



CARVER PUBLIC SCHOOLS

Reopening Plans for the 2020-2021 school year

August 4, 2020

Reopening Plans for the 2020-2021 School Year

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Introduction:

To The Carver School Community:

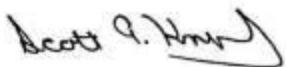
The summer is usually a time in which students, families and staff have an opportunity to refresh while at the same time preparing for the next school year. The beginning of a new school year usually generates enthusiasm and excitement for students, parents and staff. Unfortunately, this summer, like the spring before it, we have all had to face the uncertainties associated with the COVID-19 pandemic. As a community, we have persevered since the decision was made to close schools and through creativity and collaboration we will face the challenges presented to us as we plan for a return to learning this fall.

The Massachusetts Department of Education (DESE) has required all school district to develop a plan with three models for a return to learning this fall:

- A Full In-Person Return
- A Hybrid Model (Combination of In-Person and Remote Learning)
- A Full Remote Model

Outlined below is an overview of the Carver Public Schools three models of learning. It is possible that the district might have to implement all three models at some point during the upcoming school year depending on the trajectory of the COVID-19 pandemic.

There will be more obstacles and challenges placed before us in the coming months. The Carver community has always proven itself to be resilient. I believe that effective collaboration between faculty, staff, students and families will be the key to meeting the health, safety and educational needs of all of our students. Thank you for your support as we move forward towards a return to learning in the fall.



Scott Knief
Superintendent
Carver Public Schools

Summary of the State Guidance on Reopening of School:

On Thursday, June 25, 2020, Governor Baker shared State guidelines for Massachusetts' school re-opening in the fall. A link to the Governor's press conference is [here](#)¹; a link to the Massachusetts Department of Elementary and Secondary Education (MA DESE) initial reopening of school guidance is [here](#)². During the Governor's press conference, the spokesperson for the Massachusetts Chapter of the American Academy of Pediatrics stated that they **"share [MA DESE's] goal of bringing most children in the Commonwealth back to in-person learning this fall, while minimizing risk to them, the school staff, and their families."**

The MA DESE guidance sets forth the several guidelines for public schools, including but not limited to the following:

- All students in grades 2 through 12 will wear face masks/covering in school;
- All students and staff should practice social distancing;
- All students and staff should practice hand hygiene;
- The school district should send a clear message to all faculty, staff and students to stay home if sick.

The health, safety, and well-being of our students and staff is our top priority. It is important to keep in mind that the health metrics may dictate a full return to remote learning, and we should all be prepared to make a rapid transition if needed.

Conversely, we should not lose sight of the fact that once the virus has run its course or a vaccine is made, we may be able to return to school as we once knew it under pre-COVID-19 conditions.

¹ <https://www.mass.gov/covid19-updates#AlertsMA>

² <https://drive.google.com/file/d/1tOnfIHGPOAedYPm737J5qp46CFXsU2vg/view?usp=sharing>

Carver Public Schools Principles and Priorities

- 1.** Make the health, safety, and well-being of our school community is the top priority.
- 2.** Take into account the needs of ALL stakeholders; students, families and staff.
- 3.** Ensure that plans are sustainable and take into account the mental, physical, social, and emotional needs of the school community.
- 4.** Build on the Carver Public Schools Core Values outlined in our Education Blueprint
 - a.** All students can be successful
 - b.** Learning is ongoing and lifelong
 - c.** Decisions should be made in the best interest of students
 - d.** Everyone should be treated with dignity and respect
 - e.** School, home and community partnerships are vital for continuous learning and growth
- 5.** Incorporate “reflections” and “lessons learned” during the period of school closure.
- 6.** Allow for flexibility and fluidity in how we deliver instruction and strive for a continuum of services, acknowledging the varying student needs across the PK-12 range and responding to differences in age-appropriate ways.
- 7.** Be intentional about matters of equity and meeting the needs of all students.

Full Return to School In-Person

Introduction:

There is a clear consensus from both educators and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of a student's academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma.

The key to a full in-person return is adherence to a comprehensive set of critical health and safety requirements outlined by the graphic below:

Getting students and educators back to school in-person, safely, relies on a combination of strategies, including key health and safety measures



Masks/ face coverings

Primary route of transmission for COVID-19 is respiratory. **Masks/ face coverings protect against COVID-19 infection** (study estimates 80% effectiveness in reducing transmission¹)



Physical distancing

Physical distancing helps mitigate virus transmission. Aim for six feet between individuals when feasible; **a minimum physical distance of three feet is appropriate as informed by evidence when combined with the other measures outlined in the list of safety requirements**



Handwashing / hand sanitizing

Handwashing removes pathogens from the hands. While **handwashing with soap and water is the best option**, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when hand washing is not available



Staying home when sick

Students and educators should stay home if they are sick or have had close contact with a person diagnosed with COVID-19

1. <https://gh.bmj.com/content/bmjgh/5/5/e002794.full.pdf>

Health and Safety Requirements:

❖ Mask/Face Covering Protocols:

- All students in grades 2-12 are required to wear masks.*
- Students in grades K-1 will wear masks during all transitions and will have opportunities to take their masks off in the classroom setting.
- Pre-K students will not be required to wear masks.
- All adults, including visitors, are required to wear masks while in the building.
- Masks must be worn by everyone on the bus during school transportation. *
- Each school building will plan for scheduled mask breaks throughout the day.
 - Mask breaks should occur when students can be six feet apart or ideally in a space with open windows.
 - Students in the Elementary school will have a 5-10 minute mask break each hour. They will also have mask breaks at recess and lunch.
 - Students at the Middle High School will have a 5-10 minute mask break in each class and at lunch.
 - Mask breaks will be encouraged during any class that takes place outside at both the Elementary School and Middle High School.
 - Mask/face coverings should be provided by the student/family.
- The district will provide each student and staff member a Carver logoed mask at the beginning of the school year.
- The school district will have masks available for staff, students and visitors who do not have one with them.
- Mask Covering - Special Considerations:
 - For students in substantially separate or partial inclusion special education programs, the classroom environment may be set up to allow for more/longer mask breaks.
 - For students from substantially separate programs to participate in inclusive environments they will need to follow the same mask and social distancing rules as all students.
 - Staff in substantially separate programs will be provided with any extra PPE they need, based on state guidance for specific situations, when distancing and/or student masks is not possible.
 - Alternative programs for students with serious social emotional challenges may create spaces in the alternative classroom to allow for longer or more frequent mask breaks.
 - Staff working with students with hearing impairments and staff teaching speech articulation will be provided with clear face masks to allow students to see the teacher's mouth.
 - All teachers that work with populations of students that struggle tolerating mask wearing will work with students and families to develop strategies for increasing tolerance.
 - For students who require glasses for vision, staff will work with families to find the best solutions to minimize fogging.

- Students with total inability to wear a mask at all, who are not in a substantially separate program due to their disability, will be provided remote instruction and possible home supports or therapies.

** Exceptions to mask/face coverings requirements will be made for those whom it is not possible due to medical conditions or disability.*

❖ **Social Distancing Protocols:**

Social distancing is another important practice that helps mitigate transmission of the virus. There is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. To help promote appropriate social distancing in a full in-person return all desks in all classrooms will be spaced at a minimum of 3 feet apart and face the point of instruction. Students will be regularly encouraged to maintain a social distance of more than 3 feet. In the hybrid model we would reduce the number of students coming to school by half each day, which reduces our in-person class sizes and allows us to set-up desks in every classroom in the district at least 6 feet apart facing forward.

To minimize the number of student and staff contacts during the day, students at the Elementary School will remain within the same group/cohort of students throughout the day. At the Middle High School adopt a block schedule for students in grades 8-12. In the block schedule each student will have 4 courses each semester for a total of 8 courses a year. This will reduce transitions for students and staff and reduce the number of students each person is exposed to during the school day. Students in grades 6 and 7 will remain in teams. In the teaming model students will be with a specific set of students each day within their team. This model also allows for reduced transitions and limits students' exposure to other students.

❖ **Hand Hygiene:**

Handwashing and removing pathogens from the surface of hands is a key safety protocol for all students and staff. While handwashing with soap and water is the best option, alcohol-based hand sanitizer may be utilized when hand washing is not available. Students and staff will regularly practice hand hygiene including upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. At the Elementary School hand hygiene will be built into the schedule of the day for students (See schedules below). At the Middle High School students will regularly practice hand hygiene, especially after transitions.

❖ **Cleaning and Sanitizing of School Buildings:**

● **Locations:**

- **Classrooms / Small Group Instruction / Faculty Offices (Daily):**
 - Empty waste baskets and replace liners;
 - Desks disinfected nightly;
 - Dry mop floors;
 - Spot clean stains;
 - Check and replace lights;

- Clean sink areas;
 - Refill paper towel/soap dispensers;
 - Dust all ledges and window sills weekly;
 - Close and lock windows;
 - Turn off lights and lock doors; and
 - Upon entering a new room students will sanitize desks.
- **Bathrooms/Locker Rooms (Daily):**
 - Empty waste baskets and replace liners;
 - Refill towel, tissue, feminine products, and soap dispensers;
 - Disinfect/clean interior and exterior of sinks, urinals, and toilets;
 - Clean mirrors;
 - Clean any wall/partition surfaces to remove any foreign matter;
 - Check and replace lights; and
 - Sweep and wet mop floors.
- **Common Areas (Daily):**
 - Disinfect high-touch surface areas (nightly and during school day);
 - Door handles, counter-tops, handrails;
 - Machine wash floors; and
 - Check and replace lights.
- **Gym/Library/Auditorium (Daily):**
 - Cleaning will be performed based on use of space when that is determined.
- **Lunch Locations (Daily):**
 - There will potentially be a variety of lunch locations used in a full in-person return model to reduce group size and maintain the 6 foot social distancing requirement.
 - In the hybrid model students will be able to eat lunch in the cafeteria maintaining the 6 foot social distancing requirement.
 - Lunch waste receptacles will be centrally placed and used to facilitate quick and efficient clean up after meals.
 - Any surface used for meals will be wiped and disinfected following lunch.
- **Sanitization Techniques**

These techniques have been refined during the course of the initial closure as we determined the best and most efficient manner of removing any potential virus contaminants from buildings and surfaces. Sterilization and sanitizing will be performed in addition to the regular cleaning duties listed above. The sterilization routine is efficient and can be performed within normal custodial shift operations as follows:

 - Daily disinfectant sanitizing of student desks using microfiber will occur after school hours each day.

- All areas will be sterilized using [atomizers](#)³ each Tuesday and Friday after school hours both days.
 - Carver has atomizers for custodial staff to use in both school buildings. In addition to the daily routine schedule described above, these units can be quickly deployed if necessary.

- **Instructional Materials**

With input from curriculum and specialist teachers, individual supplies have been procured for some high frequency materials. Some courses may require regular sharing of equipment or materials. In these cases, educators will consider modifications to lessons that minimize the use of shared equipment. Teachers will assign specific students to specific pieces of equipment (e.g. art stations) and items will be sanitized between student cohorts, small groups, or pairs. Equipment that touches the eye (cameras/microscope) can be shared if a disposable protective cover is added and cleaned between uses. In some cases, depending on the developmental stage, individualized student materials will be assigned. Items hard to sanitize (playdough or fabric materials) cannot be shared.

❖ **Clear Messaging of Staying Home if Sick:**

Checking for symptoms each morning by staff, families and caregivers is critical and will serve as the primary screening tool for COVID-19 symptoms. If any staff member or student has any of the following symptoms in the past 24 hours they are required to stay home:

- | | | |
|-------------------|-------------------------------|-------------------------------------|
| ● Fever | ● Shortness of breath | ● Sore throat |
| ● Headache | ● Fatigue | ● Congestion or runny nose |
| ● Cough | ● Muscle or body aches | ● Diarrhea |
| | | ● New loss of taste or smell |

Anyone who has had close contact to an individual with known COVID-19 should also stay home and follow the return to school guidelines. The CDC defines close contact as being within six feet of someone who is COVID-19 positive for longer than 15 minutes.

Athletics:

The MIAA has postponed the start of fall sports until September 14th, 2020 at this time. There is an active MIAA-COVID-19 task force meeting regularly to review all fall sports on an individual sport basis.

Extra-Curricular Activities:

At this time all extra-curricular activities will not meet in any school building until further notice. Given the cleaning requirements of a full return and hybrid model, we have decided it's best to minimize traffic inside the building to only school day instruction. This will be reviewed later in the fall.

³ <https://www.youtube.com/watch?v=sznn2bQJe-o>

School Lunch/Breakfast:

Under the National School Lunch Program (NSLP) the CPS will continue to provide both breakfast and lunch to the students in any learning model. Based on social-distancing guidelines breakfast and lunch may possibly be served in the cafeteria, classrooms and outside for students (weather permitting) in school. For students in a remote setting (hybrid or full remote), the school will have an option for students to pick-up meals. Long-term the school will be reviewing options for possible delivery of meals but at this time we will offer them for pick-up on regularly scheduled school days.

Transportation:

Students will have the option to participate in the schools transportation program in accordance with the Carver Public Schools transportation policy and state guidelines. Some of the general notes on the state guidelines are as follows:

- Masks **MUST** be worn on the buses at all times, no exceptions.
 - Face shields are permitted with a note from a medical doctor on the bus only.
- 1 student per seat unless sitting with child from same household (2 max):
 - 23 seats/bus (71 Passenger); and
 - 8 seats/bus (26 Passenger).
- Assigned seats (students on same bus and seats labeled):
 - Assigned back to front so grade levels will be scattered (K-5, 6-12).
- Double/triple routes may occur based on limited seating which will impact pick-up and drop-off times.
- There will be no late bus at the Middle High School.
- Athletics buses will be held to the same standards as above.
 - We have two sports buses (there will be overlap with other sports) but cleaning will be the same extent as daily route buses.

Student / Staff Health Care Procedures:

❖ Nurses' Offices

Carver Public Schools will maintain two distinct and separate areas to provide health services to students. Any student identified as exhibiting or self-reporting symptoms of illness will be met by health office staff and escorted to the sick clinic. Health office staff will wear appropriate PPE. Following assessment of the student, *Protocols for Responding to COVID-19 Scenarios in School* outlined by the MA Department of Education will be followed. Return to class and/or return to school following dismissal will be enforced per these guidelines. In addition, nursing staff will continue to manage the traditional health office, providing a safe space for students managing chronic illnesses, taking scheduled medications, needing first aid/injury evaluation, mental health concerns, and other non-acute illness related needs. Staff not reporting to school due to illness should notify the school nurse. Staff developing symptoms of illness while at school should contact the nurse and above policies will be followed. All other staff health concerns should be directed to a Primary Care Physician.

❖ Managing Student/Staff COVID19 Symptoms in School and Return to School Policies

The Department of Education has released detailed and specific guidance information on what students and staff should do if they have symptoms at home, in school, or if they have had closed contact with someone who has tested positive. The CDC defines close contact as being within six feet of someone who is COVID-19 positive for longer than 15 minutes. The guidance document is linked [here](#).⁴ The graph below is a quick reference chart that outlines key actions for individual COVID-19 events.

Protocols for Responding to COVID-19 Scenarios in School

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

⁴ <https://carver.org/wp-content/uploads/2020/07/Protocols-for-responding-to-COVID-19-scenarios-7.17.2020-vF.pdf>

❖ **Testing, Tracing and Isolation**

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts.

These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out.

Student and Staff Social and Emotional Health

Carver Public Schools already has in place several programs to address student social emotional health instruction and intervention. The district will include support to help students manage any anxieties and stress related to COVID-19.

The district also acknowledges that staff may need emotional health support related to COVID-19.

❖ **For Students**

- **District:**

- A COVID-19 section will be added to the district wide staff website, that is already in place, to support staff with handling behavioral and social-emotional struggles students may be having.
- We will work to develop appropriate school-based and district-wide activities to help maintain a positive school culture. (ie. assemblies, spirit activities, community service)

- **Elementary:**

- Tier 1: *Responsive Classroom* Program.
 - To address COVID-19, universal lessons or presentations will be made at the PBIS Kickoff.
- Tier 2: The program *Second Step* is taught by school staff.
- Tier 3: Adjustment Counselors provide counseling and social skills groups.

- **Middle High School:**

- To address COVID-19, a presentation will be made at the beginning of the year.
- Implementation of an extended homeroom to support an advisory model and support for students when in school.

❖ **For Staff**






Both the Elementary and Middle High School will develop a variety of support services for staff that could include:

- Adult sharing of concerns, ideas, and stories;
- Offer transition and mindfulness activities for teachers to use in class or for teachers to do for themselves; and
- Provide self care checklists, reminders, surveys.

Hybrid Model for Learning

Introduction:

The Carver Public Schools has developed a two day in school / three day remote learning hybrid learning model. In this model, the students in each class/course will be divided alphabetically A-L (Group A) and M-Z (Group B). The "A" group will attend school on Monday and Tuesday and be remote on Wednesday, Thursday and Friday. The "B" group will attend school on Thursday and Friday and be remote on Monday, Tuesday and Wednesday. All students living in the same household will be in the same group even if they have different last names. All students will have live remote lessons on Wednesday. This model allows for cleaning and disinfecting of the building between each group being in school. It also reduces the number of students in each class and allows us to set-up desks in every classroom in the district face forward and at least 6 feet apart. In this model, we will have the benefits of enhanced social distancing and effective cleaning and disinfecting between groups while still giving every student in the district 2 days of live instruction.

GROUPS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A: Last Names A-L	 Group A attends school in person.	 Group A attends school in person.	 All Students attend virtually with live instruction from their teachers. <i>(a half day schedule)</i>	 Group A students learn from home.	 Group A students learn from home.
GROUP B: Last Names M-Z	Group B students learn from home.	Group B students learn from home.		Group B attends school in person.	Group B attends school in person.

Elementary School Schedule:

- Students will be enrolled in either group A or B. Students in the same family will be enrolled in the same group.
- Wednesdays will be a half-day of remote learning from 8:00 a.m. to 12:00 p.m.
 - Following a 30 minute lunch, 12:30 p.m. to 3:00 p.m. will be dedicated to Teacher/ESP Professional Development, meetings, and/or instructional planning.
- Remote Learning instruction will be a combination of synchronous and asynchronous learning activities.
- At the Elementary School, students in each grade (PreK - Grade 2) have all been assigned to a classroom teacher. Each individual classroom is a cohort. Students in grades 3-5 have been assigned to a team of two teachers. Each team will be considered a cohort. All students assigned to SPI or one of our alternative classes are considered a cohort.
- Students will be assigned a remote learning teacher for the remote learning days.

IN SCHOOL LEARNING (2 CONSECUTIVE DAYS)							Wednesday
Time	K	1	2	3	4	5	REMOTE
8:00	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	<div>Follow Half/Day Schedule</div>
8:15	Hand Wash Breakfast	Hand Wash Breakfast	Hand Wash Breakfast	Hand Wash Breakfast	Hand Wash Breakfast	Hand Wash Breakfast	
8:30	Morning Meet	Morning Meet	Morning Meet	Morning Meet	Morning Meet	Morning Meet	
8:45	8:55-9:55 Intervention	Academic Block	Academic Block	Academic Block	Academic Block	9:00-9:40 Special	
9:00							
9:15							
9:30							
9:45	Academic Block	10:00-11:00 Intervention	10:30-11:10 Special	9:45-10:25 Special	Academic Block	Morning Meeting 15 mins	
10:00							
10:15							
10:30							
10:45	10:35-11:20 Lunch/Recess 2 groups staggered by 5 mins	11:10-11:40 Lunch	Academic Block	Academic Block	Academic Block	Academics 2.5 hours	
11:00							
11:15							
11:30							
11:45	Academic Block	11:40-11:55 Recess	Academic Block	11:10-12:10 Intervention	11:20-12:00 Special	Academic Block	
12:00							
12:15							
12:30							
12:45	Academic Block	Academic Block	11:55-12:25 Lunch	Academic Block	12:05-12:20 Lunch	Academic Block	
1:00							
1:15							
1:30							
1:45	Academic Block	12:40-1:40 Intervention	Academic Block	1:10-1:40 Lunch	Academic Block	1:25-1:55 Lunch	
2:00							
2:15							
2:30							
2:45	Hand Wash Sanitizing Dismissal	Hand Wash Sanitizing Dismissal	Hand Wash Sanitizing Dismissal	Hand Wash Sanitizing Dismissal	Hand Wash Sanitizing Dismissal	Hand Wash Sanitizing Dismissal	Teacher PD / Planning 12-3:00

* Note: Handwashing / Sanitizing will occur throughout the day

Middle High School Schedule:

- Students will be enrolled in either group A or B. Students in the same family will be enrolled in the same group.
- Wednesdays will be a half-day of remote learning from 7:20 a.m. to 11:00 a.m.

- Following a 30 minute lunch, 11:30 a.m. to 2:05 p.m. will be dedicated to Teacher/ESP Professional Development, meetings, and/or instructional planning.
- Remote Learning instruction will be a combination of synchronous and asynchronous learning activities.
- At the Middle High School, we are working on a plan in which we would assign ESP's to each team (grades 6-7) to support instruction when students are **learning from home**.
- In grades 8-12 we are working on a plan which requires students to make contact with content specialists daily while **learning from home**.

IN SCHOOL LEARNING (2 CONSECUTIVE DAYS)					REMOTE
Time	Grades 8-12 Block Schedule		Time	Grades 6-7 6 Period Schedule	
7:20-7:40	Homeroom / Advisory		7:20-8:10	Homeroom / Advisory	
7:40-9:05	Period 1		8:15-9:05	Period 1	
9:10-10:35	Period 2		9:10-10:00	Period 2	
		10:05-10:30 Lunch 6/7			
10:40-12:25	Period 3 / Lunch	10:40-11:05 Lunch 1	10:05-11:25	Period 3 1st Lunch	3 DAYS
		11:15-11:40 Lunch 2			
		11:50-12:25 Lunch 3	11:30-12:15	Period 4	
12:30-2:00	Period 4		12:20-1:05	Period 5	
			1:10-1:55	Period 6	
2:00	Dismissal		1:55	Dismissal	

* Note: Handwashing / Sanitizing will occur throughout the day

- 6 period day with an hour Advisory - 4 academic/2 allied arts
- Students in this model will travel to allied arts only as a group to 4 different possible allied arts
- Allied Arts teachers will be 6 and 7 grade

Hybrid Learning Expectations for Students and Families:

In the hybrid plan, students have expectations for the remote days that they are not in school. Families/parents can attend optional technology training sessions offered during the first two weeks of remote learning.

- Families will attend an “orientation” meeting on *remote learning and expectations* for the three days that they are not physically in school.
- At the elementary level, students will all be assigned a **remote learning teacher** that will support the grade level on the remote learning days that students are not in school.
- Students will attend all scheduled “live lessons” as detailed in the hybrid learning schedule. Students should log into live sessions a few minutes before the start time to ensure that they are ready and present for an on-time start.
- Students will follow behavioral expectations for remote learning as detailed by the teacher.
- Students are responsible for checking Google Classroom for all course-specific materials, to submit all assignments, and to access all live lesson links. Students will resolve any technology issues with their teacher(s) to ensure that they can access Google Classroom and know how to access remote learning.
- Access to live lessons and attendance require the student to be logged into their district account. Students logging in with a personal email will not be allowed access as a security measure.
- Students will have access to a district-issued device and charger.
- For the remote learning days, families need to communicate with their child’s **remote learning teacher** on any attendance or academic concerns.
- As appropriate, parents will help their student log on to the “live lesson” and make sure that the student is visible with their screen on and that they are ready for learning without distraction (to the extent possible).
- Parents will help support their student’s academic growth by letting their child complete all assignments on their own and helping their child submit any work online.
- Students will connect to live lessons with ZOOM/Google Meets.

Hybrid Learning Expectations for Classroom Educators:

As with full in-person, modifications are made to ensure health and safety guidelines are met.

❖ Classroom / Allied Arts Teachers:

- Remote learning teachers will be flexible in order to meet a variety of learning styles.
- Teachers will provide clear behavioral expectations for remote learning days at the beginning of the year and at the beginning of the remote session.
- Teachers will alert an administrator when a student misses more than two classes in a week (without prior teacher approval/parent communication).
- Report Cards will be issued at the end of each quarter (Middle High) or trimester (Elementary).

- Each teacher will create a Google Classroom to house all lesson information and live lesson links. Parents will be able to access their student's Google Classroom (via the student's login) to help support access and logging into live lessons from home. Teachers will enable Google's "guardian email summaries" if families furnish their email.
- Teachers will provide students the opportunity to improve their progress towards mastery of skills/standards.
- Teachers will use ZOOM/Google Meets for all live lessons.

❖ **Allied Arts Teachers:**

In accordance with MA DESE guidance issued July 2020, drama, music, and physical education classes will have increased safety measures.

- **Chorus, Singing, Musical Theatre, and using Brass or Woodwind Instruments:**
 - If outdoors, with masks if possible, these activities can occur with at least 10 feet of distance between individuals.

Note: At this time, these activities are not permitted indoors.

- **Non-Musical Theatre:**
 - If outdoors, with masks if possible, these activities can occur with 6 feet of distance between individuals.
 - If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.

Note: These activities cannot occur indoors without a mask.

- **Physical Education Activities:**
 - If outdoors, without masks, these activities can occur with 10 feet of distance between individuals.
 - If outdoors, with masks required, these activities can occur with 6 feet of distance between individuals.
 - If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.

Note: These activities cannot occur indoors without a mask.

❖ **Special Educators:**

The State Department of Special Education has stated that *"Students must receive all services documented in their IEPs through in-person instruction, remote instruction or a combination of both..."* The focus of the special education teacher in the hybrid model will be to make sure all services are provided using a combination of in-person and remote service delivery that maintains compliance with all other COVID-19 health protocols.

Special education teachers that service students with mild-moderate needs will:

- Provide direct services in-person and remotely services for students as indicated on the IEP;
- Provide consult to classroom teachers around accommodations and modify work for students;
- Provide pull out instruction for IEP students and others that need intervention in groups that allow for compliance of social distancing guidelines;

- Provide inclusive (mix of students with IEPs and those without) small group content instruction in areas outside of the main classroom in collaboration with general education teachers;
- Assess students as needed for special education eligibility (while maintaining social distancing guidelines);
 - For in person testing: Use of plastic dividers/clear plexiglass.
- Facilitate IEP meetings virtually or partial in-person part if families prefer;
- Use a range of ways to support students in class without going into multiple classrooms (zoom into classes either with a group of students or as a virtual tutor, provide video modeling, support through google docs remotely, etc);
- Provide remote sessions to support study skills in small groups (virtual SACs) during the Wednesday all remote day;
 - The focus would be on completing assignments given by classroom teachers and supporting the use of compensatory strategies.
- Provide co-teaching with classroom teachers during the all remote Wednesday;
- Create and provide video modeling, checklists, and organizational tools to help students be successful with their independent assignments; and
- Maintain a webpage that allows for easy access to support by parents and students.

❖ **Severe Needs Educators:**

The State Department of Special Education has requested that districts prioritize preschool aged students with disabilities and students with “*significant and complex needs*” for in-person services despite what the rest of the district is doing. The role of the severe needs special education teacher will be to provide as much in-person instruction as possible while following health guidelines.

Severe Needs and PK special education teachers will:

- Continue to provide in- person instruction for all students for 4 days a week;
- Keep students in the same cohort when they are included in general education classes.
- Build individualized plans for Wednesdays, in consultation with families, which can include home-services, outdoor community services, and/or remote services;
- Use dividers to create areas of the room to support spacing and to keep adults in separate areas;
- Work with students on understanding personal space and tolerating periods of face mask wearing;
- Ensure students are able to wear a face covering and maintain personal space with prompts before having students attend general education settings;
- Stay current on PPE requirements for specific situations and students;
- Prioritize ADL skills such as personal space, hygiene, and communicating indications of illness;
- Create Individual material bags or bins for each student; and
- Keep a daily log of special areas or materials that need cleaning that are not daily use areas.

- ❖ **Instructional and Specialized Educational Support Professionals (ESPs) supporting classrooms:**
 - Provide remote support to students on their “home” days and on Wednesdays;
 - Severe Needs and PK ESPs will continue to provide in-person services 4 days a week; and
 - Based on training and experience, provide some in-person home services to severe needs students on Wednesdays.

Hybrid Learning Expectations for Specialists:

- ❖ **English Learner (EL) Teachers:**
 - Provide consultation to classroom teachers around accommodations and modify student work;
 - Provide pull-out instruction allowing for compliance with physical distancing guidelines;
 - Provide remote instruction to students during their home days;
 - Be the contact person for EL families and make sure all school related and COVID-19 related communication is sent home in accessible format and languages;
 - Arrange for interpreters if needed; and
 - Be prepared to substitute if needed for EL classrooms.
- ❖ **Literacy/Math Coach:**
 - Provide remote instruction to students during their home days;
 - Follow the hybrid remote teaching schedule;
 - Maintain teacher websites for easy access by parents and students;
 - Grade the remote work they assign;
 - On Wednesdays, co-teach with classroom teachers; and
 - Provide support to classroom teachers and remote teachers/coaching 2-3 days a week.
- ❖ **Reading Interventionists:**
 - Provide instruction to students during their home days;
 - Follow the hybrid remote teaching schedule;
 - Maintain teacher websites for easy access by parents and students;
 - Grade the remote work they assign; and
 - On Wednesdays co-teach with classroom teachers.
- ❖ **School Counselors and Adjustment Counselors**
 - Run in-person social skills classes as a special in the mornings based on the hybrid student schedule (at the elementary level);
 - Provide consult and observations to classroom teachers (remote and/or in-person);
 - Provide pull out instruction in group sizes that allow for compliance with social distancing- consider alternative spaces to allow for larger groups (cafeteria/gathering areas) and option of some remote groups such as remote Wednesday lunch groups;

- Support any needs of full remote students;
- Monitor remote student course selection and provide both in-person and remote services to students (Guidance Counselors); and
- Support teachers on Wednesday remote days by helping to reach out to parents as needed and provide parent support.

❖ **MHS Library Media/Instructional Technology Specialist**

- Develop procedures for safe handling of library materials;
- Develop procedures for in-person, remote, or curbside circulation of library materials;
- Continue to instruct students both synchronously and asynchronously;
- Provide consultation to classroom teachers around information literacy, technology, and materials, for in-person and remote assignments;
- Provide tutorials and PD for staff and students on library databases, electronic resources, and current and new digital platforms (wevideo, glogster, padlet, GSuite, etc.);
- Offer technology support, information/digital literacy lessons to students and teachers;
- Develop and implement literacy initiatives with displays (in library or online), videos, ebooks, book clubs, class lessons to motivate and engage students in independent reading;
- Collaborate with educators to develop and co-teach PBL/Inquiry Research by creating remote lessons or teaching in-person;
- Maintain welcoming and accessible library website and continue to update and link Digital Tools Website for remote learning;
- Develop collection of high quality digital resources in multiple formats to meet diverse needs of teachers and students;
- Recommend and purchase additional digital resources aligned with curriculum;
- Curate and provide SEL resources for student learning;
- Analyze budget impact of potential needs, exploring potential grant opportunities; and
- Manage the impact of social distancing requirements, including library capacity, seating arrangements, traffic flow, and library access.

❖ **School Nurses:**

- Provide training for staff regarding infection transmission and control, use of PPE, symptoms and protocols related to COVID-19;
- Manage supply of PPE and distribute when needed. Consult with the business office if additional supplies will be needed;
- Provide input on symptom checklist and screeners for families and staff;
- Assess students reported to be displaying or self-reporting symptoms of illness;
- Manage second office designated as assessment, isolation, and waiting areas for anyone showing symptoms potentially related to COVID-19;
- Maintain safety protocols among students and staff displaying symptoms while in isolation/waiting area;
- Serve as contact person for families and staff to report illness, symptoms, or absences potentially related to COVID-19;

- Review protocols related to COVID-19 with families of ill, absent, or dismissed students;
- Provide families/staff information regarding local testing sites when needed;
- Track compliance with COVID-19 and return to school protocols;
- Communicate at regularly scheduled times with administration regarding overall health trends and illness statistics in the building;
- Serve as liaison with town officials regarding information related to COVID-19;
- Assist BOH or MA Community Tracing Collaborative with contact tracing as needed;
- Consult with custodial/facilities manager on areas determined to require immediate or advanced cleaning and/or disinfecting;
- Consult with parents of students identified as having chronic health conditions to discuss concerns and needs to return to school;
- Consult with School Physician regarding standing orders and any recommended changes to current practices in school health office;
- Remain on committee tasked with evaluating the ongoing pandemic situation and consult on changing from hybrid to full in-person or remote option; and
- Continue to manage traditional health offices, providing safe and distinctly separate space for students managing chronic illnesses, taking scheduled medications, needing first aid/injury evaluation, mental health concerns, and other non-acute illness related needs.

❖ **Related Service Providers: (OT, PT, SLP, BCBA, TVI)**

- Continue to provide in person therapies for all severe needs and PK students with IEPs for 4 days a week;
- With consultation with families, build individualized plans for Wednesdays which can include home-services, outdoor community services, and/or remote services for students with severe needs;
- Make sure students are able to wear a face covering and maintain personal space with prompts before having students attend general education settings or walk through the buildings;
- Provide all therapy services as pull-out to reduce extra adults in classrooms;
- Stay current on PPE requirements for specific situations and students;
- Prioritize ADL skills such as personal space, hygiene, and communicating indications of illness;
- Remote into in-person IEP meetings to decrease the number of people in a conference room and to reduce travel in and out of 2 buildings;
- Provide individual materials for each student;
- Evaluations: Observations and some assessments may be virtual (observation of student in classroom/playground);
- For in person testing: Provide plastic dividers/clear plexiglass and any specialized PPE needed;
- Therapists will have access to clear masks;
- District level therapists will make every effort and attempt to schedule specific days in each building;

- Therapists will work with administration and building maintenance staff to develop cleaning protocols for equipment and spaces in between student sessions;
- Use gown/scrubs when doing in home therapy and with at risk students when deemed appropriate; and
- Continue virtual therapy for students whose needs will allow for this to be effective.

❖ **School Psychologist:**

- Prioritize assessments that should be done in-person and those that may be waived or delayed;
- For in person testing: Provide plastic dividers/clear plexiglass and clear masks;
- Determine if remote testing can be conducted or part of testing can be done remotely and through video observation;
- Facilitate IEP meetings virtually or part in-person part virtual if families prefer;
- Support counselors in connecting students and families to outside therapeutic supports;
- Be prepared to step in as a substitute occasionally if needed; and
- During Wednesday remote days, write up assessment reports, do any parent conferencing or gathering parent information for assessments, be available for teacher consultation.

Student and Staff Social and Emotional Health

Carver Public Schools already has in place several programs to address student social emotional health instruction and intervention. The district will include support to help students manage any anxieties and stress related to COVID-19.

The district also acknowledges that staff may need emotional health support related to COVID-19.

❖ **For Students**

- **District:**
 - A COVID-19 section will be added to the district wide staff website, that is already in place, to support staff with handling behavioral and social-emotional struggles students may be having; and
 - Develop appropriate school-based and district-wide activities to help maintain a positive school culture. (ie. assemblies, spirit activities, community service)
- **Elementary:**
 - Tier 1: *Responsive Classroom* Program.
 - To address COVID-19, universal lessons or presentations will be made at the PBIS Kickoff.
 - Tier 2: The program *Second Step* is taught by school staff.
 - Tier 3: Adjustment Counselors provide counseling and social skills groups.
- **Middle High School:**
 - To address COVID-19, a presentation will be made at the beginning of the year.

❖ **For Staff**

Both the Elementary and Middle High School will develop a variety of support services for staff that could include:

- Adult sharing of concerns, ideas, and stories;
- Offer mindfulness activities for teachers to use in class or for teachers to do for themselves; and
- Provide self care checklists, reminders, surveys.

Remote Learning Plan for School Closure

Introduction:

The Carver Public Schools remote learning plan requires students to have regular, consistent, opportunities to access live, synchronous instruction, have student to student interaction, participate in collaborative assignments/projects, receive teacher feedback and have access to individual support where appropriate, so that all students will be able to grow academically. Students will receive grade level instruction in all content areas. Attendance will be taken daily in each class and the district will follow-up with students and families that are not in attendance or engaging in remote learning. Students will also be assessed and grade following current district standards, letter grades in grades 6-12 and standards based in grades K-5. Each student in grades K-12 will be issued a device from the school to participate in the remote learning plan.

On June 30, 2020, the Massachusetts Board of Elementary and Secondary Education (BESE) amended the *structured learning time* regulations...⁵ 603 CMR 27.08(3)(b), which requires all remote learning models to meet the following standards:

- *Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;*
- *Remote academic work is aligned to state standards; and*
- *A policy for issuing grades for students' remote academic work.*
- *Teachers and administrators shall regularly communicate with students' parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians."*

To plan for this, our schedules fulfill the requirement *"to meet the structured learning time requirements, whether they are providing instruction in-person, remotely, or in a hybrid model."*⁵ Adjusted to accommodate ten professional development days at the start of the school year, the structured learning time requirement stays intact equating to an average of at least 5 hours of instruction (elementary) and 5.5 hours of instruction (secondary). To meet these demands, our remote schedule aligns closely with the in-person and hybrid models, with some modification.

⁵ June 2020 Guidance, pg. 3

CES REMOTE SCHEDULE

At the elementary level, teachers have an increase in teacher preparation time (105 minutes) to account for individual preparation and two-way communication with families.

REMOTE LEARNING SCHEDULE (5 CONSECUTIVE DAYS)						
Time	K	1	2	3	4	5
8:00	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
8:15						
8:30						
8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00	9:05-10:05 Differentiated Support	9:05-10:05 Academic Block	Academic Block	Math/ELA	Math/ELA	9:00 - 9:40 Special
9:15						
9:30						
9:45						
10:00	10:10-12:15 Academic Block	10:10-11:10 Differentiated Support	10:30 - 11:10 Special	9:45-10:25 Special	Math/ELA	Math/ELA
10:15						
10:30						
10:45						
11:00		11:15 - 12:15 Academic Block	11:15 - 12:15 Differentiated Support	Math/ELA	10:55 - 11:25 Differentiated Support	
11:15						
11:30						
11:45						
12:00	Lunch/Recess Teachers: lunch 30 min prep 15 min	Lunch/Recess Teachers: lunch 30 min prep 15 min	Lunch/Recess Teachers: lunch 30 min prep 15 min	Lunch/Recess Teachers: lunch 30 min prep 15 min	Lunch/Recess Teachers: lunch 30 min prep 15 min	Lunch/Recess Teachers: lunch 30 min prep 15 min
12:15						
12:30						
12:45	1:45-2:25 Special	Academic Block	Academic Block	1:00-2:00 Differentiated Support	1:00-1:50 Math/ELA	1:00-2:00 Sci/SS
1:00						
1:15						
1:30						
1:45						
2:00				Sci/SS	1:50-2:35 Sci/SS	2:05-2:35 Differentiated Support
2:15						
2:30						
2:45	2:40-3:00 Closing Meeting	2:40-3:00 Closing Meeting	2:40-3:00 Closing Meeting	2:40-3:00 Closing Meeting	2:40-3:00 Closing Meeting	2:40-3:00 Closing Meeting
Please note that times labeled Academic Blocks, Math/ELA, Sci/SS, and Specials include live lessons Intervention will include small group live lessons						

MHS REMOTE SCHEDULE

At the middle high school level, there is an increase in teacher preparation time (105 minutes daily) to accommodate two-way family communication or student tracking as needed, in addition to the teacher preparation time (equivalent to one block). The schedule for grades 6-7 is consistent with in-person schedule and supports the middle school teaming model used in these two grade levels.

REMOTE LEARNING SCHEDULE (5 CONSECUTIVE DAYS)			
Time	Grades 8-12 Block Schedule	Time	Grades 6-7 6 Period Schedule
7:10 - 7:40	Teacher Prep	7:10 - 7:40	Teacher Prep
7:40 - 8:10	<i>Homeroom / Advisory</i>	7:40-8:10	<i>Homeroom / Advisory</i>
8:20 - 9:35	Block 1	8:15-9:05	Period 1
9:45 - 11:00	Block 2	9:10-10:00	Period 2
11:00 - 11:30	Lunch	10:05-10:55	Period 3
11:30 - 12:45	Block 3	11:00-11:30	Lunch
12:55 - 2:05	Block 4	11:30-12:20	Period 4
		12:25-1:05	Period 5
		1:10-2:00	Period 6

Remote Learning Expectations for Students and Families:

A robust remote learning plan will require partnership between educators, families and students.

- Families and students will attend an “orientation” meeting on *remote learning and expectations* if we need to migrate to remote learning.
- Families/parents can attend optional technology training sessions offered during the first two weeks of remote learning.
- Students will attend all scheduled “live lessons” as detailed in the remote learning schedule. Students should log into live sessions a few minutes before the start time to ensure that they are ready and present for an on-time start.
- Students will follow behavioral expectations for online learning as detailed by the teacher.
- Students are responsible for checking Google Classroom for all course-specific materials, to submit all assignments, and to access all live lesson links. Students will resolve any technology issues with their teacher(s) to ensure that they can access Google Classroom and know how to access remote learning.
- Access to live lessons and attendance require the student to be logged into their district account. Students logging in with a personal email will not be allowed access as a security measure.
- Students will have access to a district-issued device and charger.

❖ Carver Elementary School

- Parents need to communicate with their child’s homeroom teacher on any attendance-related, academic, or other concerns.
- As appropriate, parents will help their student log on to the “live lesson” and make sure that the student is visible with their screen on and that they are ready for learning without distraction (to the extent possible).
- Parents will help support their student’s academic growth by letting their child complete all assignments on their own and helping their child submit any work online.
- Students will connect to live lessons with ZOOM/Google Meets.

Remote Learning Expectations for Classroom Educators:

❖ Classroom / Allied Arts Teachers:

- Teachers recognize the inherent challenges in remote learning and will adjust assignments to accommodate group work, application of concepts covered in “live lessons,” and offer options to meet a variety of learning styles.
- Teachers will provide clear behavioral expectations for remote learning at the beginning of the year and during homeroom/morning meeting.
- Teachers will alert an administrator when a student misses more than two classes in a week (without prior teacher approval/parent communication).
- Report Cards will be issued at the end of each quarter (Middle High) or trimester (Elementary).

- **Carver Elementary School**

- Each teacher will create a Google Classroom to house all lesson information, live lesson links, and parents will be able to access their student's Google Classroom (via the student's login) to help support access and logging into live lessons from home. Teachers will enable Google's "guardian email summaries" if families furnish their email.
- Teachers will provide students the opportunity to improve their progress towards mastery of skills/standards.
- Teachers will use ZOOM/Google Meets for all live lessons.
- Students will get a performance rating in all Allied arts classes in all three models.

- **Carver Middle High School**

- Teachers will establish deadlines for assignments and the students will meet deadlines unless a prior arrangement has been made.
- Teachers will create a remote learning section of their in-person course policy/syllabus that outlines explicit remote learning expectations and provide examples of what is acceptable and not acceptable regarding participation, group work, plagiarism, and academic honesty.
- Grades will be updated in ASPEN every two weeks and students will have the opportunity to resubmit assignments for more credit as determined by the teacher.
- Teachers will contact the parents of students whose grade is below 60 halfway through the quarter to discuss how students can improve their grade.
- Credit will be awarded for all classes in grades 9-12; students that miss more than 10 remote learning will not receive credit and may have to engage in credit recovery.
- Teachers will utilize Google Meets and Google Classroom for all student assignments and live lessons.

❖ **Special Educators:**

The State Department of Special Education has stated that *"Students must receive all services documented in their IEPs through in-person instruction, remote instruction or a combination of both..."* The focus of the special education teacher in the remote model will be to make sure all services are provided through a remote service delivery and to make administration aware if any students are not accessing remote learning.

Special education teachers that service students with mild-moderate needs will:

- Provide direct services for students remotely on a schedule as indicated on the IEP;
- Provide consult to classroom teachers around accommodations;
- Modify work for students to allow for access to instruction;
- Assess students as possible virtually- using tools appropriate to virtual testing;
- Facilitate IEP meetings virtually before the end date of each IEP;
- Create and provide video modeling to help students be successful with their independent assignments;

- Maintain a webpage that allows for easy access to support by parents and students; and
- Do in-person assessments, with plexiglass shields, for initial assessments deemed to be high need and for early intervention referrals

❖ **Severe Needs and Pre-K Educators:**

The State Department of Special Education has requested that districts prioritize preschool aged students with disabilities and students with “significant and complex needs” for in-person services despite what model the district is using. The role of the severe needs special education teacher will be to provide as much in-person instruction as possible while following health guidelines.

Severe Needs and PK special education teachers will:

- Continue to service in-person shortened days or in 2 groups as in summer;
- Facilitate virtual inclusion support for students as appropriate and additional virtual small group;
- Use dividers to create areas of the room to support spacing and to keep multiple adults in separate areas;
- Work with students on understanding personal space and tolerating periods of face mask wearing;
- Work on scheduling with therapists to make sure there are a limited number of adults in the room at one time;
- Stay current on PPE requirements for specific situations and students;
- Prioritize ADL skills such as personal space, hygiene, and identifying physical feelings (indications of illness);
- Create Individual material bags or bins for each student; and
- Keep a daily log of special areas or materials that are not daily use areas that need cleaning.

❖ **Instructional and Specialized Educational Support Professionals (ESPs) supporting classrooms:**

- **Severe Needs and PreK ESPs:**
 - Continue to provide in-person support;
 - Severe Needs ESPs may provide some services to small groups in alternative spaces in order to reduce the number of students and staff in a classroom; and
 - Transport students to therapists and specialists instead of therapists coming to get them which allows therapists to clean in between students.
- **Moderate Needs and Kindergarten ESPs:**
 - Provide remote support to students to help them complete teacher assignments;
 - Run virtual small group re-teaching or pre-teaching;
 - Log student progress to share with teachers; and
 - Virtually administer skill assessments provided by the special education teacher.

Remote Learning Expectations for Specialists:

❖ EL Teachers:

- Provide consult to classroom teachers around accommodations;
- Modify work for students to allow for access to instruction;
- Provide small group virtual instruction;
- Participate in teacher virtual instruction to make sure EL students are accessing materials;
- Help make sure all COVID-19 communication is sent home in accessible format and languages;
- Maintain a webpage that allows for easy access to support by parents and students; and
- Provide in-person tutoring/small group for students at high risk following safety protocols outlined in the in-person model.

❖ Literacy/Math Coach:

- Perform observations and skill assessments of students via zoom video;
- Data meetings and ISTs facilitated virtually;
- Collect student and classroom data;
- Provide consult to classroom teachers around accommodations;
- Modify work for students to allow for access to instruction;
- Create virtual materials and videos that teachers can use;
- Be available during teacher planning;
- Provide PD opportunities;
- Maintain a webpage that allows for easy access to support by parents and students; and
- Attend extra planning meetings with administration that are required by remote learning.

❖ Reading Interventionists:

- Provide consult to classroom teachers around accommodations;
- Modify work for students to allow for access to instruction;
- Provide virtual small group reading instruction;
- Collect student skill data and monitor the progress of student growth;
- Attend virtual data meetings; and
- Maintain a webpage that allows for easy access to support by parents and students.

❖ School Counselors and Adjustment Counselors

- Provide consult to classroom teachers around student/family needs;
- Provide virtual small group social skills, counseling groups, and individual meetings through zoom;
- Collect and monitor student data;
- Attend virtual IST and IEP meetings;
- Maintain a webpage that allows for easy access to support by parents and students;

- Continue to provide in-person services for most at risk students (SPI, CAP);
- Attend counselor/crisis team planning meetings; and
- Maintain and follow up for attendance issues.

❖ **MHS Library Media Specialist**

- Develop procedures for remote or curbside circulation of library materials;
- Develop procedures for safe handling of library materials;
- Continue to instruct students both synchronously and asynchronously;
- Provide consultation to classroom teachers around information literacy, technology, and materials, for remote assignments;
- Provide tutorials and PD for staff and students on library databases, electronic resources, and current and new digital platforms (wevideo, glogster, padlet, GSuite, etc.);
- Offer technology support, information/digital literacy lessons to students and teachers;
- Develop and implement literacy initiatives with displays (online), videos, ebooks, book clubs, class lessons to motivate and engage students in independent reading;
- Collaborate with educators to develop and co-teach PBL/Inquiry Research by creating remote lessons ;
- Maintain welcoming and accessible library website and continue to update and link Digital Tools Website for remote learning;
- Develop collection of high quality digital resources in multiple formats to meet diverse needs of teachers and students;
- Recommend and purchase additional digital resources aligned with curriculum;
- Curate and provide SEL resources for student learning; and
- Analyze budget impact of potential needs, exploring potential grant opportunities.

❖ **School Nurses:**

- Assist guidance and administration to support students/families, track student engagement and/or offer family support;
- Consult with local Board of Health and assist as needed;
- Keep current on information related to COVID-19;
- Maintain a webpage that allows students and parents easy access to health-related information;
- Serve as contact person for students/families to report inability to attend remote learning sessions or complete assignments due to illness;
- Be available to families and staff for health consults or questions;
- Work with administration to discuss need for or interest in nurses teaching remote classes or presenting lessons related to health and wellness;
- Update health records and care plans, track immunization compliance, enter new student data and process withdrawals;
- Reconfigure updated SNAP program (Electronic Health Record) to align all data entries with Massachusetts standards and Comprehensive School Health Services reportable and required information; and

- Continue to serve on the reopening committee and consult on transition from remote to in-person learning.

❖ **Related Service Providers: (OT, PT, SLP, BCBA, TVI)**

- Continue to provide in- person services to most at risk students following the guidelines outlined in the in-person model;
- Provide virtual therapies in small group, individually, and pushing into virtual classes;
- Use gown/scrubs when doing in home therapy and with at risk students when deemed appropriate; and
- Will use clear plexiglass shields for initial assessments deemed to be high need and for early intervention referrals.

❖ **School Psychologist:**

- Determine if remote testing can be conducted or part of testing can be done remotely and through video observation;
- Will use plastic dividers, clear plexiglass shields, and/or clear masks for in-person assessments, initial assessments deemed to be high need, and for early intervention referrals;
- Facilitate IEP meetings virtually;
- Create social skills/executive functioning video lessons which can be accessed by teachers to assign to students; and
- Support counselors in connecting students and families to outside therapeutic supports.

Student and Staff Social and Emotional Health

Carver Public Schools already has in place several programs to address student social emotional health instruction and intervention. The district will include support to help students manage any anxieties and stress related to COVID-19.

The district also acknowledges that staff may need emotional health support related to COVID-19.

❖ **Resources for Families and Staff include:**

- A COVID-19 section will be added to the district wide staff website, that is already in place, to support staff with handling behavioral and social-emotional struggles students may be having;
- School-based and district-wide activities to help rebuild or maintain community;
- Virtual or video training and information sessions for parents/guardians;
- Voluntary virtual staff groups for sharing, mindfulness activities, etc; and
- Provision of self care checklists, reminders, surveys.

Remote Learning Plan for Students/Families Who Select to Remain Home

Introduction:

The Carver Public Schools will allow parents and families the option to remain remote if the district decides to return to school in a full in-person model, hybrid model, or plan to start the year remotely and transition to an in-person model. Any student or family who selects to stay home and work on the remote platform provided by the school district, will have to commit to that learning option through the first semester (approximately mid-January). After the first semester, students and families can re-evaluate their decision and decide to return to school in person if they choose.

Note: If the district moves to remote learning at any point, the student who has selected to stay remote will remain on their platform and remote learning plan through the semester.

Middle High Remote Learning Platform:

Those students/families in grades 6-12 who choose to remain remote if the district returns in a full in-person or hybrid model will be placed on the Edgenuity Learning Platform. Edgenuity offers a full suite of 6–12 curriculum and online learning solutions for schools and districts that are backed by intuitive technology that gives educators the resources they need to plan lessons, execute goals, measure success, and intervene when necessary. In the Edgenuity platform all courses have embedded instruction videos, readings to support course content, learning activities and assessment to measure student progress. You can find out more information about Edgenuity platform by visiting their website at www.edgenuity.com.

- Once a family notifies the district that they intend to stay remote they will be contacted by their students guidance counselor to set-up an appointment to select courses for the coming semester in the edgenuity platform.
- The goal will be to select courses that would align with the core curriculum that students would be taking if they selected to return in person.
- Each student will be assigned a staff member from the Carver Public Schools as a support person to monitor student progress, to answer questions and concerns, to act as a liaison between the family, the school district and Edgenuity.
- A district or building level administrator will also monitor the students and staff and be available to parents.

Elementary Remote Learning Platform:

For those students and families in grades K-5 who choose to remain remote if the district returns in a full in-person or hybrid model will be placed on a learning platform that is in the process of being approved by the state. The platform will offer K-5 curriculum and online learning solutions for schools and districts that are backed by intuitive technology that gives educators the resources they need to plan lessons, execute goals, measure success, and intervene when necessary. The platform will have embedded instruction videos, readings to support course content, learning activities and assessment to measure student progress.

- Once a family notifies the district that they intend to stay remote they will be contacted by an Elementary staff member to set-up an appointment to select courses and content on the DESE approved learning platform.
- The goal will be to select the curriculum that would align with the core curriculum that students would be taking if they selected to return in person.
- Each student will be assigned a staff member from the Carver Public Schools as a support person to monitor student progress, to answer questions and concerns, to act as a liaison between the family, the school district and the DESE approved platform.
- A district or building level administrator will also monitor the students and staff and be available to parents.

Students / Families that choose the remote platform:

- Will continue to receive all notifications and information that is sent to the rest of the student population;
- Will be invited to remotely attend or watch videos of any whole grade meetings or assemblies in order to keep them connected to the school community;
- Will be graded through a combination of computerized grading and Carver teacher/staff grading;
- Will have their course grades recorded on the student's report card; and
- Needed technology and technology support will be provided by the district.

❖ Students selecting remote learning who have IEPs:

- A special education liaison will be assigned to manage the student's IEP and make sure services and accommodations are provided remotely; and
- The team may need to meet to relook at the way some IEP services are delivered in order for the IEP to be consistent with a full remote platform.