

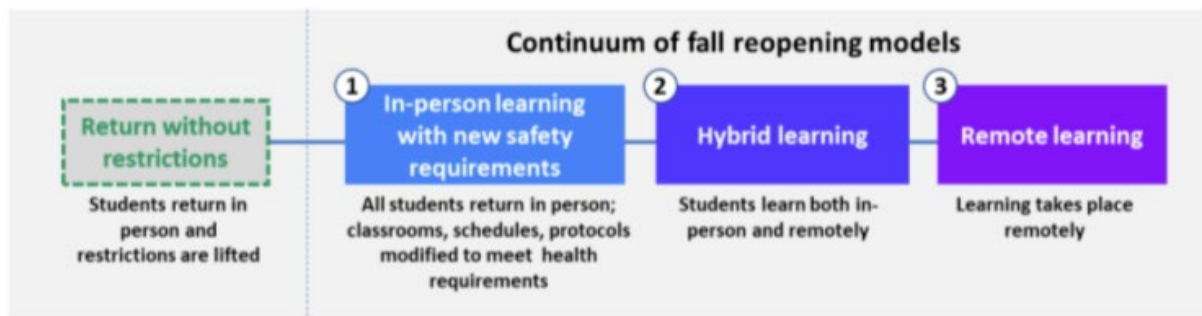
A. Executive Summary

Background and Context

On June 25, 2020, the Massachusetts Department of Elementary and Secondary Education (DESE) required school districts to submit a Preliminary Reopening plan Summary that outlines three plans for the reopening of school:

- A plan for in-person instruction inclusive of new safety requirements
- A hybrid model of in-person and remote learning
- A plan for fully remote instruction

The DESE reopening approach is built on a thorough review of current medical and scientific literature and was developed after extensive consultation with medical professionals from Massachusetts General Hospital, the Massachusetts COVID-19 Command Center's Medical Advisory Board, and others. Based on the current public health data and COVID-19 trends in Massachusetts, the medical community supports the return of Massachusetts students to in-person learning, with appropriate health and safety guidelines in place.



DESE has directed districts submit their reopening plans through a two-step process:

Step 1: *Preliminary Reopening Plan Summary* - Step 1 is divided into 2 Parts. By **July 31, 2020**, districts must complete and submit a preliminary reopening plan summary to DESE. Districts will fill out an online form that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about our districts' reopening model and any additional considerations.

- *Part I asks for the district's key findings from the district's feasibility study on in-person learning, and the district's preliminary thinking about which of the three reopening models it may use to open the school year this fall.*

Step 2: *Expectations for Final District Reopening Plans* - This document was reviewed with the Winthrop School Committee on August 3, 2020 and the final reopening model was voted. Necessary policies will be developed and voted upon by the School Committee prior to the 2020-2021 school opening. On August 14th, districts must finalize their comprehensive plan

documents, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July and early August.

- Part II asks the district to provide a brief description of each of the three reopening models districts have been asked to develop: 1) in-person learning with new safety requirements, 2) hybrid learning, and 3) remote learning. Each model must include support for High Needs students.

The initial Guidance from the Department of Elementary and Secondary Education (DESE) lists the requirement for student desks to be all facing in the same direction and to be 6 feet apart whenever possible with a minimum of 3 feet apart. Three feet apart would always require students and staff to wear face masks in the classroom setting.

The Winthrop Public Schools created a Return to School Task Force to engage in a thorough planning process of reviewing data and assessing our ability to implement all the guidance provided by the DESE for a safe return to school. The district administered a survey to parents and staff in June to gather feedback on the implementation of remote learning. The district Leadership team analyzed the data, which was used to help inform this document. In July, WPS staff members completed a survey indicating their comfort level in returning to school.

In addition, school administrators meet with subcommittees of the Return to School Task Force inclusive of teachers, community members, the Winthrop Teachers Union and Town departments on a weekly basis and will continue this process throughout the summer. All data was analyzed and informs the additional planning required to return to school safely. We will also continue to seek feedback on this proposed plan and expect additional revision to address students, families, and staff needs.

This document outlines our plan which is embedded with the required protocols and procedures provided by DESE. We prioritized the following guiding principles in the development of this plan:

- **Health, Safety, and Wellbeing.** The safety of our students and staff is our top priority.
- **Equity.** A commitment to ensuring all students experience success through equity and access.
- **High Quality Teaching and Learning.** Provide for excellence in teaching and learning with high quality instruction.

The health, safety, and well-being of our students and staff is our top priority. The State recently issued guidelines requiring students and staff to maintain social distances of three to six feet, to wear facemasks (grades 2-12), and to organize students at all levels by cohorts, whenever possible, to minimize interaction. **The Winthrop School Committee, after consulting with the local Board of Health, Town officials and the Winthrop Teachers Association, has voted on returning using the Hybrid Model and has voted to conduct in-person learning with a standard of six (6) feet of social distancing and mandatory**

wearing of face-masks/covering in grades Pre-K-12. Exceptions to face covering will be followed on a case by case basis as indicated in DESE Guidance. We understand that the above decision exceeds the DESE minimum guidance however we believe it is in the best interest of the health and safety of our students, staff, and community as we transition back to school in Phase 1.

Based on the above determination and the results of our thorough feasibility study, we will not be able to return 100% of our student population safely in Phase 1 of reopening.

- A. *In-Person Learning w/safety requirements* - *Simply not possible without using a minimum of 3-foot distancing between students and requiring masks Prek-12. In addition, the need to stagger lunch, start and end and passing times would lessen the time on learning required hours to below the minimum.*
- B. *Hybrid learning w/safety requirements* - *This model is possible using the 6 foot distancing guidelines and meets all safety requirements including mask wearing for students in PreK-12. This model allows for all of our high need populations of students to return to school in-person 4 to 4.5 days per week, while also allowing half the student population from each school to return to in-person learning on a rotating hybrid schedule. This model also includes a Full Remote learning option for students who are unable to return in the hybrid model due to a variety of reasons.*
- C. *Full Remote learning requirements* - *This plan has new expectations and will be put in place for students who are unable to return in the hybrid model due to a variety of reasons or if the district must return to a full school remote learning model.*

To determine the feasibility of conducting school under each of the three scenarios, DESE required districts to assess the facilities, safety, scheduling, and instruction for each of the three plans. Although DESE has released guidance documents to support the planning of multiple components of the school day, it is important to note that the guidance is subject to change based on medical and scientific developments. We understand that throughout the year depending on guidance from DESE as well as the Department of Health that all three models may be used, and that we may need to alternate between models. To open the 2020-2021 school year Winthrop Public Schools will implement a **Hybrid Learning Model** based on the findings of the Return to School Task Force.

Since the initial close of school in March, the Winthrop Public Schools have made a significant number of investments to prepare for the beginning of the school year.

- After consulting with the local Board of Health, we are exceeding the State's public health and safety expectations. Whenever possible, all students and staff will practice six (6) feet of social distancing and wear facemasks in grades PreK-12.
- Classrooms have been configured to a minimum 6-foot distancing layout

- The district budget ensured continued staffing levels and is planning for additional nursing and custodial staffing.
- School nursing staff have been actively engaged in planning and protocol reviews to be prepared to train and inform our staff and families on health care and health related safety planning
- The district has procured a full complement of PPE/safety supplies including masks and gloves. Additionally, supplies of clear masks, face shields, gowns, approved cleaning supplies, and hand sanitizer for each classroom and high traffic areas have been ordered.
- All sinks have been equipped with soap and paper towels. Plexiglass barriers for the front office staff have been installed.
- The district has created schedules to de-densify common areas - drop off, pick up, hallways, cafeteria, etc.
- The district has also committed to increasing technology access. The district has ordered over 500 new Chromebooks/devices for classrooms to allow for student assigned devices in classrooms as well as an increased availability for devices to lend to families in need.
- All air filters are being replaced in all schools and rooftop units will be inspected prior to the opening. If any repairs are needed, they will be completed prior to the opening of school.
- Teachers are participating in summer/and or start of the year training to address the new instructional methods related to a more robust remote learning experience during the remote learning days of the Hybrid Model and to review all the new protocols and practices required by DESE, related to safety and health prior to school opening for students
- Cafeterias and all other mealtime spaces have been configured with a minimum of 6-foot distancing.
- Cleaning protocols and sanitization schedules have been developed and custodial staff are being trained on the implementation and practices required to daily sanitize our schools.
- The district has purchased (4) EPA approved Electrostatic Sanitizing Machines for deep cleaning sessions.
- Additional materials, supplies, and furniture have been purchased for classrooms.
- Addition of additional nursing and custodial staff at each school building
- Addition of Human Resource Management staff to provide service and expertise related to all COVID-19 related human resource matters during the 2020-2021 school year.

We hoped our return-to-school date for students would begin on September 2, 2020; however, the DESE has entered into an agreement with the state teachers unions and has agreed to reduce the school day requirement from 180 to 170 days for students to allow Massachusetts educators to participate in additional back-to-school planning and

preparations. The School Committee approves any modifications to the school calendar, after the first submission to the DESE, the School Committee met to review the plans and calendar on August 3rd. The recommendation to the School Committee was for a start date of August 31, 2020 for staff and September 16, 2020 for students. The School Committee approved calendar will be posted to the WPS website as soon as possible.

B. Letter from the Superintendent

Dear Winthrop Public School Community,

It is with pleasure and pride that I share the Winthrop Public Schools Reopening Schools Plan with you. I want to acknowledge the extraordinary efforts and countless hours of time that have gone into the development of this plan by multiple members of our school staff and community members who have generously offered to participate in this complex and challenging process. The dedication, problem solving, creative thinking, reliance on data, acknowledgement of equitable practice and willingness to be open to all of the possibilities during this time of uncertainty and changing information, has been nothing short of amazing. While we are all feeling a range of emotions from fear and worry to hope and excitement, we have developed a plan that we believe (1) allows us to begin the process of a safe return to in person school for students and staff (2) is driven by the strong recommendations from state officials and the most well respected and renowned health and infectious disease specialists in the state and the country (3) meets and in many areas exceeds the health and safety regulations and guidance related to PPE, mask wearing, social distancing, hand washing and hygiene and cleaning and sanitizing and protocols. The metrics in Massachusetts show that the transmission of the virus is currently in the low range and we will continue to use these metrics, as well as anticipated metrics coming from the State to determine if and when it is time to adjust our plan and return all staff and students to a full in-person model or in the event of a surge, to a model of remote learning for all students.

As you review this comprehensive plan you will see that it is lengthy yet thorough as it addresses the multiple complex factors that must be considered when making decisions of this magnitude. It is my hope that providing this level of detail we will successfully allay some of the fears and hesitations that our families and staff have related to returning to school and the process of teaching and learning. There is no doubt that there will be questions and anxiety as we transition and our Return to School Task Force will remain open to discussion and continue to flexibly think and adjust practice along the way.

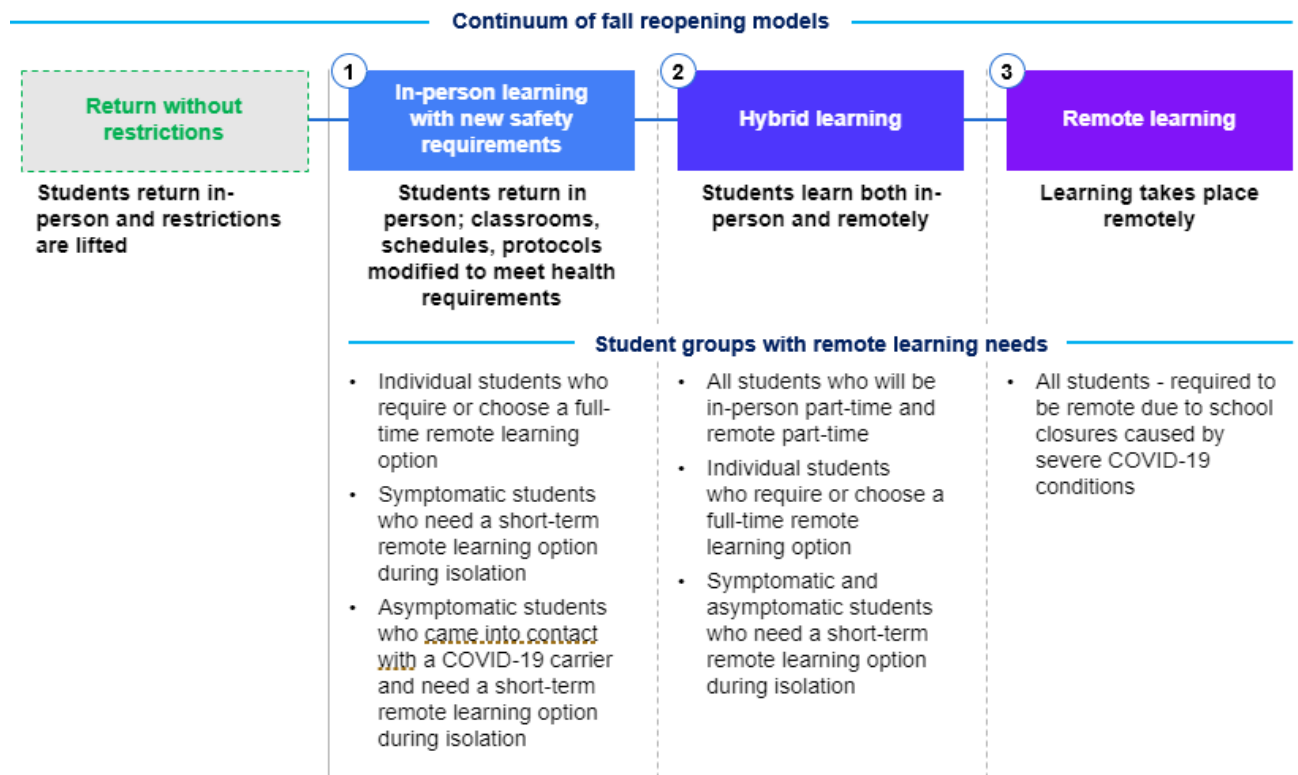
We believe it is critical to continue to work together and approach the return to school as partners in the process. It is imperative that we all follow the articulated guidelines and protocols embedded in this plan to allow the best chance to eventually return to full in-person teaching and learning and mitigate the chances of any unnecessary interruptions or setbacks. The 2020-2021 school year will look different and there will be challenges along the way, however it offers new opportunities to rethink education and implement new practices that will forever change the history of teaching and learning.

Sincerely,



Superintendent of Schools

Aspects of All Learning Models Considered



C. Full In-person Learning Model

In the “Full In-person Learning Model” all students would receive in person instruction full-time in a school environment that has been appropriately modified to address the health and safety requirements issued by DESE. This model could be implemented in the Winthrop Public Schools, in terms of our physical learning space capacity and if the district were to endorse the 3 foot distancing guidelines as well as establishing a mandatory mask wearing policy for students in grades PreK through grade 1 (students without masks must be kept 6 feet apart).

It should be understood that with this model there would be a significant impact on time and learning requirements given the need to implement multiple start and end times, staggered hallway/passing times, lunch room schedules and lunch space designations, multiple recess schedules, multiple daily mask break schedules and hand washing routines and schedules. Additionally there would be a need to significantly increase staffing to accommodate the following; monitoring and management of students in environments that will require 6 foot distancing (e.g. lunch, recess, arrival, dismissal, bathroom monitoring), implementation of multiple consistent cleaning schedules and the provision of adequate health services for staff and students as required by DESE. Due to the afore mentioned concerns, this is not the recommended model to begin the 2020 – 2021 school year.

D. Hybrid Learning Model

H1 - Hybrid of In-Person and Remote Learning

H2 - Remote Learning Academy (for students who are immunocompromised, other extenuating circumstances and are unable to participate in in-person/Hybrid Model).

H1 — Hybrid Learning Model (in-person and remote learning)

The “Hybrid Learning Model” is a combination of remote and in-person learning. Our focus will continue to be on the standards. This model will consist of both synchronous and asynchronous lessons. We will assess students upon return and will continue to develop opportunities to address any curricular gaps. There are many additional details that are either under development or noted elsewhere in this document and final details will be communicated upon completion of the individual school plans.

- The PK-12 student population will be divided into two cohorts: **Blue Cohort** and **Gold Cohort**.
- **Blue Cohort** will include 50% of students who will learn remotely through synchronous and asynchronous experiences who will attend school in-person on Mondays and Tuesdays and will learn as a remote cohort on Wednesday, Thursday, and Friday. **Gold Cohort** will include the other 50% of the PK-12 student population who will attend school in-person 2 days per week on Thursdays and Fridays and will learn as a remote cohort on Monday, Tuesday, and Wednesday.
- Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). Whether you are at home learning remotely or your cohort is in-person at school you will be learning the same materials at each grade level or in each subject area.
- Initial survey results suggest that families have a desire to have siblings be on the same schedule for in-person and remote learning with a hybrid learning model. We will make every effort to keep siblings on the same schedule.

In the Hybrid Model students will spend two days per week of in person learning and 3 days per week in the remote learning environment at home. This remote learning aspect of the hybrid plan will be primarily asynchronous work that has been pre-planned by the student’s primary teacher and or grade level, subject area teachers. The Hybrid Remote teaching and learning experience will be much more prescribed than the model you experienced last spring. Classes will be scheduled for times throughout the day, attendance will be mandatory, and assignments will need to be completed and handed in via electronic platforms or through Google Classroom by the end of the class period or day. More specifics will be provided from your child’s school and their individual school plan. Time on learning requirements must be met and are defined as “time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects.’ In addition to classroom time where both teachers and students are present,

structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.” All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs, and we have been encouraged to incorporate learning time activities that are both computer-based and non-computer-based.

Accessibility, Accountability and Engagement in the Hybrid Model

Accessibility:

School work, lessons, lectures, materials, notes, etc. will be stored digitally using a Learning Management System (LMS). Google Classroom will be used for all schools, teachers, students, and families. Schoology and other platforms that have been successfully implemented at each school will also continue to be utilized.

Slight changes will be made to the structure of these learning management systems. For example, all teachers both general and special education, will have their own Google Classroom which consists of the students enrolled in that class (as opposed to an entire grade sharing a classroom as some primary grades had previously done). Specialist teachers will also have Google classroom’s specific to their content. Specialist teachers may have one Classroom per grade level.

Parents/Guardians will be given access to all materials through the learning management system. Appropriate access codes and login information will be sent home so that families will have access to check student progress or troubleshoot issues.

Accountability:

Students will be expected to follow a structured, daily schedule when engaging in remote learning. This schedule will mirror the normal school schedule to the greatest extent possible. Following the in-person school schedule ensures students are engaged in all subject areas each day.

Students will be held accountable for their participation and “attendance” during remote learning days. To accomplish this, students will be required to log in each day for morning check-in or morning connection and be present during lessons that offer the opportunity to livestream into a class or to be engaged in a live zoom.

For lessons that do not have a livestream component, student participation will be monitored through the completion of work assigned for the given course or content. Each class/subject will have accountability assignments for students to complete (as appropriate for the grade level) and within a specified period of time.

These assignments do not necessarily need to assess whether a student mastered the objective, skill, or standards for the lesson, but rather whether they meaningfully engaged in the lesson. Exit tickets, journal prompts, practice problems, or questions would all be acceptable to meet this goal.

Assignments will be submitted in several different ways depending on the developmental ability of the student. Due dates (including specific times of the day) can be set on Google Classroom and Schoology.

H2 - Full Remote Learning: (for students who are immunocompromised or other extenuating circumstances and are unable to participate in in-person/Hybrid Model or who elect a fully remote model)

Results from our most recent survey indicate that **approximately 22% of families prefer full remote learning in the fall**, given what we know today about COVID-19. These respondents shared concerns about the health of their child or family members in high-risk categories.

After reviewing all options recommended by the Department of Elementary and Secondary Education (DESE) we have determined that as a District we have the capability to choose one of the two partners who submitted their asynchronous platforms for review as a Learning Management System aligned with the state curriculum frameworks and populated with a full suite of grade K-12 courses. With their results we were encouraged to review all of the information and determine what will best meet the needs of our students and families. We have determined that should you choose this option for your child(ren):

Your child will participate using the Florida Virtual School: K-12 (please view the website for additional information but please be aware that should you choose this option your child(ren) will be signed up through the WPS and not through FLVS directly).

FLVS develops its own rigorous, curriculum, aligned with the Massachusetts State Standards with the following features in the CORE academic areas:

- Interactive Lessons and Modules
- Videos
- Written Lessons
- Assessments, Quizzes, and Exams

E. WPS Full Remote Learning Model: (If the state or district were to be fully closed due to a COVID-19 impact).

Full Remote learning may be necessary for all students in the case of changing COVID-19 conditions that require a shift to full remote learning as determined by local and state leaders. The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community. Equity needs to be a top consideration in local planning efforts and maintaining connections between school staff, students, and families is paramount, particularly for the most vulnerable members of our school communities.

In the event we are to go to full remote learning, the expectation is that all Winthrop Public School staff will continue to report to the district, if safe to do so, and deliver the full remote schedule to students live, from their classrooms.

Our Remote learning plan will include the following requirements per DESE regulations: (1) Specific school based procedures, listed in the individual school plans, for all students to participate in remote learning, use of our student information system, Google documents and the multitude of online platforms used at each grade level for tracking attendance and participation; (2) Continuous use of professional development time for educators to assure that academics are aligned to the state standards and that student assessment is informing instruction; (3) Grades and or Standards based reports will be completed for all students' remote academic work; and (4) each building will have their own coordinated plans for teachers and administrators to regularly communicate with students' parents and guardians.

Special Student Populations Across All Models of Learning (Special Education/ELL/Economically Disadvantaged/Homeless)

Winthrop Public Schools is committed to providing a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In accordance with DESE guidance, <http://www.doe.mass.edu/covid19/> students with disabilities, and those with significant and complex needs, will be prioritized for receiving in-person instruction during the 2020-2021 school year. These students will receive as much in-person instruction as is feasible within the health and safety parameters in effect at the time. While the Winthrop Public Schools is operating in a hybrid or remote model, educators and administrators will make every effort to continue to provide up to full-time in-person instruction to such students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they will receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.). An Instruction and Services model includes tracking attendance and participation, remote learning aligned to state standards, the grading of

student work, and two-way communication with parents and caregivers. IEP and 504 meetings will be conducted virtually until further notice.

When school resumes to full in-person, with health and safety requirements in place, general education, special education, and English language education staff members will collaborate in order to determine the unique modifications that will be necessary to ensure the least restrictive environment (LRE) is in place for students with disabilities. This will require careful planning and scheduling and the planning will be approved by the PPS Director and building Principal.

Considerations for Special Populations - Hybrid Learning

When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities will be prioritized. Students with disabilities and students with significant and complex needs will be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, Winthrop Public Schools will make every effort to schedule small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities may also be included to ensure inclusionary services.

Learning and services provided remotely via a hybrid learning model will follow the guidance provided in the section on Remote Learning. Similarly, learning and services provided in-person will follow guidance provided in the section on full time In-person Learning while meeting the current health and safety requirements.

Considerations for Special Populations - In- Person Learning

Training for educators will be provided to those who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately wearing and disposable gowns, face shields, masks, goggles etc.

Winthrop Public Schools will partner with parents to support a smooth transition to re-opening of school, given the introduction of the new physical distancing protocols and schedules. It is particularly important that educators work closely with parents of children who have trouble with changes in routine (for example, students with autism) or children who experience anxiety with such changes.

Considerations for Special Populations - Remote Learning

For school year 2020-2021, instruction and services will include the following components:

- A regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously or asynchronously.
- Structured learning time designed so that the student can access state standards.

- Frequent interactions with teachers and other staff members to ensure participation.
- The consistent schedule of classes, interventions, services, and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. Students may also be provided with asynchronous pre-recorded videos of lessons to follow at home.
- For students receiving the majority of their daily instruction through special education, teachers and therapists may assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or service provider.

Preschool

Winthrop Public Schools will work with families to ensure family engagement strategies are in place, especially for families and children who are new to our preschool program. For example, protocols and [social stories](#) that help children learn social distance guidelines with families can be helpful and will be provided to families and staff.

Phases of Implementation

Until such time as we can fully return to school in-person, the Winthrop Public Schools plans to implement a **Hybrid Learning Model**. After weighing all aspects of various models of learning, it has become evident that the Hybrid Model in this document best meets the needs of the Winthrop school community. Families will be asked to select from the following options:

1. **Hybrid Model** of Learning (alternating in-person/remote schedule - or
2. Alternative **Remote Learning** platform

Once a student is assigned to a model, they should plan to remain in that model until December of 2020 at which time they can elect to stay using the alternative platform or move to the WPS Hybrid Model (or until such time that we return to pre-COVID-19 conditions). Note: In either scenario, students who have an IEP or a 504 plan or ELL services will receive their required services. These services will take place either remotely or in-person, depending on individual circumstances. Students identified as “**High Needs**” will be attending school on all in-person days and in-person ½ days on Wednesdays.

Initial Opening Schedule

- **Phase I: August 31-September 15 - Professional Development and Training;** this time will allow all staff to effectively plan for the implementation of our Hybrid Model including all training and support with the implementation of health and safety protocols and teaching and learning.

- **Phase II: September 16, 17, 18 - Relationships, Routines, and Resilience;** during this time, we will begin to support the return to instruction by establishing routines for learning, distributing materials and reconnecting with students. Details will be provided to families by the Principal prior to the start of the school year.
- **Phase III: September 21: Full Implementation of the Hybrid Schedule;** on this date, we will launch the full implementation of the Hybrid Learning Model for all students.

F. Out-of-School Time Plan

- The district will continue to provide additional supports, instruction, or services provided all the necessary health and safety regulations can be met. This will tentatively include (a) before and after school programming, through the 21st Century Learning Program, and (b) on the weekends, possible grant related Saturday morning programming and vacation academies to target identified learning gaps.

G. Student Supports and Professional Learning

(a) The safety, wellness and social emotional support of our faculty, students and staff is at the heart of all the work and planning currently being done. All students and staff will have access to school counselors and adjustment counselors as necessary, students will also have social emotional programming scheduled into their daily assignments throughout their return to school in the Hybrid Model.

(b) Planning and Instruction: Each school, as well as the District, has a Reopening Task Force. One of the subcommittees on this task force is Teaching and Learning. These teams have been working diligently over the summer to influence the plans for in-person, hybrid/remote and remote learning. They are focusing on Curriculum and Instruction with the delivery and design in mind. We will continue to evaluate all students and will focus on a return to the 2017 State Standards.

c) Assessment: Upon return, all students in grade K - 8 will be assessed in both ELA and Mathematics. K and 1 will be assessed using the DIBELS assessment as well as through teacher created materials. Grades 2 - 8 will be assessed using the Renaissance STAR assessment in both ELA and Math. Many will also be assessed using teacher created materials at each grade level.

(d) Intervention: Each school will be attempting their own level of intervention as the schedules allow, however we will also be running some Saturday morning small group intervention programs for students identified as in need based on both the assessments and teacher recommendation. Later in the year we will

also run some vacation academies during the breaks to target select groups with intervention strategies.

(e) A school calendar with the new start date and professional development days can be found on our website at www.winthrop.k12.ma.us

H. School Plans for the Hybrid and the Full Remote Learning Option

The Hybrid Model - How Will It Work?

School districts throughout the Commonwealth are considering different schedules for hybrid learning. In the hybrid model, cohorts of students alternate between in-person and remote learning and they are grouped into smaller cohorts attending school (1) on a week on/week off schedule (2) for 2-3 days per week in person and learning remotely on the days they are not in school or (3) half day/half day where students split the day. While there are pros and cons to each of these options, **we are proposing Option 2 where students in grades PreK-12 attend school 2 days per week and learn remotely for the remaining three days.** All students will be divided into either Cohort Blue or Cohort Gold. We will prioritize placing families in the same cohort on the same schedule unless otherwise requested. Students designated in a category of “High Needs” will attend school 4 to 4.5 days per week.

Hybrid Model Specifics:

1. All students will learn remotely on Wednesdays, except for some of our high need population. This will allow for educators to collaborate and plan both in person and remote lessons for the week in a more robust manner and will also allow for a full cleaning in-between each cohort. Staff will remain in the schools on Wednesdays. Professional development days will be moved from Thursdays to Wednesdays to have less impact to in person instruction.
2. Students in grades K-12 will be grouped into two groups, the Blue Cohort or the Gold Cohort and will be assigned to attend school in-person on a Monday/Tuesday or Thursday/Friday schedule. The two cohorts at the elementary level will be split alphabetically (A-L, M-Z or other) and attention will be given to balancing classes with gender, ability, special services, and keeping siblings in the same Cohort when possible. Middle and High School students will be divided by splitting the alphabet as noted above and with a focus on keeping siblings in the same cohort if possible. Families will be provided with information about their student’s Cohort placement and teacher assignments will be sent out on or before August 24th.
3. Daily class sizes in this model will average 10 to 13 students. At the elementary level, students will remain in a cohort with a teacher and remain together for the day. To limit the mixing and movement of the students,

- specialist and interventionist teachers may provide services in the classrooms or in larger spaces when social distancing is possible.
4. Remote learning in this model will provide greater structure than was provided in the spring. Teachers will provide instruction either through the flipped classroom (where teachers provide students with pre-recorded focus lessons and all necessary materials to complete work independently) or live streaming (teacher teaches the lesson and students at home can view the lesson) of classroom instruction in real time. There will also be an expectation that students work independently on assignments that follow up on their in-person learning days. Clear expectations for students and educators will be issued including adhering to the school schedule, attendance, proper etiquette when learning online and grading of assignments.
 5. Every student will have access to borrowing a school device. Unlike the spring, families **will not** be expected to share devices between multiple children in one household. The district will provide more information about how devices will be requested and issued prior to the beginning of the school year.
 6. Some students in the substantially separate special education programs will attend 4-4.5 days per week with some aspects of remote learning on Wednesdays.
 7. **Safety is our number one priority!** As you read this plan, the care and attention that has gone into ensuring the safety of our staff and students whether coming back in a hybrid or, eventually to a full in-person model is evident and reflected in the protocols that will be implemented. The guidance from the Center for Disease Control and the World Health Organization, all guidance from the Department of Elementary and Secondary Education (DESE) and the Winthrop Board of Health recommendations have all been considered in the designing of the plan. We are 100% committed to meeting or **exceeding** the safety guidelines and creating the best conditions for bringing students and staff back to school.

Remote Portion of Learning in the Hybrid Model

Based on the remote learning survey data collected this summer and our own learning experiences of building a remote learning plan for the first time, we believe that we can significantly improve the remote learning experience if it is to be reinstituted during the 2020-2021 school year. We received great feedback from our families and staff with suggestions on how to provide a more robust remote option for our students. A subcommittee of the task force members and our technology staff have been working with the Executive Director of Curriculum, Instruction, and Accountability Lori Gallivan, to outline our plan for remote learning.

1. *Remote Learning in the Hybrid Model*

Students will attend in-person school for two days per week and will be learning from home three days per week. The goal of remote learning will be to create a

structure that is ***accessible, accountable, and engaging*** for students so that the curriculum can move forward, even from a remote setting. To meet this objective, the following practices will be put into place:

In the Hybrid Model students will spend two days per week of in person learning and 3 days per week in the remote learning environment at home. This remote learning aspect of the hybrid plan will be primarily asynchronous work that has been pre-planned by the student's primary teacher and or grade level, subject area teachers. The Hybrid Remote teaching and learning experience will be much more prescribed than the model you experienced last spring. Classes will be scheduled for times throughout the day, attendance will be mandatory, and assignments will need to be completed and handed in via electronic platforms or through Google Classroom by the end of the class period or day. More specifics will be provided from your child's school and their individual school plan. Time on learning requirements must be met and are defined as "time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the 'core subjects' and 'other subjects.' In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments." All the activities listed in this definition may be incorporated in or adapted to hybrid and remote learning programs, and we have been encouraged to incorporate learning time activities that are both computer-based and non-computer-based.

2. ***Full Remote Learning (students who will not attend the offered Hybrid Model)***

This is for students with medical conditions that are not able to return to school with a note from their physician or students whose parents do not feel comfortable sending their child to school. Our plan is to provide an Alternative Remote learning option. Students who participate in this model will not attend in-person learning and will be fully remote M-F.

Students who will require or request the full remote learning program must complete the Student Learning Selection document by August 14, 2020 or they will be placed in the Hybrid Model.

Sample Schedules: *Note: Schedules are subject to change prior to the opening of schools*

Sample Schedule- Hybrid Return

Gorman Fort Banks - Early Elementary

Kindergarten		First Grade		Second Grade	
Kindergarten Student Hours: 8:30-12:20		First Grade Student Hours: 7:30-12:50		Second Grade Student Hours: 8:00-1:20	
8:30- 8:40	Morning Circle	7:30-7:45	Morning Meeting	8:00-8:15	Morning Meeting
8:40-9:00	SEL	7:45- 8:10	SEL	8:15-8:40	SEL
9:00-10:00	ELA/ Reading	8:10- 9:30	Math	8:40-9:55	ELA/ Reading
10:00- 10:15	Snack	9:30-9:45	Snack	9:55-10:10	Snack
10:15-11:15	Math	9:45-11:00	ELA/ Reading	10:10-11:30	Math
11:15-11:30	Snack	11:00-11:35	Lunch/ Movement	11:30-11:50	Science/ Social Studies
11:30-11:50	Writing	11:35-12:20	Writing	11:50-12:25	Lunch/ Movement
11:50-12:10	Science/ Social Studies	12:20-12:40	Science/ Social Studies	12:25-1:10	Writing
12:10- 12:20	Pack up/ Dismissal	12:40- 12:50	Pack up/ Dismissal	1:10-1:20	Pack up/ Dismissal
12:50-1:40	Special	1:20-2:10	Special	1:50-2:40	Special
Time on Learning: 4.15 hrs.		Time on Learning: 5.16 hrs.		Time on Learning: 5.16 hrs.	

Sample Schedule- Full Remote Return

Gorman Fort Banks - Early Elementary

Kindergarten		First Grade		Second Grade	
Kindergarten Student Hours: 8:00-1:35		First Grade Student Hours: 7:45-1:50		Second Grade Student Hours: 8:15-2:20	
8:00- 8:20	Morning Circle	7:45-8:05	Morning Meeting	8:15-8:35	Morning Meeting
8:20-8:50	SEL	8:05-8:35	SEL	8:35-9:05	SEL
8:50- 8:55	Movement Break	8:35-9:15	Math	9:05-10:20	ELA/ Reading
8:55-10:00	ELA/ Reading	9:15-9:30	Snack	10:20-10:35	Snack
10:00- 10:15	Snack	9:30-10:10	Math	10:35-11:55	Math
10:15-11:15	Math	10:10-11:25	ELA/ Reading	11:55-12:25	Lunch/ Movement
11:15- 11:45	Writing	11:25-11:55	Lunch/ Movement	12:25-12:55	Science/ Social Studies
11:45-12:15	Lunch and Movement	11:55-12:30	Writing	12:55- 1:30	Writing
12:15-12:45	Science/ Social Studies	12:30-1:00	Science/ Social Studies	1:30-2:20	Special
12:45- 1:35	Special	1:00-1:50	Special		
Time on Learning: 4.75 hrs.		Time on Learning: 5.33 hrs.		Time on Learning: 5.33 hrs.	

* Wednesdays will be a ½ Day for all students. Schedules will be sent out base on the individual school schedules.

Draft Schedule- Hybrid Return

ATC - Upper Elementary

3rd Grade	Subject	4th Grade	Subject	5th Grade	Subject
8:25 - 8:35	Morning Mes- sage (10)	8:25 - 8:35	Morning Mes- sage (10)	8:25 - 8:35	Morning Mes- sage (10)
8:35 - 10:05	Math (90)	8:35 - 10:05	ELA	8:35 - 10:05	Math (90)
10:05- 10:20	Break	10:05- 10:35	Science (30)	10:05 - 10:15	Break
10:20 - 11:30	ELA (70)	10:35 - 10:50	Break	10:15 - 10:45	Science (30)
11:30 - 12:10	Lunch/Recess	10:50 - 11:20	Social Studies (30)	10:45 - 11:25	Lunch/Recess
12:10 - 12:30	ELA (20)	11:20 - 12:15	Math (55)	11:25 - 12:55	ELA (90)
12:30 - 1:00	Soc. Studies (30)	12:15 - 12:55	Lunch/Recess	12:55 - 1:10	Break
1:00 - 1:30	Science (30)	12:55 - 1:30	Math (35)	1:10- 1:40	Social Studies (30)
1:30 - 1:40	Break	1:30 - 1:40 -	Break	1:40 - 1:55	SEL
1:40 - 1:55	SEL (15)	1:40 - 1:55	SEL (15)	2:30 - 3:15 (At Home)	Special (45)
2:30 - 3:15 (At Home)	Specials (45) (At Home)	2:30 - 3:15	Special (45) (At Home)		

*Wednesday would be a remote learning day for students.

Lunch/Recess Times

- 3rd Grade 11:30 - 12:10
- 4th Grade 12:15 - 12:55
- 5th Grade 10:45 - 11:25

Student Dismissal Times

- 1:55 and specials at home.
- Using different entrance and egress doors will allow us to meet social distancing and cohort guidelines.

Sample Schedule - Full Remote Learning

Arthur T. Cummings Upper Elementary School

3rd Grade (A)	Subject	3rd Grade (B)	Subject	4th Grade (A)	Subject	4th Grade (B)	Subject
8:25 - 8:35	Morning Message	8:25 - 8:35	Morning Message	8:25 - 8:35	Morning Message	8:25 - 8:35	Morning Message
8:35 - 10:05	Math (90)	8:35 - 10:05	Math (90)	8:35 - 10:05	ELA	8:35 - 10:05	ELA
10:05 - 10:20	Break	10:05 - 10:20	Break	10:05 - 10:20	Break	10:05 - 10:20	Break
10:20 - 11:50	ELA (90)	10:20 - 11:50	ELA (90)	10:20 - 10:45	Math	10:20 - 11:30	Math (70)
11:50 - 12:30	Lunch/Recess	11:50 - 12:30	Lunch/Recess	10:45- 11:30	Specials/SEL (M)	11:30 - 12:15	Specials/SEL (M)
12:30 - 12:55	Social Studies	12:30 - 1:05	Science	11:30- 12:35	Math	12:15 - 12:55	Lunch
12:55 - 1:40	Specials/SEL (M)	1:05 - 1:40	Social Studies	12:35 - 1:15	Lunch/recess	12:55- 1:15	Math (20)
1:40 - 1:50	Social Studies	1:40 - 2:25	Specials/SEL (M)	1:15- 1:50	Science	1:15 - 1:50	Social Studies
1:50 - 2:25	Science			1:50- 2:25	Social Studies	1:50 - 2:25	Science

5th Grade (A)	Subject	5th Grade (B)	Subject	5th Grade (C)	Subject
8:25 - 8:35	Morning Message	8:25 - 8:35	Morning Message	8:25 - 8:35	Morning Message
8:35 - 10:00	ELA	8:35 - 10:00	Math	8:35 - 9:20	Specials/SEL (M)
10:00 - 10:45	Specials/SEL (M)	10:00 - 10:45	Specials/SEL (M)	9:20 - 10:45	Math
10:45 - 11:25	Lunch/Recess	10:45 - 11:25	Lunch/Recess	10:45 - 11:25	Lunch/Recess

WINTHROP PUBLIC SCHOOLS 2020-2021 COMPREHENSIVE REOPENING PLAN

11:25 - 12:55	Math	11:25 - 12:55	ELA	11:25 - 12:55	ELA
12:55 - 1:10	Break	12:55 - 1:10	Break	12:55 - 1:10	Break
1:10 - 1:50	Social Studies	1:10 - 1:45	Science	1:10 - 1:45	Science
1:50 - 2:25	Science	1:45 - 2:25	Social Studies	1:45 - 2:25	Social Studies

* Wednesdays will be a ½ Day for all students. Schedules will be sent out base on the individual school schedules.

* Our remote learning schedule is largely the same as our full in-person and hybrid schedules except for having specials during the day. This will allow the specialists to have live zoom meetings with the classes and for us to transition from one model to the next as needed. Specialists will do SEL lessons on Mondays.

Sample Schedule- Hybrid Return

Winthrop Middle School

6th Grade	Class	7th Grade	Class	8th Grade	Class
8:35-9:30	Core 1	8:35-9:20	Special 1	8:35-9:30	Core 1
9:30-10:25	Core 2	9:20-10:05	Special 2	9:30-10:25	Core 2
10:25-11:20	Core 3	10:05-11:00	Core 1	10:25-11:10	Special 1
11:20-11:42	Lunch	11:00-11:55	Core 2	11:10-11:55	Special 2
11:42-12:37	Core 4	11:55-12:50	Core 3	11:55-12:17	Lunch
12:37-1:22	Special 1	12:50-1:12	Lunch	12:17-1:12	Core 3
1:22-2:07	Special 2	1:12-2:07	Core 4	1:12-2:07	Core 4
2:07-2:55	ICE	2:07-2:55	ICE	2:07-2:55	ICE

*Our hybrid schedule is the same as our full in-person schedule. This would allow us to transition from our hybrid model to a full in-person learning model or remote learning model as needed.

Lunch Times

- 6th Grade 11:20-11:42
- 7th Grade 12:50-1:12
- 8th Grade 11:55-12:17

Sample Schedule - Full Remote Learning

Winthrop Middle School

6th Grade	Class	7th Grade	Class	8th Grade	Class
8:30-9:30	Core 1	8:30-9:20	Special 1	8:30-9:30	Core 1
9:30-10:25	Core 2	9:20-10:05	Special 2	9:30-10:25	Core 2
10:25-11:20	Core 3	10:05-11:00	Core 1	10:25-11:10	Special 1
11:20-11:50	Lunch	11:00-11:55	Core 2	11:10-11:55	Special 2
11:50-12:45	Core 4	11:55-12:50	Core 3	11:55-12:25	Lunch
12:45-1:30	Special 1	12:50-1:20	Lunch	12:25-1:20	Core 3
1:30-2:15	Special 2	1:20-2:15	Core 4	1:20-2:15	Core 4
2:15-2:55	ICE	2:15-2:55	ICE	2:15-2:55	ICE

* Wednesdays will be a ½ Day for all students. Schedules will be sent out based on the individual school schedules.

*Our remote learning schedule is largely the same as our full in-person and hybrid schedules. This would allow us to transition from one model to the next as needed.

Sample Schedule- Hybrid Learning

Winthrop High School: New Schedule (Periods)

TIME	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:55 AM - 8:40 AM	1	2	3	4	5	6	7
8:45 AM - 9:30 AM	2	3	4	5	6	7	1
9:35 AM - 10:20 AM	3	4	5	6	7	1	2
10:25 AM - 11:10 AM	4	5	6	7	1	2	3
11:15 AM - 12:40 PM	5	6	7	1	2	3	4
12:45 PM - 1:30 PM	6	7	1	2	3	4	5
1:35 PM - 2:20 PM	7	1	2	3	4	5	6

Lunch Times

- 1st Lunch: 11:15 AM - 11:38 AM
- 2nd Lunch: 11:46 AM - 12:09 PM
- 3rd Lunch: 12:17 PM - 12:40 PM

*8-minute passing times during lunch to stagger entry and exit

Independent Core Academic Study: 2:10-2:50

Sample Schedule - Full Remote Learning

Winthrop High School: New Schedule (Periods)

TIME	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:55 AM - 8:40 AM	1	2	3	4	5	6	7
8:45 AM - 9:30 AM	2	3	4	5	6	7	1
9:35 AM - 10:20 AM	3	4	5	6	7	1	2
10:25 AM - 11:10 AM	4	5	6	7	1	2	3
11:15 AM - 11:40 PM	*	L	U	N	C	H	*
11:45 AM-12:30 PM	5	6	7	1	2	3	4
12:35 PM - 1:20 PM	6	7	1	2	3	4	5
1:25 PM - 2:10 PM	7	1	2	3	4	5	6

Independent Core Academic Study: 2:10-2:50

- Wednesdays are ½ day for students

Preschool- Gorman Fort Banks School/ Winthrop High School

Sample Preschool Schedule- Hybrid Model

General Education Students

General education students attending Preschool will attend 2 full consecutive days of school per week from 8:15am-1:15pm. Ex. Monday/Tuesday or Thursday/Friday 8:15am to 1:15pm.

High Needs Students

High Needs students will attend 4-4.5 days per week. Hours of programming will be dependent on individual education plans.

There is no Alternative Platform option for Preschool

Sample Preschool Schedule- Full District Remote Model (do to closure)

General Education Students

General education students attending Preschool will be provided with 2 full consecutive remote learning days per week with a schedule of learning from 8:15am-1:15pm. Ex. Monday/Tuesday or Thursday/Friday 8:15am to 1:15pm.

High Needs Students

High Needs students will be provided with remote learning 4-4.5 days per week. Hours of programming will be dependent on individual education plans.

I. Certification of Health and Safety Requirements:

Facilities and Operations

Cleaning and Disinfecting

Our cleaning and disinfecting protocols are based on CDC recommendations. Hard and non-porous materials and surfaces that are indoors, used regularly, and frequently touched will be disinfected daily using EPA approved disinfectants. Additional custodial coverage will be provided at each school exclusively to sanitize and disinfect bathrooms, commons areas, handrails, doorknobs and high touch surfaces throughout the day.

Students will not have access to soft and porous seating anywhere in the school. The bathrooms used by staff and students will be cleaned and disinfected at the beginning, middle and end of every day.

Disinfection wipes and hand soap will be available in all bathrooms. Electrostatic Deep Cleaning will be conducted on a specified schedule and as needed situationally.

Maintenance of Systems

The ventilation systems in each school are fully functioning. During the months of July and August, all school buildings have had the heating/air-condition roof top units serviced by a contracted HVAC company. The units have been greased, belts have been checked and filters have been changed. All the units are equipped with **Minimum Efficiency Reporting Values or MERVs**.

All roof top exhaust fans have been tested and serviced prior to the opening of schools.

To ensure continuity of proper air exchange within all school buildings, the Custodial/Facilities Department will be doing the following checks on a regular basis:

- Regularly clean or replace HVAC system filters at recommended 90 days intervals. There will also be a biweekly monitoring to determine if there is a need to replace any filter more frequently, ensure that filters are installed in the correct orientation relative to airflow, ensure proper sizing are the appropriate filter rack orientation and to monitor and take precautions to minimize air flowing around the filters instead of through them. MERV 13 filters are used to ensure the most efficient system compatible filters are used to ensure the ability to provide adequate air flow to the spaces

- Regularly inspect outdoor air intakes: All the units will be providing 100% outside air, no recirculation. Any unit which is not providing 100% outside air will be adjusted and/or corrected. Regardless of flow required for heating and cooling, the minimum outdoor airflow recommended by ASHRAE will be provided to each space. Regularly inspect building exhaust fans to make sure all are working properly.
- Use less conservative cycle times for the HVAC system: Start the HVAC system earlier in the morning before staff arrive to reduce temperature fluctuations and control humidity levels.
- Professional Air Quality Evaluation to be conducted in August

Hand Washing and Sanitizing

Proper hygiene and handwashing is critical to our safety plan. In classrooms where there are sinks, students will be required to wash their hands throughout the day with direction from educators depending on their developmental age. In any classroom without a sink, hand sanitizers with a solution of more than 70% alcohol will be installed. Additionally, hand sanitizing stations will be installed in the hallways of all schools. Knowing that this is one of the best ways to limit the spread of the virus, we want to provide as many systems as possible to mitigate the spread.

In grades PreK-5, students will have recess throughout the day. Each grade will have recess, but each class will be spread out in multiple locations. Students will be required to wash their hands before and after use of the recess equipment and play structures. The playground structures will be sanitized **every afternoon**.

Students will be asked to bring their own water bottle to school each day. Per the guidelines, drinking fountains will be closed; however, touchless bottle filling stations will remain functional at the middle and high school. Bottled water will be made available to all students when needed.

Health and Safety Protocols and Procedures

Mask Wearing Requirement

Per order of the Commissioner of Education and the Governor of Massachusetts, face masks or coverings (over the nose and the mouth) must be worn by all staff, students, and persons within the buildings during the day. The scientific experts continue to reiterate that wearing masks is the most effective way to prevent the spread of the virus since it contains most of the droplets that are released into the air. This coupled with social distancing is a key component of our safety plan. We also understand that teaching and learning in a mask for an entire school day will not be easy for our educators or our students, so they will be provided with mask breaks as needed. Staff

will also be able to take mask breaks during their lunch and preparation time and when they can maintain more than 6 feet of social distancing.

The Commissioner's Initial Guidance calls for students in grades 2-12 to wear masks while in the building and/or if unable to maintain a social distance of 6 feet or more. Out of an abundance of caution, **we will be requiring that students Prek-12 will wear masks.** Mask breaks will be scheduled multiple times during the day ideally during physical movement breaks outside (weather permitting) or under the supervision of an adult during lunch, recess, physical education or between classes at the Middle and High School. Classes will be permitted to meet outdoors when appropriate which will increase the ability for students to physically distance and allow them to have movement/walking/stretching breaks and mask breaks. Students will also have opportunities for physical movement breaks during their regularly scheduled physical education class but will need to adhere to social distancing limits. Activities that involve physical contact will not be permitted even if students are wearing a mask. If it is not possible for students to be outside during a mask break, students will be in their classroom with sufficient ventilation. We understand that there may be exceptions for medical reasons that will require a doctor's note and we are committed to working with families to support mask wearing of all students. All Staff, and/or individuals present within the school buildings and all school grounds will be required to wear a mask.

Families are expected to provide masks for students that fully cover the nose and mouth and wash reusable masks daily. If a family is unable to provide a mask, they will be provided at school. Extra disposable masks will be available in the event a student forgets their mask. We expect that there will be students with health issues which may make wearing a mask continually throughout the day challenging and we will work with families and students to formulate a plan since wearing a mask is believed to be the most effective way to prevent the spread of the virus. In cases where students refuse to wear their masks, the district will work with the student and their family and, if an arrangement cannot be made to keep others safe, the student will be assigned to remote learning. Our goal is to have a 100% compliance with this mask wearing policy for everyone's safety, but we understand that there may be exceptions for medical reasons that will require a doctor's note. We will ensure that these students unable to wear a mask remain socially distanced from classmates.

Personal Protective Equipment (PPE)

All staff will be provided with a full range of personal protective equipment (PPE) to keep them safe. At a minimum, all staff will be expected to wear a mask for their safety and the safety of others. In addition, a full complement of masks, gloves, gowns, and face shields have been purchased and are available to staff. Training will be provided for all staff by health care professionals in the proper use of PPE before the start of the school year and there will be proper signage posted in all school buildings regarding use of PPE.

The district has installed plexiglass barriers in front of all central office locations and various high traffic offices. Every student in grades PK-5 will learn at specifically designated areas and at their specifically assigned/learning space. Students will remain in these designated spaces the entire in-school learning day except for recess, possibly lunch and during times of relevant needs or services. At the Middle High School, students will sit in assigned seats and be required to maintain that seating arrangement unless authorized to change.

Social/Physical Distancing

The guidance we have received indicates that any effective safety plan to mitigate the transmission of COVID-19 must include the presence of three practices: wearing masks, proper hand washing hygiene and maintaining physical social distancing. None of these practices work effectively in isolation and therefore will all be part of our daily routine. The U.S. federal CDC has recommended maintaining a physical distance of six feet between individuals, the World Health Organization guidance states approximately three feet is acceptable. There is no precise threshold for safety, however, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn. American Academy of Pediatric [guidance](#) indicates “spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic.” Since we are planning to use a hybrid to start the year, students in PK-12 will be at least six feet from other students when sitting at their assigned desk. The reduced class size of a Hybrid model will allow students to fit comfortably into classroom spaces at this distance. Masks must be worn at all times, even when passing in the hallways. Removal of masks will occur during mask breaks and mealtimes when students can be distanced at 6 feet or more.

Signage will be posted throughout the schools reminding students of social distancing and traffic patterns in the hallways and stairwells. With a hybrid model in the fall, the students will have time to learn and practice the new protocols in smaller groups and become very familiar with the new way of attending school. This will position our students well for the eventual return to full in-person learning.

To limit the exposure that students and staff encounter each day, the elementary school students will remain in their classroom with their teacher for instruction, lunch and some specialist classes. Each school will have a plan for staff coverage particularly for mask breaks, lunch and recess and instructional support when students are engaged in in-person school.

DESE guidance encourages middle and high schools to minimize mixing student groups to the extent feasible. In a non-cohort grouping in a hybrid or in-person model because there are more opportunities for student groups to mix, we will implement the

following measures to increase safety precautions: a clear traffic pattern in hallways and one way stairways and designated entry and exit doors in the classrooms.

Access to lockers, at least initially, will not be allowed. The school schedule will be altered to include additional passing, and staggered passing times to allow for more social/physical distance in the hallways. Additional supervision will be provided to ensure safe and distanced passing throughout the school.

All students and staff must wear masks in all common areas including when passing in the hallways. Students and staff must strictly follow the traffic patterns with hallways and stairways again marked to ensure distance.

Visitors to the Building

Until further notice, there will be no visitors allowed in the buildings. ***Per the July 22, 2020 DESE guidelines, “No outside visitors and volunteers are recommended, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.”*** all persons in the schools or on school grounds are always required to wear a mask. Meetings will be virtual unless otherwise arranged for an extenuating circumstance during which time all safety protocols must be followed. Masks must be worn by all persons, always, when on school grounds. Proper handwashing and social distancing procedures must be followed.

Drop Off and Pick up Procedures

Drop off and pick up procedures are being developed and may include specific grades entering and leaving the building through different assigned doors to allow for social distancing. Principals will be providing further information prior to the start of school.

Please be aware that drop off and pick up time may be staggered within schools. Due to the need for social distancing and appropriate supervision arrival and dismissal protocols for students are school building specific. Principals will communicate each school's procedure prior to the start of school.

DESE provided guidance to ensure the safety of all students and staff during transportation. Winthrop has a limited number of students who are eligible for transportation service, however the DESE guidance will be strictly adhered to.

Buses can run at $\frac{1}{3}$ capacity

All students must wear masks on the bus

Every student will be assigned a specific seat

Only one student per seat unless seated with siblings

Eligible parents will be notified of their right to transportation (students who live beyond 2 miles from the school they are assigned to)

Bus route and assignments announced by **August 31st.**

Buses will be sanitized between routes with antiviral spray.
Drivers and monitors will be trained according to the guidelines

Breakfast and Lunch Program

Students will be assigned to an eating area that allows for six feet of physical distance to be maintained during mealtimes because masks will be removed. All students will eat either in their classrooms at their designated area or in the cafeteria may be used for small groups that can be socially distanced. Given the reduced numbers of students in the hybrid model, there is ample room to accommodate students during lunch in classrooms and cafeterias. When the schools resume full in person learning with an increase in student attendance, it may be necessary to use alternate spaces within the school to ensure the 6 feet of distance.

When feasible, students may have the opportunity to eat outdoors. Breakfast and lunch will be delivered to students at the elementary school and served in classrooms or other designated eating areas to reduce mixing among student groups (note: lunch is not provided to students on the Kindergarten in-school days). All meals ordered through the school will be distributed in pre-packaged and/or ready-to-serve individual portions and not family style or self-serve. At the Middle High School, lunches will be served in the cafeteria and/or other appropriately designated mealtime spaces. Per CDC recommendation, all students will use disposable utensils for in-school meals. Students are free to bring their own lunch from home. On in person school days, students will have the opportunity to order lunch with a limited choice of entrees prepared in the school cafeteria. Prepackaged meals will be available for the remote learning days for interested students.

Sinks used for food preparation will not be used for any other purpose. Staff must ensure students wash their hands prior to and immediately after eating. Staff must wash their hands before preparing food and after helping students eat. Staff members who deliver meals will wear proper PPE (i.e., masks and disposable gloves). Tables, desks and chairs used for meals must be cleaned and disinfected before and after each student's use. All food contact surfaces, equipment, and utensils used for the preparation, packaging, or handling of food products must be cleaned and disinfected before and after each mealtime.

Supervision in classrooms will be provided during lunch periods.

Screening for Symptoms

Families and staff members play a critical role in creating a culture of health and safety. It is important that families and caregivers take their child's temperature every morning and screen for [symptoms of COVID-19](#). This will be the primary screening mechanism for COVID-19 symptoms. We originally intended to take the temperatures of students and staff as they entered the building each day, but the medical advisors do not recommend this screening procedure due to the inaccuracy of the readings in

diagnosing COVID-19. Educators and staff working with students will report if they suspect any student of exhibiting COVID-19 symptoms or other illnesses to the nurses in each building. Each school has a designated a COVID-19 Medical Waiting Room in a separate space in proximity to the nurse's office. Any student or staff who shows COVID-19 symptoms during the school day will be moved to the COVID-19 Medical Waiting Room. All individuals in this space will be required to maintain 6-foot distance, wearing a mask and must remain in the space until released by the nurse.

While testing for COVID-19 is not currently recommended or allowed, families are encouraged to discuss testing with their health care provider if they have reason to believe their child has COVID-19. **Any staff member or student who is not feeling well or has been exposed to someone who is not feeling well should stay home.** This will go a long way toward not spreading the virus in school.

Protocols for Handling COVID-19 Scenarios

DESE recently released guidance regarding scenarios where COVID-19 is suspected or confirmed. Everyone is urged to read this [document](#) because it is the process we will use when responding to COVID-19 scenarios in school, the bus or in a community setting. This will serve as the process we will use in the schools if a scenario should occur however the WPS will be exceeding the expectations in several areas which will be provided to all staff and parents prior to the opening of schools.

We want to remind parents that all vaccines must be current before children return to school in person, and DESE advisors strongly recommend that all students and staff get their regular [flu vaccine](#). Ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will issue updated guidance regarding vaccines for schools and parents. We will update this section of the plan as additional guidance becomes available.

COVID-19 Medical Waiting Room

Each school has a designated a COVID-19 Medical Waiting Room in a separate space in proximity to the nurse's office. Any student or staff who shows COVID-19 symptoms during the school day will be moved to the COVID-19 Medical Waiting Room. All individuals in this space will be required to adhere to the Medical Waiting Room protocols, wear a mask and maintain a 6-foot distance from others until released by the nurse. WPS will have specific protocols for dismissal of students and staff that exceed the DESE/state guidance.

PPE for Nurses

The district has ordered standard healthcare supplies in accordance with DESE [guidance](#). All nurses will have a full complement of PPE prior to the opening of schools and throughout the school year. Our nurses are an important resource

and will work closely with parents to provide support, assistance and guidance to our families and staff. The school nurses will work in conjunction with the Winthrop Board of Health for all matters related to contact tracing and community awareness as and as defined by DESE and CDC guidance.

Staff members are prohibited from coming to work if they are ill or exhibiting [symptoms](#) of COVID-19. If a staff member has been [exposed](#) (close contact for more than 15 minutes) to a person with COVID-19, the staff member must stay home for 14 days after known exposure, monitor for symptoms and follow CDC guidance if symptoms develop. Staff must immediately notify their supervisor and the local board of health if they develop symptoms for COVID-19. If a staff member is absent, the district will secure a qualified substitute.

All staff will receive training on the District Fall Reopening Plan prior to the start of in-person services which is inclusive of the above noted guidance document. Training will include CDC training modules on PPE and non-pharmaceutical interventions. Staff will also receive training from the school nurse on mitigation procedures, personal hygiene, signs and symptoms of illness, assessment, the referral process for students requiring mental health support and the use and disposal of health and safety supplies. Staff will have time to carefully review individual student needs prior to the start of in-person learning.

Inside Building Rentals

Rental of the Inside Buildings

While the district may continue to rent outside space on our fields, we are unable to rent our indoor spaces to outside groups to limit access to the buildings to staff and students.

Supporting Educators, Staff and Families

Winthrop Public Schools has engaged in a contract with AIM HR Solutions to provide service and expertise related to all COVID-19 related human resource matters during the 2020-2021 school year. This engagement will allow for clear and concise review and determination of staff requests for leave and other matters related to the workplace during the 2020-2021 school year. As of August 3, 2020, all WPS employees have been provided with the contact information and opportunity to engage with the Human Resource Manager. The HR Manager will report directly to the Superintendent of Schools.

Employees Unable to Return to In-Person Learning

The United States Department of Labor has issued guidance to districts regarding employee's statutory rights should they need to be out of work for reasons directly related to COVID-19. Under this statute there are provisions for paid sick leave and expanded family and medical leave under the Families First Coronavirus Response Act. Qualifying reasons to request a leave include:

1. Subject to federal, state, or local quarantine or isolation order related to COVID-19
2. Has been advised by a health care provider to self-quarantine related to COVID-19
3. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis.
4. Is caring for an individual subject to an order described in (1) or self-quarantine as described in (2)
5. Is caring for his or her child whose school or place of care is closed (or childcare provider is unavailable) due to a COVID-19 related reason; or
6. Is experiencing any other substantially similar condition, specified by the U.S. Department of Health and Human Services.

If an employee is unable to return to in-person learning, they may request a leave of absence that applies to their individual circumstances. Employees requesting a leave of absence should provide their request orally or in writing to the Superintendent of Schools. The request should include: (1) the employee's name, (2) the date/s for which the employee is requesting the leave (3) the reason for the leave and (4) a statement that the employee is unable to work for the reason listed above. In the case of quarantine/isolation order or medical advice, the employee should provide the name of the entity issuing the order or providing advice. In the case of inability to secure childcare, employees should list (1) the name of the child (2) the name of the school or childcare provider that has become unavailable and a statement that no other suitable person is available to care for the child.

Should an employee be unable to work, we will seek qualified substitutes and utilize building-based subs who can fill in as needed.

Staff Training/Calendar Adjustments

The Commissioner of Education has announced that the state is **reducing the required 180 days of school for students to 170 days**. This will allow districts time to prepare for a transition to the return to school. All staff will receive 10 days of training on the District Fall Reopening Plan prior to the start of in-person services. Training will include CDC training modules on PPE and non-pharmaceutical interventions. Staff will also receive training from the school nurses on mitigation procedures, personal hygiene, signs and symptoms of illness, assessment Staff will have time to carefully review individual student needs prior to the start of in-person learning

Engaging with Families

We have created a Return to School tab on the main public school website www.winthrop.k12.ma.us to allow families to follow and engage with our planning efforts. We encourage families to check this site frequently as it is a working document that will be updated frequently. On July 13, 2020, we sent an initial survey to families to understand the challenges they are facing and their plans for the fall. We will survey families again in August to better understand which students will return to in-person learning in the fall; which students will participate in remote learning and why; which families need internet/technology access and technical support; and which families will need food assistance and other essential services. Families are encouraged to utilize the comment section of the Return to School section of our website or email and/or call their building principals and/or at any time to discuss questions or concerns related to reopening.

Families can help prepare their children for in-person learning by practicing four simple questions as frequently as possible:

1. Is the surface I am touching clean?
2. Are my hands clean?
3. Is my mask/face covering on correctly?
4. Am I practicing physical distancing?

If the answer to any of these questions is no when out in public, we encourage parents/caretakers to help and support their student to make an adjustment and to get to yes. Families can also help their children prepare for the changes they will encounter when they return to school (e.g., what lunch/breakfast will look like, reviewing no hugs with classmates, hand holding or high fives, how and when they will have recess and why it is important to practice the above even when outside, etc.). Families can help their children practice good mask habits. We also encourage families to use [social stories](#) and other [resources](#) to help prepare their children to return to school. The CDC has issued a helpful [checklist for parents](#).

Summary

The challenges facing our world and education leave us all feeling unsettled and uncertain. Our reality is that school is not the only place our staff and students will be every day. We would prefer to have no risk associated with returning to in-person school, this is not a realistic expectation. It is also important to acknowledge that there will likely be COVID-19 positive cases in our schools. DESE and DPH will issue additional protocols to help schools respond to positive cases and keep our community safe.

What is driving our decision to return in a hybrid model is the clear consensus from both state officials and medical groups that based on the experiences of places where students have returned to school and the low transmissions rates in our area, it is safe to return. This information coupled with our ability to implement all of the safety

As we take this next step, there is no doubt we will encounter challenges of this new type of education. The redesigning of teaching and learning has been an extreme challenge requiring patience, creativity, and perseverance. We acknowledge that we are not in this alone and that the entire country is engaged in the same educational redesigning as we are. With collaboration and purpose, we can do this if we believe in ourselves and in each other. As educators we will not give up on our students and we will remain committed to providing them with the best possible opportunities and experiences in our schools.