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Committee Members

John L. Foley, Chairman
Molly McCullough, Vice-chairman
Dianna Biancheria

City Council Members

Morris Bergman, Chairman
Khrystian King
Gary Rosen

Representatives

Brian Allen

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #1

The Joint Standing Committee on Finance and Operations and the City
Council's Standing Committee on Education:

on: Thursday, April 29, 2021
at: 5:00 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

The following items will be discussed:

c&p #2-19 - Clerk (December 12, 2012)

To consider a communication from the City Clerk regarding the City Council's Standing Committee on Education and the School Committee's Standing Committee on Finance and Operations.

To consider meeting jointly on a regular basis throughout the year concerning issues of overlapping interest.

motion gb #0-246 - Mayor Petty (August 13, 2020)

Request that the 2020-21 Educational Plan entitled Fall 2020 - Return to School Guidance be forwarded to the Standing Committee on Finance and Operations **and the City Council's Standing Committee on Education for a joint meeting.**

STANDING COMMITTEE: **JOINT MEETING OF THE STANDING COMMITTEE ON
FINANCE AND OPERATIONS AND THE CITY
COUNCIL'S STANDING COMMITTEE ON EDUCATION**

DATE OF MEETING: Thursday, April 29, 2021

ITEM: Clerk (December 12, 2012)

To consider a communication from the City Clerk regarding the City Council's Standing Committee on Education and the School Committee's Standing Committee on Finance and Operations.

To consider meeting jointly on a regular basis throughout the year concerning issues of overlapping interest.

PRIOR ACTION:

12-20-12 - Referred to the Standing Committee on Finance and Operations.

3-18-13 - STANDING COMMITTEE ON FINANCE AND OPERATIONS

(Considered with gb #2-323).

Mr. Allen, Chief Finance and Operations Officer, presented a PowerPoint presentation on the FY14 Preliminary Budget Estimates.

Ms. Colorio requested that the Administration provide a report in a Friday Letter regarding the percent of money collected in taxes by the City that is earmarked for the Worcester Public Schools.

Ms. Colorio stated that the system has a 13.8% increase in ELL and asked the Administration how that percent compares to that of the state?

Ms. Novick stated that if such a comparison is done, the relative wealth of those communities should be indicated in order that the information be put into context.

Ms. Colorio requested that the Administration provide a report indicating the number of low income students in the Worcester Public Schools.

BACKUP:

Annex A (24 pages) contains a copy of the PowerPoint presentation entitled "FY22 Preliminary Budget Estimates."

PRIOR ACTION (continued)

3-18-13 - Ms. Colorio made the following motion:
(continued) Request that the Administration provide in a Friday Letter the State Guidelines that delineate the differences between teachers who have a direct impact in the classroom as opposed to those who provide educational support.

On a voice vote, the motion was approved.

Mr. O'Brien requested that the Administration share the responses to the above-mentioned requests with the City Council.

Mr. O'Brien highlighted the following from the City's budget presentation to the City Council and requested a report to be given to the City Council that would explain the following:

- the comparison between the amount that the Worcester Public Schools spends over the foundation budget as compared to other Gateway Cities
- the number of students leaving the Worcester Public Schools for other communities and indicate the amount that the receiving school spends over the foundation budget
- an explanation that would clear up the false impression that more Chapter 70 funding equates to a lot more money for the Worcester Public Schools without taking into account the offset of:
 - losses of funds for those children who opt to attend charter schools
 - losses incurred due to the loss of state and local grants which has been significant over the last decade

Mr. Allen, Chief Finance and Operations Officer, presented a PowerPoint presentation on the Student Transportation Overview of Operations & Budget.

Mr. Economou and Mr. O'Brien made the following motion:

Request that the City Clerk ask the City Solicitor to provide clarification on the rules that the Administration of the Worcester Public Schools adheres to regarding transportation for private and parochial students.

On a voice vote, the motion was approved.

Ms. Rivera inquired as to the increase in fuel costs that has impacted the Budget.

Ms. Colorio requested that the Administration provide the phone numbers that individuals can use to contact the appropriate personnel to discuss transportation issues.

PRIOR ACTION (continued)

- 3-18-13 - Mr. Hennessey provided the following information:
(continued) Durham Bus Office – (508) 757-1463 (opens at 5:30 a.m.)
Special Education busses operated by Durham – (508) 755-3495
Special Education busses operated by the Worcester Public Schools - (508) 799-3242 or (508) 799-3241

He also mentioned that the dispatcher has access to all drivers.
Ms. Colorio asked if any analysis has been done relative to charging a transportation fee for students who live 1.9 miles from school.

Dr. Boone indicated that the Administration made a conscious decision not to add fees.

Ms. Novick inquired as to the replacement cycle for busses that the system owns.

Mr. Allen indicated that the system has 35 busses and purchases between 2-3 per year and they last for 12-15 years before needing to be replaced. The system receives \$500,000 from the City for capital non-building expenditures and that is used to fund computers, facilities equipment and transportation.

Mr. O'Brien made the following motion:

Request that the City Council's Education Committee refer the PowerPoint presentation regarding Student Transportation Overview of Operations & Budget to the City Auditor for his review.

On a voice vote, the motion was approved.

- 3-21-13 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Ms. Novick made the following motion:

Request that the Administration invite the City's Chief Financial Officer to do a presentation on the OPEB liabilities at a joint meeting of the Standing Committee on Finance and Operations and the City Council's Subcommittee on Education.

On a voice vote, the motion was approved.

Ms. Novick asked if the Administration had any recommendations regarding the \$3,000,000 that the City is assessing for the OPEB.

Mr. Allen indicated that the \$3,000,000 that is being assessed to the Worcester Public Schools is at a reduced rate. The amount that the system should be paying, based on the actuarial studies, is \$12,000,000 next year. The Administration should discuss at the next joint meeting, the benefit of putting \$3,000,000 aside when it should be \$12,000,000. If it requires \$12,000,000 annually for the next 30 years, is there any true benefit of putting \$3,000,000 aside.

PRIOR ACTION (continued)

3-21-13 - The Administration should also discuss the present value of future (continued) benefits that was included in the actuarial study. The larger issue the system has is the present value of the loss of 43 teachers because that is essentially what it will cost to fund the \$3,000,000 assessment.

Ms. Novick indicated that the \$3,000,000 would not be counted into net school spending.

The Administration will seek a legal opinion regarding whether or not the \$3,000,000 will be counted into net school spending.

5-1-13 - STANDING COMMITTEE ON FINANCE AND OPERATIONS
(Considered with gb #2-323).

Mr. Allen made a presentation on the status of the FY14 Budget. Councilor Economou made the following motion:

Request that the City Manager work with the City Council and the Superintendent to eliminate the current deficit of required net school spending and identify a funding source by potentially using a percentage of new growth revenue to provide additional funding. This would get schools to or move schools beyond the minimum requirement in order to be more competitive with surrounding communities.

On a voice vote, the motion was approved.

Ms. Colorio made the following motion:

Request that the school administration develop a plan that would outline what those funds would be used for, if made available, and provide some potential outcomes for the system.

On a voice vote, the motion was approved.

Ms. Novick requested that the system review the capital budget and indicate how it is allocated by the City Manager through the City Council. She highlighted, as another topic, the need for additional monies for ordinary facilities maintenance for the schools since the system has 50 buildings and houses 25,000 students.

Miss Novick stated that the House of Representatives is not understanding the Charter School issue and which seems to be a topic that no one wants to discuss in Boston.

PRIOR ACTION (continued)

5-1-13 - Mr. Allen stated that there is clearly a disconnect at the state level.

(continued) On one side, there is the Board of Education approving the Charter Schools yet they have no financial authority to fund them so they are leaving it to the legislature to fund that reimbursement. When there are new Charter Schools, they are 100% reimbursed for the first year. However, it dilutes the amount of reimbursement available to all of the districts. That is why it is only going to be at 68% for this coming year. Second, there is a technical flaw that needs to be addressed at the state level. They base their tuition assessments on pre-enrollment reports. Therefore, it is not based on actual students. The Charter Schools just tell us within their charter the maximum number of students they are going to enroll next year. The first quarter payment is based on this inflated amount and the state knows it is an inflated amount. The people who got hurt the most with this scenario was the sending district until last year, when the City Manager actually held us harmless. In previous years, the system was actually reducing its budget. It will still have \$350,000 set aside as it does each year because it knows that when the final numbers are done in July, it is always worse than what the House and Senate budget included because it is significantly overstated. For the most part, it gets corrected in December but for the school department it is too late. This year, the City Manager is going to hold us harmless for those changes. Mr. Foley cautioned about looking at new growth as a possible way of bringing new revenue to the table. It is not always a way to increase revenue due to the way in which that new growth is calculated into the city calculation already.

Mr. O'Brien requested that Mr. Allen create a couple of sample grids to illustrate what that would look like this year and moving forward. He stated that the joint committee's could make recommendations to the City Council which, in turn, could make these requests to the City Manager in order to have this discussion on the agenda for the next City Council meeting.

Mr. O'Brien made the following motion:

Request that the City Manager work with the City Council to find some ways to:

- eliminate the current deficit
- identify potential new funding source such as the new percentage of new growth as a way to provide additional resources to get the school system above foundation

On a voice vote, the motion was approved.

PRIOR ACTION (continued)

5-1-13 - **At the request of Ms. Colorio, Mr. O'Brien asked that the School**
(continued)

Committee prepare a report regarding how those new revenues would be expended and what the outcomes would be.

On a voice vote, the motion was approved.

Councilor Economou suggested that the Administration work with local colleges and universities for solutions to overcrowding.

Mr. Allen provided an update on Capital projects.

Ms. Novick requested that the Chairs invite the State Treasurer to visit Burncoat High School.

It was suggested that a schedule of the Nelson Place Building Committee Meetings be publicized as far in advance as possible.

Mr. Allen then provided an update on the administrative costs.

Mr. O'Brien asked Mr. Allen to forward his calculations of how much of the City tax rate goes to the Worcester Public Schools.

5-16-13 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Mr. Allen made a presentation on the status of the FY14 Budget.

Councilor Economou made the following motion:

Request that the City Manager work with the City Council and the Superintendent to eliminate the current deficit of required net school spending and identify a funding source by potentially using a percentage of new growth revenue to provide additional funding. This would get schools to or move schools beyond the minimum requirement in order to be more competitive with surrounding communities.

On a voice vote, the motion was approved.

Ms. Colorio made the following motion:

Request that the school administration develop a plan that would outline what those funds would be used for, if made available, and provide some potential outcomes for the system.

On a voice vote, the motion was approved.

Ms. Novick requested that the system review the capital budget and indicate how it is allocated by the City Manager through the City Council. She highlighted, as another topic, the need for additional monies for ordinary facilities maintenance for the schools since the system has 50 buildings and houses 25,000 students.

Miss Novick stated that the House of Representatives is not understanding the Charter School issue and which seems to be a topic that no one wants to discuss in Boston.

PRIOR ACTION (continued)

5-16-13 - Mr. Allen stated that there is clearly a disconnect at the state level.

(continued) On one side, there is the Board of Education approving the Charter Schools yet they have no financial authority to fund them so they are leaving it to the legislature to fund that reimbursement. When there are new Charter Schools, they are 100% reimbursed for the first year. However, it dilutes the amount of reimbursement available to all of the districts. That is why it is only going to be at 68% for this coming year. Second, there is a technical flaw that needs to be addressed at the state level. They base their tuition assessments on pre-enrollment reports. Therefore, it is not based on actual students. The Charter Schools just tell us within their charter the maximum number of students they are going to enroll next year. The first quarter payment is based on this inflated amount and the state knows it is an inflated amount. The people who got hurt the most with this scenario was the sending district until last year, when the City Manager actually held us harmless. In previous years, the system was actually reducing its budget. It will still have \$350,000 set aside as it does each year because it knows that when the final numbers are done in July, it is always worse than what the House and Senate budget included because it is significantly overstated. For the most part, it gets corrected in December but for the school department it is too late. This year, the City Manager is going to hold us harmless for those changes. Mr. Foley cautioned about looking at new growth as a possible way of bringing new revenue to the table. It is not always a way to increase revenue due to the way in which that new growth is calculated into the city calculation already.

Mr. O'Brien requested that Mr. Allen create a couple of sample grids to illustrate what that would look like this year and moving forward. He stated that the joint committee's could make recommendations to the City Council which, in turn, could make these requests to the City Manager in order to have this discussion on the agenda for the next City Council meeting.

Mr. O'Brien made the following motion:

Request that the City Manager work with the City Council to find some ways to:

- eliminate the current deficit
- identify potential new funding source such as the new percentage of new growth as a way to provide additional resources to get the school system above foundation

On a voice vote, the motion was approved.

PRIOR ACTION (continued)

5-16-13 - At the request of **Ms. Colorio, Mr. O'Brien asked that the School**
(continued) Committee prepare a report regarding how those new revenues

would be expended and what the outcomes would be.

On a voice vote, the motion was approved.

Councilor Economou suggested that the Administration work with local colleges and universities for solutions to overcrowding.

Mr. Allen provided an update on Capital projects.

Ms. Novick requested that the Chairs invite the State Treasurer to visit Burncoat High School.

It was suggested that a schedule of the Nelson Place Building Committee Meetings be publicized as far in advance as possible.

Mr. Allen then provided an update on the administrative costs.

Mr. O'Brien asked Mr. Allen to forward his calculations of how much of the City tax rate goes to the Worcester Public Schools.

Mr. Foley requested that the Administration forward the FY14 Budget book to the City Council.

Ms. Novick made the following motion:

Request that the School Committee forward a letter on Friday to Senators Chandler and Moore in order to:

- commend the Senate for fully funding the Special Education Circuit Breaker and for funding the McKinney-Vento transportation and
- to express some concerns about the ongoing funding of the "2007 so called reform funding" for the suburban areas when, at the same time, it continues to underfund the Charter School reimbursement

On a voice vote, the motion was approved.

Mr. O'Connell made the following amendment to Ms. Novick's request:

Request that the Chairs invite the State Treasurer to visit Burncoat High School **and Doherty Memorial High School.**

On a voice vote, the motion was approved.

10-8-13 - ESCo Projects Update - Solar Projects

Mr. Allen indicated that the Worcester Public Schools and the City of Worcester reached agreement on the installation of solar arrays at the following six schools:

Belmont Street Community School

Chandler Magnet School

Elm Park Community School

North High School

Roosevelt School

South High Community School

PRIOR ACTION (continued)

10-8-13 - As part of this agreement, a high grade roof sealer and re-roofing (continued) will occur at Belmont Street Community, Chandler Magnet, Elm Park and Roosevelt schools along with roof repairs as needed.

It is expected that the solar arrays will generate approximately 20% of the electricity usage for those schools. Any routine cleaning of the solar arrays, all costs associated with the maintenance and repair will be the responsibility of the City.

Mr. Allen indicated that the following work accomplishments and plans related to Technology Major Projects for 2013-14 included:

- installation of 90 iPad Minis with carts
- purchase of district subscription to Discovery Education Streaming
- plans to enter into a 5 year lease to replace all 7,000 computers and LCDs
- implementation of a new internally developed web-based student information system
- plans to be a pilot site to test new state PARCC online assessment

Mr. James Bedard provided a project rehabilitation update on the following schools:

- Worcester East Middle School Science Lab
- Heard Street School Roof Replacement
- Vernon Hill School Masonry Repairs

He summarized the following projects completed with the ESCo Program:

- Boiler/Chiller Replacement
- Weatherization & Building Infiltration
- Controls Upgrades
- Solar Panel Installation
- Steam Trap Replacement
- Refrigeration Upgrades

PRIOR ACTION (continued)

10-8-13 -

(continued) He highlighted the following MSBA projects:

| <u>2012-13</u> | <u>2013-14</u> |
|---|--|
| New Citizen Center windows boilers | Columbus Park Preparatory Academy windows boilers |
| Lake View School windows | Tatnuck Magnet School windows |
| May Street School windows | Worcester Arts Magnet School windows |
| Chandler Magnet School - 2 year project windows | Worcester East Middle School roof windows boiler |
| Jacob Hiatt Magnet School boiler | |

He provided the following update on Nelson Place Replacement School:

Tishman Construction has been chosen as the OPM for the project and is working with the city through the RFS process.

There were 14 architects that submitted proposals which are currently under review.

The Designer Selection Panel consists of 2 members chosen by the City, 1 member chosen by the schools, and 13 members chosen by the MSBA. This panel is scheduled to meet October 22 at the MSBA offices in Boston.

Chairman O'Brien asked the Administration to forward to the School Committee and the City Council a list of the investments made into the schools over the last four or five years.

Chairman O'Brien requested that the Administration provide a report about the additional projects that have to be done and how that will impact the \$3,000,000 cap that the City has allocated.

Mr. Allen stated that the Administration would identify for a December meeting of the Standing Committee on Finance and **Operations and the City's Subcommittee on Education** the projects that it has identified and include an estimated cost to do them recognizing the fact that some of them are not MSBA eligible.

Ms. Novick suggested that there be a ribbon cutting ceremony at Worcester East Middle School.

Ms. Novick inquired as to the availability of wi-fi at all of our schools.

Mr. Allen stated that Mr. Walton would provide an update that could either be sent in a Friday Letter or back to this committee.

PRIOR ACTION (continued)

10-8-13 - Ms. Novick asked that the Administration provide an update on
(continued) SAGE to be brought back as a Report of the Superintendent.
Councilor Economou asked if the SAGE programming has been marketed for other systems.

Mr. Allen indicated that he would look into that.

12-18-13 - Mr. Allen provided an overview of Annex E of the backup for the item regarding net school spending.

The Board of Education clarified the Financial Accounting and Reporting by Other Municipal Departments section of 603 CMR 10.00 and specifically added the following language:

"The cost of insurance and retirement benefits for non-school district employees shall not be included or reported."

Mr. Zidelis stated that the MOU between the City of Worcester and the Worcester Public Schools needs to be amended.

Mr. Foley asked the Administration to provide an update on the reallocation of Charter School funding.

Mr. Allen stated that the Charter School formula is a per pupil driven formula. The tuition assessment went down about 2 million dollars but the system also lost about \$800,000 in Charter School reimbursement as those costs are not going over to the Charter Schools. The state provides some temporary transitional aid for these Charter School students. The net result is a decrease in the system's assessments. The City did appropriate about 1.3 million dollars and the Administration will come forward to the School Committee with recommendations for the use of these funds. This is not new found money, because there are some deficits in the current school year.

Mr. O'Brien requested that the Administration forward copies of Annex A of the backup for the item to the members of the City Council and put it up on the website.

Mr. Allen provided an update on the current projects with the MSBA.

- The boiler and window replacement at the New Citizen Center is virtually done.
- The boiler at Jacob Hiatt Magnet School was completed during the summer.
- The window project at Lake View School is near completion.
- The window projects at May Street School are ongoing and should be completed within the next 30-60 days.
- The window project at Chandler Magnet School is intended to be a two-year project.
- The Accelerated Repair Projects have gone quite well.

PRIOR ACTION (continued)

12-18-13 - The MSBA indicated that it is not considering the high school projects as part of the 2013 Statements of Interest but the Administration will resubmit them as part of the 2014 Statements of Interest period. The school department and the city of Worcester are working on a Master Plan for 3 large high school projects to be submitted to the MSBA.

Mr. Foley asked about the funding for the master plan.

Mr. Zidelis stated that the City Manager indicated and the Council supported the funding for the Master Plan.

Mr. Allen discussed the projects listed in Annex C that are non-MSBA projects and indicated that they will be brought to the School Committee in the FY15 Budget document.

Mr. Allen provided an update on the Osco Projects as contained in Annex D of the backup for the item.

Mr. Foley requested that the roof mounted solar panels be incorporated into the curriculum so that science and math students can be involved in learning about the installation of these panels and by tracking the savings in electricity as a result of the installation of them.

Mr. Foley brought up the issue that was raised by members of the City Council about non-net school spending dollars for transportation.

Mr. Allen indicated that the City Auditor, the City's Finance Office and the school department's Finance Office, are seeking professional services from qualified consultant firms to provide comprehensive consultancy reports on pupil transportation services. The bid process took place and a vendor has been selected. Within the next 90 days, the Administration should have a version of the final product.

Mr. Foley announced that the Mayor has scheduled the first meeting of the Building Committee for Nelson Place School on Monday, January 6, 2014 and that Lamoureaux and Pagano have been selected as the architect for the project.

PRIOR ACTION (continued)

- 7-23-14 - Mr. Ammon, a representative from the School Bus Consultants, LLC made a PowerPoint presentation, via video conferencing, to **the members of the Joint Committee regarding the "Student Transportation Services Effectiveness and Efficiency Assessment"** report.

The summary of the scope of services that he discussed included:

- Analysis of Efficiency and Effectiveness
 - Comparative Cost Analysis
 - Transportation Indicators
 - Routing Efficiency Indicators
 - Management and Administration review
 - Durham Contract/Bid Specifications
- K to 6 Transportation Option Analysis

The summary of accomplishments included:

- Assignment of special needs student population is timely with three-day turnaround and well managed
- Regular education routing adheres to policies promoting efficiency and effectiveness
- Policies overall well structured
- Vendor contract with Durham well written and offers additional options for consideration

The management and administration recommended were to:

- Consider technical revisions to the current transportation contract
- Increase the availability of maintenance related information for decision making through the use of an FMIS
- Consider limited policy revisions including walk-to-stop and opt-in/opt-out system to improve planning capabilities
- Hire one additional full time routing staff

Mr. Ammon indicated that the analysis of the K-6 transportation only:

- Would result in approximately 18 busses being removed from the system
- Expected cost reduction of approximately \$1.2 million
- Significant redesign of existing system would be required.
- Policy questions with removal of service can be anticipated.
- Sibling from grade 7 to 12 allowed to ride if there is room on bus
- Any student who accesses existing stop on existing route is allowed to ride. if there is room

PRIOR ACTION (continued)

7-23-14 - Some of the issues raised by School Committee members and City

(continued) Council members were:

- To consider greater utilization of busses (Mr. Foley)
- To consider the cost savings of the elimination of busses vs. the downside of longer rides for students (Mr. Foley)
- To consider eliminating 7-8 busses by combining bus stops (Mr. Economou)
- To consider developing a system for parents to opt out of transportation (Mr. Economou)
- To clarify why some schools need more busses for fewer students (Miss Ramirez)
- **To consider utilizing the "where is my school bus" app (Mrs. Toomey)**
- To consider making the tiers as uniform as possible (Ms. Novick)
- To emphasize that an opt in/opt out system would not work in a system with a 40% mobility rate (Ms. Novick)
- To consider establishing a mini bus transportation program for cash, if transportation were to be eliminated in grades 7-12 (Mr. Rosen)

Mr. O'Connell suggested that the Administration, over the course of the next year, consider the following recommendations for improved bus transportation to include:

- an opt out provision at the secondary level
- expansion of the walk distances, where appropriate, to bus stops for students
- development of a system for parents to register their child(ren) for transportation
- change of start times to deal with the 37 busses that arrive at or after the bell time at their schools
- development of an approach for assigning students to bus stops or routes directly
- increasing the length of routes
- opt students out of bus transportation if they have parking passes, except in emergency circumstances
- prevention and repair history procedures for monitoring busses

Mr. Monfredo commented that the elimination of transportation for grades 7-12 would be devastating to the Worcester Public Schools, due to the current chronic absenteeism problem.

PRIOR ACTION (continued)

7-23-14 - Mr. Allen presented a Transportation Analysis PowerPoint presentation. The purpose for this review was due to the fact that:

- Transportation costs are Non-Net School Spending
- The City has fallen below Net School Spending
- Student transportation costs have increased

Mr. Allen highlighted the following in his report:

A. The WPS School Committee policy which states that:

"Free transportation is granted to pupils in grades kindergarten through 12 who reside two (2) miles or more from the school which they are entitled to attend. The legal obligation of the School Committee in this respect is limited to provision for transportation for elementary school children and the School Committee does have the right, if necessary, to charge for transportation or not provide transportation at the secondary level regardless of where the student may live."

B. State Law: MGL Chapter 71, Section 68

"If the distance between a child's residence and the school he is entitled to attend exceeds two miles... the department... may require the town to furnish transportation for children in grades kindergarten through six for a part or for all of the distance between said child's residence and the school."

Mr. Allen stated that the role of the School Bus Consultants (SBC) was to determine possible cost savings opportunities within transportation without considering impact on students, programs or services.

Mr. Allen stressed the fact that programs and parental choice determine transportation needs.

The general findings of the report were:

- The current contract is well written and contains many of the aspects of recommended areas to be included.
- SBC does not believe further outsourcing would result in significant direct cost savings.
- SBC recommends that the district hire an additional full time person to provide the routing and route planning for special education services as well as assist for routing and route planning for regular education busses.
- SBC recommends that students register for transportation and opt-out policy for students.
- SBC recommends that the Worcester Public Schools maintain maintenance records using software.
- SBC recommends developing ways to communicate late arriving busses.

PRIOR ACTION (continued)

7-23-14 - The Administration will not recommend a change in Grades 7-12 (continued) transportation.

With respect to the Transportation contract, the SBC recommends:

- changing the current contract structure from a single daily rate to a variable rate based on hours in order to have better control over cost reductions due to fluctuations in demand
- changing from an annual bid price to an annual CPI for cost increases

With the renewal of the transportation contract, the next steps for the Administration will be:

- to formulate bid specifications for the next five year bus contracts
- to evaluate the recommendations of the SBC and determine if any savings could be realized without changes to programs, services or choices for students

Councilor Economou moved and it was voice voted to file the **following item on the City Council's Standing Committee on Education** agenda:

- 1a. Transmitting a communication relative to an evaluation of Pupil Transportation Services and enclosed report from **the School Bus Consultants, LLC regarding "Student Transportation Services Effectiveness and Efficiency Assessment."**

Councilor Economou moved and it was voice voted to hold the **following item on the City Council's Standing Committee on Education** agenda:

- 2a. Order of Councilor Frederick C. Rushton request Standing Committee on Education, when meeting jointly with the **School Committee's Committee on Finance, consider as cost cutting measures in transportation the following:** 1) mainstreaming some Special Education Students onto the conventional busses, and 2) revising the bus pick-up system in a way that would allow for fewer stops and further walking for students, within reason; all in the interest of cost savings which could be directed to the classroom.

PRIOR ACTION (continued)

- 10-28-14 - JOINT MEETING OF THE STANDING COMMITTEE ON FINANCE
AND OPERATIONS AND THE CITY COUNCIL'S STANDING
COMMITTEE ON EDUCATION

Transportation

The student transportation contracts will expire on the last day of school in June 2015. The Administration is working on developing a new set of specifications for the next contract for a term of five years from June 2015 – June 2020. It intends to bid the transportation services in December 2014 with an anticipated bid opening after January 1, 2015.

MSBA Building Projects Update

Mr. Allen provided an in depth report on the:

- 2012 Approved Accelerated Repair Projects
- 2013 Approved Accelerated Repair Projects
- 2014 Approved Accelerated Repair Projects
- Core Program Projects for Nelson Place and South High Community schools

Information on these topics can be found under Annex A.

- 11-6-14 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended. The Net School Spending section was discussed and added to the report:

Net School Spending

The joint committee reviewed the current level of net school spending. This number changes over the course of the year several times and, as it does, the School Committee and the City Council is made aware of the number in order to acknowledge that the City has made its contribution for FY15 which is above the base level. Unfortunately due to the changes in how the state regulations have been impacted regarding the ways to look at the formula, the cumulative impact to Worcester is \$2.9 million below the foundation level. Although the system made progress on the annual basis it is now necessary to go back and rectify a long standing cumulative deficit.

Transportation

The student transportation contracts will expire on the last day of school in June 2015. The Administration is working on developing a new set of specifications for the next contract for a term of five years from June 2015 – June 2020. It intends to bid the transportation services in December 2014 with an anticipated bid opening after January 1, 2015.

PRIOR ACTION (continued)

11-6-14 - MSBA Building Projects Update

(continued) Mr. Allen provided an in depth report on the:

- 2012 Approved Accelerated Repair Projects
- 2013 Approved Accelerated Repair Projects
- 2014 Approved Accelerated Repair Projects
- Core Program Projects for Nelson Place and South High Community schools

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Information on these topics can be found under Annex A.

1-20-15 - JOINT MEETING OF THE STANDING COMMITTEE ON FINANCE
AND OPERATIONS AND THE CITY COUNCIL'S STANDING
COMMITTEE ON EDUCATION

Mr. Allen discussed the Transportation Contract Analysis Report prepared by School Bus Consultants, Inc.

It was moved to request that the members of the Standing Committee on Finance and Operations grant authority for submittal of the following projects to the Massachusetts School Building Authority for funding through the Accelerated Repair Program:

| | |
|---------------------------|--------------------|
| Flagg Street School | Window Replacement |
| Francis J. McGrath School | Window Replacement |
| Grafton Street School | Window Replacement |
| Grafton Street School | Boiler Replacement |
| Jacob Hiatt School | Window Replacement |

On a roll call of 3-0, the motion was approved to be forwarded to the City Council for its approval.

1-22-15 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

It was moved to request that the members of the School Committee grant authority for submittal of the following projects to the Massachusetts School Building Authority for funding through the Accelerated Repair Program:

| | |
|---------------------------|--------------------|
| Flagg Street School | Window Replacement |
| Francis J. McGrath School | Window Replacement |
| Grafton Street School | Window Replacement |
| Grafton Street School | Boiler Replacement |
| Jacob Hiatt School | Window Replacement |

On a roll call of 6-0-1 (absent-Miss Biancheria), the motion was approved to be forwarded to the City Council for its approval.

PRIOR ACTION (continued)

- 5-27-15 - JOINT MEETING OF THE STANDING COMMITTEE ON FINANCE
AND OPERATIONS AND THE CITY COUNCIL'S STANDING
COMMITTEE ON EDUCATION
(Considered with gb #4-214)
Chairman Economou and Chairman Foley both spoke about the FY16 Budget and the excellent working relationship among the City Council, School Committee, Superintendent and City Manager.
Mr. Allen made a PowerPoint presentation on the overview of the FY16 Budget as contained in Annex A of the backup for c&p #2-19.
Ms. Novick made the following motion:
Request that the School Committee forward a letter to the local delegation in support of H. 326, An Act to expand universal pre-kindergarten and S. 273, An Act improving state reimbursements for charter schools.
On a voice vote, the motion was approved.
Mrs. Toomey requested that the Administration provide a list of who opted into the Worcester Public Schools under School Choice and provide a breakdown of the categories such as ELL, Special Education and Regular Education.
Mr. Power offered testimony about large enrollment sizes and asked the Administration to address this issue.
- 6-4-15 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
Mr. Allen made a PowerPoint presentation on the overview of the FY16 Budget as contained in Annex A of the backup for c&p #2-19.
Ms. Novick made the following motion:
Request that the School Committee forward a letter to the local delegation in support for funding of the Quality Kindergarten Grant at the House level and full funding for Charter reimbursement.
On a voice vote, the motion was approved.
Mrs. Toomey requested that the Administration provide a list of who opted into the Worcester Public Schools under School Choice and provide a breakdown of the categories such as ELL, Special Education and Regular Education.
Mr. Power offered testimony about large enrollment sizes and asked the Administration to address this issue.

PRIOR ACTION (continued)

- 6-4-15 - Ms. Novick made the following motions:
(continued) Request that the Administration, on behalf of the School Committee, express a concern to the Foundation Budget Review Commission regarding the 4% in-district rate for special education students when the rate to educate them in Worcester is 7.9%.
Request that the Administration forward copies of gb #4-177, Annex A, of the backup from the Standing Committee on Finance and Operations from October 28, 2014.
On a voice vote, the motions were approved.
- 4-25-16 - **JOINT MEETING OF THE STANDING COMMITTEE ON FINANCE AND OPERATIONS AND THE CITY COUNCIL'S STANDING COMMITTEE ON EDUCATION**
Mr. Allen presented a PowerPoint presentation on the overview of the FY17 Budget as contained in Annex A of the backup for the item.
- 4-28-16 - **SCHOOL COMMITTEE MEETING** - The School Committee approved the action of the Standing Committee as stated.



Worcester Public Schools FY22 Preliminary Budget Estimates

- Joint Meeting of School Committee Finance and Operations and City Council Education Committee
April 29, 2021

From Here, Anywhere!

FY22 Major Budget Themes



Enrollment & Inflation

Enrollment Decline primarily at Pre-K and Kindergarten Level

Low Foundation Budget
Inflation Rate of 1.6%



FY22 Budget will be less than original FY21 Budget

Due to a possible pandemic-related enrollment decline



Student Opportunity Act

(Re-Start of) First Year Funding



Federal & State Stimulus Funds

- ESSER I, II, and III
- CvRF School Reopening
- Remote Technology
- State CvPP
- State Special Support
- FY21-FY24



New Staffing & Resource Needs

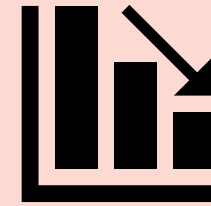
Technology, Facilities, Staffing



Student Enrollment

Student Enrollment is major factor of Foundation Budget calculation for a school district.

WORCESTER PUBLIC SCHOOLS



-1,058 students from
last year (-4.2%)

10/1/20: 23,986
10/1/19: 25,044



-746
(-24.3%)

At Pre-K and
Kindergarten level



-316
(-2.8%)

At Grades 1-6 level



+4

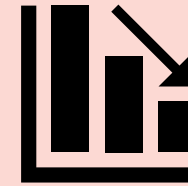
Grades 7-12 level



Student Enrollment

Foundation budgets declined for 153 operating districts, including 29 districts with declines of more than 5 percent

STATE ENROLLMENT



-37,363 students from
last year (-3.9%)

10/1/20: 911,465
10/1/19: 948,828



-17,197
(-17.9%)

At Pre-K and
Kindergarten level



-17,332
(-4.2%)

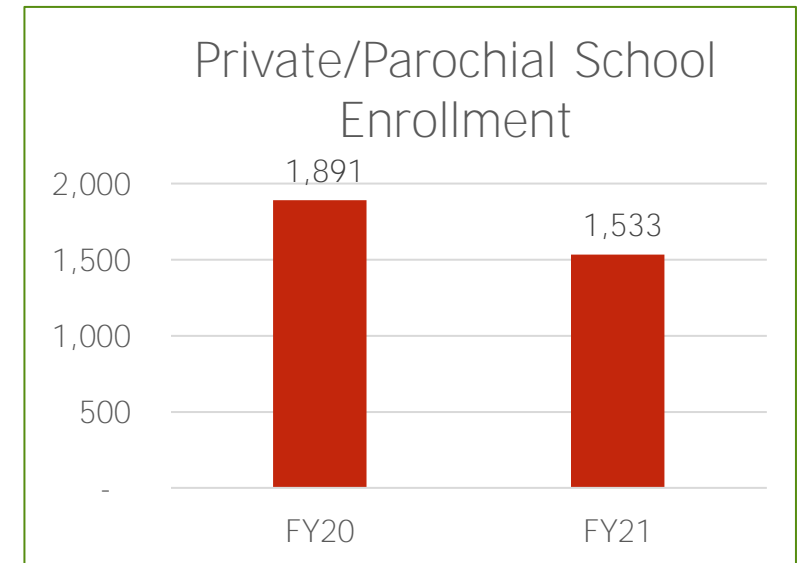
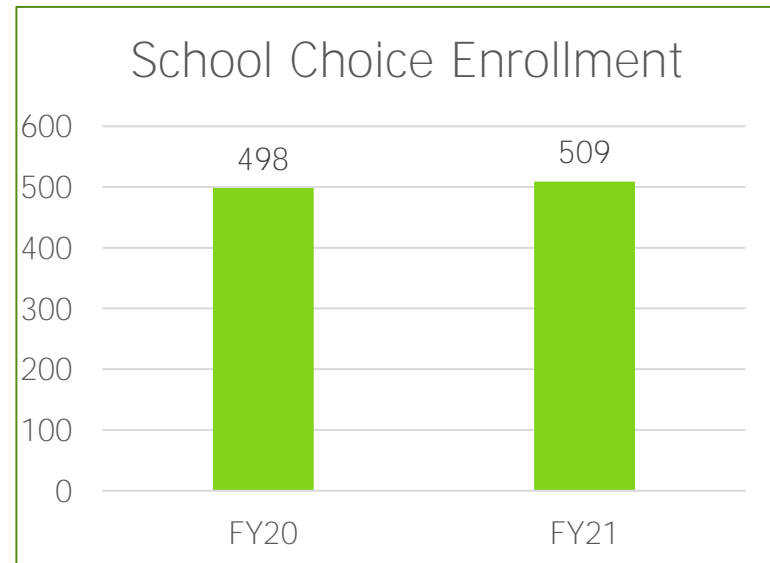
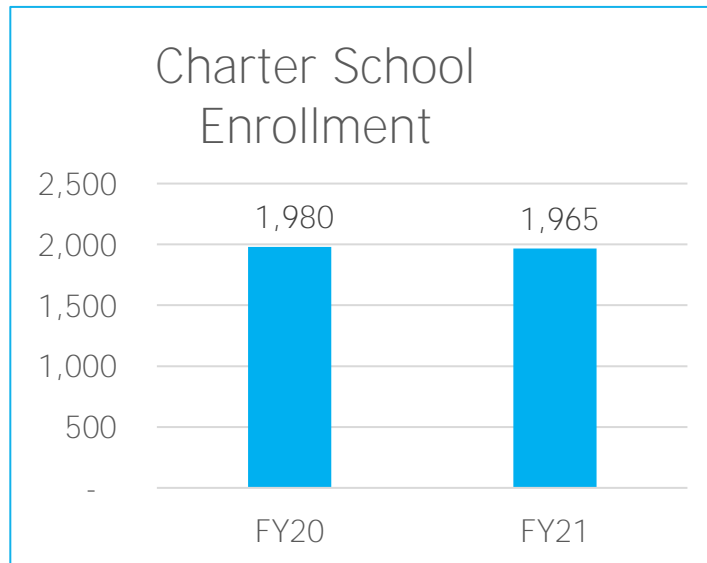
At Grades 1-6 level



-2,834
(-0.6%)

Grades 7-12 level

Charter School, School Choice, and Private/Parochial School Enrollment Trends





Foundation Budget Factors

FY22 Budget Impact for the Worcester Public Schools



Enrollment

-\$9.7 million



Inflation

+6.0 million



Student
Opportunity Act

+\$18.9 million

Includes resident charter school and school choice students in these calculations

From Here, Anywhere!



Foundation Budget Factors

FY22 Budget Impact for the Worcester Public Schools

Foundation Budget Change from FY21

| | |
|--------------------|---------------------|
| Inflation | \$6,035,988 |
| Student Enrollment | <u>-\$9,560,647</u> |
| Total Change | -\$3,524,660 |

Includes resident charter school and school choice students in these calculations

From Here, Anywhere!



Foundation Budget Factors

FY22 Budget Impact for the Worcester Public Schools

Foundation Budget Change from FY21

| | |
|---------------------------------|---------------------|
| Inflation | \$6,035,988 |
| Student Enrollment | <u>-\$9,560,647</u> |
| Total Change | -\$3,524,660 |
| Student Opportunity Act Funding | <u>\$18,858,121</u> |
| FY22 Foundation Budget Change | \$15,333,461 |

Includes resident charter school and school choice students in these calculations

From Here, Anywhere!

FY22 General Fund Budget

Going from Foundation Budget to Expected Operating Budget

| | FY21 Adopted Budget | FY22 Budget (Governor's Version) | \$ Change | % Change |
|-------------------------|----------------------|----------------------------------|--------------------|-------------|
| A. Chapter 70 State Aid | \$277,395,997 | \$289,004,989 | \$11,608,992 | 4.2% |
| B. City Contribution | <u>\$123,327,975</u> | <u>\$127,052,444</u> | <u>\$3,724,469</u> | <u>3.0%</u> |
| C. Sub-Total (A+B) | \$400,723,972 | \$416,057,433 | \$15,333,461 | 3.8% |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |

FY22 General Fund Budget

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| A. Chapter 70 State Aid | \$277,395,997 | \$289,004,989 | \$11,608,992 | 4.2% |
| B. City Contribution | <u>\$123,327,975</u> | <u>\$127,052,444</u> | <u>\$3,724,469</u> | <u>3.0%</u> |
| C. Sub-Total (A+B) | \$400,723,972 | \$416,057,433 | \$15,333,461 | 3.8% |
| | | | | |
| D. Charter School Tuition Assessment | -\$28,085,167 | -\$31,203,984 | -\$3,118,817 | 11.1% |
| E. Charter School Reimbursement | \$3,007,423 | \$4,946,129 | \$1,938,706 | 64.5% |
| F. School Choice Tuition Assessment | -\$3,045,212 | -\$3,397,816 | -\$352,604 | 11.6% |
| G. Special Education Assessment | <u>-\$202,348</u> | <u>-\$186,620</u> | <u>\$15,728</u> | <u>-7.8%</u> |
| H. Total Assessment & Reimbursement (Sum D through G) | -\$28,325,304 | -\$29,842,291 | -\$1,516,987 | 5.4% |
| TOTAL GENERAL FUND BUDGET (C-H) | \$372,398,668 | \$386,215,142 | \$13,816,474 | 3.7% |

From Here, Anywhere!

How Does FY22 Compare to FY21?

FY21 Budget Before Pandemic-Related Reductions Compared to FY22 Initial Budget

| | FY21 Initial Budget | | FY22 Initial Budget | |
|---------------------|---------------------|---|---------------------|-------|
| Foundation Budget | \$398,714,407 | → | \$397,940,445 | -0.2% |
| General Fund Budget | \$388,455,204 | → | \$386,215,142 | -0.6% |

- Due to enrollment decline: FY22 Foundation Budget and FY22 General Fund Budget are less than the original budget amounts adopted last year.
- FY21 Budget reduction (\$16.0 million) balanced on one-time, pandemic-related savings (transportation, crossing guards, literacy tutors, etc.)
- FY22 provides less funding than adopted in FY21 original budget (and FY22 cost increases makes less revenue available than last year's original budget amount).

FY22 Budget Planning

| Budget Item | Amount |
|--|--------------------|
| FY21 Adopted Budget (December 2020) | \$372,398,668 |
| <i>Restore One-Time Remote Budget Savings:</i> | |
| Student Transportation | \$6,783,026 |
| Salary Accounts | \$5,633,945 |
| Instructional Supplies | \$398,780 |
| Day-by-Day Substitutes | \$285,000 |
| Crossing Guards | \$183,781 |
| Health Insurance (due to position vacancies) | \$168,610 |
| Trash Removal | \$89,303 |
| Security Guards | \$81,372 |
| After School Dropoff Center | \$7,500 |
| In-State Travel | \$5,000 |
| Total One-Time Remote Budget Savings | \$13,636,317 |
| FY22 Baseline Budget | \$386,034,985 |

FY22 Budget Planning

| Budget Item | Amount |
|--|----------------------|
| FY22 Baseline Budget | \$386,034,985 |
| FY22 Preliminary General Fund | <u>\$386,215,142</u> |
| Difference | \$180,157 |
| 3% Initial Spending Increase (Inflation Costs) – Not including New Programs and Services | \$11,600,000 |
| Inflationary Cost Increases for: Health Insurance, Retirement Assessments, Contractual Increases, Transportation, Tuition Costs, Utility Costs, etc. | |
| ESTIMATED BUDGET GAP (As of February 4, 2021) | -\$11,419.843 |

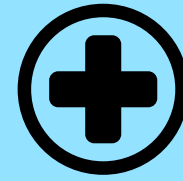
Total Budget Increase Needed for FY22 Baseline Level (Restored One-Time Spending Cuts) and 3% inflation growth: \$25,236,317



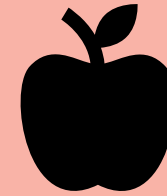
Student Opportunity Act

Chapter 132 of the Acts of 2019

Formula Changes to be phased in over seven-year period.



Benefits & Fixed Charges



Guidance and Psychological Services



Special Education OOD Tuition Rate



English Learners



Low Income

Change from 10 to 12 tiers, higher rates, and revert back to previous low income calculation of students. (Worcester is tier 11 of 12)



Formula Changes

Phase in of assumed in-district special education enrollment to 5% for vocational students and 4% for non-vocational students.

From Here, Anywhere!



Student Opportunity Act

Year 1: Phase In Increase

FY22 (with FY21 Initial Proposal as Comparison)

| Category | FY22 Phase-In Increase |
|-------------------------------------|------------------------|
| Benefits and Fixed Charges | \$2,664,792 |
| Guidance and Psychological Services | \$349,071 |
| Special Education Tuition | \$242,262 |
| English Learners | \$487,491 |
| Low Income Rate | \$7,534,222 |
| Low Income Student Count | <u>\$7,580,283</u> |
| Total | \$18,858,121 |



Federal Stimulus Funds

Coronavirus Relief Funds
ESSER Funds – I, II, and III
Remote Learning Technology



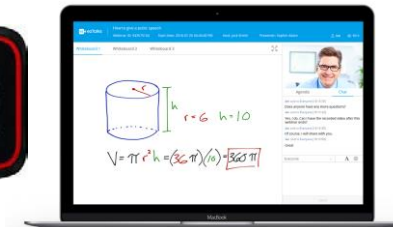
Remote Learning Technology

\$2.3 million



Coronavirus Relief Fund

\$5.7 million



Elementary & Secondary School Emergency Relief Fund I, II, III

ESSER I
\$9.5 million
(through 9/30/22)

ESSER II
\$34.8 million
(through 9/30/23)

ESSER III
\$78.2 million
(through 9/30/24)

From Here, Anywhere!



Federal Stimulus Funds

Coronavirus Relief Funds
ESSER Funds – I, II, and III
Remote Learning Technology

| Funding Source | Award Amount | Deadline for Spending |
|--------------------------------------|---------------------|-----------------------|
| Remote Learning Technology | \$2,253,313 | 6/30/21 |
| CvRF School Reopening | \$5,729,400 | 12/31/21 |
| State Coronavirus Prevention Program | \$1,862,200 | 6/30/21 |
| State Special Support Earmark | \$75,000 | 6/30/21 |
| ESSER I – CARES Act | \$9,463,606 | 9/30/22 |
| ESSER II - CRRSA | \$34,815,950 | 9/30/23 |
| ESSER II – ARP | <u>\$78,169,219</u> | 9/30/24 |
| Total | \$132,368,688 | |

From Here, Anywhere!



USE OF ESSER FUNDS

Sustainability and One-Time Use Plan

| ESSER | FY22 | FY23 | FY24 | TOTAL |
|------------|---------------|---------------|---------------|---------------|
| ESSER I | \$6.9 | \$0 | \$0 | \$6.9 |
| ESSER II | \$17.4 | \$17.4 | \$0 | \$34.8 |
| ESSER III | <u>\$15.6</u> | <u>\$31.3</u> | <u>\$31.3</u> | <u>\$78.2</u> |
| TOTAL | \$39.9 | \$48.7 | \$31.3 | \$119.9 |
| % of ESSER | 33% | 41% | 26% | 100% |

\$ in millions

Federal Stimulus Funds

Coronavirus Relief Funds
ESSER Funds – I, II, and III
Remote Learning Technology

- Sustain technology and safety purchases
- Provide bridge foundation budget funding to support the expected enrollment increase
- Provide accelerated funds for Student Opportunity Act initiatives
- Provide additional funds for building ventilation system replacement and building renovation projects.

From Here, Anywhere!



FY22 Legislative Priority

HOLD HARMLESS ENROLLMENT TO 10/1/2019

Hold Harmless Enrollment

- Hold Harmless Enrollment recognizes an unprecedented statewide enrollment decline attributed to the pandemic.
- 46% of statewide enrollment decline is at the Pre-K and Kindergarten level.
- Levels the funding for anticipated return of Pre-K and K students next year that did not enroll this year.

| District | Foundation Enrollment Decline |
|-----------|-------------------------------|
| Boston | -2,186 |
| Lynn | -931 |
| Worcester | -902 |
| Brookline | -790 |
| Newton | -718 |
| Lawrence | -621 |
| Wellesley | -410 |

Hold Harmless Enrollment

Massachusetts Association of School Superintendents
Legislative and Advocacy Platform

Use October 1, 2019 (or June 30, 2020) student enrollment.

Without Enrollment Hold Harmless

Foundation Budget Change from FY21

| | |
|---------------------------------|---------------------|
| Inflation | \$6,035,988 |
| Student Enrollment | <u>-\$9,560,647</u> |
| Total Change | -\$3,524,660 |
| Student Opportunity Act Funding | <u>\$18,858,121</u> |
| FY22 Foundation Budget Change | \$15,333,461 |

FY22 Legislative Priority

HOLD HARMLESS ENROLLMENT TO 10/1/2019

Hold Harmless Enrollment

Massachusetts Association of School Superintendents
Legislative and Advocacy Platform

Use October 1, 2019 (or June 30, 2020) student enrollment.

With Enrollment Hold Harmless

Foundation Budget Change from FY21

| | |
|-----------|-------------|
| Inflation | \$6,035,988 |
|-----------|-------------|

| | |
|--------------------|-------------|
| Student Enrollment | <u>-\$0</u> |
|--------------------|-------------|

| | |
|--------------|-------------|
| Total Change | \$6,035,988 |
|--------------|-------------|

| | |
|---------------------------------|---------------------|
| Student Opportunity Act Funding | <u>\$18,858,121</u> |
|---------------------------------|---------------------|

| | |
|-------------------------------|---------------------|
| FY22 Foundation Budget Change | <u>\$24,894,109</u> |
|-------------------------------|---------------------|

| | |
|--|---------------------|
| Total Budget Increase Needed for FY22 Baseline Level and 3% growth | <u>\$25,236,317</u> |
|--|---------------------|

From Here, Anywhere!

FY22 Legislative Priority

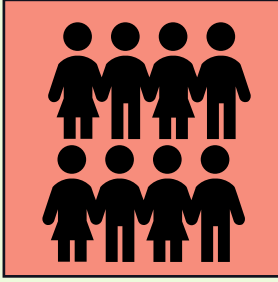
HOLD HARMLESS ENROLLMENT TO 10/1/2019

Key Areas of Impact

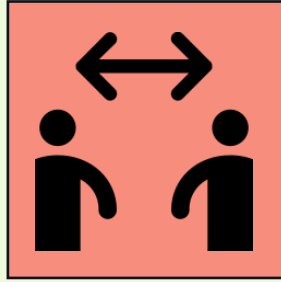
FY22 BUDGET PLANNING



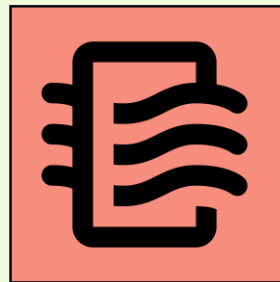
Elementary
Enrollment



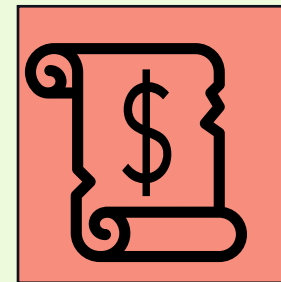
Pre-K and K
Enrollment



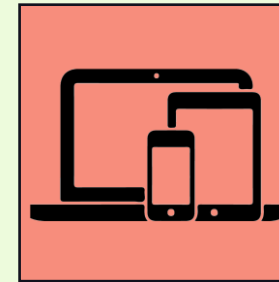
Vaccinations
and Spacing



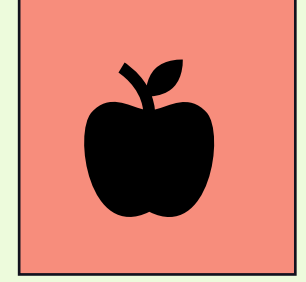
Ventilation
Systems



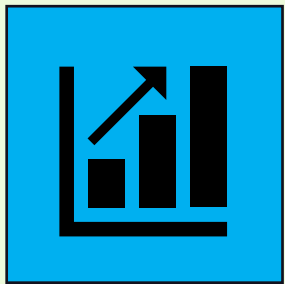
Final State
Budget



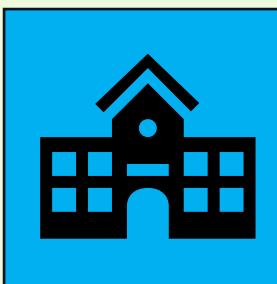
Continuation
of Technology
and PPE



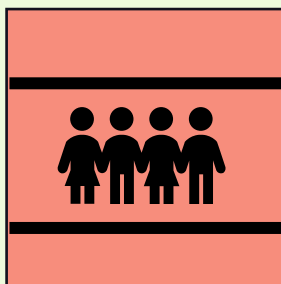
Budget Gap &
Use of ESSER
to Support
FY22



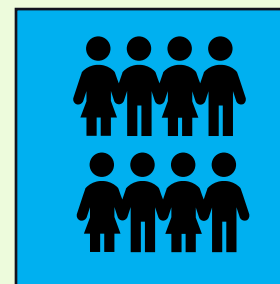
Retirement
& Health
Insurance



New South
High Open



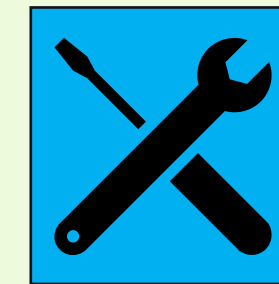
Hold Harmless
Enrollment



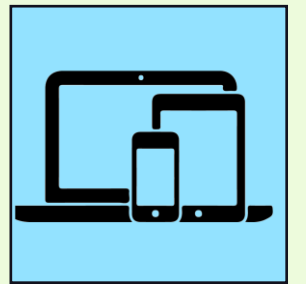
Low Income
Student Count



Dual Language
School and
Remote Academy



Facilities
Dept. Space



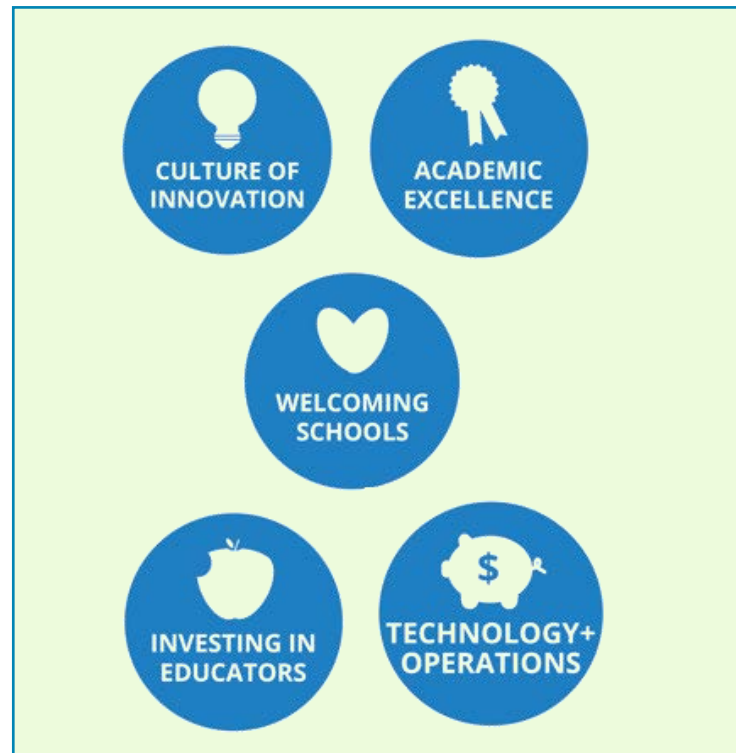
Long Term
1:1
Sustainability

FY22 Budget Planning – Alignment of Resources

- Student Opportunity Act



- Strategic Plan



- Seven Point Plan for Advancing Student Achievement and Program Sustainability





From Here, Anywhere!

ITEM: motion
gb #0-246

STANDING COMMITTEE: **JOINT MEETING OF THE STANDING
COMMITTEE ON FINANCE AND OPERATIONS
AND THE CITY COUNCIL'S STANDING
COMMITTEE ON EDUCATION**

DATE OF MEETING: Thursday, April 29, 2021

ITEM: Mayor Petty (August 13, 2020)

Request that the 2020-21 Educational Plan entitled Fall 2020 - Return to School Guidance be forwarded to the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education for a joint meeting.

PRIOR ACTION:

- 8-13-20 - Mayor Petty discussed the first phase of the reopening of schools by stating that:
- Remote learning will take place for the first marking quarter.
 - Teachers will be allowed to teach from home or in their classroom.
 - Ventilation systems will be upgraded in all school buildings in the Fall and the Administration will start transitioning Group C students back into schools for in-person learning.
 - Matrix will be put in place to monitor the education of all students.

(Continued on page 2.)

BACKUP:

- Annex A (57 pages) contains a copy of the Fall 2020 Return to School Guidance.
Annex B (95 pages) contains a copy of the Reopening Schools Plan dated August 6, 2020.
Annex C (47 pages) contains a copy of the District Transition to Hybrid Learning Plan Guidelines & Protocols for Reopening Schools dated February 2021.
Annex D (28 pages) contains a copy of the District Transition to In-Person Learning Plan Guidelines & Protocols for Reopening Schools dated April 20, 2021.

PRIOR ACTION (continued)

8-13-20 - (continued) Mr. Allen stated that prioritizing HVAC upgrades is part of the school reopening plan. The three criteria are increasing outside air, improving ventilation and using supplemental filtration, where possible. The district, along with the City, intends to use the Needlepoint Bipolar Ionization system in all schools and that work will be done between now and the end of December. The cost for the HVAC upgrades is approximately a 15-million-dollar investment as a result of the purchase of the Ionization equipment. The Administrators are seeking Federal stimulus monies and are working with the City to find funding to cover the costs to ensure that these upgrades are done.

Superintendent Binienda stated that students will start school on September 15th with a hundred percent remote learning which will run through the first quarter. The Administration will then assess the work that has been done with the ventilation systems, the progress of the students, and then will provide an update to the parents regarding the plans for the second quarter.

The Superintendent stated that the Chromebooks that were ordered are delayed until mid-October. However, the IT department did a survey of equipment and indicated that every student will be able to get a Chromebook.

A Caregivers Academy will be launched to help families support their child/ren's education. **The content will be translated into multiple languages and there will also be a parent's helpline during the day.**

Mayor Petty asked the Superintendent to provide a quick overview of the dissemination of the breakfast and lunches to families.

The Superintendent stated that prepackaged breakfasts and lunches will be available for students. If there is a family in need of food that tested positive for COVID 19, there will be home deliveries in partnership with the YMCA on Main Street.

Mrs. Clancey suggested that teachers and/or parents record lessons for the students so the parents can help their child/ren.

Ms. Novick stated that the past seven weeks were very productive and the Administration has worked with the Committee. However, the Federal Government has not provided the adequate support that the school districts need. At the State level, the level of support has been anything but helpful but the local Government has been very supportive. She requested that the Mayor forward a letter to the State officials indicating the ways in which they let the district down.

Superintendent Binienda indicated that a contact and resource list is being developed to respond to questions from parents.

PRIOR ACTION (continued)

8-13-20 - Mayor Petty requested that the following testing sites be placed on the **Worcester Public School's website and Facebook page:**

- Woodland Academy
- Goddard School of Science and Technology
- Elm Park Community School
- UMass Medical Hospital

Mayor Petty asked for a roll calls on the following motions of Ms. Novick:
Request that the Superintendent make the following changes to the backup before forwarding it to the state:

- add the following language from page 32 to the cover letter:
Worcester Public Schools 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.
- **delete the word "November" from page 3 and throughout the document.**
- add to page five the various health matrices from the City that were used to monitor the increase in the virus.
- **delete the last line on page 52 that reads "families can request an alternative packet."**

Request that the Administration address the issues of absenteeism when the power goes out.

Request that the Superintendent ask Dr. Hirsh to develop a Matrix Plan regarding the safe reopening of schools.

On a roll call of 7-0, the motions were approved to be forwarded to the Superintendent.

Ms. Novick made the following motion:

Request that the State make available ongoing, easily accessible free testing with a quick turnaround across the state before bring students back into session.

On a roll call of 6-1 (nay Miss Biancheria) the motion was approved.

Mayor Petty opened the meeting by allowing attendees to ask questions:

Questions

1. Will the bus drivers be transporting the students from Diocese and the Collaborative schools?
2. How will the Chromebooks and Internet connectivity be distributed to every student and what will be the cost?
3. Can the hybrid model be changed to allow students to attend more than one day a week?
4. Are teachers required to report to their schools for the first 12 days?
5. How is the system planning to mandate masks and what kind of discipline will be metered if they do not wear one?

PRIOR ACTION (continued)

8-13-20 (continued)

6. What will the system do if there is a confirmed COVID 19 case in the school?
7. How will art supplies be distributed to students during the pandemic?
8. How will the Administration determine which HVAC system will be repaired first?
9. How does the proposed plan address the needs of foster children and does the district collaborate with DCF?
10. **If a student doesn't have a Chromebook before school starts, will the system implement a no harm grading policy for first term?**
11. Are there plans for more forums to take place to inform all families of updates regarding in-person learning?
12. Will the support staff, the office staff, the nurses and guidance counselors be able to work from home?
13. How will kindergarten students be tested?
14. How will parents of Autistic child/ren be notified as to whether or not they will be in Group C?
15. How will the remote learning take place for students with speech based learning disability by using of the Wilson Program?
16. What are the plans for the Instructional Assistants?
17. How will the Administration handle parents and community members that don't believe that the virus is real and refuse to wear masks?
18. Will the teachers be the same for remote learning and the hybrid learning?

It was moved to approve the 2020-21 Educational Plan for the Worcester Public Schools.

On a roll call of 7-0, the 2020-21 Educational Plan for the Worcester Public Schools was approved.

It was moved to suspend the Rules of the School Committee to reconsider the approval of the 2020-21 Educational Plan for the Worcester Public Schools

On a roll call of 7-0, the motion to suspend the Rules of the School Committee was approved.

It was moved to reconsider the vote to approve the 2020-21 Educational Plan for the Worcester Public Schools.

On a roll call of 0-7, the motion to reconsider was defeated.

Mayor Petty made the following motion:

Request that the 2020-21 Educational Plan entitled Fall 2020 - Return to School Guidance be forwarded to the Standing Committee on Finance and Operations and the City Council's **Standing Committee on Education for a joint meeting.**

On a roll call of 7-0, the motion was approved.

PRIOR ACTION (continued)

10-8-20 - JOINT STANDING COMMITTEE ON FINANCE AND OPERATIONS AND THE CITY COUNCIL'S STANDING COMMITTEE ON EDUCATION
motion gb #0-246 - Mayor Petty (August 13, 2020)

Request that the 2020-21 Educational Plan entitled Fall 2020 - Return to School Guidance be forwarded to the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education for a joint meeting.

Superintendent Binienda introduced the following individuals who presented the PowerPoint presentation regarding the Summary of the School Re-Opening:

- Mr. Allen discussed the facility capacity analysis, the transportation capacity analysis and the FY21 Budget update slides.
- Dr. Meade-Montaque and Dr. Morse discussed the back to school model slides.
- Mrs. Kyriazis and Mr. Walton discussed the technology support slides.
- Mr. Pezzella discussed the school safety slides.

Councilor King questioned how many school buildings are ready for the return of students to which Mr. Allen stated that there are no schools ready at this time but the work on the ventilation systems soon.

Councilor King questioned if the Collaborative is part of the Worcester Public Schools and, if so, will the district be looking to provide additional monies.

Superintendent Binienda stated that it is not part of the Worcester Public Schools and that it has its own budget.

Councilor King ask whether the technology needs for the school system have been met to which Superintendent Binienda stated that there will always be a need for improvements in technology.

Councilor King requested that the Administration provide an updated report on the diversity hiring processes and goals to the City Council.

Superintendent Binienda stated that the Worcester Public School's Strategic Plan contains the diversity goals for the system and that the Chief Diversity Officer is working on establishing a mentoring plan for the newly hired diversity staff.

Councilor Rosen asked if the Administration has received any feedback from teachers regarding how they feel about the virtual learning classes.

Superintendent Binienda stated that many teachers are requesting additional equipment, like dual monitors and more powerful devices so they can run their videos consistently to monitor their students in their classroom. The teachers stated that they felt more confident now than in the Spring due to the 10 week extensive training they received.

Councilor Rosen asked if the teacher evaluations would continue this year to which Superintendent Binienda stated that they are still in negotiations for that issue.

PRIOR ACTION (continued)

10-8-20 - Councilor Rosen asked how the students are doing during virtual learning (continued) and if the school system will be doing a traditional grading system or a pass/fail system.

Superintendent Binienda stated that the attendance for the synchronous learning days is 90 percent and the asynchronous day is 80 percent. The consensus is that the high school students like their schedule while the younger students find it more difficult due to the fact that they need more help with the technology. She also stated that the school system will use the regular grading system for all students.

Councilor Bergman asked whether snow days will be used during the remote learning phase.

Superintendent Binienda stated that the Commissioner of Education is going to make that decision based on equity because there are some schools in the state that are in person learning while others are remote learning.

Councilor Bergman questioned if there are enough nurses for each school when the system returns to in person learning.

Superintendent Binienda stated that there were four nurses interviewed but not on the roster yet due to the remote learning phase. Once the system goes to the hybrid model, there will be one nurse for every school.

Councilor Bergman questioned the number of staff that have been furloughed and if the Administration anticipates there will be any more of them in the future.

Mr. Allen stated that approximately 330 staff members were furloughed and depending on the State Budget, Federal stimulus monies and/or additional stimulus monies, or the lack thereof, will determine whether more furloughs are needed.

Council Bergman questioned if the Administration has been tracking the extra expenses versus the savings the school system has seen due to COVID-19 and, if so, could the report be forwarded to the City Council members.

Mr. Allen stated that the Administration is reconciling the additional costs and additional savings, coupled with the federal stimulus money that the system has received to date. The final report will be reported out at the next Standing Committee on Finance and Operations and could also be forwarded to the City Council members.

Councilor King questioned if there were any discussions in regarding students participating in sports.

Superintendent Binienda stated that the City Manager will announce today the cancellation of Fall Sports. Discussions will take place to discuss the possible start of the Fall Two Sports Season during the Winter and Spring. The MIAA has not made the decision of what sports will be offered during the winter season.

PRIOR ACTION (continued)

- 10-8-20 - Miss Biancheria made the following motion:
(continued) Request that the Administration provide a report on the order status of the Chromebooks for Instructional Assistants, Guidance Counselors and Principals.
On a roll call of 3-0, the motion was approved.
Miss Biancheria requested that the Administration provide an update on all staff members who have viewed the training video prior to return to work.
Mr. Foley thanked the City Council, the City Manager and Mayor Petty for their support of the Capital Improvement monies for the ventilation systems in the school buildings.
Mr. Foley made the following motion:
Request that the Administration provide a report on the current status of the ventilation and other safety considerations in the buildings, the status of teaching and learning with the Collaborative and to share that report **with the City Council's Standing Committee on Education.**
On a roll call of 3-0, the motion was approved.
Council King requested that the City's Human Recourse Department collaborate with the WPS one regarding the diversity hiring goals throughout the pandemic.
Superintendent Binienda stated that a conversation about diversity hiring could take place relative to the diversity goals but it is important to note that the hiring process is very different on the City side than what the law states on the school side. The Superintendent makes all the appointments for the school system. However, she stated that she would like to collaborate with the City to help with the advertisement of the school **system's Job Fair.**
Council King requested that the following Order be put on the City **Council's agenda:**
Request that the City Manager make available to the Superintendent of the Worcester Public Schools, the availability of the City's Chief Diversity Officer for any assistance that might be requested.
On a roll call of 3-0, the motion was approved.
- 11-5-20 - **SCHOOL COMMITTEE MEETING** - The School Committee approved the action of the Standing Committee as stated.

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

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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, 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 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 | Asynchronous 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 | Asynchronous Activities |
| 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 | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous Read Alouds Math Lessons Virtual Activities Generation Genius Lexia ST Math Virtual Field Trips Cultural Institution Classes |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous ELA Mini Lesson Small Group Support Independent Work St Math | Synchronous 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 | Asynchronous Virtual Activities Interactive Work Lexia St Math |
| 1:25-2:10 Block Four | Synchronous Science | Synchronous Science | Synchronous ELA Enrichment | Synchronous Math Enrichment | |
| 2:10-2:30 | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | |

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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Asynchronous Extended ESL learning Imagine Learning |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson, Independent Work, Small Group Inst. with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Asynchronous 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 | Asynchronous Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:25-2:10 Block Three | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | |
| 2:10-2:30 | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* 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 | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Asynchronous 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 | Asynchronous Extended ESL learning |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Asynchronous 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 | Asynchronous Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:25-2:10 Block Three | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | |
| 2:10-2:30 | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* 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 | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous Extended Learning Activities Virtual Field Trips Cultural Institution Classes |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous 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 | Asynchronous ARC Adventures Lexia ST Math Virtual Field Trips Cultural Institution Classes |
| 1:25-2:10 Block Three | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | |
| 2:10-2:30 | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | |

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

| 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 | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous 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 | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous 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 | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous 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 | 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 Learning and Project Time |
| 11:00 - 12:00 | Period 3 Synchronous Session & Extended Work Time | Period 4 Synchronous Session & Extended Work Time | Period 3 Synchronous Session & Extended Work Time | Period 4 Synchronous Session & Extended Work Time | Virtual Field Trips Cultural Institution Classes |
| 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 |
| 1:30 - 1:45 | Break | | | | Virtual Field Trips |
| 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 | 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 | Period 1: ESL Synchronous Session & Extended Work Time | Period 2: ESL Synchronous Session & Extended Work Time | Period 1: ESL Synchronous Session & Extended Work Time | Period 2: ESL Synchronous Session & Extended Work Time | |
| 10:30-11:00 | Break & Independent Work Time | | | | Asynchronous Extended ESL learning |
| 11:00-12:00 | Period 3 Synchronous Session & Extended Work Time | Period 4 Synchronous Session & Extended Work Time | Period 3 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 | |

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 | |
| 1:30-1:45 | Break | | | | Asynchronous Learning and Project Time |
| 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 | Virtual Field Trips |
| 2:45-3:30 | Collaboration and Independent Work Time | | | | Cultural Institution Classes |
| 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. Safely 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 |
|--|--|--------------------------|--|

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
- BCBAs

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
- BCBAs
- 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
- BCBAs
- Instructional Assistants
- LPNs
- CNAs

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 BCBAs:

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

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.

Community & Afterschool Supports

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, 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 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"> • Provide opportunities for students and staff to build relationships • Provide opportunities for students to regularly interact with each other • Provide opportunities for students to share their learning, experiences, feelings, and needs • Engage in two-way communication with families/caregivers (utilizing the Language Line and other district resources to communicate in families' native languages) <p>Communicate clear lesson objectives and performance expectations in virtual environment</p> <ul style="list-style-type: none"> • Post assignments ahead of class time • Teach students to use organizational tools, visual supports, and accommodations <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"> • Turn video on, when possible • Be attentive • Add to discussions and chats • Respond to peers' questions • Share learning, experiences, feelings, and needs <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"> • Use technology tools to support learning • Use organizational tools such as Google Calendar, agenda books/planners, etc. to manage time and assignments • Ask your teachers and school staff for help as needed, ask questions and communicate your needs as they arise • Work in small and large groups, and share ideas/learning in multiple ways | <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"> • Assess students consistently and share assessment results with | <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"> • Provide timely feedback to work completed by students. | <p>and reflect on grades and feedback from teachers</p> | <p>up-to-date with schoolwork</p> |
|---|---|-----------------------------------|

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>Principals will...</p> <ul style="list-style-type: none"> ● Assign staff to support and monitor students during remote learning days through daily check-ins and help sessions ● Monitor student attendance, and support families in maintaining good attendance during remote learning. ● Coordinate family supports ● Coordinate support services for staff and students ● Provide assurances that IEP goals and objectives are being implemented with fidelity ● Monitor google classrooms to ensure all video lessons, tasks, and assignments are posted and ready for student use. ● Monitor student log-in and progress while in remote learning and in on-line learning programs (ie. LEXIA, ST MATH, ALEKS) ● Support/Facilitate staff meetings and professional learning communities | <p>Teachers will...</p> <ul style="list-style-type: none"> ● Keep accurate attendance records, monitor student attendance and report concerns with student attendance. ● 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. ● Post video lessons, tasks, and assignments for students to complete during asynchronous time. ● Prepare mini lessons in each content area aligned to the standards. ● 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. ● Deliver specially designed instruction based on individual students' IEPs ● Completion of IEP progress reports to document students with disabilities progress towards goal attainment ● 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. ● Monitor student log-in and progress on on-line learning programs (ie. LEXIA, ST MATH, ALEKS) ● Keep accurate records of work completion, online learning, and projects completed to grade students effectively. <p>Advanced Placement teachers will....</p> <ul style="list-style-type: none"> ● Follow the scope & sequence recommended by College Board ● Ensure all students are utilizing the online AP Classroom platform and resources provided by College Board ● Monitor student progress via platform & communicate student progress with caregivers |
|---|--|

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

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, Zielesinski, & 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

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

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

Worcester Public Schools

Reopening Schools Plan
August 6, 2020 Update



Language Instructions

To hear this meeting in another language,
click on  at the bottom of the screen.

Për të dëgjuar këtë webinar në gjuhën **shqipe**, zgjidhni German.

यो वेबिनार नेपालीमा सुन्नको लागि चाइनीज (Chinese) छान्नु होला ।

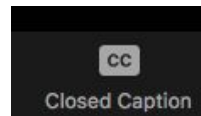
Russian للاستماع الى هذه الندوة عبر الإنترنت باللغة العربية، اختر

Para ouvir este webinar em **português**, selecione Portuguese.

Para escuchar este webinar en **español**, seleccione Spanish.

Để nghe hội thảo bằng **tiếng Việt**, chọn tiếng Hàn (Korean).

Closed Caption:



Webinar Directions

At the end of the presentation, there will be a time period for questions.

- Use the hand raise feature and you will be called on, you will be unmuted and will speak
- For those asking questions in another language, the interpreters will type your question into English and the English will be read aloud, the question will then be answered and interpreted
- Your Zoom client needs to be updated in order to ask questions, we are unable to unmute unless you are using 5.0 or higher



School Committee Members

- Mayor Joseph M. Petty
- Dianna L. Biancheria
- Laura Clancey
- John L. Foley
- Molly O. McCullough
- John F. Monfredo
- Tracy O'Connell Novick

Dr. Helen A. Friel

Assistant to the Superintendent/Clerk of the School Committee



School Reopening Plans

Annex B
motion gb #0-246
Page 5

Welcome

Mayor Joseph Petty

Superintendent Maureen Binienda

Facility Capacity Analysis

Transportation Capacity Analysis

Brian Allen, Chief Financial & Operations Officer

Back to School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager

Dr. Marie Morse, Elementary Schools Manager

Health and Safety

Robert Pezzella, School Safety Director

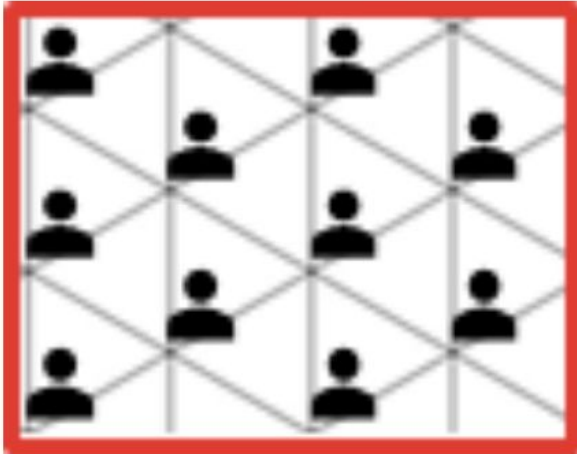


Building Capacity Analysis

Brian E. Allen, Chief Financial & Operations Officer

Building Capacity Analysis

6 Foot Social Distancing (and 3 feet personal space)



25' less 1.5'

30' less 1.5'

4x3/2 isometric grid (@ 9')

10 seats

- 3 teacher space/s

= 7 student capacity



Building Capacity Analysis

Six-Foot Social Distance Capacity

| School Capacity | Learning Model |
|--|---|
| <ul style="list-style-type: none">● 0 Schools would be at or less than 100% Capacity | NO school could accommodate all students in-person at the same time |
| <ul style="list-style-type: none">● 11 Schools would be at 100-200% capacity | At this ratio, students at the 11 schools would be able to attend no more than school 50% of the time and participate in remote learning 50% of the time. |
| <ul style="list-style-type: none">● 28 Schools would be greater than 200% capacity | At this ratio, students at the 28 schools would be able to attend school <u>no more than</u> 33% of the time and participate in remote learning 67% of the time. |

Transportation Capacity Analysis

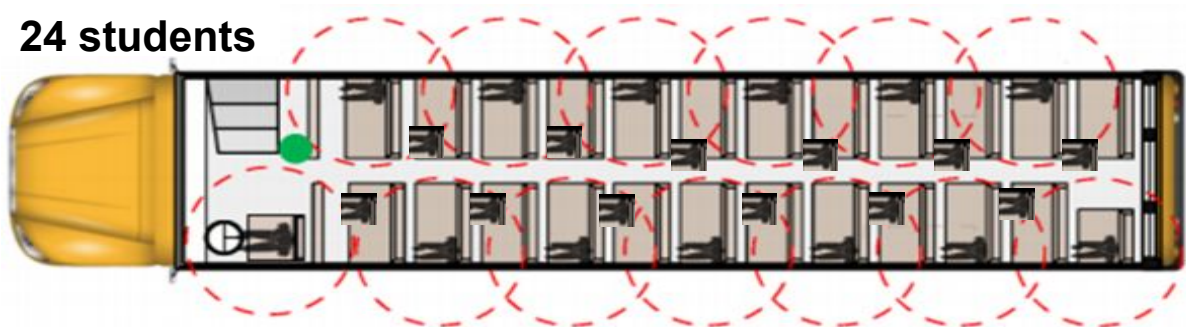
Brian E. Allen, Chief Financial & Operations Officer

Transportation Capacity Analysis

Social Distancing Capacity:

| Bus Type | Typical Capacity | at 3 Feet |
|----------------|------------------|-----------|
| Large Buses | 71 / 47 | 24 |
| Mid-Size Buses | 16 | 8 |
| Wheelchair | 7 | 3 |

24 students



HVAC Systems Analysis

Brian E. Allen, Chief Financial & Operations Officer

DESE Guidance on Ventilation

Overall Guidance

Schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system. (page 5)

Run HVAC systems: Operate HVAC systems with outside air dampers open for a minimum period of one week prior to reopening schools.

Consider upgrading filters: In buildings with mechanical ventilation systems, consider upgrading filters to increased efficiency ratings. Schools that are not able to upgrade filters may explore alternative ways to improve ventilation (e.g., through open windows), if appropriate for their system.

DESE Guidance on Ventilation

- **Adjust HVAC settings:** Adjust settings to increase the flow of outdoor air.
- **Open windows or doors (when appropriate and safe):** For facilities without the above HVAC capability, evaluate the options to open windows and doors when safe to do so, as well as the feasibility of increasing outdoor air intake with fan boxes in windows.
- **Prevent or minimize air recirculation:** Facilities staff should evaluate how to eliminate or minimize air recirculation in their HVAC systems to the extent possible.
- **Maintain ventilation for longer hours:** If possible, schools should leave ventilation systems running longer than normal. Ideally, ventilation systems would run continuously, but it is recommended they run at least two hours before and after school, as there may still be individuals in the building (students or staff).

DESE Guidance on Ventilation

- **Indoor spaces without windows (page 13)**

- For any spaces without windows that may be used for student activities, special attention must be made to ensure that there are adequate HVAC capabilities for the space.

- **Otherwise, indoor spaces without windows and adequate HVAC should not be used or only used as may be appropriate for storage or similar uses.** (emphasis added)



ACTION

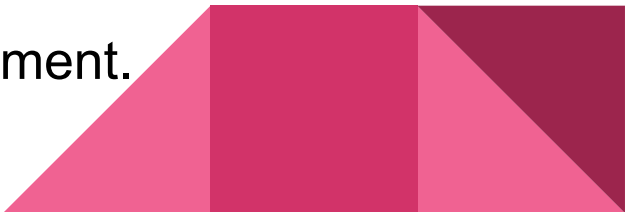
The district will take all basement classrooms without windows or adequate ventilation out of service until further notice effective immediately!

Other Guidance

CDC

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility

OSHA

- Installing high-efficiency air filters.
 - Increasing ventilation rates in the work environment.
- 


Other Guidance

SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools

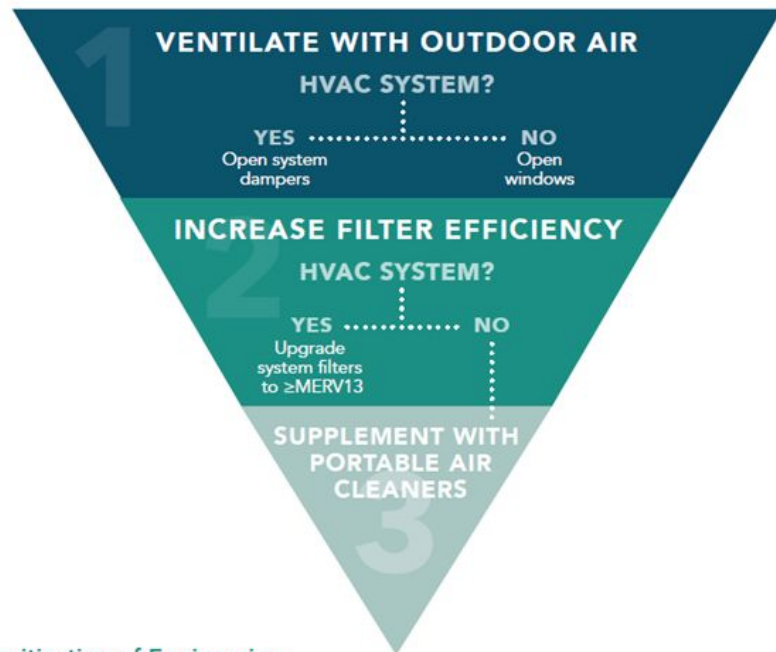
Harvard T. H. Chan School of Public Health

Healthy Buildings for Health

- Bring in more fresh outdoor air
 - Increase the level of the air filter to MERV 13 or higher on recirculated air
 - Supplement with air cleaning devices
 - Consider advanced air quality techniques
 - Measure carbon dioxide (CO₂) as a proxy for ventilation
- 

SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools



Prioritization of Engineering
Controls to Reduce Long-Range
Airborne Transmission

1. Ventilate Air

2. Increase Filter
Efficiency

3. Supplement with
Portable Air Cleaners

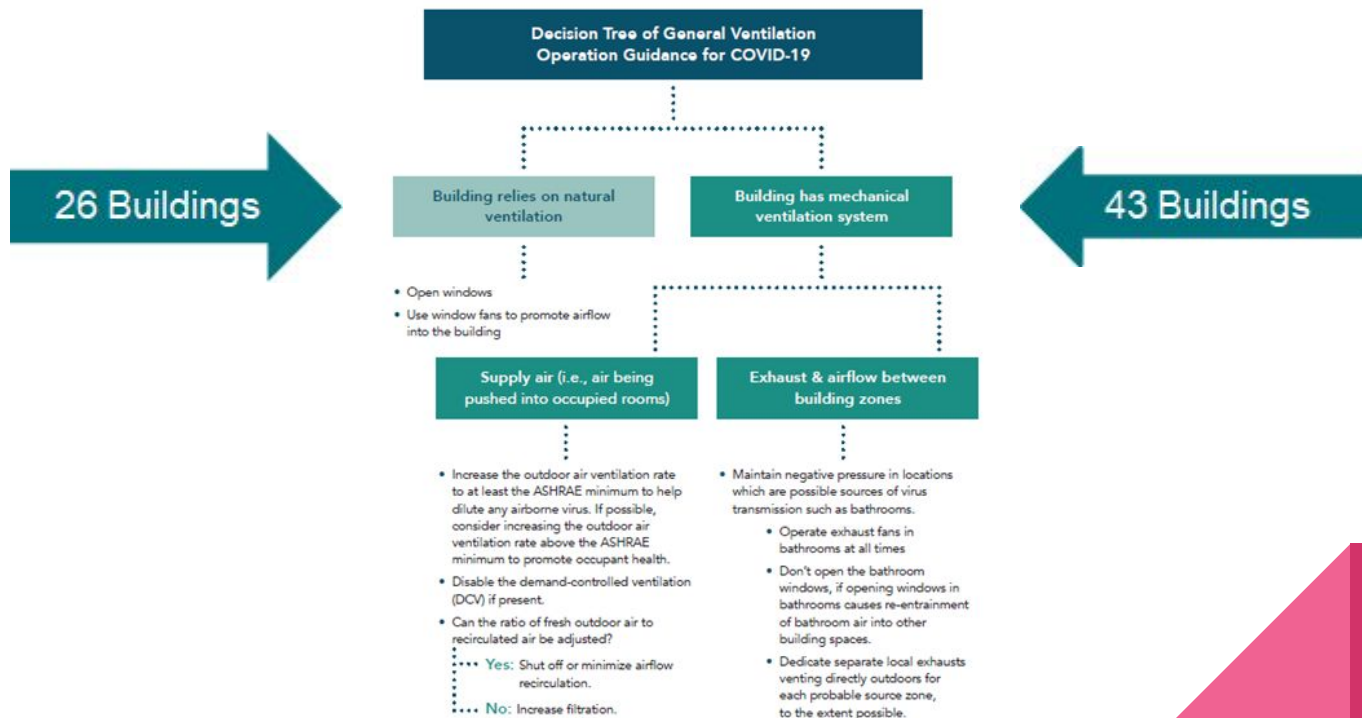
SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools

“In some cases, it is not reasonable to bring in additional outdoor air. For example, on very hot summer days or very cold winter days it may not be [possible] to maintain a comfortable temperature in the classroom if the windows are open. Mechanical ventilation systems, similarly, may need to recirculate more indoor air and bring in less fresh outdoor air when extremely hot or cold outdoor air cannot be sufficiently cooled or heated before it is blown into classrooms. Other factors may also impact the ability to increase outdoor air ventilation, particularly for naturally ventilated buildings, including but not limited to, security concerns, high outdoor air pollution or pollen levels, or high outdoor noise levels. In these cases, the highest tolerable amount of outdoor air ventilation should still be used, even if students, teachers, and administrators have to adjust their clothing to be comfortable (e.g., wear a jacket indoors in the winter).” Page 33

SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools



Parabola Project

Ariadne Labs & The Learning Accelerator

- **Ventilate with outdoor air** as much as possible, even if it requires students to wear jackets in somewhat cold temperatures. Eliminate or minimize air recirculation.
- Consider opportunities to **change air filters** to MERV 13 or higher, which are effective in removing SARS-CoV-2.
- Supplement HVAC air filtration if possible with portable **air cleaners** with HEPA filters.
- Portable filters are most effective in smaller spaces, and less useful if they do not contain HEPA filters and simply recirculate air.

 **Schools with no mechanical HVAC System** (26 buildings)

 **Schools with partial HVAC systems** (20 buildings) (fresh air intake without mechanical exhaust)

 **Schools with full mechanical HVAC systems** (14 buildings) (fresh air intake with mechanical exhaust) (with or without air conditioning)



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

•46% of buildings constructed pre-1940
(21% of Buildings in 1800's)

•33% of buildings constructed between 1950-1989

•21% of buildings constructed between 1990-current (10% of Buildings in 2000's)

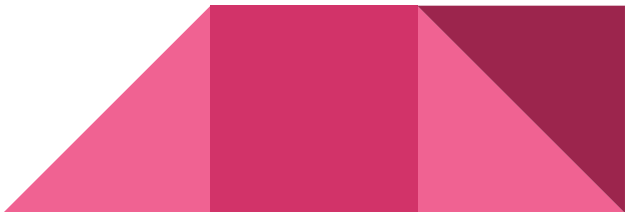


Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

Annex B
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Schools 2000-Present: (5 Buildings)

- Nelson Place (2017)
 - North High School (2011)
 - Worcester Technical High School (2006)
 - Forest Grove Middle School (2001
Renovation to 1960 original construction)
 - Roosevelt Elementary (2001)
- 

1990-1999 Schools (6 Buildings)

- Norrback Avenue School (1999)
- Woodland/Claremont Academies (1999)
- Quinsigamond Elementary (1998)
- Gates Lane School (1996)
- Sullivan Middle School (1992)
- City View (1991)

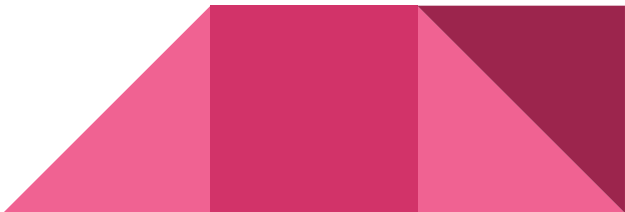
Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1980-1989 Schools (1 Building)

- Canterbury Street (1987)

1970-1979 Schools (5 Buildings)

- South High School (1978)
 - McGrath Elementary (1977)
 - Chandler Elementary (1977)
 - Elm Park Community School (1971)
 - Belmont Street Community School (1971)
- 

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1960-1969 Schools (7 Buildings)

- Doherty Memorial High School (1966)
- Burncoat High School (1964)
- Wawecus Road School (1963)
- Caradonio New Citizens Center (1963)
- Mill Swan (Head Start) (1962)
- Worcester Arts Magnet (1961 with 1971 addition)
- West Tatnuck (1961 with 1971 addition)

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1950-1959 Schools (4 Buildings)

- Flagg Street School (1953 with 1968 addition)
- Clark Street School (1953)
- Chandler Magnet School (1953)
- Burncoat Middle School (1952)

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

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1940-1949

- No School constructed during the 1940's

1930-1939 (2 Buildings)

- Heard Street School (1932)
 - Vernon Hill School (1931)
- 

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1920-1929 (6 Buildings)

- Lincoln Street School (1929)
- Thorndyke Road School (1927 with 1955 addition)
- Gerald Creamer Center (1926)
- Worcester East Middle (1924)
- Lake View Elementary (1922 with 1928 addition)
- Fanning Building (1921 with 1936 addition)



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1900-1920 (5 Buildings)

- Burncoat Prep School (1916 with 1925 addition)
- Rice Square (1914 with 1920 addition)
- Columbus Park (1913 with 1951 addition)
- Tatnuck School (1909 with 1920, 1925, and 1954 additions)
- Goddard Elementary (1900)

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1842-1899 (11 Buildings)

- Grafton Street #2 (1899)
- Millbury Street (Head Start) (1898)
- Harlow Street (1897 with 1914 addition)
- Midland Street (1896 with 1915 addition)
- Union Hill School (1893 with 1960 addition)
- Greendale (Head Start) (1893 with 1898 and 1922 additions)
- Durkin Administration Building (1891)
- Parent Information Center (1885)
- University Park Campus School (1885)
- Grafton Street #1 (1879)
- Taylor Building (Head Start) (1842)



Overview of Worcester Public Schools Buildings

Buildings with Full Mechanical HVAC Systems

- Burncoat High School¹
- Claremont Academy
- Doherty High School¹
- Elm Park Community School¹
- Forest Grove Middle School
- Jacob Hiatt Magnet School
- Nelson Place School
- Norrback Ave School
- North High School
- Quinsigamond Elementary
- Roosevelt Elementary
- South High School
- Woodland Academy
- Worcester Technical High

These schools can be controlled for between 15% to 90% fresh air intake through ventilation system (depending on temperature and humidity) and maintain heat and air conditioning.

¹ School is not air conditioned but has full fresh air exchange. These schools can be controlled for up to 100% fresh air exchange through ventilation system (depending on outside climate condition)

These schools could have 1-4 full air exchanges per hour.

Overview of Worcester Public Schools Buildings

Buildings with No Mechanical HVAC Systems

- Alternative School (at St. Casmirs) ¹
- Burncoat Prep School ¹
- Challenge and Reach Academies (Harlow Street) ¹
- Columbus Park ¹
- Fanning Building ¹
- Flagg Street School ²
- Foley Stadium (Office Space)
- Gerald Creamer Center ¹
- Goddard Elementary ¹
- Grafton Street School ¹
- Greendale (Head Start) ¹
- Heard Street School ¹
- Lake View School
- Lincoln Street School ¹
- May Street ¹
- Midland Street ¹
- Millbury Street (Head Start) ¹
- Parent Information Center
- Rice Square School ¹
- Tatnuck Magnet School ^{1, 2}
- Taylor Building (Head Start)
- Thorndyke Road ^{1, 2}
- Union Hill School ^{1, 2}
- University Park Campus School ¹
- Vernon Hill School ¹
- Worcester East Middle School ¹

¹ Schools should discontinue use of spaces, including cafeterias in basement of school.

² Partial portion of building with no mechanical system

Overview of Worcester Public Schools Buildings

Buildings with Partial Mechanical HVAC Systems

- Belmont Street School
- Burncoat Middle School
- Caradonio New Citizen Center
- Canterbury Street
- Chandler Elementary
- Chandler Magnet
- City View School
- Clark Street School
- Durkin Administration Building
- Flagg Street ¹
- Francis McGrath School
- Gates Lane School
- Mill Swan (Head Start)
- Sullivan Middle School
- Tatnuck Magnet ¹
- Thorndyke Road School ¹
- Union Hill School ¹
- Wawecus Road School
- West Tatnuck
- Worcester Arts Magnet

These schools have fresh air intake but no mechanical air exhaust.

The district is exploring improved filters (MERV 13) in buildings with univent air handlers in classrooms

Schools that have non-operating basement windows should not use these spaces

¹ Partial portion of building with no mechanical system

Advanced Air Quality Techniques

Installation Scheduled through December 2020


1. The Worcester Public Schools (with the City of Worcester) will install Needlepoint Bipolar Ionization Upgrades in most schools through December 2020

- Volatile organic compounds, viruses, bacteria and mold are killed by ionization.
- Reduces Pathogens and Viruses – Independent testing confirms kill rates in excess of 99% of pathogens and mold spores and a 90% deactivation rate in testing of the Human Coronavirus. At present no products are specifically certified effective against COVID-19 but it has been demonstrated to be effective against similar viruses such as SARS and MERS.

Approximate \$8.0 million investment in HVAC equipment

2. District is determining equivalent solution for schools without operational HVAC system, through HEPA filters with \$1.0 million investment through CvRF Grant Funds

HVAC Next Steps

- Engage environmental and HVAC consultants for HVAC guidance
 - Replace all HVAC filters and evaluate HVAC systems for MERV 13 capability
 - Schedule bipolar ionization upgrades and HEPA filters for schools (through December 31, 2020)
 - Restrict scheduling of any non-ventilated basement rooms (& develop alternate meal preparation and feeding model as appropriate)
 - Evaluate ability for use of box-style fans for classrooms
 - Identification of windows that are not operational
- 

School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager
Dr. Marie Morse, Elementary Schools Manager


Structure/Scheduling Committee Members

Dichawn Belcher, *Parent*
Shannon Conley, *Sullivan MS Principal*
David Connell, *YMCA President & CEO*
Cheryl Cote, *North HS Teacher*
Jeff Creamer, *South HS Principal*
Brenda Diggs, *Challenge/Reach Academy Coordinator*
Triada Frangou-Apostolou, *WPS Asst. SPED Director*
Erin Goldstein, *WPS Asst. Director EL Programs*
Liz Hamilton, *Boys & Girls Club Executive Director*
Carenza Jackson, *WEMS Asst. Principal*
Carolan Kasper, *Union Hill ES Asst. Principal*
Ellen Kelley, *WPS Elementary Manager*
Laurie Kuczka, *Head Start & Early Childhood Director*
Emily Lizano, *WPS Asst. SPED Director*
Yolanda Lopez, *Wraparound Coordinator & Parent*
Sally Maloney, *Doherty HS Principal*

Marjorie McCarthy, *NCC YA Program Coordinator*
Carmen Melendez-Quintero, *WPS EL Manager*
Mary Meade Montaque, *WPS Secondary Manager*
Marie Morse, *WPS Elementary Manager*
Matt Morse, *Forest Grove MS Principal*
Siobhan Petrella, *Worcester Technical HS Principal*
Luke Savage, *Burncoat MS Focused Instructional Coach*
Kay Seale, *WPS SPED Manager*
David Shea, *WPS Athletics Director*
Tim Sippel, *WPS Secondary Manager*
Stephanie Stockwell, *WTHS Assistant Principal*
Pam Suprenant, *YMCA Executive Director*
Ann Swenson, *Gates Lane ES Principal*
Greg Tremba, *City View ES Principal*
Marcela Uribe-Jennings, *WSU Asst. Dean, Multicultural Affairs*
Libby Villarreal, *Elm Park ES Teacher*

Committee Objectives

To develop back to school structures/models that will:

- Provide both a Hybrid and a 100% remote option for instruction
 - Provide for a minimum number of possible transitions due to changing COVID-19 conditions
 - Meet social distancing and HVAC requirements for all school buildings
 - Provide students the most days of direct instruction with teachers as possible
 - Meet the learning needs of the variety of learners in our schools
 - Address feedback from the spring remote learning experience
- 

Student Groups

Students are classified into three groups based on their level of need for in-person instruction

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



Two Models for Learning

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 first term, as students will start the year in Remote learning. (Except for High-Risk students who would engage in some in-person 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

100% Remote Model

This model is based on the majority of students receiving a rigorous remote learning plan with the most at risk students receiving in person learning.

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



High Quality Teaching & 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.



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"> • Provide opportunities for students and staff to build relationships • Provide opportunities for students to regularly interact with each other • Provide opportunities for students to share their learning, experiences, feelings, and needs • Engage in two-way communication with families/caregivers (utilizing the Language Line and other district resources to communicate in families' native languages) <p>Communicate clear lesson objectives and performance expectations in virtual environment</p> <ul style="list-style-type: none"> • Post assignments ahead of class time • Teach students to use organizational tools, visual supports, and accommodations <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"> • Turn video on • Be attentive • Add to discussions and chats • Respond to peers' questions • Share learning, experiences, feelings, and needs <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"> • Use technology tools to support learning • Use organizational tools such as Google Calendar, agenda books/planners, etc. to manage time and assignments • Ask your teachers and school staff for help as needed, ask questions and communicate your needs as they arise • Work in small and large groups, and share ideas/learning in multiple ways | <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">● Assess students consistently and share assessment results with students and families. (STAR, Edcite)● Provide timely feedback to work completed by students. | <p>Complete all assigned work in a timely manner and post on Google Classroom</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 and reflect on grades and feedback from teachers</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 up-to-date with schoolwork</p> |

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> |



Students in Group A 100% Remote Model



Intentional Structures for Successful Remote Learning Kindergarten to Grade Two

- 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 Schedules

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| 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 | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous Read Alouds Math Lessons Virtual Activities Assigned Work Lexia ST Math Virtual Field Trips Cultural Institution Classes |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous 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 Block Three | Art | Gym | Music | Tech | Asynchronous Virtual Activities Interactive Work Lexia St Math |
| 1:25-2:10 Block Four | Synchronous Science/Social Studies | Synchronous Science/Social Studies | Synchronous Science/Social Studies | Synchronous Science/Social Studies | |
| 2:10-2:30 | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | |

Kindergarten through Grade 2 Teacher Schedules

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--|--|--|--|---|
| 8:30-8:45 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Teacher Teams: Planning Time Professional Development Student Check-ins |
| 8:45-10:15 Block One | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | |
| 11:45-12:15 | Lunch/Planning | Lunch/Planning | Lunch/Planning | Lunch/Planning | Lunch/Planning |
| 12:45-1:25 Block Three | Planning Time | Planning Time | Planning Time | Planning Time | Planning Time Post Work for Next Week Student Check-ins |
| 1:25-2:10 Block Four | Synchronous Science/Social Studies | Synchronous Science/Social Studies | Synchronous Science/Social Studies | Synchronous Science/Social Studies | |
| 2:10-2:30 | Planning Time | Planning Time | Planning Time | Planning Time | |

Intentional Structures for Successful Remote Learning

Grade 3 - Grade 6

- There are 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 Schedules

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| 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 Asynchronous Learning Project work Targeted check-ins Virtual Field Trips Cultural Institution Classes |
| 10:00-10:15 | Break | Break | Break | Break | |
| 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 | |
| 11:45 - 12:30 | Lunch and Recess Break | Lunch and Recess Break | Lunch and Recess Break | Lunch and Recess Break | |
| 12:30 - 1:15 | Block 3 Special (Art) | Block 3 Special (PE) | Block 3 Special (Tech) | Block 3 Special (Music) | |
| 1:15 - 2:00 | Block 4 Social Studies -Science | Block 4 Social Studies -Science | Block 4 Social Studies -Science | Block 4 Social Studies -Science | |
| 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 | |

Grade 3 - 6 Teacher Schedules

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| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|---|---|---|------------------------------|
| 8:30 - 10:00 | Block 1 ELA Synchronous and Independent work | Block 1 ELA Synchronous and Independent work | Block 1 ELA Synchronous and Independent work | Block 1 ELA Synchronous and Independent work | Teacher Collaboration |
| 10:00 - 10:15 | Break | Break | Break | Break | |
| 10:15 - 11:45 | Block 2 Math Synchronous/ Independent work | Block 2 Math Synchronous/ Independent work | Block 2 Math Synchronous/ Independent work | Block 2 Math Synchronous/ Independent work | Planning |
| 11:45 - 12:30 | Lunch and Recess Break | Lunch and Recess Break | Lunch and Recess Break | Lunch and Recess Break | Training |
| 12:30 - 1:15 | Block 3 Special (Art) | Block 3 Special (Art) | Block 3 Special (Art) | Block 3 Special (Art) | Student and Family Check-ins |
| 1:15 - 2:00 | Block 4 Social Studies -Science Synchronous/Independent work | Block 4 Social Studies -Science Synchronous/Independent work | Block 4 Social Studies -Science Synchronous/Independent work | Block 4 Social Studies -Science Synchronous/Independent work | |
| 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

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| 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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Synchronous ELA/ESL 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 | Asynchronous Extended ESL learning Imagine Learning |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson, Independent Work, Small Group Inst. with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Asynchronous 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 | Asynchronous Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:25-2:10 Block Three | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | |
| 2:10-2:30 | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | |

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

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| 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 | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Asynchronous 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 | Asynchronous Extended ESL learning |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Asynchronous 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 | Asynchronous Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:25-2:10 Block Three | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | |
| 2:10-2:30 | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | |

Elementary SEI - SAMPLE 2 Schedule for ELs at EPL 3-5

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| 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 | Synchronous ELA/ESL Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher – 45 min. co-taught lesson 45 min. pull-out ESL | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Synchronous ELA/ESL Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher – 45 min. co-taught lesson 45 min. pull-out ESL | Synchronous ELA Mini Lesson, Independent Reading, Writing, Small Group Inst. with Teacher | Asynchronous Extended ESL learning Imagine Learning |
| | | | | | Asynchronous Extended learning Lexia ST Math |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | Synchronous Math Mini Lesson, Independent Work, Small Groups with Teacher | |
| 11:45-12:45 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:45-1:25 | Art | Gym | Music | Tech | Asynchronous Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:25-2:10 Block Three | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | Synchronous Social Studies/Science | |
| 2:10-2:30 | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | Asynchronous* Read Aloud, Independent Work, Teacher Check-In, Add. Lang. Support in English | |

K-6 SAMPLE Transitional Bilingual Education Schedule

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| Instruction in Spanish | | | Instruction in English | | |
|----------------------------|--|--|--|--|--|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 - 9:45 Block One | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Google Class |
| | Synchronous SLA with Integrated Science and Social Studies | Synchronous SLA with Integrated Science and Social Studies | Synchronous SLA with Integrated Science and Social Studies | Synchronous SLA with Integrated Science and Social Studies | Asynchronous Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities |
| 9:45 - 11:15 Block Two | Synchronous Math | Synchronous Math | Synchronous Math | Synchronous Math | |
| 11:15 - 12:15 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:15 - 1:00 | Art | Gym | Music | Tech | Asynchronous Extended Learning Virtual Field Trips Cultural Institution Classes Family Activities |
| 1:00 - 2:30 Block Three | Synchronous ESL 45 min. co-taught ESL lesson 45 min. small group ESL | Synchronous ESL 45 min. co-taught ESL lesson 45 min. small group ESL | Synchronous ESL 45 min. co-taught ESL lesson 45 min. small group ESL | Synchronous ESL 45 min. co-taught ESL lesson 45 min. small group ESL | |

Kindergarten SAMPLE Dual Language Schedule (80/20)

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| 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 | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous Extended Learning Activities Virtual Field Trips Cultural Institution Classes |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous 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 | Asynchronous ARC Adventures Lexia ST Math Virtual Field Trips Cultural Institution Classes |
| 1:25-2:10 Block Three | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | Synchronous Literacy-Based Interdisciplinary ELD | |
| 2:10-2:30 | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Read Aloud | Asynchronous Family Activities |

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

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| 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 | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous 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 | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous 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 | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous 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 | |

Grade 1-6 SAMPLE 2: (50/50) Language Switches Every Other Day

| 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 | Asynchronous Extended Learning Activities Lexia (Eng. only) ST Math Virtual Field Trips Cultural Institution Classes Family Activities (Language alternates weekly.) |
| 8:45-10:15 Block One | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | |
| 10:15-11:45 Block Two | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous 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 | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous 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 | |

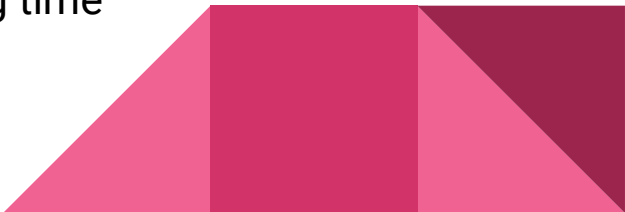
Grade 1-6 SAMPLE 3: (50/50) Language Switches Mid-Week

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| 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 | Synchronous SLA Mini Lesson Small Group Support Independent Work | Synchronous SLA Mini Lesson Small Group Support Independent Work Lexia | Synchronous ELA Mini Lesson Small Group Support Independent Work | Synchronous ELA Mini Lesson Small Group Support Independent Work Lexia | Asynchronous 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 | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous Math Mini Lesson Small Group Support Independent Work St Math | Synchronous Math Mini Lesson Small Group Support Independent Work | Synchronous 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 | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous Interdisciplinary Learning | Synchronous 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

Middle School

- 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
- 

Sample Middle School Student Schedule

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| 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 Learning and Project Time Virtual Field Trips Cultural Institution Classes |
| 11:00 - 12:00 | Period 3 Synchronous Session & Extended Work Time | Period 4 Synchronous Session & Extended Work Time | Period 3 Synchronous Session & Extended Work Time | Period 4 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 | 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 | |
| 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 | |

Sample Middle School Teacher Schedule

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| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------|--|--|--|--|--|
| 8:50 - 9:00 | Setup and Prep | | | | |
| 9:00 - 9:15 | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom Extended Community-Building Time |
| 9:30 - 10:30 | Period 1 Synchronous Session, Monitoring & Support | Period 2 Synchronous Session, Monitoring & Support | Period 1 Synchronous Session, Monitoring & Support | Period 2 Synchronous Session, Monitoring & Support | |
| 10:30 -11:00 | Student Check-in Time | | | | Collaborative Planning |
| 11:00 -12:00 | Period 3 Synchronous Session, Monitoring & Support | Period 4 Preparation Period | Period 3 Synchronous Session, Monitoring & Support | Period 4 Preparation Period | |
| 12:00 -12:30 | Duty-Free Lunch | | | | |
| 12:30 - 1:30 1:00 - 1:30 | Period 5 Duty Period | Period 6 Synchronous Session, Monitoring & Support | Period 5 Duty Period | Period 6 Synchronous Session, Monitoring & Support | Professional Learning |
| 1:30 - 1:45 | Break | | | | |
| 1:45 - 2:45 | Period 7 Synchronous Session, Monitoring & Support | Student Check-in Hours | Period 7 Synchronous Session, Monitoring & Support | Student Check-in Hours | |
| 2:45 - 3:30 | End-of-the-day Wrap-up | | | | |

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

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| 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: ESL Synchronous Session & Extended Work Time | Period 2: ESL Synchronous Session & Extended Work Time | Period 1: ESL Synchronous Session & Extended Work Time | Period 2: ESL Synchronous Session & Extended Work Time | |
| 10:30-11:00 | Break & Independent Work Time | | | | Asynchronous Extended ESL learning |
| 11:00-12:00 | Period 3 Synchronous Session & Extended Work Time | Period 4 Synchronous Session & Extended Work Time | Period 3 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 | |


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

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| 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 High School

- 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 Miles 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 Schedules

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| 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 | |

High School Teacher Schedules

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| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|
| 7:20 - 8:35 (75 min) | Period 1 | Student Check-in Time | Period 1 | Student Check-in Time | Collaborative Planning/Training |
| 8:35 - 8:50 (10 min) | Transition/Class Prep | | Transition/Class Prep | | |
| 8:50 - 10:05 (75 min) | Period 2 | Period 5 | Period 2 | Period 5 | |
| 10:05 - 10:35 (30 min) | Student Check-in Time | Student Check-in Time | Student Check-in Time | Student Check-in Time | |
| 10:35 - 11:05 (30 min) | Lunch | Lunch | Lunch | Lunch | |
| 11:05 - 12:20 (75 min) | Period 3 | Period 4 | Period 3 | Period 4 | |
| 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

Annex B
motion gb #0-246
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| 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 | |

Worcester Technical High School Teacher Schedules

Annex B
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| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|
| 7:20 - 8:35 (75 min) | Period 1/9 | Period 4/12 | Period 1/9 | Period 4/12 | Collaborative Planning/Training |
| 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) | Student Check-in Time | Student Check-in Time | Student Check-in Time | Student Check-in Time | |
| 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

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| 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

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| 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 | |



Students in Group B & C 100% Remote Model



Range of Support Needs of Groups B & C Students

What level of additional support is needed for student success in learning?

Level of Additional Support Range

- 1 - Requires periodic additional support for success
- 2 - Needs daily additional support for success
- 3 - Needs one period of additional specialized instruction for success
- 4 - Needs multiple periods of additional specialized instruction for success
- 5 - Needs complete specialized instruction and supervision/support for success



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
- BCBAs

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
- BCBAs
- 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
- BCBAs
- Instructional Assistants
- LPNs
- CNAs

Examples of Support

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



Students in Group C In-Person Learning



Students in Group C

Level 4 & 5 Need of Support

Determine which students have a need of support at Levels 4 and 5

- 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 and confirm which students would be attending



Planning Structure for Group C In-Person Learning

- 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





Transitioning to Hybrid




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



Planning for Transitioning Remote Learning to Hybrid Model

- Determine which students are choosing each option (full remote or hybrid)
 - Determine staffing for 100% remote, hybrid remote, and hybrid in-person
 - Plan collaborative teaching plan for consistent learning
 - Assign students to one of the four cohorts
 - Confirm buildings, classrooms, and other appropriate instructional spaces
 - Determine safety protocols and procedures by building
 - Determine transportation needs by cohort
 - Develop a plan for delivery of instructional tools
 - Transition plan
- 

Goals for Transitioning Remote Learning to Hybrid Model

- Pivot smoothly from remote to hybrid model
- Provide high-quality synchronous and asynchronous remote learning
- Establish and enforce safety procedures and policies
- Deliver equitable access and effective in-person learning for all cohorts



Staffing Considerations for Transitioning from Remote Learning to Hybrid Model

- Assess availability of staff to provide remote and in-person instruction
- Teacher teams will meet and coordinate delivery of in-person and remote instruction for all students
- Teachers will meet with support teachers and service providers to determine best ways to meet the needs of their students
- Teachers will receive ongoing training to meet the social/emotional needs of their students




Important Family and Student Information for Transitioning to Hybrid Model

- Families will be given up-to-date information to decide whether to choose Remote Learning for the full year or transition to the Hybrid Model when it becomes available
- Students will be assigned to one of four cohorts, taking into account sibling consistency, bus routes, high school programs, and hardships considerations.
- Teacher assignments, student schedules and transition procedures will be clearly communicated prior to start date
- Appropriate academic and social emotional services will be provided
- Students and Families will be notified of any changes to schedules and/or teacher assignment prior to transition



Contingencies for In-Person & Hybrid Learning

Implementation of the in-person & hybrid learning will be affected by:

- The evolution of the COVID-19 Pandemic
 - Changes in Massachusetts Department of Education and State & Local Public Health Guidance
 - Collective bargaining with the district's labor partners
 - Federal and state funding
 - Buildings meeting health & safety guidelines
- 

Updated Calendar

As per Guidance from the Massachusetts Department of Education



New School Start Date

September 15, 2020

| Worcester Public Schools Calendar 2020-2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| AUGUST 2020 | | | | | | | SEPTEMBER 2020 | | | | | | | OCTOBER 2020 | | | | | | | NOVEMBER 2020 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | | | | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DECEMBER 2020 | | | | | | | JANUARY 2021 | | | | | | | FEBRUARY 2021 | | | | | | | MARCH 2021 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 29 | 30 | | | | | | 27 | 28 | 29 | 30 | 31 | | | 28 | 29 | 30 | 31 | | | | 28 | 29 | 30 | 31 | | | |
| APRIL 2021 | | | | | | | MAY 2021 | | | | | | | JUNE 2021 | | | | | | | JULY 2021 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 28 | | | | | | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | |
| AUGUST 2021 | | | | | | | SEPTEMBER 2021 | | | | | | | OCTOBER 2021 | | | | | | | NOVEMBER 2021 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | | 29 | 30 | | | | | | 29 | 30 | | | | | | 29 | 30 | | | | | |

| 2020 | 2021 |
|--|--|
| August 27 – 31: Teacher/Staff Reporting September 1 – 7: Teacher/Staff Reporting September 7: Labor Day September 8 – 14: Teacher/Staff Reporting September 15: First Day of School September 17: First Day for PreK & K October 9: Staff Development October 12: Columbus Day November 11: Veterans' Day November 25 – 27: Thanksgiving December 24 – 31: Holiday Vacation | January 1: New Year's Day January 18: Martin Luther King February 15: Presidents' Day February 16 – 19: Winter Vacation April 2: Non-School Day April 19: Patriots' Day April 20 – 23: Spring Vacation May 28: Last day of school for seniors May 31: Memorial Day *June 15: Last day of School June 18: Juneteenth Holiday |

☐ = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS

**Last day of school may change in response to the number of snow days used during the school year*

| End of Marking Quarters: | November 13, 2020 | January 22, 2021 | April 1, 2021 | June 15, 2021 or last day of school |
|--------------------------|-------------------|------------------|---------------|-------------------------------------|
|--------------------------|-------------------|------------------|---------------|-------------------------------------|

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-9020.

Education Model Selection Form

A selection form will be emailed to all WPS families the week of August 10th requesting that parents select which educational model (100% remote or Hybrid) they choose for each child. The selection form will also be posted on the WPS website, worcesterschools.org


Forms will be due back by August 14th




Health & Safety

Robert Pezzella, School Safety Director

School Health & Safety Reminders

- There will be a Nurse and COVID-19 Coordinator at every school
 - Every school will have an isolation room in order to separate affected student/s from the general population
 - All students riding school buses must wear masks
 - Every student in grades 2 through 12 must wear a face masks
 - Supplies for hand washing and sanitizing throughout the school day will be provided
 - High touch surfaces will be cleaned throughout the day
 - Cleaning and disinfecting will occur nightly
 - Plexiglass has been installed in key areas to minimize exposure
- 

School Health & Safety Reminders

- All schools will be provided an ample amount of Personal Protective Equipment for school opening
 - The School Safety Office is working very closely with the Department of Public Health on a rapid Contact Tracing Program if any student or staff becomes COVID-19 positive
 - A Teacher Health and Safety Daily Checklist is being created so that all safety protocols will be adhered to by students and staff
 - Mass COVID-19 Travel Order
(<https://www.mass.gov/info-details/covid-19-travel-order>)
 - Free COVID-19 Testing
 - covid19@worchester-schools.net
- 





Worcester Public Schools

District Transition to Hybrid Learning Plan

Guidelines & Protocols for Reopening Schools

February 2021

Superintendent:
Maureen Binienda

Durkin Administration
Building
20 Irving Street
Worcester, MA 01609
508-799-3117



School Committee:
Mayor Joseph M. Petty
Dianna L. Biancheria
Laura Clancey
John L. Foley
Molly O. McCullough
John F. Monfredo
Tracy O'Connell Novick

Dear Families,

We would never have thought a year ago that the WPS would be in remote learning for one year. WPS families have done an exceptional job throughout this unique and challenging school year. Through the efforts of all, we have worked together to provide our students with the tools and knowledge to expand their learning. We have provided a strong remote learning environment for our students. Every student has been provided an iPad or a Chromebook. In partnership with families and community partners, we worked together to provide student access to connectivity. In partnership with the City Manager and the Mayor, ionization and HVAC systems have been updated in all our schools. WPS food services has continued to provide food pick-ups daily for our families. Community agencies and WPS social emotional learning specialists have provided support to our students and families. WPS principals, teachers and families express a stronger bond with each other, working together to meet our students needs.

On Thursday, February 4, 2021, the Worcester School Committee voted to reopen our schools for hybrid learning. Remote learning will also still be provided. On March 15, 2021, our schools will reopen for students with complex significant disabilities and for our students with limited formal education (SLIFE) students in our New Citizens Center Programs. On March 29, 2021, schools will reopen for all other students who have chosen hybrid learning.

This document is presented to our families to provide guidance for a safe and successful school reopening. I am also inviting you to attend one of the two family virtual forums 5:30-7:30 pm on March 1 for families of students with complex significant disabilities and for our students attending our New Citizens Center Programs and March 15 for all other families who have chosen hybrid learning.

I will continue to update you on current guidance from the MA Department of Elementary and Secondary Education by posting updates on our website, worcesterschools.org and through social media and Connect-Ed phone messages.

Thank you for your ongoing support.

Guiding Principles

Healthy Educational Environment

We will ensure that appropriate measures to protect the safety and health of our students and staff is a top priority by:

- providing clean and sanitized buildings
- investing in equipment to ensure air quality improvements and safety
- prioritizing COVID-19 mitigation training for staff and students and school routines have been designed to minimize risk

Robust Instructional Opportunities

We will provide high quality synchronous, asynchronous, and hybrid instruction to students during remote and hybrid learning time by:

- ensuring students have access to a district issued device and internet
- modifying curriculum programs to support multiple learning models
- having continuous professional development integrating instructional technology
- providing modern research based learning platforms

Social Emotional Supports for Students

We are mindful of the pandemic's impact on students and we are prioritizing student well-being through:

- biweekly student SEL and academic needs survey
- specialized and individualized SEL support
- structured schedules with time for check-ins and small group supports

Equitable Learning Opportunities for Students

We will provide high quality learning for all students through:

- ensuring that Students with Disabilities receive appropriate support and instruction
- ensuring that English Language Learners receive appropriate support and instruction
- continuing to implement culturally responsive, learner-centered practices in all lessons
- providing varied accommodations in order to make learning accessible for all learners

Transparent Communication

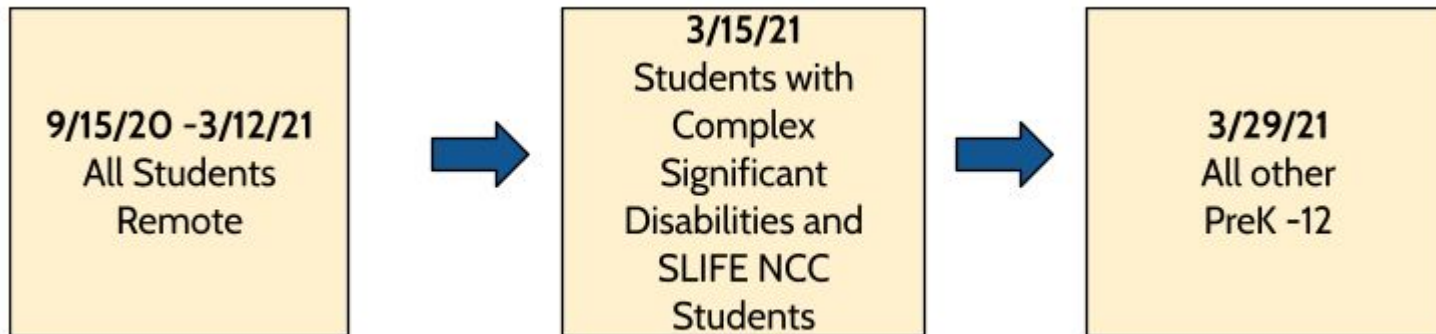
We are committed to providing timely information to families and community members regarding the shifts and changes associated with COVID-19 school procedures through:

- frequent updates to the website with translated information
- leveraging multiple ways to communicate with families including community forums, ConnectEd messages, text messages, phone calls, social media, and website updates

WPS is working closely with the Parabola Project to offer guidance, tools, and strategies to understand and minimize risks while maximizing learning and wellness during COVID-19.

-Parabola Project

Transition to Hybrid Timeline



Model Selection (Data as of 2/12/21)

By Level

| Summary 2-12-21 | Total Students | No Response | No Response % | Remote | Remote % | Hybrid | Hybrid % |
|----------------------|----------------|-------------|---------------|---------------|------------|---------------|------------|
| Elementary | 13,072 | 552 | 4% | 5,520 | 42% | 7,000 | 54% |
| Middle School | 3,239 | 95 | 3% | 1,465 | 45% | 1,679 | 52% |
| High School | 7,147 | 76 | 1% | 3,410 | 48% | 3,661 | 51% |
| Alternative Programs | 585 | 44 | 8% | 214 | 37% | 327 | 56% |
| Total | 24,043 | 767 | 3% | 10,609 | 44% | 12,667 | 53% |

| | Number of Students | | | |
|---------------------|--------------------|--------|--------|-------------|
| Location | Total | Hybrid | Remote | No Response |
| Burncoat High | 1110 | 504 | 587 | 19 |
| Claremont Academy | 511 | 187 | 320 | 4 |
| Doherty High | 1327 | 729 | 598 | |
| North High | 1185 | 600 | 582 | 3 |
| South High | 1320 | 608 | 702 | 10 |
| Technical High | 1465 | 925 | 511 | 29 |
| University Park | 229 | 108 | 110 | 11 |
| Burncoat Middle | 677 | 383 | 288 | 6 |
| Forest Grove | 905 | 542 | 348 | 15 |
| Sullivan Middle | 922 | 422 | 474 | 26 |
| Worc East Middle | 735 | 332 | 355 | 48 |
| Belmont Community | 538 | 273 | 264 | 1 |
| Burncoat Elementary | 257 | 141 | 106 | 10 |
| Canterbury Street | 296 | 180 | 116 | |
| Chandler Elementary | 446 | 202 | 241 | 3 |

| | Number of Students | | | |
|--------------------|--------------------|--------|--------|-------------|
| Location | Total | Hybrid | Remote | No Response |
| Chandler Magnet | 483 | 220 | 258 | 5 |
| City View | 465 | 234 | 231 | |
| Clark Street | 233 | 126 | 105 | 2 |
| Columbus Park | 370 | 216 | 145 | 9 |
| Elm Park Community | 401 | 225 | 173 | 3 |
| Flagg Street | 339 | 235 | 103 | 1 |
| Gates Lane | 520 | 298 | 221 | 1 |
| Goddard | 363 | 144 | 218 | 1 |
| Grafton Street | 378 | 174 | 197 | 7 |
| Head Start | 337 | 228 | 119 | 3 |
| Heard Street | 245 | 161 | 84 | |
| Jacob Hiatt | 382 | 201 | 181 | |
| Lake View | 311 | 203 | 108 | |
| Lincoln Street | 245 | 126 | 114 | 5 |
| May Street | 279 | 182 | 96 | 1 |

| Location | Total | Hybrid | Remote | No Response |
|---------------------|-------|--------|--------|-------------|
| Mcgrath | 226 | 111 | 114 | 1 |
| Midland Street | 202 | 117 | 85 | |
| Nelson Place | 541 | 385 | 153 | 3 |
| Norrback Avenue | 524 | 281 | 176 | 67 |
| Quinsigamond | 688 | 348 | 339 | 1 |
| Rice Square | 467 | 228 | 179 | 60 |
| Roosevelt | 609 | 376 | 228 | 5 |
| Tatnuck Magnet | 393 | 257 | 136 | |
| Thorndyke Road | 352 | 189 | 159 | 4 |
| Union Hill | 387 | 171 | 206 | 10 |
| Vernon Hill | 477 | 252 | 218 | 7 |
| Wawecus Road | 125 | 71 | 54 | |
| West Tatnuck | 332 | 213 | 101 | 18 |
| Woodland Academy | 505 | 208 | 292 | 5 |
| Worc Arts Mag | 357 | 248 | 109 | |
| Acad Ctr Trans ASP | 6 | 5 | 1 | |
| Assessment - McKeon | 4 | | 1 | 3 |

| Location | Total | Hybrid | Remote | No Response |
|----------------------|-------|--------|--------|-------------|
| Dept Youth Services | 6 | 2 | 3 | 1 |
| Goddard ASP | 9 | 8 | 1 | |
| Harlow ASP | 3 | 1 | 2 | |
| Recovery High School | 1 | | | 1 |
| Transition 45 Day | 1 | | | 1 |
| Woodward Day 2 | 15 | 1 | 3 | 11 |
| Woodward Day 3 | 2 | | | 2 |
| Academic Ctr Trans | 42 | 22 | 20 | |
| Alt St Casimir | 41 | 21 | 13 | 7 |
| Challenge Academy | 13 | 11 | 2 | |
| Evening High School | 77 | 17 | 58 | 2 |
| G Creamer Ctr | 147 | 82 | 61 | 4 |
| Gateway to College | 1 | 1 | | |
| Home Hospital | 2 | 2 | | |
| NCC Elementary | 15 | 15 | | |

| Location | Total | Hybrid | Remote | No Response |
|------------------|---------------|----------------------|----------------------|------------------|
| NCC Secondary | 46 | 40 | 6 | |
| NCC Young Adult | 20 | 17 | 2 | 1 |
| PreK at SHS | 13 | 8 | 2 | 3 |
| PreK at WTHS | 23 | 17 | 5 | 1 |
| Reach Academy | 32 | 31 | 1 | |
| Returnee Program | 13 | 2 | 4 | 7 |
| SpEd Transition | 53 | 24 | 29 | |
| Total | 24,043 | 12,667 53% | 10,609 44% | 767 3% |

Site Locations for Students Transitioning March 15, 2021

Included by each school is *the total number of students (H-#hybrid, R-#Remote, NR-#No Response)*, *number and type of classrooms*, *school start & end times*.

- **Alternative Program @ St. Casmir's**
 - Alternative Program @ St. Casmir's (35 Total, 21H, 10R, 4NR) 7:30-1:11
- **Burncoat High School**
 - Burncoat High (86 Total, 45H, 41R) (5-COAST, 1-LS, 3-STEP) 7:20-1:43
- **Burncoat Middle School**
 - Burncoat Middle (26 Total, 12H, 14R) (2-COAST, 4-STEP & Resource) 7:20-1:43
- **Burncoat Prep**
 - Burncoat Prep (15 Total, 5H, 10R) (2-STEP) 8:05-2:10
- **Canterbury Street School**
 - Canterbury (15 Total, 10H, 5R) (2-TLS) 7:45-1:50
- **Central Mass Collaborative - New Bond Street**
 - ACT Program (42 Total, 29H, 17R) 8:30-2:30
- **Chandler Elementary**
 - Chandler Elementary (14 Total 13H, 1R) (2-STEP) 7:50-1:55
- **City View Discovery School**
 - City View (31 Total, 21H, 10R) (2-K/1 & 2-STEP) 9:05-3:10
- **Clark Street**
 - NCC Elementary (15 Total, 11H, 4R) (SLIFE) 8:25-2:30
- **Columbus Park School**
 - Columbus Park (19 Total, 16H, 3R) (2-STEP) 7:45-1:50
- **Doherty High School**
 - Doherty (30 total, 16H, 14R) (1-LS, 3-STEP) 7:20-1:43

- **Fanning Building**
 - NCC Young Adult (19 Total, 17H, 2R) (SLIFE) 7:20-1:43
 - Transitions Program (56 Total, 28H, 28R) 8:00-2:00
- **Forest Grove Middle School**
 - Forest Grove (47 total, 35H, 15R) (2-LS, 2-TLS, 2-STEP) 8:47-3:10
- **Gates Lane**
 - Gates Lane (89 Total, 64H, 25R) (1/pk sub-sep & 9-AU/SAIL) 9:05-3:10
- **Lincoln Street**
 - Lincoln Street (7 Total, 6H, 1R) (1-AU/SAIL) 7:45-1:50
- **Nelson Place School**
 - Chandler Magnet (2 Total, 1H, 1R) (PreK)
 - Nelson Place (102 Total, 73H, 28R, 1NR) (10-SAIL) (1 PK sub/sep) (1 Young Voices) 9:05-3:10
- **New Citizen's Center@New Ludlow**
 - NCC Secondary (39 Total, 11H, 5R, 23NR) (SLIFE) 8:00-2:15
- **Norrback Avenue School**
 - Norrback (69 Total, 43H, 26R) (3- AU/SAIL & 2-LS) 7:55-2:00
- **North High School**
 - North High (67 Total, 31H, 36R) (1-AULS,3-LS, 3-STEP) 7:20-1:43
- **Quinsigamond Elementary School**
 - Quinsigamond (36 Total, 21H, 14R, 1NR) (2-LS & 2-STEP) 8:25-2:30
- **Roosevelt Elementary**
 - Roosevelt Elementary (56 Total, 28H, 26R, 2NR) (1-PK sub-sep, 2-K/1, 2-STEP, 3-LS,) 8:15-2:20
- **South High Community School**
 - South High (72 Total, 33H, 39R) (1-AU/LS, 3-LS, 4-STEP) 7:20-1:43
- **Sullivan Middle School**
 - Sullivan (58 Total, 28H, 30R) (2-AULS, 2-TLS, 1-LS, 2-STEP) 8:47-3:10
- **Vernon Hill**
 - Vernon Hill School (13 Total, 8H, 5R) (2-STEP) 7:45-1:50
- **Wawecus Road School**
 - Wawecus (23 Total, 14H, 9R) (3-TLS) 8:25-2:30
- **West Tatnuck School**
 - West Tatnuck School (13 Total, 7H, 6R)(2-LS) 9:05-3:10
- **Worcester East Middle School**
 - WEMS (13 Total, 6H, 7R) (2-STEP & 4- Resource) 7:20-1:43
- **Worcester Technical High School**
 - WTHS (41 Total, 26H, 13R, 2NR) (4-Voc-P) 7:20-1:43

Teaching Models

Considering current resources, two options for instructional models will be implemented:

- Option 1 - In-person/Hybrid Remote
- Option 2 - In-person/Remote Model

Option 1 - In-person/Hybrid Remote

In this model classroom teachers will be classified into two groups Hybrid teachers and Remote teachers.

- The hybrid classroom teachers will teach the students who have opted for hybrid learning. The hybrid classroom teacher will teach hybrid students while they are learning both in-person and remote
- The Remote classroom teachers will teach the students who have opted for 100% remote learning
- This option can be building, department and/or grade level based

Option 2 - In-person/Remote Model *(most employed option)*

In this model classroom teachers will teach students who have opted for hybrid and 100% remote learning. To facilitate instruction:

- Teachers will develop daily instruction for all students
- All students will start the day/each class simultaneously in synchronous instruction with their teacher
- Both hybrid and remote students will participate simultaneously in synchronous instruction with their teachers daily whenever appropriate. Independent work and projects will be assigned to provide focused instruction, limit the amount of screen time, differentiate instruction, and allow dedicated time for students to explore and create
- Where needed some dedicated time may be allocated during the school day to allow teachers some dedicated time for teachers to meet daily with remote students

Cohort Selection

To reduce the number of students on campus at any given time students will be divided into cohorts. Due to the current number of families that have chosen remote learning, the district will be able to accommodate having students attend school in-person two days per week. This would entail having two student cohort groups with Cohort 1 attending school in-person Mondays and Tuesdays and Cohort 2 attending school in-person Wednesdays and Thursdays.

Principals will be responsible for dividing students into cohorts. Sibling consistency on cohort days should be the highest priority. Due to the complexity of high school student schedules (Chapter 74, Innovation Pathways, Dual Enrollment, Advanced Placement programming), high schools will be given the first option in selecting cohorts for students with siblings in lower grades. Other criteria that will be taken into consideration when placing students into cohorts is bus ridership/routing and hardship considerations from parents.

Sample Preschool Schedules
2.45 Hour Day Schedule- Face to Face Morning

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|---------|-----------|----------|--------|
| 9:05-9:30 | Arrival/Hand Washing/Play Based Center | | | |) |
| 9:30-9:45 | Hand Washing/ Breakfast | | | | |
| 9:40-10:10 | Circle Time/Whole Group/Interactive Read Aloud | | | | |
| 10:10-10:30 | Recess | | | | |
| 10:30-11:20 | Handwashing/Center Time (small groups) | | | | |
| 11:05-11:35 | Movement Song/ Read Aloud | | | | |
| 11:35-11:50 | Pack up/Dismissal /Ipad Time | | | | |

2.45 Hour Day Schedule - Remote Afternoon

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|---------|-----------|----------|--|
| 11:50-12:30 | Prep and Lunch for Staff | | | | Remote Learning Day Check-in, Whole Group, Small Group, Synchronous, Asynchronous Learning (Seesaw) |
| 12:30-1:00 | Whole Group Google Meet Session Morning Meeting (say hello, calendar, name identification, letter/ # time) | | | | |
| 1:30-1:50 | Seesaw activity on ELA/Interactive Read Aloud | | | | |
| 1:50-2:05 | Movement Whole group Goole Meets Song | | | | |
| 2:05-2:15 | Break | | | | |
| 2:15-2:45 | Small Group Google Meet Sessions with Teacher and IAs | | | | |
| 2:45-3:15 | Seesaw Activity on Math | | | | |
| 2:45-3:15 | Teacher Office Hours / 1:1 Time with Students if Needed | | | | |

| Sample Full Day Preschool Schedule | | | | | motion_gb #0-24 Page 18 |
|------------------------------------|--|---------|-----------|----------|--|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 -9:00 | Morning Meeting | | | | Check-in Asynchronous Learning Project work Targeted check-ins Virtual Field Trips Cultural Institution Classes |
| 9:00-9:15 | Break | | | | |
| 9:15-9:45 | Interactive Read Aloud | | | | |
| 9:45-10:15 | Whole Group Lesson | | | | |
| 10:15-10:30 | Break | | | | |
| 10:30-11:30 | Small Group Work, Centers, Asynchronous Work | | | | |
| 11:30-12:15 | Lunch and Recess | | | | |
| 12:15-1:00 | Specials/Itinerant | | | | |
| 1:00-1:30 | Whole Group Lesson | | | | |
| 1:30-2:15 | Small Group Work Center Time Asynchronous Work | | | | |
| 2:15-2:30 | Closing Meeting | | | | |

Sample Elementary Schedule

Sample Elementary School Student Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Time On Learning |
|---------------|--|--|--|--|---|---|
| 8:30 - 10:00 | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1 Synchronous Lessons | Additional Day: 45 Minutes Week: 405 Minutes |
| 10:00-10:15 | Break | Break | Break | Break | | |
| 10:15 - 11:45 | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | | |
| 11:45 - 12:30 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Check-in Asynchronous Learning Project work Targeted check-ins Virtual Field Trips Cultural Institution Classe | |
| 12:30 - 1:15 | Block 3 In-person & synchronous remote Special (Art): | Block 3 In-person & synchronous remote Special (PE) | Block 3 In-person & synchronous remote Special (Tech) | Block 3 In-person & synchronous remote Special (Music) | | |
| 1:15 - 2:00 | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | | |
| 2:00 - 2:30 | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | | |

Sample Middle School Student Schedule – TWO-WEEK CYCLE (A)

Annex C
motion gb #0-246
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Sample Middle School Student Schedule – TWO-WEEK CYCLE (A)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|-------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| 8:47 – 9:02 (15 min) | | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 9:02 – 10:08 (66 min) | 1 | Period 1 | Period 2 | Period 1 | Period 2 | PERIOD 2 |
| 10:08 – 10:18 (10 min) | | Transition Time | Transition Time | Transition Time | Transition Time | Transition Time |
| 10:18 – 11:24 (66 min) | 2 | Period 3 | Period 4 – 5 Period 5 – 6 | Period 3 | Period 4 – 5 Period 5 – 6 | PERIOD 4-5 PERIOD 5-6 |
| 11:24 – 12:17 (53 min) | | Independent Study | Independent Study | Independent Study | Independent Study | Independent Study |
| 12:17 – 12:47 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:47 – 1:53 (66 min) | 3 | Period 6 – 7 Period 7 – 8 | Period 9 | Period 6 – 7 Period 7 – 8 | Period 9 | Independent Class Work/Projects/ Virtual Field Trips |
| 1:53 – 2:03 (10 min) | | Transition Time | Transition Time | Transition Time | Transition Time | |
| 2:03 – 3:09 (66 min) | 4 | Period 10 | PERIOD 1 | Period 10 | PERIOD 3 | |
| 3:09 – 3:42 (33 min) | | | Extra Help Sessions | Extra Help Sessions | Extra Help Sessions | |

Sample Middle School Student Schedule TWO-WEEK CYCLE (B)

Annex C
motion gb #0-246
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Sample Middle School Student Schedule TWO-WEEK CYCLE (B)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|-------|------------------------------|----------------------------------|------------------------------|------------------------------|---|
| 8:47 –9:02 (15 min) | | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 9:02 – 10:08 (66 min) | 1 | Period 1 | Period 2 | Period 1 | Period 2 | PERIOD 9 |
| 10:08 – 10:18 (10 min) | | Transition Time | Transition Time | Transition Time | Transition Time | Independent Study 10:08-12:17 (129 min) |
| 10:18 – 11:24 (66 min) | 2 | Period 3 | Period 4 – 5 Period 5 – 6 | Period 3 | Period 4 – 5 Period 5 – 6 | |
| 11:24 –12:17 (53 min) | | Independent Study | Independent Study | Independent Study | Independent Study | |
| 12:17 – 12:47 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:47 – 1:53 (66 min) | 3 | Period 6 – 7 Period 7 – 8 | Period 9 | Period 6 – 7 Period 7 – 8 | Period 9 | Independent Class Work/Projects/ Virtual Field Trips |
| 1:53 – 2:03 (10 min) | | Transition Time | Transition Time | Transition Time | Transition Time | |
| 2:03 – 3:09 (66 min) | 4 | Period 10 | PERIOD 6-7 PERIOD 7-8 | Period 10 | PERIOD 10 | |
| 3:09 – 3:42 (33 min) | | | Extra Help Sessions | Extra Help Sessions | Extra Help Sessions | |

Sample High School Student Schedule – TWO-WEEK CYCLE (Week A)

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motion gb #0-246
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Sample High School Student Schedule – TWO-WEEK CYCLE (Week A)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|-------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---|
| 7:20 - 8:30 (70 min) | 1 | Period 1 | PERIOD 1 | Period 1 | PERIOD 2 | PERIOD 4-5 PERIOD 5-6 |
| 8:30 - 8:40 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation |
| 8:40- 9:50 (70 min) | 2 | Period 2 | Period 4 – 5 Period 5 – 6 | Period 2 | Period 4 – 5 Period 5 – 6 | PERIOD 6-7 PERIOD 7-8 |
| 9:50 - 10:43 (53 min) | | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work |
| 10:43 - 11:13 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:13 - 12:23 (70 min) | 3 | Period 3 | Period 6 – 7 Period 7 – 8 | Period 3 | Period 6 – 7 Period 7 – 8 | Independent Class Work/projects/ Virtual Field Trips |
| 12:23 - 12:33 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | |
| 12:33 - 1:43 (70 min) | 4 | Period 9 | Period 10 | Period 9 | Period 10 | |
| 2:00 -2:40 (40 min) | | | Extra help sessions | Extra help sessions | Extra help sessions | |

Sample High School Student Schedule – TWO-WEEK CYCLE (Week B)

Annex C
motion gb #0-246
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Sample High School Student Schedule – TWO-WEEK CYCLE (Week B)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|-------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| 7:20 - 8:30 (70 min) | 1 | Period 1 | PERIOD 3 | Period 1 | PERIOD 9 | PERIOD 10 |
| 8:30 - 8:40 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Independent Class Work 8:30 – 10:43 |
| 8:40 - 9:50 (70 min) | 2 | Period 2 | Period 4 – 5 Period 5 – 6 | Period 2 | Period 4 – 5 Period 5 – 6 | |
| 9:50 - 10:43 (53 min) | | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work | |
| 10:43 - 11:13 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:13 - 12:23 (70 min) | 3 | Period 3 | Period 6 – 7 Period 7 – 8 | Period 3 | Period 6 – 7 Period 7 – 8 | Independent Class Work/projects/ Virtual Field Trips |
| 12:23 - 12:33 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | |
| 12:33 - 1:43 (70 min) | 4 | Period 9 | Period 10 | Period 9 | Period 10 | |
| 2:00 - 2:40 (40 min) | | | Extra help sessions | Extra help sessions | Extra help sessions | |

Student & Staff Safety



District Guidelines

- Staff will receive comprehensive safety training including the viewing of a four part school safety reopening video
- Students are requested to bring two masks to school each day
- Masks and gloves will be available upon requests for all staff and students
- Masks will be expected to be worn at all times, except during mask breaks
- Six feet of social distancing guidelines will be followed
- The number of people within a closed area will be limited to reduce exposure to Covid-19
- Transition and directional plans will be created for safe movements throughout the building
- Students and staff will be trained in hand washing
- Hand washing schedules will be created
- Hand sanitizers will be placed in every classroom and other key locations at all schools
- Additional PPE and cleaning supplies will be available at our schools including masks disinfectant wipes, shields, gloves, hand sanitizer, and gowns for all needs

Classroom Setup



District Guidelines

- Desks and tables will be six feet apart and will face the same way
- Unused furniture may be removed to allow for more space
- Students will have seating assignments for contract tracing if necessary
- Signage of protocols will be posted

School Supplies



District Guidelines

- Each student will have their own school supplies
- Personal belongings will be separated and not shared with others
- For shared supplies there will be a cleaning protocol for disinfecting between uses
- Lockers will not be used during this phase of reopening; coats and backpacks will be allowed in the classrooms
- Students will be required to bring their chargers, earbuds, and district issued devices fully charged to school each day
- Students should not bring their hotspot into school
- Students will not be able to use a personal device in school

Student Transitions



District Guidelines

- Signage will be posted throughout the entire building to direct students' transition and maintain six feet distance
- Hallways and stairways will be assigned as exit and or entrance points to avoid students passing each other face to face and crowding
- When students transition staff will monitor transition to ensure six feet distancing

Arrival



District Guidelines

- All students/families should complete a symptom self check via the health portal daily before leaving for school
- Arrival will have staggered times to avoid large groups entering the building at the same time
- Social distancing will be maintained while entering the building with staff monitoring
- Students will go directly to classrooms when entering the building

Dismissal



District Guidelines

- Staff and students must maintain social distancing when preparing for dismissal
- Dismissal time will be staggered to avoid large groups exiting the building
- Students and staff must wear masks during the entire dismissal process
- Students walking home should maintain social distancing and mask wearing

Breakfast and Lunch



District Guidelines

- All water bubblers and fountains will be shut off
- Food service will be providing water during the school day
- Breakfast and lunch will be grab and go or delivered to the classroom
- Breakfast and lunch will be eaten in classrooms or school cafeteria
- Students will maintain six feet distancing while eating

Recess



District Guidelines

- All elementary schools will have scheduled recess breaks
- Students will wash hands after recess
- Students will be required to keep their masks on and maintain social distancing
- Playgrounds will remain closed during winter months

Mask Breaks



District Guidelines

- There will be scheduled mask breaks for students
- The breaks will be based on the students' age and needs
- Masks breaks will be conducted outside whenever possible
- When masks breaks occur inside they will be done independently near an open window or in a well ventilated place
- When on a mask break the student will be in a designated area, maintaining social distancing

Hand Washing

I



District Guidelines

- Students and staff will be required to wash their hands frequently
- Hand washing with soap and warm water for 20 seconds is the recommendation
- Hand sanitizer will be available in every school

Bathroom Procedures



District Guidelines

- Safety protocols will be established at schools based on bathroom location and capacity
- Bathroom breaks will be carried out as they would during normal school times
- Students waiting for the bathrooms will be six feet apart and wear masks
- Signages will be posted to remind students to wash their hands
- Soap dispensers will be filled on a regular basis

School & Systemwide Staff Protocols

District Guidelines

- All school based and systemwide staff will be required to sign in at a designated area
- When visiting school buildings, masks will be worn by all staff and social distancing will be maintained
- Work spaces in the building may be utilized for specialized instruction
- Congregated work settings will be prohibited (such as teacher's lunch rooms)
- Teachers and staff will take breaks and eat in designated areas of the building as decided by the principal or supervisor
- Staff meetings will be held virtually
- Professional development will be held virtually

Visitor Access to the Building

District Guidelines

- Visitors should call ahead and arrange a time to come into the building
- Visitors will be required to sign in with their name, purpose, and phone number
- Visitors must wear masks at all times
- Visitors must maintain six feet social distance upon entering the school
- Only one visitor at a time will be allowed in the office
- Staff will assist visitors in their needs
- There will be no visitors volunteering in classrooms

Air Quality and Cleaning Protocol

District Guidelines

- We upgraded all of the buildings to improve air flow
- HVAC assessments were conducted in 59 locations
- Needlepoint Bipolar Ionization systems were installed in all locations to improve air quality
- Windows will be kept open in all buildings when possible
- Misting machines have been purchased for all schools and will be used each night
- Custodians will clean rooms, empty trash, and disinfect high touch points regularly
- Each classroom will be provided with disinfectant wipes to use on desks and materials for frequent washing; the wipes are made from the safest disinfectant available on the market approved by EPA for Covid-19
- Hand sanitizer has been purchased for all schools and will be replenished when needed

Decisions about when and how to reopen schools during COVID-19 need to be based on a strong set of principles, grounded in best available evidence, informed by context and oriented towards each community's highest aspirations for student learning and well being.

-Parabola Project

Summary of Ventilation Systems Work

How NPBI Works

With a cough or a sneeze, any individual can introduce harmful pathogens into the air. To minimize exposure, NPBI produces millions of positively and negatively charged ions that travel through the air via the HVAC system, continuously seeking out and attaching to harmful particles — including pathogens' surface proteins, rendering the pathogens ineffective.

Harmful Particles
(including pathogens)

NPBI renders the pathogens
ineffective by introducing millions
of positive and negative ions

The ions breakdown harmful VOCs
into harmless compounds like O₂,
CO₂, N₂, and H₂O.



Source: EMCOR Facilities Services
White paper on Improving Indoor Air
Quality Needlepoint Bipolar Ionization
Emcorfacilities.com

Reducing the Spread of Disease

Rapid, Continuous Air Cleaning NPBI technology releases ions that immediately begin attaching to particulates, and, as ions enter the air stream, they offer continuous cleaning throughout the entire facility.

Inactivate Pathogens When ions come into contact with pathogens, they not only make them more filterable, their microbicidal effects also reduce the infectivity of the virus.



| PATHOGEN | TIME EXPOSED | KILL/INACTIVATION RATE |
|--|---------------------|-------------------------------|
| E. coil | 15 minutes | 99.68%* |
| C. Diff | 30 minutes | 86.50%* |
| Noro Virus | 30 minutes | 93.50%* |
| MRSA | 30 minutes | 96.24%* |
| COVID-19 | 30 minutes | 99.40%* |
| *White papers that detail these results are available upon request from the manufacturer of the needlepoint bipolar ionization technology. | | |

Source: EMCOR Facilities Services
White paper on Improving Indoor
Air Quality Needlepoint Bipolar
Ionization
emcorfacilities.com

Transportation



District Guidelines

- Students must maintain three feet distance while waiting and boarding the bus
- Students should face forward at all times and refrain from eating, singing, shouting, or sharing items while in transit
- Buses will be cleaned and disinfected between all runs
- Windows will stay open for the duration of the ride
- Students, drivers, and monitors must wear masks at all times
- Seating plans for all students will be made for each bus route in accordance with DESE Transportation Guidelines
- Students will be assigned seats and will be required to stay in them

Food Services for Families

FALL 2020

WORCESTER PUBLIC SCHOOLS
GRAB & GO MEALS

MEALS FOR ALL CHILDREN, TEENS, FAMILIES, ANYONE UP TO AGE 22 YEARS ENROLLED IN HIGH SCHOOL AND/OR ENGLISH LANGUAGE LEARNER PROGRAMS

PICKUP AVAILABLE FOR STUDENTS OR PARENTS AT ANY CONVENIENT LOCATION

OPTIONS MULTI DAY PICKUP

Monday THROUGH **Thursday** 3:00 P.M. - 6:00 P.M.

BREAKFAST
LUNCH

Friday 10:00 A.M. - 1:00 P.M.
INCLUDES WEEKEND MEALS

STARTING SEPTEMBER 15, 2020

PICKUP LOCATIONS

BELMONT STREET ELEMENTARY
170 BELMONT STREET
526 BURNCOAT STREET

BURNCOAT PREPARATORY
129 CANTERBURY STREET

CANTERBURY ELEMENTARY
114 CHANDLER STREET

CHANDLER ELEMENTARY
525 CHANDLER STREET

CHANDLER MAGNET ELEMENTARY
80 PROSPECT STREET

CITY VIEW ELEMENTARY
75 LOVELL STREET

COLUMBUS PARK ELEMENTARY
23 NORTH ASHLAND STREET

ELM PARK COMMUNITY SCHOOL
1238 MAIN STREET

GATES LANE ELEMENTARY
14 RICHARDS STREET

GOODARD SCHOOL OF SCIENCE & TECHNOLOGY
311 GRAFTON STREET

GRAFTON STREET ELEMENTARY
772 MAIN STREET

JACOB HIATT MAGNET ELEMENTARY
140 HARRINGTON WAY

NORTH HIGH SCHOOL
14 BLACKSTONE RIVER ROAD

QUINSIGAMOND ELEMENTARY
1 CHAPIN STREET

UNION HILL ELEMENTARY
211 PROVIDENCE STREET

VERNON HILL ELEMENTARY
93 WOODLAND STREET

WOODLAND ACADEMY / CLAREMONT ACADEMY
315 ST. NICHOLAS AVENUE

WORCESTER ARTS MAGNET ELEMENTARY
420 GRAFTON STREET

WORCESTER EAST MIDDLE SCHOOL

CHECK DAILY WORCESTERSCHOOLS.ORG FOR UPDATES & ADDITIONAL PICKUP SITES

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

District Guidelines

- School-wide food services will continue for all families
- Breakfast and lunch will be served in school to all students
- Breakfast and lunch will be grab and go style
- Food Trucks and food pantries will be ongoing throughout the city

Covid-19 Medical Waiting Room & Nurse's Office



District Guidelines

- WPS will clearly distinguish between the Nurses' Office and a Covid-19 safe space
- All schools will have an established Covid-19 medical waiting room separate from the nurse's office
- The Covid-19 medical room will be used for students presenting with Covid-19 symptoms.
- Every school will have a nurse and a Covid-19 point person
- There will be disinfection after each student who visits the nurse's office

Students and Staff Exhibiting COVID-19 Symptoms



District Guidelines

- We will respond promptly and effectively when there is possible exposure to Covid-19
- An individual who is symptomatic at home should stay home and get tested
- If a student or staff member is positive, notify the building principal
- If a student is Covid-19 positive, home with symptoms, or quarantining, they can participate in remote learning
- A student that is symptomatic on the bus will immediately be brought to the Covid-19 medical waiting room for assessment
- A student that is symptomatic while in school will wait in the Covid-19 waiting room until they can be picked up
- Symptomatic students will require a pickup and will not be allowed to ride the bus home.
- A staff member who appears symptomatic at work will discuss coverage with the principal and follow district protocols
- A student or staff member who tests positive must notify the school, assist with the district procedures on close contact and covid-19 positive status procedures, and follow CDC guidelines for quarantining or isolation

Protocols for Potential School Closures

District Guidelines

In the event of multiple cases of Covid-19 in the school or building, we will:

- consult with Worcester Regional Dept. Public Health Department
- review of the specific COVID-19 public health metrics for the city of Worcester
- determine if it is necessary to shut down a classroom, wing, or entire building for a short time by consulting with necessary stakeholders and WPS administration for a final decision
- inform the community
- communicate building reopening plan

District Contacts

Superintendent: Maureen Binienda- 508-799-3117

Deputy Superintendent: Susan O'Neil-508-799-3644

School Safety Director, Covid-19 District Coordinator: Rob Pezzella-508-799-3472

Chief Financial and Operations Officer: Brian Allen-508-799-3401

Elementary Schools Managers: Marie Morse, Ellen Kelley-508-799-3264

Secondary School Manager: Tim Sippel-508-799-3264

Resources

- Planning for these guidelines were created in collaboration with the Parabola Project:
<http://parabolaproject.org>
- [DESE Guidance on Remote Learning for English Learners](#) (Released April 24, 2020)
- [Initial Fall School Reopening Guidance](#) (Released June 25, 2020)
- Guidance on Fall 2020 [Special Education Services](#) (Released July 9, 2020)
- Fall Reopening - - [FAQs](#) (Released July 10, 2020)
- [Fall Reopening Facilities and Operations Guidance](#) (Released July 22, 2020)
- [Fall Reopening Transportation Guidance](#) (Released July 22, 2020)
- [Fall Remote Learning Guidance](#) (Released July 24, 2020)
- [Guidance for Courses with Additional Safety Requirements](#) (Released July 24, 2020)
- [Protocols for Responding to COVID-19 Scenarios in Schools, on the bus, or in community settings](#) (Update Released December 16, 2020)



Worcester Public Schools

District Transition to In-Person Learning Plan

Guidelines & Protocols for Reopening Schools

April 20, 2021

Superintendent:

Maureen Binienda

Durkin Administration
Building
20 Irving Street
Worcester, MA 01609
508-799-3117

**School Committee:**

Mayor Joseph M. Petty
Dianna L. Biancheria
Laura Clancey
John L. Foley
Molly O. McCullough
John F. Monfredo
Tracy O'Connell Novick

Dear Families,

On May 3, 2021, the Worcester Public Schools will move from hybrid learning to full in-person learning for students in PreK- 8. The Worcester Public Schools (WPS) will continue to provide full remote learning to all interested families through June 15, 2021. At this time, students in grades 9-12 will continue with the current hybrid learning model. Updated guidance from the Department of Elementary and Secondary released Tuesday, April 21, 2021, changes the accepted distance between students in the classroom and bus to 3 feet. WPS will continue to use personal protective equipment, and follow safety procedures in all schools. WPS staff are prepared and excited to move to full in-person learning. WPS principals, teachers, families and community agencies continue to work together to meet our students' needs.

This document is presented to our families to provide guidance for a safe and successful transition to in-person learning. I am also inviting you to attend a family virtual forum from 6:30-8:00 pm on Tuesday, April 27, 2021. Interpreters will be provided. I will continue to update you on current guidance from the Massachusetts Department of Elementary and Secondary Education by posting updates on our website, worcesterschools.org and through social media and Connect-Ed phone messages.

Thank you for your ongoing support.

Maureen Binienda

"If everyone is moving forward together, then success takes care of itself." -Henry Ford

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Guiding Principles

Healthy Educational Environment

We will ensure that appropriate measures to protect the safety and health of our students and staff is a top priority by:

- providing clean and sanitized buildings
- investing in equipment to ensure air quality improvements and safety
- prioritizing COVID-19 mitigation training for staff and students and school routines have been designed to minimize risk

Robust Instructional Opportunities

We will provide high quality synchronous, asynchronous, and hybrid instruction to students during remote and hybrid learning time by:

- ensuring students have access to a district issued device and internet
- modifying curriculum programs to support multiple learning models
- having continuous professional development integrating instructional technology
- providing modern research based learning platforms

Social Emotional Supports for Students

We are mindful of the pandemic's impact on students and we are prioritizing student well-being through:

- biweekly student SEL and academic needs survey
- specialized and individualized SEL support
- structured schedules with time for check-ins and small group supports

Equitable Learning Opportunities for Students

We will provide high quality learning for all students through:

- ensuring that Students with Disabilities receive appropriate support and instruction
- ensuring that English Language Learners receive appropriate support and instruction
- continuing to implement culturally responsive, learner-centered practices in all lessons
- providing varied accommodations in order to make learning accessible for all learners

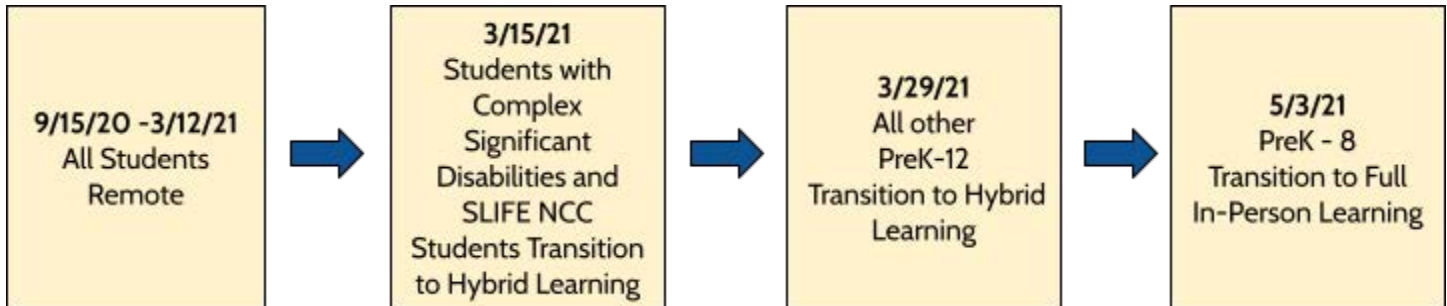
Transparent Communication

We are committed to providing timely information to families and community members regarding the shifts and changes associated with COVID-19 school procedures through:

- frequent updates to the website with translated information
- leveraging multiple ways to communicate with families including community forums, ConnectEd messages, text messages, phone calls, social media, and website updates

WPS is working closely with the Parabola Project to offer guidance, tools, and strategies to understand and minimize risks while maximizing learning and wellness during COVID-19.
-Parabola Project

Transition to In-Person Learning Timeline





Model Selection

By Level

| Summary 4-20-21 | Total Students | No Response | No Response % | In-Person | In-Person % | Remote | Remote % |
|----------------------|----------------|-------------|---------------|--------------|-------------|-------------|------------|
| Elementary | 12802 | 282 | 2% | 9049 | 71 | 3471 | 27% |
| Middle School | 3505 | 234 | 7% | 2204 | 63% | 1067 | 30% |
| Alternative Programs | 86 | 7 | 8% | 76 | 88% | 3 | 3% |
| Total | 16393 | 523 | 3% | 11329 | 69% | 4541 | 28% |

By School

| | Number of Students | | | | | | |
|---------------------|--------------------|-------------|---------------|-----------|-------------|--------|-----------|
| Location | Total | No Response | No Response % | In-Person | In-Person % | Remote | Remote- % |
| Belmont Community | 535 | 1 | 0% | 292 | 55% | 242 | 45% |
| Burncoat Elementary | 257 | 1 | 0% | 183 | 71% | 73 | 28% |
| Canterbury Street | 299 | | 0% | 220 | 74% | 79 | 26% |
| Chandler Elementary | 445 | 9 | 2% | 268 | 60% | 168 | 38% |
| Chandler Magnet | 489 | 3 | 1% | 314 | 64% | 172 | 35% |
| City View | 462 | 4 | 1% | 318 | 69% | 140 | 30% |
| Clark Street | 237 | 7 | 3% | 177 | 75% | 53 | 22% |
| Columbus Park | 366 | | 0% | 262 | 72% | 104 | 28% |
| Elm Park Community | 396 | | 0% | 274 | 69% | 122 | 31% |
| Flagg Street | 338 | 6 | 2% | 291 | 86% | 41 | 12% |
| Gates Lane | 529 | 5 | 1% | 364 | 69% | 160 | 30% |
| Goddard | 362 | | 0% | 259 | 72% | 103 | 28% |
| Grafton Street | 385 | 100 | 26% | 231 | 60% | 54 | 14% |

| Location | Total | No Response | No Response % | In-Person | In-Person % | Remote | Remote- % |
|--------------------|-------|-------------|---------------|-----------|-------------|--------|-----------|
| Heard Street | 248 | 18 | 7% | 182 | 73% | 48 | 19% |
| Jacob Hiatt | 383 | 2 | 1% | 236 | 62% | 145 | 38% |
| Lake View | 312 | | 0% | 246 | 79% | 66 | 21% |
| Lincoln Street | 234 | | 0% | 171 | 73% | 63 | 27% |
| May Street | 278 | 2 | 1% | 221 | 79% | 55 | 20% |
| Mcgrath | 223 | | 0% | 145 | 65% | 78 | 35% |
| Midland Street | 202 | | 0% | 128 | 63% | 74 | 37% |
| Nelson Place | 551 | 8 | 1% | 466 | 85% | 77 | 14% |
| Norrback Avenue | 528 | 1 | 0% | 400 | 76% | 127 | 24% |
| Quinsigamond | 701 | 2 | 0% | 459 | 65% | 240 | 34% |
| Rice Square | 462 | 4 | 1% | 300 | 65% | 158 | 34% |
| Roosevelt | 621 | 4 | 1% | 485 | 78% | 132 | 21% |
| Thorndyke Road | 354 | 3 | 1% | 255 | 72% | 96 | 27% |
| Union Hill | 385 | 6 | 2% | 268 | 70% | 111 | 29% |
| Vernon Hill | 474 | 66 | 14% | 289 | 61% | 119 | 25% |
| Wawecus Road | 128 | | 0% | 93 | 73% | 35 | 27% |
| West Tatnuck | 336 | 7 | 2% | 291 | 87% | 38 | 11% |
| Woodland Academy | 508 | | 0% | 336 | 66% | 172 | 34% |
| Worc Arts Mag | 359 | 3 | 1% | 306 | 85% | 50 | 14% |
| PreK at SHS | 14 | 5 | 36% | 9 | 64% | | 0% |
| PreK at WTHS | 17 | 13 | 76% | 3 | 18% | 1 | 6% |
| Claremont Academy | 196 | 6 | 3% | 102 | 52% | 88 | 45% |
| University Park | 77 | 7 | 9% | 46 | 60% | 24 | 31% |
| Burncoat Middle | 679 | 50 | 7% | 453 | 67% | 176 | 26% |
| Forest Grove | 904 | 5 | 1% | 633 | 70% | 266 | 29% |
| Sullivan Middle | 919 | 2 | 0% | 593 | 65% | 324 | 35% |
| Worc East Middle | 730 | 164 | 22% | 377 | 52% | 189 | 26% |
| Academic Ctr Trans | 40 | 5 | 13% | 33 | 83% | 2 | 5% |

| Location | Total | No Response | No Response % | In-Person | In-Person % | Remote | Remote- % |
|-------------------|-------|-------------|---------------|-----------|-------------|--------|-----------|
| Challenge Academy | 16 | | 0% | 15 | 94% | 1 | 6% |
| NCC Elementary | 14 | | 0% | 14 | 100% | | 0% |
| NCC Secondary | 16 | 2 | 13% | 14 | 88% | | 0% |

Teaching Model

In-person/Remote Model

In this model classroom teachers will teach students who are In-person and/or remote learners. To facilitate instruction:

- Teachers will develop daily instruction for all students
- All students will start the day/each class simultaneously in synchronous instruction with their teacher
- Both in-person and remote students will participate simultaneously in synchronous instruction with their teachers daily whenever appropriate. Independent work and projects will be assigned to provide focused instruction, limit the amount of screen time, differentiate instruction, and allow dedicated time for students to explore and create
- Where needed some dedicated time may be allocated during the school day to allow teachers some dedicated time for teachers to meet daily with remote students

Cohort Selection

To reduce the number of students on campus at any given time students in grades 9 - 12 will continue to be divided into cohorts.. High school students are assigned to either Cohort 1 attending school in-person Mondays and Tuesdays or Cohort 2 attending school in-person Wednesdays and Thursdays.

Sample School Schedules

Sample 2.45 Hour Day Preschool Schedule-Face to Face Morning

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|---------|-----------|----------|--------|
| 9:05-9:30 | Arrival/Hand Washing/Play Based Center | | | | |
| 9:30-9:45 | Hand Washing/ Breakfast | | | | |
| 9:40-10:10 | Circle Time/Whole Group/Interactive Read Aloud | | | | |
| 10:10-10:30 | Recess | | | | |
| 10:30-11:20 | Handwashing/Center Time (small groups) | | | | |
| 11:05-11:35 | Movement Song/ Read Aloud | | | | |
| 11:35-11:50 | Pack up/Dismissal /Ipad Time | | | | |

Sample 2.45 Hour Day Preschool Schedule-Remote Afternoon

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--|---------|-----------|----------|--------|
| 11:50 -12:30 | Prep and Lunch for Staff | | | | |
| 12:30 -1:00 | Whole Group Google Meet Session Morning Meeting (say hello, calendar, name identification, letter/ # time) | | | | |
| 1:30 -1:50 | Seesaw activity on ELA/Interactive Read Aloud | | | | |
| 1:50 - 2:05 | Movement Whole group Goole Meets Song | | | | |
| 2:05 - 2:15 | Break | | | | |
| 2:15 - 2:45 | Small Group Google Meet Sessions with Teacher and IAs | | | | |
| 2:45 - 3:15 | Seesaw Activity on Math | | | | |
| 2:45 - 3:15 | Teacher Office Hours / 1:1 Time with Students if Needed | | | | |

Sample Full Day PreSchool Student Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|----------------|------------------|-----------------|---------------|
| 8:30 - 9:00 | Morning Meeting | | | | |
| 9:00 - 9:15 | Break | | | | |
| 9:15 - 9:45 | Interactive Read Aloud | | | | |
| 9:45 - 10:15 | Whole Group Lesson | | | | |
| 10:15 - 10:30 | Break | | | | |
| 10:30 - 11:30 | Small Group Work Center Time Asynchronous Work | | | | |
| 11:30 - 12:15 | Lunch and Recess | | | | |
| 12:15 - 1:00 | Specials/Itinerant | | | | |
| 1:00 - 1:30 | Whole Group Lesson | | | | |
| 1:30 - 2:15 | Small Group Work Center Time Asynchronous Work | | | | |
| 2:15 - 2:30 | Closing Meeting | | | | |

Sample Elementary School Student Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|---|---|---|
| 8:30 - 10:00 | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote | Block 1: ELA In-person & Synchronous remote |
| 10:00-10:15 | Break | Break | Break | Break | Break |
| 10:15 - 11:45 | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote | Block 2: Math In-person & Synchronous remote |
| 11:45 - 12:30 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:30 - 1:15 | Block 3 In-person & synchronous remote Special (Art): | Block 3 In-person & synchronous remote Special (PE) | Block 3 In-person & synchronous remote Special (Tech) | Block 3 In-person & synchronous remote Special (Music) | Block 3 In-person & synchronous remote Special (Music) |
| 1:15 - 2:00 | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons | Block 4 In-person & Synchronous Social Studies -Science lessons |
| 2:00 - 2:30 | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines | In Person & Synchronous Check-In/reflection End of day routines |

Middle School Schedules

| Burncoat Middle School's Schedule | |
|-----------------------------------|---------------|
| PERIOD | TIME |
| 1 | 7:20 - 8:09 |
| 2 | 8:13 - 9:00 |
| 3 | 9:04 - 9:51 |
| L4 | 9:55 - 10:19 |
| 4/5 | 9:55 - 10:42 |
| 5/6 | 10:23 - 11:10 |
| L6 | 10:46 - 11:10 |
| 6/7 | 10:46 - 11:33 |
| 7/8 | 11:14 - 12:01 |
| L8 | 11:37 - 12:01 |
| 9 | 12:05 - 12:52 |
| 10 | 12:56 - 1:43 |

| Forest Grove Middle School's Schedules | | | | | | | |
|---|----------------------|---|----------------------|---|----------------------|---|--------------------|
| Wave 1 <i>Crusaders & Greyhounds</i> | | Wave 2 <i>Terriers & Cougars</i> | | Wave 3 <i>Minutemen & AmCats</i> | | Wave 4 <i>Engineers & Eagles</i> | |
| <i>Homeroom</i> | 8:47 - 8:52 | <i>Homeroom</i> | 8:47 - 8:52 | <i>Homeroom</i> | 8:47 - 8:52 | <i>Homeroom</i> | 8:47 - 8:52 |
| <i>1st</i> | 8:52 - 9:39 | <i>1st</i> | 8:52 - 9:39 | <i>1st</i> | 8:52 - 9:39 | <i>1st</i> | 8:52 - 9:39 |
| <i>2nd</i> | 9:42 - 10:29 | <i>2nd</i> | 9:42 - 10:29 | <i>2nd</i> | 9:42 - 10:29 | <i>2nd</i> | 9:42 - 10:29 |
| Lunch | 10:32 - 10:57 | <i>3rd</i> | 10:32 - 11:19 | <i>3rd</i> | 10:32 - 11:19 | <i>3rd</i> | 10:32 - 11:19 |
| <i>3rd</i> | 11:00 - 11:47 | Lunch | 11:22 - 11:47 | <i>4th</i> | 11:22 - 12:09 | <i>4th</i> | 11:22 - 12:09 |
| <i>4th</i> | 11:50 - 12:37 | <i>4th</i> | 11:50 - 12:37 | Lunch | 12:12 - 12:37 | <i>5th</i> | 12:12 - 12:59 |
| <i>5th</i> | 12:40 - 1:27 | <i>5th</i> | 12:40 - 1:27 | <i>5th</i> | 12:40 - 1:27 | Lunch | 1:02 - 1:27 |
| <i>6th</i> | 1:30 - 2:17 | <i>6th</i> | 1:30 - 2:17 | <i>6th</i> | 1:30 - 2:17 | <i>6th</i> | 1:30 - 2:17 |
| <i>7th</i> | 2:20 - 3:07 | <i>7th</i> | 2:20 - 3:07 | <i>7th</i> | 2:20 - 3:07 | <i>7th</i> | 2:20 - 3:07 |

Sullivan Middle School's Schedules

| Red/AU/ABA,AU,LS | | Blue/STEP | | Gold/TLS | | GSA/DH | |
|-------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| Homeroom/Period 1 | 8:47-9:40 | Homeroom/ Period 1 | 8:47-9:40 | Homeroom /Period 1 | 8:47-9:40 | Homeroom/ Period 1 | 8:47-9:40 |
| Period 2 | 9:43-10:30 | Period 2 | 9:43-10:30 | Period 2 | 9:43-10:30 | Period 2 | 9:43-10:30 |
| Lunch | 10:30-11:00 | Period 3 | 10:33-11:20 | Period 3 | 10:33-11:20 | Period 3 | 10:33-11:20 |
| Period 3 | 11:00-11:47 | Lunch | 11:20-11:50 | Period 4 | 11:23-12:10 | Period 4 | 11:23-12:10 |
| Period 4 | 11:50-12:37 | Period 4 | 11:50-12:37 | Lunch | 12:10-12:40 | Period 5 | 12:13-1:00 |
| Period 5 | 12:40-1:27 | Period 5 | 12:40-1:27 | Period 5 | 12:40-1:27 | Lunch | 1:00-1:30 |
| Period 6 | 1:30-2:17 | Period 6 | 1:30-2:17 | Period 6 | 1:30-2:17 | Period 6 | 1:30-2:17 |
| Period 7 | 2:20-3:07 | Period 7 | 2:20-3:07 | Period 7 | 2:20-3:07 | Period 7 | 2:20-3:07 |

Worcester East Middle School's Schedules

| WAVE 1 | LUNCH 9:55-10:19 | | WAVE 2 | LUNCH 10:45-11:09 |
|-------------------|---------------------|--|-------------------|----------------------|
| Homeroom/Period 1 | 7:20-8:12 | | Homeroom/Period 1 | 7:20-8:12 |
| Period 2 | 8:15-9:02 | | Period 2 | 8:15-9:02 |
| Period 3 | 9:05-9:52 | | Period 3 | 9:05-9:52 |
| Lunch | 9:55-10:19 | | Period 4 | 9:55-10:42 |
| Period 4 | 10:22-11:09 | | Lunch | 10:45-11:09 |
| Period 5 | 11:12-11:59 | | Period 5 | 11:12-11:59 |
| Period 6 | 12:02-12:49 | | Period 6 | 12:02-12:49 |
| Period 7/Homeroom | 12:52-1:43 | | Period 7/Homeroom | 12:52-1:43 |

| WAVE 3 | LUNCH 11:35-11:59 | | WAVE 4 | LUNCH 12:25-12:49 |
|-------------------|----------------------|--|-------------------|----------------------|
| Homeroom/Period 1 | 7:20-8:12 | | Homeroom/Period 1 | 7:20-8:12 |
| Period 2 | 8:15-9:02 | | Period 2 | 8:15-9:02 |
| Period 3 | 9:05-9:52 | | Period 3 | 9:05-9:52 |
| Period 4 | 9:55-10:42 | | Period 4 | 9:55-10:42 |
| Period 5 | 10:45-11:32 | | Period 5 | 10:45-11:32 |
| Lunch | 11:35-11:59 | | Period 6 | 11:35-12:22 |
| Period 6 | 12:02-12:49 | | Lunch | 12:25-12:49 |
| Period 7/Homeroom | 12:52-1:43 | | Period 7/Homeroom | 12:52-1:43 |

Sample High School Student Schedule – TWO-WEEK CYCLE (Week A)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|-------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| 7:20 - 8:30 (70 min) | 1 | Period 1 | PERIOD 1 | Period 1 | PERIOD 2 | PERIOD 4-5 PERIOD 5-6 |
| 8:30 - 8:40 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation |
| 8:40 - 9:50 (70 min) | 2 | Period 2 | Period 4 – 5 Period 5 – 6 | Period 2 | Period 4 – 5 Period 5 – 6 | PERIOD 6-7 PERIOD 7-8 |
| 9:50 - 10:43 (53 min) | | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work |
| 10:43 - 11:13 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:13 - 12:23 (70 min) | 3 | Period 3 | Period 6 – 7 Period 7 – 8 | Period 3 | Period 6 – 7 Period 7 – 8 | Independent Class Work/projects/Virtual Field Trips |
| 12:23 - 12:33 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | |
| 12:33 - 1:43 (70 min) | 4 | Period 9 | Period 10 | Period 9 | Period 10 | |
| 2:00 - 2:40 (40 min) | | | Extra help sessions | Extra help sessions | Extra help sessions | |

Sample High School Student Schedule – TWO-WEEK CYCLE (Week B)

| Time | Block | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|-------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| 7:20 - 8:30 (70 min) | 1 | Period 1 | PERIOD 3 | Period 1 | PERIOD 9 | PERIOD 10 |
| 8:30 - 8:40 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Independent Class Work 8:30 – 10:43 |
| 8:40 - 9:50 (70 min) | 2 | Period 2 | Period 4 – 5 Period 5 – 6 | Period 2 | Period 4 – 5 Period 5 – 6 | |
| 9:50 - 10:43 (53 min) | | Independent Class Work | Independent Class Work | Independent Class Work | Independent Class Work | |
| 10:43 - 11:13 (30 min) | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:13 - 12:23 (70 min) | 3 | Period 3 | Period 6 – 7 Period 7 – 8 | Period 3 | Period 6 – 7 Period 7 – 8 | Independent Class Work/projects/Virtual Field Trips |
| 12:23 - 12:33 (10 min) | | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | Transition/Class Preparation | |
| 12:33 - 1:43 (70 min) | 4 | Period 9 | Period 10 | Period 9 | Period 10 | |
| 2:00 - 2:40 (40 min) | | | Extra help sessions | Extra help sessions | Extra help sessions | |

Student & Staff Safety

District Guidelines

- Staff received comprehensive safety training including the viewing of a four part school safety reopening video
- Students are requested to bring two masks to school each day
- Masks and gloves will be available upon requests for all staff and students
- Masks will be expected to be worn at all times, except during mask breaks
- Three to Six feet of social distancing guidelines will be followed
- The number of people within a closed area will be limited to reduce exposure to Covid-19
- Transition and directional plans have been created for safe movements throughout the building
- Staff have been trained in hand washing; students upon re-entry will be trained in hand washing
- Hand washing schedules have been created
- Hand sanitizers have been placed in every classroom and other key locations at all schools
- Additional PPE and cleaning supplies are available at our schools including masks disinfectant wipes, shields, gloves, hand sanitizer, and gowns for all needs



Classroom Setup

District Guidelines

- Desks and tables are three feet apart and face the same way
- Unused furniture has been removed to allow for more space
- Students will have seating assignments for contract tracing if necessary
- Signage of protocols are posted



School Supplies

District Guidelines

- Each student has their own school supplies
- Personal belongings are separated and not shared with others
- For shared supplies there is a cleaning protocol for disinfecting between uses
- Lockers are not being used during this phase of reopening; coats and backpacks are allowed in the classrooms
- Students are required to bring their chargers, earbuds, and district issued devices fully charged to school each day
- Students should not bring their hotspot into school
- Students are not allowed to use a personal device in school



Student Transitions

District Guidelines

- Signage is posted throughout the entire building to direct students' transition and maintain six feet distance
- Hallways and stairways are assigned as exit and or entrance points to avoid students passing each other face to face and crowding
- When students transition staff monitor transition to ensure six feet distancing



Arrival

District Guidelines

- All students/families should complete a symptom self check via the health portal daily before leaving for school
- Arrivals are staggered times to avoid large groups entering the building at the same time
- Social distancing is maintained while entering the building with staff monitoring
- Students go directly to classrooms when entering the building



Dismissal

District Guidelines

- Staff and students must maintain social distancing when preparing for dismissal
- Dismissal time is staggered to avoid large groups exiting the building
- Students and staff must wear masks during the entire dismissal process
- Students walking home should maintain social distancing and mask wearing



Breakfast and Lunch

District Guidelines

- All water bubblers and fountains are shut off
- Food service is providing water during the school day
- Breakfast and lunch are grab and go or being delivered to the classroom
- Breakfast and lunch is being eaten in classrooms or school cafeteria
- Students maintain six feet distancing while eating



Recess

District Guidelines

- All elementary schools have scheduled recess breaks
- Students wash hands after recess
- Students are required to keep their masks on and maintain social distancing while playing
- Playgrounds are open
- Students can take mask breaks during recess maintaining social distancing



Mask Breaks

District Guidelines

- There are scheduled mask breaks for students
- The breaks are based on the students' age and needs
- Masks breaks are conducted outside whenever possible
- When on a mask break students are in designated areas, maintaining social distancing



Hand Washing

District Guidelines

- Students and staff are required to wash their hands frequently
- Hand washing with soap and warm water for 20 seconds is the recommendation
- Hand sanitizer is available in every school



Bathroom Procedures

District Guidelines

- Safety protocols are established at schools based on bathroom location and capacity
- Bathroom breaks are carried out as they would during normal school times
- Students waiting for the bathrooms are six feet apart and wear masks
- Signages is posted to remind students to wash their hands
- Soap dispensers are filled on a regular basis



School & Systemwide Staff Protocols

District Guidelines

- All school based and systemwide staff are required to sign in at a designated area
- When visiting school buildings, masks will be worn by all staff and social distancing will be maintained
- Work spaces in the building may be utilized for specialized instruction
- Congregated work settings are prohibited (such as teacher's lunch rooms)
- Teachers and staff will take breaks and eat in designated areas of the building as decided by the principal or supervisor
- Staff meetings are held virtually
- Professional development is held virtually

Visitor Access to the Building

District Guidelines

- Visitors should call ahead and arrange a time to come into the building
- Visitors are required to sign in with their name, purpose, and phone number
- Visitors must wear masks at all times
- Visitors must maintain six feet social distance upon entering the school
- Only one visitor at a time is allowed in the office
- Staff will assist visitors in their needs
- There will be no visitors volunteering in classrooms

Decisions about when and how to reopen schools during COVID-19 need to be based on a strong set of principles, grounded in best available evidence, informed by context, and oriented towards each community's highest aspirations for student learning and well being.

-Parabola Project

Air Quality and Cleaning Protocol

District Guidelines

- We upgraded all of the buildings to improve air flow
- HVAC assessments were conducted in 59 locations
- Needlepoint Bipolar Ionization systems were installed in all locations to improve air quality
- Misting machines have been purchased for all schools and are used each night
- Custodians clean rooms, empty trash, and disinfect high touch points regularly
- Each classroom is provided with disinfectant wipes to use on desks and materials for frequent washing; the wipes are made from the safest disinfectant available on the market approved by EPA for Covid-19
- Hand sanitizer has been purchased for all schools and is replenished when needed

Summary of Ventilation Systems Work

How NPBI Works

With a cough or a sneeze, any individual can introduce harmful pathogens into the air. To minimize exposure, NPBI produces millions of positively and negatively charged ions that travel through the air via the HVAC system, continuously seeking out and attaching to harmful particles — including pathogens' surface proteins, rendering the pathogens ineffective.

Harmful Particles
(including pathogens)

NPBI renders the pathogens
ineffective by introducing millions
of positive and negative ions

The ions breakdown harmful VOCs
into harmless compounds like O₂,
CO₂, N₂, and H₂O.



Source: EMCOR Facilities Services

White paper on Improving Indoor Air Quality Needlepoint Bipolar Ionization

Emcorfacilities.com

Reducing the Spread of Disease

Rapid, Continuous Air Cleaning NPBI technology releases ions that immediately begin attaching to particulates, and, as ions enter the air stream, they offer continuous cleaning throughout the entire facility.

Inactivate Pathogens When ions come into contact with pathogens, they not only make them more filterable, their microbicidal effects also reduce the infectivity of the virus.



| PATHOGEN | TIME EXPOSED | KILL/INACTIVATION RATE |
|------------|--------------|------------------------|
| E. coli | 15 minutes | 99.68%* |
| C. Diff | 30 minutes | 86.50%* |
| Noro Virus | 30 minutes | 93.50%* |
| MRSA | 30 minutes | 96.24%* |
| COVID-19 | 30 minutes | 99.40%* |

*White papers that detail these results are available upon request from the manufacturer of the needlepoint bipolar ionization technology.

Source: EMCOR Facilities Services

White paper on Improving Indoor Air Quality Needlepoint Bipolar Ionization

emcorfacilities.com

Transportation

District Guidelines

- Students must maintain three feet distance while waiting and boarding the bus
- Students should face forward at all times and refrain from eating, singing, shouting, or sharing items while in transit
- Buses are cleaned and disinfected between all runs
- Windows will stay open for the duration of the ride
- Students, drivers, and monitors must wear masks at all times



Food Services for Families

District Guidelines

- School-wide food services continues for all families
- Breakfast and lunch is served in school to all students
- Breakfast and lunch is grab and go style
- Food Trucks and food pantries continues to be ongoing throughout the city

FALL 2020 WORCESTER PUBLIC SCHOOLS GRAB & GO MEALS

MEALS FOR ALL CHILDREN, TEENS, FAMILIES, ANYONE UP TO AGE 22 YEARS ENROLLED IN HIGH SCHOOL AND/OR ENGLISH LANGUAGE LEARNER PROGRAMS

PICKUP AVAILABLE FOR STUDENTS OR PARENTS AT ANY CONVENIENT LOCATION

OPTIONS MULTI DAY PICKUP

CHECK DAILY
WORCESTERSCHOOLS.ORG
FOR UPDATES
& ADDITIONAL PICKUP SITES



THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

Monday
THROUGH
Thursday

BREAKFAST

LUNCH

3:00 P.M. - 6:00 P.M.

Friday

10:00 A.M. - 1:00 P.M.

INCLUDES
WEEKEND
MEALS

STARTING SEPTEMBER 15, 2020



PICKUP LOCATIONS

| | |
|--|--|
| <p>BELMONT STREET ELEMENTARY BURNCOAT PREPARATORY CANTERBURY ELEMENTARY CHANDLER ELEMENTARY CHANDLER MAGNET ELEMENTARY CITY VIEW ELEMENTARY COLUMBUS PARK ELEMENTARY ELM PARK COMMUNITY SCHOOL GATES LANE ELEMENTARY GODDARD SCHOOL OF SCIENCE & TECHNOLOGY GRAFTON STREET ELEMENTARY JACOB HIATT MAGNET ELEMENTARY NORTH HIGH SCHOOL QUINSIGAMOND ELEMENTARY UNION HILL ELEMENTARY VERNON HILL ELEMENTARY WOODLAND ACADEMY / CLAREMONT ACADEMY WORCESTER ARTS MAGNET ELEMENTARY WORCESTER EAST MIDDLE SCHOOL</p> | <p>170 BELMONT STREET 526 BURNCOAT STREET 129 CANTERBURY STREET 114 CHANDLER STREET 525 CHANDLER STREET 80 PROSPECT STREET 75 LOVELL STREET 23 NORTH ASHLAND STREET 1238 MAIN STREET 14 RICHARDS STREET 311 GRAFTON STREET 772 MAIN STREET 140 HARRINGTON WAY 14 BLACKSTONE RIVER ROAD 1 CHAPIN STREET 211 PROVIDENCE STREET 93 WOODLAND STREET 315 ST. NICHOLAS AVENUE 420 GRAFTON STREET</p> |
|--|--|

Covid-19 Medical Waiting Room & Nurse's Office

District Guidelines

- WPS has clearly distinguish between the Nurses' Office and a Covid-19 safe space
- All schools have a established Covid-19 medical waiting room separate from the nurse's office
- The Covid-19 medical room is used for students presenting with Covid-19 symptoms.
- Every school has a nurse and a Covid-19 point person
- There are disinfection procedures followed after each student visits the nurse's office



Students and Staff Exhibiting COVID-19 Symptoms

District Guidelines

- We respond promptly and effectively when there is possible exposure to Covid-19
- An individual who is symptomatic at home should stay home and get tested
- If a student or staff member is positive, notify the building principal
- If a student is Covid-19 positive, home with symptoms, or quarantining, they can participate in remote learning
- A student that is symptomatic on the bus will immediately be brought to the Covid-19 medical waiting room for assessment
- A student that is symptomatic while in school will wait in the Covid-19 waiting room until they can be picked up
- Symptomatic students will require a pickup and will not be allowed to ride the bus home.
- A staff member who appears symptomatic at work will discuss coverage with the principal and follow district protocols
- A student or staff member who tests positive must notify the school, assist with the district procedures on close contact and covid-19 positive status procedures, and follow CDC guidelines for quarantining or isolation



Protocols for Potential School Closures

District Guidelines

In the event of multiple cases of Covid-19 in the school or building, we will:

- consult with Worcester Regional Department of Public Health Department
- review the specific COVID-19 public health metrics for the city of Worcester
- determine if it is necessary to shut down a classroom, wing, or entire building for a short time by consulting with necessary stakeholders and WPS administration for a final decision
- inform the community
- communicate building reopening plan

District Contacts

Superintendent: Maureen Binienda- 508-799-3117

Deputy Superintendent: Susan O'Neil-508-799-3644

School Safety Director, Covid-19 District Coordinator: Rob Pezzella-508-799-3472

Chief Financial and Operations Officer: Brian Allen-508-799-3401

Elementary Schools Managers: Marie Morse, Ellen Kelley-508-799-3264

Secondary School Manager: Tim Sippel-508-799-3264

Resources

- Planning for these guidelines were created in collaboration with the Parabola Project:
<http://parabolaproject.org>
- [DESE Guidance on Remote Learning for English Learners](#) (Released April 24, 2020)
- [Initial Fall School Reopening Guidance](#) (Released June 25, 2020)
- Guidance on Fall 2020 [Special Education Services](#) (Released July 9, 2020)
- Fall Reopening - - [FAQs](#) (Released July 10, 2020)
- [Fall Reopening Facilities and Operations Guidance](#) (Released July 22, 2020)
- [Fall Reopening Transportation Guidance](#) (Released July 22, 2020)
- [Fall Remote Learning Guidance](#) (Released July 24, 2020)
- [Guidance for Courses with Additional Safety Requirements](#) (Released July 24, 2020)
- [Protocols for Responding to COVID-19 Scenarios in Schools, on the bus, or in community settings](#)
(Update Released December 16, 2020)
- [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)
(Update Released April 20, 2021)