

Preliminary Reopening Plan: Transitioning Safely Back to School

08.06.2020



Sudbury Public Schools
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Executive Summary

Sudbury Public School Preliminary Reopening Plan reflects recommendations and ideas from a variety of stakeholder groups including teachers, staff, families, town and state officials, and students. Information from these groups has been gathered through surveys, forums, question submissions, and listening sessions. The plan has been marked “preliminary” as there is still more work to be done. The district anticipates additional feedback and guidance from the School Committee, community, and Department of Elementary and Secondary Education (DESE). The district also acknowledges that some parts of the plan will need to be negotiated. The intent is to provide the community with as much information as possible in order to help families make informed decisions.

This Preliminary Draft of Sudbury Public Schools’ Reopening Plan is divided into 9 sections.

- [Superintendent’s Letter](#)
- [Superintendent’s Reopening Task Force & Working Groups](#)
- [Learning Models: Options for Families](#) The plan describes in preliminary terms the fully remote learning plan (Sudbury Remote Academy) and the three school-based learning models: all in-school model, hybrid model, all-remote model.
- [Operations & Safety Plan:](#) This section describes general safety measures put in place to reduce the risk of exposure and spread of COVID-19 in the school buildings, during food service, and for school bus transportation.
- [Student Services and Special Populations:](#) This section describes the individualized approach to service delivery throughout the three models of learning. This section also discusses the IEP timeline, evaluation and meeting protocols.
- [Supporting Social-Emotional Learning and Mental and Behavioral Health:](#) This section describes the systems in place to identify the social, emotional, and behavioral needs of students, staff, and families, and how the District will utilize school-based and community-based resources to support the well-being of our learning community.
- [Technology:](#) The plan describes the tools and platforms teachers and students will be using and the guidelines for safe and acceptable use.
- [Professional Learning:](#) The plan reviews summer professional learning opportunities and previews potential additional opportunities for professional learning and collaboration.
- [Resources](#)

Superintendent's Letter

Dear SPS Families,

The Preliminary Reopening Plan is the culmination of the work of many teachers, parents and administrators to create the models in which SPS students would resume their public education this fall. I would like to personally thank those individuals for their work, thinking and commitment to the students. The three plans outlined in this document meet the requirements set by the Department of Elementary and Secondary Education Learning Standards Consistent with 603 CMR 27.08(3)(b), and in many cases, goes beyond those expectations to ensure safety and the rigor expected of an SPS education. Each of us that contributed to this document has a deep dedication to meet the students' academic and social-emotional needs.

The health and safety is at the forefront of our minds for the staff and students as we prepare for their return to in-person learning. We have created protocols and plans to address the numerous areas from building air quality and cleaning to the "Three W's" (Washing Hands, Wearing Masks, and Watching Distance). The district will use a minimum of six-feet as the standard for distancing and has purchased electrostatic sprayers to disinfect all areas each night. These steps will create the environment that is required for the reopening.

I also acknowledge that the work will continue in order to ready the district for the new year. The School Committee will vote on the plan the District will open the year with, either the Hybrid or the Full Remote. The School Committee will also finalize the 2020-2021 School Calendar. Families will also be making a choice to participate in either the Hybrid learning option or the Sudbury Remote Learning Academy. The District will operationalize those options with staff and supporting resources that include transportation, food service, and student services.

We know that families are faced with challenges, and those challenges are different for each family; from childcare and coverage, to health concerns and economic realities. These challenges will shape this school year into one we have never seen before, and with the supports and resources Sudbury has, we will work with families to meet the needs of all learners.

Your continued support is much appreciated,

Brad J. Crozier
Superintendent of Schools

Superintendent's Reopening Task Force & Working Groups

This plan is the product of the hard work of many people, community members, teachers, administrators, over the course of many weeks. Listed below are the members of the Superintendent's Task Force and the Working Groups. These lists are not exhaustive, however, as many staff members have provided input and guidance.

We want to acknowledge the work of the technology team which has been working continuously to support staff, prepare the infrastructure, and identify tools to support learning in a remote and a hybrid environment.

We also want to acknowledge the work of the maintenance and custodial staff who have been improving buildings and contributing to discussions on how to best keep our staff and students safe.

Teaching & Learning		
Kim Swain	Assistant Superintendent	Co-Chair
Jeff Mela	ECMS Principal	Co-Chair
Abbey Salon	ECMS Teacher	Task Force, Working Group
Carolyn Lucchese	Nixon Specialist	Task Force, Working Group
Jacqueline Alfonso Barry	Community Member	Task Force, Working Group
Jeanmarie Skahan	Haynes Teacher	Task Force, Working Group
Maggie Helon	School Committee	Task Force, Working Group
Stephanie Kogan	Noyes Special Educator	Task Force, Working Group
Susan Woods	Nixon Principal	Task Force, Working Group
Stephanie Juriansz	Director of Student Services	Task Force, Working Group
Angela Menke	EMCS House Administrator	Working Group
Annya Pedreschi	ECMS Team Chair	Working Group
Dawn Parisi	ESL Teacher	Working Group
Erin Kehew	Haynes Special Educator	Working Group
Lauren Egizio	Humanities Coordinator	Working Group
Karen Wolfson	Mathematics Coordinator	Working Group
Rebecca Howard	Loring Teacher	Working Group
Anne Chabot	Nixon Nurse	Consulting Working Group
Annette Doyle	Noyes Principal	Consulting Working Group

Barbara Gogan	Noyes Specialist	Consulting Working Group
Cara Blanchette	Hayes Asst. Principal	Consulting Working Group
Christine Smaldone	Nixon Teacher	Consulting Working Group
David Gaita	Loring Asst. Principal	Consulting Working Group
David Williams	Loring Teacher	Consulting Working Group
Debbie Campbell	Noyes Teacher	Consulting Working Group
Elizabeth Caldwell	Nixon Specialist	Consulting Working Group
Faith Chen	Noyes Teacher	Consulting Working Group
Fenna Beverly	Noyes Teacher	Consulting Working Group
Jeff LaBroad	Haynes Principal	Consulting Working Group
Katie Hanks	Noyes Teacher	Consulting Working Group
Kristin Moffat	Noyes Asst. Principal	Consulting Working Group
Kristin Nawrocki	Noyes Teacher	Consulting Working Group
Melissa Sarno	Loring Teacher	Consulting Working Group
Melissa Morabito	Nixon Teacher	Consulting Working Group
Michael Huelin	Noyes Teacher	Consulting Working Group
Nancy Iocobucci	Noyes Teacher	Consulting Working Group
Peter Ferguson	Noyes Teacher	Consulting Working Group
Sarah Harvey	Loring Principal	Consulting Working Group
Sarah Murphy	Noyes Teacher	Consulting Working Group
Stephanie Cohen Mongeon	Noyes Teacher	Consulting Working Group

Special Populations Sub-Group of Teaching & Learning		
Stephanie Juriansz	Director of Student Services	Chair
Annya Pedreschi	Curtis Team Chair	Task Force, Working Group
Karen Devine	Noyes Team Chair	Task Force, Working Group
Anh Le	Noyes Team Chair	Task Force, Working Group
Dawn Parisi	ESL/District	Working Group
Silvia Nerssessian	School Committee Rep.	Working Group
Jeff Lappin	Assist Dir. of Student Services	Working Group
Maia Proujansky-Bell	Nixon/Curtis Parent & SEPAC Chair	Working Group

Rebecca Howard	Kindergarten Teacher	Working Group
Stephanie Kogan	Special Ed Teacher/Noyes	Working Group
Kate Mellon	Loring & Preschool Parent	Working Group
Heather Pendergast	Preschool Teacher	Working Group
Heidi Strauss	Occupational Therapist	Working Group
Erin Kehew	Special Ed Teacher/Haynes	Working Group
Tricia Callison-Keller	BCBA	Working Group
Erin Dyett	BCBA	Working Group
Amy Canute	Parent of Curtis Student	Working Group
Elizabeth Novak	SLP/Nixon	Working Group
Emily Ambeau	Adjustment Counselor/Curtis	Working Group
Steve Synan	Curtis Team Chair	Working Group
Lindsey Carapezza	Curtis SLP/Team Chair	Working Group
Cathleen Reynolds	Loring Team Chair	Consulting Working Group
Carolyn Curnow	Special Educator	Consulting Working Group
Maureen Acton	Nixon Psychologist	Consulting Working Group
Alexis Strauss	Special Ed Teacher/Noyes	Consulting Working Group
Rian Murray	Curtis Teacher	Consulting Working Group
Dena Salom	Preschool Parent	Consulting Working Group
Sandra Walters	Director of Metco Program	Consulting Working Group
Anne Chabot	Nixon Nurse	Consulting Working Group

Mental and Behavioral Health		
Annette Doyle	Noyes Principal	Co-Chair
Betsy Grams	Wellness Coordinator	Co-Chair
Bridget Riesenber	Community Member	Task Force, Working Group
Jacqueline Alfonso Barry	Community Member	Task Force, Working Group
Karen Blumberg	Loring School Counselor	Task Force, Working Group
Elizabeth Clark	Noyes School Psychologist	Working Group
Jennifer Vlacovsky	School & Family Social Worker	Working Group

Maia Proujansky-Bell	Community Member	Working Group
Terry Miller	Curtis School Counselor	Working Group
Betsey Caldwell	Nixon Physical Education Teacher	Consulting Working Group
Carol Bradford	Nursing Leader	Consulting Working Group
Chris Thibodeau	Curtis ELA Teacher	Consulting Working Group
Glenna Ratcliffe	Loring Kindergarten Teacher	Consulting Working Group
Jeff Lappin	Assistant Director Student Services	Consulting Working Group
Kelsy Chandler	Loring 2nd Grade Teacher	Consulting Working Group
Kim Doherty	Curtis Special Education Teacher	Consulting Working Group
Melissa Morabito	Nixon 3rd Grade Teacher	Consulting Working Group
Stephanie Kogan	Noyes Special Education Teacher	Consulting Working Group

Building and District Operations		
Jeff LaBroad	Haynes Principal	Co-Chair
Sara Harvey	Loring Principal	Co-Chair
Jeff Mela	Curtis Principal	Working Group
Carol Bradford	District Lead Nurse	Working Group
Bill Barletta	Town Facilities Director	Working Group
Sarah Gees Bhosreckar	Noyes Parent	Working Group
Kasey Rodgers	Loring Parent	Working Group
Kim Napoli	Noyes Parent	Working Group
Jo-Ann Schuster	Nixon Admin to Principal	Working Group
Linda St. Hilaire	Whitsons -Food Services	Consulting Working Group
Suzie Kornblum	SED Director	Consulting Working Group

Human Resources and Business		
Brad Crozier	Superintendent	Co-Chair
Don Sawyer	Business Director	Co-Chair
Abbey Salon	ECMS Teacher	Task Force, Working Group

Tracy Berry	Nixon ABA Tutor	Task Force, Working Group
Kathy Dellicker	Curtis Administrative Assistant	Task Force, Working Group
Marc Gallagher	Community Member	Task Force, Working Group

Learning Models: Options for Families

The Sudbury Public Schools is providing families with two options for the 2020-21 school year. Families may elect the full-time Remote Academy option or the School-Based option. The Department of Elementary and Secondary Education has directed all public school districts to plan for three learning models for students electing the School-Based option: 1) an in-person model where all students attend school everyday; 2) a hybrid model where students learn both in-person and remotely; and 3) an at-home model where all students learn remotely.

Among the School-Based options, the School Committee has indicated its preference for a hybrid model and will be making a final decision, in consultation with the Superintendent. Shortly thereafter, families will be asked to choose a learning model for their student(s). This information is critical to the school-based teams as they refine schedules and develop unit plans. As the school year progresses, the School Committee and Superintendent, in consultation with local and state health and education officials, may make adjustments to the plan including moving to an all-remote model or transitioning to an in-person model by grade or grade-span.

SUDBURY REMOTE LEARNING ACADEMY

Fully remote learning model -- for families who would like to keep their K-8 students home	
Voluntary Fully Remote Learning	<p>Students grouped in grade level or grade band cohorts, depending upon enrollment numbers. Cohorts may be building or district based.</p> <p>Designated SPS teachers and staff delivering content, facilitating connection, and providing student support</p> <p>Daily synchronous learning and asynchronous independent practice</p> <p>Specialist, Unified Arts, World Language offerings</p> <p>Curriculum will align with state standards and include programming and curriculum that is Sudbury-specific</p>

Sudbury's Remote Learning Academy provides remote instruction for students K-8 whose families elect to keep them at home. SPS teachers and staff teach in the Remote Academy. Students form an on-line community and receive an amount of instruction, feedback, independent practice, and connection equivalent to that offered through the School-Based plans. Students are grouped by grade level or grade-band cohorts, depending upon enrollment levels. Also dependent upon enrollment, is whether the cohorts are district or building-based. Students are assigned a certified SPS lead teacher and supported by SPS staff and administrators. Students in the Remote Academy are eligible to receive Special Education, 504, Title One, ESL, Guidance, and/or Literacy support services.

The curriculum aligns with state standards and includes programming and curricular materials

that are Sudbury-specific. Students work on core subjects throughout the day: reading, writing, mathematics, science, social studies and a rotating specialist subject (Spanish, library, music, art) for elementary students; English, social studies, mathematics, science, world language, and a Unified Arts class for middle school students. Physical education will be asynchronous.

Teachers use video conferencing tools to deliver instruction, connection, and support, but will not be able to provide full-time supervision. Students are expected to work independently for periods of time in accordance with a daily schedule that is shared with families.

The Remote Academy functions as a separate school within the district. However, in order to foster a sense of belonging and community, Remote Academy cohorts are connected to a brick-and-mortar school so that they can participate in community activities. If, after opening in a hybrid or in-person model, the district transitions to a full-remote model for a limited period of time, the Remote Academy will remain in session to maintain continuity and connection among the students and teachers.

Families have the right to move their student into or out of the Remote Academy at any time but should consider the impact on students of moving to a new teacher, routine, and cohort of students mid-year.

SCHOOL-BASED LEARNING MODELS

School-Based Learning Models -- for K-8 students who attend school in-person and/or remotely	
Full In-Person	15-24 students/class 3' minimum distance Most challenging for health and safety Most beneficial for student learning and connection
Hybrid	8-14 students/cohort 6' minimum distance All attend 2 days in-person, 3 days remote Some student populations may attend in-person more frequently Students engage in educator-directed learning/connection and self-directed practice/preparation Enhanced health and safety Maintains momentum with student learning and connection
Full Remote	All students instructed remotely by SPS staff Only available if health and safety conditions dictate Least support for student learning and connection

Full In-Person Learning Model

In the full in-person model, schools open every day to all students who wish to attend. This model is the most similar to school as we know it. All instruction is in-person with all staff and students following social distancing, and health and safety protocols. New routines are in place to support mask-wearing and hand-hygiene. Additionally, sanitizing protocols are deployed to ensure that buildings and grounds are as safe as possible for staff and students.

Adjustments to instructional practices and spaces need to be made to maintain physical distancing and minimize the sharing of materials. Some specialized courses must be reimaged to ensure safety. Students progress through the content standards and practices outlined in the Massachusetts curriculum frameworks for all grades and subjects. Field trips and large group gatherings are suspended.

At the elementary level, students spend the majority of their day with their homeroom cohort in a self-contained classroom with minimal physical contact with others outside the classroom. Depending on building capacity and weather conditions, students engage in specialist content in their classroom, the specialist space, or outdoors. While the overall elementary schedule remains similar to past years, there are adjustments to allow for safe transitions, mask breaks, 6-foot distanced lunch breaks, hand washing, and distanced arrival and dismissal.

At the middle school level, students will follow a similar model. Sixth and seventh-grade students are assigned to a cohort by homeroom. Content teachers travel to the sixth and seventh-grade homeroom cohorts, as will some Unified Arts teachers. Eighth-grade students are assigned to a cohort by math level. Eighth-grade students travel as a cohort, whenever possible, to their core content and Unified Arts classes, however, there will be some mixing of cohorts. Although we maintain a seven-block schedule, there are adjustments to allow for mask breaks, hand washing, 6-foot distanced lunch, socially-distanced recess, safe transitions, and distanced arrival and dismissal. Students keep all personal belongings with them throughout the day rather than using lockers.

Of the three models, fully in-person schooling is most beneficial for student connection and learning. However, the full in-person model is also the riskiest in terms of providing for personal safety during this pandemic.

Hybrid Learning Model

K-8 Weekly Schedule

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
Red (Cohort A)	In-Person	Educator & Student Directed Remote	Synchronous Educator Directed Remote	In-Person	Educator & Student Directed Remote
Blue (Cohort B)	Educator & Student Directed Remote	In-Person	Synchronous Educator Directed Remote	Educator & Student Directed Remote	In-Person

Schedule adjustments due to Monday holidays:

- Tuesday, September 29: Red will be in-person and Blue will be Remote
- Tuesday, December 1: Red will be in-person and Blue will be Remote

Sudbury’s hybrid learning model divides students into two cohorts. It provides for more physical safety of staff and students because fewer students are in the building on any given day and class sizes are small. Based on feedback from teachers and families, the district settled on the ABRAB model. The district also gathered feedback about other hybrid models, including a week on/week off approach, an ABABAB, and an AARBB approach. The district is exploring the possibility of having every Wednesday be an early release day to allow for additional collaboration and planning time for teachers and staff.

In a hybrid model, curriculum and instruction happen in parallel with both groups more easily, students would never be out of school for an extended period of time, teachers can preview and set expectations for the work done on remote days, and the days in school and out of school are predictable each week. Additionally, the model brings students from both cohorts together on the Wednesday remote day to build connections and develop remote synchronous learning skills. A weekly cycle of at-home and in-school learning provides new instructional opportunities as well. An effective hybrid model includes opportunities for student agency and choice while building learning relationships, providing feedback and specific supports, and delivering content in engaging and flexible ways.

Elementary Cohort Hybrid Remote Days--DRAFT		
School Hours: 7:55-2:25 pm Students' individual schedules may vary		
Learning Activity	Direct Instruction	Independent Learning and Practice
Morning Meeting/Open Circle/SEL	15 - 20 minutes	

Math	20 - 25 minutes Number Corner	45 - 60 minutes
English Language Arts (Reading and Writing)	10 - 15 minutes Read Aloud, Phonics	60 - 75 minutes
Science and Social Studies		45 - 60 minutes
Specials	20 - 30 minutes	10 - 20 minutes
Lunch Time Support	20 - 25 minutes	
End of Day Support	20 - 25 minutes	
Support Services (literacy, counseling, special education, etc.)	Individualized	

Morning Meeting/SEL/Open Circle: Teacher(s) and students gather together to prepare for the day. Activities vary depending on grade level, but may include: greeting, share, calendar, game, social emotional skill building, and review of the day's schedule.

Mathematics (Number Corner): A skill-building program that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts.

Lunch/End of Day Time Support: Teachers, assistants, coaches, and tutors available for students to check in, receive help, and answer questions.

ELA: Interactive Read Alouds develop comprehension skills, reinforce curricular concepts, develop content knowledge and vocabulary, and support a love of reading. Phonics instruction develops encoding and decoding skills.

Specials: Students would have specialist subjects on in-person days and some combination of remote days.

Support Services: On remote days, students would have access to support services.

Independent Work - On remote days, assignments would focus on a continuation of curriculum/skills taught during direct instruction, previewing of material for follow-up during in-person days, and/or individualized extensions/challenges.

- As students master new learning platforms and develop remote skills, teachers may identify additional learning/connection points.
- Snack and lunch may also be times for students to connect.
- Buildings and district curriculum specialists develop and deliver synchronous learning opportunities, as appropriate.
- The district is exploring the feasibility of remote instrumental lessons for orchestra students in grades 4 & 5 and band students in grade 5.

Elementary students follow a schedule that includes all core content areas (reading, writing, math, social studies, science). On remote days, students have daily synchronous learning and connection opportunities. Under discussion are social-emotional routines such as morning or afternoon class meetings, core academic lessons such as number corner, read aloud, phonics and vocabulary instruction, and question and answer periods. Depending on student needs and education plans, students may also receive synchronous special education, literacy, or English as a Second Language services.

Elementary Specialist Subjects (Library, Spanish, PE, Art, Music) schedules are in development. Under consideration is a plan where students in grades 1-5 have the same specialist subject on the two in-person days. This will rotate on a 4-week schedule. Students in grades 1-5 have Spanish lessons on remote days; one lesson will be synchronous and one will be asynchronous. Kindergarten students receive integrated specialist lessons from a kindergarten staff member during the first trimester. Daily outdoor movement breaks will be utilized during kindergarten specialist blocks. In-person kindergarten specialist classes will be phased in during the second trimester.

Middle School Cohort Hybrid Remote Days--DRAFT School Hours: 8:30 - 3:10pm <i>Students' individual schedules will vary</i>		
Learning Activity	Direct Synchronous Instruction	Independent Learning and Practice
Homeroom	5 minutes	
Core Classes (Math, ELA, Science, History, World Language)		150 - 225 minutes
United Arts Classes	60 - 75 minutes	
Team Block	20 - 30 minutes	15 - 20 minutes
Guidance Seminar (Every other week with guidance counselor)	20 - 30 minutes	
Support Services (literacy, counseling, special education, etc.)	Individualized	
<ul style="list-style-type: none"> ● As students master new learning platforms and develop remote skills, teachers may identify additional learning/connection points. ● Buildings and district curriculum specialists will develop and deliver synchronous learning opportunities, as appropriate. 		

Middle school students follow a schedule that includes all core content areas (English, social studies, math, science, world language) and a daily Unified Arts class. Under discussion on remote days, are synchronous lessons with team teachers, bi-weekly small group guidance sessions, question and answer blocks, and Unified Arts classes. In the hybrid model, orchestra, physical education, health, and Engineering will be taught in-person. Band and computer science are taught as a combination of in-person and remote. Art, music, and chorus are taught remotely. Depending on student needs and education plans, students may also receive synchronous special education, literacy, or English as a Second Language services on hybrid remote days. On Wednesdays, when all students are remote, homeroom teachers add a Connection Block to their synchronous core content blocks to focus on SEL skills.

In a hybrid model, we expect that some students attend school everyday. These students could include English 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. Further details regarding the criteria for individualized hybrid plans are forth-coming.

The hybrid model provides more physical safety than the all in-person model and less physical safety than the all-remote model. It maintains momentum in terms of student learning and connection but, necessarily, provides less teacher-directed instruction than in-person. A hybrid model is complex to implement, as teachers on any given day must serve students who are both in class and online and it presents childcare challenges for staff and families.

Relative to cohort assignment, teachers have created balanced classes for the 2020-21 school year. Family preferences regarding keeping siblings in the same cohort will be honored. In some instances, students with specialized learning needs will be placed in both cohorts for a whole or partial hybrid schedule.

Full Remote Learning Model

The full remote model differs from the spring’s Sudbury Learns from Home plan in that it is a fully developed instructional model as opposed to an emergency response to unexpected school closure. Last spring, guidance from the Department of Elementary and Secondary Education (DESE) prioritized connection, suspended grading and focused on requisite learning standards. The district may shift to a full-remote model if health and safety conditions warrant. All students engage in a full program of study with the expectation that students attend school, have their learning assessed, meet benchmarks, and receive grades or marks.

Elementary Full-Remote -- DRAFT School Hours: 7:55-2:25pm <i>Students' individual schedules will vary</i>		
Learning Activity	Direct Instruction/Small Groups	Independent Learning
Morning Meeting/Open Circle/SEL	15-20 minutes	
Math	50-75 minutes	15-30 minutes
ELA (Reading and Writing)	30-45 minutes	30-45 minutes
Science & Social Studies	15-30 minutes	15-30 minutes
Specials	35-40 minutes	TBD
Support Services (literacy, counseling, special education, etc.)	Individualized	
Additional Support (office hours, individual conferring, small groups, etc.)	Individualized	
Lunch and Recess - 60 minutes Snack and Movement Breaks - 30 minutes		

The elementary fully remote model includes five main components:

- **Connecting:** Students connect with each other and teacher each morning. Additionally, students receive direct instruction in social-emotional skills twice weekly (Open Circle) and participate in social-emotional skill-building daily.
- **Core Content Instruction in Mathematics, ELA, Social Studies, and Science:** Students access to a teacher through whole group, mini-lessons, small groupings, and break-out rooms. Grade-level teacher teams are actively working on individualized grade-level sample schedules. Teacher-directed synchronous instructional minutes varies by grade level, while meeting the DESE Time-On-Learning requirements.
- **Independent Learning:** Students complete independent work, project work, access videos, extensions, and other educator resources.
- **Special Subjects (Library, Spanish, PE, Art, Music):** Students in grades 1-5, will participate in teacher-directed Library, Spanish, PE, Art, and Music specialist classes. Kindergarten students will also have daily specialist classes, specific schedules will be determined at the building level.
- **Support Services (Literacy, Guidance, Special Education, ESL) and additional Small Group Instruction:** These services are provided on an individualized basis.

Middle School Full-Remote -- DRAFT School Hours: 8:30-3:10pm <i>Students' individual schedules will vary</i>		
Learning Activity	Direct Instruction/Small Groups	Independent Learning
Homeroom	5 minutes	
Core Classes (Math, ELA, Science, History, World Language)	150 - 225 minutes	90 - 165 minutes
United Arts Classes	30 - 45 minutes	TBD
Connection/Team Blocks	30 minutes	
Support Services (literacy, counseling, special education, etc.)	Individualized	
Additional Support (office hours, individual conferring, small groups, etc.)	Individualized	
Lunch and Recess - 60 minutes Snack and Movement Breaks - TBD		

The middle school fully remote model follows the existing 7-block schedule with students receiving instruction in the five core content areas: mathematics, ELA, science, social studies,

and world language. In addition, students have a homeroom block during which attendance is taken, a Unified Arts block, and a Connection block devoted to SEL (Social Emotional Learning) skill development and reinforcement. Instructional periods include synchronous direct instruction, opportunities of independent and guided practice. Most support services are delivered during the homeroom, Unified Arts, or Connection blocks.

Remote learning is challenging for many students. In a fully remote model, teachers and staff provide opportunities for students to connect with one another to provide social, emotional, and learning support. Key instructional strategies to ensure that students in a remote model master curriculum content standards and practices includes formative assessment, feedback differentiation, and multiple modalities for teaching and demonstrating learning. The full remote model provides the most safety for staff and students but provides the least amount of support for learning and connection. It may also present childcare challenges for staff and families. A fully remote model is most appropriate in circumstances when physical safety is the top consideration.

TEACHING AND LEARNING CONSIDERATIONS & STRATEGIES THAT APPLY TO ALL MODELS

Assessment:

SPS will use data to inform instruction, monitor student progress with regards to mastery of learning standards, and structure individualized student supports.

- SPS will continue to benchmark in English Language Arts, Mathematics and Social Emotional Learning.
- SPS will administer assessments sponsored by DESE as part of its proposed progress monitoring program.
- Teachers will administer formative and summative unit assessments.
- Students will receive teacher feedback in the form of grades, marks, comments, coaching, and other teacher-identified methods.

Addressing Student Needs

SPS will offer general education academic and guidance services in accordance with the District Curriculum Accommodation Plan (DCAP). The Instructional Support Team (IST) process will be used to identify student needs, set goals, design supports, and monitor progress.

- Elementary Literacy Support services will be provided to qualifying students by Literacy Specialists and Literacy Tutors.
- Additional supports for students are being explored, including utilizing other school personnel.
- Title One tutoring at Loring Elementary will focus on literacy skills and be concentrated at the primary grade levels.
- Title One Mathematics Lab at the Curtis Middle School will focus on mathematics.
- METCO Tutors will provide academic and social emotional support to students from Boston. Additional support services may be available to students from Boston through the METCO grant.

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- Guidance services are available to students at every grade level and are delivered through School Counselors and the District Social Worker.

Whether students are learning in a fully-remote model, a hybrid model, or an in-person model, the Sudbury Public Schools mission is consistent:

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors of society.

Additionally, we are placing specific emphasis during the 2020-21 school year on:

- Ensuring that all populations have equitable access to educational resources and opportunities.
- Maintaining continuous and strong connections between home and school. . Developing reciprocal opportunities to share throughout the learning and teaching experiences will bolster and maintain a healthy partnership with our community.
- A whole child approach to teaching and learning that nurtures strong cognitive, social, emotional, and physical skills growth in developmentally appropriate ways.
- Crafting and delivering robust learning experiences which engage all of our students in a variety of modalities.

Operations & Safety Plan

This Operations & Safety Plan specifies the general safety measures put in place to reduce the risk of exposure and spread of COVID-19. The plan will be reviewed and updated as data and guidelines continue to change. The following are the general goals 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 Sudbury Public Schools' guidelines for physical distancing and mask-wearing both in and out of school. This is our expectation. For Sudbury residents, these guidelines are regularly communicated to you by the Sudbury Board of Health.

The following measures are a general plan for the entire school district. Individual school buildings may require additional measures and precautions dependent on unique features of each building. The plan is a work in progress that will continually be monitored, adjusted and refined as we receive further health and safety guidelines.

GENERAL SAFETY MEASURES

- We will require face coverings for Students and Staff in all buildings. Face masks will be required for all grades. We will be asking students to bring a clean mask to school every day and the district will be providing extra masks as backup. 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.
- Frequent mask breaks will be scheduled throughout the school day inside and outside of the building.
- All students and staff will be washing or disinfecting their hands regularly throughout the school day. 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.
- We will be increasing deep cleaning and sanitation protocols with our custodial staff and any outside vendors.
- We will be frequently sanitizing high-touch areas throughout the school day.
- We will be actively limiting capacity in restrooms and other confined spaces.
- 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.
- 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.

- Where possible, 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.
- 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.
- In collaboration with the Sudbury Board of Health, we will be initiating contact tracing procedures and protocols in case of positive COVID cases.

LUNCH AND SNACK TIME

- Allergy guidelines will be reviewed and updated as needed to ensure whole-school allergy awareness. Certain foods may be prohibited school-wide or within individual classrooms to accommodate students with life-threatening food allergies.
- Lunches will be eaten in classrooms, outside, or in alternative large indoor spaces depending on the capacity of each individual school building.
- Students will have the option to bring their lunch to school or purchase a pre-packaged lunch from the cafeteria.
- Detailed safety procedures will be taught to students for the safe handling of food and sanitizing of spaces during and after lunch and snack.
- Designated staff will be available to quickly clean and sanitize lunch spaces after lunch and snack times are over.

SCHOOL BUS TRANSPORTATION

Introduction

The majority of Sudbury Public School buses in the fleet are 77-passenger buses. Under the Hybrid Learning Mode physical distancing requirements, our passenger load limit will be reduced to 25 students, one per seat. Below, we describe what a student should expect using District transportation during the 2020-21 school year.

It is important to note that transportation guidance will continually change based on the evolving nature of the pandemic.

Bus model	Maximum occupancy (excluding students who could sit together from same household)	Percentage of full bus capacity
83-passenger bus	27 passengers	33%
77-passenger bus	25 passengers	32%
71-passenger bus	23 passengers	32%

Health guidelines are consistent with the Center for Disease Control (CDC) and Department of Elementary and Secondary Education (DESE) guidance, which require masks, proper hygiene, and physical distancing. Throughout all aspects of a student's day, we will implement these three practices to reduce transmission risk.

Students who ride the bus will need to comply with the expectations outlined below. Parents need to ensure their children know what is expected.

School Bus Sanitizing and Disinfecting Protocols

In addition to the SPS District practices, our Transportation Contractor will implement additional sanitizing protocols to reduce transmission risk.

- Prior to transporting any students, each driver will engage in professional learning that covers new policies, procedures, and bus cleaning protocols.
- Before and after each route, drivers will clean high-use areas of the bus including seats and hand railings.

Student Bus Route Cohorts

Per DESE, "schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible." To reduce transmission risk and keep students in bus route cohorts:

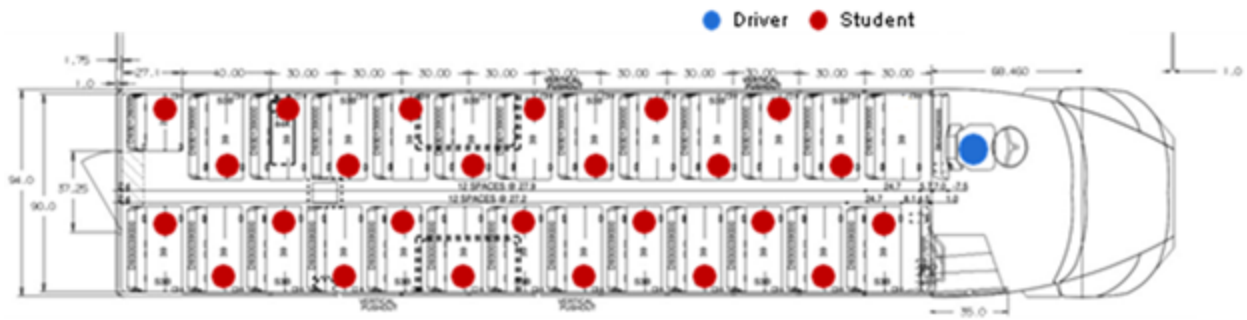
- Students will be transported only between home and school.
- Student pick-up and drop-off location should be the same address (am and pm, Monday-Friday). If an alternative pickup/dropoff location is required and approved, it must be on the same bus.
- Students will not be transported to licensed daycare centers.

Student Screening Procedures

In accordance with DESE guidance, parents and guardians will serve as the primary screening mechanism for COVID-19 symptoms. Parents/guardians are expected to conduct a daily symptom check. If students exhibit any COVID-19 symptoms, families may not send their children to school. DESE will provide a checklist of symptoms for families to use. Bus drivers will observe students once they board the bus in the morning and refer any who appear symptomatic to the school nurse. If a student tests positive for COVID-19, the District is prepared to collaborate with the Sudbury Board of Health as they enact contact tracing following CDC Guidance.

At the Bus Stop

- Parents will have screened their student(s) at home before they leave home for the bus stop.
- While at the bus stop, students (and caregivers) should maintain six (6) feet of physical distance and wear masks.



Example of a bus seating chart with three feet of physical distancing. A red “x” shows where a student would sit.

Boarding the Bus

- When the vehicle stops at the designated stop, students will maintain six (6) feet of distance while boarding the bus.
- All drivers and students are required to wear a mask on the bus. Students will not be allowed on the bus without wearing a mask.
- Student masks should be securely on their face before they board.
- Students will have an assigned seat on the bus. Students will be distanced at least three (3) feet from one another (see diagram above).
- As students board the bus, they will apply hand sanitizer to clean their hands.
- Students will sit one to a seat (see diagram above).

Riding the Bus

- Students will remain in their assigned seats, facing forward, while the bus is traveling to and from school.
- Bus windows will minimally be half-open at all times except in extreme weather.
- Drivers and students will wear face masks or coverings at all times.

IMPORTANT TO NOTE

Bus ride times will most likely increase due to longer stop times to allow for physical distancing and sanitizing in the morning. Also, due to the increased volume in anticipated parent drop-offs, the added influx of cars will cause additional delays at student arrival and departure, as none of our campuses are designed to handle heavy traffic.



Student Services & Special Populations

The Sudbury Public Schools are committed to providing students the least restrictive learning environment while maintaining the integrity of the Individualized Educational Programs of each student no matter what learning scenario the District is functioning within during the COVID-19 time period. Special education service providers will partner with families to engage in two-way communication to determine how best to deliver services across the three potential scenarios of reopening: in-person, hybrid and remote. Parent/Guardian voices are imperative, and within parameters of the school's initial recommendations and notifications of appropriate service delivery and models, families will determine which mode of learning is best for their children. Each student will be provided a "free and appropriate public education" (FAPE) in any learning model, and as outlined in each Individualized Education Program (IEP). The district will provide the staffing, support, services, and resources regardless of the learning mode being in-person, hybrid or remote.

DELIVERY OF IEP SERVICES

In-Person Learning: A Priority for All:

The Sudbury Public Schools is committed to maximize the in-person learning for all students with disabilities and of special populations to the greatest extent possible. It is important to recognize that there will be no blanket statements for how service delivery is implemented, as programming will vary with a student centered, individual approach.

The Prioritization of In-Person Learning for High Need Students

According to the most recent Massachusetts Department of Elementary and Secondary Education guidance, "Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. In particular, the Department urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs. Remote learning is often more challenging for these students."

For the purposes of this document, 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-PL3." **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;

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- Students who cannot engage in remote learning due to their disability-related needs;
 - Students who primarily use aided and augmentative communication;
 - Students who are homeless;
 - Students in foster care or congregate care; and/or
 - Students dually identified as English Learners.

In order to support the high needs of certain students, some students will attend in-person more than others, though most students will receive services over their two cohort days. Students who are considered high needs are the majority of students in the district's specialized or sub-separate programming or who have individualized needs met 75% out of the classroom or as part of a special population identified by the Department of Education. In-person instruction for high needs students will allow for the delivery of related services (such as speech and language, occupational therapy, physical therapy and/or reading services) to be a focus; however, these services may also be delivered remotely, even with students in the building in order to maximize the health and safety of all. Protective Personal Equipment (PPE) and training for staff working with specialized populations will be provided to educators when the instructional needs require a close proximity.

Service Delivery:

Service providers will schedule students for a combination of in-person, asynchronous and synchronous teletherapy services. Some teletherapy sessions may also occur if students are in-person. Services will be delivered in small groups or individually. When in-person, work areas and classrooms will be thoroughly cleaned after each student or small group transition.

REMOTE SCENARIO

During the remote learning period of spring 2020, services were provided to approximately half the level of IEP service delivery amounts. With the spring guidance from the Department, services were delivered as "Instruction and Services" and "Supports and Resources". Remote services moving forward will continue to use a combination of these; however, services both teacher-directed and independent, will consist of regularly scheduled services, interventions and therapies both synchronously and asynchronously per IEP.

Families will be supported with the frontloading of technology training and support to ensure student and parent comfort with the accessibility of a remote platform. Ongoing check-ins will be scheduled with families to ensure that students and parents have the tools they need to access the curriculum programming. Access to devices will also be supported as needed.

A varied degree of remote Learning will be instituted for the entire district in some capacity from the very beginning, regardless of learning mode, as it is critical for families to be able to adjust and to be able to slide into a "remote only" platform, if needed at any point.

If the District is functioning in a fully remote model, certain high needs special populations may be considered to come into the school building for various in-person direct services with providers, if services are permissible in-person at that time.

Individualized Remote Learning Plans (IRLP)

Individualized Remote Learning Plans (IRLP) are informal, written communications either through an email, a technology platform or on a shared document, where service providers notify families of when and how a child can access his/her services. IRLPs were noted by providers in N1 documents last spring, and this practice will continue for purposes of student record. IRLPs are not IEPs, though they are intended to align and support IEP goals and objectives. During remote times, IEPs will not be rewritten (as they are with an annual or re-evaluation) unless per TEAM determination that adjustments are needed. All changes to IRLPs will be communicated by team members to families. In addition, families should be encouraged to reach out to liaisons and team chairs if amendments should be considered for the remote learning plan or if there is a concern to be addressed. Ongoing home-school communication is imperative. It is important for families to know that the IRLPs will take some time to be developed once educational teams are back from summer vacation; however, families will be communicated with once schedules and service delivery times are clearly determined.

HYBRID SCENARIO

In a hybrid scenario, a vast majority of students with IEPs will be placed in either a Cohort A or Cohort B to receive their special education services. Services will be delivered in a combination of in-person and remote service delivery that is both synchronous and asynchronous, even if students are attending in-person school two days per week. A small number of students will be recommended to attend school, to varying degrees, as members of a "Cohort C" that may come in-person four or five days every week for all or part of the day depending upon individual needs. In particular situations, students of high needs populations K-8 may come into the schoolhouse for in-person services on Wednesdays or on an alternate cohort day for direct services with providers, if in-person services are at all permissible.

During a hybrid model, there will always be some remote learning for all since the majority of the community will consistently have Remote Learning on "off cohort days" (two days a week) as well as on Wednesdays. Since some students may attend in-person more than others, some students may only have one day of remote learning.

If in a hybrid scenario, preschool classrooms will continue to run as usual with a regular schedule of in-person learning, even on Wednesday mornings. In addition, there will be an expectation that the preschool team provides families with a degree of remote learning in the hybrid model, as it is imperative that we prepare all families for a virtual platform, if circumstances ever call for remote-only.

PARENT ENGAGEMENT AND COMMUNICATION

Sudbury Public Schools is committed to a two-way dialogue with families. Families should expect communication from IEP liaisons and team chairs regarding their child's IEP development and service delivery. If at any time there is a question or concern, a family is encouraged to reach out to the team chair to request to reconvene the IEP team to discuss student progress. Families with time-sensitive concerns over the summer months should be sure to include principals, team chairs and the student services office at: Student_Services@sudbury.k12.ma.us, in the communication.

Families of students with high needs, per DESE guidance, should expect a school communication sharing the recommendations of scheduling cohorts in mid-August. Upon the start of school, families and providers will collaborate with reflection and data to acknowledge what worked well and what was challenging during the spring 2020 remote stretch. Any changes to areas of need and potential assessment will be discussed by the team to determine approaches needed upon re-entry. Educators will schedule time with individual families in order to address concerns and provide remote learning support with the frontloading of technology training for families and students. It will be important for all students and families, no matter what the level of need, to have familiarity and comfort with the technology for a remote platform.

If there is a change in service delivery needs or significant scheduling, special education teams and families will engage in dialogue to share in understanding. Families should expect communication from either their special education team chair or from a district/school-based designee to discuss how their child's special education services will be provided within this hybrid model. In addition, a written communication to parents in an N1 (IEP form) will be generated to mark this hybrid learning time in the student files.

IEP, 504, AND TEAM OR CONSULT MEETINGS

In order to minimize the in-school traffic and limit social contact, IEP and team meetings will continue to be held virtually. If an in-person meeting is requested by a parent/guardian, the team may hold the meeting with some participants socially distancing while others participate virtually depending on space limitations.

IEP DOCUMENTATION AND PROCESSING

IEPs will be reviewed and electronically signed by team chairs. Upon arrival at Student Services in the Central Office, the IEPs will be logged and sent to directors for review and signature. Finally, all proposed IEPs will be emailed directly to families. Families may indicate their acceptance or rejection of the proposed IEP by emailing the appropriate pages to Student_Services@sudbury.k12.ma.us. Parents/guardians may also request an IEP to be mailed home. Parents/guardians may also opt out of receiving emails or IEP documents by contacting Student Services at (978) 639-3202.

Evaluation and IEP Timelines

The Sudbury Public Schools is committed to addressing the backlog of delayed evaluations and disrupted IEP timelines. For students whose initial evaluation or special education reevaluation was postponed due to the school closure in March, team chairs will contact parents/guardians to indicate the revised evaluation and anticipated time frame for holding a team meeting. In addition, team chairs will work with families to hold meetings that were delayed due to school closure, and the district hopes to address any timeline concerns in partnership with families. If parents/guardians have concerns about timelines, please reach out to the school-based team chairs directly for a conversation to reach mutual agreement and understanding.

All evaluations postponed by the school closure will be completed as soon as possible. Most evaluations will be conducted in-person with proper safety protocols in place. The district believes that the validity of the results obtained through a remote administration of an evaluation tool (using most of the district's current assessment tools) would potentially compromise the results. However, the district will continue to explore alternative virtual assessment options, and there may be some portions of the evaluation process, which are determined by the team, that may in fact be conducted virtually that would not compromise the validity of an evaluation. If this is the case, some portions of the process may be virtually completed.

Given the many changes and stressors to a return to school routine, the Sudbury Public Schools is encouraging families to work collaboratively and patiently with the school team to discuss mutually agreeable timelines to complete the evaluations while prioritizing the mental health of each child. It is critical to allow students to adjust to new school year routines and classroom environments before implementing testing and evaluations. In particular, it is important for students to have time to transition into new classrooms in order to establish solid social and emotional foundations prior to the commencing of evaluations.

Special educators and service providers will continue to provide progress reports as frequently as general education report cards are provided to students without disabilities. Communication around expected dates of receipt will be sent out through the district's student information system aligning with report cards. Service providers will continue to collect data during all three learning scenarios that will monitor student performance towards goals written prior to closure. Student performance will be reviewed for progress and regression post-closure. For students

who participated in Extended School Year (ESY) progress reports and discussions on individual levels of current performance will be important in assessing the amount of regression. Further guidance from the State will provide a process for identifying how and if compensatory services are to be considered.

EL (ENGLISH LEARNER) CONSIDERATIONS

ELL students will be balanced between Cohort A and B so all students can receive in-person services. ELL students with a WIDA ACCESS score of 1 will be recommended for additional in-person instruction. Students with a WIDA ACCESS score of 2 who are not making academic progress based on the language barrier may also be recommended for additional in-person instruction. English Learners who receive IEP services may be recommended for four days of in school instruction with one day of remote learning regardless of WIDA ACCESS scores. Families will be individually communicated with if and when their child is scheduled to attend additional in-person days.

SPECIAL EDUCATION TRANSPORTATION AND OUT OF DISTRICT PLACEMENTS

The District will work closely with CASE Transportation to provide specialized transportation to students with special needs per IEP need. All safety protocols and capacity limits for in-district and out-of-district programs will be followed. Students in an In or Out of District placement will continue to receive their transportation services unless per parent request for reimbursement of mileage per state rate. Out of District services will be delivered either in-person or remotely as directed by individual schools. SPS will continue to connect with out of district schools to ensure service delivery access, and the district will continue to request remote learning plans and progress reports on all students as appropriate.

Supporting Social-Emotional Learning and Mental and Behavioral Health

Social and emotional learning (SEL) is critical to re-engaging students, supporting adults, rebuilding relationships, and re-establishing a foundation for academic learning. The Sudbury Public Schools will build upon existing strengths to provide SEL support for students, their families, and staff as we return to school in both the remote and in-person learning models. Student well-being will continue to be at the heart of our work. Educators will be collaborating to create safe and supportive schools that utilize best practices, routines, and strategies that aim to meet the needs of the whole child. As a district, we will have systems in place to identify the needs of students, staff, and families, and employ school-based and community-based resources to support the well-being of our learning community.

The District SEL and Mental and Behavioral Health Plan is organized by four key actions and supported by critical practices. With guidance from a multidisciplinary team, the plan includes actions that build students' social and emotional competencies and addresses mental and behavioral health needs using a multi-tiered system of support (MTSS). The plan includes a focus on equity, inclusion, and the use of a trauma-sensitive lens in order to ensure that supports are consistently available to all students and staff. Family and community engagement is critical to a successful school return. These partnerships provide opportunities to enhance problem-solving, reflecting, and taking steps to proactively address the varied needs of our learning community.

KEY ACTION 1: TAKE TIME TO CULTIVATE RELATIONSHIPS, BUILD PARTNERSHIPS, AND PLAN FOR SOCIAL-EMOTIONAL LEARNING.

- The District Task Force and Mental and Behavioral Health Subcommittee includes broad representation across our learning community in an effort to elevate voice from diverse stakeholders. The working groups identified core goals that guide implementation of a plan that seeks to meet the social-emotional-behavioral and academic needs of students in a multi-tiered system of support. The core goals are to:
 - Facilitate connectedness and positive relationships.
 - Establish and maintain routine and consistency.
 - Build students' social and emotional competencies, particularly coping, self-regulation, and help-seeking skills.
 - Focus on equity and inclusion.
 - Facilitate trauma-sensitive school culture.
 - Engage caregivers.
 - Identify, support, and make referrals for students who need support.
- Strong relationships are foundational for learning. The District plan places a strong emphasis on nurturing positive relationships and a sense of community in all aspects of the school day, whether in-person or in a virtual mode. Educators are intentional in

building connections with students and among students through welcoming and community-building activities. The school schedules include multiple opportunities for positive interactions to take place, such as in daily greetings, morning meetings, advisory, planned engagement activities, and optimistic closure routines.

- SPS will continue to foster open, two-way communication among educators, families, and community partners through virtual committee and community meetings, surveys, and drop-in office hours in an effort to hear the perspectives of all of our stakeholders. These sessions provide opportunities for individuals to ask questions and to share insights and suggestions about actions designed to support the physical and psychological safety of students and staff as they return to school.
- Educators will establish and maintain routines and consistency to help create a learning environment that is predictable and safe. Staff will explicitly teach social-emotional competencies, particularly coping, self-awareness, self-regulation, and help-seeking skills in the beginning weeks of school. Lessons will be student-centered and adapted to meet students' developmental and language needs, cultural contexts, and interests.
- Classroom teachers will work collaboratively with school counselors to develop and facilitate lessons that help students collectively process their experiences and to address mindset about returning to school. The lessons are designed to support students' physical and psychological safety and will address the new safety and hygiene routines, behavior expectations, and ways to seek help when needed.
- The District will conduct family outreach and convene working groups to review progress toward program goals and to make revisions as part of a continuous improvement cycle and to respond to changes in community health conditions.

ACTION 2: DESIGN OPPORTUNITIES FOR ADULTS TO CONNECT, HEAL, AND BUILD THEIR CAPACITY TO SUPPORT STUDENTS.

- The District will facilitate community-building activities for school staff in an effort to help staff re-connect, build collegial relationships, and to process their emotions and experiences.
- SPS will provide information for staff to support healing and self-care by sending frequent communications about self-care practices, listings of regional service providers, and the Town of Sudbury Employee Assistance Program offerings.
- School administrators will work collaboratively with school-based health professionals to plan staff support actions and to conduct informal wellness check-ins.
- District summer professional learning opportunities included sessions on culturally responsive teaching practices, facilitating a trauma-sensitive school culture, strategies that support social-emotional learning, and self-care practices. All staff will participate in professional development sessions on the opening school days and throughout the year on topics related to the District priorities and goals for school re-entry. Time will be allocated for staff to reflect on practices that were successful in the spring remote model and for collaboration about ways to support students' well-being and social-emotional development going forward into the new school year.

ACTION 3: CREATE SAFE, SUPPORTIVE, AND EQUITABLE LEARNING ENVIRONMENTS THAT PROMOTE ALL STUDENTS' SOCIAL AND EMOTIONAL DEVELOPMENT.

- Educators will model and display behaviors that reinforce SEL by showing respect, appreciation for, and inclusivity of the range of cultures, backgrounds, languages, and experiences of students and their families.
- Educators will thoughtfully create a learning space that is warm and inviting and builds a sense of community whereby students encourage one another to work towards important goals. Teachers will encourage student growth by providing actionable feedback and celebrating individual and group progress.
- District structures and activities are in place to continuously build trusting relationships between adults and students throughout the school year. Welcoming activities, class meetings, silent mentoring, and other routines have been established to determine whether each child has a school adult to turn to for support. These connecting actions have been priority areas for the Sudbury schools for several years and will be leveraged as we enter the new school year to ensure that our students feel welcomed and supported.
- Synchronous SEL lessons and class meetings will be routine components of the school schedule. Educators use instructional materials and approaches that represent the diversity of students in their class and engage children in discussions about how each competency is important in their own lives. Teachers create opportunities for students to practice social-emotional skills so that they can build towards independently applying skills in various contexts. Particular emphasis will be placed on building students' coping, self-regulation, self-awareness, and help-seeking skills.
- The District will implement a screening and referral system to identify students who may need additional emotional and behavioral supports. The school-based mental health teams will perform informal check-ins and have a system to follow-up with students who have higher rates of school refusal or drops in attendance. The team will provide support to students at higher risk for significant stress or trauma.
- Staff will collaborate with families by sharing strategies and information with caregivers in an effort to support students' SEL both at home and in school.

ACTION 4. USE DATA AS AN OPPORTUNITY TO DEEPEN RELATIONSHIPS AND CONTINUOUSLY IMPROVE SUPPORT FOR STUDENTS, FAMILIES, AND STAFF.

- The Sudbury schools collect qualitative and quantitative data on a variety of indicators that will be used to inform decisions regarding programming, procedures, and curricular activities. Information and data is gathered from students, staff, families, and the community that is relevant and important to school operations and related decision-making. The District will continuously engage these key stakeholders in

discussions and problem solving as our community adjusts to changes in school routines and structures as a result of the pandemic.

- Educators collaborate with and elevate student and family voice through discussions, surveys, and focus groups to learn about and examine instructional strategies, school climate indicators, school engagement, and action planning. These efforts will continue as we adjust to the new learning model, schedules, and remote learning platforms.
- Educators examine data and collaborate during staff and team meetings and professional learning sessions to understand students' social, emotional, and academic growth. Multiple data sources also provide information about student engagement and attachment to school, safety concerns, and overall well-being. Teams will continue to use the MTSS and multiple data sources to inform decisions related to making referrals for support services and to provide targeted social-emotional skill instruction for children.

At the core of this complex process of beginning a new school year is attending to the academic, social and emotional development; physical and mental health; cognitive development; and overall well-being of all students and adults in a holistic manner. This is a time where we need to call on all members of our school communities to deepen our social and emotional competencies and create equitable learning environments where all students and adults process, heal, and thrive.

RESOURCES

- *Renite, Renew, Thrive: Supporting Social and Emotional Learning Roadmap for Reopening Schools*, Collaborative for Academic, Social and Emotional Learning, July 2020
- *School Reentry Considerations: Supporting Student Social & Emotional Learning And Mental & Behavioral Health Amidst COVID-19*, American School Counselor Association and National Association of School Psychologists, June 2020
- *Providing School-Based Behavioral and Mental Health Supports and Services during COVID-19 School Closures: Guidance for School Counselors and Psychologists, and other Specialized Instructional Support Personnel (SISP)*, Massachusetts Department of Elementary and Secondary Education, May 2020

Technology

As we approach the new academic year, technology plays a crucial role in making teaching and learning successful. It continues to be used as students are attending school in person in the hybrid model, but it will also be playing a much bigger role in connecting the home to the teacher whenever students are learning remotely.

DEVICES

Preschool to grade 1 accesses materials online from home using family-owned devices. The Sudbury Public Schools, however, is able to provide loaner Chromebooks to students when families communicate a need for one through an online form.

Grades 2 to 5 are provided with Chromebooks by the Sudbury Public Schools as part of a temporary program to ensure consistent home access to technology. These devices are normally on laptop carts for use in school. We are assigning these devices to each student to avoid the health risks of sharing devices while in school, and sending devices home with students in cases for remote learning days. Note that some of the equipment was ordered back in the Spring but remains on backorder, so families may have an initial period of using personal devices at home.

Grades 6 to 8 use Chromebooks provided by the Sudbury Public Schools as part of the 1:1 program at the Curtis Middle School. These devices normally go back and forth with students even outside of the present COVID-19 related changes. Students in grades 7 and 8 already have their school devices at home with them from last year. Like grades 2 to 5, grade 6 devices remain on backorder but will be available.

ONLINE RESOURCES FOR STUDENTS AND TEACHERS

The student landing page at sudburystudents.org connects families with the resources used by teachers and students in the Sudbury Public Schools.

Our primary platform for content creation and collaboration is Google's G Suite for Education, which provides schools with a robust suite of tools that work together. From document creation to video conferencing, teacher and student accounts are configured to meet the learning needs at each grade level.

Thanks to a generous grant from SERF, we have been able to add tools that will help support remote learning. For example, we now have a PearDeck subscription that allows educators to build formative assessments on top of Google Slides rather than just delivering static content.

In terms of reaching different types of learners, we have expanded our licensing of tools that add teacher and student voice to our content. SPS has licensed Screencastify so that teachers and students can easily create and share screencasts. In addition, our expanded WeVideo

license allows for more teachers to produce and edit video content that can be shared with students in our learning management systems.

LEARNING MANAGEMENT PLATFORMS

Preschool to grade 1 use Seesaw as a way of managing learning content and activities. Earlier this year SERF generously agreed to fund the availability of Seesaw in kindergarten and grade 1, and just recently our license has been expanded to also include preschool.

Grades 2 to 5 continue to use Google Classroom as their platform for managing classroom materials. Although Google Mail has historically been turned off in student accounts, students in these grades will have restricted access to it in order to communicate with teachers. In addition, online resources like PearDeck will help teachers leverage Google Slides as a tool for formative assessments, far beyond how it was being used last spring.

Grades 6 to 8 continue to use Schoology. This online platform is a great complement for organizing the workflow of documents, conducting assessments and facilitating online discussions in a 1:1 environment, both when students are learning in school, and in a remote situation.

ACCEPTABLE USE POLICY

In order to clearly communicate expectations concerning the use of both district resources and the Internet, the Sudbury Public Schools has adopted an Acceptable Use Policy, which states:

The guidelines in this Acceptable Use of Technology Policy are provided so that students are aware of their responsibilities as digital citizens. It is expected that students will make use of digital resources in the Sudbury Public Schools across grade levels and curriculum areas, which makes responsible use of those resources critical to their success in the classroom. Technology is an integral part of classroom instruction, and discipline for inappropriate use should be handled using standard disciplinary procedures.

Sudbury Public Schools reserves the right to examine all data stored on servers, devices, or in Sudbury-managed accounts and all files and communications. In accordance with the Children's Internet Protection Act, Sudbury Public Schools filters internet content to prevent children and adults from accessing obscene and pornographic images, as well as other harmful materials.

Guidelines for Acceptable Use include:

- Students are expected to be courteous and use appropriate language.
- Students will utilize technology resources for educational purposes in ways that conform with ethical and legal guidelines.
- Students will maintain the privacy of passwords associated with the use of the network.

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- Students will maintain the privacy of their own personal address, phone numbers, and other personal information, and that of other students.
 - If a student notices any suspicious or unusual activity while using any Sudbury technology, it should be reported immediately to a teacher or administrator.
 - Students will use technology to create original works. When using or incorporating the work of others, students will appropriately credit and cite owners or originators of that work. Students will respect the rights of copyright owners.
 - Students will not use the input components of computers (e.g., cameras, microphones, etc.) in an irresponsible, inappropriate, or illegal manner.
 - Students will not deliberately cause the loss of other users' work or damage to any Sudbury Public Schools systems.
 - Students will not override firewalls, desktop management, or security measures established on the network.
 - Students will not illegally copy or distribute software.
 - Students shall reimburse the Sudbury Public Schools for repair or replacement of school property lost, stolen, damaged, or vandalized while under their care, including but not limited to hardware, software and system restoration.

All aspects of Policy 4.5.6, Anti-Bullying Policy for Students, including those associated with cyber-bullying, apply to this Acceptable Use of Technology Policy. Cyber-bullying includes, among other things, knowingly impersonating another person when communicating online. Any violations of the Anti-Bullying Policy will result in disciplinary consequences as outlined in that Policy.

STUDENT DATA PRIVACY

The Sudbury Public Schools maintains a high level of adherence to student data privacy laws and practices. SPS is a member of the [Massachusetts Student Privacy Alliance](#), which helps us obtain student data privacy contracts with the vendors who provide our online subscriptions.

APPROPRIATE VIDEO CONFERENCING EXPECTATIONS

The Sudbury Public Schools is dedicated to providing engaging and effective remote learning opportunities for our students. As part of our remote learning opportunities, the District is offering some of these optional opportunities via a virtual platform. Prior to engaging in these optional virtual opportunities, the District seeks to clarify expectations around appropriate use of virtual technologies for educational opportunities.

1. The District strictly prohibits screenshots, pictures, audio/video recording and distribution of any virtual educational experience in order to protect student privacy, intellectual property rights of our school community to proactively prevent potential cyberbullying, prevent the distribution of copyrighted materials and comply with Massachusetts law. Please note that in Massachusetts, it is illegal to record another person through any medium without their knowledge. It is an expectation that

Parents/Guardians or students shall not disclose any protected information that they are privy to during any online session (i.e. the names of other students participating in a small group lesson).

2. Students, and where appropriate parents/guardians, are asked to try to engage in virtual educational experiences in a quiet area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality.
3. By allowing students to participate in the remote learning sessions, Parents/Guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity to virtual education. Parents must understand that we cannot ensure privacy or what transpires in a live platform in a range of environments. We continue to strive for the utmost respectful behavior from students when engaged in classroom (virtual or in person) learning. As a reminder, the Student Code of Conduct and the District's [Acceptable Use Policy](#) applies to virtual learning, including school issued devices and networks. See acceptable use policy for questions regarding school policies and procedures, please click [here](#). For all additional questions, concerns, or inquiries, parties may contact the building principal.
4. By having your child participate in this virtual learning experience, consent to this request is hereby provided.

VIDEO CONFERENCING MESSAGE

The Sudbury Public Schools has developed a standard statement for staff to use with students during synchronous video experiences.

*We are now going to begin a remote learning opportunity through the use of Google Meet. It is important that we continue to respect the privacy of our school community – our teachers and our students. By participating in this class today, you agree that you may not save, record, share or post this session or any photos from this session. The rules in school apply to this classroom experience. Students must treat each other with respect during our time together and must follow school rules. **If it is found that you have violated any of these rules, you will no longer be allowed to participate in these live sessions.** If you or your parents/guardians do not agree to these rules, please disconnect from this session and contact me to receive an alternative option.*

Professional Learning

Sudbury Public Schools is committed to learning for teaching. This is especially important as we contemplate varying instructional models. Summer offerings focused on Technology Tools and Instructional Strategies, Culturally Responsive Teaching, Trauma-Informed Teaching, and Social and Emotional Health. Additionally, educator teams have been working to develop and modify units of study, align curriculum maps to address unfinished learning, and develop supports for students and teachers in a remote or hybrid model.

Additionally, the Teaching & Learning Team, including Curriculum Coordinators, Specialists, and Coaches, will provide real-time support and professional learning and design longer-term, in-depth professional development programming to support student learning and engagement. The Teaching & Learning team will also collaborate with building teachers to develop professional learning opportunities to support families as at-home learning partners.

Under consideration is additional planning and collaboration time and shortening the school year up to 170 days by delaying the start of school to allow additional training and professional development days. The School Committee votes the district calendar. The last approved calendar is [linked](#).

Resources

- [Reopening Massachusetts Public Schools 2020-2021, July 23, 2020 \(Video\)](#): Medical experts speak to the DESE plans to reopen schools in the fall of 2020.
- [Principals' Newsletter on Masks, July 20, 2020](#): The Principals of the Sudbury Public Schools write to parents regarding the important role masks will play in the reopening of schools this fall.
- [DESE Protocols for Responding to COVID-19 Scenarios, July 17, 2020](#): Additional information on protocols for responding to specific COVID-19 scenarios this fall, including in school, on the bus, or in community settings.
- [School Reopening Family Survey, July 2020](#): The Sudbury Public Schools is seeking your input as we continue planning for our return to school this September in a hybrid model in which students engage in a combination of in-school and distance learning that will be based on a minimum physical distancing guideline of six feet.
- [Superintendent's Update, July 13, 2020](#): An update from Superintendent Crozier to the community on the work of the Superintendent's Taskforce for Reopening Schools and new DESE guidance documents.
- [DESE Fall Reopening Frequently Asked Questions, July 10, 2020](#): Answers to questions frequently posed to the DESE in regards to the reopening of schools this fall.
- [Superintendent's Reopening Taskforce Update, July 10, 2020](#): The presentation given to the School Committee by the Superintendent's Reopening Taskforce
- [School Committee Meeting, July 10, 2020](#): Footage of the School Committee meeting at which the Superintendent's Reopening Taskforce updated the Committee on its progress.
- [DESE COVID-19 Resources](#): A collection of guidance documents released by DESE related to the COVID-19 pandemic.