

**Worcester Public Schools  
Worcester, Massachusetts**



**Fall 2020  
Return to School Guidance**

**Superintendent Maureen Binienda**

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## Superintendent's Message



Office of the Superintendent  
Maureen F. Binienda  
Superintendent

# Worcester Public Schools

## Worcester, Massachusetts

Dr. John E. Durkin Administration Building  
20 Irving Street  
Worcester, Massachusetts 01609-2493



Tel. (508) 799-3115  
FAX (508) 799-3119  
biniendam@worcesterschools.net

August 10, 2020

Dear Parents and Families,

The Department of Elementary and Secondary Education has required districts to prepare a reopening plan that addresses three possible learning models for this fall: in-person learning with new safety requirements, a hybrid of in-person and remote learning, and the continuation of remote learning (to ensure continuity of learning throughout the school year, even if circumstances change).

<http://www.doe.mass.edu/covid19/return-to-school/>

The Worcester Public Schools (WPS) has conducted staff and parent surveys, included stakeholders in re-opening committee meetings, conducted five community sharing forums, which included one medical information forum by local pediatricians / medical experts and one forum in Spanish. The WPS has completed both a Facility Capacity Analysis and a Transportation Capacity Analysis.

The Worcester Public Schools are partnering with the Parabola Project, a partnership between Ariadne Labs and The Learning Accelerator. Ariadne Labs is a joint center for health systems innovation at Brigham & Women's Hospital and Harvard T.H. Chan School of Public Health. The Parabola Project is a collaborative endeavor between the education and health communities. The goal is to rapidly identify, develop, and share guidance and tools to help school system leaders and practitioners make decisions and implement practices that support the mitigation of COVID-19 related risks while maximizing community learning and wellbeing.

**The safety and well-being of our students, families and staff will continue to be our top priority as an educational community.** The WPS will focus on fostering community and relationships with three overarching principles: parity and

interdependence of physical and emotional safety, equity and racial justice, and collective care. Therefore, after careful analysis of all the data, the recommendation for school reopening plans are as follows:

Students will be grouped into three groups:

**Group A** - Students who are in general education classrooms who do not have any specially designed instruction

**Group B** - Students who are in general education classrooms and receive specially designed instruction and/or support

**Group C** - Students who require the most in-person instructional support to access learning

**In person learning** will be provided to students in Group C after first quarter. Group C will be phased into in- person learning after first quarter. School administrators will contact families to inform them of the in-person learning option and confirm which students will be attending.

**100% Remote Learning** will be provided to all students for Quarter 1, and to students who choose remote for the entire year. This model is based on providing all students a rigorous remote learning plan.

Students would engage in:

- Synchronous learning four days a week in all core content subject, electives, and enrichment
- Small group synchronous learning from support teachers according to their needs
- Asynchronous learning one day each week

**Hybrid Learning** is planned as an option beginning Quarter 2. This model is based on students assigned to cohorts with approximately  $\frac{1}{4}$  of the students occupying a school building at a time. This model will start after the first term, as students will start the year in Remote learning.

Students may engage in:

- One day per week in-person learning support at schools either Mondays, Tuesdays, Wednesdays or Thursdays (Potentially)
- Synchronous remote learning 3 days a week in all core content subject, electives, and enrichment
- Small group synchronous remote learning from support teachers according to their needs
- Asynchronous remote learning one day each week

**The WPS commits to equity during these challenging times. We will continue to take action to ensure all students have access, resources and high-quality instruction.** The WPS is committed to providing High Quality Teaching & Learning (HQTL). HQTL is content rich, student - centered, measurable and exists in a culture of

high expectations for all students Pre K - 12. High quality teaching and learning classrooms are sensitive to students' needs, interests, strengths, abilities, modes of contribution, social/cultural backgrounds, and address three essential elements: organization of the classroom; instructional design and delivery and student ownership of learning. All students who did not receive a chrome book in the Spring will each receive one chrome book. The WPS will be distributing chrome books to students prior to September 15. Schools will be calling families to schedule the pick -up at your child's school. All students will be provided access to connectivity, if needed.

**The WPS commits to maintaining connections between school staff, students and families.** These connections will guide our work in addressing family and student specific needs. The WPS will continue to communicate with students, parents/guardians, staff and community members through email, Connect ED phone messages, phone calls, postings on the WPS website [worcesterschools.org](http://worcesterschools.org), mailings and social media. The WPS translates all essential documents into seven languages: Spanish, Portuguese, Twi, Albanian, Arabic, Vietnamese, and Nepali. The WPS also provides interpretation services in these languages for district community forums, and school events. The WPS provides translation services using a *language line* for additional languages.

The first day of school will be September 15, 2020 for all students. We have been preparing our schools for re-opening. Safety signs have been posted at the entrance to all buildings. Plexiglass barriers are installed in strategic school areas. All staff will be trained in following safety guidelines to establish a culture of health and safety in our schools. Personal Protection Equipment (PPE) has been ordered and is on track to be delivered before school starts. COVID-19 District and School Based Coordinators have been selected. The WPS has a dedicated email address [covid19@worcesterschools.net](mailto:covid19@worcesterschools.net) for questions relating to Covid-19.

The WPS as an education community commits to a growth mindset in order to effectively navigate these unprecedented times. As shared within the Department of Elementary and Secondary School Guidance, everyone - leaders, educators, students, families, community members are managing competing priorities, navigating new experiences, learning new skills, and dealing with uncertainty of an ongoing health pandemic. The WPS is making the best decisions based on the information we have gathered. We ask for your continued feedback as we work together to provide high quality teaching and learning for ALL our students.

Please read the attached document for additional information on school re-opening.

Respectfully,  
*Maureen F. Binienda*  
Maureen F. Binienda

## Data Informing our Plans

Worcester Public Schools collected a variety of information to better understand our community's remote learning experience and implementation challenges in Spring 2020. We gathered community feedback and information priorities in preparing for the 2020-21 school year anticipating that COVID-19 would still be a concern.

Data collection included:

- WPS Staff, Student, and Parent/Guardian 2019-20 End of Year Surveys
- WPS Summer School 2020 Survey
- WPS Internal Staff End of Year Meetings on Lessons Learned during Spring Remote Learning
- Parent/Guardian 2020-21 Reopening Survey administered July 10th to July 20th
- July 20th and 22nd WPS Community Forum on School Reopening Plans
- WPS Staff 2021-21 Reopening Survey opened July 14th
- July 29th WPS Medical Forum
- City of Worcester Health Metrics

In addition Worcester Public Schools conducted studies to assess impact of health and safety requirements on facility capacity. The assessments included:

- Building Capacity Analysis
- Transportation Capacity Analysis
- HVAC Systems Analysis

## Executive Summary

Here's what students, staff, and families need to know about the upcoming 2020-2021 school year!

1. The Superintendent's recommendation to the School Committee was a school start date that begins on Tuesday, September 15, 2020. The School Committee approved modifications to the school calendar on August 5, 2020. Teachers will report to school on August 27, 2020 and will participate in training for 12 days. All students will begin school on September 15, with all students receiving 100% remote learning.

2. After consultation with the local Board of Health and the Worcester School Committee, Worcester Public Schools (WPS) will exceed the State's public health and safety expectations. Whenever possible, all students and staff will practice six (6) feet of social distancing and wear face-masks in grades 2-12. The health, safety, and well-being of our students and staff is our top priority. The State issued initial health guidance on June 25, 2020, requiring students and staff to maintain social

distances of three to six feet, to wear face-masks (grades 2-12), and to organize students at the middle and high school levels by cohorts to minimize interaction.

3. Massachusetts Department of Elementary and Secondary Education (DESE) released transportation and facilities guidance on July 22, 2020, The district conducted facility and transportation capacity analysis. Based on the analysis of facilities and transportation, the district is recommending remote learning until the end of Quarter 1 (November 13, 2020). Students in Group C will receive in person learning after Quarter 1. Beginning Quarter 2, the district will reevaluate and transition, if appropriate, to a hybrid model where students will receive in person learning one day per week.

4. After Quarter 1, for students in the in-person model, we plan to serve meals in classrooms at the elementary level and “grab and go” lunch options ensuring safe social distancing will be available for middle and high school students. Students in the remote model, can access meals at designated locations throughout the district.

5. Equity is at the heart of all of the work we do in Worcester Public Schools, and we plan to offer more support for our vulnerable and at-risk students. This guidance includes a plan for a full return to school for students in pre-kindergarten who receive special education services, students with disabilities in substantially separate special education programs, and others determined to be at risk.

6. Our WPS faculty and staff have learned a great deal since the emergency school closure. For this reason, we expect the teaching and learning experience in the fall will look differently than what you experienced during the emergency school closure that began in March.

7. Professional learning will be provided to help educators adapt to the pedagogical shifts required for our hybrid and remote plans. In addition, curriculum leaders will be working with teams and departments to share plans that have been developed over the summer to assess student understanding and address learning gaps over the coming school year.

Throughout the spring and into the fall, extensive professional learning opportunities have been and will continue to be offered to WPS staff. These opportunities are offered to educators as they develop virtual lessons, integrate technology, incorporate effective strategies for a robust virtual learning environment, and build positive learning communities remotely.

#### 8. Learning Models:

- **In person learning** will be provided to students in Group C after Quarter 1. School administrators will contact families to inform them of the in-person learning option and confirm which students will be attending after Quarter 1.
- **100% Remote Learning** will be provided to all students for Quarter 1 and to students who choose for the entire year. This model is based on all students receiving a rigorous remote learning plan. Students would engage in:
  - Synchronous learning four days a week in all core content subject, electives, & enrichment

- Small group synchronous learning from support teachers according to their needs
- Asynchronous learning one day each week
- **Hybrid Learning** is planned as an option beginning second quarter. This model is based on students assigned to cohorts with approximately ¼ of the students occupying a school building at a time. This model will start after the first term, as students will start the year in Remote learning.

Students may engage in:

- One day per week in-person learning support at schools either Mondays, Tuesdays, Wednesdays or Thursdays (Potentially)
- Synchronous remote learning 3 days a week in all core content subject, electives, & enrichment
- Small group synchronous remote learning from support teachers according to needs
- Asynchronous remote learning one day each week

9. Families and caregivers are expected to fill out the [Educational Model Selection Form](#) by Monday, August 17, 2020. Families must choose 100% Remote Learning or Hybrid Learning for Quarter 2. Families will not be locked into one particular learning model for the entire school year. The process for submitting a request for change in the education model is still being developed and will be communicated as soon as possible.

**\*Please see APPENDIX A for Definitions and Acronyms**

## Getting Started

The School Committee approved the start date for Worcester Public Schools for Tuesday, September 15, 2020. Here is a link to the proposed [2020-2021 WPS School Calendar](#).

A September 15, 2020 start date would enable us to do the following: provide more educator planning time for the upcoming school year; address special education evaluations that need to be completed; provide compensatory services for students with disabilities with the greatest need; provide intensive support to our most vulnerable students, learn more about COVID-19 as new studies emerge; and (depending on the trajectory and timing of the virus in the Northeast), we may also avoid the back-to-school stops and starts that others in the nation have experienced with a resurgence of the virus.

## Attendance & Grading

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. School personnel and parents/guardians must work together to ensure that all students attend school every day and on-time during the 170 day pupil calendar.



WPS students will be expected to join synchronous learning opportunities Monday through Thursday and asynchronously on Fridays. In the hybrid and remote model, if a student does not attend in-person or log in for synchronous or asynchronous learning, they will be considered absent. As during a typical school year, parents/guardians will be contacted on a daily basis through a ConnectEd automated phone call if their child is absent.

After 5 unexcused absences, the principal will notify the parent/guardian in writing, when appropriate, requesting a meeting to discuss the students' attendance. Parents will continue to receive written notification of their child's attendance at every fifth absence from school. Parents/guardians will also receive attendance information through interim and quarter report cards.

The list of absences that do not count toward retention or loss of credit may be found in the Worcester Public Schools Student Handbook 2020-2021.

Students will be graded on their progress towards, and mastery of, learning standards. Students will receive interim progress reports and quarterly report cards. Grading includes active participation in synchronous sessions, submitting assignments online, logging onto online learning platforms, attending virtual check-ins, etc. depending on the structure of the learning. The marking system is based on a 1 through 4 scale for grades K through 3 and numerical grades for grades 4-12. (A=100-90, B=89-80, C=79-70, D=69-65, F=64-0)

## Schedule of Learning Models

### Hybrid Model

This model is based on students assigned to cohorts with approximately  $\frac{1}{4}$  of the students occupying a school building at a time. This model will start after the first term, as students will start the year in Remote learning.

Students may engage in:

- One day per week in-person learning support at schools either Mondays, Tuesdays, Wednesdays or Thursdays (Potentially)
- Synchronous remote learning 3 days a week in all core content subject, electives, and enrichment
- Small group synchronous remote learning from support teachers according to their needs
- Asynchronous remote learning one day each week

## Elementary Student Sample Schedules

Time	Monday Cohort 1	Tuesday Cohort 2	Wednesday Cohort 3	Thursday Cohort 4	Friday
8:30-8:45	Structure Breakfast	Structure Breakfast	Structure Breakfast	Structure Breakfast	Google Class
8:45-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting:	
9:00-10:15 Block One	In-Person Instruction ELA Mini Lesson Guided Reading ESL/SPED support	In-Person Instruction ELA Mini Lesson Guided Reading ESL/SPED support	In-Person Instruct ELA Mini Lesson Guided Reading ESL/SPED support	In-Person Instruct ELA Mini Lesson Guided Reading ESL/SPED support	<b>Asynchronous</b> Read Alouds Math Lessons Virtual Activities Lexia ST Math Generation Genius Virtual Field Trips Cultural Institution Classes
10:15-11:45 Block Two	In-Person Instruction Math Mini Lesson Small Group ESL/SPED support	In-Person Instruction Math Mini Lesson Small Group ESL/SPED support	In-Person Instruct Math Mini Lesson Small Group ESL/SPED support	In-Person Instruct Math Mini Lesson Small Group ESL/SPED support	
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch Recess
12:45-1:25	Art	Gym	Music	Tech	<b>Asynchronous Activities</b>
1:25-2:10 Block Three	Science	Science	ELA Enrichment	Math Enrichment	
2:10-2:30	Structured Dismissal	Structured Dismissal	Structured Dismiss	Structured Dismiss	

### Transition from Remote Learning to Hybrid Learning :

#### Intentional Structures for Successful Hybrid Learning

- Consistency of Instruction is critical for student success, therefore all students will continue with the remote learning format as primary source of instruction
- The focus of the in-person day will be for the students to have the opportunity to receive instructional support
- Building relationships, emotional health, and social interactions will be promoted
- In-person attendance will help build and sustain connection to the school community
- Teacher collaboration between in-person and remote instructional staff will be fostered to ensure alignment of curriculum and instruction

#### Students who will Participate in Four Day In-Person Model: ( Implementation after Quarter 1)

*Students who need multiple periods of additional specialized instruction for success, and those who need complete specialized instruction and supervision/support for success will participate in a four day in person model. Below are guidelines to carry out this plan:*

- District sets parameters and identifies potential students by school
- District prioritizes students with highest needs
- School administrators verify potential student lists

- School administrators contact families to inform of potential in-person learning option & confirm which students would be attending
- Identify sites/rooms for in-person learning support
- Determine the number of weekly in-person days by student need
- Confirm and coordinate staffing/service providers
- Determine transportation needs and schedule
- Create Entry/safety plans
- Determine starting dates and hours

## Remote Learning

### 100% Remote Model

This model is based on all students receiving a rigorous remote learning plan.

Students would engage in:

- Synchronous learning four days a week in all core content subject, electives, and enrichment
- Small group synchronous learning from support teachers according to their needs
- Asynchronous learning one day each week

Intentional structures for successful remote learning in kindergarten through grade 2 include:

- Computer time for students in the primary grades should be limited and not include extended periods of time
- Class time experiences will include group instruction to small group instruction to independent work frequently in an organized routine
- Synchronous instructional time and assigned tasks will be reflective of a typical primary classroom with frequent breaks/transitions/activities to ensure interest and engagement
- Interactive engagement activities, movement activities, and enrichment activities will be incorporated into the students' remote learning schedule daily (LEXIA/ST MATH)
- There are 90/45 minute blocks established on the daily schedule; each block will focus on core content. During these blocks, teachers will hold whole group focused mini lessons and small group guided reading/math lessons. ESL and SPED support will be provided during this time as well as independent support for all students when needed

## Kindergarten through Grade 2 Student Sample Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Google Class
8:45-10:15 Block One	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Asynchronous</b> Read Alouds Math Lessons Virtual Activities Generation Genius Lexia ST Math Virtual Field Trips Cultural Institution Classes
10:15-11:45 Block Two	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work St Math	
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch Recess
12:45-1:25 Block Three	Art	Gym	Music	Tech	<b>Asynchronous</b> Virtual Activities Interactive Work Lexia St Math
1:25-2:10 Block Four	<b>Synchronous</b> Science	<b>Synchronous</b> Science	<b>Synchronous</b> ELA Enrichment	<b>Synchronous</b> Math Enrichment	
2:10-2:30	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	

Intentional structures for successful remote learning in grade 3 through grade 6 include:

- 90 and 45 minute blocks for core classes
- Core Content will be taught synchronously/asynchronously for 4 days
- There must be a clear and consistent routine and schedule for all learners
- Embedded and strategic supports include exploration and creation, multiple means of engagement and expression, and a thoughtful balance between technology
- Students will be learning the entire day utilizing many modalities
- Lessons and individual tasks need to be interactive and engaging

## Grade 3 - 6 Student Sample Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:00	Block 1 ELA Synchronous and asynchronous	Block 1 ELA Synchronous and asynchronous	Block 1 ELA Synchronous and asynchronous	Block 1 ELA Synchronous and asynchronous	Morning check-in
10:00-10:15	Break	Break	Break	Break	Asynchronous Learning
10:15 - 11:45	Block 2 Math Synchronous and asynchronous	Block 2 Math Synchronous and asynchronous	Block 2 Math Synchronous and asynchronous	Block 2 Math Synchronous and asynchronous	Project work
11:45 - 12:30	Lunch and Recess Break	Lunch and Recess Break	Lunch and Recess Break	Lunch and Recess Break	Targeted check-ins
12:30 - 1:15	Block 3 Special (Art)	Block 3 Special (PE)	Block 3 Special (Tech)	Block 3 Special (Music)	Virtual Field Trips
1:15 - 2:00	Block 4 Social Studies -Science	Block 4 Social Studies -Science	Block 4 Social Studies -Science	Block 4 Social Studies -Science	Cultural Institution Classes
2:00 - 2:30	Independent work/end of day check in	Independent work/end of day check in	Independent work/end of day check in	Independent work/end of day check in	

## Elementary SEI - SAMPLE Schedule for ELs at EPL 1&2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Google Class
8:45-10:15 Block One	<b>Synchronous ELA/ESL</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher  90 min. ESL a. 45 min. co-taught or push-in ESL AND b. 45 min. pull-out ESL	<b>Synchronous ELA/ESL</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher  90 min. ESL a. 45 min. co-taught or push-in ESL AND b. 45 min. pull-out ESL	<b>Synchronous ELA/ESL</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher  90 min. ESL a. 45 min. co-taught or push-in ESL AND b. 45 min. pull-out ESL	<b>Synchronous ELA/ESL</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher  90 min. ESL a. 45 min. co-taught or push-in ESL AND b. 45 min. pull-out ESL	<b>Asynchronous</b> Extended ESL learning Imagine Learning
10:15-11:45 Block Two	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Group Inst. with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Asynchronous</b> Extended learning Lexia ST Math
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:25	Art	Gym	Music	Tech	<b>Asynchronous</b> Virtual Field Trips Cultural Institution Classes Family Activities
1:25-2:10 Block Three	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	
2:10-2:30	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	

## Elementary SEI - SAMPLE 1 Schedule for ELs at EPL 3-5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Google Class
8:45-10:15 Block One	<b>Synchronous ELA</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher	<b>Synchronous ELA</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher	<b>Synchronous ELA</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher	<b>Synchronous ELA</b> Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher	<b>Asynchronous</b> Extended learning Lexia ST Math
	45 min. ESL a. co-taught OR b. pull-out ESL OR c. dually licensed teacher	45 min. ESL a. co-taught OR b. pull-out ESL OR c. dually licensed teacher	45 min. ESL a. co-taught OR b. pull-out ESL OR c. dually licensed teacher	45 min. ESL a. co-taught OR b. pull-out ESL OR c. dually licensed teacher	<b>Asynchronous</b> Extended ESL learning
10:15-11:45 Block Two	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Synchronous Math</b> Mini Lesson, Independent Work, Small Groups with Teacher	<b>Asynchronous</b> Extended learning Lexia ST Math
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:25	Art	Gym	Music	Tech	<b>Asynchronous</b> Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities
1:25-2:10 Block Three	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	<b>Synchronous Social Studies/Science</b>	
2:10-2:30	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	<b>Asynchronous*</b> Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English	

## Kindergarten SAMPLE Dual Language Schedule (80/20)

Instruction in Spanish (80%)		Instruction in English (20%)			Instruction in English or Spanish	
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Google Class	
8:45-10:15 Block One	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work Lexia	<b>Asynchronous</b> Extended Learning Activities Virtual Field Trips Cultural Institution Classes	
10:15-11:45 Block Two	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math		
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess		
12:45-1:25	Art	Gym	Music	Tech	<b>Asynchronous</b> ARC Adventures Lexia ST Math Virtual Field Trips Cultural Institution Classes	
1:25-2:10 Block Three	<b>Synchronous</b> Literacy-Based Interdisciplinary ELD	<b>Synchronous</b> Literacy-Based Interdisciplinary ELD	<b>Synchronous</b> Literacy-Based Interdisciplinary ELD	<b>Synchronous</b> Literacy-Based Interdisciplinary ELD		
2:10-2:30	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	<b>Asynchronous Read Aloud</b>	<b>Asynchronous</b> Family Activities	

## Grade 1-6 SAMPLE 1: (50/50) Language Switches Middy

Instruction in Spanish (50%)		Instruction in English (50%)			Instruction in English or Spanish	
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Google Class	
8:45-10:15 Block One	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Synchronous</b> SLA Mini Lesson Small Group Support Independent Work	<b>Synchronous</b> ELA Mini Lesson Small Group Support Independent Work Lexia	<b>Asynchronous</b> Extended Learning Activities Lexia (Eng. only) ST Math Virtual Field Trips Cultural Institution Classes Family Activities  (Language alternates weekly.)	
10:15-11:45 Block Two	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work	<b>Synchronous</b> Math Mini Lesson Small Group Support Independent Work St Math		
11:45-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess		
12:45-1:25	Art	Gym	Music	Tech		
1:25-2:10 Block Three	<b>Synchronous</b> Interdisciplinary Learning	<b>Synchronous</b> Interdisciplinary Learning	<b>Synchronous</b> Interdisciplinary Learning	<b>Synchronous</b> Interdisciplinary Learning		
2:10-2:30	Asynchronous Read Aloud / Check In / Additional Language Support in English or Spanish	Asynchronous Read Aloud / Check In / Additional Language Support in English or Spanish	Asynchronous Read Aloud / Check In / Additional Language Support in English or Spanish	Asynchronous Read Aloud / Check In / Additional Language Support in English or Spanish		

Intentional structures for successful remote learning in middle school include:

- Focus on a few classes each day
- Daily blend of synchronous and asynchronous learning
- Frequent live check-ins to foster relationships and social-emotional learning
- Predictable schedules
- Regular interaction between all teachers and students
- Support for teacher collaboration and common planning time

## Middle School Student Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom Extended Community-Building Time
9:30 - 10:30	<b>Period 1</b> Synchronous Session & Extended Work Time	<b>Period 2</b> Synchronous Session & Extended Work Time	<b>Period 1</b> Synchronous Session & Extended Work Time	<b>Period 2</b> Synchronous Session & Extended Work Time	
10:30 - 11:00	Break & Independent Work Time				Asynchronous Learning and Project Time  Virtual Field Trips Cultural Institution Classes
11:00 - 12:00	<b>Period 3</b> Synchronous Session & Extended Work Time	<b>Period 4</b> Synchronous Session & Extended Work Time	<b>Period 3</b> Synchronous Session & Extended Work Time	<b>Period 4</b> Synchronous Session & Extended Work Time	
12:00 - 12:30	Lunch Break				Asynchronous Learning and Project Time  Virtual Field Trips Cultural Institution Classes
12:30 - 1:30	<b>Period 5</b> Synchronous Session & Extended Work Time	<b>Period 6</b> Synchronous Session & Extended Work Time	<b>Period 5</b> Synchronous Session & Extended Work Time	<b>Period 6</b> Synchronous Session & Extended Work Time	
1:30 - 1:45	Break				
1:45 - 2:45	<b>Period 7</b> Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	<b>Period 7</b> Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	Cultural Institution Classes
2:45 - 3:30	Collaboration and Independent Work Time				
3:30 - 4:10	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	

## Middle School SEI - SAMPLE Schedule for ELs at EPL 1&2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom Extended Community-Building Time
9:30-10:30	<b>Period 1: ESL</b> Synchronous Session & Extended Work Time	<b>Period 2: ESL</b> Synchronous Session & Extended Work Time	<b>Period 1: ESL</b> Synchronous Session & Extended Work Time	<b>Period 2: ESL</b> Synchronous Session & Extended Work Time	
10:30-11:00	Break & Independent Work Time				Asynchronous Extended ESL learning
11:00-12:00	<b>Period 3</b> Synchronous Session & Extended Work Time	<b>Period 4</b> Synchronous Session & Extended Work Time	<b>Period 3</b> Synchronous Session & Extended Work Time	<b>Period 4</b> Synchronous Session & Extended Work Time	
12:00-12:30	Lunch Break				Asynchronous Learning and Project Time  Virtual Field Trips Cultural Institution Classes
12:30-1:30	<b>Period 5</b> Synchronous Session & Extended Work Time	<b>Period 6</b> Synchronous Session & Extended Work Time	<b>Period 5</b> Synchronous Session & Extended Work Time	<b>Period 6</b> Synchronous Session & Extended Work Time	
1:30-1:45	Break				
1:45-2:45	<b>Period 7</b> Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	<b>Period 7</b> Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	
2:45-3:30	Collaboration and Independent Work Time				
3:30- 4:10	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	



## Middle School SEI - SAMPLE Schedule for ELs at EPL 3-5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom Extended Community- Building Time
9:30-10:30	Period 1 Synchronous Session & Extended Work Time	Period 2 Synchronous Session & Extended Work Time	Period 1 Synchronous Session & Extended Work Time	Period 2 Synchronous Session & Extended Work Time	
10:30-11:00	Break & Independent Work Time				Asynchronous Extended ESL learning
11:00-12:00	Period 3: ESL Synchronous Session & Extended Work Time	Period 4 Synchronous Session & Extended Work Time	Period 3: ESL Synchronous Session & Extended Work Time	Period 4 Synchronous Session & Extended Work Time	
12:00-12:30	Lunch Break				
12:30-1:30	Period 5 Synchronous Session & Extended Work Time	Period 6 Synchronous Session & Extended Work Time	Period 5 Synchronous Session & Extended Work Time	Period 6 Synchronous Session & Extended Work Time	Asynchronous Learning and Project Time  Virtual Field Trips  Cultural Institution Classes
1:30-1:45	Break				
1:45-2:45	Period 7 Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	Period 7 Synchronous Session & Extended Work Time	Collaboration and Independent Work Time	
2:45-3:30	Collaboration and Independent Work Time				
3:30- 4:10	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	Extra Help Sessions	

Intentional structures for successful remote learning in high school include:

- Longer class periods and fewer periods per day to allow for in-depth focused learning
- Daily schedule allows for students to participate in advanced placement, dual enrollment, career technical education, and internship opportunities
- School flexibility in the time a period is held to allow for double period advanced placement classes and some career vocational technical classes *(with the exception of periods 6 & 7, which are set to accommodate Early College & 100 Males to College Programing)*
- Class composition will include opportunities for direct instruction and time for extended learning and conclude in a synchronous manner
- Teachers will monitor student progress during extended learning time to check for understanding and reteach were needed
- Daily opportunities for students to get support from teachers and other support staff
- After school help sessions

## High School Student Sample Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:35 (75 min)	Period 1	Independent Class Work	Period 1	Independent Class Work	Independent Class Work/projects Virtual Field Trips Cultural Institution Classes
8:35 - 8:50 (10 min)	Transition/Class Prep		Transition/Class Prep		
8:50 - 10:05 (75 min)	Period 2	Period 4	Period 2	Period 4	
10:05 - 10:35 (30 min)	Independent Class Work	Independent Class Work	Independent Class Work	Independent Class Work	
10:35 - 11:05 (30 min)	Lunch	Lunch	Lunch	Lunch	
11:05 - 12:20 (75 min)	Period 3	Period 5	Period 3	Period 5	
12:20 - 12:28 (8 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
12:28 - 1:43 (75 min)	Period 6	Period 7	Period 6	Period 7	
1:45 - 2:20 (40 min)	Extra help sessions	Extra help sessions	Extra help sessions	Extra help sessions	

## Worcester Technical High School Student Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:35 (75 min)	Period 1/9	Period 4/12	Period 1/9	Period 4/12	Independent Class Work/projects
8:35 - 8:50 (10 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
8:50 - 10:05 (75 min)	Period 2/10	Period 5/13	Period 2/10	Period 5/13	
10:05 - 10:35 (30 min)	Independent Work	Independent Work	Independent Work	Independent Work	
10:35 - 11:05 (30 min)	Lunch	Lunch	Lunch	Lunch	
11:05 - 12:20 (75 min)	Period 3/11	Period 6/14	Period 3/11	Period 6/14	
12:20 - 12:28 (8 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
12:28 - 1:43 (75 min)	Period 8/16	Period 7/15	Period 8/16	Period 7/15	
1:45 - 2:20 (40 min)	Extra help sessions	Extra help sessions	Extra help sessions	Extra help sessions	

## High School SEI - SAMPLE Schedule for ELs at EPL 1&2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:35 (75 min)	Period 1: ESL	Independent Class Work	Period 1: ESL	Independent Class Work	Asynchronous Extended ESL learning
8:35 - 8:50 (10 min)	Transition/Class Prep		Transition/Class Prep		
8:50 - 10:05 (75 min)	Period 2	Period 4: ESL	Period 2	Period 4: ESL	
10:05 - 10:35 (30 min)	Independent Class Work	Independent Class Work	Independent Class Work	Independent Class Work	Independent Class Work/Projects  Virtual Field Trips  Cultural Institution Classes
10:35 - 11:05 (30 min)	Lunch	Lunch	Lunch	Lunch	
11:05 - 12:20 (75 min)	Period 3	Period 5	Period 3	Period 5	
12:20 - 12:28 (8 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
12:28 - 1:43 (75 min)	Period 6	Period 7	Period 6	Period 7	
1:45 - 2:20 (40 min)	Extra help sessions	Extra help sessions	Extra help sessions	Extra help sessions	

## High School SEI - SAMPLE Schedule for ELs at EPL 3-5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:35 (75 min)	Period 1	Independent Class Work	Period 1	Independent Class Work	Asynchronous Extended ESL learning
8:35 - 8:50 (10 min)	Transition/Class Prep		Transition/Class Prep		
8:50 - 10:05 (75 min)	Period 2: ESL	Period 4	Period 2: ESL	Period 4	
10:05 - 10:35 (30 min)	Independent Class Work	Independent Class Work	Independent Class Work	Independent Class Work	Independent Class Work/Projects  Virtual Field Trips  Cultural Institution Classes
10:35 - 11:05 (30 min)	Lunch	Lunch	Lunch	Lunch	
11:05 - 12:20 (75 min)	Period 3	Period 5	Period 3	Period 5	
12:20 - 12:28 (8 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
12:28 - 1:43 (75 min)	Period 6	Period 7	Period 6	Period 7	
1:45 - 2:20 (40 min)	Extra help sessions	Extra help sessions	Extra help sessions	Extra help sessions	

## Supports for English Language Learners (ELs) in Proposed Models

### HYBRID MODEL

A Sheltered English Immersion (SEI) program model and bilingual programs will be available to all ELs at English Proficiency Levels (EPL) level 1-5. Explicit English as a Second Language (ESL) instruction will be scheduled into each student's day according to their language needs. ESL and content instruction will be both synchronous and asynchronous, providing as many opportunities for direct interaction as possible, especially for newcomers.

How are all ELs going to be supported in this model?

- Continue to provide systematic, explicit ESL instruction both synchronously and asynchronously.
- Expand co-teaching as an instructional approach to maximize teacher collaboration and amplify language and content learning in both ESL and content instruction.
- Use face-to-face instruction to build background knowledge and to provide opportunities for interaction.
- Make available individual support to students that need it and provide regular check-ins with teachers.
- Provide intentional learning experiences to promote language: pairing students, small groups, recording apps for oral language practice and pre-recording class presentations.
- Enhance EL family engagement during reading, writing, and oral language activities.
- Provide technology support to students and families when needed.
- Group students strategically to maximize instructional time.
- Provide high quality PD for teachers and principals on remote learning for ELs.
- Acquire ELLEVATION to increase access to EL data analysis and instructional strategies that would support content-instruction scaffolding.

In addition to the aforementioned, we will expand the support efforts and add additional considerations for the following subgroups of ELs: SLIFE students, ELs in sub-separate settings (students with significant disabilities placed in substantially separate classrooms given their academic and social emotional learning needs), and ELs at the EPL 1 and 2 levels.

- These students will be provided more in-person instruction (4 days of in-person and 1 day of remote asynchronous instruction).
- During in-person days, students will receive explicit ESL instruction according to their EPL level. Instruction of other subjects will also be coordinated during the in-person days.
- We will also use Imagine Learning, an online platform that supports language and literacy, as an supplemental support for asynchronous learning.
- Teachers will provide more individualized support as needed.
- Once a final list of students participating in the hybrid model is confirmed in collaboration with families, then a determination will be made on sites/rooms for in-person learning. We

will confirm and coordinate staffing, including transportation needs. Safety plans and a specific schedule will be created with dates and hours.

## REMOTE

An SEI program model and bilingual programs will be available to all ELs at EPL level 1-5. Explicit ESL instruction will be scheduled into each student's day according to their language needs. ESL and content instruction will be synchronous four days per week and asynchronous one day per week to maximize learning opportunities and opportunities for direct interaction, especially for newcomers.

How are all ELs going to be supported in this model?

- Continue to provide systematic, explicit ESL instruction synchronously four days per week and asynchronously one day per week.
- Expand co-teaching as an instructional approach to maximize teacher collaboration and amplify language and content learning in both ESL and content instruction.
- Use face-to-face instruction to build background knowledge and to provide opportunities for interaction.
- Provide more synchronous opportunities for Foundational ELs (students at EPL 1 & 2).
- Make available individual support to students that need it and provide regular check-ins with teachers.
- Provide intentional learning experiences to promote language: pairing students, small groups, recording apps for oral language practice and pre-recording class presentations.
- Enhance EL family engagement during reading, writing, and oral language activities.
- Provide technology support to students and families when needed.
- Group students strategically to maximize instructional time.
- Make Imagine Learning available for all newcomers and ELs at EPL 1 & 2, an online platform that supports language and literacy.
- Provide high quality PD for teachers and principals on remote learning for ELs.
- Acquire ELLEVATION to increase access to EL data analysis and instructional strategies that would support content-instruction scaffolding.

In addition to the aforementioned, we will expand the support efforts and add additional considerations for the following subgroups of ELs: Students with Limited or Interrupted Formal Education (SLIFE) students, ELs in sub-separate settings (students with significant disabilities placed in substantially separate classrooms given their academic and social emotional learning needs), and ELs at the EPL 1 and 2 levels.

- Students will be provided 4 days of remote synchronous instruction and 1 day of asynchronous instruction.
- Students will receive multiple periods of explicit ESL instruction according to their EPL level. Instruction of other subjects will be coordinated throughout the day.
- More collaboration between teachers including ESL teachers, core content teachers, special education teachers, and other service providers will be supported.

- We will also use Imagine Learning, an online platform that supports language and literacy, as an supplemental support for asynchronous learning.
- Teachers will provide more individualized support as needed.
- Teachers will check in regularly with students to ensure learning and other needs are met.

## **Supports for Students with Disabilities (SWD) in Proposed Models**

In accordance with guidelines from the Department of Elementary and Secondary Education (DESE), the school district will ensure students receive the services documented in their Individualized Education Plans (IEPs) regardless of learning model while still abiding by the current health and safety requirements.

DESE guidance has urged districts to prioritize in-person instruction for two groups of students: preschool-aged students and students with significant and complex needs. The Worcester Public Schools is making all students with disabilities a priority. It is therefore our goal to make every effort to maintain in-person instruction for students with high level needs . If other students are participating in hybrid or full remote models and if the current state of public health allows, the district plan outlines the priority to provide in-person services to students with significant needs up to four days per week with one remote day after Quarter 1. (Please see “District Plan for Range of Support Needs of Groups B & C Students and Students in Group C In-Person Learning” for more information).

The district’s goal is to provide students with disabilities safe learning environments in the least restrictive environment. Students with disabilities must receive services as outlined on their IEPs based on their levels of need. IEPs will not be modified to reflect the service delivery changes according to DESE guidelines. Parents/guardians will receive a summary of IEP service delivery if the model of instruction changes for their child.

### **In-person learning for special populations:**

Specific student populations such as; identified preschool age students, and students with significant needs and/or English Learners who spend 75% of their day in substantially separate classroom settings may require in person learning to address their individual learning needs. Specially designed instructional services will be implemented as outlined based on student’s signed and accepted IEPs to ensure that all Students With Disabilities (SWD) are working with their teachers and/or service providers to the greatest extent possible, and assessed to determine progress and current levels of performance in the event that additional services are needed while also maintaining current health and safety protocols.

### **How are SWD supported in this model:**

In-person learning, to be offered after Quarter 1, will include flexible solutions for reducing the mixing of student groups to ensure students are receiving services in the least restrictive environment. This may include when feasible, providing related and/or pull-out services within the student’s classroom to the greatest extent possible.

The district also understands that parents/guardians of medically fragile students may not feel comfortable sending their children to school at this time. If a family chooses remote only, or if there is a state-wide or local mandate for all students to learn remotely, then schools and districts must be prepared to provide services through “Instruction and Services” mode of delivery as stated on student’s IEP.

The Special Education Department is committed to collaborate with schools and families to discuss service delivery options for participating in remote, hybrid or in-person learning in order to provide access to SWD given the continuum of services that are mandated to ensure Free Appropriate Public Education (FAPE).

To ensure a seamless transition back to school, it is important to note that some of our students with disabilities may have difficulty with transition and/or routine. Special education staff are committed to working closely with parents/guardians to ensure a smooth transition that allows each student to familiarize with their new learning spaces, schedules and programming. On-going parent check-ins will foster student engagement and consistent communication between parents and school staff.

Per DESE guidance, the district will provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including disposable gowns and face shields as well as strategies to address de-escalation, safety and Crisis Prevention Institute (CPI) techniques. The district reopening plan will address the necessary health and safety considerations for special populations.

## **Hybrid Learning Model and Special Education Services**

Instruction and services will be provided in a hybrid learning model with a combination of in-person and remote learning. Schools will be mindful when planning for the physical distancing requirements of the additional special educators and related service providers who will need to enter the classrooms throughout the day to provide services to students with disabilities.

The Special Education Department will work closely with schools to develop classroom assignments and service delivery schedules for students so that they receive services consistent with student IEPs in the least restrictive environment. Special educators and related services providers will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting.

### **How are SWDs supported in this model?**

- IEP specially designed instruction (SDI) will be implemented as outlined based on student’s signed and accepted IEP
- Teachers of Moderate Special Needs inclusion and resource services should be designed to ensure collaboration with general education teachers to coordinate a schedule that provides specialized instruction, modifications, accommodations and

services as documented on SWD IEPs .

- Inclusion services for SWDs may look differently with this model depending on the structure of the schedule at each level. However, service delivery options must include the delivery of IEP services and accommodations as well as progress monitoring of students' academic and/or targeted area/s of need/s.
- If special educators or related service providers are not able to provide special education services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting, those educators or providers may schedule services remotely, and/or teletherapy within the school via video conferencing.
- Online programs (e.g., individualized scripted programs) will be utilized to enhance instruction.
- A daily blend of synchronous and asynchronous learning may include video clips of lessons.
- Frequent, live check-ins to foster relationships to engage families will be done.
- Social Emotional Learning (SEL) supports for students and families will be provided to address resources and interventions.
- Special education teachers, specialists and providers will provide office hours for parents and students.

## **Remote Learning Model and Special Education Services**

In a full remote learning format, each student will be provided the specially designed services as outlined in their Individualized Education Plan (IEP) as well as a schedule of specially designed services. Principals and special education staff will determine how services will be provided. On-going communication with families will be included to ensure consistency of support to promote student engagement. Special education liaison will design a schedule that promotes the delivery of IEP goals and objectives. Each student's IEP will be reviewed on an individual basis to determine the frequency of specially designed services. Service delivery options may vary and include large groups, small groups or 1:1.

**IEPs will not be modified or changed to reflect remote learning. Please note that each student's delivery of services may not look the same due to individual goals and objectives that are outlined in the IEP.**

### **How are SWDs supported in this model?**

- SWDs will have a device to ensure access and the district will work with families to address their internet connectivity needs.
- Specially designed IEP instruction will be implemented as outlined based on a student's signed and accepted IEP.
- Teachers of Moderate Special Needs inclusion and resource services should be designed to ensure collaboration with general education teachers to coordinate a



schedule that will ensure the delivery of specialized instruction, modifications, accommodations and support as documented on SWDs IEPs.

- Inclusion services for SWDs may look differently with this model depending on the structure of the schedule at each level. However, service delivery options must include the delivery of IEP services and accommodations as well as progress monitoring of students' academic and/or targeted area/s of need/s.
- If special educators or related service providers are not able to provide special education services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting, those educators or providers may schedule services remotely and/or teletherapy within the school via video conferencing.
- Specially designed instruction (SDI) will be provided in large group, small group, or 1:1 via Zoom or Teams.
- Online programs (e.g., individualized scripted programs) will be utilized to enhance instruction.
- A daily blend of synchronous and asynchronous learning may include video clips of lessons.
- Frequent live check-ins to foster relationships to engage families
- Social Emotional Learning (SEL) supports for students and families will be provided to address resources and interventions.
- Special education teachers, specialists and providers will provide office hours for parents and students.

## Transportation

The Massachusetts Department of Elementary and Secondary Education (DESE) released guidance on transportation on July 22, 2020. To adhere to DESE transportation guidelines, the district will need to reduce capacity on buses by at least half. While we are maintaining 6-foot distancing in our classrooms, we are only able to maintain 3-foot distancing on our buses. In accordance with DESE guidance, the Worcester Public Schools plans to institute the following guidelines, pending additional requirements from the state:

- Families will be surveyed for district transportation preference selection.
- Students will be assigned to a seat, and seat locations will be marked in advance.
- Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain physical distance. Children from the same household may sit together and in closer proximity (e.g., two students per bench).
- All adults and students on buses will be required to wear a mask.
- Windows on buses will be kept open to circulate fresh air.

- It is critical that families and caregivers check students for COVID-19 symptoms each morning before they arrive at the bus stop. This check will serve as the primary screening mechanism for COVID-19 symptoms.
- Bus drivers and monitors will be appropriately trained to observe students upon entry. If students appear symptomatic, and a parent/caregiver is present to take them home, they will not be permitted to enter the school bus. If a parent/caregiver is not present to take them home, the student will be spaced at least six feet from other students and referred to the nurse immediately upon arrival at school.
- Everyone waiting at a bus stop must wear masks that cover the nose and mouth at all times and must maintain physical distancing of 6 feet.
- Hand sanitizer will be provided to students as they board the bus and as they disembark.
- All buses will be disinfected for high touch surfaces between runs, and full disinfection will occur at the end of all morning runs and after all afternoon runs.

## Nutrition

The Massachusetts Department of Elementary and Secondary Education (DESE) released guidance on food service operations on July 22, 2020 and continues to release guidance concurrently with United States Department of Agriculture (USDA) updates and “flexibility” waivers for the upcoming school year. The Nutrition department will be following recommended health and safety standards and existing program integrity regulations throughout the meal preparation and distribution process(s).

Fresh, high quality nutritious school meals will be provided in a manner that will minimize potential exposure to the novel coronavirus while ensuring access through a variety of service models complementing current and fluid academic structures. Meals/menu components will be produced and bundled at central production sites throughout the city, counted when served according to regulatory requirements, and safety protocols will be followed throughout the processes: frequent cleaning of surfaces, social distancing, masks, and face shields if needed.

- Students who are in classroom sessions will have a bundled school breakfast served in the classroom for consumption with 6-feet of physical distance between each student. A variety of pre-packaged fresh lunches will be ready for pick up in the cafeteria serving spaces in schools with full preparation kitchens.
- Students who are in classroom sessions at schools lacking a full preparation kitchen and/or inadequate ventilation in the serving areas will have a bundled school breakfast served in the classroom for consumption with 6-feet of physical distance between each student. A variety of pre-package fresh lunches will be provided from strategically placed serving stations throughout the building as needed to follow current health and safety standards.

- Students who may not be in a school building but grouped at alternate locations throughout the city will be provided a variety of bundled breakfast and lunch options as served daily from refrigerated serving trucks.
- Students who are scheduled to learn remotely will have the option to obtain up to three days of meals through a variety of access strategies: grab-and-go as they exit the building, pick up from production sites and schools, home delivery, and neighborhood pick up from refrigerated serving trucks if/as needed.

All or any combination of the above meal access strategies will be implemented as academic models are modified throughout the school year.

## Health & Safety

### Preparing our Schools

The Massachusetts Department of Elementary and Secondary Education (DESE) released guidance on facilities and operations on July 22, 2020. The district has incorporated that guidance into our planning and taken a number of school safety measures to minimize risk to all members of our school community to ensure we can safely return to school while the COVID-19 risk remains. First, we conducted a school-by-school “Facility Needs Assessment.” The purpose of the Facilities Needs Assessment is to determine the number of teaching spaces and classrooms in each school that provide adequate square footage, based on approved social distancing guidelines, to safely seat students and staff. We are in the process of analyzing air handling and filtration system capacity to ensure adequate, safe, and high-quality ventilation in teaching spaces. We are identifying additional expanded space for nursing staff to separate sick students from well students, and care for students or staff in the event they become sick during the day.

### Assessing Air Quality Risk

Respiratory droplets and aerosols carried through the air are what spread the COVID-19 disease. Heating Ventilation & Air Conditioning (HVAC) systems are designed to circulate fresh air into the buildings. The district is evaluating buildings for ability to provide outside air into buildings (through mechanical ventilation or natural ventilation). Within the district, 44% of buildings have natural ventilation systems, 33% of buildings have partial mechanical systems (the ability to mechanically introduce outdoor air into the building without mechanical exhaust), and 23% of buildings with full mechanical HVAC systems. Other strategies such as ionization equipment, HEPA filters, and window box fans are being considered as improvements to indoor air quality and filtration.

The district is using third-party Environmental Health and Safety and HVAC consultants to assist the district with facility planning and improvements.

## Personal Protective Equipment (PPE) Preparedness

WPS has received supplies to help keep our students and staff healthy and safe.

Supplies and materials include: face masks, face shields, goggles, gloves, gowns, hand sanitizer, soap, sani-wipes, and tissues, Plexiglass screens have been installed in key areas to reduce exposure to potential droplet spread.

- **Masks are among the most important single measures to contain the spread of COVID-19.** All students (grades 2-12) and staff must wear a cloth mask that adequately covers both their nose and mouth. Younger students are strongly encouraged to wear masks. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear a mask. All ages must wear a mask on the school bus. Parents will be responsible for providing students with face masks; schools will have back-up masks available.
- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, after bathroom use, after coughing or sneezing, and before dismissal.
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing a mask, six feet of separation between students and staff is required.
- **Cohort/assigned seating.** Students organized in groups/classrooms and other cohorts which minimize transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimizes transmission. Assigned seats can also assist with contact tracing.

## School Safety Protocols

Our main goal is to ensure the safest return to school possible. As recommended by the CDC and DESE, detailed safety protocols have been developed.

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	<p>If an individual is symptomatic at home, they should stay home and get tested.</p> <p>If an individual student is symptomatic on the bus or at school, they should remain masked and</p>	Individual tests negative	Return to school once asymptomatic for 24 hours

	<p>adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus.</p> <p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.</p>	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual is not tested	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they</p>	Individual tests negative	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

	should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.	Individual is not tested	Remain home in self-quarantine for 14 days from exposure
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## Student Supports

The Worcester Public Schools (WPS) will continue to provide Universal and Tiered Levels of intervention to support the Social Emotional Learning (SEL) needs of all students. This increases students' resiliency and fosters trauma responsive learning environments for all.

### Level of Additional Support Range

#### Level 1 Supports

*Students require periodic additional support for success*

##### Support Providers

- Classroom Teachers
- Adjustment Counselors
- School Psychologists
- Wraparound Coordinators
- School Administrators
- Focused Instructional Coaches
- Instructional Assistants
- Related Service Providers
- Nurses

#### Examples of Supports

- SEL Checks
- Guidance Counselor Checks
- Wake up Calls
- Routine Reminders
- Small Group Differentiated Instruction
- Remote Learning Plans
- Medical

## Level 2 Supports

*Students need daily additional support for success*

### Support Providers

- Classroom Teacher
- Adjustment Counselors
- School Psychologists
- Wraparound Coordinators
- School Administrators
- Focused Instructional Coaches
- Instructional Assistants
- Nurses

## Examples of Support

- Daily Check-ins
  - Frequent Small Group Instruction
  - Reteaching
  - RTI Groups
  - Daily Organization/Study Skills support
  - Medical
- 

## Level 3 Supports

*Students need one period of additional specialized instruction for success*

### Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Behavioral Health Specialists
- Behavioral Specialists
- CBAs

## Examples of Support

- English Language Development
  - Specialized Academic Instruction
  - Frequent Small Group Instruction
  - Specialized Social Emotional Support
  - RTI Groups
-

## Level 4 Supports

*Students need multiple periods of additional specialized instruction for success*

### Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Behavioral Health Specialists
- Behavioral Specialists
- BCBA's
- Instructional Assistants

## Examples of Support

- Intensive English Language Development
- Intensive Specialized Academic Instruction
- Intensive Specialized Social Emotional Support
- Individualized Small Group Instruction

## Level 5 Supports

*Students need complete specialized instruction and supervision/support for success*

### Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Behavioral Health Specialists
- Behavioral Specialists
- BCBA's
- Instructional Assistants
- LPN's
- CNA's

## Examples of Support

- Intensive English Language Development
- Intensive Specialized Academic Instruction
- Individualized Instruction
- Intensive Specialized Social Emotional Support
- 1:1 Instruction & Support
- Medical Support



WPS will focus on fostering community and relationships throughout the day with three overarching principles: 1. parity and interdependence of physical and emotional safety; 2. equity and racial justice; and 3. collective care .

There is a structured period of culture-building time as school reopens. School days, \ remote or in person, will begin with community building activities including classroom circles, morning meetings and advisory sessions.

Examples of tiered supports include:

### **Tier I - Universal**

- Common expectations for what educators will do to support families;
- Survey and staff outreach for self identified student and family needs related to technology, transportation, food, security, housing or health concerns;
- Maintain two way communication with families as partners using culturally and linguistically responsive practices;
- Examine current supports and services and identify additional resources as needed;
- Established system to track family engagement efforts;
- Identified “check in” staff member;
- Social Emotional Learning (SEL) instruction (e.g., classroom circles/morning meetings and advisories)
- School Adjustment Counselor (SAC) /School Psychologist led lunch groups, student office hour and , parent office hours;
- Secondary Guidance Counselor support for academic, career and social-emotional development and
- Systemwide SAC support for school level development and implementation of universal behavioral supports and interventions [e.g., Collaborative Problem Solving, Positive Behavioral Interventions and Supports (PBIS), Collaborative and Holistic Academic Mentoring for Peer Success (CHAMPS) and Restorative Practices].

### **Tier II and Tier III- Targeted interventions**

Many schools have Wraparound Coordinators on staff who assist families in accessing community resources. Additionally, two staff members from the Office of Social Emotional Learning are dedicated exclusively to supporting families experiencing homelessness. Staff will provide direct outreach and case management to assist families in shelters, doubled up and those in need of support in obtaining stable housing.

For students who require additional supports, School Adjustment Counselors, Behavioral Health Specialists, School Psychologists, Secondary Guidance, and Wraparound Coordinators will provide more student specific interventions including:

- Individual check ins
- Small group to focus on specific area of need

- Individualized behavior plans
- Parent outreach and
- Coordination of community resources.

## Social Emotional Learning Supports for Students with Disabilities (SWDs)

SWDs and their families have access to “Google SEL Classroom: 2020 Behavior Interventions & Supports”. Included are the following resource sections under classwork:

- At-home Social Activities
- Creative Activities
- Coping Items to Make at Home
- Superflex Curriculum Information: Character Descriptions, Superflex Read Alouds
- Mindfulness/ Yoga Activities and
- Virtual Read Aloud Material

### Role of Special Education Behavioral Specialist:

Behavior Specialists play a pivotal role in supporting students with social emotional disabilities and serving as a bridge between schools, families, and the community. The following are some of the behavior specialists’ responsibilities:

- Provide 1:1 counseling support for students in the areas of self-advocacy and appropriate identification of emotions and practice of coping skills;
- Provide group counseling to promote social emotional learning competencies (social awareness, self-awareness, self-management, relationship skills, responsible decision-making) using evidence-based approaches such as Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Trauma Focused- Cognitive Behavioral Therapy (TF-CBT), and mindfulness/ yoga;
- Consultation with other staff and administration to best support students’ functioning and well-being;
- Development and consistent progress monitoring of behavior intervention plans (BIPs) to ensure effective implementation across settings;
- Case management involving consistent communication with outside providers [e.g., outpatient therapists, Primary Care Physicians (PCPs), psychiatrists, Department of Children and Families (DCF) case workers, Department of Youth Services (DYS) workers, group home staff, homeless shelter providers];
- Family outreach to ensure consistent clear communication between school staff, caretakers, and any other relevant stakeholders in supporting the social emotional wellbeing and academic success of students and
- Provision of information on various community resources (e.g., access to food banks, fuel assistance, shelters, after school/ daycare)

### Role of Board Certified Behavioral Analyst (BCBA):

The BCBA works collaboratively with the District-Wide Autism Supervisor, and/or Department Head, Principal, special and regular education teachers and support staff to ensure that the delivery of IEP services in the area of applied behavioral analysis are being provided with fidelity in accordance to the student’s individualized education program. The BCBA will also provide training and support to special education staff, families and ABA paraprofessionals to help support students with autism and other related emotional/developmental disabilities. Services will be based on the principles of applied behavior analysis including the modification of environmental variables, behavior reduction procedures and systematic instruction (e.g., discrete trial teaching, incidental instruction) to teach new and/or adaptive skills, and the maintenance and generalization of skills). The following outlines some

responsibilities of BCBA's:

- Provide consultation support in Applied Behavioral Analysis (ABA) dictated by the student's Individual Education Program (IEP) service delivery grid;
- Participate in team meetings to identify student needs and develop services that meet those needs;
- Collaborate with teachers for all the behavioral planning (i.e., classroom-wide management and interventions, strategies) in specialized programs and sub-separate classrooms;
- As appropriate, develop Behavior Intervention/Support Plans in collaboration with staff (e.g., classroom observation, provide data collection tools);
- Available to consult to general education on other students with disabilities (SWD) for behavioral planning (i.e., follow the district-wide protocol for screenings);
- Create behavior intervention plans based on data collection and/or assessments in collaboration with teachers;
- Collect ongoing data using student-specific data sheets, data analysis, completion of student progress reports for social/behavior goals in collaboration with teachers and other itinerant staff;
- Conduct ABA and/or Behavioral Assessments as requested through the TEAM process and utilize data yielded from assessment results to make informed decisions and recommendations to the IEP Team;
- Support the development and implementation of consistent social skills groups in collaboration with teachers and other itinerant staff as part of ABA programs;
- Participate in clinic meetings with parents, teachers, and itinerant staff to review student progress and data;
- Provide case coordination between school and outside agencies to ensure collaboration and consistency in practices across settings;
- Provide specialized applied behavioral analysis training to school staff and families and
- Participate in Professional Learning Community (PLC) meetings and collaborate with building administrators and teaching staff to meet the needs of all students.

### **Parent Workshops:**

Parents of SWDs will have opportunities to attend workshops to support them in helping their child including:

- *Caring for a Child or Adolescent Exposed to Trauma:* The purpose of this workshop is to increase caregivers' understanding of underlying factors that lead to challenges in caring for a trauma-impacted child. Specific strategies focus on addressing the needs and social-emotional learning competencies of trauma-impacted children/adolescents.
- *Incidental Teaching:* This presentation covers how to create and take advantage of teachable moments with your child at home and across an average day. The focus is on play and social opportunities. Questions from parents regarding concerns about incidental teaching at home will be highlighted.
- *Remote Academic Engagement:* This presentation covers strategies, supports, and social emotional tools to support your child during remote learning. The focus of the presentation is to offer tips to parents on supporting the child's/ adolescent's learning in a remote and hybrid setting.

Social Emotional Learning Supports for Students with Disabilities/ 504 Plans		
Remote	Hybrid	In-Person
<ul style="list-style-type: none"> <li>• Consistent parent communication with behavioral staff provided remotely</li> <li>• Staff available for office hours</li> <li>• Social skills groups to be provided remotely incorporating self-awareness, self-management, social awareness, relationship skills, and responsible decision-making</li> <li>• SEL activities posted in Google Classroom</li> <li>• Services per IEP grids will be provided through remote opportunities</li> <li>• Continued collaboration with internal and outside service providers via various methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent parent check-in/communication with behavioral staff provided remotely</li> <li>• Staff available for office hours</li> <li>• Combination of remote and in-person social skills groups incorporating self-awareness, self-management, social awareness, relationship skills, and responsible decision-making</li> <li>• SEL activities to be completed in-person and through activities posted in Google Classroom</li> <li>• Services per IEP grids provided through a combination of remote and in-person opportunities</li> <li>• Continued collaboration with internal and outside service providers via various methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent parent check-in/communication with behavioral staff provided remotely</li> <li>• Staff available for office hours</li> <li>• In-person social skills groups incorporating self-awareness, self-management, social awareness, relationship skills, and responsible decision-making</li> <li>• SEL opportunities and activities embedded into in-person learning</li> <li>• Services per IEP grids provided in person</li> <li>• Continued collaboration with internal and outside service providers via various methodologies</li> </ul>

Each school has an assigned School Adjustment Counselor/s (SAC) and School Psychologist. Additionally, middle and high schools have Guidance Counselors and many schools have Wraparound coordinators. Please contact your child's school administrators to if you need staff contact information.

The WPS website offers various supports for families and caregivers. Please visit the [Special Education Family/ Caregiver Extended Learning Website](#). It includes a variety of resources on topics including academic, social emotional and behavioral information, autism and music therapy.

- [Academic Resources](#)
- [Autism](#)
- [Behavioral/Social Emotional Resources](#)
- [Additional Resources](#)

## Digital Learning and IT Support/Training for Families

A fall 2019 survey indicated that 60% of families wanted to learn more about the digital tools and apps their child uses in school to be able to support homework. We are expanding the support we offer to families and are working with staff, families, students, and community organizations to create an updated technology resource center that is more organized and user friendly. This will exist in multiple languages. In addition, we will be scheduling district wide family technology live webinars.

- WPS Caregiver Technology Academy
- Scheduled live family technology support webinars
- Coordination with community partners
- Digital drop-in support for help navigating and learning apps
- IT Support: If you are having a hardware issue with your Chromebook or you are having issues logging in, please either contact your school for a password reset or call 508-799-3312 for assistance.

## English Language Learners

We will find ways to continue working with our English Learners Parent Advisory Council (ELPAC) remotely to assess the needs of our families.

We will continue to create videos and post in our social media platforms and shared with principals and ESL/DL/TBE teachers: Some examples of previous videos include:

- [School Routines at Home](#)
- [Parents as Natural Teachers](#)
- [Homework](#)
- [The Superpower of Being Bilingual](#)

We are also planning webinars that include topics around technology literacy and supporting learning from home. Ideas for topics include:

- La aventura de leer: Cómo fomentar el amor por la lectura en dos idiomas

- Building a Love for Reading in Two Languages
- Comunicación afectiva y efectiva - Acércate a tu hijo enseñándole técnicas de estudio
- Effective Communication and Bonding as a Family: Connecting With Your Child Through Study Habits
- Leveraging home language
- Zoom and Google Meet 101
- Setting up a google email
- Understanding virtual learning platforms (Google classrooms, Clever and apps)

We will continue working with community organizations that work with immigrant families virtually to give them updates and share resources.

WPS will provide access for all staff to the Language Line for multilingual communication. In addition, a HELP LINE will be established for our EL families to call in with general questions or concerns.

### **Special Education Department Supports to Families and Parent Workshops:**

- Special education leadership team will continue to partner with our Special Education PArEnt Advisory Council (SPED PAC) remotely to support the needs of our families;
- On-going emphasis on explicit trainings for students who have language-based disabilities including Dyslexia ;
- District BCBA's will continue to offer clinic meetings with parents and service providers to monitor student progress and review data to make objective decisions regarding programming. Clinics will be offered at least quarterly, and more frequently at the discretion of the BCBA or at the request of the parent;
- District SPED Behavioral Specialists and BCBA's will continue to offer specialized parent workshops, both synchronously and asynchronously. Specialized workshops include:

*Caring for a Child or Adolescent Exposed to Trauma:* The purpose of this workshop is to increase caregivers' understanding of underlying factors that lead to challenges in caring for a trauma-impacted child. Specific strategies focus on addressing the needs and social-emotional learning competencies of trauma-impacted children/adolescents.

*Incidental Teaching:* This presentation covers how to create and take advantage of teachable moments with your child at home and across an average day. The focus is on play and social opportunities. Questions from parents regarding concerns about incidental teaching at home will be highlighted.

*Remote Academic Engagement:* This presentation covers strategies, supports, and social emotional tools to support your child during remote learning. The focus of the presentation is to offer tips to parents on supporting the child's/ adolescent's learning in a remote and hybrid setting.

After school programs will be offered on a limited basis as we return to school this fall. Planned offerings include the following for the hybrid or fully remote model:

- 21st Century for Burncoat Middle School and Vernon Hill Elementary;
- DESE Saturday and School Vacation program for at risk middle and high school students;
- secondary (middle and high school) extra help sessions afterschool;
- after school counseling referrals through community agencies and
- Shine Initiative MindMatters Teams at secondary locations and schools.

WPS is currently planning with local cultural institutions to offer opportunities for students across the grades. Additional information will be shared in the coming weeks.

## Communication

In the year ahead, it is vital that we take care of each other by fostering a sense of common purpose, building strong relationships, and reinforcing the social emotional skills we use to support each other and respond to challenges together. The concept of collective care is inclusive of self care practices but goes further by asking us to show proactive compassion for one another.

The Worcester Public Schools (WPS) will continue to communicate with students, parents/guardians, staff and community members through email, Connect ED phone messages, phone calls, postings on the WPS website [worcesterschools.org](http://worcesterschools.org), mailings and social media.

The WPS will continue to translate all essential documents into seven languages: Spanish, Portuguese, Twi, Nepali, Albanian, Arabic, and Vietnamese. The WPS will continue to provide interpretation services in these languages for district community forums, and school events. The WPS provides translation services using a *LanguageLine* for additional languages.

The WPS has a dedicated email address [covid19@worcesterschools.net](mailto:covid19@worcesterschools.net) for questions relating to Covid-19 from staff, students, families and community members.

## Curriculum

WPS staff will be using MA content and practice standards, the WPS online curriculum platform (Atlas), and resources, materials, and guiding documents shared in a Google classroom to plan and create lessons that thoughtfully incorporate curriculum, pedagogy, and technology. District

curriculum liaisons, content coaches, and technology coaches will be available for curriculum and technology support during drop in hours, professional learning communities, and targeted workshops, webinars, and training.

Due to the shift to remote learning and reduced face to face time with students, the sequence of some grade level content standards has been impacted. Teachers will begin with current grade level standards. Instruction will be scaffolded as needed based on assessment data.

WPS commits to multiple models of learning experiences including:

- **Support student choice/student agency.** Design lessons and activities to include options for students, for example, a menu of choices, a variety of materials and resources to choose from, different lengths of activities, and tapping into different learning styles and modalities, including the framework of Universal Design for Learning
- **Differentiate.** Consistently consider the process, product, pacing, and resources in lessons and activities to ensure all students can partake in some way, including co-teaching and inclusion models
- **Focus on deeper dives into learning through engagement.** Challenge students in new ways. Now is the time to try that thing we've always wanted to do that we know will excite students and bring joy to learning.
- **Collaborate.** Provide a host of resources to support students.
- **Communicate, communicate, communicate.** With students and families -including through email, Google docs, via Google Classroom, district messages & apps,
- **Student feedback.** Communication to students and families includes timely and action oriented feedback on student learning.

## Instruction

### High Quality Teaching and Learning

High Quality Teaching & Learning is content rich, student - centered, measurable and exists in a culture of high expectations for all students Pre K - 12. High quality teaching and learning classrooms are sensitive to students' needs, interests, strengths, abilities, modes of contribution, social/cultural backgrounds, and address three essential elements: organization of the classroom; instructional design and delivery and student ownership of learning.

Teachers, students, and families partner together in each essential element to maximize student learning and success.



## Organization of the Learning Environment

Teachers	Students	Families
<p>Establish and nurture a sense of community within each class</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students and staff to build relationships</li> <li>• Provide opportunities for students to regularly interact with each other</li> <li>• Provide opportunities for students to share their learning, experiences, feelings, and needs</li> <li>• Engage in two-way communication with families/caregivers (utilizing the Language Line and other district resources to communicate in families' native languages)</li> </ul> <p>Communicate clear lesson objectives and performance expectations in virtual environment</p> <ul style="list-style-type: none"> <li>• Post assignments ahead of class time</li> <li>• Teach students to use organizational tools, visual supports, and accommodations</li> </ul> <p>Orchestrate learning opportunities that address various learning styles, to ensure high student engagement</p> <p>Provide a variety of engaging, high interest, relevant learning activities</p>	<p>Be on time for all classes and actively participate in virtual class sessions</p> <ul style="list-style-type: none"> <li>• Turn video on, when possible</li> <li>• Be attentive</li> <li>• Add to discussions and chats</li> <li>• Respond to peers' questions</li> <li>• Share learning, experiences, feelings, and needs</li> </ul> <p>Be aware of the learning outcomes and purpose of the learning for the day and complete all assigned work</p> <ul style="list-style-type: none"> <li>• Use technology tools to support learning</li> <li>• Use organizational tools such as Google Calendar, agenda books/planners, etc. to manage time and assignments</li> <li>• Ask your teachers and school staff for help as needed, ask questions and communicate your needs as they arise</li> <li>• Work in small and large groups, and share ideas/learning in multiple ways</li> </ul>	<p>Review schedule, meet with teachers and reinforce the norms, and expectations of participation</p> <p>Review weekly schedule and provide guidance and reminders for participation and required work</p> <p>Prepare an area for learning with materials and schedules easily accessible.</p> <p>Access the district's technology training and try to learn new technology tools with your child</p> <p>Regularly talk with your child about what they learned</p> <p>Regularly engage in communication with your school to access supports and tools needed to provide information in your native language</p>

## Instructional Design and Delivery

Teachers	Students	Families
<p>Use time effectively when providing direct instruction and planning for students' independent work.</p> <p>Use informal and formal assessments/observations to identify learning needs of all students and determine how to best meet their needs</p> <ul style="list-style-type: none"> <li>• Assess students consistently and share assessment results with</li> </ul>	<p>Complete all assigned work in a timely manner and post on Google Classroom and SeeSaw</p> <p>Participate in all assessments and create goals of improvement</p> <p>Review scores from assessments and set goals of improvement</p> <p>Submit assignments in a timely manner</p>	<p>Monitor time on task, provide breaks and reminders to return to work as needed</p> <p>Review all assessment results provided by teachers and discuss with students.</p> <p>Regularly review teacher feedback on assignments and help students keep</p>

<p>students and families. (STAR, Edcite)</p> <ul style="list-style-type: none"> <li>• Provide timely feedback to work completed by students.</li> </ul>	<p>and reflect on grades and feedback from teachers</p>	<p>up-to-date with schoolwork</p>
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### Student Ownership of Learning

Teachers	Students	Families
<p>Provide opportunities to celebrate accomplishments and invite parents to attend</p> <p>Regularly monitor student progress through multiple means and regularly provide feedback to students about their individual progress and goals</p> <p>Articulate personal data and goals for academic success</p> <p>Provide regular reminders to students for check-in times, extra help sessions, and other school and community assistance opportunities</p>	<p>Use teachers' check-in times and extra help sessions when they need assistance of any kind</p> <p>Contact guidance counselors, adjustment counselors, behavioral specialists and wraparound coordinators and other support staff to advocate for academic, social emotional and other needs</p> <p>Keep track of work completion and progress</p>	<p>Communicate with school staff when your child is overwhelmed and seek out support from staff</p> <p>Keep a list of support staff hours and meeting times to ensure students participate</p> <p>Participate in virtual classroom celebrations.</p> <p>Review students progress with school staff to ensure your child is making appropriate progress</p>

### Principal and Teacher Expectations

To ensure High Quality Teaching and Learning principals and teachers will carry out the following responsibilities:

<p><b>Principals will...</b></p> <ul style="list-style-type: none"> <li>● Assign staff to support and monitor students during remote learning days through daily check-ins and help sessions</li> <li>● Monitor student attendance, and support families in maintaining good attendance during remote learning.</li> <li>● Coordinate family supports</li> <li>● Coordinate support services for staff and students</li> <li>● Provide assurances that IEP goals and objectives are being implemented with fidelity</li> <li>● Monitor google classrooms to ensure all video lessons, tasks, and assignments are posted and ready for student use.</li> <li>● Monitor student log-in and progress while in remote learning and in on-line learning programs (ie. LEXIA, ST MATH, ALEKS)</li> <li>● Support/Facilitate staff meetings and professional learning communities</li> </ul>	<p><b>Teachers will...</b></p> <ul style="list-style-type: none"> <li>● Keep accurate attendance records, monitor student attendance and report concerns with student attendance.</li> <li>● Create a well organized Google Classroom or SeeSaw (depending on grade level) for students to access everyday; each remote learning day will focus on ELA, Math, or Science.</li> <li>● Post video lessons, tasks, and assignments for students to complete during asynchronous time.</li> <li>● Prepare mini lessons in each content area aligned to the standards.</li> <li>● Ensure work assigned is aligned to special education and ELL plans, and collaborate with special education and ELL teachers in planning and executing lessons remotely.</li> <li>● Deliver specially designed instruction based on individual students' IEPs</li> <li>● Completion of IEP progress reports to document students with disabilities progress towards goal attainment</li> <li>● Provide students with expected daily routine/schedule while in remote learning. Time on tasks must be relevant to their age and recommended time on devices.</li> <li>● Monitor student log-in and progress on on-line learning programs (ie. LEXIA, ST MATH, ALEKS)</li> <li>● Keep accurate records of work completion, online learning, and projects completed to grade students effectively.</li> </ul> <p><b>Advanced Placement teachers will....</b></p> <ul style="list-style-type: none"> <li>● Follow the scope &amp; sequence recommended by College Board</li> <li>● Ensure all students are utilizing the online AP Classroom platform and resources provided by College Board</li> <li>● Monitor student progress via platform &amp; communicate student progress with caregivers</li> </ul>
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## Assessment & Intervention

Assessment is a critical component of the Worcester Public Schools teaching and learning cycle. The district assessment plan allows the district to gather information for a variety of purposes.

Well-designed and appropriately used assessments provide the following benefits:

1. Educators gain information about students' strengths and weaknesses
2. Educators can evaluate the effectiveness of their instruction
3. Students gain information about their strengths and weaknesses

4. Educators, parents/guardians, and students can make more informed decisions
5. Programs can be evaluated for their impact on learning
6. Schools and the district can report on academic progress

The Worcester Public Schools Assessment Plan consists of a variety of assessments designed to provide the information educators at different levels and other stakeholders (i.e. parents/guardians, students, administrators) need to successfully create plans and policies that meet students' needs.

No single assessment serves all purposes, thus the 2020-21 district assessment plan is being developed with the following goals:

1. Use assessment tools that are valid, reliable, and aligned to grade level and content standards in both remote and hybrid learning environments
2. Balance the use of formative, diagnostic, interim/benchmark, and summative assessment
3. Gather sufficient information on students' knowledge, skills, and dispositions entering the 2020-21 school year to support educators in adjusting instruction and intervention
4. Provide user friendly data reports and dashboards to support educator use of data and communication with various stakeholders
5. Increase time on learning and avoid "over-testing"

## Assessment Tools

Below are the local assessment tools WPS plans on using during the 2020-21.

Assessment	Purpose	Population
<i>District Developed Common Assessments</i>	<i>Available across content areas and specialized based on teacher development</i>	<i>Available across grade levels</i>
ALEKS	Assess student mastery of grade-level math skills	Grades 9-12
Early Screening Inventory	Identify students who may need special education services	Grade K
enVision Online Topic Assessments	Assess student mastery of grade-level math skills	Grades 3-6
Estructura para la Evaluación del nivel independiente de lectura	Assess student Spanish reading level	Grades K-6, dual language and TBE programs
Fountas and Pinnell Benchmark Assessment System	Assess student reading level	Grades K-2 and as need in higher grades

Independent Reading Level Assessment Framework	Assess student English reading level	Grade K-6, dual language and TBE programs
Lexia	Assess student progress in development of reading skills	Grades K-6
Panorama	Assess students perceptions of themselves and the school environment linked to social emotional learning domains	Grades 7-12
SRSB Common Assessment	Assess student mastery of grade-level writing skills	Grades 3-12
STAR Early Literacy/STAR Early Literacy Spanish	Assess students early literacy skills in preparation for reading	Grades K-1* <i>*if a student is identified as a probable reader they transition to taking the STAR Reading</i>
STAR Reading/ STAR Reading Spanish	Assess student reading skills and progress towards meeting MCAS benchmarks	Grades 2-9
STAR Math/ STAR Math Spanish	Assess student math skills and progress towards meeting MCAS benchmarks	Grades 1-9
ST Math	Assess student understanding of foundation math topics	Grades K-6

## Professional Learning

The WPS faculty and staff will participate in twelve days of professional learning and development (PD) leading up to the start of the school year, from August 27, 2020- September 14, 2020. During this time, opportunities will include safety practices and procedures related to the pandemic, technology, virtual lesson planning, culturally responsive social-emotional supports, and trauma-informed teaching for students in the context of current events.

Professional learning will be provided to help educators adapt to the pedagogical shifts required for our hybrid and remote plans. In addition, curriculum leaders will be working with teams and departments to share plans that have been developed over the summer to assess student understanding and address learning gaps over the coming school year.

Throughout the spring and into the fall, extensive professional learning opportunities have been and will continue to be offered to WPS staff. These opportunities are offered to educators as they develop virtual lessons, integrate technology, incorporate effective strategies for a robust virtual learning environment, and build positive learning communities remotely.

**Priorities for Ongoing Workshops Include:**

<p>Student Support</p> <ul style="list-style-type: none"> <li>• Kindergarten Dyslexia Screening</li> </ul> <p>Teacher/ Focused Instructional Coach Support</p> <ul style="list-style-type: none"> <li>• Facilitating effective virtual meetings &amp; professional learning communities</li> <li>• Creating a classroom culture and relationships in a virtual environment</li> <li>• Planning virtual lessons with a focus on standards, engagement &amp; student choice</li> </ul> <p>Content Based</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Classroom Implementation Training,</li> <li>• Generation Genius Science Platform</li> <li>• workshops on curriculum content &amp; practice standards</li> <li>• Extensive virtual learning webinars/seminars based in content</li> <li>• Curriculum liaisons &amp; coaches support including drop-in hours</li> <li>• Grade-level/Content specific workshops and planning sessions</li> <li>• Advanced Placement planning &amp; instruction</li> <li>• AVID program structure &amp; connections</li> </ul>	<p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Effective use of technology and pedagogy for all models of learning</li> <li>• Workshops focused on specific technology tools/apps</li> <li>• Leadership for technology integration</li> </ul> <p>Multilingual Learners</p> <ul style="list-style-type: none"> <li>• English Learners Academic Literacy &amp; Thinking</li> <li>• Developing Oral Language From Home</li> <li>• Culturally Responsive Learning from Home: Museum of Me</li> <li>• Imagine Learning: Language and Literacy Tutorial</li> <li>• PD for English Second Language (ESL) Teachers Servicing English Learners (ELs) in Sub-Separate Settings</li> <li>• Maximizing Distance Learning For Our ELs</li> <li>• WIDA Essential Actions</li> <li>• Co-Teaching Training for Classroom Teachers &amp; ESL teachers</li> <li>• Scaffolding Language, Scaffolding Learning</li> <li>• ESL and Dual Language (DL) coaches support including drop-in hours.</li> </ul>
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**Priorities for Training in August to prepare for Fall include:**

- Overview of safety practices and procedures related to the pandemic by the School Safety Office/COVID coordinator
- Effective Strategies/ Best Practices for remote/hybrid/online learning for all staff
- 12 hours of blended and self-paced modules around virtual teaching and technology

integration strategies that will be a foundation for all learning models including Google Classroom, SeeSaw, synchronous and asynchronous strategies and best practices, flipped classroom, Google Meet and more. All educators and leaders will all participate in a basis of understanding with self-directed pathways based on their knowledge, skills, and position.

- Review and identify progress monitoring tools for special education staff to address student performance of IEP goals and objectives to address students with disabilities progress
- Evaluation Team Chairs and Special Education Department Heads will meet with school based teams to coordinate a meeting schedule to address IEP compliance timelines
- Special Education Department will partner with May Institute to develop a training series on the impact of the pandemic and school refusal for school staff and families
- Effective ESL & sheltered content instruction in a virtual learning environment
- Developing language goals at the unit level and systematically building language over the course of the unit
- Effective engagement and strategies when working with EL families remotely
- 'Embracing Multilingualism' conference on bilingual education- August 2020
- PD can support collaboration between Sheltered Content Instruction (SCI) and ESL teachers.
- American Reading Company(ARC) (literacy program) PD will be provided over 30 days this year across all three elementary schools.
- ESL teachers servicing bilingual programs should be included in ARC PD.
- Planning and instruction workshop for all ESL Co-teaching partners
- Additional PD and coaching specifically targeted for Transitional Bilingual Education (TBE) and DL is needed.
- Dually-licensed teachers who provide ESL services through ELA classes can benefit from targeted PD and coaching.

## Universal Design For Learning

The WPS includes the implementation of Universal Design for Learning (UDL) as a framework to improve and optimize teaching and learning for all. The UDL Guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Over the summer, the district principals, assistant principals, liaisons, coaches, and district leaders read the book *Unlearning* by Katie Novak & Alison Posey based on the principles and practice of UDL. This August, Katie Novak will facilitate the WPS Leadership Institute and share ways leaders can support teachers to design and deliver engaging, rigorous learning experiences.

## **Culturally Responsive Pedagogy**

The WPS continually emphasises Culturally Responsive Pedagogy (CRP) as a district framework and priority. CRP was fully incorporated into our leadership work throughout the 2019-2020 school year and will continue in 2020-2021.

Worcester Public School's leaders were included in multiple trainings, our Network initiative members, all Worcester Public Schools' Principals, and Central Office Managers participated in various training, workshops, and in-service sessions regarding CRP. More extensive work that included school-specific CRP initiatives was done with Sullivan Middle School and Claremont Academy. CRP remains a priority in the Worcester Public Schools and plans have been made to strengthen and deepen this work during up-coming 2020-2021 school year.

- Leaders participating in the Culturally Responsive Pedagogy initiative will continue to deepen their understanding and attend to culturally responsive practices throughout the 2020-2021 school year by:
- Exploring biases, assumptions, and perspectives in order to gain a better understanding of equitable, appropriate, culturally relevant practices that promote learner centered and culturally responsive learning opportunities in all schools
- Defining and unpacking the concept of culture and exploring implications of attending to culturally responsive teaching in the context of curriculum, instruction and assessment
- Exploring the spectrum of learner centered and culturally responsive practices and the pedagogical moves associated with culturally relevant school communities through on-going professional learning
- Reconciling insights and exploring strategy related to these practices and promoting racial equity and change in schools
- Identifying potential entry points and strategies for this school year to promote learner centered and culturally responsive practices in all schools

## **Using Data to Improve Student Outcomes in Social-Emotional Learning**

Students in grades 7 through 12 will take surveys through Panorama at key points during the year. This data, in conjunction with the states Early Warning Indicator System (EWIS) will support school staff in identifying and taking action to support students. Educators will receive training to both analyze and act on data to improve student outcomes through social-emotional learning, school climate, and family engagement action steps.



## **Skill Development: Collaborative Problem Solving**

Trained middle and high school teams and one elementary school will begin year one implementation of Collaborative Problem Solving. This approach assumes students with challenging behaviors lack the skill, not the will, to succeed. The focus is on teaching students skills to support them in building relationships with the peers and adults in their lives. School based teams will be coached biweekly throughout the year to support successful implementation.

## **Resiliency & Trauma**

WPS staff will continue to receive bimonthly training to increase their knowledge and application of strategies for supporting students and staff mental health in remote learning, hybrid and in-person learning. School adjustment counselors and school psychologists will support implementation.

## **School Refusal**

In partnership with the May Institute and Dr. Whitney Kleinert, PhD, BCBA-D. LABA ( Director of School Consultation), administrators, school based teams, Psychologist, School Adjustment Counselors, Behavioral Specialist, BCBA and families will engage in a series of trainings to address the mental health needs of students who are experiencing anxiety and/or fear during the transition of back to school. It is important to note that school refusal behavior affects not only the individual student but also those who support the student, including school staff and families.

The outcome of this professional development presentation is to **DEFINE** school refusal behavior and **IDENTIFY** risk factors for engaging in school refusal behavior. Additionally, this presentation will help attendees to understand current best-practices in **ASSESSMENT** and **TREATMENT** of school refusal behavior. Finally, staff will engage in this professional development opportunity to learn evidenced based strategies to develop proactive and feasible strategies for decreasing the likelihood of school refusal behavior when in-person schooling becomes available again.

## **Digital Learning and Technology**

Research tells us that ubiquitous access to technology coupled with pedagogical shifts to student centered practices; active learning; collaboration; thoughtful balance between technology and the teacher; exploration; creation; and multiple means of engagement, expression, and representation, can bring impact to student learning (Darling-Hammond, Zieleszinski, & Goldman, 2014; Ghavifekr & Rosdy, 2015; Harper, 2018).

During remote learning students and teachers were surveyed several times about the use of technology to support remote learning. We learned that focused scheduled synchronous sessions with meaningful intent and appropriate length were effective for remote learning. In addition, organized focused use of tools enhanced access, engagement, and rigor in the learning were

appreciated by both teachers and students. Many students reported they enjoyed project-based activities aligned with content standards that allowed for choice and creativity. In order to streamline and deepen professional learning of digital tools, staff will be using the following tools. In addition, curriculum apps that are approved and vetted by the district for effectiveness and student data privacy will be placed into Clever.

## 1:1 Devices and Internet Access

Equity and access to ubiquitous technology is at the forefront of our priorities. We distributed laptops to Early College students, and chromebooks and hot spots at a 2:1 ratio to families who chose to take them. For the fall we have purchased a device for each student. In addition, we believe in techquity for all students and that includes the internet. We have worked very closely with the city and community to combat the digital divide. Our first priority was to get high speed broadband through our local Internet Service Provider, when we realized that would not be possible, we went the hotspot route.

- Read about Worcester's lack of broadband [here](#)
- We have purchased 5000 high speed Verizon hotspots for families in need
- We are continuing to work with the city and community to advocate for lower-cost, single-payer, high-speed broadband

### Devices

- 1:1 PreSchool Kindergarten & Head Start - iPads
- 1:1 Grades 1-12+ - Chromebooks

### Digital Learning and Technology Tools Include:

- PreK-1 SeeSaw (Required)
- 2-12 Google Classroom (Required)
- Google Suite: Docs, Drive, Gmail, Calendar, Classroom, Jamboard
- Screencastify/Screencastify Submit
- Zoom EDU (free version)
- Google Meet (enterprise)
- Google Voice
- Edcite

### Curriculum Apps in Clever Include:

- Lexia
- ST Math
- Envisions Math
- Brainpop
- Big Ideas Math
- Khan Academy

- Freckle
- Generation Genius
- Imagine Learning
- myOn (online book options)

## Technology Integration Support and Professional Learning

Technology integration is the use of technology to enhance teaching and learning. We have learned that teachers appreciate a variety of instructional and learning choices including digital drop-ins, synchronous webinars, 1:1 coaching, and full self-paced options. The majority of staff stated that the learning model that works best for them is blended learning where there is a synchronous component followed by self-paced learning with coaching and colleague support and collaboration. We realize that to meet the needs of all of our staff, we need to continue to provide all three options.

We are developing a series of technology integration professional development to continue to deepen the work around remote learning, blended learning, and flipped learning so that teachers can transition between these modes. The teaching and learning division is working diligently to ensure that the needs of special education students and English learners are included in the integration of technology. Educators and leaders will be expected to work their way through these modules that will be leveled and based on research as well as lessons learned and promising practices from the closure. A workflow is being developed to assist teachers in identifying where they are and what skills they need to support technology integration.

- Blended self-paced modules available at the end of August that have a variety of leveling expectation staff will complete that will include topics:
  - Definitions and understanding of technology integration, continuum of blended learning, flipped learning, online/virtual learning, synchronous, asynchronous
  - Planning with standards in mind (UBD)
  - TPACK & SAMR
  - Creating Classroom Community
  - ISTE Student Standards
  - ISTE Educator Standards
  - Managing a digital learning environment
  - Technology Integration Models (EEE/TIM)
  - Digital Tools to support English Learners
  - Digital Tools to support diverse learners
  - Assistive Technology
  - Screencasts
  - Gamification
  - Selecting the right tools
  - Creating choice in assessments
  - Multiple means of representation through technology

## Live Daily Drop In

- Instructional technology and digital learning coaches will be available daily for live drop in for staff, students, and families

## First week of School

In order to prepare for a potential closure and to continue to use technology in meaningful ways, every teacher will be required to set up a digital learning environment for their students during the first week of school. Like a teacher sets up culture, expectations, routines and procedures for a face to face learning environment, they also need to set this up for an online or blended environment. In addition, teachers will review skills with teachers about how to access, participate in, and submit online assignments.

## Student Data Privacy

We became a member of the MA Student Data Privacy Alliance (SDPA) in May 2019. The SDPA handles the agreements with online tools. We take student data and student privacy very seriously. The agreements determine how technology companies collect, store, and use student data according to federal regulations. The Family Educational Rights & Privacy Act (1974) requires that schools must have written permission from guardians in order to release any information from a student's education record but allows schools to disclose those records, without consent, to approved parties or under specified educational conditions. COPPA, the Children's Online Privacy Protection Act, further seeks to increase safety by controlling what information is collected from young children by companies operating websites, games, and mobile applications directed toward children under 13. We are in the second year of implementation and therefore need to create an approved apps list. Teachers will only be required to submit apps that are not on this list to be vetted.

## Video Conferencing

**[bit.ly/wpsvideoconference](https://bit.ly/wpsvideoconference)**

We will be using Google Meet/Zoom to provide distant learning to students. In order to provide a safe and supportive remote learning experience, all parents, guardians, and students who participate must agree to the following terms:

### Terms of Remote Learning by Audio and Video Conferencing

By participating in this Google Meet/Zoom as part of your student's remote learning plan, you consent to the use of the Remote Learning by Audio and Video Conferencing technology, tools, and services and acknowledge that you have read, understand, and agree to all of the above requirements and restrictions.

1. Students and parents/guardians must not save, record, share, or post this session or any copies, recordings, materials, or photographs of/from this session.

2. Students must treat each other with respect. Students must obey school rules at all times. The student code of conduct applies to all remote learning sessions. Students may be disciplined consistent with the student code of conduct for violating school rules during the sessions. Parents/guardians are responsible for monitoring their child's use of the provided services and programs.
3. The District reserves the right to remove a student from a session for inappropriate behavior or conduct.
4. During online instruction, information regarding students and/or their voice, image and writing may be shared with other students (e.g., group chats, shared assignments, video feeds) who are participating in the session. However, the District takes steps to ensure that student record information in its possession is maintained in accordance with applicable laws.
5. The District assumes no liability and makes no representation regarding the quality of the audio or video conferencing service used.
6. The District has in good faith attempted to ensure that audio and video conferencing platforms that are compliant with FERPA, CIPA, COPPA and all other applicable federal and state laws. The District will take all reasonable measures to preserve your privacy and the privacy of the student, and each of our educators will continue to maintain the privacy of student record information. Parents/guardians waive any and all claims against the District related to the use of these third-party vendors to provide audio and/or video conferencing services.
7. Parents/guardians and students should be aware that they can be observed by the educator and by other students and may elect to disable the camera feature

## **Digital Learning and IT Support/Training for Families**

A fall 2019 survey indicated that 60% of families wanted to learn more about the digital tools and apps their child uses in school to be able to support homework. We are expanding the support we offer to families and are working with staff, families, students, and community organizations to create an updated technology resource center that is more organized and user friendly. This will exist in multiple languages. In addition, we will be scheduling district wide family technology live webinars.

- WPS Caregiver Technology Academy
- Scheduled live family technology support webinars
- Coordination with community partners
- Digital drop-in support for help navigating and learning apps
- IT Support: If you are having a hardware issue with your Chromebook or you are having issues logging in, please either contact your school for a password reset or call 508-799-3312 for assistance.

## Stay Informed, Stay Healthy, Stay Connected

The WPS will continue to update this document throughout the year to keep students and families, staff and community partners informed. Please also visit our website at [worcesterschools.org](http://worcesterschools.org)

## APPENDIX A

### Definitions

**Synchronous** - Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not necessarily in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not always in person.

- *Synchronous communication* - Communication between two or more people that happens at the same time and in the same space (either online or physical).
- *Synchronous online instruction* - online learning that happens at the same time for students while they are working remotely.

**Asynchronous** - Asynchronous instruction and learning occur not only in different locations, but also at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

- *Asynchronous communication* - Communication between two or more people that happens at intermittent intervals with participants in different locations.
- *Asynchronous online instruction* - online learning that does not happen at the same time and place for all students; self-paced online learning.

**Remote** - Remote learning is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

- *Online learning* - the combination of instruction and assessment that takes place on the internet; sometimes referred to as distance learning.

**Hybrid** - Learning that occurs both online and in a physical location. Online and physical activities are integrated into a cohesive learning experience.

- *Blended learning* - a way of combining traditional classroom experiences and digital instruction that emphasizes using the best option to meet learning objectives.
- *Digital learning* - the combination of instruction and assessment that utilizes digital tools to support student learning; can occur in or outside of the classroom.

**Learning management system (LMS)** - An application for creating and delivering educational courses. Teachers can deliver content, administer assessments, and monitor student progress. Students can access course materials and participate in online learning experiences. LMS can be used in a blended or fully online learning environment. In Worcester, we are using Google Classroom and Seesaw as our learning management systems.

**Device** - An electronic tool used to access the internet or complete digital work. This can include a desktop, laptop, chromebook, tablet, smartphone, and other similar tools. In Worcester, we primarily use chromebooks and iPad tablets.

## Acronyms

ABA- Applied Behavior Analyst

BCBA- Board Certified Behavioral Analyst

CDC-Center for Disease Control

CIPA- Children's Internet Protection Act

CNA- Certified Nurse Assistant

COPPA- Children's Online Privacy Protection Act

CPI- Crisis Prevention Institute

CPT- Common Planning Time

CRP- Culturally Responsive Pedagogy

DESE- Massachusetts Department of Elementary and Secondary Education

DL- Dual Language

EL- English Learner

ELA- English Language Arts

ELPAC- English Learners Parent Advisory Council

EPL- English Proficiency Level

ESL- English as a Second Language

FAPE - Free and Appropriate Public Education

FERPA- Family Educational Rights & Privacy Act

HVAC- Heating Ventilation & Air Conditioning

IEP- Individualized Education Plan

ISTE- International Society for Technology in Education, internationally recognized standards for technology integration, knowledge, and skills for students, educators, and leaders.

IT- Informational Technology

LPN- Licensed Practical Nurse

PBIS- Positive Behavioral Interventions and Supports

PD- Professional Development/Professional Learning

PLC- Professional Learning Communities

PPE- Personal Protective Equipment

RTI- Response To Intervention

SAMR- A framework does technology integration that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition,



SCI- Sheltered Content Instruction

SDI-Specially Designed Instruction

SEI- Sheltered English Immersion

SEL -Social Emotional Learning

SLIFE- Students with Limited Interrupted Formal Education

SPED- Special Education

SWD- Students with Disabilities

TBE- Transitional Bilingual Education

TPACK- Technological Pedagogical Content Knowledge, is a model that helps teachers consider how their knowledge domains intersect in order to effectively teach and engage students with technology

WPS - Worcester Public Schools