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Passcode: 233871

Or Telephone:

312-626-6799 or 646-558-8656

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

AGENDA #27

The School Committee will virtually hold a special meeting:

on: Thursday, August 6, 2020

at: 5:30 p.m. – Regular Session

in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

ACTION

- I. CALL TO ORDER – REGULAR MEETING
INVOCATION
PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

- II. ROLL CALL

- III. APPROVAL OF RECORDS - NONE
- IV. MOTION FOR RECONSIDERATION - NONE
- V. IMMEDIATE ACTION - NONE
- VI. REPORT OF THE SUPERINTENDENT - NONE
- VIII. REPORT OF THE STANDING COMMITTEES - NONE
- VII. COMMUNICATION AND PETITION - NONE
- IX. PERSONNEL - NONE

- X. GENERAL BUSINESS

qb #0-245 - Administration
(July 28, 2020)

To consider an update on the School Reopening Plan.

- XI. EXECUTIVE SESSION - NONE
- XII. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

X. GENERAL BUSINESS
Administration
(July 28, 2020)

ITEM - gb #0-245
S.C. MEETING - 8-6-20

ITEM:

To consider an update on the School Reopening Plan.

PRIOR ACTION:

BACKUP:

Annex A (87 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:


Discuss.

Worcester Public Schools

Reopening Schools Plan
August 6, 2020 Update



Language Instructions

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

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

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

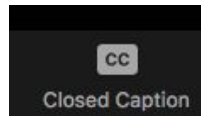
للاستماع الى هذه الندوة عبر الإنترنت باللغة العربية، اختر Russian

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

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

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

Closed Caption:



Webinar Directions

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

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



School Committee Members

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

Dr. Helen A. Friel

Assistant to the Superintendent/Clerk of the School Committee



School Reopening Plans

Welcome

Mayor Joseph Petty

Superintendent Maureen Binienda

Facility Capacity Analysis

Transportation Capacity Analysis

Brian Allen, Chief Financial & Operations Officer

Back to School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager

Dr. Marie Morse, Elementary Schools Manager

Health and Safety

Robert Pezzella, School Safety Director

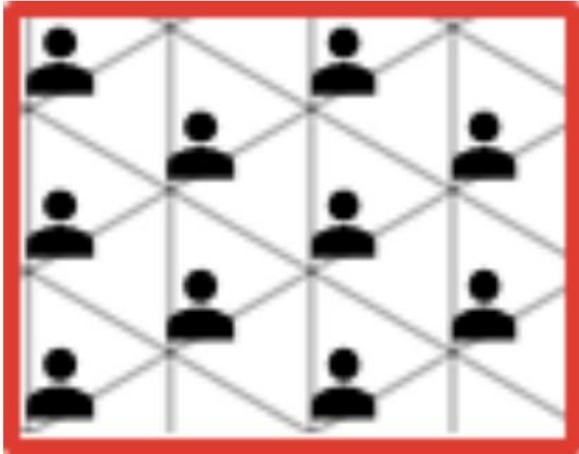


Building Capacity Analysis

Brian E. Allen, Chief Financial & Operations Officer

Building Capacity Analysis

6 Foot Social Distancing (and 3 feet personal space)



25' less 1.5'

30' less 1.5'

4x3/2 isometric grid (@ 9')

10 seats

- 3 teacher space/s

= 7 student capacity



Building Capacity Analysis

Six-Foot Social Distance Capacity

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

Transportation Capacity Analysis

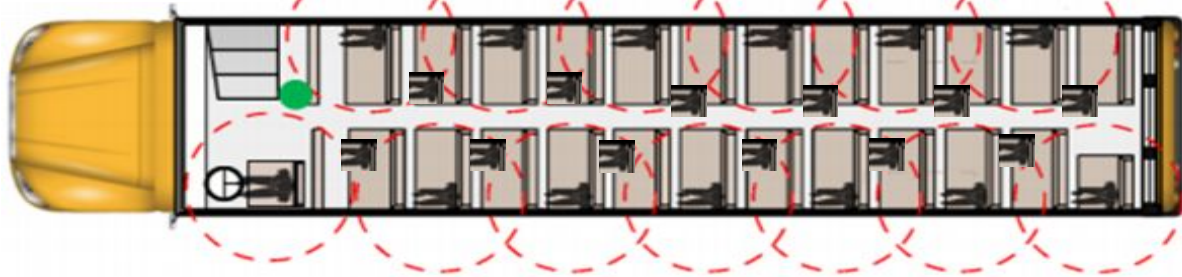
Brian E. Allen, Chief Financial & Operations Officer

Transportation Capacity Analysis

Social Distancing Capacity:

Bus Type	Typical Capacity	at 6 Feet	at 3 Feet
Large Buses	71 / 47	12	24
Mid-Size Buses	16	4	8
Wheelchair	7	1	3

24 students



HVAC Systems Analysis

Brian E. Allen, Chief Financial & Operations Officer

DESE Guidance on Ventilation

Overall Guidance

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

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

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

DESE Guidance on Ventilation

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

DESE Guidance on Ventilation

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

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

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



ACTION


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

Other Guidance

CDC

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

OSHA

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

Other Guidance

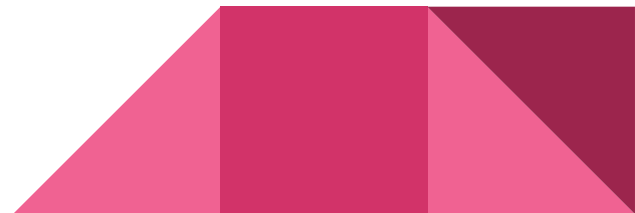
SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools

Harvard T. H. Chan School of Public Health

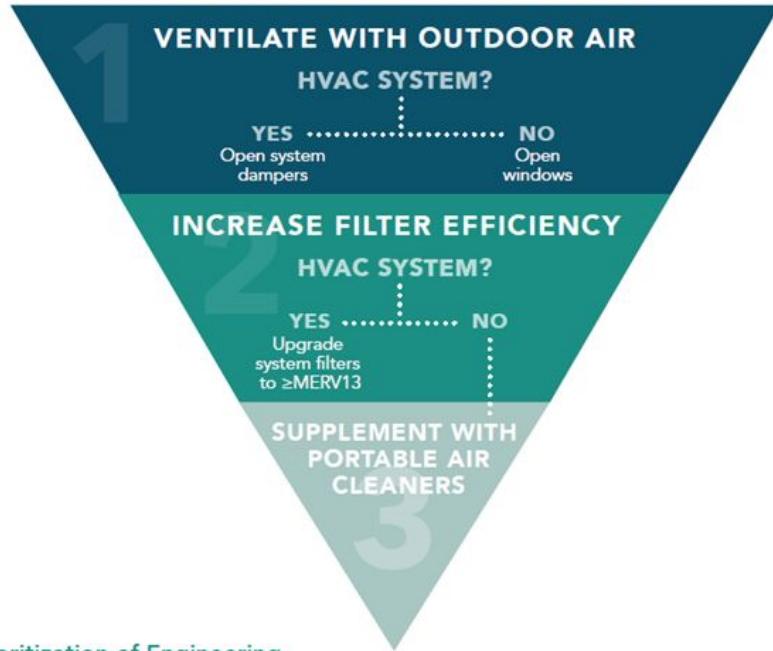
Healthy Buildings for Health

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



SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools



1. Ventilate Air

2. Increase Filter Efficiency

3. Supplement with Portable Air Cleaners

Prioritization of Engineering Controls to Reduce Long-Range Airborne Transmission

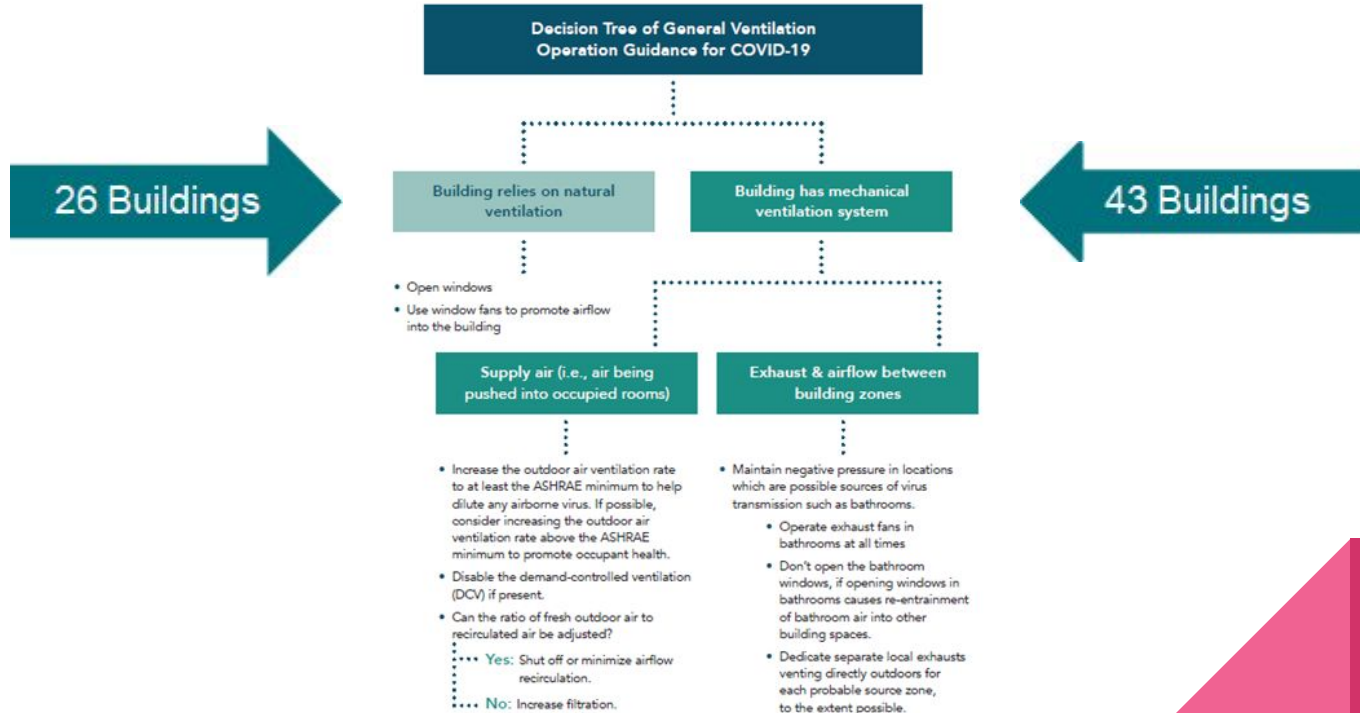
SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools

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

SCHOOLS FOR HEALTH

Risk Reduction Strategies for Reopening Schools



Parabola Project

Ariadne Labs & The Learning Accelerator

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

Ariadne Labs: A Joint Center for Health Systems Innovation (www.ariadnelabs.org) at Brigham and Women's Hospital and the Harvard T.H. Chan School of Public Health and The Learning Accelerator (learningaccelerator.org)

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

- **Schools with no mechanical HVAC System** (26 buildings)
- **Schools with partial HVAC systems** (20 buildings) (fresh air intake without mechanical exhaust)
- **Schools with full mechanical HVAC systems** (14 buildings) (fresh air intake with mechanical exhaust) (with or without air conditioning)



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

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

- **33% of buildings constructed between 1950-1989**


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



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems


Schools 2000-Present: (5 Buildings)

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

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1990-1999 Schools (6 Buildings)

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


Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1980-1989 Schools (1 Building)

- Canterbury Street (1987)


1970-1979 Schools (5 Buildings)

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

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1960-1969 Schools (7 Buildings)

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

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1950-1959 Schools (4 Buildings)

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



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1940-1949

- No School constructed during the 1940's

1930-1939 (2 Buildings)


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



Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems


1920-1929 (6 Buildings)

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

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1900-1920 (5 Buildings)

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

Overview of Worcester Public Schools Buildings

Age of Buildings and Type of HVAC Systems

1842-1899 (11 Buildings)

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

Overview of Worcester Public Schools Buildings

Buildings with Full Mechanical HVAC Systems

- Burncoat High School ¹
- Claremont Academy
- Doherty High School ¹
- Elm Park Community School ¹
- Forest Grove Middle School
- Jacob Hiatt Magnet School
- Nelson Place School
- Norrback Ave School
- North High School
- Quinsigamond Elementary
- Roosevelt Elementary
- South High School
- Woodland Academy
- Worcester Technical High

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

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

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

Overview of Worcester Public Schools Buildings

Buildings with No Mechanical HVAC Systems

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

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

² Partial portion of building with no mechanical system

Overview of Worcester Public Schools Buildings

Buildings with Partial Mechanical HVAC Systems

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

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

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

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

¹ Partial portion of building with no mechanical system



Advanced Air Quality Techniques

Installation Scheduled through December 2020


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

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

Approximate \$8.0 million investment in HVAC equipment

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

HVAC Next Steps

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

School Models

Dr. Mary Meade-Montaque, Secondary Schools Manager

Dr. Marie Morse, Elementary Schools Manager

Structure/Scheduling Committee Members

Dichawn Belcher, *Parent*

Shannon Conley, *Sullivan MS Principal*

David Connell, *YMCA President & CEO*

Cheryl Cote, *North HS Teacher*

Jeff Creamer, *South HS Principal*

Brenda Diggs, *Challenge/Reach Academy Coordinator*

Triada Frangou-Apostolou, *WPS Asst. SPED Director*

Erin Goldstein, *WPS Asst. Director EL Programs*

Liz Hamilton, *Boys & Girls Club Executive Director*

Carenza Jackson, *WEMS Asst. Principal*

Carolan Kasper, *Union Hill ES Asst. Principal*

Ellen Kelley, *WPS Elementary Manager*

Laurie Kuczka, *Headstart & Early Childhood Director*

Emily Lizano, *WPS Asst. SPED Director*

Yolanda Lopez, *Wraparound Coordinator & Parent*

Sally Maloney, *Doherty HS Principal*

Marjorie McCarthy, *NCC YA Program Coordinator*

Carmen Melendez-Quintero, *WPS EL Manager*

Mary Meade Montaque, *WPS Secondary Manager*

Marie Morse, *WPS Elementary Manager*

Matt Morse, *Forest Grove MS Principal*

Siobhan Petrella, *Worcester Technical HS Principal*

Luke Savage, *Burncoat MS Focused Instructional Coach*

Kay Seale, *WPS SPED Manager*

David Shea, *WPS Athletics Director*

Tim Sippel, *WPS Secondary Manager*

Stephanie Stockwell, *WTHS Assistant Principal*

Pam Suprenant, *YMCA Executive Director*

Ann Swenson, *Gates Lane ES Principal*


Greg Tremba, *City View ES Principal*

Marcela Uribe-Jennings, *WSU Asst. Dean, Multicultural Affairs*

Libby Villarreal, *Elm Park ES Teacher*

Committee Objectives

To develop back to school structures/models that will:

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

Student Groups

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

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

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

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



Two Models for Learning

Hybrid Model

This model is based on students assigned to cohorts with approximately $\frac{1}{4}$ of the students occupying a school building at a time. This model will start after first term, as students will start the year in Remote learning. (Except for High-Risk students who would engage in some in-person learning.)

Students may engage in:

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

100% Remote Model

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

Students would engage in:

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



High Quality Teaching & Learning

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



Organization of the Learning Environment

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

Instructional Design and Delivery

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

Student Ownership of Learning

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



Students in Group A 100% Remote Model



Intentional Structures for Successful Remote Learning

Kindergrarten to Grade Two

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



Kindergarten through Grade 2 Student Schedules


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

Kindergarten through Grade 2 Teacher Schedules

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

Intentional Structures for Successful Remote Learning

Grade 3 - Grade 6

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

Grade 3 - 6 Student Schedules

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

Grade 3 - 6 Teacher Schedules

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

K-6 SAMPLE Transitional Bilingual Education Schedule

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

Kindergarten SAMPLE Dual Language Schedule (80/20)

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

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

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

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


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

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

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

Intentional Structures for Successful Remote Learning

Middle School

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


Sample Middle School Student Schedule

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

Sample Middle School Teacher Schedule

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

Intentional Structures for Successful Remote Learning High School

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

High School Student Schedules

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

High School Teacher Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 - 8:35 (75 min)	Period 1	Student Check-in Time	Period 1	Student Check-in Time	Collaborative Planning/Training
8:35 - 8:50 (10 min)	Transition/Class Prep		Transition/Class Prep		
8:50 - 10:05 (75 min)	Period 2	Period 5	Period 2	Period 5	
10:05 - 10:35 (30 min)	Student Check-in Time	Student Check-in Time	Student Check-in Time	Student Check-in Time	
10:35 - 11:05 (30 min)	Lunch	Lunch	Lunch	Lunch	
11:05 - 12:20 (75 min)	Period 3	Period 4	Period 3	Period 4	
12:20 - 12:28 (8 min)	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	Transition/Class Prep	
12:28 - 1:43 (75 min)	Period 6	Period 7	Period 6	Period 7	
1:45 - 2:20 (40 min)	Extra help sessions	Extra help sessions	Extra help sessions	Extra help sessions	

Worcester Technical High School Student Schedules

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

Worcester Technical High School Teacher Schedules

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




Students in Group B & C 100% Remote Model

Range of Support Needs of Groups B & C Students

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

Level of Additional Support Range

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

Level 1 Supports

Students require periodic additional support for success

Support Providers

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

Examples of Supports

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

Level 2 Supports

Students need daily additional support for success

Support Providers

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

Examples of Support

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

Level 3 Supports

Students need one period of additional specialized instruction for success

Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Clinicians
- BCBA's

Examples of Support

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

Level 4 Supports

Students need multiple periods of additional specialized instruction for success

Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Clinicians
- BCBAs
- Instructional Assistants

Examples of Support

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

Level 5 Supports

Students need complete specialized instruction and supervision/support for success

Support Providers

- Classroom Teachers
- ESL Teachers
- SPED Teachers
- Instructional Assistants
- Related Service Providers
- Clinicians
- BCBAs
- Instructional Assistants
- LPNs
- CNAs

Examples of Support

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



Students in Group C In-Person Learning



Students in Group C


Level 4 & 5 Need of Support

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

- District sets parameters and identifies potential students by school
- District prioritizes students with highest needs
- School administrators verify potential student lists
- School administrators contact families to inform of potential in-person learning option and confirm which students would be attending



Planning Structure for Group C In-Person Learning


- Identify sites/rooms for in-person learning support
 - Determine the number of weekly in-person days by student need
 - Confirm and coordinate staffing/service providers
 - Determine transportation needs and schedule
 - Create Entry/safety plans
 - Determine starting dates and hours
- 




Transitioning to Hybrid



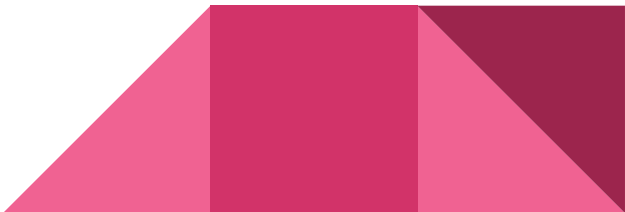
Intentional Structures for Successful Hybrid Learning

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


Planning for Transitioning Remote Learning to Hybrid Model

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

Goals for Transitioning Remote Learning to Hybrid Model

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

Staffing Considerations for Transitioning from Remote Learning to Hybrid Model

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


Important Family and Student Information for Transitioning to Hybrid Model

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



Contingencies for In-Person & Hybrid Learning

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

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

Education Model Selection Form

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

Forms will be due back by August 14th



Health & Safety

Robert Pezzella, School Safety Director

School Health & Safety Reminders

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