

Weston Public Schools

Weston School Reopening Plan 2020-2021: A Second Draft

August 10, 2020

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Hello Weston School Community,

Attached is the administrative team's latest iteration of a draft for returning to learning in the fall. The safety of our students and faculty continue to be paramount to us as we consider the return into school buildings. To that end, we have made some changes in our proposal for our hybrid model which we believe mitigates many safety concerns. We also have bolstered our risk reduction plan. Now all students Pre-K-12 and staff are required to wear masks. Finally, we have made our Remote Learning Academy more flexible. We are now asking for a semester-long family commitment, not a full year.

Although there has been a recent slight uptick in positive COVID cases in Massachusetts, we continue to fare reasonably well compared to other regions at this time. Given our current level of infection rates and recommendations from the Governor, the Department of Elementary and Secondary Education, and the American Academy of Pediatrics, we have put forth a recommendation for a hybrid model. We believe this model places safety at the forefront and also recognizes the need for students and teachers to be together in person for some portion of the week. This more detailed plan offers flexibility. If the health crisis gets worse, we can easily shift to an all-remote model. If it gets better, we can consider an all-in-school model for our elementary students.

I want to acknowledge that we are facing very difficult choices and making very complex decisions under tight time constraints. I believe that all constituents are approaching the reopening of schooling with the best of intentions. There is still much critical planning to be done and it is my hope that we will not hit an impasse that will detract from the work ahead.

I want to thank everyone for their continued efforts: the administration team, faculty and staff members, families and community members, and students.

Once the School Committee considers the options and determines the model with which we will open school, families will need to choose whether to either enroll in the Remote Learning Academy or send them to school under one of the three models. Please expect to receive enrollment information in the next few days. Once we know student enrollment for both at home and in school, we can start allocating staff, creating classroom and group assignments, scheduling, and specifying additional plans for each school. We understand that many families are anxiously waiting to hear their classroom and group assignments and we will provide that information as soon as we can.

Although we provide much information in this document, many of your questions may remain. Our district staff and implementation teams at each school will continue to work on all the details and continue to provide you with more information over the next several weeks. As you make decisions for your children next year, please reach out and we will answer your questions and address your concerns.

Sincerely,

Dr. Midge Connolly

This Document

Weston's School Reopening Plans is divided into five sections:

- ***Options for Weston families*** describes in general terms the Remote Learning Academy and three possible models for school-based teaching and learning: the all-in-school model; the hybrid model; and the all-remote model. **Page 5**
- ***The reopening risk reduction plan*** is a working document that specifies what precautions need to be in place to reduce the risk of exposure and spread of COVID-19. **Page 24**
- ***Student Services*** outlines the district's provision of services, programming and support across all scenarios (in-person, hybrid, remote) when school opens in the fall. **Page 30**
- ***Social and emotional learning (SEL)*** is critical to re-engaging students, supporting adults, rebuilding relationships, and re-establishing a foundation for academic learning. **Page 38**
- ***Technology*** describes the platforms and tools students and educators will use and the guidelines they will follow in each of the possible scenarios. **Page 42**

Options for Families

Our goal throughout the planning process has been to develop plans for in-person, hybrid, and remote learning as we begin the 2020-21 school year. This is consistent with the goals established by the Massachusetts Department of Elementary and Secondary Education (DESE). Our decision process included an examination of multiple scenarios. There is no single factor that can be used to make a decision about the most appropriate learning model for students; rather, we considered a variety of factors, including health and safety considerations, teaching and learning implications, opportunities and limitations of our physical building structures, staffing issues, and financial implications.

In addition to our goal of welcoming as many students as possible back to school, we are aware that there are a number of educators and students who have health concerns or other circumstances which may prevent them from returning to school in person. We have developed opportunities for these groups as part of the planning process.

The Weston Public Schools will be providing families with two options for the 2020-21 school year. Parents and guardians can either enroll their children in Weston's full-year Remote Learning Academy or send their children to school. The Department of Elementary and Secondary Education has directed all public school districts to plan for three learning models for students attending school: 1) a school-in-person model where all students attend school everyday; 2) a hybrid model where students split time between home and school; and 3) an at-home model where all students learn remotely. The School Committee, in consultation with the Superintendent, will determine the learning model most appropriate for students attending school. Additionally, the School Committee and Superintendent will monitor health indicators within the district, town and state, and make adjustments throughout the school year as necessary and appropriate. Consequently, the three models will need to be compatible with one another so that any future transition can be as smooth as possible.

The following sections provide a detailed overview of the three models and the Remote Learning Academy.

The Hybrid Model

Weston's hybrid learning model would split remote and in-person learning for most students. Students would be divided into two groups: Group A and Group B. Group A will attend school on Mondays and Thursdays. Group B will attend school on Tuesdays and Fridays. All students will learn remotely on Wednesday. There will be more asynchronous learning on Wednesdays, as there are designated times for teacher planning and professional development.

Hybrid daily schedule

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In school	Remote	Remote	In school	Remote
Group B	Remote	In school	Remote	Remote	In school

Note: On 4-day weeks, Wednesdays will have in-school and remote groups to ensure that both Groups A and B are in school twice during the week.

Instead of dividing students into alphabetized groups as originally planned, principals and teachers will place students into groups individually, keeping in mind students' specific learning and social emotional needs and the balance of each cohort. The assignment of groups makes classroom placement and schedule creation even more complex. Our commitment to ensure that students from the same family remain in the same group across schools adds to the puzzle. It may be very difficult for us to change a student's grouping upon request. Principals will consider a request to change groups only if your child's weekly schedule negatively impacts family work schedules and child care plans or if there are other circumstances that would significantly affect the health and safety of the child.

Please note that there are other hybrid models that we considered, including a week on/week off approach and a morning/afternoon approach. There are strengths and weaknesses to each hybrid schedule. Some advantages to the schedule we selected is that the curriculum and instruction can happen in parallel with both groups more easily, students are never out of school for an extended period of time, and the days in school and out of school are predictable from week to week. A major drawback to our every-other-day hybrid schedule is it will be more difficult to track students and contact trace if there is a COVID outbreak within a school.

After an extensive feasibility study, we believe that we can implement a hybrid model and follow safety protocols for elementary, middle, and high school. A hybrid model provides for more physical safety of staff and students than an all-in-school model because fewer students are in the building on any given day and class sizes are extremely small. The hybrid schedules we are proposing promote safety considerations for students and staff members. On the days where students are in school, they will be in buildings for four morning hours ending at lunch time. Students will spend their remaining 1-2 hours learning remotely at home. The in-school schedule emphasizes core content in grades PK-8, while many specials and electives are taught at home. PK-8 students can stay in tight cohorts throughout the day, passing times are minimized at the high school, lunches are "grab-and-go" for many students, many classes that use specialized shared equipment (art and P.E., for example) are now remote, and the time that students spend in one classroom is significantly shortened. We cannot eliminate risk, but we can make attending school as safe as reasonably possible. Please consult the Reopening Risk

Reduction Plan section in this document for more details. Following are sample hybrid schedules for elementary, middle, and high school.

Sample Elementary School hybrid schedule (M, T, Th, F)

In School Day		Remote Day	
Time	Class/Activity	Time	Class/Activity
8:00	Arrival at school, morning safety routine		
8:15	Morning meeting	8:15	Morning meeting (live)
8:45	Literacy	8:45	Live lesson and guided practice. Asynchronous independent work
9:45	Snack (outside if possible), mask break, recess	9:45	Snack, break, recess
10:15	Math	10:15	Live math lesson and guided practice. Asynchronous independent work
11:00	Mask break	11:00	Break
11:15	Science or social studies	11:15	Remote specials class (art, music, Spanish, library/technology, band, orchestra, chorus) (live)
11:50	Lunch/dismissal safety routine		
12:00	Lunch and first dismissal from school	12:00	Lunch
12:30	Academic support block	12:30	Science/Social Studies learning board
1:30	Second dismissal from school	1:15	Break
1:30	Asynchronous P.E. Class	1:30	Asynchronous P.E. class
2:15	Remote specials class (art, music, Spanish, library/technology, band, orchestra, chorus) (live)	2:15	Remote specials class (art, music, Spanish, library/technology, band, orchestra, chorus) (live)
3:00	Remote closing circle	3:00	Remote closing circle

Sample Elementary School hybrid schedule (Wednesdays)

Time	Class/Activity
8:15	Morning meeting (live)

8:45	Literacy with the classroom teacher (live)
9:45	Snack, break, recess
10:15	Math with the classroom teacher (live)
11:00	Break
11:15	Remote specials class (art, music, Spanish, library/technology, band, orchestra) (live)
12:00	Closing circle (live)
12:15	Lunch
1:00	Wellness Wednesday asynchronous learning activities
1:45	Independent reading, math practice, or work on science/social studies learning board; Remote student support
2:15	Asynchronous P.E. class

Please note that classes can be scheduled at different times and in a different order. Specials blocks will have to occupy various time slots throughout the day to serve all classrooms.

You will see that the proposed elementary hybrid schedule parallels the both the all in-school schedule and the all-remote schedule. This will ease the transition if it becomes necessary to move along the continuum between the models. Classes and activities where the remote and in-school sections learn together are morning meeting, the afternoon specials class, and closing circle. During the in-school day, lunch can be grab-and-go for many students at the end of the day, which helps mitigate many of the safety issues associated with eating lunch in classrooms. Additionally, there are two dismissal times. Students who do not need extra support will be dismissed at 12:00; students who need some extra support will be dismissed at 1:30. Much individualized intervention and support will happen on the remote days. Special education services can be delivered either in-person or remotely, depending on individual needs. For more information, please consult the Student Services section later in this document.

On the remote day, there will be literacy and math blocks where students are able to either connect live with a coach or curriculum specialist giving a mini-lesson or listen to a recording of that lesson at a later time. After the mini-lesson, students will be assigned a learning task or activity. Students connecting live will receive guided practice in small groups from a learning assistant or other educator as they begin the assignment. Once they feel comfortable, they can finish the assignment independently. Teachers can monitor how students are doing on their remote assignments and differentiate accordingly when students are in school. We will continue to use learning boards to guide students’ learning in science and social studies.

Wednesday afternoon is reserved for elementary educator planning and professional development. While there are three synchronous sessions in the morning, Wednesday's afternoon sessions are all asynchronous.

Sample Middle School hybrid schedule (M, T, Th, F)

In School Day		Remote Day	
Time	Class/Activity	Time	Class/Activity
8:45	Arrival at School, homeroom check-in		
9:00	English	9:00	World language (live)
9:50	Social Studies	9:50	Break
10:40	Mask break	10:00	Arts Elective / Band / Orchestra (live)
11:00	Math	10:50	Break
11:50	Science	11:00	Arts Elective / Chorus (live)
12:40	Homeroom checkout	11:50	Break
12:45	Lunch and first dismissal from school	12:00	Academic Support Block (live) or Independent Work
1:15	Academic support block	1:00	Lunch
2:15	Second dismissal from school	1:30	P.E. Elective (asynchronous) or Health (live)
2:15	Asynchronous P.E. class / Enrichment activities / Independent work	2:15	Enrichment activities / Academic support / Independent work

Sample Middle School hybrid schedule (Wednesdays remote)

Time	Class/Activity
9:00	Remote academic support / Independent work
9:45	Wellness Wednesday asynchronous activities
10:30	English (live)
11:00	Break
11:10	Social Studies (live)

11:40	Break
11:50	Advisory (live)
12:20	Lunch
1:00	Math (live)
1:30	Break
1:40	Science (live)
2:10	Asynchronous P.E. class / Academic support / Enrichment activities / Independent work

Please note that this is just one sample schedule. Classes will need to be scheduled at different times within a seven-block middle school day.

Teamed middle school classes -- English, social studies, math, and science -- fill up the in-school mornings. Students will stay within their heterogeneous cohort for English, social studies and science classes. Two classroom cohorts will mix to create leveled math classes. With foreign language, wellness, and unified arts classes taught remotely, students can mix and take electives without needing to stay in cohorts. During the in-school day, lunch can be grab-and-go for many students at the end of the day, which helps mitigate many of the safety issues associated with eating lunch in classrooms. Just as with the elementary schools, there are two dismissal times. Students who do not need extra support will be dismissed at 12:00; students who need some extra support will be dismissed at 1:30. Much individualized intervention and support will happen on the remote days. Special education services can be delivered either in-person or remotely, depending on individual needs. For more information, please consult the Student Services section later in this document.

Wednesday early morning is reserved for middle school educator planning and professional development. There is asynchronous learning scheduled when teachers are planning. Then students have a schedule of shortened remote classes and advisory for the remainder of the school day.

Middle school schedules are quite complex and this is a first draft. There is a good chance that we will find holes and errors as we review the schedule and then try to make it work for each class section. Making a schedule such as this is an iterative process and there is a good chance that the final schedule will contain some changes. Mr. Gibbons and Mr. Oates will let you know if the middle school schedule needs to be adjusted.

Sample High School hybrid schedule

	Monday Group A	Tuesday Group B	Wednesday All students remote	Thursday Group A	Friday Group B
8:45-9:40	Block A	Block A	Independent Work Academic Support Asynchronous P.E.	Block B	Block B
9:45-10:40	Block C	Block C	Wellness Wednesday Activities (9:45-10:20)	Block E	Block E
10:40-11:00	Mask /snack break	Mask /snack break	Advisory (10:25-10:55)	Mask /snack break	Mask /snack break
11:00-11:55	Block D	Block D	A: 11:00-11:25 C: 11:30-11:55	Block G	Block G
12:00-12:55	Block F	Block F	D: 12:00-12:25 F: 12:30-12:55	Block H	Block H

The remote portion of the day, from 1:15 to 3:15 PM.

	Monday Group B	Tuesday Group A	Wednesday All students	Thursday Group B	Friday Group A
1:30 -1:55	Block A	Block A	Block B	Block B	Block B
2:00 - 2:25	Block C	Block C	Block E	Block E	Block E
2:30 - 2:55	Block D	Block D	Block G	Block G	Block G
3:00 - 3:25	Block F	Block F	Block H	Block H	Block H

All afternoon and Wednesday online blocks are synchronous.

The proposed high school hybrid schedule is markedly different from its elementary and middle school counterparts. Mornings are dedicated to in-class instruction and afternoons are for remote instruction. On in-school days, students will go to class in the mornings and work independently in the afternoons. However, teachers can require students to attend the afternoon remote sessions as well. On the remote days, students will work independently in the mornings and participate in the afternoon remote sessions. Similarly, teachers can set up a video simulcast and require remote students to attend morning classes virtually.

Wednesday early morning is reserved for high school educator planning and professional development. There is asynchronous learning scheduled when teachers are planning. Then

students have a schedule of shortened remote classes and advisory for the remainder of the school day.

High school schedules are quite complex and this is a first draft. There is a good chance that we will find holes and errors as we review the schedule and then try to make it work for each student. Making a schedule such as this is an iterative process and there is a good chance that the final schedule will contain some changes. Mr. Peri and Ms. Flynn will let you know if the high school schedule needs to be adjusted.

Whether in elementary, middle, or high school, the challenge of implementing a hybrid model is how to serve both in-school and at-home students on the same day. We have paid particular attention to the structure of the remote learning day at each level. Remote learning days are a blend of synchronous and asynchronous instruction, with an average of three or four formal video conferencing sessions each day. During these video conferences, educators may employ a number of teaching strategies throughout the class session. Students may experience direct instruction, watch a demonstration video, participate in whole-class discussion, collaborate in small groups, or do independent work. Regardless of what students are doing, their teachers will be present on the video conference for the full class period, just as they are present when students physically attend class. At the same time, students will be expected to turn on their cameras and fully participate in all the learning activities within the virtual class environment, just as they would if they were in school.

We are exploring how we can best reach in-school and remote learners simultaneously using live-stream video conferencing. It would be beneficial for students to live stream certain activities, such as morning meetings and whole-class instruction and discussions. At the high school level, live streaming would be very helpful for students who are preparing for high-stakes MCAS and AP exams (ninth grade Physics, tenth and eleventh grade English and Math, and all AP courses). Implementing live streaming will be a challenge. We would need to determine what technology and human resources would be necessary and we expect that many teachers would need to go through a steep learning curve to employ live streaming effectively. Live streaming will be a focus of teacher professional development at the beginning of the school year.

We expect that if we go to a hybrid model, we would ask that some students attend school three or four days a week instead of two. These students could include English language learners, students who receive a significant amount of special education services outside the general education setting, and other students whose learning needs require daily face-to-face instruction. Please consult the Student Services section for further details.

For each level of the hybrid model, we have framed a cycle of at-home and in-school learning that is structured, predictable, and supportive of student learning needs. Providing direct instruction, asynchronous support, and voice and choice for students working from home; while at the same time building relationships, giving constructive real-time feedback, and supporting students individually or in a small group at school is a blueprint for effective teaching in the hybrid model.

Of the three models, the hybrid model occupies the middle of the safety versus learning dilemma. The hybrid model provides more physical safety than the all in-person model and less physical safety than the all-remote model; and it provides more for the learning needs of most students than the all-remote model, but less so than the all in-person model.

The administrative team recommends starting school in September with the hybrid model. If COVID infection rates remain low in Weston and in Massachusetts, the administration's plan is to move to an all-in-school model for students in grades PK-5 at the beginning of November. The middle school and high school would remain in the hybrid model. However, if COVID infection rates rise, the district could either remain hybrid or move to a remote model. Throughout the school year, we will continue to monitor the progression of the pandemic and its impact on Weston and Massachusetts and adjust plans accordingly.

The Remote Model

If we follow the remote model, students would not go to school and would learn from home. This model has many similarities to the Remote Learning Academy (which will be outlined later in this section) and the Weston School from Home program we implemented last spring. However, there are some key differences.

The Remote Learning Academy is designed to provide remote instruction to students and families who have committed to keeping their children home regardless of whether schools reopen fully or partially. With that commitment, we are able create a program with alternative structures and instructional practices that are best suited to distance learning. The all remote model, on the other hand, is an alternative to the all in-school and hybrid models. There is a possibility that we will need to move back and forth among these models as conditions change with the progression of the pandemic. Thus, to facilitate smooth transitions, it is important that the remote model retains similar structures and schedules as the in-school and hybrid options.

The Weston School from Home model that we developed and implemented last spring was an emergency response to unexpected school closure. Expectations from the Department of Elementary and Secondary Education lowered as districts across the Commonwealth all faced a new challenge of how best to educate and support children from a distance. DESE's spring

guidance called for half days of instruction, no summative assessment and grading requirements, and minimal expectations to provide new curricula for students. This fall, we are back to full days of school. No matter what model we use, we are returning to full-time teaching and learning, assessing and grading, and moving students as best we can through all learning standards and practices.

In the tables following, you will see that remote learning schedules would mirror in-school and hybrid schedules as much as possible:

Sample elementary school remote daily schedule

Time	Class/Activity
8:15	Morning meeting (live)
8:45	Literacy (live)
9:45	Snack, break, recess
10:15	Math (live)
11:00	Break
11:15	Specials class (art, music, Spanish, library/technology, band, orchestra, chorus) (live)
12:00	Lunch
1:00	Science or Social Studies (live)
1:45	Student support, independent reading, math practice, work on science/social studies learning board
2:30	Closing circle (live)
2:45	Asynchronous P.E. class

On Wednesday afternoons, when teachers have planning time and professional development, we will schedule wellness Wednesday activities, P.E., and other asynchronous learning opportunities.

Please note that classes can be scheduled at different times and in a different order. Specials blocks will have to occupy various time slots throughout the day to serve all classrooms.

Sample middle school remote daily schedule

Time	Class/Activity
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8:45-9:00	Homeroom/Check-in (live)
9:00-10:00	Learning Block 1 (live)
10:15-11:15	Learning Block 2 (live)
11:30-12:30	Learning Block 3 (live)
12:30-1:00	Lunch
1:00-1:30	Asynchronous P.E. class, student support, independent work
1:45-2:45	Learning Block 4 (live)
3:00-3:30	Student support, advisory (1xweek), independent work, checkout

The proposed middle school remote schedule contains four 1-hour blocks per day. These blocks will rotate from day to day so that students can go through their seven period schedule. The result is that students will attend each particular class approximately every other day. There will only be three learning blocks on Wednesdays. Students will engage in wellness Wednesdays activities to give teachers planning and professional development time.

Sample High School remote schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-10:00	Block A	Block B	8:45-9:20 Block A (week 1) 8:45-9:20 Block B (week 2) 9:30-10:05 Block C (week 1) 9:30-10:05 Block E (week 2)	Block A	Block B
10:15-11:30	Block C	Block E	10:15-10:50 Block D (week 1) 10:15-10:50 Block G (week 2) 11:00-11:30 Advisory	Block C	Block E
11:30-12:30	Lunch, Student support	Lunch, Student support	11:40-12:15 Block F (week 1) 11:40-12:15 Block H (week 2) 12:15-1:15 Lunch	Lunch, Student support	Lunch, Student support
12:30-1:45	Block D	Block G	1:15 - 3:15 Wellness Wednesday Activities,	Block D	Block G

			Independent Work, Student support		
2:00-3:15	Block F	Block H		Block F	Block H

All blocks are live.

A proposed high school remote schedule would continue the 4-block model in the hybrid schedule, with 75-minute blocks on Mondays, Tuesdays, Thursdays and Fridays and 35-minute blocks on Wednesdays. Advisory would be on Wednesdays along with a large afternoon block of asynchronous activities so that teachers have planning and professional development time.

As we have found out in the spring, distance learning is quite challenging for many students, and we are well aware that full-time distance learning will be even more difficult for them. We know that many students missed the classroom community, particularly the interaction and support among their classmates. We will work diligently to connect students with one another so that they can more effectively care for one another and support each other’s learning. When schools are open, we will regularly schedule social and academic events and activities that bring small groups to campus, following safety guidelines.

Students will be getting more educator support while they are in classes as well. During learning blocks, educators may employ a number of teaching strategies throughout the class session. Students may experience direct instruction, watch a demonstration video, participate in whole-class discussion, collaborate in small groups, or do independent work. Regardless of what students are doing, their teachers will be present on the video conference for the full class period, just as they are present when students physically attend class. At the same time, students will be expected to turn on their cameras and fully participate in all the learning activities within the virtual class environment, just as they would if they were in school.

From a teaching perspective, one major challenge with remote learning is to ensure mastery. It is one thing to provide students with content and “cover” the curriculum; it is a whole different matter to bring all students to a fully proficient level. The key strategies for teaching for mastery -- formative assessment, feedback, differentiation, and multiple modalities, to name a few -- all contain unique pedagogical challenges while teaching online. We will continue to focus on these areas of instruction as we continue to enhance and refine our remote teaching practices.

In summary, the all remote model provides the most safety for staff and students, but provides the least amount of support for teaching and learning. It is most appropriate in circumstances

when physical safety is the top consideration. If COVID numbers get significantly worse in Massachusetts and in Weston, the School Committee and Superintendent, in consultation with the Weston Board of Health, may need to make the determination to go to a remote learning model.

The All-In-School Model

With this model, we would open schools everyday to all students who wish to attend. It is the model that is most similar to what students, staff, and families are used to and it is our intent to provide as much as possible the full range of programming and learning opportunities as in a typical school year. At the same time, it is essential to provide safety protocols in combination to reduce risk of infection. In determining whether the all in-person model is feasible, we have made a number of considerations, including:

- Classroom square footage, 6-foot minimum physical distancing, and maximum class sizes
- The number of safe classroom spaces in each school
- The number of extra staff needed to support additional sections
- The ability to keep students in small cohorts and minimize cross-cohort interaction
- School schedules and how they impact student travel
- Distancing guidelines when students have masks off while eating lunch
- The total extra cost to provide all in-person learning with safety precautions

After thorough investigation and in consultation with the Weston Board of Health, although we believe that it is technically possible for all elementary students to return to school five mornings per week under safety guidelines, the administration believes it would be best to transition up to the all-in-school model. Students will need to become accustomed to a very different learning environment, new routines, and a challenging set of expectations. We feel that it is best to explicitly teach our elementary students how to navigate and thrive in an unfamiliar learning environment in the hybrid model, where in-classroom groups are very small. We believe that if COVID conditions remain steady or improve as the school year progresses, we can move to the all-in-school model in the beginning of November.

We arrived at a different conclusion for the middle and high school. It is not feasible to bring all middle and high school students in-person to school everyday and maintain safety protocols. Schedule complexities make it very difficult for students to remain in cohorts and fully access a robust program of studies.

With the all-in-person model, morning instruction would be live, with students and staff physically distancing themselves from one another and closely following the in-school safety protocols outlined later in this document. Elementary classrooms would look quite different, with desks spaced six feet apart, all facing forward. Class sizes will be capped at 16-18 students, depending on the size of the classroom, and it may be necessary, depending on enrollment numbers, to add sections to each grade level. If this becomes necessary, we might need to hire more teachers or redeploy coaches, curriculum specialists, and interventionists. All students and educators will be required to wear masks and other barriers may be installed to further protect everyone. Because there will be a need for more transitions, mask breaks and hand-washing, there will be less time for teaching and learning than before. We will strategically compact some curriculum and learning experiences while still making sure that students progress through all the standards and practices outlined in the Massachusetts curriculum frameworks for all grades and subjects.

In the proposed schedule below, you will find a shortened elementary school day. Core content areas -- literacy, mathematics, and some science social studies would be emphasized during the morning hours in school. Students would take their art, music, Spanish, and library/technology classes remotely in the afternoon. Additionally they will spend time reading, playing math games, and working on science/social studies learning boards. All students will have asynchronous P.E. instruction in the afternoon everyday.

Sample elementary school in-person daily schedule

Time	Class/Activity
8:00	Arrival at school, morning safety routine
8:15	Morning meeting
8:45	Literacy
9:45	Snack (outside if possible), mask break, recess
10:15	Math
11:00	Mask break
11:15	Science or social studies
11:50	Lunch/dismissal safety routine
12:00	Lunch and dismissal from school
1:30	Remote specials class (art, music, Spanish, library/technology, band, orchestra, chorus)
2:15	Asynchronous P.E. lesson

2:45	Independent reading, math practice, or work on science/social studies learning board; Remote student support
3:15	Remote closing circle

Wednesdays are days when educators will be having planning meetings and professional development. Wednesday’s morning in-school schedule will incorporate a period of specials and the afternoon remote learning on these days will be more asynchronous.

Specials classes will be taught online through video conferencing. Teachers and students will use video conferencing tools for direct instruction, guided practice, and small group work. While there may be time for students to work independently offline, the teacher will be available online during the whole class period for support and guidance. P.E. classes will be held asynchronously through recorded instructional videos.

As in previous years, some students will receive reading or math intervention at some point during the school day. Special education students will receive specialized instruction and related services at various times during the school day as well. Likewise, guidance counselors and other student support personnel will meet with students individually or in small groups throughout the day. Please consult the Student Services section in this document for further information.

Educators will have to adjust some instructional practices to maintain physical distance and minimize the sharing of materials. Some specific lessons and classes may have to be completely reconfigured to ensure that students and staff are safe. Instructional practices that will happen more frequently include teaching outdoors (weather permitting), explicit instruction of important routines and procedures, use of online platforms and tools to facilitate safe collaboration and minimize paper, and a focus on student choice, agency, and individualized learning.

This is a general overview of the all in-person model for elementary students. If this model is adopted in the future, we will provide more information once we know enrollments. Individual schools will send out more detailed schedules, protocols, and safety guidelines in August. Of the three models, all in-person schooling best provides for the social emotional and learning needs of the great majority of students. However, the all in-person model is also the most risky in terms of providing for personal safety during this pandemic. It is also the model that costs the most. The administration does not consider this model feasible for middle and high school students as we would not be able to comport with safety protocols. However, we consider the school-in-person model as a long-term goal for elementary students, especially if COVID rates substantially decrease in the future.

The Remote Learning Academy: An option for families who would like to keep their children home for the 2020-21 school year

In our most recent survey, 14% of families indicated that they would choose to have Weston Public Schools educate their children remotely. Many respondents are concerned about health risks of children or family members who may fall into high-risk categories. Other respondents indicated that their children were thriving during *School from Home* this spring. We are pleased to provide a remote option for all families regardless of the reasons why they feel their children need to stay home.

Weston’s Remote Learning Academy will be designed to provide a full year of remote instruction for students in grades PK-12. Once we know enrollment, we will be selecting and training a small group of faculty and staff who will be teaching exclusively within the Remote Learning Academy. Although curriculum will be parallel to our in-school models, we will be adjusting our structures, instructional practices, and assessment strategies to better fit with distance learning.

At the elementary level, the Remote Learning Academy will be classroom-based. With current estimates, we believe that there will be one Remote Learning Academy section per grade level. (Right now, we don’t have the interest level from families to provide a Remote Learning Academy option for Pre-K students.) As with school in-person, the classroom teacher will teach literacy, math, science, and social studies. The remote classrooms will attend art, music, Spanish, and technology/library classes on a rotating basis and will have asynchronous P.E. instruction everyday. The sample Remote Learning Academy elementary schedule is the same as the proposed elementary remote schedule:

Sample elementary school Remote Learning Academy daily schedule

Time	Class/Activity
8:15	Morning meeting
8:45	Literacy
9:45	Snack, break, recess
10:15	Math
11:00	Break
11:15	Specials class (art, music, Spanish, library/technology, band, orchestra, chorus)
12:00	Lunch

1:00	Science or Social Studies
1:45	Student support, independent reading, math practice, work on science/social studies learning board
2:30	Closing circle
2:45	Asynchronous P.E. class

If estimates hold true, there will be three middle school Remote Learning Academy cohorts, one for sixth grade, one for seventh grade, and one for eighth grade. The cohort will remain together for four of the seven middle school blocks: English, social studies, math, and science. There will be an honors math option embedded into each Remote Learning Academy math class. Middle school RLA students will be integrated with other students while taking foreign language, unified arts classes, and other electives. The Remote Learning Academy schedule will parallel the middle school remote schedule; however, we will need to make further adjustments to the RLA schedule if other students are following a hybrid schedule.

Sample middle school Remote Learning Academy daily schedule

Time	Class/Activity
8:45-9:00	Homeroom/Check-in
9:00-10:00	Learning Block 1
10:15-11:15	Learning Block 2
11:30-12:30	Learning Block 3
12:30-1:00	Lunch
1:00-1:30	Asynchronous P.E. class, student support, independent work
1:45-2:45	Learning Block 4
3:00-3:30	Student support, advisory (1xweek), independent work, checkout

The proposed middle school Remote Learning Academy schedule contains four 1-hour blocks per day. These blocks will rotate from day to day so that students can go through their seven period schedule. The result is that students will attend each particular class approximately every other day. There will only be three learning blocks on Wednesdays. Students will engage in wellness Wednesdays activities to give teachers planning and professional development time.

At the high school, we believe that we will have enough Remote Learning Academy students to fill one cohort per grade. Developing schedules for high school RLA students will need to be more individualized due to the wide variety of options high school students have. Students who take honors or college prep core English, math, social studies, and science classes will have a Remote Learning Academy teacher for their grade level and subject. An honors option will be embedded into all of these classes. High school Remote Learning Academy schedules will mirror either the hybrid or remote in-school schedules.

For elective, language, and AP classes, things get more complicated. It is our goal to provide our high school RLA students with as wide a choice of classes as possible. First we will analyze each student's high school schedule to see if there are enough students to provide a completely remote elective, language, or AP class. We are hopeful that classes with a high number of sections will have enough remote learners signed up to create a remote section taught by a Weston teacher. If we cannot create a full classroom cohort, we will next ask teachers whether they can incorporate Remote Learning Academy students into their classes. This is challenging for teachers and a number of considerations need to be made for a teacher to agree to include a small cohort of Remote Learning Academy students in their class. For example in the art department, some classes, such as graphic design or photography, may be more conducive to remote learning than others, such as pottery or print making. If it is not feasible to integrate Remote Learning Academy students in an in-school class, our third option is to offer the course through a third-party remote learning management system. The platform that we are currently considering, *Edgenuity*, has a wide range of high school electives and AP options, including AB Calculus, Biology, English Literature and Composition, French Language and Culture, Modern World History, Psychology, Spanish Language and Culture, Statistics, and U.S. History. In short, there are three possible ways that we can help RLA students take high school electives and AP classes. The Remote Learning Academy will not match the complete range of in-school course offerings, but students will have a reasonable number of options.

In many ways, the Remote Learning Academy will act as its own separate program. Even if the whole district goes to a remote learning model, RLA classes will not change. As a public school parent, you have the right to move your child to and from the Remote Learning Academy at any time. However, please consider that it would be quite an adjustment for students, equivalent to switching schools and teachers midyear. In the first draft of this document, we indicated that Remote Learning Academy was a full-year commitment. After receiving feedback and observing the rapidly changing state of the pandemic over the summer, we have shortened the commitment window to a semester. All families will have the opportunity to move students to and from Remote Learning Academy at the end of January.

As with any online learning program at any grade level, a critical component of the Remote Learning Academy is consistent at-home supervision of students as they do their schoolwork. Please note that teachers will do their part using video conferencing tools and frequent check-ins, but they cannot monitor children remotely as they can in the classroom. Effective remote learning necessitates a partnership among educators and families. If you are unable to provide such supervision, please strongly consider sending your child to school.

Teaching and learning considerations that apply to all models

Regardless of whether students are in school, at home, or alternating days, there are a number of other considerations that we will need to make next year to facilitate effective learning. Following are three important points of emphasis that we will be making during the 2020-21 school year.

Learning is relational. The building and maintenance of strong trusting relationships -- among students, between teachers and students, and among teachers, students and families -- is fundamental to effective learning. There are many formal and informal ways we develop and nurture these relationships every day throughout the school year. We must realize, however, that many of our new safety guidelines directly or indirectly interfere with relationship development. It will be more important than ever to intentionally foster relationship building among students, educators, and families.

A focus on equity and access. The COVID-19 pandemic is laying bare our inequitable systems and structures throughout the nation. Under-resourced families are more likely to become sick and die from the virus; likewise, African American and Latinx populations have been disproportionately affected. When we switched over to remote learning last spring, many of our less privileged children and families had to overcome more obstacles to ensure an adequate education. Our School from Home attendance, work completion, and survey data all point to a very mixed experience with remote learning. Some students thrived, others struggled, and a handful fell through the cracks and lost months of instruction. Regardless of what model we follow, instructional time will be more scarce and valuable. As a public school system, we are committed to reach and teach all students; thus, to realize this goal, we will need to prioritize time and resources for those who are most vulnerable and marginalized.

Emphasizing joy. Many of us have read articles and held discussions of what school would be like during this pandemic, and when we are focusing on the safety guidelines -- desks in rows, required masks, small cohorts, and regimented schedules and protocols -- we tend to envision a very unhappy learning environment. The fact of the matter is that happy students learn; unhappy students do not learn as easily. We will have to follow all of the safety guidelines outlined later in this document and, more than ever, we will need to emphasize day in and day out the joy of being together and learning from one another. We are committed to broad programming to benefit the whole child -- arts, athletics, clubs -- to the largest extent possible. When we make scope and sequence adjustments to compensate for less teaching and learning time, we will not cut out the fun. Furthermore, we will need to brainstorm and invent new learning opportunities that promote engagement, interaction, excitement, and joy.

Reopening Risk Reduction Plan

(Take care of ourselves, others, and community)

This is a working document that specifies what needs to be in place to reduce the risk of exposure and spread of COVID-19. It does not eliminate risk. The document will be reviewed and updated as data and guidelines continue to change. Following are the safety team's general guidelines informing the work:

- 1. Keep the safety of our students, faculty, and community as our highest priority.**
- 2. Expand our commitment to educational equity, ensuring that all learners have access to high-quality instruction through adapted classroom environments.**
- 3. Reduce the risk of potential infection and spread of COVID-19 using Center for Disease Control, Department of Public Health, and District Guidelines.**

The above goals can only be possible with community cooperation. One important component for reducing risk is for students and families to follow municipal guidelines for social distancing and mask-wearing both in and out of school. This is our expectation. For Weston residents, these guidelines are regularly emailed to you by the Weston Board of Health.

The following risk reduction plan is a general plan for the entire school district. It is a work in progress that will continually be adjusted and refined as we receive further health and safety guidelines. School-based implementation teams, composed of teachers and administrators, will be applying the district plan to their buildings throughout the month of August. School specific risk reduction plans will be made available to families prior to the start of school.

Masks, Face Coverings, and Other Personal Protective Equipment

- We will require face masks for all students and staff in all buildings. While DESE requires face masks for students in grades 2-12, in Weston we will require PK, K, and 1st grade students to wear face masks as well.
- We will let you know the criteria for acceptable masks and face coverings before school starts. We will not accept valved masks or bandanas.
- Students will need to bring a clean mask to school every day and the district will be providing extra masks as backup. Masks can be reusable (but they need to be washed each day) or disposable.
- Exceptions to mask-wearing will be made in special circumstances. Face shields and/or

further social distancing are common accommodations for those students who find it very difficult to wear a mask. Further accommodations could include considering sensory needs, providing alternative PPE equipment, desensitization training for mask wearing, or an alternative learning environment

- We understand that wearing a mask may be challenging for some children, particularly younger students and those with identified disabilities. Nevertheless, our focus must be on the safety of each cohort. Students who have not been identified as requiring accommodations for mask wearing will be subject to possible removal from the in-person learning environment. Students who remain noncompliant after initial reminders will be relocated to a separate area outside of the classroom. If the problem cannot be resolved, parents will be notified by the school nurse to pick up their child.
- Each school schedule will provide an opportunity for mask breaks throughout the day. These will occur with students at least six feet apart, outdoors when weather permits or in a large ventilated space in inclement weather.
- All staff will be provided with PPE appropriate to their job function. Additional safety precautions are required for school nurses and any staff supporting students in close proximity, when distance is not possible. Extra PPE may include gloves, disposable gowns, and eye protection (such as a face shield with a mask).

Handwashing and Hygiene

- All students and staff will be washing or disinfecting their hands regularly throughout the school day. Appropriate times to wash hands will be upon arrival to school, before/after eating, before/after putting on and taking off masks, and prior to dismissal.
- Sanitizing stations will be installed in all high-traffic areas and adjacent to all classroom entryways. Parents will have the opportunity to approve their child's use of hand sanitizer.
- Each school will place hand washing and sanitizing visuals throughout the building to remind students and staff of proper hand washing and hand sanitizing procedures.

Sanitizing and Disinfecting

- All areas of the school building will be rigorously cleaned and disinfected. We will be increasing deep cleaning and sanitation protocols with our custodial staff, following CDC guidelines. We will be sanitizing high-touch areas frequently throughout the school day.
- We will be minimizing the use of shared items within the classroom. Instead, we will be

increasing the use of digital instructional resources and 1:1 materials.

- Whenever possible, teachers will minimize assignments that require multiple people to handle materials or paper.
- Students will be advised to bring minimal required school materials to and from school each day. Each school will develop a list of materials that students should and should not bring to school.
- Students will not share materials or food brought from home.
- We will encourage students to bring their own personal water bottles to school and wash them daily with soap and water, or in a dishwasher at home. As back-up, the school will provide disposable cups if needed for students to access water to drink at the nurse's office, because drinking fountains will be closed.
- We will develop protocols for the use of specialized shared materials in various departments: technology, library, art, science, and wellness (cooking).

Distancing

- While DESE distancing guidelines are 3-6 feet, in Weston, our goal is to maintain a physical distance of six feet between individuals.
- We will be maximizing space between student desks and/or stations. In-school class sizes will be capped at 18. This will allow for 6-foot nose-to-nose social distancing in typically sized classrooms. Larger classroom spaces may be able to accommodate more students and maintain 6-foot distancing among staff and students while smaller classrooms will need to accommodate fewer students. All desks will be facing in the same direction.
- Alternative spaces in each school, such as cafeterias, libraries, and auditoriums will be repurposed to increase available space and accommodate additional distancing.

Student Cohorts

- Students in grades PK-8 will be arranged in cohorts to minimize social contact with their peers. We will minimize student movement on each campus, with the exception of going outside or going to specialized learning areas. Every effort will be made to limit interactions across cohorts.
- High school students will travel from class to class, but when possible, classrooms will be arranged within the building to minimize travel distance. Additionally, the high school

schedule will be blocked so that there are no more than three passing periods per day.

- We will be encouraging outdoor instruction as weather permits. Students can expect to be outside for mask breaks, physical education and lunch. Please be sure your children are appropriately dressed for the weather.

Access To and Within Buildings

- Before morning arrival, parents will be responsible to conduct a wellness check for their children. Families will confirm that their child is symptom-free before sending him/her to school each day. Guidelines for wellness checks will be communicated to families in August.
- Faculty and staff will go through a self-screening process to determine whether they are safe to enter the school building.
- Students will not be allowed to enter the school building before their assigned arrival time and after their assigned dismissal time. No in-person before or after school activities will occur in any school buildings. Activities can happen outside or remotely.
- Visitors will not be allowed in the buildings. Schools will develop specific procedures for when parents need to drop off or pick up children or items during school hours.
- Physical barriers will be placed in high-traffic areas such as the main office.
- School hallways will be designated as one-way or two-way with clear signage. Two way hallways will have markers that separate opposing traffic flow.
- Only one student will be allowed in a restroom at a time.

Bus Transportation Procedures

- All students, staff, and drivers will be required to wear a face covering on the bus.
- We will create maximum distance between children on school buses when possible -- a maximum of one child per seat, alternating rows when able.
- Students will have an assigned seat on the bus. Siblings will sit together.
- Bus windows will remain open as weather permits.
- We will be cleaning and sanitizing buses after the completion of the morning and afternoon bus routes.

- We will be encouraging social distancing at bus stops and at school during bus pick-up and drop-off.

Arrival and Dismissal Procedures

- Each school will modify its drop-off and pick-up schedules and procedures. Schools may stagger drop-off and pick-up times, designate entrances by grade level, and modify pedestrian, car, and bus traffic flow to and from school. Signage will clearly mark traffic flow.
- Face coverings will be required during all transitions to and from school grounds.
- High school students who have a study hall during the first or last period of the day will be encouraged to arrive late or to leave early to avoid being present for study hall.
- Student parking at the high school will, to the extent possible, accommodate all licensed 11th and 12th grade drivers to reduce school bus density.

Lunch and Snack Time

- Lunches will be held at the end of in-class learning time in all schools. The cafeteria will provide pre-packaged grab-and-go lunches for students. Students will need to follow specific guidelines, provided at the beginning of the school year, for acquiring and eating lunch.
- Some elementary and middle school students who need extra help or services after lunch, will need to eat lunch at school. There will be a designated, supervised area for these students to space apart and eat their lunches, outside when weather permits.
- Snack time will be outside weather permitting. If snacks are eaten in the classroom, students will be distanced as far apart as possible and facing in the same direction while their masks are off.
- Allergy guidelines will be reviewed and updated as needed to ensure whole-school allergy awareness. Certain foods will be prohibited school-wide or within individual classrooms to accommodate students with life-threatening food allergies.
- Detailed safety procedures will be taught to students for the safe handling of food and the cleaning of spaces during lunch and snack.
- Designated staff will be available to quickly clean and sanitize classroom spaces after lunch and snack times are over.

Staff Protection Protocols

- All faculty and staff will undergo comprehensive health and safety training before the first day of school, including proper cleaning and sanitation procedures, what to do when a child is sick, how to teach students school and classroom safety protocols, and how to monitor and support students struggling with safety guidelines.
- All faculty and staff will self-screen their health before reporting to work and follow proper notification procedures if they cannot come to work due to illness.
- Educators will need to hold virtual meetings with families and other staff members who do not work in the same school.
- Further protection protocols will be directly communicated to faculty and staff in August.

Illness Assessment of Students/Staff During the School Day

- Students and staff will be required to stay out of school when exhibiting symptoms that may be related to COVID-19.
- We will establish a safety protocol so that any staff member who believes that a student is sick will safely send the student to the nurse's office. We will make sure that all students know where the nurse's office is located and that they need to go there if they feel sick.
- The school nurse will assess for symptoms, including physical appearance, a temperature check, and a pulse oximeter reading. If the individual has illness symptoms, the nurse will ask about the history of symptoms and recent exposure. The individual will be given appropriate personal protective equipment and be isolated in a predetermined room until pick up.
- If the nurse determines that the individual has COVID symptoms and needs further evaluation, he or she will inform the staff member or parent/guardian about how to proceed with testing and medical care.
- If the individual is tested and is COVID positive, the nurse will consult with the Health Services Director, and together they will inform the Superintendent and the Weston Board of Health. Families and employees will be notified about the exposure while the confidentiality of the individual is maintained. School nurses will collaborate with the Weston Health Department to begin contact tracing. The Superintendent will consult with the Board of Health to determine possible school closure and shift to all-remote

learning. The individual with COVID will not be able to return to the school building until he or she is asymptomatic and cleared by his or her doctor.

Student Services

The Office of Student Services is committed to providing services, programming and support across all scenarios (in person, hybrid, remote) when school opens in the fall.

Special Education and Related Services

Per the guidelines from the Department of Elementary and Secondary Education (DESE), “school districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction and related services to students.” The guidelines prioritize in-person instruction as much as is possible for students with disabilities, particularly preschool-aged students and those with significant and complex needs, while adhering to health and safety requirements in place at the time.

In addition, during remote or hybrid models, Weston will make every effort to continue in-person instruction to these students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full or in part, these students “must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery.” This includes structured lessons, teletherapy, video-based lessons, etc. For students with more significant and complex disabilities, one-on-one in-person instruction in the home or community-based setting may also be considered if it is not possible in an in-school setting.

DESE has determined that students with complex and significant needs include:

- Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL 3.” Such students must meet at least two of these criteria:
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily used aided and augmentative communication;
- Students who are homeless;
- Students in foster care or congregate care; and/or
- Students dually-identified as English Learners.

All in-person learning (while meeting current health and safety requirements)

- Weston will partner with parents to support a smooth transition to re-opening of school, given the introduction of new social distancing protocols and schedules.
- Students with disabilities will have their full schedule of instruction and services per their IEPs.
- Flexible solutions for reducing the mixing of student groups will be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.

Remote learning

- This model is available for individual students with disabilities who are not returning in-person, and for all students in the event of future classroom or school closures.
- In-person services may occur for some students with significant and complex needs during this model.
- Remote special education and related services will be provided via “Instruction and Service” mode of delivery per DESE guidelines. This mode includes:
 - Time spent interacting directly with teachers and related service providers on a regular basis;
 - Independent work time as appropriate;
 - Opportunities for interactions with classmates.
- The “Instruction and Services” model must include the following components:
 - A regular and consistent schedule of classes, interventions, services and therapies as required by the student’s IEP, offered synchronously or asynchronously;
 - Structured learning time so the student can access state standards;
 - Frequent interactions with teachers and other staff members to ensure participation.

Hybrid learning

- When planning for the hybrid learning model, Weston will prioritize its ability to continue in-person learning for some students with disabilities. Preschool-aged students with disabilities and students with significant and complex needs will be considered for in-person learning as much as possible while maintaining health and safety guidelines.

- Learning and services provided during the hybrid model must follow the guidance listed above in the Remote Learning model.
- In addition, learning and services provided in-person must follow the guidance in the Full time in-person Learning model listed above while meeting current health and safety requirements.
- In-person services may be offered in the student’s home or in a community setting, depending on individual need, to ensure that as many services are offered in-person as possible instead of remotely, while also maintaining health and safety guidelines.

IEPs/Evaluations

- When school resumes, Annual Review meetings that were delayed will be held to review the students’ IEPs.
- Initial/Re-evaluation testing that was delayed will be scheduled.
- Timelines for current IEPs and evaluations will be maintained.
- In-person evaluations will continue during the hybrid and remote situations as long as health and safety requirements allow.

Team meetings

- In order to maintain appropriate safety requirements, all team meetings will be held remotely. This will minimize bringing visitors into school buildings and requiring staff to travel between schools.
- If this presents a hardship, the district will conduct meetings in a hybrid fashion where some members are present and others are remote during the in-person and hybrid models. All meetings will be held remotely if the district moves to a remote learning model.

English Learner Education

In all models, in grades Pre-K- 12, English proficiency assessments of new students will follow all health and safety guidelines. When possible, we will use our current WIDA screeners. We will also utilize the new WIDA Remote Screener for grades K-12, as needed.

In all models, in grades Pre-K-12, interpreters and translations will be provided for any families that request them through the Home Language Survey, or at any later date. Consistent communication between the ELE teacher and the families of ELs is essential. Teachers will

communicate with families about how and when they will receive regular updates and information from the ELE teachers. All communication related to Covid-19 procedures and scheduling will be made available to families in translation. ELE teachers will follow up with students and families to ensure their understanding of rapidly changing school protocol.

In all models, in grades K -5, English Language Education will provide instruction in reading, writing, speaking, and listening that supports the linguistic and cultural diversity of all students. We will provide a positive, safe environment for learning. English language instruction will be tailored to the individual linguistic, cultural, and educational needs of each student.

In all models, in grades 6-12, English Language Education will continue to promote acquisition and development of academic language skills in all four domains, speaking, listening, reading, and writing. This will be accomplished through meaningful engagement with a variety of audio/visual texts and high interest level subject matter content, including current events and their relationship to American history and culture.

All in-person learning

- At the elementary level, students will receive their full schedule of services in small groups (with social distancing guidelines in place) or one-on-one.
- ELE teachers will engage in thoughtful scheduling to reduce the grouping of students from multiple classrooms for small group services.
- At the elementary level, ELE teachers will consult and work with classroom teachers to support the needs of the ELE students in their larger classrooms.
- At the middle and high school levels, ELE teachers will continue to collaborate with classroom teachers to ensure students are able to access grade-level curriculum.

Hybrid learning

- At the elementary level, students will receive their full schedule of services in small groups (with social distancing guidelines in place) or one-on-one. Some of these services will be provided at school, while others may be provided through synchronous online classes, as well as online assignments.
- For the live teaching at school, ELE teachers will engage in thoughtful scheduling to reduce the grouping of students from multiple classrooms for small group services. For the remote learning component, ELE teachers will consult with classroom teachers and schedule ELE services to maximize student time in the classroom, while also providing all necessary ELE services.

- At the elementary level, ELE teachers will consult and work with classroom teachers to support the needs of the ELE students in their larger classrooms, and with their remote assignments from classroom teachers.
- At the middle and high school levels, ELE teachers will continue to collaborate with classroom teachers to ensure students are able to access grade-level curriculum.

Remote learning

- At the elementary level, students will receive their full schedule of services in small groups (with social distancing guidelines in place) or one-on-one. Most services will be remote through synchronous online classes and online assignments; however, some of these services may need to be provided at school.
- ELE teachers will engage in thoughtful scheduling with classroom teachers and specialists to maximize student attendance and engagement in all classes.
- At the middle and high school levels, ELE teachers will collaborate with other educators to support English learners in their ability to engage meaningfully in all synchronous sessions.
- ELE teachers will consult and work with classroom teachers to support the needs of the ELE students in their larger classrooms.
- At the middle and high school levels, ELE teachers will continue to collaborate with classroom teachers to ensure students are able to access grade-level curriculum.
- A consistent online classroom will be established so that students know where to access materials and assignments, and also know how to request extra support, if needed.

Counseling

All in-person learning

- Students will receive scheduled counseling services and programming as indicated on their IEPs. Students who participate in groups will follow health and safety guidelines.
- Counselors will be available to all students as part of the general education support available in all schools. Particular attention will be paid to students who are transitioning between buildings (grades 4, 6 and 9.) In addition, clear intervention plans will be developed for students who are chronically absent or appear disengaged with instruction.

- Counselors will be assisting all students with the transition back into school after the extended period of closure. Screening measures may be used for students determined to be at risk.
- Guidance curriculum will be delivered in the classroom as scheduled (while meeting current health and safety requirements).

Hybrid learning

- Students will receive their scheduled counseling services via in person on the days they are in school, or via phone/remote platforms if they are at home. Schedules will be adjusted as needed to meet the needs of students.
- Counselors will be available to all students via in person or remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.
- Counselors will be collaborating with school administrators to monitor student participation in remote learning.
- Guidance curriculum will be delivered in the classroom as scheduled (while meeting current health and safety requirements) on the days students are in school and via remote platforms in a classroom model if they are home.

Remote learning

- Similar to the hybrid model, counselors will be available to all students via in person or remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.
- Counselors will be collaborating with school administrators to monitor student participation in remote learning.
- Guidance curriculum will be delivered via remote platforms in a classroom model.

Family communication. Due to the rapidly evolving model of service delivery (full in-person, hybrid or remote), parents/guardians should expect more frequent communication with counselors to share information about the student, and help connect student and family to appropriate external resources (community mental health, pediatrics, etc.) if and when necessary. Counselors will also provide resources to all families.

Care coordination. Counselors will continue to work with outside agencies and providers, as well as communicate with faculty and staff to support students, whether full in-person, hybrid or remote.

Students on 504 Plans

All in-person learning

- Counselors will be available to support students as indicated on their 504 Plans. HIPPA and FERPA compliant platforms will be utilized for counseling services.
- Counselors will work with classroom teachers and students/families to ensure 504 accommodations are implemented consistently throughout the curriculum.

Hybrid learning

- Counselors will be available to support students as indicated on their 504 Plans via in person on the days they are in school, or via phone/remote platforms if they are at home.
- Counselors will work with classroom teachers and students/families to ensure accommodations are implemented in both in-person classrooms and on remote platforms.

Remote learning

- Counselors will be available to support students as indicated on their 504 Plans via phone/remote platforms. HIPPA and FERPA compliant platforms will be utilized for counseling services.
- Counselors will work classroom teachers and students/families to ensure accommodations are implemented across all remote platforms.

504 meetings

- In order to maintain appropriate safety requirements, all team meetings will be held remotely. This will minimize bringing visitors into school buildings and requiring staff to travel between schools. When school resumes, Annual Review meetings that were delayed will be held to review the students' 504 Plans.
- If this presents a hardship, the district will conduct meetings in a hybrid fashion where some members are present and others are remote during the in-person and hybrid models. All meetings will be held remotely if the district has moved to a remote learning model.

- Appropriate In-person re-evaluations prior to determining continued eligibility will continue during the hybrid and remote situations as long as health and safety requirements allow.

Health Services

All in-person learning. Nurses would be in-house assessing and rendering daily care for students and staff. Specific tasks include training staff about new safety guidelines, ensuring immunization compliance, obtaining records/medications/orders from doctors, collecting emergency forms, creating IHCPs for all students under special services and with allergies/inhalers, providing mandated screenings, checking AEDs in buildings; tracking and case management of absenteeism, administering flu vaccination and/or community-based clinics in collaboration with the Weston Board of Health.

In addition to these duties, nurses would identify COVID symptoms, guide individuals and families to proper screening and care, and follow-up with individuals and families regarding COVID isolation, quarantine, and contact tracing for students, families, and staff.

Hybrid learning. Nurses would be in-house caring for the staff and students in school buildings. In addition to the tasks listed above, nurses would need to plan and attend online check-ins with families of students who are chronically absent, sick, or quarantined.

Remote learning. Nurses may still need to be in buildings if students with special needs continue to attend school or come in for services. If no students are in the buildings, nurses will provide case management by phone or remote platform to support students and families. During a period of remote learning, Weston could have COVID-19 cases rising in the community. Nurses will work collaboratively with the Weston Board of Health in contact tracing, monitoring, and surveillance. All nurses will be available to support the Board of Health's efforts for school and community surveillance, daily monitoring and documentation.

Social Emotional Learning (SEL)

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) and cultural competence will be critical to re-engaging students, supporting adults, rebuilding relationships, and rebuilding a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. We need to bring together administrators, teachers, school staff, families, and students to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

This plan focuses on four key action steps related to Social and Emotional Learning:

1. **Take time to build partnerships, deepen our understanding, and plan for prioritizing SEL for adults and students.**
2. **Design opportunities for adults to connect, heal, and cultivate their own SEL and cultural competencies and capacities.**
3. **Create emotionally, physically and psychologically safe, supportive, and engaging learning environments that promote all students' social, emotional and cultural development and overall well being.**
4. **Use data to deepen relationships and continuously improve support for students, families, and staff.**

Action 1: Take time to build partnerships, deepen our understanding, and plan for prioritizing social and emotional learning for adults and students

- ***Open communication channels between educators and families.*** Share new information, address concerns, and receive ongoing input and feedback regarding plans for next year, through surveys, forums, district communications, planning groups, and resource lists.
- ***Prioritize a supportive learning environment.*** All classes, whether in-person or remote, will devote time for students and educators to build community, reflect on feelings and experiences, and listen to students' ideas and concerns.
- ***Schedule time for student social and emotional development.*** Schedule time for students to practice SEL competencies through distance learning and in-person

regular class meetings, group and individual check-ins, a possible addition of a SEL Wellness specialist block, mindfulness time, and instructional practices that allow for reflection, discussion, and collaboration.

- **Create a multi-tiered counseling plan.** Regardless of the learning model, consider that all students will need check-ins, some students will need supplemental counseling support, and a few students will need intensive support through counseling or specialized programs like Compass and Bridge.

Action 2: Design opportunities for adults to connect, heal, and cultivate their own SEL and cultural competencies.

- **Create space for connection, listening, and healing among all leaders and staff in the school building.** Set aside time for staff to reconnect, process their emotions and experiences, reflect, and collaborate on ways to support students' social-emotional learning. Engage in community-building activities, circles of support, and ongoing self-care planning.
- **Capture this moment as a learning opportunity for educators.** Engage staff in reflecting on what they've learned from the past few months and how this experience will shape the coming years. Offer ongoing opportunities for staff to collaborate on ideas for how to use this learning to inform a collective path forward.
- **Provide staff professional learning so that they can better reach and teach students.** Topics, courses, and workshops would include Responsive Classroom, Equity and Inclusivity, Culturally Responsive Teaching, Trauma Informed Teaching, Teaching for Engagement Remotely, and IDEAS.
- **Provide professional learning to build educators' capacity for their own SEL.** This includes professional learning that helps staff build relationships and integrate SEL into in-person and distance meetings, build mindful practice, create equitable meeting environments, and identify signs of their own trauma and mental health issues.
- **Ensure access to mental health and trauma supports for adults.** Look for signs that adults might need more support and identify available resources.

Action 3: Create emotionally, physically and psychologically safe, supportive, and engaging learning environments that promote all students' social and emotional development. Focus on mindfulness.

- ***Coordinate connections with high needs students and families before school begins.*** Counselors, school psychologists, and nurses can connect with students and families before schools reopen and during distance learning to check-in and anticipate challenges associated with the back-to-school transition.
- ***Build mindfulness into every day at every level - in person or online.***
- ***Engage students in ongoing developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world:*** Support teachers in facilitating conversations and lessons to discuss the impact of the pandemic, its history, and ways to respond to biased or stigmatizing comments and behaviors related to the disease.
- ***Intentionally build structures that promote supportive adult-student relationships and a sense of belonging, both in-person and online.*** Ensure every student has at least one caring adult at school and identify routines to maintain or deepen connections.
- ***Prioritize opportunities for students to practice and reflect upon social and emotional competencies throughout the day.*** Hold daily morning meetings and weekly advisory meetings. Additionally, academic instruction will provide opportunities to practice SEL through reflection, interaction, cross-age mentoring, leading discussions, brain breaks, and other intentional SEL practices.
- ***Collaborate with families to align on strategies for supporting students' SEL at home and during extended learning.*** Identify practices that can be used at home and share information about what kinds of supports students need.
- ***Identify support for students who are struggling.*** Work with families to create a comprehensive plan, which may include providing additional mental health and trauma supports, or connections to food, shelter, technology, transportation, or other resources. Monitor the response to ensure needs are met.

Action 4. Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

During this time of rapid innovation and quick action, an ongoing continuous improvement process will help ensure that efforts meet the needs of all students, including those from historically marginalized groups. This includes collecting and reflecting on data that elevates the perspectives of students and families, identifying and addressing inequities and challenges, and building upon successes to continuously improve the support to students, families, and staff.

- ***Use the new Panorama platform to engage staff, students, and families in sharing ongoing feedback and partnering on continuous improvement.***
- ***Support educators in reflecting on data around their own instructional practices and classroom climate, especially when trying out new strategies or modes of teaching.***
Help teachers collect feedback from students and reflect on their own practices by providing non-evaluative coaching and concrete strategies for improvement.
- ***Collect and act on data around students who are disengaged or chronically absent.***
- ***Examine data with an equity lens.*** Regularly review data on progress with an eye toward how decisions during the transition impact equity and outcomes. Disaggregate these data by subgroups, such as by race, address, socioeconomic status, language learner, LGBTQIA identity, or other subgroups.

The coming months will mark continued transitions for everyone in school communities as we prepare for an academic year that offers new types of relationships, learning, and operations. The transition may bring excitement, anxiety, concern, and other complex emotions as students wonder what the return to classrooms will look like, anticipate reconnecting with peers and teachers, and look forward to engaging in person in supportive learning environments. This moment will also call upon educators to intentionally and relentlessly foster emotional and physical safety and a sense of belonging throughout their school community.

High-quality SEL implementation provides students and adults an opportunity to continue cultivating critical skills — empathy and compassion, self-regulation, stress management, communication, and collaboration — that they will need not only to manage their experiences during the pandemic, but also to be caring, contributing members of their communities. SEL can also help educators reflect on how this experience has shaped our understanding of what and how we teach in schools, as well as the conditions that fully and equitably support student learning.

With the possibility of intermittent closures or other changes in the coming years, the adjustment back to school is most likely a long-term process that will require a sustained approach for ensuring that all students, families, and staff have the relationships, resources, and support they need to thrive.

Technology

Weston Public Schools will be leveraging technology tools to prepare for the myriad of scenarios the school will be implementing this year. Expectations will be set in place to organize and use different tools. There are a number of factors at play. Please continue reading for the current technology plan for the 2020-2021 school year.

All students will need a device for the 2020-2021 school year.

- **Kindergarten through grade 2 will use iPads (but a Chromebook will also work).** WPS will deploy devices but do not have enough for every student. Thus, we encourage parents/guardians to have students use their own devices when possible. These devices will travel between school and home only when/if shifts in the operation of schools take place (School or Home) or as directed by the classroom teacher.
- **Grades 3 to 5 will be using Chromebooks.** WPS currently has Chromebooks for grades 3 to 5. However, if you have a Chromebook your student can use at home, please do so. Last spring we were able to meet all the student needs for devices because many Field School students had devices at home to use, thus allowing us to provide them to other students district-wide. These devices will travel between school and home only when/if shifts in the deployment of schools take place or as directed by the classroom teacher.
- **Grades 6 to 8 will be using Chromebooks.** WPS will provide these as a checkout device, as is our practice. If your student has an appropriate Chromebook and you are willing to let us manage the device (with the same security settings we use at school), we are currently considering options that would let them bring that device to school. Guidelines are articulated below. These devices will travel between home and school daily.
- **Grade 9 to 12 will use laptops or Chromebooks.** Students are expected to bring their own Mac, Chromebook, or PC to and from school. Devices should be no more than four years old. We will assign Chromebooks to students without devices for checkout for the 2020-2021 academic year.

Learning Platforms

Google Classroom and Seesaw will be our primary learning management systems. A number of companion online products will be used to enhance and provide subject-specific resources. These will vary based on grade level and subject.

Video Conferencing Protocol

We will continue to employ a combination of Google Hangouts Meet and Zoom for video conferencing.

- Parents/guardians should be mindful of what family activities would potentially be heard/seen during the students' use of video conferencing.
- When using devices at home, please have your students use these tools somewhere near enough you can monitor, yet private enough to concentrate on their work.
- Students are expected to dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Students must display their full (classroom known) name in the conferencing tool profile.
- Students will be required to have their cameras on during instruction. (Parents/Guardians can ask for exceptions via their guidance counselor.)
- Students/parents/guardians should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permission to do so and it is a violation of our Responsible Use Guidelines.
- The same rules of conduct and behavior will apply to online classroom sessions as in the classroom. The Weston Public Schools Responsible Use Guidelines apply to remote learning as does the behavioral expectation as outlined in the student handbook.

Recording conference sessions. Teachers are encouraged to record instructional conferencing sessions and post them for students who cannot attend the live session. There may be some sessions a faculty member may want to record about specific instructional group activities. Our faculty need to be efficient and effective when covering material or providing reinforcement. Therefore, here are some guidelines about recordings:

- Parents/guardians will be asked to provide permissions for online instructional recording of video conferencing sessions at the beginning of the year that will cover all class sessions for the 2020-2021 academic year. Permissions can be rescinded at any time (with 48 hour notice).
- These recordings will not be publicly available, only shared within the Google Classroom, a similar section of the same course, or within the Weston Google domain that requires network authentication.

- Faculty will announce their intention to record the session. If this is a privacy concern, Parents/Guardians can ask for exceptions via their guidance counselor and be allowed to turn off their camera and/or microphone.

Student data privacy

The online tools and resources employed during the 2020-2021 academic year will be expanded. WPS will vet the student data privacy of these applications and will send information home about applications that have not signed our privacy agreement. Further information about how we handle student data privacy can be found on our [website](#).

Acceptable Use Guidelines

By School Committee policy, all students are bound to the linked [acceptable use guidelines](#).

Device Guidance

We choose devices based on a number of factors, we list the [criteria and our purchase choices](#) on our website.