keep **at least six feet** between individuals, as much as possible for as long as possible.* In following this guidance, any return to school will require classrooms to arrange seating to provide appropriate space.
- *Repurpose large spaces for use as temporary classrooms.* This will include the use of gymnasiums, cafeterias, auditoriums, and other open spaces to support teaching, learning, and student activities.
- *Move class outdoors, if possible, weather permitting.* The district is taking steps to provide each school with a large tent that will allow for expanded use of outdoor spaces. Additionally, our schools are researching opportunities for outdoor classrooms.
- *Replace hugs, handshakes, and high-fives with smiles, waves, and thumbs-ups.*

MATERIALS AND MOVEMENT IN BUILDINGS

Materials: In order to prevent spread, staff will limit the sharing of student supplies. Use of lockers and cubbies to store student belongings will not be permitted. Students across all grade levels must bring their belongings in a personal backpack and keep that backpack near their respective desk/work area. The backpack must travel back and forth with the student on his/her assigned days for in-person instruction.

Movement: Signage will be posted throughout buildings indicating direction for travel and appropriate physical distancing. Transitions will be staggered to abide by physical distancing protocols.

ILLNESS OF STUDENTS/STAFF DURING THE SCHOOL DAY

When an individual arrives in the health office he/she will be assessed for illness. If there are no ill symptoms, they will be treated for presenting symptom(s) and return to class. If showing COVID-like symptoms, the student will be relocated to the medical waiting room and the parent/guardian will be notified. Staff who become ill while at school will be sent home immediately. The nurse will collaborate with the local town health department and school administration to take additional steps to ensure the health and safety of all students and educators.

MEDICAL WAITING ROOMS (ISOLATION ROOMS)

Any student showing symptoms will be relocated to the designated medical waiting room, a room designed to isolate students with symptoms from the general population. Parents or guardians will be notified and, for everyone's safety, asked to pick up their child. The nurse will work with the student and/or family to obtain the history of symptoms, determining the onset, type, whether anyone is sick at home, if there has been any recent exposure to anyone with COVID-19, and if there has been any recent travel.

As always, the school nurses and other healthcare providers will follow Standard and Transmission-Based Precautions when caring for sick people. Additionally, they will follow the protocols in the clinical guidance from the CDC identified in What Healthcare Personnel Should Know.

The nurse will assess if further medical evaluation is recommended and guide the staff member or family on how to proceed. If the person is having difficulty breathing, has any chest discomfort, mental status changes, lethargy/inability to stay awake, and/or cyanotic, 911 will be called and the dispatcher will be informed the person has symptoms consistent with COVID-19 and will need further evaluation.

FOLLOW-UP CARE

Families will be asked to follow CDC guidance for caring for oneself and others who are sick. The nurse will follow up with family/staff members to see how they are feeling and if they were tested for COVID-19. If the individual is tested and is COVID positive, the nurse will notify the health services director and the local board of health. The health service director will immediately inform the superintendent of a positive case/suspected case. Families and employees need to be informed of exposure while confidentiality of the individual is maintained. The school nurses will collaborate with the local health department for contact tracing and guidance for when the individual can return to school.

MEDICAL SELF-ASSESSMENT

Staff, students and families should not come to school, and should notify the school nurse, if experiencing COVID-19 symptoms, testing positive for COVID-19, or having been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. The school nurse will follow-up with the family regarding the child's symptoms,

> **"OUR COLLECTIVE HEALTH RELIES, IN PART, ON INDIVIDUAL ATTENTION AND RESPONSIBILITY."**
>
> DESE REENTRY GUIDELINES

whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by the school nurse and/or the town board of health. If a staff member has any symptoms, they should call their supervisor to report the symptoms and stay home from school. Families should assess their child's state of wellness before leaving home for school each day. Students and staff with a temperature above 100 degrees should not attend school until they have been fever-free (under 100 degrees) for three (3) days and without the use of antipyretic medication, such as Tylenol, Motrin, Advil, or Ibuprofen. Students and sick staff members should not return to school until they have met the criteria established by the Massachusetts Department of Health (MPDH) to Discontinue Home Isolation and Quarantine. Students and staff will check with their school nurse prior to returning as well. Staff should follow up with their PCP for further evaluation. They will be allowed to return to school based on their symptoms, further evaluation, and clearance from the town board of health. It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case until determined otherwise.

EMERGENCY CONTACTS

Families should provide the school nurse with multiple emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick children (and staff) in a timely fashion is imperative for the safety of all.

HAND HYGIENE IS CRITICAL

Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.

COHORTS & ASSIGNED SEATING

Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats will be assigned (including classroom, bus, meals).

PERSONAL PROTECTIVE EQUIPMENT (PPE)

All staff will be provided with PPE appropriate to their job function. Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible. Precautions will include eye protection such as a face shield with a mask/face covering, and may also include gloves and disposable gowns or a washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

VISITORS

Visitors will *not be allowed* in the buildings except for pre-approved exceptions or appointments. All visitors will enter schools through the main office, wearing a mask and using hand sanitizer upon entry. Visitors will be required to sign in electronically using a driver's license and our Raptor system. Masks must be worn at all times. Visitors will not be allowed to access any parts of the school campus except for the main office and nurse's office as needed. Designated areas will be set aside for any outside visitors. If an item is being delivered to school for students, call the office upon arrival to alert staff to its presence and deposit it in the receptacle provided at the exterior of the main entrance to the building.

TRANSPORTATION

SCHOOL BUS

The majority of buses in our fleet are 77-passenger buses. Under distancing requirements, our passenger load limit will **be reduced to 25 students**, one per seat. Below we describe what a student should expect using district transportation during the 2020-21 school year. *Please note that transportation guidance will, in all likelihood, change based on the evolving nature of the pandemic.*

The health and safety guidelines for transportation are consistent with our universal health and safety practices and CDC and DESE Guidance on Transportation, which require **masks, hygiene, and physical distancing.** Throughout all aspects of a student's day, including while riding the bus, we will implement these practices to reduce transmission risk.

Students who ride the bus will need to comply with the expectations outlined below. Parents need to ensure their children understand what is expected.

BUS ROUTE COHORTS

Per DESE, "schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible." To reduce transmission risk and keep students in bus route cohorts:
- Students will be transported only between home and school.
- Student pick-up and drop-off location will be at the same address (am and pm, Monday-Tuesday and Thursday-Friday).   Until further notice, no alternative pickup/dropoff locations will be permitted.
- Students will be transported to licensed daycare centers only with prior written authorization.

SANITIZATION OF BUSES

The MURSD's transportation company, Tellstone & Son, will implement additional sanitizing protocols to reduce transmission risk. Prior to transporting any students, each driver will engage in professional learning that covers new policies, procedures, and bus cleaning protocols. Before and after each route, drivers will clean high-contact areas of the bus including seats and hand railings.

STUDENT SCREENING PROCEDURES

Per [DESE Reopening Guidance](), parents and guardians will serve as the primary screening mechanism for COVID-19 symptoms. Parents/guardians are expected to conduct a daily symptom check. If students exhibit *any* COVID-19 symptoms, families may not send their children to school. The district will provide a checklist of symptoms for families to use. Bus drivers will observe students once they board the bus in the morning and refer any who appear symptomatic to the school nurse. If a student tests positive for COVID-19, the district is prepared to collaborate with the Mendon and Upton Boards of Health as they enact contact tracing following CDC Guidance.

AT THE BUS STOP

- Parents will have screened their student(s) at home before they leave home for the bus stop.
- While at the bus stop, students (and caregivers) should maintain six (6) of physical distance and wear masks.

BOARDING THE BUS

- When the vehicle stops at the designated stop, students will maintain six (6) feet of distance while boarding the bus.
- All drivers and students are required to wear a mask on the bus.
- Student masks should be securely on their face before they board.
- As students board the bus, they should maintain six feet of physical distance.
- Students will sit one to a seat (see diagram below) in clearly marked spots. The "zig-zag" formation will be marked so students may maximize social distancing.
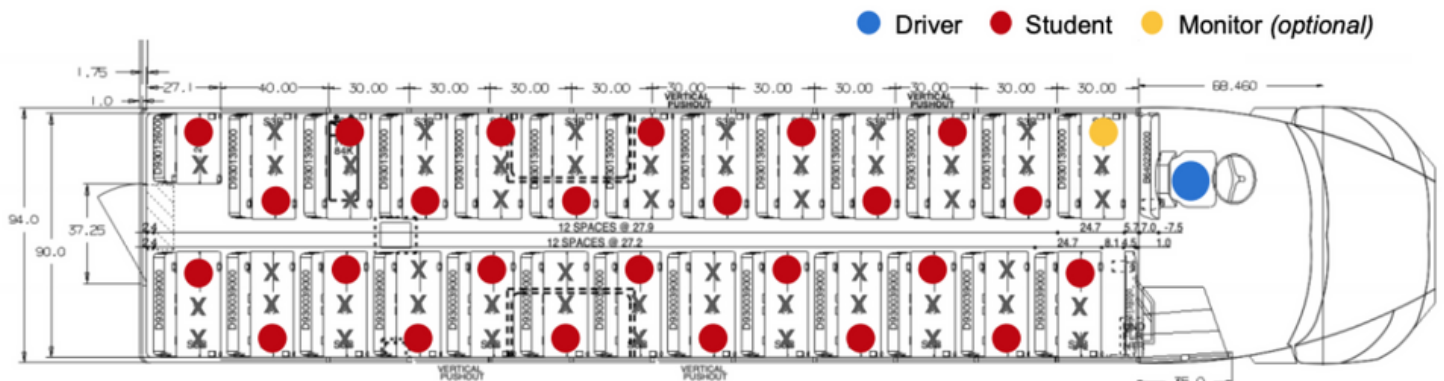
RIDING THE BUS

- Students will remain in their assigned seats, facing forward, while the bus is traveling to and from school.
- Bus windows and roof hatches will be open at all times except in extreme weather.
- Drivers and students will wear face masks or coverings at all times.

BUS RIDE TIME

Bus ride times will most likely increase due to longer stop times to allow for physical distancing and sanitizing in the morning. Also, due to the increased volume in anticipated parent drop-offs, the added influx of cars will cause additional delays at student arrival and departure, as none of our campuses are designed to handle heavy traffic.

SCHOOL ARRIVAL

Upon arrival students will depart their bus in a single file fashion, front to back, maintaining social distancing of at least six feet. Students will proceed directly to their classrooms and not congregate in any location of the school building. School staff will facilitate the disembarking of buses to ensure that there is no congregation of students at entrance points, school foyers, or common areas. During this time, masks must continue to be worn.

SOCIAL EMOTIONAL HEALTH & WELLNESS

SOCIAL-EMOTIONAL PRIORITIES IN REENTRY TO SCHOOL

Every student, family, and staff member has experienced, and continues to experience, the impacts of COVID-19. Therefore, part of our re-entry approach is to enhance our Tier I universal support for all students and adults to account for these unprecedented demands. Many of the approaches below are drawn from DESE's Creating Positive Learning Environments: Recommendations and Resources to Support the Social Emotional Well-being of Students, Staff and Families. The following supports will assist in getting students back into a regular, healthy routine and to support families and staff in this process.

GOAL #1: ENGAGING FAMILIES AS PARTNERS

During the spring, families and caregivers became front-line educators for their children overnight, in addition to managing an extraordinary range of stressors. As schools reopen in the fall, we can expect these stressors to continue and potentially even increase. Therefore, it will be even more critical for schools to develop effective and equitable systems for communicating with, supporting, and fostering the partnership and leadership of families and caregivers.

Maintain two-way communication: We will maintain a strong two-way communication with families prior to and during the school year to provide opportunities for them to voice their concerns, questions, needs, and ideas.

Reassess Families' Needs: We will continue to use surveys, feedback sessions, outreach, and other methods to help identify family needs and concerns during the school year. Teachers will be encouraged to include questions to assess the social emotional health of their students.

Set Common Expectations: We will outline clear expectations internally to have a plan for timelines and responsibilities regarding how we will check in with families of students who are not participating in remote or hybrid learning.

Connect Families to Community-Based Mental Health Supports: We will connect families with community-based resources related to mental health services and support as needed.

GOAL #2: SUPPORTING STAFF
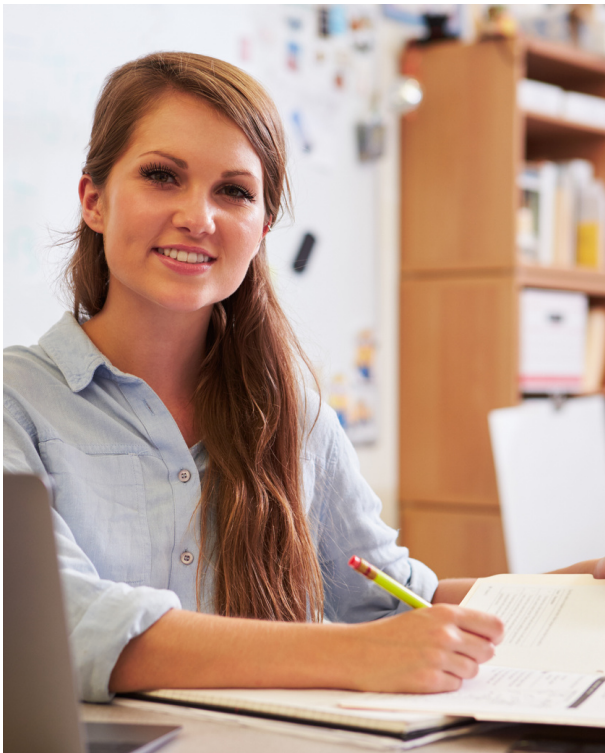
The social emotional wellbeing of our students, staff and families is paramount. Students often take their lead from the adults around them, including the coping skills we use. For example, students show lower levels of social adjustment and academic performance when teachers are stressed. In contrast, supporting educators' social emotional skills can have a positive impact on student learning. As a school community, we will practice a growth mindset with the understanding that this situation is dynamic and will require nimble thinking and flexibility in addressing ongoing needs. The message will consistently be that we are all in this together and will strive to support each other in staying healthy and well.

Stay connected with staff and help to manage uncertainty: We will help staff to manage the uncertainty by providing regular updates about planning activities and optional check-in meetings. Surveys can also be used to collect information on what supports adults need. Administrators will work on universal strategies to promote collective and educator self-care practices.

Communicate clear operational protocols and provide opportunities for practice: We will provide clear communication of protocols and have time for staff to walk through the protocols, provide input, and ask questions.

Dedicate ongoing time for staff collaboration and learning: We will have regular dedicated time for educators to process and respond to feedback on what is working, what is not, and for whom in order to adjust as we proceed in our models.

GOAL #3: RE-ENVISIONING SCHOOL CULTURE AND CONDITIONS FOR LEARNING

In every reopening model, school will look, feel, and work differently than school as students, educators, and families have previously known it. Students will spend the first six weeks of school establishing relationships, learning routines, and learning how to access support systems. We will use CASEL's Roadmap for Reopening as a guide to help everyone orient themselves to the changed environment, establish school culture, and create routines that work in a COVID-19 context.

Allocate culture-building time as school opens: We will create measures and protocols to build a strong social-emotional foundation. Physical Activity strategies for movement breaks, online learning season breaks, and prioritization of hands-on activities as part of remote lessons are some examples. Additionally, videos or other storytelling methods may be employed to help illustrate what protocols and the corresponding environment will look like in action.

Establish a strong sense of emotional safety and responsiveness: We will focus first on cultivating a culture of emotional safety and responsiveness with our students where connection, compassion, and empathy are built prior to academic learning. Screening to establish baseline data on individual social emotional wellbeing will occur within the first four to eight weeks of school.   We will maintain the confidentiality of students and staff who are absent from school due to COVID related concerns. Check-ins will be continuous and frequent, using methods that are developmentally appropriate.

Develop a culture that help students integrate in-person and remote learning: We will promote practices that make in-person and remote learning feel like one integrated experience.   Practices could include synchronous activities between students remote/in-person in a hybrid setting or other check-ins.

GOAL #4: STRENGTHENING KEY SOCIAL-EMOTIONAL SKILLS/MINDSETS AND CULTIVATING POSITIVE BEHAVIOR

Social-emotional learning (SEL), the process through which students and adults develop the skills and mindsets needed to thrive, is more critical than ever. We will allocate time to train members of the school community expectations for positive behavior aligned with SEL competencies and also safety.

Practice meaningful integration of academics and SEL: We believe that social, emotional, and academic learning are mutually reinforcing. Therefore, we will engage in integration of SEL into our school and classroom routines.

Clearly define what positive behavior looks like in the new school context:
We will create social expectations that very clearly delineate desired behaviors in the new context. These will be taught and modeled with consistency. Any violations of behavioral expectations will be addressed in the context of the child and adolescent development and addressed through restorative approaches whenever possible to train students in the appropriate behavior.
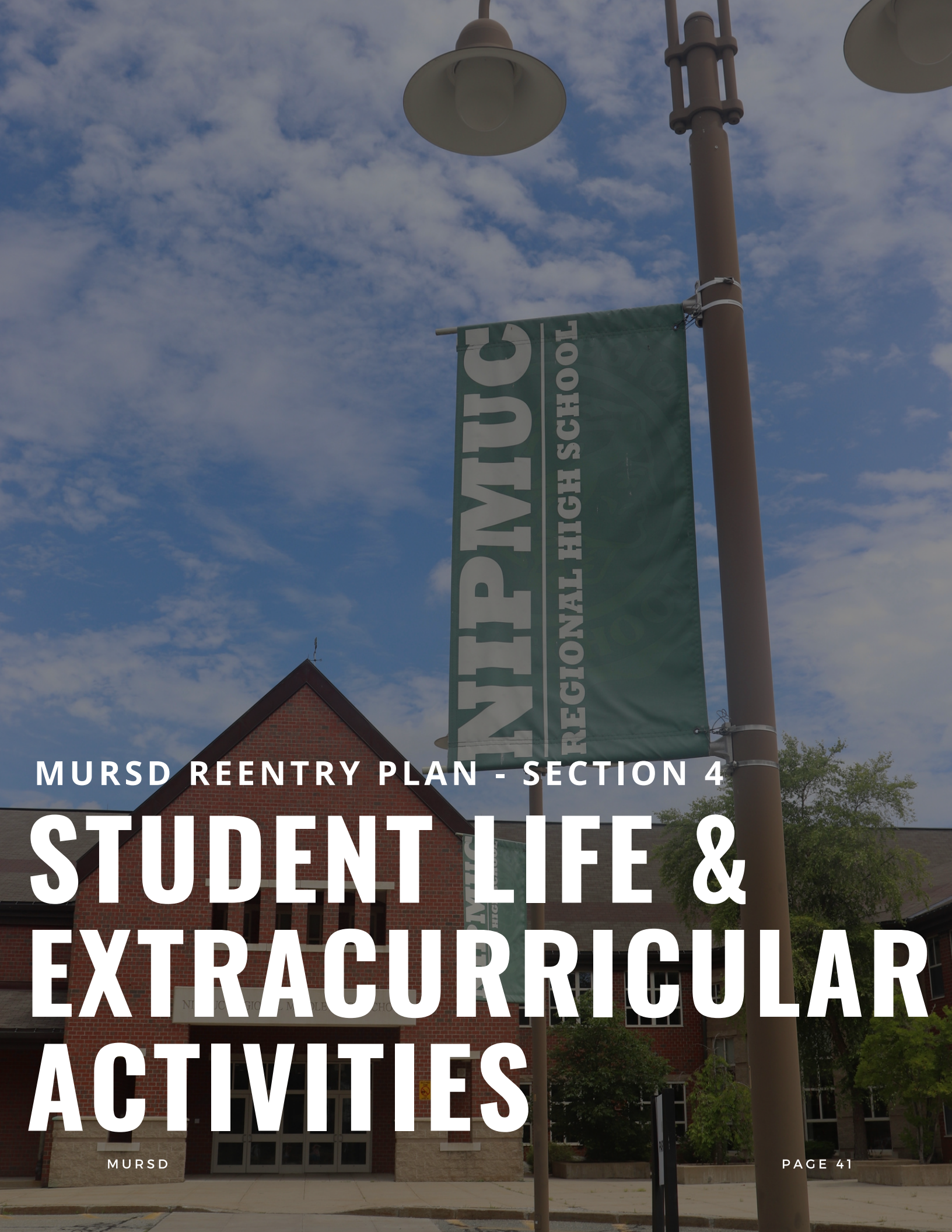
STUDENT LIFE & EXTRACURRICULAR ACTIVITIES

FOOD SERVICE PROGRAM

School breakfast and lunch are an important part of student life at our schools. Upon students' return to school, we will continue to provide them with nutritious meals and opportunities to socialize with friends and classmates. However, in order to meet physical distancing guidelines, our schools will not be able to host all of our students in school cafeterias during breakfast or lunchtime. Each school will design a plan in which students will have breakfast or lunch with their peers in classrooms or dedicated alternate spaces. As part of these alternate plans, the food service program will provide a variety of "grab and go" meal options that can be delivered to students or safely picked up and brought to another location. The district will continue to put plans in place to address concerns about food allergies and the specific needs of our students.

When learning at home - whether in a hybrid or remote model - students and families will continue to have access to the district's food service program. Families in need will be provided meal boxes that will provide three days of meals. The boxes can be picked up by parents at their child's school. Similar to the process used during the spring, parents will be able to sign up to participate in this opportunity by completing a form.

In planning for the logistics of ordering and distribution of food, the district has developed an on-line ordering system that will allow students to pre-order food options for both breakfast and lunch. Families will still be allowed to send students with lunch from home; however, we ask that they continue to be mindful of things such as tree nut allergies for others.

BEFORE & AFTER SCHOOL PROGRAM

The district recognizes the importance of before and after school programs in supporting students and their families. The most recent estimate suggests that approximately 111 students access the before school program and 117 students access the after school program. The complexity of arranging transportation, having space to accommodate the students, and implementing health and safety guidelines present challenges in accommodating the same number of students as in past years.

Before and after school programs will become available with modified enrollment capacity when the district returns to a hybrid or full in-person model of learning. The district will work closely with our school nurses to establish safety protocols for all students and staff members. The district will also collaborate with our bus company to determine the number of students who can be safely transported to the program. Additionally, the district is researching creative solutions to support the before and after school needs of students and their families.

EXTRACURRICULAR ACTIVITIES

The MURSD recognizes the importance of athletic and extracurricular activities as a positive influence on students' health, wellbeing, and connection to their peers and the school community. As students return to school, the district will continue to explore opportunities to provide these experiences while adhering to health and safety guidelines.

ATHLETICS

Opportunities to participate in athletics at Miscoe Hill and Nipmuc Regional High School will be designed in compliance with the guidelines of the Massachusetts Interscholastic Athletic Association (MIAA). As the governing body for all interscholastic sports, the MIAA has initially delayed the start of all athletics until September 14, 2020.

As the district awaits further guidance from the MIAA and the Department of Elementary and Secondary Education, planning has begun to address the guidelines that will need to be put in place to allow students to participate safely in these activities. The district's planning in this area includes reviewing transportation, sanitizing protocols, medical supplies and personal protective equipment, spectator guidelines , locker room access, training and competition accommodations, and more. Updates will be provided an ongoing basis as additional guidance is received.

EXTRACURRICULAR PROGRAMMING IN THE ARTS

The arts are vital to the wellbeing and development of our students. We recognize that for many of our students, these offerings enhance their experience in school and allow them to explore passions that enrich their lives. As we prepare to return to school in either a hybrid or in-person setting, the district will provide guidance for health, safety, virtual options, and student participation.

LOCKERS AND STORAGE

Due to the challenges of monitoring, cleaning, disinfecting, or assuring the integrity of students' compliance with health guidelines, the use of standard lockers and storage spaces (such as cubbies) will not be allowed at this time. Students will be instructed as to the items that are allowed to be brought to and from school and those items should be stored at their seats for easy access and to limit cross-contamination.

EQUITY & ACCESS FOR ALL

DELIVERY OF INSTRUCTION

MURSD is committed to providing a free and appropriate public education (FAPE) to students with disabilities while protecting the health and safety of students, educators, and service providers.

Students will receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. Following DESE guidance, the district will make every effort to prioritize and maintain in-person instruction for students identified as "high needs", particularly those with complex and significant needs and preschool-aged students.

For the purposes of this document, students with complex and significant needs include:

- Students already identified as "high needs" through the IEP process on the IEP form entitled <u>"Primary Disability/Level of Need-PL3."</u> **Such students must meet at least two of these criteria:**
- Services provided outside of the general education classroom;
- Service providers are special education teachers and related service providers;
  - Special education services constitute more than 75% of the student's school day;
  - Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless;
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they will receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., synchronous instruction, asynchronous instruction, teletherapy, etc.).

FAMILY ENGAGEMENT

Family engagement is a critical component of school reopening. It is essential to foster ongoing two-way communication in a manner that works for the family. In these extraordinary circumstances, special education services may be provided differently than they are when school buildings are open and fully operational. As stated in the U.S. Department of Education's March 21 Supplemental Fact sheet, "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students." Ongoing engagement will assist in promoting and sustaining important connections between students and their teachers, a source of vital support and stability for students. Parental input is always valuable, but is particularly critical during this time to ensure equity and access for all students.

EARLY CHILDHOOD SPECIAL EDUCATION AND PRESCHOOL CHILDREN

Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor, and communication skills that are vitally important at this age. MURSD will prioritize in-person instruction for this age group and will remain flexible to adjust to hybrid or remote services if necessary. An extension of Early Intervention (EI) services for children who turned 3 between March 15, 2020 and August 31, 2020 is in place allowing EI services to continue until special education eligibility determination can be completed and the child has transitioned to special education. MURSD is prepared to complete the transition process, have completed assessments, and an IEP signed for this group of students by October 15, 2020. In addition, the district will continue the required screening of three- and four-year old children for the Child Find process.

STUDENTS WITH HIGH RISK MEDICAL CONDITIONS

Parents and guardians of students with high risk medical conditions are encouraged to consult with healthcare providers to discuss the appropriateness of attending in-person instruction. Parents and guardians of these particular students are encouraged to share necessary medical information with the building administrators as soon as possible to ensure careful planning and scheduling for each child.

SPECIAL EDUCATION TRANSPORTATION

Students who require special education transportation, as delineated in IEPs, will continue to be transported to in-person learning. All staff and students on the vehicle, regardless of age, are required to wear masks at all times. (There could be some exemptions for some students due to medical and/or disability related circumstances). Students will be seated with 3 feet of physical distance, windows will be open at all times during operation (except during extreme weather), and bus monitors will be assigned if there are challenges related to the adherence of health and safety guidelines.

ENGLISH LANGUAGE LEARNERS

Our English Learners (ELS) fall into a category of students who need additional tiered supports. In determining the learning models for these students, we will use World-Class Instructional Design and Assessment (WIDA) data, which assesses a student's English proficiency to help guide the decisions on how students receive their instruction. For some, it may be important to prioritize in-person instruction, while others will benefit from targeted remote instruction. Additional family support will be put in place to foster regular two-way communications between teachers and students' parents and guardians, including providing interpretation and translation services.

INTERVENTION AND TIERED SYSTEMS OF SUPPORTS FOR ALL STUDENTS

This fall, schools are likely to see increased rates of chronic stress, anxiety, and depression due to the pandemic, social isolation, a weakened economy, and the racial trauma that many students have experienced. Consequently, we plan to enhance their systems for proactively identifying students' needs and addressing them with the appropriate Tier 2 (targeted) and Tier 3 (intensive) supports.

In all three models of learning, district personnel will continue to use research-based interventions and a tiered system of supports for all students. In the hybrid and even in a remote system, each school's Response to Intervention (RtI) team continues to meet to identify struggling students. Using a school-wide system of support, teachers, counselors, psychologists and other specialists work collaboratively when they assess students and plan interventions. The RtI teams use evidence-based strategies to develop integrated plans that address students' academic, behavioral, social and emotional needs. We will initiate universal screeners in the beginning of the school year to assess both academic and social-emotional learning needs that incorporate academic screenings such as iReady diagnostics, as well as CASEL SEL screeners.

Increasing levels of targeted support for those who are struggling, our multi-tiered systems of support look different at each tier. Tier 2 supports typically provide interventions that prevent problems from getting worse and support students "at-risk" of not reaching Tier 1 social and behavioral expectations. Strong Tier 2 interventions are evidence-based, matched to student needs, readily and quickly available, and include systems for progress monitoring that are communicated to students, staff, and families. A small number of students will need sustained, intensive supports at Tier 3. Some of these students may be served through an intensive special education program utilizing an Applied Behavior Analysis-informed approach or a more therapeutically oriented approach to address social emotional disabilities.

We will continue our practice across all models to engage families so they can understand the interventions in place and provide support at home. Our teachers and staff will employ progress monitoring systems to help them to adapt and flexibility support students as needed.

EQUITY PLANNING

The following planning questions will drive our ongoing work to keep equity in the forefront of our minds as we plan, reassess, and adapt our re-entry work.

- Have we designed our family communication and support with the most marginalized families in mind?
- How have we solicited students and family feedback to ensure that our social emotional learning efforts are informed by and reflective of their values and priorities?
- Who in our community was most acutely impacted by the COVID-19 pandemic over the past few months?
- Have we considered the unique needs of students who are experiencing homelessness and their ability to access our curriculum in this format?
- Are the school's expectations aligned with and reflective of the norms and values of all students' backgrounds?
- Are we regularly disaggregating our data (by race, gender, disability status, etc.) to determine whether specific student groups are being disciplined more frequently than others?
- As we evaluate available resources, have we considered overall access for these supports and services as well as our families' cultural backgrounds and linguistic needs?
- How will we train our team members to consider indicators of racism or inequity when developing ongoing plans and responses?

EDUCATIONAL PROGRAMMING

PHILOSOPHY

The Mendon-Upton Regional School District strives to provide all learners with educational opportunities that align with our values. As a community, we have worked together to articulate the beliefs and affirm that:

We believe learning happens most powerfully and deeply when...

We establish relationships that create safe, inclusive, and supportive learning environments.

We are active, creative, purposeful, and reflective.

We nurture curiosity, discover interests, and pursue passions.

We engage in authentic experiences to create products that have meaning and relevance beyond the classroom.

We engage in meaningful collaboration among students, educators, families, and the larger community.

As we face this health crisis, we will maintain a focus on these beliefs about learning as a way to guide our programming.

By emphasizing the values embedded in our beliefs - those of safety, equity, curiosity, engagement, personal interests, authenticity, and community - we will continue our efforts to achieve our mission:

"We empower all learners to thrive."

ADHERENCE TO DESE REMOTE LEARNING GUIDANCE

MURSD is committed to providing programming that fully addresses the Department of Education's remote learning guidance. As part of this effort, the district has identified practices, foundational technology needs, and training opportunities to assist all students and their families. The list below is intended to provide clarity and assurances about some of the important questions about how we will resume learning in our school communities:

ATTENDANCE

"Schools and districts must take daily attendance whether a student is in person or remote. Consistent with 603 CMR 27.08(3)(b), districts must have a daily attendance policy and system for remote learning that can be reported into SIMS.....Parents/caregivers are responsible for ensuring their child attends school every day, whether for in-person or remote learning. Schools and districts must continue to investigate extended absences and make and document reasonable efforts to locate the student and determine the reason for nonattendance." (p. 5, Remote Learning Guidance)

Students are expected to attend and participate in classes daily. Attendance will be taken both in a remote and hybrid setting and communicated out in PowerSchool. In a hybrid model, when students are working remotely, attendance will be taken through the completion of a short prompt provided by the teacher through the learning management system that the students will submit. In a full remote model, teachers will track attendance and participation in each of the class sessions. All attendance will be tracked daily in PowerSchool, allowing parents to monitor their child's participation. Each school will have a system in use to reach out to families if students are not in attendance.

GRADES

"Consistent with 603 CMR 27.08(3)(b), districts must assess all students based on the district's and educator's performance criteria for students during the 2020-21 academic year. This performance criteria must be consistent across in-person, hybrid, and remote learning environments." (p. 6, Remote Learning Guidance)

The district will assess students based on performance criteria and provide grades to students as one means of feedback on learning. MURSD will emphasize grading practices that prioritize reflection, revision, and growth in supporting students' progress toward mastery. Grading practices will provide clear expectations while honoring individual student's needs. Effective grading practices not only track progress but also support accountability and student responsibility.

LEARNING STANDARDS

"Consistent with 603 CMR 27.08(3)(b), all students – whether learning in-person or remotely– must have access to grade-level instruction in all content areas included in the Massachusetts curriculum frameworks." (p. 6, Remote Learning Guidance)

Across all learning models, lessons will have clear alignment to the Massachusetts curriculum frameworks. The alignment will be shared with the student via clear, posted learning objectives. Educators at the grade-level spans and departments will meet regularly to discuss and prioritize learning standards. A team based approach to planning should be taken. Learning experiences should reflect these priorities and should be consistent across classes. We believe that focusing on key content and skills should not prevent opportunities to practice the skills that bring the content to life and explore ideas that engage students' curiosity.

TWO-WAY COMMUNICATION

"Consistent with 603 CMR 27.08(3)(b), DESE requires that remote learning programs include regular, two-way communication between students, educators, and families to ensure students and families have meaningful opportunities to connect regularly with staff." (p. 5, Remote Learning Guidance)

Family engagement is an integral part of our educational programming. We are committed to putting practices in place that facilitate streamlined communication tools, increase opportunities for two-way engagement between families and educators. To that end, our district will be employing the REMIND app to help create a direct line of communication that is in addition to other tools we currently use in the district. Additionally, as part of our communication plan, prior to reopening we will provide town-hall meetings for families to hear updates and ask questions, send weekly updates through email and social media outlets, initiate building based orientation meetings, and a social media FAQ board. During reopening, many of the same communication methods will be used, along with updates through the REMIND app, weekly newsletters from the schools, and a comprehensive reopening website with resources and this plan. Parent-teacher conferences will be scheduled to take place during the year as well to facilitate two-way communication and these will be held virtually if necessary.

PROFESSIONAL DEVELOPMENT

"Professional development requirements include: (a) safety, wellness, and social emotional supports, (b) planning and instruction, (c) assessment, and (d) intervention. (e) A school calendar with start date and PD days prior to opening is recommended." (Remote Learning Guidance)

Shifts to both hybrid and fully remote models require modifications in our pedagogical approach. Educational research supports the need for different practices to be put in place to have effective remote and hybrid learning. Through a phased approach at the start of the year 10 days prior to the student start of school will be used to initiate a year-long process of training and professional development to our staff, students, and families. Our professional development plan will continue to be coordinated by the PD Committee, guided by input from the working groups and teacher feedback, and aligned to district goals. The following list a beginning outline of professional development that has been identified so far by our working groups to be put in place over the 2020-2021 school year.   The professional development that is provided will be adapted based on the needs of the current model of learning. The delivery of the professional development options will be held mostly in remote settings.

Safety
- Safety training for COVID-19
- Health education about COVID-19
- Masks: proper use and care
- Proper donning and doffing of PPE
- Hand Hygiene
- Building Protocols: distancing, cleaning, movement
- Identification of and protocols with sick students and staff

Curriculum, Instruction, and Assessment
- Effective teaching, assessment, and feedback methods for remote and hybrid teaching
- Blended Learning approaches
- Project-Based Learning in a remote and hybrid environment
- Coordination and continuity of curriculum for all students across models
- Planning time to collaborate with grade level/course teachers
- Digital curriculum platforms and resources (i.e.-online textbooks, Wonders 2020, iReady, stMath, Discovery Ed)

Social-Emotional Learning and Equity
- Trauma informed practices
- COVID-19 and the impact on our student population
- How to incorporate SEL practices into the remote and hybrid setting
- Diversity, equity, inclusion, and social justice

Communication
- Effective tools for communication and teaching and learning:
  - Communication tools (Remind)
  - Learning management systems (Seesaw and Google Classroom)
  - Virtual meeting platforms (Zoom)

Mandated State and Federal Training
- Bullying: Recognition and Response
- Cyberbullying
- Child Abuse: Mandatory Reporting
- Discrimination Awareness in the Workplace
- FERPA: Confidentiality of Records
- MURSD PoliciesSexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues and Response

Additional Health Training (Non-COVID)
- Blood Borne Pathogen Exposure Prevention
- Health Emergencies: Choking and the Heimlich Maneuver
- Health Emergencies: Life-Threatening Allergies

ACADEMIC PROGRAMMING GUIDEBOOK

In 2018, MURSD convened a group of students, educators, parents, and community members who authored *Inspire: The Mendon-Upton Strategic Plan 2018 - 2023*. The document outlines an aspirational vision for learning that captures the spirit of our community, addresses the needs of learners in the modern world, and encourages our schools to empower all learners to thrive.

Despite the challenges presented by the COVID-19 health crisis, our learning community remains dedicated to our mission and strives to inspire our students through learning experiences that encourage agency, promote deep inquiry, and have meaningful connection to the world beyond our classrooms.

The guidebook below reaffirms our beliefs about learning in the context of this health crisis. It is not intended as a list of what each learning experience will include. Rather, for our students, parents, and educators, this guidebook provides a view into the types of learning practices experienced during in-person or remote lessons, clarity about the student experience in our schools, and support in bringing our vision for learning to life.

CURRICULUM

DRIVING QUESTION

Which content and skills in the curriculum should be prioritized when facing changes in learning settings, resources, and routines?

GUIDING PRINCIPLES

We believe...

- in prioritizing the key grade-level concepts of the curriculum.
- focusing on key content and skills should not prevent opportunities to practice the skills that bring the content to life and explore ideas that engage students' curiosity.

> "TO BE PREPARED FOR [A] KNOWLEDGE-BASED ECONOMY, WE STILL NEED TO PROVIDE OUR STUDENTS WITH A BASIC FOUNDATION IN LITERACY AND NUMERACY. HOWEVER, WE MUST ALSO PROVIDE THEM ESSENTIAL SKILLS SUCH AS CRITICAL THINKING, PROBLEM-SOLVING, EFFECTIVE COMMUNICATION, COLLABORATION, AND CURIOSITY."
>
> *INSPIRE: THE MURSD STRATEGIC PLAN*

STRATEGIES

Examining Prerequisite Content Standards

In spring 2020 the Department of Elementary and Secondary Education provided support to schools by identifying "prerequisite content standards" for English Language Arts, mathematics, science/technology/engineering, and history/social sciences. By focusing on these high-leverage standards, teachers could create lessons that challenge students, ensure that they limit gaps in core content, and help them remain confidently on grade-level with their peers across the Commonwealth. This fall, educators can follow a similar process by convening teacher teams to work together to develop adjusted curriculum that focus on high-leverage content, standards, and skills.

Putting the Portrait of a Learner into Practice

The MURSD Portrait of a Learner identifies six skills that are critical for students' success in school, careers, and the communities of the future. These skills - including being a global citizen, mindful learner, effective communicator, skillful collaborator, solution seeker, and inspired innovator - are threaded throughout the curriculum. By developing curriculum objectives that focus on exploring the content through these competencies, teachers provide frequent opportunities to practice key skills through the exploration of grade-level content.

CURRICULUM

Focus on What Sparks Joy in Learning

As explained by Jal Mehta and Shanna Peeples, the idea of finding joy in the curriculum is based on the ideas of "Marie Kondo - that Japanese clearing expert who says that you should declutter your house by removing all items that don't spark joy." When applied to education, this concept helps educators to prioritize the curriculum by categorizing it into five buckets: 1. Topics that spiral, 2. Nice to haves, 3. Sequential topics, 4. Essential topics, and 5. Skills that benefit from repeated practice. When explored through a formal protocol, this idea allows for prioritizing a range of learning experiences aimed at inspiring learners.

> "IF...WE WELCOME [STUDENTS] BACK AS WHOLE HUMAN BEINGS, AS PEOPLE WHO HAVE HAD A LIFE-DEFINING EXPERIENCE AND SURVIVED IT WITH RESILIENCE AND VERVE, AND INVITE THEM TO INQUIRE WITH US ABOUT TOPICS OF MUTUAL INTEREST, WE ARE MUCH MORE LIKELY TO SUSTAIN THEIR ENERGY AND ATTENTION."
>
> *JAI MEHTA AND SHANNA PEEPLES*

Atlas Rubicon Curriculum Guides and Reports

Atlas Rubicon provides a variety of reports that can support the work of adjusting the curriculum. The "Unit Calendar" provides a year-long overview of when each unit should be started and completed. By leaving a note on the drop-down menu, teachers can collaborate with their colleagues to plan adjustments to the curriculum and make their changes transparent to their fellow teachers.

RESOURCES

- **Article**: "Marie Kondo the Curriculum" by Jal Mehta and Shanna Peeples
- **Digital Literacy Resources** - Across the district, students and teachers have explored a variety of digital literacy tools to help students engage with reading including **Scholastic Scope and Storyworks**, **Epic!**, **Newsela**, **Raz-Kids**, and more.

RELATIONSHIPS

DRIVING QUESTION

How do we establish relationships that create a safe, inclusive, and supportive learning environment in the absence of a typical classroom experience?

GUIDING PRINCIPLES

We believe when facing the challenges of remote, hybrid, or physically-distanced learning, relationships…

- are critical to learning and are every educator's first priority.
- should be built with intentionality with students, parents, and educators.
- depend on effective communication.
- can only be built in a safe environment.
- become stronger when built proactively.

"WE BELIEVE LEARNING HAPPENS MOST POWERFULLY AND DEEPLY WHEN WE ESTABLISH RELATIONSHIPS THAT CREATE A SAFE, INCLUSIVE, AND SUPPORTIVE ENVIRONMENT."

MURSD'S BELIEFS ABOUT LEARNING

STRATEGIES

Keep the Learning Fun

Taking the time to create a fun, collaborative atmosphere helps to build the relationships that make learning exciting. Activities such as beginning the lesson with thematic music, using games and Kahoots, or learning a new skill together can create a positive learning environment.

Connect with Students before School Starts

Virtual sessions provide opportunities for students, teachers, and families to build relationships and get to know each other before the summer comes to an end, helping to start the year in a positive and productive way.

RESOURCES

- **Google Forms** - A Google Form can provide a simple way to capture the interests, learning preferences, strengths, concerns, and curiosities of everyone in the learning environment. Used at the beginning of the school year, a Google Form can provide insight that helps students and teachers connect quickly and meaningfully.

COMMUNICATION

GUIDING PRINCIPLES

We believe effective communication with students and families...

- is offered through a wide variety of methods.
- is consistent, clear, and concise.
- needs to be centralized
- is open to all stakeholders.
- provides opportunities for two-way collaboration.
- elicits feedback from parents and students.

STRATEGIES

Collaborative Academic Planners

Students can create an academic planner through Google Docs so that they can share their responsibilities with parents and teachers. Through these planners, students, parents, and teachers can make edits and provide notes to help students prioritize and organize their assignments. They can also help students to hold themselves accountable for academic responsibilities.

DRIVING QUESTION

How do we communicate clearly, consistently, and effectively with all of our students and families?

Community-building through Student Videos

When facing the isolation of remote learning, students can create videos that share their learning, give insight into the lives of their classmates, and engage in learning in an open, collaborative way. (example)

Backup Plans for Off-hours and Tech Support

Proactive clarity about how to access help beyond typical working hours can reduce frustration and offer another layer of support that helps teaching and learning remain responsive to the varying needs of students and families.

COMMUNICATION

Establish a consistent location and predictable schedule for sharing of information.

When parents and students know where and when to look for information, they will be able to confidently understand expectations, efficiently access resources, and gain the support they need to productively engage in teaching and learning.

> "IN ORDER TO BRING OUR MISSION TO LIFE, WE WILL ENGAGE STUDENTS, PARENTS, EDUCATORS, AND THE COMMUNITY IN AN ONGOING PARTNERSHIP FOCUSED ON LEARNING."
>
> *MURSD VISION STATEMENT*

Backup Plans for Off-hours and Tech Support

Proactive clarity about how to access help beyond typical working hours can reduce frustration and offer another layer of support that helps teaching and learning remain responsive to the varying needs of students and families.

RESOURCES

- **<u>Google Classroom</u>** - Private messaging in Google Classroom provides an opportunity for students and teachers to have personal check-ins.

VIRTUAL LESSONS

GUIDING PRINCIPLES

We believe virtual lessons...

- are participatory and active, providing students with a wide variety of hands-on ways to engage in their learning.
- encourage students to be collaborative and social, providing the opportunity for small and large group participation.
- provide students with access to a variety of resources that support interactive participation and engagement.
- align to the district curriculum.
- provide ample opportunity for clarification and for students to ask questions.
- include checks for understanding, feedback on learning, and opportunities for growth.
- provide predictable routines for learning that set clear expectations and help students to become comfortable learning in a virtual environment.

DRIVING QUESTION

What are the elements of an effective virtual lesson?

STRATEGIES

Breakout Rooms

Breakout rooms help to make virtual lessons active, social, and collaborative. In smaller groups, students have the chance to interact with each other, ask questions, share their screens to offer peer-to-peer instruction, and more.

Fun, Active, and Lively Lessons

By starting a lesson with music, playing a game, or "flooding the chat" with discussion ideas, students and teachers can create a vibrant online learning environment.

Sharing the Screen

Students and teachers can share their screen in order to model thinking, explain processes, and make it easy to follow the lesson.

Small Groups

Splitting up large classes into separate, shorter Zoom sessions can provide opportunities to socialize, collaborate, and engage in an equitable learning environment.

VIRTUAL LESSONS

Learning Plans

Whether in a Google Slides presentation, a Google Doc, or Google Classroom post, or other platforms - a shared learning plan can provide links to resources, learning objectives, "to-dos" for the lesson, and set routines for the class that make virtual sessions productive. In addition to supporting students in the virtual session, these learning plans also provide support to those who were not able to attend.

> **"TECHNOLOGY HAS CREATED A WORLD THAT IS EVER-CONNECTED AND PROVIDES LEARNING OPPORTUNITIES... THAT WERE ONCE NOT POSSIBLE."**
>
> *INSPIRE: THE MURSD STRATEGIC PLAN*

Getting to Know Each Other through Zoom Sessions

Students, families, and teachers can connect through Zoom and families prior to the start of school as a means of informal introduction and relationship building.

RESOURCES

- **Explain Everything** - This digital whiteboard provides a collaborative space to "teach, present, sketchnote, create videos, and work together".
- **Jamboard** - Google's interactive whiteboard not only allows for real-time collaboration but also gives the teacher the ability to see the student working on the assignment "live", allowing for immediate feedback on learning.
- **BrainPOP** - This tool provides support to "deliver multi-disciplinary content, flexible tools, and interactive assessments" aimed at helping students to engage with the standards.
- **LabXchange** - This free website from Harvard University includes articles, videos, simulations, and interactive virtual labs for science classes.
- **Visible Thinking Routines** - Use visible thinking routines during synchronous learning to engage students actively in critical thinking and to increase motivation.
- ***Teaching Effectively with Zoom: A practical guide to engage your students and help them learn*** - A practical guide to creating participatory learning communities in Zoom-based classroom. The book includes practices rooted in pedogogy.

ASYNCHRONOUS LESSONS

DRIVING QUESTION

What are the elements of an effective asynchronous lesson?

GUIDING PRINCIPLES

We believe asynchronous lessons...

- focus on big ideas and enduring understandings, avoiding an overload of information.
- are driven by learning goals that are clearly articulated within the media.
- provide opportunities for student reflection.
- provide checks for understanding.
- align with synchronous instruction and are designed with continuity.
- are designed with intentionality to help students engage with confidence.
- are designed to provide a range of learning challenges and supports.
- leverage multiple means of media to engage students and connect students as co-learners.
- rely on high-quality sources when providing resource materials.
- are iterative in design and responsive to feedback from learners.
- can be co-created by teachers and learners.
- benefit from the use of common tools across classrooms.

STRATEGIES

Organize Workflow with Google Classroom
Google Classroom organizes assignments for each course, provides a simple way to collect work and provide feedback, and helps students to stay on top of their responsibilities.

Provide HyperDocs
A HyperDoc is a tool to organize a lesson or unit that includes a variety of links to resources, tasks, or media that help students explore a topic. They organize the essential elements of a lesson plan in a digital format (often a Google Doc or Google Slides).

ASYNCHRONOUS LESSONS

Classroom Conversation

Message boards, backchannels, and collaborative documents provide opportunities for students to share their thoughts about the lesson, ask questions, and interact with each other and their teacher in a way that makes sure that asynchronous learning does not require learning in isolation.

"WE BELIEVE LEARNING HAPPENS MOST POWERFULLY AND DEEPLY WHEN WE ARE ACTIVE, CREATIVE, PURPOSEFUL, AND REFLECTIVE."

MURSD'S BELIEFS ABOUT LEARNING

Focus on Formative Assessments

Students will have varying levels of support in their home environment. Thus, low-stakes formative assessment tasks that do not require real-time support serve as a strategy that address each student's learning needs and progress. Teachers can provide feedback asynchronously so students can revise work at a later time. Synchronous time can then be used to provide summative assessments where students may need immediate support.

Peer Feedback & Critique

Asynchronous lessons thrive when situated in a community of co-learners. Rather than having the classroom teacher as the sole judge of quality work or as the source of information, students can join in the process to support one another. The teacher models give feedback and provide resources to help peers support(assist) one another's work and share insight to improve the (their) quality.

Plan Collaboratively

As we make the shift to asynchronous learning, we have the opportunity to benefit from the collective strengths of our community of educators. Planning for asynchronous lessons can be a group effort where the responsibility is shared and the collective intelligence and creativity of our staff is leveraged to create high-quality learning experiences in both synchronous and asynchronous environments.

ASYNCHRONOUS LESSONS

RESOURCES

- **Zearn** - This independent nonprofit publisher and software developer is driven by the belief that "an understanding and love of math is critical to creating a generation of engaged learners who can change the world." It provides a student-friendly platform to guide lesson design, provide support for all learners, and share interactive learning opportunities.

- **IXL** - This tool provides students with opportunities to practice key concepts, get feedback on their progress, and receive learning challenges that align with their skill development.

- **Lexia** - Lexia supports the development of literacy including "reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction".

- **Screencastify** - This platform provides a way to record, edit, and share videos, allowing educators to offer instructional videos to support student learning.

- **Raz-Kids** - Raz-Kids is an "online guided reading program with interactive ebooks, downloadable books, and reading quizzes".

- **iMovie** - Included as part of each iPad and MacBook's offerings of apps, iMovie is an intuitive program that can make the editing of movies simple, including being able to string together several short videos to make one longer presentation.

- **Edpuzzle** - This tool helps to personalize videos used in lessons, gain analytics on student participation, and make video resources more interactive.

- **Flipgrid** - This tool provides a platform to record short video clips, share voice recordings, respond to others, and engage in asynchronous conversation. After participating in an asynchronous lesson, students can use this tool to take their learning to their classroom community.

- **Seesaw** - Seesaw is an online portfolio tool that allows students to demonstrate their learning in multiple forms of media (text, audio, video, annotation). Teachers can allow for peer or private feedback on student work as well. Standards-based assessment is built into the platform to support assessment. The tool also allows for sharing work and communicating with families.

- **Voicethread** - Voicethread is an asynchronous presentation tool that allows for teachers and students to provide video, image, or audio commentary. This tool takes asynchronous lectures or direct instruction and creates an interactive, participatory experience.

COLLABORATION

GUIDING PRINCIPLES

We believe collaboration...

- helps to build a community of co-learners and co-teachers.
- can be modeled, actively practiced, and reflected upon by students and teachers.
- can be supported through the use of common tools across classrooms.
- should replicate the experiences of the classroom where possible
- leverages technology to facilitate communication, the sharing of ideas, feedback, and relationship-building.
- focuses not only on academics but also on relationships.
- can be fostered by designating specific time in the schedule for educators to work together.

DRIVING QUESTION

How do we create opportunities for collaboration between and among students and teachers in remote, hybrid, or physically-distanced learning environments?

STRATEGIES

Small Groups
Whether in a Zoom session or the classroom, smaller groups can provide opportunities to build relationships, collaborate, and engage in an active learning environment.

Consistent Norms across Classrooms
Designing a shared set of norms for collaboration helps students and teachers to meet expectations when working together. A draft, a list of shared expectations, including etiquette that aligns with collective beliefs about collaboration and learning supports positive contributions from all. These norms are most effective when shared norms across classes and discussed with students. The consistency across classrooms provides clarity for students and improves the quality of the collaboration across classrooms, schools, and the district.

COLLABORATION

Common Tools across Classrooms

The more learners use a tool or practice, the more effective we become at leveraging it for our goals. The same is true for collaboration tools or practices. The more opportunities students have to use a tool or practice for collaboration, the bigger the impact on their improvement in collaboration skills and the overall work product. Rather than having students learn multiple tools or protocols with similar features, teams of teachers can select 1 - 2 resources that are shared across classrooms. The shared practices provide familiarity for students and better workflow in the long run.

> A SKILLFUL COLLABORATOR IN MURSD CAN "LEAD AND SUPPORT A DIVERSE GROUP OF INDIVIDUALS WHILE [THEY] WORK TOGETHER TO MEET A COMMON GOAL."
>
> *PORTRAIT OF A LEARNER REFLECTIVE TOOL*

Breakout Room Races

Students work together to tackle a group task as a race between teams. Student groups work in separate breakout rooms and carry out their tasks - such as webquests, puzzles, brainteasers, or more - together. The first group to return to the main session with the correct answer gets the victory. In addition to providing a bit of friendly competition, it provides the teacher with the opportunity to drop-in on each of the groups to check on their progress and offer support.

Shared Brainstorming

Although it can be challenging to hear everyone's voice at one time - especially in a virtual setting - there are a variety of digital tools that can be put to use to capture the collaborative ideas, background knowledge, questions, and curiosities of a group. Digital white boards, surveys, and presentation tools often provide features that make the thinking of a larger group visible for everyone.

"Campfire Groups"

Campfire groups are semi-permanent groups of approximately four that stay together for long periods of time. This arrangement allows students to get to know each other better and establish more trust. Students might be rearranged for other activities to provide some variety, however the campfire groups provide a stable base throughout the school term.

COLLABORATION

RESOURCES

- **Flipgrid** - This tool provides a platform to record short video clips, share students' voices, respond to others, and engage in asynchronous conversation. Flipgrid aims to "empower every voice" by creating an easy way to participate in a digital conversation, provide/receive feedback, or respond to the ideas of others.
- **G Suite for Education** - Google provides a range of interactive tools to support real-time collaboration in an in-person or remote environment. Students can work together to create and edit documents (Google Docs), design and plan presentations (Google Slides), brainstorm ideas with a group (Jamboard), share resources (Google Drive) and so much more.
- **Trello** - This digital tool supports project management and team collaboration by providing a platform to keep track of a "to-do" list, upload resources, provide feedback, and share real-time progress on team responsibilities.
- **Mentimeter** - This presentation tool shares the perspectives of a large group easily and helps to make everyone's thinking visible. Whether taking a poll, creating a word cloud, or posting ideas in a brainstorming activity, Mentimeter helps to make the classroom more collaborative.
- **Basecamp** - Basecamp is a professional project management tool that is free for educators. Basecamp provides a one-stop-shop for sharing documents, creating to-do lists, assigning tasks to group members, Slack-style chat for discussing projects and much more. This tool supports students in managing long-term projects & teaching collaboration. It's the all-in-one tool for working remotely.

FEEDBACK

DRIVING QUESTION

How can students receive timely, personal, and meaningful feedback despite the challenges of changes in our structures for learning?

GUIDING PRINCIPLES

We believe effective feedback...

- is clear and actionable.
- is shared in a timely manner.
- is student-specific and personal.
- focuses on specific content and/or skill(s) identified in the standards, objectives, and big-picture learning targets and not simply the criteria for each assignment.
- is more than a grade.
- can be delivered in many forms including personalized comments, peer feedback, one-to-one conversations, and more.
- not only acknowledges progress with task completion but also describes successes and includes goal setting for future work.

STRATEGIES

Google Classroom Feedback

The feedback tool in Google Classroom provides specific, targeted feedback to identify where students met the standards and areas for growth. Additionally using the comment feature on submitted Google Docs can serve as a way to provide targeted feedback on written work.

Voice Feedback

Especially during remote learning, hearing feedback directly from a teacher or classmate's voice can make it easier to build connections and offer guidance. With transcription features, learners have the option to read the comments as well as listen.

Peer Editing

Everyone in the classroom has perspectives and feedback that can help us grow. Strategies such as using the comment feature on Google Docs, adding notes to a Google Slides presentation, or adding "glow/grow" comments in a Google Classroom discussion can provide food for thought and fuel for growth.

FEEDBACK

AN INSPIRED INNOVATOR IN MURSD CAN "LEARN FROM FAILURE BY SELF-REFLECTING AND RECEIVING FEEDBACK FROM OTHERS."

PORTRAIT OF A LEARNER REFLECTIVE TOOL

RESOURCES

- **Mote** - This Google Extension makes it simple to share voice comments and feedback through Google Docs, Sheets, Slides, or Classroom. It also provides transcriptions in a variety of languages to help clarify the verbal feedback.
- **Padlet** - This digital canvas allows students to post work, ask questions, and share ideas easily with their classmates and each other. The comment feature provides the chance for asynchronous feedback and conversation to support learning.
- **Process Journals** - A process journal helps students to develop a process to reflect on what they have learned, what they are struggling with, what questions they have, what connections they are making through their process on an ongoing project and receive regular feedback.
- **Floop** -This tool offers other ways to provide on-the-spot feedback and can be especially good for math.
- **Article**: "Delaying the Grade: How to Get Students to Read Feedback" - Cult of Pedagogy

ASSESSMENT STRATEGIES

GUIDING PRINCIPLES

We believe effective assessment strategies...

- include formative assessment to foster growth.
- include frequent checks for understanding to inform future learning design.
- link to enduring understandings.
- address multiple intelligences.
- focus not only on assessment of but also assessment for student learning.
- allow for multiple modalities and mediums for students to demonstrate understanding.
- provide clear assessment criteria.
- provide opportunities for collaboration and interdisciplinary connections.
- focus on student-reflection with opportunities for teachers to provide supplemental feedback.
- encourage the sharing of peer feedback.

STRATEGIES

Provide Choice

Offering a range of activities allows students to choose how they could show their learning, encourages them to pick something they are interested in as a way to align with personal curiosities, and motivates them in their learning by avoiding the one-size-fits-all approach.

DRIVING QUESTION

How can we ensure that assessment strategies serve as a support to - not simply a measurement of - all students' learning?

Portfolios of Learning

Collections of revisions, progress, feedback, and learning artifacts provide an opportunity for students, teachers, and parents to monitor growth and focus on mastery of competencies.

Virtual Museums

Virtual museums provide students with opportunities to share their learning experiences through a format where students have the chance to connect with their peers, their teachers, and experts.

> "IN ORDER TO BRING OUR MISSION TO LIFE, WE WILL EXPAND OUR DEFINITION OF SUCCESS BEYOND TRADITIONAL METRICS TO CELEBRATE THE DIVERSE TALENTS, INTERESTS, ACCOMPLISHMENTS, AND GROWTH OF THE LEARNER."
>
> *MURSD VISION STATEMENT*

ASSESSMENT STRATEGIES

RESOURCES

- **Quizizz** - This formative assessment tool allows teachers to create their own live poll/quizzes or choose from a library of already-created polls in order to get feedback on student learning and adjust instruction to meet the needs of learners.
- **Mount Vernon's Virtual Museums** - These examples of student-created virtual museum displays provide some scalable options for use in classrooms across MURSD.
- **"Single Point Rubrics"** - by Jennifer Gonzalez. Single-point rubrics are an approach to assessment that provides just the performance criteria. Student work that falls above or below the criteria can be documented in other columns for specific, directed feedback to students to either revise their work or continue the practice in a future project.
- **Summative Assessment in Distance Learning** - This resource provides strategies to structure summative assessments in remote learning contexts.
- **EdPuzzle** - This tool helps to personalize videos used in lessons, gain analytics on student participation, and make video resources more interactive. Checks for understanding can be built into the video presentation.
- **Google Forms** - Teachers can use Google Forms as a formative check-in on learning, gaining classwide and student-specific feedback about levels of understanding, curiosity, and creativity.
- **Bulb Digital Portfolio** - This platform allows students to create a portfolio to showcase work across multiple classes.

GRADING

<div>

DRIVING QUESTION

How do we ensure grading practices honor our guiding values? (health and safety first; access, equity, and inclusion; address academic and social-emotional needs)

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GUIDING PRINCIPLES

We believe effective grading practices...

- prioritize reflection, revision, and growth.
- require clear expectations while honoring individual student's needs.
- focus on mastery.
- support the development of positive student/teacher relationships.

STRATEGIES

Common Rubric

Common grade level, subject, or school-wide rubrics provide consistency in expectations aligned to standards, helping students to understand expectations, track their progress, and transfer learning across assignments and disciplines.

Mastery Checks vs. Classroom Assignments

Classroom assignments help students to develop mastery. Students should have opportunities to collaborate, ask for help, and revise until they reach mastery of the standard. Mastery checks are done individually and are short tasks to demonstrate mastery without support. If students did not succeed in demonstrating mastery, then they have the opportunity to be reassessed on the same skill with a different question.

End of Unit Surveys for Metacognition

Have students think about their successes and room for improvement. Keep these as a record of their learning over the year.

Mastery Rubrics for Metacognition

Before a teacher assesses, the student self-assesses with the same mastery rubric aligned to the standards.

GRADING

RESOURCES

- **Article**: "Making High School Grades Meaningful" by Thomas Gusky is researcher and professor on grading practices.
- **Article**: "Mastery Learning" by Thomas Gusky
- **Website**: Mastery Transcript Consortium
- **Article**: "Grading for Equity Resources" by Joe Feldman -- This site provides a wide range of resources to help teachers think about assessment strategies that foster growth-based assessment.
- **Interview**: "Grade Expectations" with Joe Feldman
- **Book**: *Grading for Equity* by Joe Feldman

TECHNOLOGY

TECHNOLOGY

Technology is a crucial innovative element for ensuring MURSD archives it's mission to empower all learners to thrive. Technology both amplifies learning experiences and provides for anytime, anywhere learning. Our goal, as outlined in our strategic plan, is to empower our students to "leverage technology in a safe and purposeful way so they may be effective communicators, collaborators, and innovators." The plan outlined below aligns our existing beliefs regarding learning technologies with the multiple reentry scenarios.

ACCESS AND CONNECTIVITITY

iPads will be the primary device for MURSD students in all three learning models. Beginning in the fall, students in Pre-K through grade 5 will all be issued seventh generation iPads with a protective case. Funding for these devices will be provided via the CARES Act and the Remote Learning Technology Essentials grants. The devices will be shipped to the district after school begins. Information regarding device distribution for elementary students will be sent in the months ahead.

Students in grades 6 through 12 are currently participating in the MURSD 1:1 Learning program and either have a school-issued sixth generation iPad or they bring a personally owned iPad. Home devices must be a fifth generation iPad or newer. The district will also provide devices to district students as needed.

> "DISTRICTS SHOULD ENSURE THAT EVERY INDIVIDUAL STUDENT AND EDUCATOR HAS ACCESS TO AN APPROPRIATE DEVICE,... AND ADEQUATE INTERNET... TO USE DURING REMOTE LEARNING."
>
> *DESE REENTRY GUIDANCE*

Staff will use their school issued laptop, a MacBook Air or district-issued iPad to access online classroom resources, design learning materials and communicate with students in synchronous learning sessions.

All staff and families were surveyed regarding their access to high speed internet. Families that indicate that they need the internet will be provided with a mobile hotspot or a cellular-enabled iPad. The district technology team will work with building leaders as the school year progresses to identify any family with additional needs that were not included in the summer survey. In such instances, the technology department will reach out to the families by email and phone to help resolve the issue.

UNIFORM DIGITAL PLATFORMS

According to DESE's spring technology survey, the majority of Massachusetts districts currently have some form of a learning management system (LMS), though some may need to add supplemental platforms and programs to support full delivery of remote instruction. Based on feedback from MURSD parents, the academic programming working group determined a need to streamline the digital learning platforms across grade levels.

LEARNING MANAGEMENT SYSTEM (LMS)

MURSD will leverage two learning management portals to facilitate learning for all three models:
- SeeSaw will be the primary digital learning platform in grades PK-3.
- Google Classroom will be the primary digital learning platform in grades 4-12.

SeeSaw: Seesaw will serve as the LMS for students in PreK through grade three. Seesaw is commonly used as part of the in person instruction at the elementary level and was also implemented as the LMS for several grade spans during remote learning. Like Google Classroom, Seesaw was selected due to teacher, student and family familiarity with the tool, its ease of use, and its power to both document & share student learning.

Google Classroom: Students in grade 4 through grade 12 will Google Classroom. Middle and high school students have used Google Classroom as the primarily LMS since 2016. Grade 4 teachers selected Google Classroom as their LMS for the emergency remote learning in the spring of 2020 and will continue in all models for the 2020-21 school year.

For those who are transitioning to a new platform, a focus will be spent in the first few weeks of school helping to transition teachers, staff, students, and families to the features of the digital learning platforms.

TECHNOLOGY RESOURCES

The district will provide a wide range of collaboration tools for teachers and students in all three models for school re-entry. The district's investment in technology combined with prior teacher implementation of our numerous collaborative tools enable us to shift more easily between the three models of re-entry. The section below outlines the steps the district has taken to ensure a robust technology support for re-entry.

VIRTUAL MEETING PLATFORM

The district has selected Zoom as its virtual meeting platform for synchronous remote instruction. All staff members will be provided with a licensed Zoom account so they have access to all instructional tools (whiteboard, breakout rooms, annotation) and the extended meeting duration time (up to 24 hours).

DOCUMENT SHARING, CALENDAR SHARING, FILE SHARING

MURSD is a GSuite for Education district which provides all students and staff with access to the full library of Google's tools for learning. All MURSD members have GMail-enabled email addresses and a Google Drive with unlimited storage and the ability to share documents, slides, photos and other learning materials. Google Calendar is also available and is used by students and staff alike to monitory due dates and schedule meetings.

SINGLE SIGN-ON PLATFORM

Districts are required to Incorporate a platform that provides a single sign-on access point for students and families to make accessing remote learning as simple as possible. The district has selected Clever as its primary single-sign on. The G-Suite also provides integrated logins for many of the other tech tools, so that students need only to enter in their email address and password to obtain access to the tool.

COLLABORATIVE LEARNING TOOLS

Teachers and students will use a wide variety of collaborative digital tools to support learning throughout the school year. Below is a list of some of the tools commonly used by teachers and students to support the learning process. These are just a small sampling of the apps and platforms that have been implemented by MURSD educators. For a comprehensive list of MURSD tools and resources, please visit our _MURSD Remote_ website.

COLLABORATION TOOLS

COLLABORATION TOOL	DESCRIPTION	GRADE LEVELS
GSUITE	The GSuite consists of a bevy of tools that allow students to create documents, slide shows, spreadsheets, forms and other items that can be co-designed with peers or teachers.	K - 12
PADLET	This digital canvas allows students to post work, ask questions, and share ideas easily with their classmates and each other. The comment feature provides the chance for asynchronous feedback and conversation to support learning.	K - 12
FLIPGRID	This tool provides a platform to record short video clips, share voice recordings, respond to others, and engage in asynchronous conversation	3-12
JAMBOARD	Google's interactive whiteboard not only allows for real-time collaboration but also gives the teacher the ability to see the student working on the assignment "live", allowing for immediate feedback on learning.	3-12
EXPLAIN EVERYTHING	This digital whiteboard provides a collaborative space to demonstrate learning". Explain Everything includes an embedded video creation suite which includes video recording, audio recording and editing.	6-12
TRELLO	Trello is a project management tool that enables groups to track the various aspect of the assignments. Teams can share documents, provide updates, create checklists and assign tasks all in one transparent platform	8-12

CONTENT PLATFORMS

MURSD educators use a wide variety of content platforms to supplement teacher-selected or teacher created resources. Below you will find the primary platforms that students will use in all three models for learning. The list below is just a sample of the many resources that students will be able to access and more can be found on MURSD Remote website.

CONTENT PLATFORM	DESCRIPTION	GRADE LEVELS
READING WONDERS	Reading Wonders is the elementary ELA curriculum program. The platform is accessible via the MURSD Clever portal.	PRE-K - 5
GOMATH	GoMath is the primary mathematics curricular resource for elementary students. It is accessible through the ThinkCentral Platform.	PRE-K - 5
IXL	IXL is a supplemental math and ELA enrichment platform used primarily for middle school and elementary school students. IXL is accessible through the MURSD Clever portal.	PRE-K - 12
LEXIA	Lexia supports the development of literacy including "reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction".	PRE-K - 5
ST MATH	ST Math is a game-based math learning program. Students use visual cues and mathematical concepts to solve fun, rigorous puzzles.	PRE-K - 5
MYSTERY SCIENCE	Mystery Science is a content platform that supports an inquiry-based approach to science education. Lessons include videos with embedded discussion questions.	PRE-K - 4

CONTENT PLATFORMS

CONTENT PLATFORM	DESCRIPTION	GRADE LEVELS
PEARSON REALIZE	Secondary-level math and ELA course textbooks are accessible through the Pearson Realize portal. These resources can be accessed using the student or staff email address and password via the website or the Pearson Realize app.	6-12
PEARSON E-READER	Science and history course textbooks are accessible through the Pearson eText portal. These resources can be accessed using the student or staff email address and password via the website or the Pearson EText app.	6-12

TECHNICAL SUPPORT

TECHNOLOGY SUPPORT FOR STUDENTS & FAMILIES

MURSD is committed to providing technical support for students, families and staff to mitigate any potential downtime in learning. To foster a highly reactive responsive rate to technical support, technology leads have been identified to manage and lead the technology systems in place. If a member of the MURSD community has an issue with an device, app or service, the technology department can be contacted in the following ways:

Students & Families: Students and families can request technology support at any time via the Help Desk Support form. A member of the technology staff will contact the student or family member within 48 hours of receiving the request. If Miscoe Hill or Nipmuc students are in school, he or she may visit the physical help desk at their respective schools to seek immediate assistance.

Faculty & Staff: Faculty and staff can request technology assistance through the School Dude Help Desk portal and a member of the technology staff will reach out as soon as possible to resolve the issue.

REVISED SCHOOL YEAR CALENDAR

With the announcement from DESE that the first ten days of the 2020-21 school year should be utilized for staff health and safety training as well as professional development, the previously approved school calendar has been changed to reflect this mandate. Additional changes to the school year calendar will be made as necessitated.

AUGUST

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 8/10: School Committee Meeting (Miscoe)
- 8/31: School Committee Meeting (Nipmuc)
- 8/31: Teachers Report

SEPTEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
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20	21	22	23	24	25	26
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- 8/31-9/15: Safety Training/PD for All Staff
- 9/4, 9/7: Labor Day Recess
- 9/14: School Committee Meeting (Miscoe)
- 9/16: First Day w/Students (Remote)

OCTOBER

S	M	T	W	Th	F	S
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- 10/5: School Committee Meeting (Nipmuc)
- 10/12: Columbus Day (No School)
- 10/19: School Committee Meeting (Miscoe)

NOVEMBER

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- 11/2: School Committee Meeting (Nipmuc)
- 11/3: Presidential Election (No School/PD Day)
- 11/9, 11/10: Early Release Days (Conferences)
- 11/11: Veterans Day (No School)
- 11/16: School Committee Meeting (Miscoe)
- 11/25: Early Release (No After School Program)
- 11/26, 11/27: Thanksgiving Recess (No School)

DECEMBER

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- 12/7: School Committee Meeting (Nipmuc)
- 12/23: Early Release Day (No After School Program)
- 12/24-1/1: Holiday Break (No School)

JANUARY

S	M	T	W	Th	F	S
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- 1/4: Students Return
- 1/11: School Committee Meeting (Miscoe)
- 1/15: Early Release (Teacher PD)
- 1/18: Martin Luther King Day (No School)
- 1/25: School Committee Meeting (Nipmuc)

FEBRUARY

S	M	T	W	Th	F	S
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28						

- 2/8: School Committee Meeting (Miscoe)
- 2/15-2/19: Winter Break (No School)
- 2/22: School Committee Meeting (Nipmuc)

MARCH

S	M	T	W	Th	F	S
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- 3/12: Full Release Day (Teacher PD)
- 3/15: SC Open Budget Hearing (Nipmuc)
- 3/17, 3/18: Early Release Days (Conferences)
- 3/29: School Committee Meeting (Miscoe)

APRIL

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- 4/2: Early Release Day
- 4/12: School Committee Meeting (Nipmuc)
- 4/19-4/23: Spring Break (No School)

MAY

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30	31					

- 5/3: School Committee Meeting (Miscoe)
- 5/6: Annual Town Meeting - Upton
- 5/7: Annual Town Meeting - Mendon
- 5/14: Early Release (Teacher PD)
- 5/17: School Committee Meeting (Nipmuc)
- 5/18: Annual Town Election-Upton and Mendon
- 5/31: Memorial Day (No School)

JUNE

S	M	T	W	Th	F	S
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20	21	22	23	24	25	26
27	28	29	30			

- 6/4: Nipmuc Graduation
- 6/7: School Committee Meeting (Miscoe)
- 6/16: Last Day* (Early Release) 180th Day
- 6/21: School Committee Meeting (Nipmuc)
- 6/23: 185th Day

*Last Day: No After School Program

Color Key:

- Full Release Day/No School
- Early Release Day/Early Dismissal
- Potential Make Up Days
- 185th Day: 6/24/2021

MARKING TERM END DATES:

Nipmuc & Miscoe

- Term 1: November 9
- Term 2: January 26
- Term 3: April 7
- Term 4: Last Day of School

Pre-K through Grade 4

- Term 1: December 3
- Term 2: March 16
- Term 3: Last Day of School

DISTRICT REENTRY ADVISORY COMMITTEE MEMBERS

STEERING COMMITTEE

Wendy Bell	Memorial Elementary School Principal
Jay Byer	Director of Finance and Operations
Kenneth Choiniere	Director of Grounds and Maintenance
John Clements	Nipmuc High School Co-Principal
Maureen Cohen	Assistant Superintendent of Schools
Jennifer D'Angelo	Director of Student Support Services
Janice Gallagher	Clough Elementary School Principal
Joseph Leacu	Director of Technology Operations
Jennifer Mannion	Miscoe Hill Middle School Principal
Paul Marshall	Miscoe Hill Middle School Assistant Principal
Joseph Maruszczak	Superintendent of Schools
Leslie McInnis, RN	MURSD Head Nurse
Mary Anne Moran	Nipmuc High School Co-Principal
Trish Parent, RN	Upton Board of Health
David Quinn	Director of Technology Integration

ACADEMIC PROGRAMMING WORKING GROUP

Marie Brigham	Clough Elementary School 4th Grade Teacher
John Clements	Nipmuc High School Co-Principal
Maureen Cohen	Assistant Superintendent
Shelley Cook	Nipmuc High School Science Teacher
Julie De Zutter	Parent
Brendon Rosenau	Miscoe Hill Middle School 8th Grade History Teacher
Alice Gentili	Miscoe Hill Middle School Art Teacher
Simon Harding	Nipmuc High School Music Teacher
Wendy Hodge	Parent
Chrissy Luccini	Miscoe Hill Middle School Paraeducator
Rina Manser	Miscoe Hill Middle School 6th Grade ELA Teacher
David Quinn	Director of Technology Integration
Paige Allen	Nipmuc High School Student
Angela Tinio	Miscoe Hill MIddle School Administrative Assistant
Olga Grau	Memorial Elementary Spanish Immersion Kindergarten Teacher

EQUITY AND ACCESS WORKING GROUP

Heather Allcock	Parent
David Antonelli	Nipmuc High School Special Educator
Lauren Blackburn	Nipmuc High School World Language Teacher
Diane Borgatti	MURSD Team Chair
Sonnet Consigli	Parent
Jennifer D'Angelo	Director of Student Support Services
Carolyn Harp	MURSD Occupational Therapist
Mary Hess	Miscoe Hill Middle School A.B.A. Tech
Kerry Laurence	MURSD School Committee Member
Lauren Mack	Parent
Joseph Maruszczak	Superintendent
Lauren Sannicandro	Executive Assistant to the Superintendent

LOGISTICS & SCHEDULING COMMITTEE

Tara Bellefontaine, RN	Clough Elementary School Nurse
Mo Coburn	MURSD Bus Coordinator
Mary Anne Moran	Nipmuc High School Co-Principal
Kate Reardon	Nipmuc High School World Language Teacher
Ethan Schulte	Nipmuc High School Student
Heather Smith	Clough Elementary School PreK Teacher
Jennifer Talamini	Parent
Lauren Tengler	Parent
Lawney Tinio	Parent/Mendon Board of Selectmen
Meredith Hefez	Nipmuc High School Counselor
Ryan Labarre	Miscoe Hill Middle School 7th Grade Math Teacher

PHYSICAL SAFETY AND MENTAL HEALTH WORKING GROUP

Wendy Bell	Memorial Elementary School Principal
Jay Byer	MURSD Director of Finance and Operations
Ken Choiniere	Director of Maintenance and Buildings and Grounds
Brooke D'Anni, MD	Parent/Pediatrician
Olivia Hendricks	Memorial Elementary Spanish Immersion 3rd Grade Teacher
Melissa Kakela-Boisvert	Mendon Board of Health
Janice Gallagher	Clough Elementary School Principal
Vikki Ludwigson	MURSD School Committee Chairperson
Jeff Lukas, MD	MURSD Physician/Pediatrician
Jennifer Mannion	Miscoe Hill Middle School Principal
Leslie McInnis, RN	MURSD Nurse Coordinator
Trish Parent, RN	Town of Upton Public Health Nurse
Lisa Ryan, RN	Memorial Elementary School Nurse

PHYSICAL SAFETY AND MENTAL HEALTH WORKING GROUP (CONTINUTED)

Mark Skiba, MD	Parent/Internal Medicine
Kerry Fagan	Nipmuc High School Adjustment Counselor
Carla Joyce	Miscoe Hill Middle School 8th Grade ELA Teacher
Cathy Hack	Clough Elementary School 3rd Grade Teacher

STUDENT LIFE AND EXTRACURRICULAR ACTIVITIES WORKING GROUP

Brett Bergeron	Memorial Elementary School Custodian Supervisor
Kathy Carlson	Parent
Gail Farquharson, RN	Miscoe Hill Middle School Nurse
Lucy Johnson	Miscoe Hill Cafeteria Manager
Lana Lanczka	MURSD Before/After School Coordinator
Kaylee Lukasek	Nipmuc High School Student
Paul Marshall	Miscoe Hill Assistant Principal
Dianne Mucci	MURSD Food Services Director
Steve Orff	Parent
Chris Schmidt	Nipmuc High School Athletic Director
Steve Sinko	Mendon School Resource Officer
Sophie Vincens	Nipmuc High School Student
Dan MacIsaac	Nipmuc High School History Teacher

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