

# Wayland Public Schools

## Return to School Plan

• Fall 2020 •



## A Phased-in Hybrid Model

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# Letter to Families and Staff

August 13, 2020

Dear Families and Staff:

These past several months have been very challenging. We are still facing a daunting health threat, illness throughout the country, and, in many cases, serious economic hardship. Our children have been isolated, the rhythms of learning and friendship disrupted. Many of them have expressed how much they miss in-person contact with their friends and their teachers. This summer, we faced a very difficult decision: what model for schooling will nurture our children's emotional and intellectual needs while prioritizing a safe return to in-person schooling?

Throughout the summer, administrators and working groups met and tackled the foundational questions related to implementing different approaches from a teaching and learning and from a health and safety perspective. The District did a careful analysis of what students learned and where they struggled during the closure this past spring. Building and district leaders then developed three plans for a fall return: a plan in which all students return every day (all-in), a plan in which half of the students return on a given day (hybrid), and a plan in which all of the students study remotely (all-remote). In June and July, we discussed these plans in a number of online forums with parents, staff and students and we elicited feedback through a number of surveys. Ultimately, the plans were revised based on the feedback we received. The administrators presented three possible approaches to the School Committee on July 29.

In making the decision about the model we would follow when we returned in the fall, consideration was given to both the impacts that staff have identified on the learning experiences of students and the concerns related to COVID-19 and its spread. We recommended the hybrid model to the School Committee because it afforded students and staff a minimum of six feet of social distancing and regular in-person instruction. Because the hybrid model is the most complex, asking students to learn both remotely and in-person, we also recommended staging the hybrid model. We believe this plan will solidify both our students' comfort and facility with online learning prior to adding an in-person element and would allow us to pivot easily between models should circumstances dictate such a change.

On August 5, the School Committee voted to implement a "Phased Hybrid" approach. **Students will begin their school year on September 14**, later than originally planned in order to allow staff extra time to prepare for this new model of schooling. Our Children's Way students and special education students will begin in-person instruction on September 14. The remainder of our K-12 students **will learn remotely between September 14 and October 16**. During September and early October, we will also welcome students to school with a variety of activities that will take place largely outside and focus on discussions and activities that deepen the connections among the students and between students and teachers. On **October 19**, Wayland will move to a hybrid

model unless health and safety metrics dictate otherwise. In this model, half of the students will attend in-person school on a given day while the other students will learn remotely.

We believe that this plan will provide a pathway for getting our students back in the building in a manner that will promote their success. In the pages that follow, we attempt to provide a clear sense of what the schooling experience will be like for students, families and staff. We ask that you view this document as an overview of our evolving plan. As we discussed with the School Committee, we anticipate that aspects of the plan will be modified and added as our plans become more detailed and as new information and insights become available.

In addition to relying on the high level of skill of our teaching staff, there is no question that this careful transition puts a significant burden on families. We deeply appreciate your partnership during these challenging times. As always, please feel free to reach out to me at any time at [arthur\\_unobskey@waylandps.org](mailto:arthur_unobskey@waylandps.org).

Respectfully,

Arthur Unobskey, Superintendent

# Executive Summary of Wayland’s Phased Hybrid

## The Reason for Phasing Hybrid in Two Stages

The objective of the Phased Hybrid is to provide an opportunity for students to become very familiar with aspects of the hybrid model. During Stage 1 (September 14-October 16), we will strive to get students engaged, comfortable and facile with online learning. During this time, students will improve their skills at listening to teacher and student presentations online, engaging in class discussions, solving problems in small groups and taking quizzes and tests. This on-line transition period is crucial because 60% of the hybrid experience is remote. Furthermore, the remote aspect of the hybrid model will require significantly more independence than the remote aspect of an all-remote model. During the hybrid model, students will operate more independently when engaged remotely because their teacher will be teaching the other half of the class in-person.

## The Revised School Calendar

The Commissioner of Education has reduced the required number of school days from 180 to 170 because of the exceptional nature of the school year and the need to prepare intensely for this fall. He has allowed Districts to use up to 10 days prior to the start of school for teacher planning and professional development. In order to prepare for the school year, Wayland teachers will work together from August 27 through September 11. For students, the first day of school will be Monday, September 14. The District may take two additional days at some point during the year if a transition in learning models requires it.

- **Aug. 27 - Sept. 11:** K-12 Staff participate in remote learning professional development and safety training and offer small group orientations for students.
- **September 14:** The Children’s Way and certain K-12 students have their first day of in-person school.
- **September 10,11, 14, 15:** Kindergarten Meet and Greet/Orientation (by appointment)
- **September 14:** The first day of school for grades 1-12.
- **September 16:** The first day of Kindergarten
- **October 19:** The first day of school in the hybrid model, K-12.

## A Brief Explanation of the Stage 2 Hybrid Model Beginning October 19

On October 19, K-12 students will begin to attend school in-person either in an A group or a B group along the following configuration:

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-Person	In-Person	Remote	Remote	Remote
Group B	Remote	Remote	Remote	In-Person	In-Person

The district's Teaching and Learning Working Group felt that this AA-X-BB model is the best hybrid model because it provides continuity for the highest number of students. Students will build some learning momentum by attending two days in a row rather than alternating A and B in-person days. Options such as one week "in" and one week "remote" offer more continuity within a week but larger gaps between in-person experiences. Ultimately, the Teaching and Learning Working Group felt that AA-X-BB is the best rotation for our students.

The purpose of the "X" day is two-fold. It is an opportunity for teachers to create and implement the dual aspects of their teaching responsibilities in a hybrid model, the in-person and the remote, and develop on-line presentations and interactive activities. Also, it provides an opportunity for teachers to give feedback to students regarding their on-line work and conduct small group and one-on-one sessions with struggling students. They will also collaborate with colleagues to develop both in-person and remote activities. Finally, on the "X" day, teachers will devote some time to connecting with students synchronously.

### **Guiding Principles for Our Work**

We have applied the following four principles to guide us in staging the remote and hybrid experiences in such a way that our students can enjoy a nurturing academic and emotional experience. At their heart, these principles reflect our passionate efforts to engage every student, every day.

#### Health and Safety

In order to respond to COVID-19 prudently, the District has prioritized the development of detailed safety procedures. These procedures, described in detail below, strengthen our ability to minimize risk. They focus on the following five areas:

- Social Distancing
- Mask wearing
- Hand hygiene
- Systematic cleaning
- Appropriate and Effective Ventilation Systems

#### Deep Academic Engagement

*During the Remote Mode, September 14-October 16:* Teachers will apply familiar structures and implement innovative approaches to engage students on-line. During the remote mode, students will follow a consistent schedule of a full day of classes. Teachers will take attendance in person for synchronous classes, assess students on their academic progress frequently, give them regular feedback on their progress and performance and assign homework. During class, students will listen to teachers and classmates present material, participate in small-group and full-class discussions, receive individualized help, and take quizzes and tests. At the same time, teachers will leverage the flexibility of online platforms to make certain assignments more individualized, enabling them to nurture interests and target individual needs.

*During the Hybrid Mode: Beginning October 19:* Teachers will focus in-person classes on providing individualized and small-group instruction, holding discussions, and assessing, evaluating and giving feedback to students on their progress. When students are working remotely in the hybrid model, as their teacher is working in-person with the other group, students will follow a schedule in which they will typically complete asynchronous assignments that help them deepen their knowledge and skills and prepare them for discussions and activities that will take place on the in-person days.

### Building Emotional Connections

In both the remote and hybrid models, building emotional connections is central in our planning. Teachers and counselors will hold gatherings outside so that students can have face-to-face contact with their peers and teachers. Class meetings (elementary), TAG (middle school), and Advisory (high school) are also a staple of every student's schedule in both stages. During the remote model, we will prioritize welcoming our students back and orienting them to the new school year. In addition, each school's Student Support Team will marshal resources to systematically identify and support students who struggle with engaging online.

### Ensuring Equitable Experiences

The District is determined to ensure that all students have equal access to the remote experience. We have moved to a 1:1 model so that every student has their own device. Our food service will ensure that all students who need breakfast or lunch can receive it. We will also provide workshops for families to orient them to the structures of online learning. More specifically, in the pages below, we describe how we will provide augmented support for certain groups of students such as our English Language learners and our Special Education students.

Administrators and teachers recognize that students are engaging in a novel system of learning and that not all students will adjust easily to the changes nor will all students thrive in the new education models. Moreover, in the context of the global pandemic, the past few months and the coming months have been a time of stress and adjustment for students and families and many of our students and families have been and likely will be involved in difficult emotional and physical circumstances during the past months and the coming implementation of this plan. Teachers are committed and are formulating plans to identify and assist students who struggle with the changes or are not able to perform as well under the new models of education. The district and teaching staff are committed to providing individualized assistance to these students to lift their performance and engagement in learning for the duration of this plan.

### **Wayland Remote Alternative Program (WRAP)**

Families who wish to opt-out of Wayland's Staged Hybrid Model will be offered the Wayland Remote Alternative Program. While we are still in the planning stages, and the demand for this WRAP program will influence its design, we anticipate that the WRAP program will have the following features:



- The Wayland Remote Alternative Program will begin on September 14, the first day of school.
- This program will be a separate program from the Wayland Public Schools Phased Hybrid Model, and those who choose it will remain independent of the rest of the Wayland Public Schools for at least a semester. Please note: We hope to arrange for WRAP students to participate in remote performing arts classes. students in the performing rights
- Wayland Public School teachers will provide oversight of the students in this program.
- The District is currently choosing a third-party provider that will provide a significant portion of the content, particularly in more advanced or specialized classes at the high school level.
- Students will complete a clearly defined course of study with a daily schedule of activities that will involve a range of academic classes.
- While Special Ed services will be delivered in the WRAP program, they will be delivered differently from how they are delivered in the hybrid program. Because the delivery of these services is individualized, please contact Director of Student Services Richard Whitehead at [richard\\_whitehead@waylandps.org](mailto:richard_whitehead@waylandps.org) if you have any questions about IEP delivery.

Please keep in mind that even if the District as a whole pivots between remote and hybrid at different points during the semester, the Wayland Remote Alternative Program students will remain in their WRAP classes.

### **A Possible Rapid Switch from the Hybrid Model to the Remote Model**

Our phased-in hybrid model prepares Wayland Public Schools to move quickly from our post-October 19 hybrid model to an all-remote model based on COVID-19 concerns in the community. These quarantining measures may affect a classroom, a cluster or the entire District. When participating in the hybrid model, each student will know the remote schedule their classes will transition to in the case of an immediate pivot from hybrid to remote. The Superintendent, based on a recommendation from the Board of Health, would contact the affected families through the School Messenger system to notify students that they should attend school remotely for a period of time.

### **A Possible Ultimate Switch to an All-In Model**

The District has devoted significant thought to how we would implement an all-in model with three feet of distancing. That said, because we would need to repurpose some rooms and purchase substantial amounts of furniture, a transition to an all-in model would likely require several weeks of preparation.

In an all-In model, schools at all three levels (elementary, middle, and high) would maintain their typical start and stop times, but with increased time allotted during the school day for student

arrival, dismissal, lunch, and transitions. Single-classroom cohorts would be maintained at the elementary level and small-group cohorts of approximately 25 students would be maintained at the middle school level. At the high school level, because of the negative impact that cohorting would have on the range of available courses, there would be minimal cohorting. At all three levels, considerable time during the day would be devoted to mask breaks and opportunities for mandatory hand-washing.

Students would be seated at individual, assigned desks in classrooms with a minimum of 3 feet of spacing, facing forward. Students at all levels (including kindergarten and first grade) would wear masks throughout the day. School staff would maintain 6 feet of separation from students at all times. Staff would be provided with approved masks, and students would be expected to bring their own masks to school (the district would have additional masks available for students if necessary).

## Wayland Public Schools Comprehensive Plan

### Fall 2020

#### **The Children's Way During the Staged Hybrid Experience**

The Children's Way will implement a fully in-person school model for all of its students beginning **September 14**. The [Commissioner's guidance of July 24](#) directed preschools to maximize in-person schooling for this age group.

TCW will prioritize health and safety along with the social and emotional well being, growth, and development of our preschool students. Capping its enrollment will allow TCW to provide six feet of distance for all children and adults. In person learning, when safe, fosters deep relationships, particularly for very young students. Play based, hands-on experiences, will continue to anchor curriculum planning, with an emphasis on physical separation and social connection. Our Outdoor Classroom initiative will be expanded with the use of two new large tents, essentially doubling the time children will spend outdoors. Indoor classroom spaces will be redesigned to provide individual learning stations, and classrooms will be divided into small cohorts of 4-6 children with one teacher. Vigilance around a combination of health and safety tools; physical distancing, masks, screening, cleaning, hand-washing, and excluding sick children, will be essential. TCW will strive to create a compassionate and interdependent community. We will need to be each other's keepers as we seek well-being, growth, and learning for each and every child.

## **Elementary Staged Hybrid Learning Experience: The Remote Stage (Beginning Sept. 14)**

### Preparations for the Start of the School Year: Technology Readiness

The district will offer a series of remote technology training opportunities for students and parents at the beginning of the school year to orient them on the various technology tools that will be used on a regular basis. In addition, younger students (K-2) and students who benefit from a higher level of one-on-one support will be provided with in-person training on school campuses. These remote and onsite training opportunities will happen initially during the planning days at the beginning of September, and additional training opportunities will be offered throughout the first month. In addition, self-paced asynchronous resources can be found on our [Digital Resources Website for Families](#). For parents who benefit from more individual support to set up the at-home online environment for their children, we will offer individual phone calls and videoconferences.

All K-2 students will be given a Wayland Managed iPad and grade 3-5 students will be given a Wayland managed Chromebook. The online platform for K-2 students is SeeSaw, and the online platform for 3-5 students is Google Classroom. With the exception of our new kindergarteners and our rising third graders, most students are already familiar with these platforms (they were used extensively during the spring). Nevertheless, we will be offering a variety of synchronous and asynchronous training opportunities for students and families based on the information above.

### A Day in the Life in the Remote Model for Elementary Students

Remote elementary instruction will be a blend of teacher-led synchronous instruction, provided both in whole-class and small-group formats; independent, paired, and small-group independent work that occurs with synchronous teacher oversight; asynchronous, computer-based activities; and asynchronous, non-computer-based activities.

As an example, during a 90-minute literacy block, a first-grade teacher might begin the class with a 20-minute whole-class synchronous phonics lesson. As the teacher guides students through the lesson, she would demonstrate a phonics concept using a white board and manipulatives. At home, students would follow the lesson on their district-provided iPads, using their own district-provided whiteboards to demonstrate their understanding.

At the conclusion of the whole-class lesson, students would then begin a rotation, moving from an independent reading activity, to Lexia reading practice on their iPads, to a paired activity building on the phonics lesson, to a small reading group with the teacher, with each activity lasting about 15 minutes. Students would remain logged into the class video call, but the teacher would assign students to breakout groups based on their activities. The teacher would then check in on each of the groups periodically to provide direction and feedback, and to answer questions. Finally, the teacher would bring the whole class back together for a brief conclusion before transitioning to the next subject or lesson.

“Specials” classes would have a similar structure (i.e., combination of whole-class, small-group, and independent activities), but the nature of the lesson would depend on the subject area, the age of the students, and the curricular focus. Older students might be given longer non-screen, independent activities that would begin and end with brief whole-group, synchronous instruction (for example, an ongoing art project), whereas younger students might have shorter, synchronous activities that emphasize movement and explorative play (for example, a highly interactive physical education lesson).

### The Remote Model Elementary Schedule

On a remote day, a student’s schedule will have some familiar time frames as in a typical school day. The day would begin with the Pledge of Allegiance and morning announcements, likely provided via an asynchronous video from the principal. Students would then log in to their class’s synchronous video call, and the instructional day would begin. Typically, elementary students will begin with a whole-class meeting.

Each teacher will have a weekly schedule that includes daily literacy blocks and math blocks, a daily specials block, weekly social studies and science lessons, multiple intervention blocks, and time for lunch, independent play (i.e., recess), and breaks each day. While much of the daily instruction would happen through video calls, teachers would emphasize opportunities each day to step away from screens and engage in independent projects and academic activities (for example, independent reading, science exploration, paper-based math activities, paper-based journaling, etc.).

### A Sample Schedule during the Remote Model

8:00 - 8:10	Pledge and daily announcements (asynchronous video)
8:10 - 8:30	Morning Meeting (synchronous)
8:30 - 9:30	Literacy block (synchronous, with some independent activities) 20-minute synchronous whole-group Foundations/Word Work lesson, followed by a rotation of independent reading, writing, and synchronous, teacher-led small reading groups
9:30 - 10:00	Bathroom break and independent play (teacher logged out)
10:00 - 10:45	Math block (synchronous, with some independent activities) 15-minute synchronous, whole group math lesson, followed by a rotation of independent practice (e.g., ST Math) and synchronous, teacher-led small math groups
10:45 - 11:00	Snack
11:00 - 11:45	Special (synchronous)
11:45 - 11:55	Stretch break
11:55 - 12:25	Intervention block (synchronous or asynchronous, depending on need)
12:25 - 1:25	Lunch and independent play (teacher logged out)

1:25 - 2:10	Science or social studies (synchronous and asynchronous)
2:10 - 2:25	End-of-day meeting (synchronous, with some independent activities)

### Monitoring Elementary Student Progress in the Remote Model

Formative assessment will happen on an ongoing basis each day. This could be a teacher checking something a student wrote on a whiteboard, listening to a student read in a small reading group, reviewing an answer a student submitted on a web-based activity, or having a student read a passage aloud from a science journal. More systematic assessment would happen via work submitted through the learning platforms (SeeSaw for K-2, and Google Classroom for 3-5). Parents will continue to receive progress reports and report cards on a quarterly basis, using a standards-based format. While some modifications might need to be made to the specific standards covered over the course of the year to account for changes in curriculum, the overall format of progress reports and report cards would not change.

### Supporting Elementary Students in the Remote Model

The elementary schedule includes regular intervention blocks each week, and staff would implement an RTI (Response to Intervention) process similar to that used in a pre-COVID environment. Using both formative and standardized assessment data (e.g., math unit tests, TrackMyProgress, Lexia, and DIBELS), students would be assigned to dynamic groups for academic support or enrichment during intervention blocks. During these blocks, additional staff—for example, reading interventionists, English Language teachers, special education teachers, and teacher assistants—would be available to break students into small groups across a grade level.

In early September, before school has officially begun, students will have opportunities to come on-campus to meet their teachers, interact with their classmates, and pick up school supplies to bring home. These gatherings will occur outside, in small groups, with masks and social distancing, and for short periods of time (likely no longer than 60 minutes). For students who are not able to participate in in-person gatherings, we will offer alternative socializing and support opportunities.

Once the school year has begun, we will continue to offer opportunities for students to come on-campus in small groups on designated days (i.e., come-to-school field trips). These opportunities will largely occur outside, but may also include brief times spent in classrooms. This will help to maintain connections between students, between students and their teachers, and connections to the overall school. It will also help to acclimate students to an eventual return to in-person learning in their classrooms.

## **Elementary Staged Hybrid Learning Experience: The Hybrid Stage (Beginning Oct. 19)**

### The Hybrid Model Elementary Schedule

In the hybrid model, students will participate in three types of days: in-school days, remote days, and X days. In-school days will happen twice a week, either on Monday/Tuesday or on Thursday/Friday, depending on the group to which students are assigned (for example, “A” group students would be in school on Mondays and Tuesdays). Remote days will also happen either on Monday/Tuesday or Thursday/Friday—whichever two days were the in-school days, the other two days would be the remote days (for example, “A” group students would be remote on Thursdays and Fridays). “X” days would be remote days for all students and will follow a different schedule. While some synchronous work will occur, most of Wednesday will be asynchronous work, enabling teachers to plan and collaborate with colleagues on the in-person and remote parts of the hybrid model.

On in-school days, students will arrive around the normal school start time (7:45 am), but in staggered groups to manage the logistics of health checks and social distancing. Because only half the students in a class would be in school on a given day, class sizes would be small: between 9 and 13 students. Math and literacy blocks will occur each day, with students wearing masks and maintaining social distancing and rotating through whole-class and independent activities (where possible, students might also participate in some small-group activities, but only to the extent allowed by social distancing). Students would have multiple breaks throughout the day for recess, bathroom visits, lunch, snack and mask breaks.

On remote days, students will participate in two synchronous “specials” classes (e.g., art, music), likely lasting 30 minutes each. Students needing support in reading would receive reading intervention in small groups via synchronous video calls. Where appropriate, students might also participate in synchronous video calls with their classroom teachers; for example, during a morning meeting. The majority of a remote day would be spent completing independent activities such as science or social studies work, or independent computer-based math and literacy skills practice.

“X” days would be similar to remote days, but would include some opportunities for whole-class, synchronous instruction, most likely in science or social studies. Students would have one synchronous “specials” class, and there might be opportunities for remedial support and enrichment. Students would also complete some independent activities, and the official school day would end early, like our usual Wednesday, at 1:15 PM.

### Sample Elementary Schedule in the Hybrid Model

In-person day

7:45 - 8:30	Arrival, Morning Work, Pledge, and Morning Announcements/Pledge of Allegiance
8:30 - 8:50	Morning Meeting (remote students participate when appropriate)
8:55 - 9:25	ELA Skills Lesson (Foundations, Word Work)
9:25 - 9:50	Bathroom Break, Recess, and Handwashing
9:55 - 10:55	ELA (includes time to hand wash after)
10:55 - 11:10	Snack
11:10 - 12:10	Math (includes time to hand wash before and after)
12:15 - 1:15	Lunch and Recess, Bathroom and handwashing break
1:15 - 1:45	Closing meeting/Teacher choice
1:45 - 2:25	Pack Up and Dismissal

#### Remote day

8:25-8:30:	Asynchronous Morning Announcements and Pledge of Allegiance
8:30 - 8:50	Morning Meeting with teacher and “live” students (when appropriate)
8:50 - 9:00	Prepare for synchronous login
9:00 - 9:30	Synchronous Specials meeting
9:30 - 9:50	Bathroom break and independent play
9:50 - 10:20	Literacy practice (e.g., independent reading, writing, or Lexia work)
10:20 - 10:35	Snack
10:35 - 10:45	Prepare for synchronous login
10:45 - 11:15	Synchronous Specials meeting
11:15 - 12:00	Science project work
12:00 - 1:00	Lunch and independent play (with bathroom break)
1:00 - 1:30	Math practice (e.g., ST Math, assigned paper-and-pencil extension activity)
1:30 - 2:15	Social studies project work

#### Monitoring Elementary Students in the Hybrid Model

Formative assessment will happen on an ongoing basis during in-person learning, remote synchronous learning, and through student work that is submitted for teacher feedback. In any of these scenarios, this could be a teacher checking something a student wrote on a whiteboard, listening to a student read in a small reading group, reviewing an answer a student submitted on a web-based activity, or having a student read a passage aloud from a science journal. More systematic assessment would happen via work submitted through the learning platforms (SeeSaw for K-2, and Google Classroom for 3-5). Parents will continue to receive progress reports and report cards on a bi-annual basis, using a standards-based format. While some modifications might need to be made to the specific standards covered over the course of the year to account for changes in curriculum, the overall format of progress reports and report cards would not change. Virtual parent-teacher conferences would also occur twice per year to provide parents with detailed and thorough feedback on student progress.



## Supporting Elementary Students in the Hybrid Model

The elementary schedule includes regular intervention blocks each week, and staff will implement an RTI (Response to Intervention) process similar to that used in a pre-COVID environment. Using both formative and standardized assessment data (e.g., math unit tests, TrackMyProgress, Lexia, and DIBELS), students will be assigned to dynamic groups for academic support or enrichment during intervention blocks. During these blocks, which might be scheduled on in-person days, on X days, or on remote days, additional staff—for example, reading interventionists, English Language teachers, special education teachers, and teacher assistants—would be available to break students into small groups across a grade level to provide targeted instruction.

## Middle School Staged Hybrid Learning Experience: The Remote Stage (Beginning Sept. 14)

### Preparations for the Start of the School Year: Technology Readiness

The Middle School Tech Team will provide chromebook training for new 6th grade students and families, using the self-paced, asynchronous training that was developed last year. All students and families will complete a Google Form assessment of their understanding and a signoff on acceptable use policies. The Middle School will offer video tutorials and other visuals for parents to navigate online learning tools (particularly Google Classroom). Families can access and use tutorials at times that suit them. Cluster teachers will also support parents in one-to-one Google Meets to work through any confusion or problem solve issues or challenges. Staff will gladly connect with parents over the phone or via video conference to work through individual concerns.

### A Day in the Life in the Remote Model for Middle School Students

Classes would include focus lessons, small group teaching and one-on-one/two conferences via breakout rooms, workshop time led by teachers. There are 180 minutes scheduled for subject-based teaching and learning overseen by the teacher each week, per subject, and 90 minutes possible per week for combined arts and wellness classes. In the remote model, our elective music courses will focus on technique and musicianship rather than ensemble skills.

### A Sample Middle School Schedule In the Remote Mode

	Mon	Tues	Wed	Thur	Fri
8:40-8:55	HR/Advisor Remote Meet	HR/Advisor Remote Meet	HR/Advisor Remote Meet	HR/Advisor Remote Meet	HR/Advisor Remote Meet
9:00 -10:30	English Co-Taught	Spanish	TAG 9-9:30 Remote Meet or in person	English Co-Taught	Spanish



			meeting 9:00-10:00		
10:30-10:45	Screen Break	Screen Break	Independent HW	Screen Break	Screen Break
10:45 - 12:15	Math	Science	Check in & help available from Study Teacher	Math	Science
12:20 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30	Independent reading	Chorus	Independent Reading	Independent reading	Math Center
1:30 - 1:45	Screen Break	Screen Break	Screen Break	Screen Break	Screen Break
1:45 - 3:15	½ Wellness ½ Drama	Social Studies	Org Skills meeting	½ Wellness ½ Drama	Social Studies

### Monitoring Middle School Student Progress in the Remote Model

See link to our [Intervention Planning](#) document for our approach to assessment and intervention.

Additionally, students will receive regular formative and summative feedback through rubrics and assessments linked to standards. Report cards will move forward using standards-based grading as was planned last year. Report cards will be produced two times per year (January and June). The Middle School plans to have its eSchool gradebooks open with teachers updating progress toward standards in eSchool at the end of units - allowing families to track progress at times that curricularly make sense (at least two other times per semester). There will also be mechanisms in place for clusters to communicate with families throughout and hold virtual meetings when concerns arise.

### Supporting Middle School Students in the Remote Model

Clusters will meet weekly to communicate and track student work, attendance, and progress. Teachers will reach out via email and phone to families. Teachers are able to offer drop-in hours for extra help. Teachers can also offer advanced/enrichment opportunities in this model.

The Writing Center and Math Center will be operational and lend themselves well to a remote model.

Additionally, teachers will differentiate their instruction to both offer stretch challenges and scaffold learning tasks to support students - wherever they are in learning's journey.

For those students in need of emotional support, the team of counselors, psychologists, nurses, a social worker, a METCO coordinator and student services professionals will reach out to students and families to offer

- safety screenings,
- individualized, need-based planning
- 1:1 counseling sessions.
- parent outreach & support in connecting with private mental health providers, when needed

All of our staff have experience with delivering services remotely. We meet weekly as a team to collaborate and monitor plans.

### **Middle School Staged Hybrid Learning Experience: The Hybrid Stage (Beginning Oct. 19)**

#### The Hybrid Model Middle School Schedule: Overview

In this model ½ learning takes place in the school building & ½ learning takes place remotely. No study halls are scheduled into color-based classes to maximize in-person class time. Special education services are delivered through co-taught classes, when in school and offered during an independent work time when remote. Each grade is broken into two cohorts. When one cohort is in-person, the other cohort is learning at home.

When in-person, individual classes within each cohort are split into two halves. The primary teacher will be joined by an extra adult and each class of 24 students are spread over two classroom spaces. The main teacher spends approximately 45 minutes of the ninety minutes with each group.

For students, the schedule stays the same whether they are in-person or remote. Teachers teach in person when their students are in and the same teachers offer synchronous remote instruction when their students are learning remotely. Please note that students have consistently told us that they can not stay focused in a large group Google Meet classes for longer than 30 consecutive minutes.

In the remote aspect of the Hybrid model, our 1.5 hours blocks will be used differently each day based on instructional goals. Here is one possible science example:

- 15 minute opening - whole class meet w/ science teacher
- 15 minutes independent work (teacher is meeting with other small groups)
- 15 minutes small group meet w/ science teacher and 5 classmates
- 30 minutes independent work (teacher is meeting with other small groups)
- 15 minute closing- whole class meet w/ science teacher

Students will take Drama, Music, Art and Applied Science for one quarter throughout the year. Wellness classes run all year long with one-quarter to one-third of the year focused on Wellness in the classroom curriculum (a range of health topics).

Wednesdays will focus on providing teachers time to deepen their skills in delivering the hybrid model, holding cluster and department meetings, creating remote asynchronous lessons, and offering students feedback on work. On these days, some special education services and other RTI intervention services will also occur. In addition to TAG activities and possible extra help sessions, students will spend the majority of Wednesday completing asynchronous learning activities.

### A Sample Middle School Schedule (Group A) in the Hybrid Model

	Mon	Tues	Wed	Thur	Fri
8:40 - 8:55	HR/Advisor In person	HR/Advisor In person	HR/Advisor Remote Meet	HR/Advisor Remote Meet	HR/Advisor Remote Meet
9:00 -10:30	English In Person Org skills teacher Co-Teaching	Spanish In Person	TAG 9-9:30 Remote Meet	English Remote Org skills teacher Co-Teaching	Spanish Remote
10:30 -10:45	Staggered Passing	Mask Breaks Cleaning	Independent HW	Screen Break	Screen Break
10:45 - 12:15	Math In Person	Science In Person	Check in & Help from Study Teacher	Math Remote	Science Remote
12:20 - 12:50	Lunch Eat in Gym	Lunch Eat in Gym	Lunch At Home	Lunch At Home	Lunch At Home
1:00 -1:30	Independent reading	Small group chorus	Independent Reading	Independent reading	Math Center

1:30 - 1:45	Staggered Passing	Mask Breaks Cleaning	Screen Break	Screen Break	Screen Break
1:45 - 3:15	Wellness Drama In Person	Social Studies In Person	Independent HW	Wellness Drama Remote	Social Studies Remote

### Monitoring Middle School Student Progress in the Hybrid Model

See link to our [intervention thoughts](#) document for our approach to assessment and intervention. Additionally, students will receive regular formative and summative feedback through rubrics and assessments linked to standards. Report cards will move forward using standards-based grading as was planned last year. Report cards will be produced two times per year (January and June). The Middle School plans to have its eSchool gradebooks open with teachers updating progress toward standards in eSchool at the end of units - allowing families to track progress at times that curricularly make sense (at least two other times per semester). There will also be mechanisms in place for clusters to communicate with families throughout and hold virtual meetings when concerns arise. In the hybrid model, teachers and departments will determine when assessments are more effectively administered on-line and which ones are better for in-person instruction.

### Supporting Middle School Students in the Hybrid Model

Clusters will meet weekly to communicate and track student work, attendance, and progress. Teachers will reach out via email and phone to families. Teachers are able to offer remote drop-in hours for extra help. Teachers can also offer advanced/enrichment opportunities in person or remotely in this model.

The Writing Center and Math Center will provide support remotely to all three grades both for those who need extra help and extra challenge.

Additionally, teachers will differentiate their instruction to both offer stretch challenges and scaffold learning tasks to support students.

For those students in need of emotional support, the team of counselors, psychologists, nurses, a social worker, a METCO coordinator and student services professionals will reach out to students and families to offer in person or remote

- safety screenings
- individualized, need-based planning
- 1:1 counseling sessions
- parent outreach & support in connecting with private mental health providers, when needed

All of our staff have experience with delivering services remotely. We meet weekly as a team to collaborate and monitor plans.

## **High School Staged Hybrid Learning Experience: The Remote Stage (Beginning Sept. 14)**

### Preparations for the Start of the School Year: Technology Readiness

Between August 31st and September 11th, Wayland High School will conduct virtual orientation sessions to ensure that parents and students understand the structure of the remote schedule, the technological requirements to access remote learning, and the organizational tools to be successful. Our rising 9th graders, transfer students, and their families will engage in an online, asynchronous training session on use and care of their MacBooks as part of the laptop distribution process.

The High School uses two online learning platforms: Google Classroom and Its Learning. Teachers will create their classes in their chosen platform and invite students and parents to join. For online class meetings, teachers use the Zoom platform, and for individual meetings, teachers may use either Zoom or Google Meet. Our Instructional Technology Team will offer training on these platforms for parents and students in grades 10-12, and an integrated training session as part of 9th grade orientation. The High School will also offer video tutorials for parents to learn about additional online learning tools. WHS staff will also support parents in one-to-one Google Meets to work through any confusion or problem solve issues or challenges.

### A Day in the Life in the Remote Model for High School Students

The remote model is designed to provide a rigorous, supportive learning experience for students that also develops skills they will need to successfully navigate a hybrid model. At the heart of our planning is our belief that all learning happens through relationships; as such, students will experience deliberate relationship-building and community check-in opportunities in the remote model according to group needs.

It must be emphasized that remote classes are not the same as in-person classes; students and parents should not expect the in-school experience to be exactly replicated in the remote class. Similar structures may be used at times, such as small group discussions or whole class lectures using Zoom, but teachers will also employ a variety of other strategies to teach and engage students in a remote environment. These may include utilizing technology-assisted learning like virtual labs or simulations, independent projects during class time, online group work, real-world tasks such as observations and narratives, and structured online content delivery using video or other media. Similar to the in-person classroom, at times the teacher will be delivering information or explaining concepts, and at other times they will be facilitating learning and making space for student-to-student interaction, independent work, and one-to-one support.

Students will be expected to engage with the remote lesson during their scheduled time, and will be held accountable for that time through attendance taking measures, supervision and assessments that reflect participation, understanding, and mastery.

### A Sample High School Schedule In the Remote Model

The following schedule enables students to follow their full schedule, periods 1-8, with a total of 160 meeting minutes per class, per week. We have also built in time for Advisory, screen breaks, lunch, and independent learning so students may develop productive routines with support prior to transitioning to a hybrid model. Meeting times will consist of a combination of whole-group, small-group, and independent learning in keeping with the learning objectives of the day and that maximize learning and relationship-building. In keeping with the High School's instructional approaches, while teachers will engage with students throughout the class, these classes will likely not be full-time Zoom sessions; instruction will allow students to follow individualized pathways for periods of time, complemented by class discussions and teacher presentations.

Wednesdays will feature an extended Advisory period, during which teachers will check in with the entire group, build community, and help students plan their day of independent learning. The day is broken into three discrete blocks of independent work so that students may organize their time spent on independent learning tasks accordingly. In addition, teachers will offer scheduled Office Hours during which students can access their teachers for individualized or small-group support. Finally, Guidance seminars, Academic Center help sessions, and additional RTI and LRT support will also occur on Wednesdays.

When classes meet, the timeframes here will be used for a blend of whole group, small group, and independent learning.					
	Mon	Tues	Wed	Thu	Fri
8:35-8:40	Advisory	Advisory	8:35-9:55: Dept. Meetings	Advisory	Advisory
8:45-10:05	1	2		1	2
10:05-10:20	Screen Break		10:00-10:25: Extended Advisory	Screen Break	
10:20-11:40	3	4	10:25-11:40: Student independent work, Seminars, LRT/RTI, Office hours	3	4
11:40-12:10	Lunch				
12:10-1:30	5	6	12:10-1:30 Student independent work, Seminars, LRT/RTI, Office hours	5	6
1:30-1:45	Screen Break		1:30-3:05 Student independent work, Seminars, LRT/RTI, Office hours	Screen Break	
1:45-3:05	7	8		7	8

### Monitoring High School Student Progress in the Remote Model

Using data collected from the spring remote learning experience, as well as diagnostic tools used by each teacher, we will identify students who have had learning loss prior to their arrival in classes. Teachers will use a variety of formative and summative assessment tools to measure student progress, including technology-assisted assessments and traditional written assessments submitted online. Parents will be contacted by teachers and will receive progress reports (academic warnings) if their student is struggling halfway through each term or whenever the student shows a notable decline in achievement. Parents may use Home Access Center to stay apprised of their student's regular work completion and progress in each course, and are also welcome to initiate communication with their child's teacher if they have any questions or concerns about academic progress.

Students will earn letter grades culminating in quarter grades that are averaged into a final grade for each course. This grading approach may change if merited by the COVID crisis and if determined by DESE guidance.

## Supporting High School Students in the Remote Model

We will use our Advisory groups to build connections among students and between adults and students, as well as some in-school days at the start of our school year. Additionally, our schedule has periods built in when students do not have classes scheduled. Those periods will be utilized by counselors to connect with their students and build relationships, and for students to meet with their teachers for individualized support and/or meet with Academic Center personnel. Students will also be able to access support from their teachers during Wednesday office hours. We plan to have some in-person opportunities for students and teachers/counselors to meet prior to the hybrid model.

A primary structure at the high school for identifying and supporting struggling students is our Student Study Team (SST), a group comprised of guidance counselors, special educators, the school psychologist, the school nurse, RTI teachers, and administrators. This group will meet twice a week regardless of the current educational model to discuss students of concern. Students may be referred to SST by teachers and counselors, or are identified by the SST group during its regular review of attendance data, achievement data, and measures of student engagement. In partnership with parents, SST will determine appropriate interventions for struggling students, which may include meeting with Academic Center staff, adding structured Response to Intervention (RTI) support, or providing transition services.

As was the case this spring, the Academic Center will remain fully staffed and will operate remotely. Students may self-refer to the Academic Center for specific content-area or organizational support; teachers and parents may also refer students. Our Academic Center coordinator will continue to schedule referred students for academic help sessions with peer tutors and staff members. In addition, regular and consistent drop-in times will be offered to all students.

The High School anticipates using additional staff to work individually with students who need support during the remote stage. Teachers will be notified of the students on their class lists who had difficulty with the remote learning so they can be particularly attuned to their needs and can stay connected with parents on their progress.

For those students in need of emotional support, our team of guidance and adjustment counselors, the school psychologist, the school nurse, the METCO coordinator, and student services professionals are available to students and families to offer in person or remote support. We will continue to work closely with community organizations such as Human Relations Services and Wayland Youth and Family Services. All of our staff have experience with delivering services remotely. We meet weekly as a team to collaborate and monitor plans.



We will hold a version of 9th grade orientation sessions in early September where every 9th grade student will be on campus and able to see the building, meet their teachers and counselors, and interact with their classmates in a socially distant manner.

## High School Staged Hybrid Learning Experience: The Hybrid Stage (Oct. 19)

### The Hybrid Model High School Schedule: Overview

In this schedule, students are assigned into the “A” or the “B” cohort so that approximately half of our students are on campus at any one time. When they are at school during two days of the week, students attend all of their classes each day (totalling 70 minutes of in-person learning per class, per week) and will take part in one of two lunches. During periods when they do not have class (“free blocks”), students may meet with their teachers or counselor, access support in the Academic Center, or work independently in a shared learning space such as the Library Media Center. Ninth graders will have a study hall.

During the remaining three days, remote learning takes place asynchronously; students complete assigned learning tasks either individually or in groups. Wednesdays (the “X” day) of the hybrid model have a dual purpose for teachers and students. First, teacher collaboration and planning necessary for rich, effective instruction and student learning will occur. During this time, teachers will provide students with formative feedback, create asynchronous lessons, and align their curricula with colleagues. Second, student interventions and supports will happen on X days in the form of scheduled teacher office hours and meetings with guidance counselors. Additionally, an extended Advisory will occur in order for the whole group to build community, share information, and determine support that some students may need.

Please note: The following sample schedule represents our best thinking at this period in time. We anticipate learning a great deal from our remote period, which may lead to changes to the hybrid schedule that appears below.

### A Sample High School Schedule in the Hybrid Model

	10 min passing time 35 min classes	Mon (A)	Tues (A)	Wed (X Day)	Thur (B)	Fri (B)
1	8:35–9:10	1	1	8:35 - 9:55: Dept. Meetings	1	1
2	9:20–9:55	2	2		2	2

<b>3</b>	10:05–10:40	3	3	10:00-10:25: Extended Advisory	3	3
<b>4</b>	10:50 –11:25	4	4	Student independent work & Lunch	4	4
<b>5 &amp; L1</b>	Lunch 1: 11:35–12:10 Period 5: 12:20 - 12:55	5	5		5	5
<b>5 &amp; L2</b>	Period 5: 11:35 - 12:10 Lunch 2: 12:20 – 12:55	5	5		5	5
<b>6</b>	1:05 – 1:40	6	6	Student independent work & Teacher office hours	6	6
<b>7</b>	1:50–2:25	7	7		7	7
<b>8</b>	2:35–3:10	8	8		8	8

### Monitoring High School Student Progress in the Hybrid Model

We will evaluate student progress the same way in the hybrid model that we do in the remote model, with the exception of some assessments that would be transitioned into happening only in person. In the hybrid model, we will prioritize in-school time for personal interaction and discussion. Therefore, with the exception of some key summative assessments, teachers will try to avoid assessing in school and will continue to assess remotely with attention paid to access and equity.

Except in circumstances that are determined by our Student Study Team, students will earn letter grades culminating in quarter grades that are averaged into a final grade for each course.

### Supporting High School Students in the Hybrid Model

As in our remote model, the Student Study Team (SST) will continue to use attendance and achievement data to determine students who are struggling. The Student Study Team, in partnership with parents, will determine appropriate interventions for struggling students, which may include meeting with Academic Center staff, adding structured Response to Intervention (RTI) support, or providing transition services. Students will also be able to access support from their teachers during their free blocks and Wednesday office hours. They may be scheduled for more in-person days than the rest of their cohort.

We will use our extended Advisory meetings to build connections between students and adults, and to help determine students who may be struggling. Additionally, in-person free blocks will be utilized by counselors to connect with their students and build relationships, and for students to meet with their teachers for individualized support and/or meet with Academic Center personnel.

As was the case this spring, the Academic Center will remain fully staffed and will operate both in-person and remotely in the hybrid model. Students may self-refer to the Academic Center for specific content-area or organizational support; teachers and parents may also refer students. Our Academic Center coordinator will continue to schedule referred students for academic help sessions with peer tutors and staff members; in addition, regular and consistent drop-in times will be offered to all students.

For those students in need of emotional support, our team of guidance and adjustment counselors, the school psychologist, the school nurse, the METCO coordinator, and student services professionals are available to students and families to offer in-person or remote support. We will continue to work closely with community organizations such as Human Relations Services and Wayland Youth and Family Services. All of our staff have experience with delivering services remotely. We meet weekly as a team to collaborate and monitor plans.

## **Special Education Service Delivery under Remote and Hybrid Models**

### **Special Education in the Remote Model (Beginning September 14)**

In the remote model students who have an IEP will receive their services in a variety of different ways that will be tailored to their specific needs. Special education students will receive all the service delivery minutes to which they are entitled as a result of their IEP which is different from the reduced service delivery minutes students experienced in the spring of 2020 via their 'Remote Learning Plans'.

The district, guided by DESE, will prioritize as much in person instruction as possible for two specific groups of students:

- Students who participate in specialized programs
- Preschool special education students

Remote learning is often more challenging for these students and these students will begin the year in in-person learning to the largest extent possible. Schedules for these students will be communicated directly to families by their school based liaison.

Students who are not identified as being in one of these groups will receive their special education services based on a schedule created by their school based liaison that will incorporate both in-person and remote learning. Our goal is to deliver special education services on a 'sliding scale' as we move through the proposed five weeks of the Remote model. When we reach the

Hybrid model stage our goal is to have students receive a minimum of 50% of their IEP services in-person, in school. The 'sliding scale' approach is designed to slowly return students to school, in controlled small groups, in order to rediscover school and meet their providers. Each situation will be unique, but will follow the general outline noted below and will focus on 'C' grid services.

- 9/14 to 9/18 Up to 25% of service delivery minutes delivered in-person (week 1 of remote for the district)
- 9/21 to 9/25 Up to 25% of service delivery minutes delivered in-person (week 2 of remote for the district)
- 9/28 to 10/2 Up to 25% of service delivery minutes delivered in-person (week 3 of remote for the district)
- 10/5 to 10/9 Up to 50% of service delivery minutes delivered in-person (week 4 of remote for the district)
- 10/12 to 10/16 Up to 50% of service delivery minutes delivered in-person (week 5 of remote for the district)
- 10/19 onwards: Minimum of 50% of service delivery minutes delivered in-person (week 1 of Hybrid model)

Assuming prevailing health and safety conditions allow for it, if we do not start the hybrid model as planned on 10/19 we will continue to deliver up to 50% of service delivery minutes in person until the hybrid starts or we go back to fully remote.

We want to support students in their changed learning environment and get them used to being together again in a controlled manner. We need to get used to seeing each other in our masks, hearing our 'new' voices, walking around school and practicing the new routines of check in and dismissal. By returning in this manner, we will give students with disabilities progressive, structured opportunities to prepare for the full Hybrid model.

IEP meetings will take place virtually for the school year 20-21. In the event that a parent requests an in-person meeting the district will work to make sure that this occurs in a safe and controlled environment.

As part of the IEP process, the District will continue to conduct assessments and evaluations. All of our current assessments and evaluations are designed and normed to take place in-person. Until such times that we identify assessments and evaluations that can be conducted virtually, we will continue to assess and evaluate students in person.

For more specifics regarding service delivery under a Remote model, please see this linked [Special Education Service Delivery document](#).

### **Special Education in the Hybrid Stage (October 19)**

In the Hybrid model students who have an IEP will continue to receive their services in a variety of different ways that will continue to be tailored to their specific needs and their time in the school

building. Special education students will continue to receive all the service delivery minutes to which they are entitled as a result of their IEP.

Special education students will receive in-person service delivery on the days when they are scheduled to be in school and remote service delivery on the days they are not. A hybrid schedule will be created by their school based liaison and will be unique for each individual special education student. It is anticipated that for most students this will be as close to a 50% in-person and 50% remote split as possible.

Students in specialized programs and preschool special education will continue to be afforded the opportunity to receive in person service delivery up to five days per week for a full school day as dictated by their IEP.

IEP meetings will take place virtually for the school year 20-21. In the event that a parent requests an in-person meeting the district will work to make sure that this occurs in a safe and controlled environment.

As part of the IEP process, the District will continue to conduct assessments and evaluations. All of our current assessments and evaluations are designed and normed to take place in-person. We will prioritize using in school days to conduct assessments. However, in order to meet IEP evaluation timelines it will be necessary to assess students by appointment, in school, on days where they may not expect to be present under the Hybrid model.

For more specifics regarding service delivery under the Hybrid model, please see this [linked](#) document.

### **METCO Staged Hybrid Learning Experience: The Remote Stage (Beginning Sept. 14)**

In the Remote Model in the fall of 2020, the METCO staff will engage in a number of outreach initiatives to students and provide some services to families. Here are some examples:

- The Elementary METCO Coordinators will support the educational and socioemotional needs of students by holding Affinity Group meetings. The Coordinators will also have targeted meetings with new students and with those students on IEPs/504s.
- The Middle School METCO Coordinator will schedule grade level meetings with students, attend school based and Zoom meetings, and hold office hours for parents.
- The METCO after-school Academic Coach will enlist the help of Boston-area college students to offer tutoring for a limited number of students who need extra academic help on homework.

- The High School METCO Coordinator will work with guidance counselors and teachers to identify students not making academic progress, reach out to those students to remedy issues, and check in with students during set schedules.
- When the school district is in the Remote Mode, we will make deliveries of breakfast and lunch at a Boston location for families who qualify.

### **METCO Staged Hybrid Learning Experience: The Hybrid Stage (Beginning Oct. 19)**

In the Hybrid Model in the fall of 2020, the Elementary, Middle, and High School METCO Coordinators will continue the same services offered to students during remote. In addition, the after school program will offer limited in-person activities at the Elementary and Middle Schools. As needed, additional tutorial services will be offered to students with significant academic needs to lessen regression. METCO staff and teachers will identify students who are struggling academically and/or who are not attending classes. The METCO Coordinators and Director will continue to work with staff across the schools to troubleshoot any student issues as they arise.

Breakfast and lunch will be provided when students are not in school to those who qualify..

### **English Learners in the Staged Hybrid Experience: The Remote Stage (Beginning Sept. 14)**

During fall remote learning, Wayland English Learner (EL) teachers will continue to support all EL students and families. Using a variety of teaching and learning methods, EL teachers will employ meaningful and appropriate instruction to ensure that their students are building on their cultural and linguistic assets and receiving the academic support they need.

Teachers will meet with students in small groups remotely to give leveled instruction. They may also join whole class learning to assist in content acquisition and understanding. Teachers will also provide work and assessments throughout remote learning to determine growth and advancement for each student.

In addition, new students may need to have their English skills assessed in the fall. The EL department will contact students and their families and conduct these assessments remotely. Once assessed, new EL students will join the EL program and begin meeting with EL teachers.

Rachel Scott, EL Coordinator, will be available via email at [rachel\\_scott@waylandps.org](mailto:rachel_scott@waylandps.org) during the summer months for families needing support or information.

### **English Learners in the Staged Hybrid Experience: The Hybrid Stage (Beginning Oct. 19)**

For our hybrid model, Wayland EL teachers will continue to support all EL students and families. Using a variety of teaching and learning methods, EL teachers will employ meaningful and appropriate instruction to ensure that their students are building on their cultural and linguistic assets and receiving the academic support they need.

Teachers will meet with students in small groups to give leveled instruction, whether remotely or in person, depending on building and student needs. They may also join whole class learning remotely or in person, to assist in content acquisition and understanding. Teachers will also provide work and assessments throughout hybrid learning to determine growth and advancement for each student.

In addition, new students may need to have their English skills assessed in the fall. The EL department will contact students and their families and conduct these assessments, remotely or in person. Once assessed, new EL students will join the EL program and begin meeting with EL teachers.

Rachel Scott, EL Coordinator, will be available via email at [rachel\\_scott@waylandps.org](mailto:rachel_scott@waylandps.org) during the summer months for families needing support or information.

## **Operations during the Hybrid Model**

### Transportation - Hybrid Model

The District will provide transportation to K-6 students who live more than two miles away from school and will adhere to the following procedures:

- No more than 24 students will ride the bus.
- Students will wear masks and be assigned seats, one student per bench and alternating aisle and window seats.
- Siblings may sit together.
- Windows will be kept open when weather permits.
- The driver will clean and sanitize seats, railings, door handles between runs and at the end of the day.
- The driver will wear a face mask at all times and use gloves when cleaning and disinfecting the bus.
- Hand sanitizer will be available for students to use upon boarding the bus and prior to entering the school building.
- Prior to boarding the bus, the parents will provide attestation that students are healthy.

### Food Services - Hybrid Model

The Wayland Public Schools are awaiting additional guidance from DESE regarding safety protocols and expectations for meals and food preparation. Below are the protocols established to date to provide food services to students:

**Food Safety and Kitchen Sanitation:** All Food Service staff will be required to wear masks and gloves at all times. Employees will be required to keep physical distancing practices in place during meal production and service. All cleaning supplies used for kitchen, serving line and

cafeteria areas will be FDA approved to control the spread of the virus. Signage and decals will be installed at production stations in kitchens to ensure proper distancing is maintained between staff. Training will be arranged for all staff prior to the start of school.

**Student Safety during Meal Service:** Students will wash hands before and after meal service. Hand sanitizer will be provided for all students and staff in the cafeteria. All serving lines and designated eating areas will have specific sanitation protocols in place. All food will be served using disposable containers and utensils. Student floor spacing decals will be installed at all serving stations to maintain physical distancing of students during meal service. Parents of students with special dietary needs, including food allergies, will continue to work with food service staff, nurses and administrators to ensure a safe plan for their students.

**K-5 Lunch Service:** Utilizing staggered schedules being developed by building administrators, students will be able to retrieve meals from the cafeteria and eat in designated socially distanced eating areas. Lunches will be ordered and paid for online, in advance, to increase speed of meal service and allow for a contactless experience. Three daily meal options will be offered, and students will pick up his/her pre-ordered lunch at the designated time each day. In addition, a Snack of the Week and Milk only option will be available for pre-ordering. Students may choose to pick up grab-n-go breakfasts from the cafeteria each day upon arrival and eat in designated socially distanced eating areas.

**Middle School and High School Lunch Service:** Utilizing staggered schedules being developed by building administrators, students will retrieve meals from the cafeteria and eat in designated socially distanced eating areas. Lunches will be ordered and paid for online, in advance, to increase speed of meal service and allow for a contactless experience. Three daily meal options will be offered, and students will pick up his/her pre-ordered lunch at the designated time each day. The High School Snack Bar will be open each day to allow for students to purchase pre-packaged a la carte items. Pin pads will be removed, and Food Service staff will retrieve student accounts by name. Middle School students will have a Snack of the Week and Milk only option for pre-ordering.

**Curbside pick-up for remote and Staged Hybrid learners (If needed):** Curbside pick-up will be available at designated locations providing multiple days' worth of meals for both the remote stage and the hybrid stage. The Food Service Director is exploring options to offer take home meal kits, grocery box items and heat and serve options to help increase food access.

**Meal Applications:** As we await further guidance from the United States Department of Agriculture (USDA), the free and reduced meal application process remains the same as previous years. Applications are available on the Food Services website now and can be submitted for the upcoming school year.



# Health And Safety -

## Students Return to Buildings in the Hybrid Stage

### Overview: Prudently Occupying Buildings through Minimizing Risk

#### Implementing a Plan for health self-examination

In order for a child to enter the building in the hybrid model, parents will have to answer “no” to all of the following questions each day regarding their child’s health on a formal questionnaire:

- Is the temperature above 100.4?
- Does the student/staff member have atypical shortness of breath?
- Does the student/staff member have unusual fatigue?
- Does the student/staff member have an atypical cough?
- Does the student/staff member have an atypical runny/stuffy nose?
- Does the student/staff member have atypical sore or irritated throat?
- Does the student/staff member have vomiting/diarrhea, nausea, abdominal pain?
- Does the student/staff member have atypical headache or muscle aches?
- Does the student/staff member have a loss of smell or taste?
- Have you or anyone in your household had contact with a known suspected case of COVID-19 or an undiagnosed respiratory illness in the last 14 days?
- Have you or anyone in your household traveled outside of Massachusetts in the last 14 days?

#### Implementing a Plan for Education about Safety Protocols

Prior to the beginning of the hybrid model, students and staff will be trained in social distancing protocols, proper mask wearing, proper hand hygiene, and the cleaning processes that custodial staff will use in the buildings through a combination of trainings led by our nursing staff, administrators, as well as through on-line tutorials that the District provides.

#### Providing Robust Proactive Measures in the Building

##### Social Distancing

*In the Building:* Students and teachers will be provided with the signage, appropriate furniture and space within offices, lunchrooms, bathrooms, meeting rooms, hallways and classrooms to express the need for six feet of distance. In hallways, classes will enter and exit at staggered times to limit the traffic in hallways. During arrival and dismissal, each building has additionally identified multiple entry and exit points to limit traffic build-up. The District will also stagger the drop-off and pick-up of students to minimize possible congestion.

*On the Bus:* A maximum of 24 students will ride on each bus. The District has assigned seats to students with only one student per seat except if those students are siblings. Hand sanitizer will be provided on each bus. A plexiglass barrier will exist between the driver and first seat. Finally, the driver and all of the students will wear masks.

*Before and after-school programs in the Hybrid Model:* Students will report to their classrooms; stay in the same cohorts in the classrooms as much as possible and maintain 6 feet of physical distance.

*Outdoor classrooms:* The District will purchase or rent canopies to designate outdoor learning spaces. They will be installed prior to occupancy.

*Personal storage:* Students will store personal belongings in a backpack on the back of their chairs or under their desks. The District will store individual supplies in a plastic bin within the classroom, purchasing one bin for every student. Students will have limited locker room use. Lockers not in use will be locked.

*Technology:* The District has fully implemented one-to-one devices so that students will not share devices. The technology students will use are as follows: Grades K-2, iPads, grades 3-8 Chromebooks, and grades 9-12 MacBooks.

*Waiting Rooms:* The District has established supervised rooms in each school building for students with COVID symptoms. Protocols for these isolation rooms will be established by school nurses in accordance with DESE guidelines.

*Repurposed Spaces:* The District has created one-to-one learning spaces in larger areas to allow for appropriate social distancing.

## Mask Wearing

*Staff Masks:* The Town will order 3-ply ASTM level 1 medical/surgical masks for employees using Town's established steady state vendor and KN95 for staff with underlying health conditions.

*Student Masks:* Students will wear their own masks. Students must wear a two-ply mask. Please note that the District has purchased extra masks for students who forget or soil their masks during the day. In adherence to the Wayland Board of Health guidance, masks should be made of a tight weave of at least two-ply fabric and fit the nose and mouth tightly without gaps, and may not include gaiters, bandanas or scarves.

## Proper Hand Hygiene

The District will augment current handwashing stations by purchasing nineteen portable sinks to ensure that students and staff have ready access to running water and are able to comply with

DESE guidelines and wash their hands four times a day. The District will use a system of three different types of hand sanitizing stations throughout each school: stand alone dispensers (at entrances and exits), wall mounted dispensers (in hallways), and jugs with pump top (in classrooms).

## Cleaning

*Classrooms and the Buildings:* Custodial staff will complete interval cleaning and disinfection throughout the day for frequently touched surfaces throughout the building, such as doors, push plates, handles, bathrooms, railings, door windows, cafe tables/chairs between each session. All spaces will be cleaned and sanitized at the end of each day. The District will also stock non-bleach single use wipes, hand sanitizer, hand soap, paper towels, spray sanitizer in each classroom for supervised use and stored out of reach of students.

*Cleaning the buses:* The contracted bus company will clean and disinfect seats, railings, doors between each run and at the end of each day.

*Shared materials:* Students will store supplies in personal individual bins. Classroom materials, like books and manipulatives, will be placed in a bin after single use to be cleaned/sanitized at the end of the day.

*Training and Monitoring of Custodial Staff:* The Town will provide training regarding cleaning protocols to custodial staff prior to occupancy of school buildings. The Town and School District will establish protocols for monitoring and complying with protocols to ensure buildings and classroom cleaning standards are maintained.

## Ventilation

The District, working with the Town, has retained TBA Architects and Norian/Siani Engineering, Inc., consulting engineers in mechanical systems and air quality. They are providing an expert evaluation of the schools' ventilation systems. They have collaborated with the Town and with two members of the Permanent Municipal Building Committee (PMBC) to provide advice and support. The week of August 17, the School Committee will receive a report that details work and recommendations for modifications that will enable buildings and rooms to comply with DESE guidelines in the COVID-19 context prior to occupancy.

## Quarantining Procedures

The District will follow the Board of Health recommendation. The Board of Health (BOH) recommends that people testing positive for COVID, whether symptomatic or asymptomatic be isolated and quarantined for 14 days in accordance with the current MA DPH guidance in place at the time of the test result. Right now, the guidance states that the 14 mandatory day quarantine must elapse before individuals who tested positive for COVID return to school. A doctor's note or

a single negative COVID test is not adequate. Students or employees require medical clearance by the school RN/PH nurse before returning to school.

The Wayland Public Health (PH) nurse will be in contact with the MA Department of Public Health (DPH) for current guidelines on contact tracing for individuals who tested positive for COVID, and for their close contacts. Close contacts are defined as individuals being within 6' of someone who tested positive for COVID for 15 minutes or more.

Note, the Board of Health understands that there are no hard and fast rules as to when contact tracing will take place for close contacts of individuals who tested positive for COVID -- considerations such as the COVID disease burden in the community, whether the person testing positive for COVID was symptomatic vs. asymptomatic, and length of exposure will be all be factored into the decision. The Wayland PH nurse makes these contact tracing decisions in consultation with the MA DPH.

When quarantining takes place, in consultation with the Wayland Board of Health and the School Committee, the superintendent will inform families as soon as possible if students need to remain home through our School Messenger system. In that situation, the students will immediately transition to the remote model.

## Conclusion

I want to thank the teachers, administrators, staff, and School Committee who have spent countless hours this summer developing this plan. They have kept both health and safety and the educational and emotional needs of our children front and center. I also want to thank our families who have not only shared invaluable input but have shown patience as we have worked to develop and implement the best plan possible for our schools.

The future related to COVID-19 is uncertain. It is quite possible that we will switch among the models described above at different points throughout the year. This school year will require enormous flexibility on behalf of families, staff and children. We are lucky that in this community we share a tremendous bond based on our passionate desire to nurture our children. That bond will serve us well as we encounter inevitable frustration and anxiety throughout the year. By living the mantra that "we are all in this together," we will serve our children well.

I hope that you enjoy the rest of your summer.

Respectfully,

Arthur Unobskey, Superintendent of Schools